

Habits of Friendship



Conflict

I can handle conflict and stand up for others.

Dear Parents and Teachers:

The Habits of Friendship lessons are meant to be taught over a 5-day period. Lessons are scripted and require little preparation time. Notes to you, the teacher, are given in dark blue. The script is written in black. Before each lesson, gather or print any materials listed. Then, simply read the lesson aloud and follow the blue instructions.

As the week progresses, lessons increase in the level of developmental depth. The first lessons focus on concrete skills, mid-week lessons work on skills requiring more awareness, and lessons at the end of the week work toward total competence in this social skills area.

Day One: Scale the Problem

We have learned all about Communication, Manners, and Emotions. That is a lot of learning! You will soon be friendship masters! We are half way through our learning and I am happy with all you have done. Today we are going to start into our next Habit of Friendship: Conflict. Conflict is when people disagree. Sometime people fight, yell, or hurt each other. Other times, people work things out, take a break, or try something new. Being able to resolve conflict is a VERY important skill that will help you for your entire life.

Our mantra for Conflict is "I can handle conflict and stand up for others." During our first few lessons, we will work on handling conflict for ourselves, then, later in the week, we will learn how to stand up for others.

Conflicts can be big, small, or medium sized. How you deal with a conflict or RESOLVE a conflict, depends on the size of the problem. If it is an ANT size problem, we can smash that conflict flat on our own.

DIFFICULT
ROADS
LEAD TO
BEAUTIFUL
DESTINATIONS

MATERIALS BY DAY:

1. Conflict size poster and conflict cards
2. Red, yellow, and green craft sticks with the solution words written on these; if not the colored word strip solutions. Conflict size posters from yesterday, a cup to hold the craft sticks.
3. "I feel" poster
4. Truth teller template for each student
5. One Bully Shield and a copy of the poem for each student



Day One Continued

But some conflicts get bigger, like a BIG FOOT monster. You might need slow down, problem solve, or get help to resolve this kind of conflict. At times, conflicts get real bad! I call these MILEWIDE problems. You always need an adult to solve this kind of problem.

Get out the conflict size poster. Today we are going figure out the size of a conflict: ant , bigfoot, and milewide. **Put up each poster.** An ant problem is something that will not matter long. It is something that can be ignored and it will go away. **Put one “ant” example up on the poster and explain why it is an ant problem.**

A bigfoot conflict is a problem you might need some help from a friend or adult. But, it is also something that it will be okay if things don't work out your way, even if it makes you pretty sad and disappointed. **Put one “bigfoot” example up on the poster and ex-**

plain why it is a bigfoot problem.

A milewide conflict is a problem that you need to get a adult to help you solve. It might be a bigfoot problem that has gotten out of hand. It might be a conflict where someone is getting hurt or bullied. Milewide problems always require help. **Put one “milewide” example up on the poster and explain why it is a milewide problem.**

Now let's work together to sort out the rest of these cards onto the right-size conflict posters. **Work together sorting out the cards; offer any explanations needed.**

Well done. I will leave these up here to help us out with tomorrow's lesson. Let's wrap things up by saying our mantra one more time: “I can handle conflict and stand up for others.”

Perfect!

Why Teach Conflict Resolution?

“Skills for conflict resolution are critical in the classroom and the workplace. It's important to teach students how to appropriately manage conflict, and the feelings that come along with it, in order to create healthy learning environments and set students up for success.” (Sara LaHayne, *Move This World*)

As you move on from the second lesson using the popsicle sticks, remember to redirect students back to the popsicle stick cup when they are having trouble solving a problem. A simple, “go grab a stick” or “have you tried a stick idea?” This way students will practice what they learning for further internalization. Use these as teachable moments and talk through how the conflict can be resolved, safely and responsibly.

Day Two: Problem Solving (Sticks and Tricks)

Welcome back to Habits of Friendship: Conflict. Let's get our brains focused by saying our mantra one more time: “I can handle conflict and stand up for others.” Nicely done! Yesterday we sorted conflicts by size. Today, we are going to talk about how we can solve these problems. Different things will work for different kinds of conflicts.

Did you notice that the ant is green, the bigfoot is yellow, and the milewide is red? This is to remind us what kind of solutions might work for these problems. For green ants, you can GO ahead and solve it on your own. For yellow bigfoot conflicts, you will need to SLOW down and think. For red milewide problems, you will need to STOP and get help.

