

## **Strategies for Nonviolent Conflict Resolution**

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**“It’s okay to be mad. It’s not okay to be mean.” -Pat Hutchins(1)**

### **Introduction**

“Parents, city leaders face off on bullying.” (2) “Bullying had significant role in Alex Wildman’s suicide, says coroner.” (3) “Hampton revisits bullying policies after a York County student kills himself.” (4) These are top news articles featuring attempted or actual suicides of school aged children, the youngest of which was in the third grade, that were published the week after school let out for this past summer (June 16-17, 2010).

My proposed CTI project is to focus on bringing nonviolent conflict resolution into the lives of inner city students where violence is *very* prevalent. As human beings, we all get angry. What we do with that anger is our personal choice. Some choose to act out in non-violent ways, while others turn to violence. If one only knows to equate anger with violence, one many not realize that there is another way. In addition, many children have their anger stifled by adults who tell them to “shh” or that it is “not that big of a deal” and that they should “just get over it.” I believe that this is how anger can turn into rage. Through establishing a culture of nonviolence I am hoping to show students **HOW** to be angry and to express it in an acceptable, safe way.

### **Background Information**

The students for which this unit is created are fourth graders at Irwin Avenue Open IB Elementary School, though it can easily be adapted for students of all ages, Kindergarten through 12<sup>th</sup> grade. Irwin Avenue is a school of approximately 450 students, 84 percent of whom are on “free or reduced lunch.” Eighty- five percent of students are reported as African American; 9 percent of all students are categorized as having a disability. Irwin Avenue is a Title 1 school, which the ABC’s Performance Recognition has listed as “low performing.” This school is located in the Central Learning Community, directly in uptown Charlotte. However, Irwin Avenue is a magnet school and is accessible to any student within the Charlotte Mecklenburg School District as long as they have applied and been accepted into the International Baccalaureate program of study. (5)

### **Overview**

Throughout the course of 10 weeks, during one class period of approximately 45 minutes per week, students will be asked to perform activities in the classroom, to complete readings from the text *Rhinos and Raspberries* (6), as well as to keep a reflection journal detailing their thoughts and experiences. The students will examine and participate in nonviolent conflict resolution in both real life and mock situations.

## **Objectives**

The objective of this project is to provide an alternative to violence as well as to show students how they can prevent it. This area of study would not only provide intervention for those already involved in conflict, but hopefully share nonviolent resolution before conflict begins. If students are able to effectively resolve their conflicts then they will not only have more friends, better self-esteem, and positive life skills, but they will also be able to better focus on classroom material. The bottom line goal is to cultivate a climate of tolerance at Irwin Avenue to allow for a better facilitation of learning.

## **Strategies**

The activities prepared in this unit are: role playing, book studies, and writing reflections that scaffold from students as persons involved in conflict that then transition into problem solvers.

There are three basic parts to this unit:

### *1. Why does conflict exist and what is my role?*

At the beginning of this unit, students explore why conflict exists in the first place. Students will confront different school, city, state, and global issues. The idea of positive conflicts, as well as safe and unsafe risks will also be posed.

During the first few weeks, the students will be introduced to the concept of risk taking and potential outcomes of risks, both positive and negative. In class we will look for local people featured in newspapers, on the internet, on T.V. etc as risk takers. The students will investigate how these community members are risk takers and what impact their risks have on the local people. People of suggestion are: Anthony Foxx, Panthers players, Miss North/South Carolina, Peter Gorman, Barack Obama, etc. Students will work together in groups to explain how these people find themselves in conflict and will showcase ways of resolution. Students are asked to think about how these conflicts can be positive and a driving force for social reform.

Once students are able to identify risk takers among their community, we will examine historical figures that promoted social change by taking new risks. The students will be able to directly tie this in to their current units of study in Language Arts as well

as Social Studies by looking at the civil rights movements. The students will again investigate the major conflicts of these people's life times, and how/if the conflicts were resolved. Notable people for topic discussion are: Rosa Parks, Shirley Chisholm, and Langston Hughes, though students will be encouraged to brainstorm and research others.

