“Positive Choices, Positive Changes”

For further information contact…

Patrick Coughlin
Padgett Elementary School
110 Leelon Road
Lakeland, Florida 33809
Courier Route-A
(863) 853-6044
Patrick.coughlin@polk-fl.net

PROGRAM OVERVIEW

Within the school environment, there are many different areas of conflict that may arise on a daily basis. Teasing, anger, and feelings of unfairness can occur at anytime during the school day. Some children may react in a positive manner and some may react in a more unacceptable fashion. Positive Choices/Positive Changes is a program developed to identify and address conflict management skills with the elementary student population.

This program was initially developed in a middle school setting due to an increasing number of negative incidents in student behavior, in areas outside of the classroom, in which the negative choices lead to increased student referrals to the administrative office, and increased student suspensions. The thought process was that if students could learn about various conflicts and how to manage these conflicts in a positive fashion at a younger age, hopefully these conflict management skills would generalize in later school years. The aim or goal of Positive Choices/Positive Changes is to teach elementary students grades kindergarten through fifth how to identify potentially negative situations and react to these situations using positive choice skills. In choosing to use positive choices, students are empowered to make positive choices.

OVERALL VALUE

In today’s society, many students deal with multiple problems on a daily basis. Today’s family’s demands are different from those of generations past. Some families are unable to adequately teach conflict management skills at home. Many parents look to school personnel for assistance in this area.

Positive Choices/Positive Changes is the initial step in developing some of the most basic conflict management skills that students can immediately use within their school environment. I believe this program can be expanded further and provide a strong foundation for students to successfully employ conflict resolution techniques with hopeful generalization into the student’s future life experiences.

MATERIALS

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follows the lesson plans.

ABOUT THE DEVELOPER

Patrick Coughlin has been involved in education for 27 years in various capacities. He has served as an ESE teacher, Prevention Education teacher, In School Suspension teacher, and Dean of students.

He received his Master’s Degree in Counseling from Webster University and is presently a Guidance Counselor at Padgett Elementary School.

LESSON PLAN TITLES

- Don’t Fight
- Talking It Out
- Three Ways to Handle Conflict

2006 - 2007 IDEA CATALOG OF EXCELLENCE
SUBJECTS COVERED
Conflict Management

GRADES
Kindergarten through Grade Two

OBJECTIVES
1. Students will find alternatives to fighting.
2. Students will utilize “Talk It Out” rules to avoid fighting throughout the school day.

SUNSHINE STATE STANDARDS
PSD 5 Self management and responsible behavior
PSD 5.2 Develop and demonstrate appropriate attitudes and behaviors.

MATERIALS
• Dry erase board and Markers
• “Berenstein Bears Get in a Fight” books
• “Talk It Out” list

DIRECTIONS
1. Review the definition of conflict. Conflict is when you have a problem with another student/person.
2. Review the “Three Ways to Handle Conflict” sheets:
   a. Ask Questions and Listen.
   b. Use Your Own Words.
   c. Try Different Ideas.
   Ask students to give examples of how they can utilize the “Three Ways to Handle Conflict” throughout the school day.
3. Read the “Berenstein Bears Get in a Fight” book to the class. Ask them how the brother and sister got in a fight. Tell them fights can happen even if there is an accident between two people. Stress that some small fights turn into big fights.
4. Have the class break up into 4 groups. Each group will prepare a role-play. The role-play should be a conflict where they break one of the “Talk It Out” rules. Students vote on which “Talk It Out” rule was broken in the role-play.
5. Review the rules of “Talk It Out” and ask the students to give personal examples of when they have broken a specific “Talk It Out” rule.
6. Students share personal incidences where they have used a “Talk It Out” choice to prevent a potential fighting situation they could have been involved with.
7. The “Talk It Out” sheet is posted in the classroom throughout the school year. The “Talk It Out” list is the following:
   a. Positive Attitude
   b. Don’t Yell
   c. Listen
   d. Don’t Interrupt
   e. Be Honest

EVALUATION/ASSESSMENT
Students will monitor progress by use of school-wide behavior management system. For instance, in our school, we use a green, yellow and red light system. Students are encouraged to stay on the green light and students that make negative choices may have their behavior stick moved to yellow or red. Using this system, students that start and stay on green have followed, “Talk It Out” procedures. Students that have had their color stick moved from green to yellow or red need to be aware of what “Talk It Out” choices they could have made to improve their school day.
**SUBJECTS COVERED**

Conflict Management

**GRADES**

Third and Fourth

**OBJECTIVES**

1. Students will identify three ways to handle conflict.
2. Students will be able to successfully apply the three ways to handle conflict in a variety of real-life school situations.