I have different colored popsicle sticks hidden throughout our room. They are green, yellow, and red. Will you go gather them up? **If you don't have colored popsicle sticks, you can print out the colored word strips from the resource materials. Send the students around to gather them up.**

Good work! You found them all. Now let's see if we can figure out these methods. **Pick each popsicle stick or word strip, read it aloud, and try to demonstrate it. When you pick the “I feel” statement, explain to your students that you will learn more about this tomorrow. Replace the sticks back in the cup.**

Thanks for looking through those with me. We will leave these here in this cup. If you ever need help remembering what to do in a conflict, you can come pull a stick and get some help.

Let's wrap up by saying our mantra, “I can handle conflict and stand up for others.”

See the sidebar for further instructions on how to use your popsicle stick cup to prompt generalization of these conflict resolution skills.



Day Three: I Feel Statements

We are on our third day of learning how to solve conflicts. Today might be our most important day. Today is the day we learn some of the most powerful words you will ever say! But, before we learn those powerful words, let's get focused by saying our mantra. [Repeat mantra.](#)

Excellent. Now... the moment you have been waiting for...I need a drumroll. [Smile, wait for a drumroll.](#) The most powerful words you will everyone say are: "I FEEL". Yup, it is that simple. Telling someone how you are feeling is powerful and will help you resolve almost any conflict. We can make those even more powerful, by adding two more phrases. [Display the "I Feel" statement poster.](#) [Read the poster:](#)

I feel _____, when _____. After we fill in these blanks, we add on one more sentence. We state a possible solution. You can say: "What I need is _____", or "How about we _____", or "I want _____". For example, I might say, "I feel angry when you kick my soccer ball over the fence. What I need is for you to play by the rules of the game or don't play at all."

Today we are going to practice this skill by playing a little game of musical chairs. When we play "I feel" musical chairs, we will each go around the circle as the music plays and sit down in a chair when the music stops. Since there are enough chair for everyone, whoever lands on this chair when the music stops ([point to the designated chair](#)) will get a situation. You will then use an "I feel" statement and add on a solution suggestion. Shall we play? [No room for musical chairs? No problem, play hot potato instead!](#)

[Using the situation cards and the poster to help, play a few rounds of this game.](#)

Great work. That was pretty fun. You are getting better and better at using powerful "I feel" language. The more you practice talking this way, the better you will get at it!

Can we wrap up by saying our mantra one more time? "I can handle conflict and stand up for others."

Nice work! Tomorrow we will start talking about the second part of our mantra: standing up for others!

The When and How of "I Feel"

Learning when and how to use an "I feel" statement can take a long time to master. On day three of Habits of Friendship: Conflict, students are introduced to the idea of "I feel" statements. Helping kids master the "I" statement is a strong step in helping students see how things are on the other side of a conflict.

When to use an "I feel" statement:

- Comforting behavior
- Being mistreated
- Feeling defensive or angry (you or the other person)
- Negotiating is not working

When the time is right to use an "I feel" statement, how it is delivered is of the most importance. Help students practice these more subtle communication skills as your role-play in the musical chairs game.

- Be clear: simple in language and needs
- Be direct: eye contact, head held high, and stand up straight.
- Be calm: deep breath, count to four, say your words.

But if not....

As a school psychologist, I often helped analyze student behavior and create behavior intervention plans for students that were having lots of conflict at school. Often teachers and administrators come to the school psychologist when they are at their breaking point with student behavior. In the midst of navigating this kind of conflict, a school psychologist must advocate for the student and meet the needs of the teachers and administrators. It can be a tough balancing act!

That is where the “but if not” phrase comes from. Teachers may want a student to do 100% of their homework or talk out in class 0% of the time. But for a student that is not even close to these expectations, a gain of that magnitude is not reasonable.

That is why a good behavior plan will have a “but if not” clause. If the student can’t meet the entire expectation, what will you be comfortable with? What is a close approximation of the behavior you are looking for?

But, everyone can use this secret weapon of negotiation. Teaching everyone “but if not” allows groups to move forward by presenting choices everyone can live with.

Day Four: Negotiations

Welcome to day four of Habits of Friendship: Conflict. We have learned so much together already and you are becoming conflict masters! Let’s say our mantra to get our minds ready to learn. “I can handle conflict and stand up for others.” Very good!

Yesterday we learned some really powerful words. Who remembers the words we learned? Listen to the answers, hint at the “I feel” poster as needed.

Wonderful remembering! Today we are going to learn some more powerful words! These words are BUT IF NOT. These words are negotiator words. Does anyone know what a negotiator does? Listen to answers.

Right! A negotiator is a person that helps people find answers to their problems by giving choices. Sometimes, even after we have stated our needs and wants with an “I feel” statement, the other person does not want to do it your way or meet your needs.