Now that students have thoroughly explored the conflicts and risk taking of others, both currently and historically, we will turn internally to ourselves. The readings and responses will be used to guide this portion of the unit. Students will be asked to reflect on questions such as: How do I take risks? Do I sometimes take unnecessary risks? Have any of my risks significantly changed my or someone else's life? How do I become involved with conflict? Do I usually start conflict, or do I usually react to someone else? What can I do if I find myself in conflict?

### *2. How can I resolve my own conflict?*

After students understand the concept of conflict and what role they play in it, the topics will shift to how they can begin to resolve their own conflicts in a nonviolent manner.

Here students will be working on ways of first recognizing when they are feeling upset. During this stage of the curriculum unit, students will be encouraged to find outlets and strategies to appropriately express feelings. Students will be reminded that "All of my feelings are okay; some of my actions are not." (7) After brainstorming in small groups, the students will create a class list of "okay angry actions." This will be a class list of things that we agree are acceptable ways to be angry in our classroom. After signing our names at the bottom of the list saying that we all agree, the poster will be displayed in the classroom for future reference.

Now that students have created an essential agreement about appropriate behavioral expressions of feelings, we will work on developing a procedure for nonviolent conflict resolution. Together we will explore what it means to be a good listener, taking turns when speaking, and empathizing with another's point of view. Most importantly, I will share with the students how to use an "I message" (8) to talk about their feelings, not their opinion of the other person, when attempting to resolve conflicts.

### *3. How can I help others resolve their conflict?*

Once students have internalized how to handle their own disagreements, they will make their final transition into problem solvers where they will be expected to be able to recognize and help resolve both personal and peer's conflicts in an objective way. This unit will take approximately 10 weeks to be fully implemented.

So far we have seen other people take risks and resolve conflict, and we have explored ways to resolve our own conflicts. Now is when our class will put all of our newly

acquired skills to use and help others resolve their conflicts. Much of this time will be spent role playing different realistic situations posed by the teacher. As I give different conflicts to the students, their peers will help coach them through resolving their “problem” in an appropriate, nonviolent way that is aligned with our previously created class essential agreements. In discussion, the class will also address the following questions: What is the difference between bullying and a challenge? How does name calling change our self esteem? How can we show that we love ourselves and why is it important? When is “just playing” no longer playing?

This curriculum unit can be called a success if the following things are evident: our classroom has an increased attitude of tolerance, empathy, and respect which will be shown by minimal conflicts between peers. When conflict occurs, the students are able to problem solve on their own in nonviolent ways with little deferment to an adult. Classroom learning time is maximized because the amount of time spent on conflict is reduced thus increasing test scores. Finally, students will be able to convey a message of tolerance and problem solving to peers outside of our class more effectively.

## **Classroom Activities**

### Week 1

Topic: Why do we have conflict?

Students will examine current conflicts within the city, country, and internationally.

The unit will begin by sharing a video from <http://www.youtube.com/> with students about the recent and current conflicts in Northern Uganda involving child soldiers and night commuting. (9)

<http://www.youtube.com/watch?v=Pap1MEfSOGI&feature=related>

After a whole class viewing of this video, the teacher will lead a discussion about what they just saw. The teacher will ask the students to turn to a neighbor and summarize what they just viewed. Students will then take turns sharing aloud their view of the video. The teacher will then clarify the video for the most certainly confused students: the second civil war in Uganda began in 1987 with the Lord’s Resistance Army (LRA) lead by Joseph Kony. Joseph Kony wanted to create a theocratic government (a government based solely from the Bible and the Ten Commandments) for Uganda. The LRA was up against the National Resistance Army (NRA) who had overthrown Uganda’s president just one year prior. In order to gain the control they wanted, the LRA used violent force to command their reign. The LRA was run mostly by child soldiers following blindly behind adult leaders. The majority of these child soldiers had been abducted from their families. This caused a phenomenon called night commuting. Night commuting is where children would walk many miles from their homes outside of the cities to seek safe

shelter inside of the cities so they were able to sleep without fear of abduction. (10) The teacher will also quickly explain that the people in the video were protesting night commuting by walking from their homes to the main part of their city and then sleeping outside. During this time they also wrote letters to President Bush calling for action to aide the children of Uganda.

