

Next, invite students to explore what is happening in picture B. What are the children doing? What has happened to one boy's picture? How are both boys feeling? Why are they feeling this way? Invite students to speculate. Who spilled the paint? Was it spilled by accident or on purpose? How do children think the conflict can be resolved peacefully?

★ What's Happening Here?—Follow-Up Activities ★

✧ Guess What's Happening?

Let students draw their own conflict scenes and explain them to the class. You might also have children draw conflicts and let classmates guess what is going on in each picture. Give students the opportunity to discuss ways in which the conflicts could be resolved.

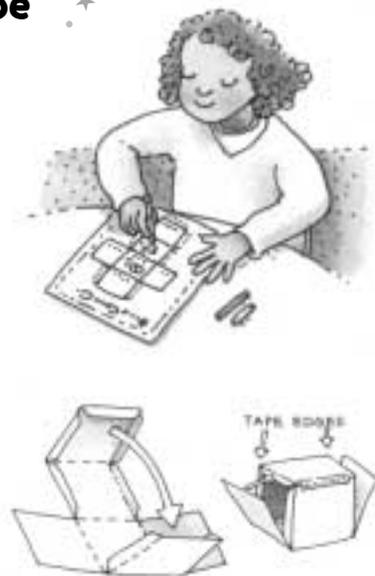
✧ Look at pictures or photographs that depict conflict.

In picture books, magazines, or newspapers, look for pictures or photographs that show conflict. Examining and discussing these images can reinforce students' understanding of various conflicts. Show one picture or photograph to the class and ask questions, such as: "What do you think the conflict is about? How do you think the people involved feel? How can the conflict be resolved?" Divide the class into groups and give each group one or more images to discuss. When groups are finished, they can share their ideas about their pictures with the rest of the class.

★ Build a Conflict Cube ★

Put peacemaking skills at your students' fingertips with Conflict Cubes they can make themselves. Here's how:

1. Give each student a copy of the reproducible on page 34.
2. In each square, have students illustrate each of the ways listed to resolve and avoid conflict: use I-messages, talk things out, take time to cool off, listen carefully, reach a compromise, and treat others with respect.
3. Show students how to assemble a cube by cutting, folding, and taping the edges together.





Build a Conflict Cube—Follow-Up Activities

☀ What Will I Do?

Divide the class into small groups. Invite group members to invent conflict scenarios, such as “Jessica spilled milk on your desk and won’t clean it up. What will you do?”

One at a time, group members roll their story boxes and respond by using the strategy that is shown on top. (A child who rolls “Use I-messages” might say, “I don’t like having milk spilled on my desk because my papers will get wet. Please help me clean it up.”)

☀ Roll a Story.

Have students roll their cubes and write, draw, or act out stories based on what lands on top. For example, their stories might be about someone listening carefully or treating someone else with respect.

☀ Use Cubes to Resolve Conflicts.

Encourage students to solve mild conflicts by rolling a Conflict Cube and using the strategy that appears on top.



Spin a Listening Wheel

Of all the skills students will need to prevent and resolve conflicts, listening is one of the most important. When people truly listen, they are better able to understand different points of view and see other sides to a story. They notice the needs and wants of another person. Sometimes this is enough to avert or help solve a conflict.

As mentioned on pages 14–15, active listening requires a few basic skills. Share the following primary version of these skills with your students, demonstrating what each entails and guiding them in practice:

- ☀ Look at the speaker.
- ☀ Be still and quiet.
- ☀ Let one person speak at a time.
- ☀ Pay attention.
- ☀ Make eye contact with the speaker.
- ☀ Use body language to show that you are listening.
- ☀ Try not to interrupt.

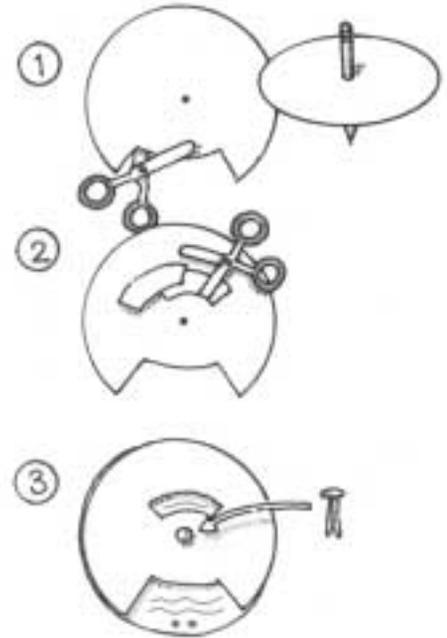


☼ Accept the other person's feelings without judging.

☼ Paraphrase to be sure you understand.

Give each student a copy of the Listening Wheel reproducible on page 35. Help children follow these directions to assemble their wheels:

1. Cut out the wheels. Use a hole punch or pencil to make holes in the center of the wheels. (Note: Remind children to be careful if using a pencil to poke the hole.)
2. Cut out the window in wheel A. (To make cutting easier, fold the wheel in half.)
3. Place wheel A on top of wheel B. Attach the two wheels with a brass fastener. Let students experiment with turning their wheels and reading the statements about listening. Then lead a group discussion about listening skills. Model good listening skills for your students, and remind children to use them in group discussions, assemblies, and whenever necessary.



★ Teacher-Tested! ★

Pass the Power Ball!

Encourage active listening by inviting students to sit cross-legged in a circle. Hold a tennis ball or other small ball in your hand, and explain to students that it is the "Speaker Power Ball." When someone holds the power ball, he or she is the only person allowed to speak; everyone else must listen. To reinforce the power ball concept, hold the ball in your hand and make a statement, such as "My favorite color is blue." Then pass the ball to the student on your left. Ask that student to name his or her favorite color and pass the ball. Continue around the circle until the ball returns to you. Then make a different statement and pass the ball again, inviting students to follow suit. To check listening skills, pause now and then and ask students to tell what a previous student has said. Once students have the idea, you can use the power ball anytime to encourage children to listen to each other.

*Contributed by Jennifer Schedlbauer
Linden Avenue School
Glen Ridge, New Jersey*