This is when you can use the power of negotiations. You can say, “But if not, maybe we could...” and give a choice. Or you could say, “But if not, I will...” and give what your action is going to be.

The “but if not” phrase allows you to give a choice that you are still comfortable with. It may not be your original plan, but it is something you can live with.

We will practice this by using a truth teller. But instead of a truth teller, it will be a “but if not” teller! Are you ready?

Allow students time to cut out and fold the truth tellers. Working in pairs, play the game a few times, help the students come up with novel “but if not” choices.

That was pretty fun. You can keep your “but if not” tellers to practice your negotiation skills.

Before we wrap up today, I want to remind you that when you are in a conflict, you always have the option to walk away and get help. When conflicts start to move from big foot to milewide, you need to get some help.

Becoming a skilled negotiator a great tool in handling your own conflicts. It is also the first step in standing up for others.

“Peace is not absence of conflict, it is the ability to handle conflict by peaceful means.”

— Ronald Reagan.



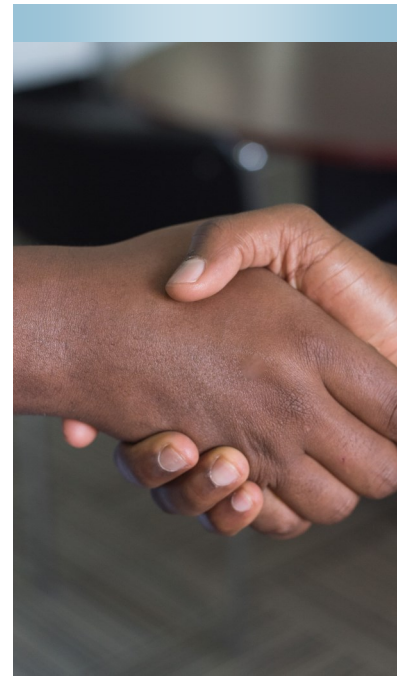
Day Five: Taking a Stand

We have arrived at the last day of Habits of Friendship: Conflict. We usually read a picture book during our week of Habits of Friendship, but I could not decide on just one. Instead, I have picked out a powerful poem to share with you today. Before I share this poem with you, let's see if you can say the mantra without my help! [Have students repeat mantra](#). Nice work. Today we are going to focus in on the last part of that mantra: standing up for others.

I am sure you have heard the word *bully*. A bully is a person who tries to harm or intimidate someone they feel is weak over and over again. It is a horrible thing to do and should never be tolerated. But, I have some good news, we have learned how to deal with bullies. By learning how to deal with conflict, you have learned how to deal with bullies.

Can I show you how that works? [Pull out bully shield](#). This is called the bully shield. When bullying happens it involves more people than just the bully and the victim. There are lots of different kinds of bystanders, people that are watching. Let's take a look at each kind. [Go through the bully shield and define all the by-standers](#). What kind of bystander can you be? How can you become a defender?

Look for answers about judging the size of the problem, looking for "sticks and tricks" they can use, knowing when to get help, using "I feel" statements, and engaging in negotiations skills by using words like, "but if not".



“Verily I say unto you, Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me.” Matthew 25:40

Yes, all of those tools are great for dealing with bullies. You can stand up to a bully! You have the skills you need to be a defender.

I would like to share with you that poem I mentioned. It is called: *This One Is For The Bullies*. [Read the poem to the students](#). After you have read the poem, hand out copies of the poem to each student. Ask them to draw a picture of themselves standing up to a bully (being a defender).

You have drawn some really powerful pictures. We will display them here. Let's say our mantra one more time: "I can handle conflict and stand up for others."

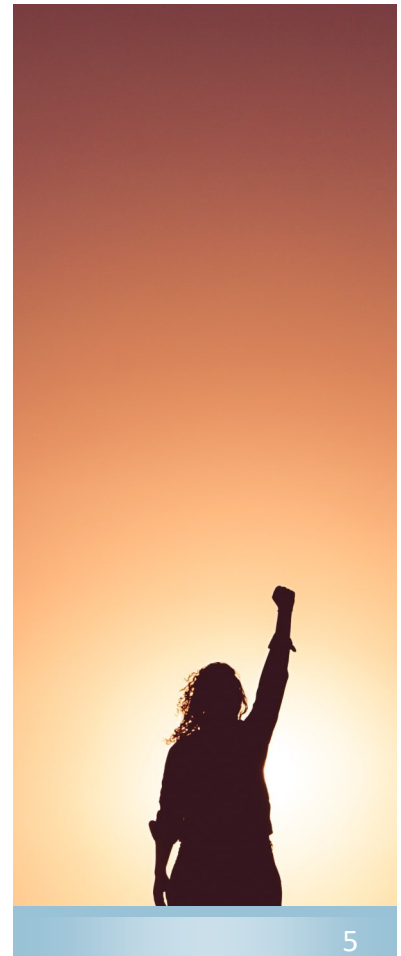
Books I recommend that can be used in place of the poem:

- [Bully B.E.A.N.S.](#), by Julie Cook
- [The Recess Queen](#), by Alexis O'Neill and Laura Huliska-Beith
- [Tales from the Bully Box](#), by Cat Woods, et al.