Now that the students have a basic understanding of the video, the teacher will bring up some of the events shown at the end: signing the Declaration of Independence, ending slavery, women getting the right to vote, and September 11. The teacher will ask the students what they know about these events and have them record any questions for further investigation at a later time. After a short discussion, the question will be asked “Why did all of these conflicts happen?” Each student will record their answer on an index card, which the teacher will collect and keep for later reference.

During the second part of this lesson students will be divided into small groups to conduct research in the computer lab. The students will now examine current conflicts on the international, national, and local level. Each group will be assigned a conflict by the teacher on which they must answer the following questions:

1. What is the conflict?
2. Who is the conflict between?
3. What does each side think about the conflict?
4. What are some possible outcomes/resolutions of the conflict?
5. Have any of the resolutions been tried so far? How did that work out?

The assigned conflicts are as follows:

*Internationally: Uganda/ Lord's Resistance Army*

Students will be directed to: <http://www.invisiblechildren.com/>

See video Invisible Children: WHO WE ARE (11)

*National: War on terror/ September 11, 2001*

Students will be directed to: <http://www.youtube.com/watch?v=YMiqEUBux3o> (12)  
[http://en.wikipedia.org/wiki/War\\_on\\_Terror](http://en.wikipedia.org/wiki/War_on_Terror) (13)

See sections: General Information, Precursor to the attacks, and US objectives

*Local: CMS budget/ Closing of schools*

Students will be directed to <http://www.charlotteobserver.com/education/> (14)

See articles: Tough Choices In School Funding, CMS Schools Plan, and CMS Vote Is a Preview of The Pain To Come

The purpose of directing student's research during this time is first to keep the students on track as this project is slated for a short amount of time, and secondly the topics given can contain sensitive material, whereas each website listed was previewed by the teacher and found to be age appropriate.

Once the students have all completed these questions, the teacher will turn the students' recorded answers into power point slides. Each group will present their slide to class. The final part to this lesson is to have students reflect on their index cards on which they responded to the question: "Why did all of these conflicts happen?" If students are unable to come up with this themselves, the teacher will coach them to the response that all conflict occurs basically because of a difference of opinion.

### *Homework*

Read the Rhinos and Raspberries (6) story *Rabbit Foot: An Iroquois Tale of Peacemaking* beginning on page 42. Reflect in your journal on these questions: What do you think the moral of the story is? Have you ever been in a situation where two people kept hurting each other back? How did it work out in the end? What could have been done differently?

### Week 2

Topic: How can conflict be a good thing?

Students will reflect on real life risk takers that used conflict to promote positive social change.

The teacher will open this lesson with replaying the short power point created last week involving conflict. Students will be reminded that all conflict begins with a difference of opinions. The teacher will then show the students the video *Mighty Times: The Legacy of Rosa Parks* (14) (approximately 40 minutes). During the video, students will be asked to keep a T chart (15) detailing opposing views, for example Rosa Parks vs. Bus Driver, the black boycotters vs. the white women car drivers, Martin Luther Kings vs. Ku Klux Klan. The students will share their work aloud with the class.

Next the teacher will break the students into groups of 2-3 students. In these groups students will complete a cause and effect T chart (15) created by the teacher. In one column of the paper the teacher will have listed the causes of events and students will be asked to fill in the effects side of the paper based upon the video. The causes are as follows:

1. African Americans had to put their money in the collector at the front of the bus, exit, and get back on at the back of the bus.
2. The bus driver left without Rosa even after she had paid.
3. Rosa Parks refused to change seats when the driver asked her to.
4. The African Americans boycotted the bus systems.
5. Martin Luther King was arrested for boycotting the bus system.
6. The protest was taken to the Supreme Court.

