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SECTION ONE: INTRODUCTION AND BACKGROUND

INTRODUCTION

The last edition of *Friendly Classroom for a Small Planet* was completed in 1988, when student aggression and violent confrontation among older students were of great concern in schools, especially those in high-need urban neighborhoods. The book presented the philosophy and core activities of what was then Children's Creative Response to Conflict, now Creative Response to Conflict, Inc. (CRC). Many schools and educators welcomed CRC's experiential approach to teaching students alternatives to violence. In-classroom workshops for students, trainings of peer mediators, and workshops for educators, parents, and community members spread the language and concepts of CRC's approach, helping to create welcoming, safe schools and supporting independence and healthy choices for students.

Since the last edition of this book, the experiential, multi-modal, high-participation educational strategies developed by CRC beginning in 1972 have been validated as we have gained new understandings about learning and the brain. Howard Gardner's work on multiple intelligences; David and Roger Johnson's work on cooperative learning; Carol Dweck's research on motivation and students' concepts of themselves as learners; Kathy Bickmore's studies of the benefits of mediation programs; Maurice Elias's work on social and emotional intelligence; Lawrence Aber's research on the positive outcomes of conflict resolution education...all of these developments and more provide solid theoretical underpinnings for CRC's approach and point the way to further refinements and innovations. Perhaps most important, the growing body of research indicates that CRC programs incorporate strategies that are extremely helpful and successful with English language learners and students with special needs, two groups whose growing numbers and particular needs pose daunting challenges.

Other developments over the last two decades have spurred CRC to rethink old programs and approaches and develop new ones. Violence reached into middle class suburban schools, where students killed students and suddenly mainstream America came face to face with what our least privileged students and families had struggled with for decades. The torment suffered by the perpetrators of some of these violent acts pointed to the need to develop strategies for preventing and intervening in bullying—a need supported by a growing body

of research spurred by the work of Dan Olweus. CRC's work in bullying is constantly evolving to incorporate new aspects of this problem: relational bullying by girls, for instance, long off the radar but now exposed by authors like Rachel Simmons, author of *Odd Girl Out*; and the growing and hard-to-control incidence of cyberbullying.

In recent years some of our most compelling and rewarding work has been in the area of bias. Since CRC's inception we have been aware of the pernicious presence of bias in schools, and in 1993, after the first attack on the World Trade Center in New York City, we worked with schools in which fears were rampant and anti-Muslim sentiment strong. This event was the catalyst for a new organizational focus on bias awareness and responding to bias. Less than a decade later, September 11, 2001, made our bias work all the more relevant, and also was the impetus for developing new, supportive, nurturing ways to deal with strong feelings in schools and communities in the aftermath of a trauma. At the same time, we have found an increase in the numbers of schools where staff are aware that homophobia is a serious concern for all students, from the youngest to the oldest, and are ready and willing to address it. Our expanding work in this area has been exciting and gratifying.

Work in this field of conflict resolution education continues to change and grow. New knowledge, new insights, and new approaches call us to constantly review our assumptions, question the regularities of our practice, and stay flexible and fluid in our responses. CRC is continually evolving. This latest edition of *Friendly Classroom* is another step in our evolution.

Priscilla Prutzman

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CHAPTER ONE

CRC BACKGROUND AND THEMES

Founded in 1972, Creative Response to Conflict (CRC) is one of the oldest non-profit conflict resolution organizations in the United States. The mission of CRC has been to develop school-based programs that reduce violence and teach students cooperation, communication, bias awareness, bullying prevention, and creative problem solving. Through these programs, we seek to develop school climates where students can learn and teachers can teach in a positive, safe, and welcoming environment.

In our approach to conflict resolution, CRC seeks to encourage young people, their teachers and their families to move beyond the treatment of conflict as a series of isolated crises and towards a holistic, positive dynamic in which conflict is seen as normal and creative responses to conflict are integrated into each student's behavioral repertoire.