**SUNSHINE STATE STANDARDS**

CD 1.1 Understand and participate in the school environment.
PSD 5 Self Management and Responsible Behavior
PSD 5.2 Develop and demonstrate appropriate attitudes and behaviors.

**MATERIALS**

- Markers
- colored-pencils
- crayons
- art paper
- construction paper
- “Talk It Out” form

**DIRECTIONS**

1. Review the three ways to handle conflict and how to communicate clearly in a conflict:
   a. Ask Questions and Listen.
   b. Use Your Own Words.
   c. Try Different Ideas.
2. Introduce the six rules that help individuals talk out conflict. These rules are:
   a. Have a positive attitude about solving the problem.
   b. Don’t raise your voice.
   c. Listen.
   d. Don’t interrupt.
   e. Be honest.
   f. No name calling.
3. Pass out a copy of the above mentioned rules to each student.
4. Ask for a student volunteer to role-play an argument with the teacher. Some examples of what could be role-played include: breaking classroom rules, being teased in the lunchroom, or borrowing something to a student and he/she did not give it back to you. If desired, the teacher could have multiple volunteers and have each student break one of the six “Talk It Out” rules.
5. Divide the class into two groups. Ask each group to discuss and rank the six rules of “Talking It Out” in order of importance. Each group will share their ranking with the entire class.
6. Each group will prepare two short skits. One skit should involve a conflict in which the students break one of the “Talk It Out” rules. Have the class guess which rule they broke. The second group will perform a skit that would demonstrate a proactive example of a “Talking It Out” technique.
7. Review the rules of “Talking It Out”.
8. Display the “Talk It Out” Rules in several class locations and intermittently review it with the students.

**EVALUATION/ASSESSMENT**

Students will write an entry in their journal on a weekly basis focusing on one “Talk It Out” choice they have utilized during the school week and any situation that they have witnessed that the “Talk It Out” choices have either worked or not worked and what could have been done differently. Students will draw illustrations of how the “Talk It Out” rules could be implemented throughout the school day.
SUBJECTS COVERED
Conflict Management

GRADES
Fifth

OBJECTIVES
1. Students will review the definition of conflict and Win/Win, Win/Lose and Lose/Lose situations.
2. Students will identify three techniques to resolve a conflict:
   a. Talk it out.
   b. Ignore it.
   c. Get help.
3. Students will be able to role play conflict situations utilizing each of three techniques in handling a conflict.

GOAL: Students will become familiar and be able to put into practice three identifiable ways to handle a conflict:
Talk it out, Ignore it, Get help

SUNSHINE STATE STANDARDS
PSDS Student will demonstrate self-management and responsible behavior.
PSD 5.2 Develop and demonstrate appropriate attitudes and behaviors

MATERIALS
- Dry erase board
- Markers
- Television
- Worn or very used clothing/shoes

DIRECTIONS
1. Review the definition of conflict and then describe and discuss Win/Win, Win/Lose and Lose/Lose situations.
2. Discuss the three steps in resolving conflicts:
   a. Talk it out.
   b. Ignore it.
   c. Get help.
   The first step is for the student to attempt to "Talk It Out" with the other student. If this step fails, the student is then encouraged to ignore the other student. If this step also fails, the student is then encouraged to get help from an adult.
3. Ask a student volunteer to come up to the front of the class and pretend to push another student in line. The teacher will ask the first student to pretend to fight the other student and then discuss what the consequences would be. Repeat this exercise three times and discuss three different ways to resolve this conflict.
4. Discuss how to communicate with other people in a non-threatening manner to bring about a win/win situation. There are other situations when ignoring the person or getting help is the best choice when appropriately handling a conflict. Provide the students with examples of Win/Win, Win/Lose and Lose/Lose and have them discuss.
5. Divide the students into three groups. Ask them to use one of the conflict situations below or to develop one on their own. Have the students role-play each of the conflict scenarios utilizing one of the three techniques necessary to handle a conflict.

EVALUATION/ASSESSMENT
1. Student drawings illustrating the three ways to appropriately handle conflict.
2. Student essays and/or poems documenting their personal experiences dealing with conflict situations.

☆☆☆

“Positive Choices, Positive Changes” Patrick Coughlin
Lesson Plan No 3: Three Ways to Handle Conflict

2006 - 2007 IDEA CATALOG OF EXCELLENCE
## Materials Budget

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|                |       |       |              |            |

**Subtotal** $197.37

**Teacher’s Name**  
**School:**

Patrick Coughlin  
Padgett Elementary School

**Shipping if applicable**

**Total Budget Amount** $197.37