The effects that students should list:

1. The African Americans felt unequal/they were unhappy with the bus system.
2. Rosa had to walk/she was upset/she remembered the driver for the next time she saw him.
3. Rosa was arrested.
4. The buses lost money/African Americans gained some support from white women.
5. MLK went to jail/the KKK burned his house.
6. The Supreme Court got rid of the “separate but equal” laws.

### *Homework*

Read the Rhinos and Raspberries (6) story *The Clever Boy and the Terrible, Dangerous Animal: An Afghan Tale of Fear* beginning on page 4. Reflect in your journal on these questions: When was a time that your friends were afraid to try something new? Were you also afraid? Did you take a risk and try the “something new?” What happened? Would you have done anything differently?

### Week 3

Topic: Unsafe vs. Safe Risks: What is bullying and what is a challenge?

Students will create comics using news headlines to illustrate bullying vs. a challenge.

The teacher will begin by asking students what their idea of a bully is. After taking several ideas, the teacher will ask students to raise their hand if they think that **THEY** are a bully. Then teacher will ask students to raise their hand if they have ever said something mean to or about a peer. Next the teacher will show the following video and explain to students that it was created by a CMS middle school student.  
[http://www.youtube.com/watch?v=h\\_5SP\\_NFMDI](http://www.youtube.com/watch?v=h_5SP_NFMDI) (16) The class will have a discussion about what they saw: What did they think? How did the video make them feel? What did they think about the ages of the students? Does it matter that this was created by a CMS student? How do they think these victims could have been helped?

For the second part of this lesson students will be asked to determine the difference between what is bullying and what is a challenge. The teacher will read situation cards aloud and the class will identify which is bullying and which is a challenge. Then the students will break into small groups and create a comic strip (15) illustrating one of the situations. At the end, the teacher can post these comics with the labels “challenge” or “bullying” as a reminder for students.

The situation cards are as follows:

1. The person that sits next to you in class asks to copy your homework. (bullying)
2. Your best friend asks you to play soccer at recess even though they know that you aren't very good at soccer. (challenge)
3. A kid on the bus trips you on purpose and says “I dare you to do something about it.” (bullying)
4. A peer turns to you before the math test and says “I bet I can get a higher grade than you!” (challenge)
5. Your neighbor sees that you got a 65% on the spelling test, laughs, and then waves his 100% in your face. (bullying)
6. A student who is a year older than you bets that she can run across the field faster than you can. (challenge)

### *Homework*

Read the Rhinos and Raspberries (6) story *Supriya's Bowl: a Buddhist Tale of Giving* beginning on page 26. Reflect in your journal on these questions: When was a time that you shared or saw someone share with a friend? How did you feel? When was a time when you or another did NOT share with a friend when you know that you could have? How did you feel?

### Week 4

Topic: How do I feel when.... : Showing empathy for others

Students will sort “situation cards” into categories based on how each makes them feel.

The teacher will begin with a review of the homework listed from the previous lesson, asking students to share their work if they feel comfortable.

Next the teacher will ask students to brainstorm a list of 8-10 different emotions. The students can then sort these emotions into categories: positive or negative. Some examples may be: mad, sad, happy, excited, bored, worried, loved, etc. After the class has a consensus as to which emotion is in which category, the teacher will then break the students into small groups of 4-5. Each group will be given an envelope with “situation



cards” inside of them. The group will be responsible for sorting the cards into the two categories of emotions: positive and negative. Once all groups are finished, the teacher will ask them to share their work. A discussion may be had about some cards that are ambiguous, for example number 10. (Positive: we both got A’s on the test so I am proud, Negative: my friend got a higher score than I did and now I’m jealous.)