The roots of conflict lie deep in our culture and are reflected in the kinds of behavior our society promotes: competition, hostility in response to aggression or fear, and the putdowns we hear daily in the classrooms, corridors, and playgrounds of our schools. We find that students develop positive self-concepts and learn to be open, sharing, and cooperative much more effectively when they become part of a community in which these attributes are the norm. In such an atmosphere, they discover better ways to relate to one another as well as to understand themselves. It is not enough to talk about these ideas; to be effective they must be reflected in the organization of the classroom and school structure. Instead of simply telling students that violence is wrong or evil, we teach this by building a positive environment where violence seems totally out of place and our actions are examples of constructive approaches to problem solving.

We present students with tools—engaging tools—that encourage them to discover for themselves solutions to problems and conflicts arising out of their own real-life experiences. It is *they* who decide which of these will be most helpful to them in terms of their own personal goals. This process of encouraging students to actively participate in the resolution of conflict is the CRC philosophy in action.

MAJOR THEMES OF CONFLICT RESOLUTION EDUCATION AS DEVELOPED BY CRC

In 1972, CRC began its work in New York City schools with the goal of introducing nonviolence training methods (which had been used with older youth and adults in potentially violent situations) to students. The activities were adapted to be age-appropriate and CRC trainers experimented with a variety of approaches and strategies.

Very soon, we understood that students would need work in cooperation, communication and affirmation before conflict resolution could successfully happen. CRC began to develop activities in these areas and to name Cooperation, Communication, Affirmation, and Conflict Resolution as its major themes. These themes were conceptualized in an order of effectiveness; first, Cooperation, to develop a positive sense of group and to encourage positive interdependence; second, Communication, to develop the skills of listening, speaking, and observation (the most important skills needed to resolve conflict); third, Affirmation, to develop a positive sense of self and others; and finally, Conflict Resolution, various methods for resolving conflict using all of the first themes.

Over time, as the field of conflict resolution expanded, several related Conflict Resolution subthemes became major themes. These include Problem Solving, Mediation, Bias Awareness, and Creative Responses to Bullying. CRC incorporates these themes into its work and also has developed specific philosophies and guidelines, as well as curricula, for these themes.

Cooperation

In many classrooms, the word *cooperation* is synonymous with *compliance*. CRC's definition of *cooperation*, as it applies to our work, is "working or acting together toward a positive common goal." Our definition is the same as the dictionary definition except for the word "positive." We add that word to reflect our overall philosophy in CRC, that of acceptance and optimism, as well as to reflect the reality that people can cooperate for purposes that are negative.

CRC offers many Cooperation activities for small and large groups. For descriptions of these activities, see Section Three, CRC Activities.

Communication

CRC originally defined *communication* as listening, observing, and speaking. Recently, we added reading and writing to this list, as we increasingly incorporate curricular integration and literacy activities into our programming.

It is well documented that many students have relatively few opportunities to speak in classrooms. CRC's approach, with its emphasis on participation and communication, provides strong support for oral language development. Examples of activities that support language are: initial name go-arounds, in which every person speaks in a repetitive pattern (e.g., say your name and a favorite food); pair shares, in which students think about a question, then speak to each other; small group shares, in which students speak and listen about particular topics in groups of 4-5; and cooperative activities in which students must talk together about how to proceed.

CRC offers many Communication activities for small and large groups. For descriptions of these activities, see Section Three, CRC Activities.

Affirmation

The CRC definition of Affirmation is “a process or activity that helps people feel better about themselves and others.” Affirmation can benefit shy students, but also is of value to any student. The goal of affirmation is to develop appropriate appreciation and to gain in knowledge and understanding of self and others.

Affirmation requires a high level of cooperation and communication, so Affirmation activities are often placed later in our work with groups, after the group has developed skills for cooperation and communication. Also, Affirmation activities can present a somewhat higher degree of risk, so it is important for the group environment to feel safe for individuals.

CRC offers many Affirmation activities for small and large groups. For descriptions of these activities, see Section Three, CRC Activities.