Exploration Resources

- ⇒ Copywork pages
- ⇒ Quote memorization (or complete as copywork)
- ⇒ Scripture memorization (or complete as copywork)
- ⇒ Memorize the included poem
- ⇒ Read and then narrate from one of the books on the reading list
- ⇒ Complete the Hymn Study for "Onward Christian Soldiers"

Detailed instructions and needed worksheets for each exploration activity are given in the resource packet.



A One-Room Schoolhouse

The Habits of Friendship © program was inspired by the formation of *A One-Room Schoolhouse: A Hybrid Homeschool Academy*. As the Schoolhouse program took shape, the founder, Genevieve Peterson, knew the program needed a pro-active habit training curriculum to help shape her children and those that would join them. Her desire to instill the social skills needed for meaningful, life-long relationships with simple, daily instruction and practice inspired The Habits of Friendship © program.

Follow our journey on Facebook & Instagram @aoneroomschool

Genevieve blogs weekly at www.aoneroomschoolhouse.com

A One-Room Schoolhouse A Hybrid Homeschool Academy

*Building Faith, Knowledge, and
Character*

www.aoneroomschoolhouse.com

Email:
info@aoneroomschoolhouse.com



Habits of Friendship ©

Welcome to Habits of Friendship, the companion module of Habits of Learning. In Habits of Friendship, we will explore the social skills needed for meaningful, lifelong relationships. After Habits of Learning took shape in my mind, I began to realize it was an incomplete program. Our lives are not just about learning, they are about more than that.

As I reflected upon this void I was reminded of a Bible verse that has driven much of my life: Luke 2:52. *And Jesus increased in wisdom and stature, and in favour with God and man.* In this verse we see that as Jesus grew from child to man, he developed in four areas of his life:

- Wisdom: Learning and education
- Stature: Physical health and wellness
- Favour with God: Spiritual development
- Favour with man: Social and emotional development

Habits of Learning focuses on the “wisdom” part of that verse. Habits of Friendship focuses on “favour with man.” To complete the Habits training program; Habits of Living and Habits of Worship follow Habits of Learning and Friendship.

Habits of Living and Habits of Worship will be designed for in-home use, whereas Habits of Learning and Habits of Friendship can be taught in the home or school.

As these four modules come to fruition, the Habits program will be complete as inspired by Luke 2:52. This will allow the parent or teacher to directly teach each area of personal development, as modeled by Jesus Christ, to their child of any age.

The Habits of Friendship focuses on six different fundamental social skill areas as they grow over three levels of developmental progression. As students learn these broad social skills, they will be guided to learn the supporting skills needed to be competent in each skill area. The Habits of Friendship curriculum will guide students through the developmental levels of social skill acquisition from concrete, to awareness, and finally to competence.

The lessons can be taught over a six-week period, but are designed to be repeated as often as needed. A nondenominational Christian perspective is intertwined throughout the lessons. All scripture references are taken from the King James Version of the Bible. Lessons and activities are designed to be used in a multi-age classroom setting but can also be done one-on-one.

This program of personal development is based on the most current research in behavior intervention, historical wisdom of great educators, and years of practical experience in both the educational and therapeutic settings of the author.

Specifically, Positive Behavior Intervention and Support (PBIS) heavily influenced this work as it provides a process to understand and develop positive behavior in students that is based on both values and empirical research.

Both the models of classical education and the work of Charlotte Mason are melded together when considering teaching methods and behavioral development. Finally, the author’s years of professional experience as a school psychologist, education director, and special education teacher honed this curriculum.

Terms of Use

This download includes all lessons and resources related to the Habit of Friendship curriculum.

The contents of this download are the copyright of Genevieve Peterson. This download is for personal use only. You may not copy, distribute, reproduce, alter, modify, or publicly display content from this download, except for personal, noncommercial use.

You may not sell, alter, or host any of my files from my website www.aoneroomschoolhouse.com. If you would like to share my files, please provide a link to my website.

If you have any questions, please email info@aoneroomschoolhouse.com