After all of the groups have concluded which card they would put in which category, the teacher will have students choose one emotion to illustrate on a large poster. The students will choose a matching situation card, glue it onto the bottom of the poster, and then illustrate. Students need to be sure to label their situation illustration with the emotion that one may feel during that time. Each group will present their creation to the class. The teacher will display the posters in the classroom.

Situation cards:

1. A friend tries to trip you when you are in line for lunch.
2. Someone on the bus calls you a name.
3. Your mom brings in cupcakes to school for your birthday.
4. You have a lot of homework tonight.
5. A girl from another class tells a secret about you to your friend.
6. You score the winning touchdown for your football team.
7. Your team comes in second place in the math competition.
8. Your family is going on an 8 hour car trip to visit your grandma.
9. There is no school today because it is snowing.
10. You got a 93% on your spelling test, but your friend got a 95%.

Homework

Read the Rhinos and Raspberries (6) story *The Emerald Lizard: A Guatemalan Tale of Helping Others* beginning on page 54. Reflect in your journal on these questions: Why do you think the priest chose to help Juan even though he didn’t have to? When was a time when you chose or saw someone else choose to help a friend when it would have been easier not to? What happened?

Week 5

Topic: What can I do when I see bullying?

Students will create and share skits of how to intervene in bullying, and when to get an adult.

This lesson begins by reflecting on the work done in Week 3: Unsafe vs. Safe Risks. The students will refer back to the comics that they created during this lesson illustrating what bullying can look like versus what a challenge can look like.

After a brief discussion of the previous work, the class will view a DiscoveryEducation.com video *Bullying Effects: School of Hard Knocks* (17). The teacher will then have the students break into small groups which will list at least 3 ways that they can stand up to bullying when they see it. In their small group the students will think of a real situation where they saw or experienced bullying and they did NOT stand up for a peer (or no one stood up for them). As a group, the students will create a short play illustrating what happened, what the problem was, and how it could have been successfully resolved with the help of peers. If students are stuck with thinking of a situation, the teacher can refer them back to the ‘situation’ cards from Week 3. The play will be shared with the class in a Reader’s Theatre format (18) and each student is required to have a role.

### *Homework*

Read the Rhinos and Raspberries (6) story *The Prince and the Rhinoceros: An Indian Tale of Speaking Kindly* beginning on page 12. Reflect in your journal on these questions: When was a time in which someone you trusted spoke to you unkindly? How did you feel? What happened in the end? Was there ever a time when YOU spoke unkindly to someone else? What happened?

### Week 6

Topic: What is a “good listener?”

Students will examine listening skills, body language, and how to use an “I message.”

The teacher will begin this lesson by asking one student to volunteer to read aloud their homework journal entry from the previous lesson. Then the teacher will have a second student volunteer to listen to their peer’s work. The two students will be seated in chairs at the front of the room, facing each other. The rest of the class will be asked to observe. After the student has finished reading the work aloud, the teacher will ask the class, “How did you know that Student B was listening to Student A?” The class will turn to a partner and briefly discuss what they noticed about the interactions between the students. If Student B was actually listening to Student A, the teacher should expect to hear things such as “B was looking at A”, “B was sitting still”, or “B was asking questions of A”. If Student B was NOT listening to Student A, the teacher might hear, “B was looking around the class”, “B was fidgeting in their seat”, or “B was interrupting A.” As a class, the student will discuss their answers.

Next, the teacher will ask the student to work in small groups to create a “Guide to Good Listening” poster. Each group will need to have the title “Guide to Good Listening,” list at least 5 ways that people can show that they are actively listening, and illustrate at least 2 of those ways. The groups will present their work to the class and the teacher will display the work in the room. If there is extra time, the students can take turn reading each other short stories while their peers practice “good listening.”

### *Homework*

Read the Rhinos and Raspberries (6) story *The Blind Man and the Hunter: A West African Tale of Learning From Your Mistakes* beginning on page 20. Reflect in your journal on these questions: What does it mean to “see with your ears?” Was there ever a time you learned from a mistake? What happened? What did you learn? How did you change?

