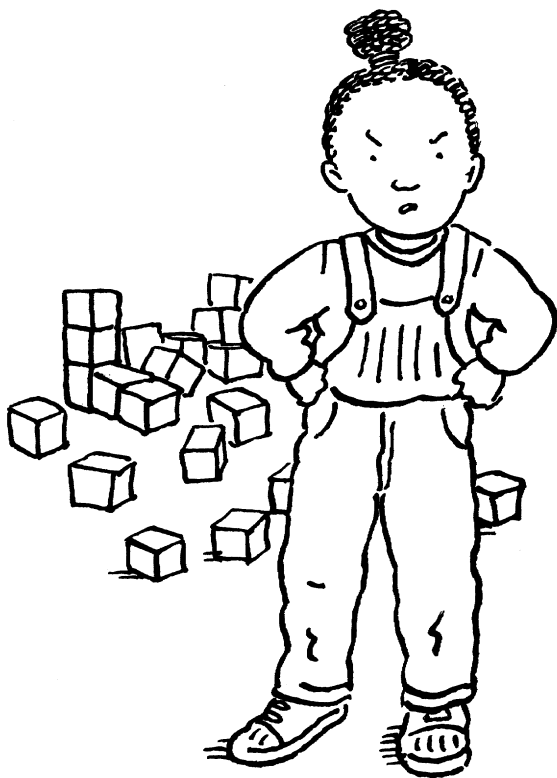


GETTING ALONG

Part 1: The Problem



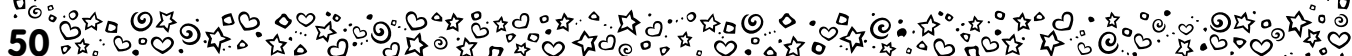
I'm very mad
at Johnny Trout.
I want to hit and
scream and shout.
But if I let myself
cool down,
Then maybe we
can work it out.



Solving a Conflict

“Part 1: The Problem” and “Part 2: Working It Out” on the next page show the steps in conflict resolution. Use the poems as a mini-play that can be acted out by two children. You might want to have them use stuffed animals or puppets. For older children who can read the poem, hand out copies of both poems, divide the class into “Johnny” and “the castle builder” and read in unison.

Explain that conflict happens all the time—it’s part of life—and that everyone needs tools to deal with it. The tool described here is cooling down before trying to solve a problem. Methods for cooling down include taking deep breaths, counting backward, and taking a walk. Emphasize that cooling down doesn’t mean you’re giving up your point of view.



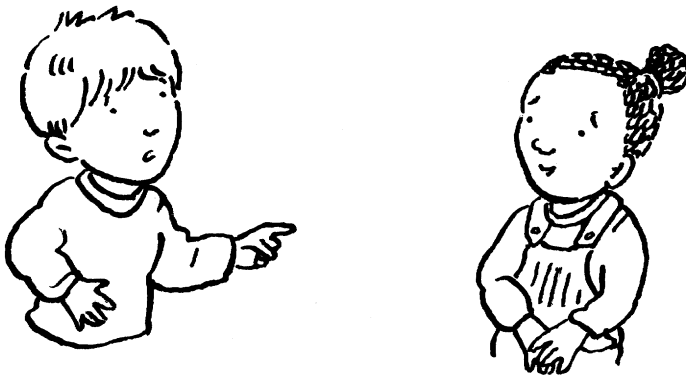


Part 2: Working It Out

You wrecked my nice, big castle when you just came running by. I worked so hard to build it—it used to be this high.

I didn't mean to do it and you called me nasty names. But I could build it up again and make it look the same.

And I could say I'm sorry that I called you all those names!



Solving a Conflict (continued)

Let children discuss the steps in the conflict resolution presented in the poem (cooling down, talking about feelings, finding solutions). They will have to unravel what happened, the way a teacher sometimes does.

Make up "Conflict Cards" describing a problem between two children and place them facedown in a stack. Have partners choose a card and then brainstorm solutions to the conflict. Ask them to share their ideas with the class. Conflicts may include cutting in line, damaging someone's work or property inside or outside the room, refusing to share, tripping someone by mistake, and leaving out someone in a social situation.