### Week 7

Topic: How can I facilitate problem solving between my peers?

Students will learn the steps of effective mediation.

At this point students have examined why conflict occurs as well as what their role can be in conflict. Now the students will be shifting their thoughts to how they can help others when they see a peer having a problem.

The teacher will have made a poster listing the basic steps for conflict resolution (19) in advance. The steps should include:

1. Decide who goes first.
2. Listen to one person speak first using “I messages.” (8)
3. Summarize what they said.
4. Listen to the second person speak using “I messages.” (8)
5. Summarize what they said.
6. Decide what the problem is.
7. Brainstorm solutions.
8. Agree on a solution.
9. Shake on it.

The teacher will pull a desk into the center of the classroom and have the class sit or stand in a circle around the table. The teacher will ask for two volunteers to pretend to have a problem. The teacher will tell them the mock situation: Student A is upset because Student B cut in front of him in the lunch line. Student A says “Get your ugly face back to the end of the line.” Student B pushes Student A and walks to the end of the line. The

teacher will have the two students sit across from each other while the teacher sits in the middle. The teacher will role play with the students the 9 steps to problem solving with the two volunteers. Steps numbers 1, 3, 5, 6, 7, 8 are for the “mediator.” Steps 2, 4, 6, 7, 8, and 9 are for those with conflict. After the teacher walks the students through the steps, the teacher switches out their role for a student, and also invites two more volunteers to mock role play. This continues for several rounds of “mediation” for as long as time allows. Some mock situations could be:

1. Student A told a rumor about Student B.
2. Student A took student B’s seat on the bus.
3. Student A threw away student B’s work because it was on the floor.
4. Student A said a derogatory comment about student B’s mother.
5. Student A laughed at student B in gym class when he missed a basket.

### *Homework*

Read the Rhinos and Raspberries (6) story *Old Joe and the Carpenter: An Appalachian Tale of Building Bridges* beginning on page 62. Reflect in your journal on these questions: Why do you think that the carpenter disobeyed the farmer and built a bridge instead of a fence? Do you think that all “fences” and “bridges” have to be physical? Think of a time that you chose to build a “bridge” instead of a “fence.” What happened?

### Week 8

Topic: Mock Peer Mediation: Role playing situations

Students will be able to demonstrate effective peer mediation.

The teacher will begin by giving each student a blank index card. The teacher will ask each student to write down a situation where they saw or were involved in real conflict in the past few weeks. The teacher will then take the cards, fold them in half and put them in an opaque bag. The teacher will ask for 3 student volunteers to role play one of the situations using the same format as Week 7. Three students will be sitting at a desk in the center of the room, the two in conflict across from each other and the mediator in the center. The mediator will choose a card without looking from the bag to determine the group’s situation. The students will follow the previously determined steps to problem solving meditation (19):

1. Decide who goes first. (Mediator)
2. Listen to one person speak first using “I messages” (8). (Student A)
3. Summarize what they said. (Mediator)
4. Listen to the second person speak using “I messages” (8). (Student B)
5. Summarize what they said. (Mediator)

6. Decide what the problem is. (Mediator, Student A, Student B)
7. Brainstorm solutions. (Mediator, Student A, Student B)
8. Agree on a solution. (Student A, Student B)
9. Shake on it. (Student A, Student B)

### *Homework*

Read the Rhinos and Raspberries (6) story *Crocodile and Ghost Bat Have a Hullabloo: An Australian Tale of Name-Calling* beginning on page 74. Reflect in your journal on these questions: When was a time that a friend got upset with you because they misunderstood something that you said or did? How was it resolved? When was a time that YOU got upset with a friend because you misunderstood something that THEY said or did? As someone watching Crocodile and Ghost Bat's conflict, how could you mediate this situation? Write out a script of how you as a Peer Mediator could resolve this conflict.

### Week 9

Topic: How can name calling affect us? (20)

Students will use a game to examine how words can encourage or discourage peers from doing their best work.

The teacher will sort the students into four groups to begin this lesson with a game. Groups A and B will be standing in two circles tossing a small ball from student to student. The students must pass the ball gently to another student who is NOT standing directly beside them. They must say the intended catcher's name, then pass the ball. That person will repeat until each person has had a chance to receive the ball. The students must remember who they received the ball from and who they passed it to, as when the ball returns to the first person the cycle begins over in the same order. If someone drops the ball, the group must start over from the beginning. Once Groups A and B have tossed the ball around the circle several times, Groups C and D will step in. Group C is partnered with Group A and Group D is paired with group B. Group C is to stand around Group A and give them encouraging words (Wow! Great job! You're so good at this!). Group D then stands around Group B and gives appropriate discouraging words (You're really bad at this! I bet you're going to drop it next!). The teacher tells the groups that they have 5 minutes to see who can complete the most cycles without dropping the ball while their peers are commenting on their performances. At the end of 5 minutes the teacher will tell everyone to stop. A class discussion should be held at this point to hypothesize why the groups performed the way that they did. Usually the group with the positive praise will be the group to out perform the other. The teacher will remind students to reflect on this activity when they are speaking to others, as well as when they are having internal dialogue, such as before a test.

To conclude this lesson, the students will be invited to present their scripts that they wrote for homework. The students will work in small groups to present in a Reader's Theatre format (18) to the whole class.

### *Homework*

Read the Rhinos and Raspberries (6) story *Papalotzin and the Monarchs: A Bilingual Tale of Breaking Down Walls* beginning on page 34. Reflect in your journal on these questions: What do you think about separating people? Why do some people choose to separate themselves? Do you think all walls are physical? Give an example.

### Week 10

Topic: What is "true beauty?"

Students will work together to create a book about "true beauty"; each student receives a copy.

During this final session, the students will create Compliment Cards (21). The students will each receive an oversized index card on which they are to write their name. The students will need to be seated in a circle or square. The students will begin by passing their card to the person to their left. Each student will write a compliment about the person whose name appears on the card. Then the students will again pass the cards to the person on their left, each receiving a different card. Again, the students will write a compliment about the person whose name appears on the card, trying not to repeat the person before them. This continues until each person in the class has written on each card and the card is returned to its original owner. The teacher will invite the students to review their cards. Next the teacher will ask the students to compare how many compliments were about internal beauty verses external beauty. More often than not, the majority of compliments will be about internal beauty. The teacher will ask the students to keep this in mind as they completing the second part of this lesson.

The students will return to their seats and read the Rhinos and Raspberries (6) story *The Fiery Tail: A Chinese Tale of True Beauty* beginning on page 48. Reflect in your journal on these questions: What does "true beauty" mean to you? When have you seen an act of "true beauty?" Is there a time when someone shared "true beauty" with you? How did you feel?

Lastly, the teacher will ask the students to illustrate a picture of themselves and complete the sentence: I am beautiful because \_\_\_\_\_. The teacher will bind all of the pages together and create a class book to add to the classroom library. The teacher may also copy and bind an edition for each student as a souvenir of completion.

## Homework

Read the Rhinos and Raspberries (6) story *The Stonecutter: A Multicultural Tale of Being Yourself* beginning on page 68. Reflect in your journal on these questions: Why did the stonecutter wish to be something else? Can you think of a time when you wished to be someone else? Why? What are some things that you most love about yourself? Why?

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## Notes

1. Kerr, Melissa Hallmark, and Glenn R. Schiraldi. *The Anger Management Sourcebook*. 1 ed. New York: McGraw-Hill, 2002.
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### **Resources and Suggested Readings**

For Teachers:

"Teaching Tolerance." Teaching Tolerance.

<http://www.tolerance.org/?source=redirect&url=teachingtolerance> (accessed November 30, 2010).

This is a website that provides free materials to teachers in the areas of conflict resolution, peace-making skills, historical conflicts, and bullying. It was my number one, most recommended resource.

*The anatomy of peace: resolving the heart of conflict.* San Francisco, CA: Berrett-Koehler Publishers, 2006.

This book examines the reasoning behind how conflict develops, as well as positive ways to resolve conflict. This text deals mostly with more mature conflicts as opposed to elementary age conflict.

Nelsen, Jane, Lynn Lott, and H. Stephen Glenn. *Positive discipline in the classroom: developing mutual respect, cooperation, and responsibility in your classroom.* Rev. 3rd ed. Roseville, Calif.: Prima Pub., 2000.

This book is a great guide for inexperienced teachers, or those who are struggling with classroom community. It describes ways to encourage students to work together and better the overall classroom experience.

Porro, Barbara. *Teaching conflict resolution with the Rainbow Kids Program .* Alexandria, VA.: Association for supervision and Curriculum Development, 2002.

This is a program that does wonders for the very young (think kindergarten-2). It gives vocabulary for expressing feelings that the children may not have, and also helps in developing empathy for others through story telling.

For Students:

*Rhino and Raspberries: Tolerance Tales for the Early Grades.* Montgomery : Teaching Tolerance, 2006

This is part of the Teaching Tolerance series (see “For Teacher” above). It contains multicultural stories that help encourage empathy and respect for differences.

Parr, Todd. *The peace book* . New York: Little, Brown, 2004.

This is a children’s book that celebrates the uniqueness of every person no matter who they are.

*Classroom Materials:*

Week 1: SMART Board , pencils, teacher questions (see lesson), computer lab, teacher directed websites (see lesson), journal, Rhinos and Raspberries text

Week 2: SMART Board, power point with last week’s reports, TV, VCR, Video- Mighty Times: The Legacy of Rosa Parks, paper, pencil, journal, Rhinos and Raspberries text

Week 3: SMART Board, youtube video (see lesson), situation cards (see lesson), paper, pencil, journal, Rhinos and Raspberries text

Week 4: Chart paper, markers, situation cards (see lesson), glue, journal, Rhinos and Raspberries text

Week 5: SMART Board, Discoveryeducation.com video (see lesson), paper, pencil, journal, Rhinos and Raspberries text

Week 6: Chart paper, markers, journal, Rhinos and Raspberries text

Week 7: Chart with conflict resolution steps (see lesson), 1 desk, 3 chairs, journal, Rhinos and Raspberries text

Week 8: Chart with conflict resolution steps (see lesson), 1 desk, 3 chairs, pencils, index cards, opaque bag, journal, Rhinos and Raspberries text

Week 9: 2 small, soft balls, journal, Chart with conflict resolution steps (see lesson), 1 desk, 3 chairs, Rhinos and Raspberries text

Week 10: index cards, pencils, paper, crayons, markers, journal, Rhinos and Raspberries text

Appendix:

Implementing District Standards

The standards listed below are from the North Carolina Standard Course of Study. They will be used to implement this unit and communicate tolerance, nonviolence, and peacemaking at the fourth grade level.

### Social Studies

Competency Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played/

**2.03** Describe the similarities and differences among people, past and present.

**2.04** Describe how different ethnic groups have influenced culture, customs and history.

### Guidance

Competency Goal 7: The learner will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

7.01 Develop a positive attitude toward self as a unique and worthy person.

7.03 Manage feelings.

7.04 Distinguish between appropriate and inappropriate behaviors.

7.12 Demonstrate how to communicate.

Competency Goal 8: The learner will make decisions, set goals, and take appropriate action to achieve goals.

8.01 Employ a decision-making and problem-solving model.

8.02 Critique consequences of decisions and choices.

8.03 Debate alternative solutions to a problem.

8.04 Develop effective coping skills for dealing with problems.

8.05 Apply conflict resolution skills.