Conflict Resolution

The CRC approach to conflict resolution is based on CRC's philosophy and concepts about conflict, primarily that conflict is normal and is not going away and that conflict can lead to growth. With those ideas in mind, CRC takes a problem-solving approach to conflict, that is, the development of skills that can allow us to follow a step-by-step method of solving conflict and find win/win solutions.

Any activity consistent with our values that can help to resolve conflict is used during the conflict resolution portions of our training. A particularly vital part of our conflict resolution training is the use of role plays, which afford opportunities for behavioral rehearsal and the development of positive models for resolving conflict.

CRC offers many Conflict Resolution activities for small and large groups. For descriptions of these activities, see Section Three, CRC Activities.

Problem Solving

Many conflicts can be resolved using a step-by-step collaborative problem solving method, in which both parties communicate to identify the issues and their own underlying needs, brainstorm possible solutions, and choose a solution that is acceptable and workable for all parties. Problem-solving exercises build fluency, flexibility, originality, and elaboration in thinking, so we can begin to see situations from multiple perspectives, generate creative ideas, and gain fluency in thinking of possible solutions.

CRC offers many Problem Solving activities for small and large groups. For descriptions of these activities, see Section Three, CRC Activities.

Mediation

Mediation is one of the problem solving processes most used to solve conflicts in schools. CRC has extensive experience in designing and setting up mediation programs in schools. The details of such programs are elaborated on in CRC's Mediation Packet, available from

the CRC office in Nyack, NY. The popularity of mediation programs has grown steadily since 1985, when CRC began working in mediation.

CRC defines mediation as a conflict resolution process in which an impartial third party helps two or more disputants arrive at their own resolution for their problem. Mediation is usually used in a school along with negotiation and arbitration methods. Appropriate conflicts for mediation include teasing, put-downs, name calling, property disputes, friendship disputes, etc. Mediation is not usually used in instances of severe injury, extremely violent incidents, or where there is a large power imbalance. The main benefits of mediation are that it provides for the input of the students in their own resolutions and can allow for both parties to gain something from the solution. Mediation programs have been shown to improve school climate and reduce disciplinary referrals.

CRC advises establishing a mediation program after the participation of the school in a conflict resolution program. Our experience has taught us that such an approach is more likely to be successful over a long period of time. Also, all students benefit from learning skills for creative conflict resolution.

Bias Awareness

A number of the conflicts seen in schools are directly related to bias incidents involving racism, sexism, classism, homophobia, or other "isms" in our society. CRC presents workshops on bias awareness for all ages. We begin by brainstorming our understandings of culture, then engaging in small group work where we talk about our own cultures. Next, we talk about times when we have experienced bias directed at us. We look at personal, cultural, and institutional forms of bias. Finally, we talk about ways in which we are biased toward others and we practice methods for interpreting bias. This non-threatening approach allows us to think and talk about bias and hear about bias from others.

In addition to presenting bias awareness workshops, CRC interweaves activities on the theme of bias awareness into its workshops on other themes. So, if we are presenting a workshop on cooperation or conflict resolution, bias awareness activities will be included in the agendas.

Creative Responses to Bullying

Bullying has emerged as a major focus in schools. CRC incorporates a range of strategies appropriate to a wide variety of bullying situations, taking into account the needs of those who bully as well as those who are bullied, issues of power imbalance and bias, and the role of bystanders and allies.

CHAPTER TWO:

PLANNING AND IMPLEMENTING

CRC PROGRAMS

CREATING A COOPERATIVE ENVIRONMENT

A major goal of CRC is the creation of an environment that enables students to build a sense of community, know their worth as individuals, and develop skills of creative conflict resolution. Each aspect of this environment is necessary if students are to internalize the concepts of creative conflict resolution and act from them in situations that arise throughout their lives. A sense of community promotes feelings of belonging and enhances students' concepts of themselves and others. A positive self-concept enables students to build the communication skills essential to creative conflict resolution.

Acquiring the skills of creative conflict resolution is an ongoing process, and occasional setbacks are to be expected. To be used successfully, these skills require practical experience. Further, no attempt has been made to catalogue all the insights that can be derived from the techniques described here. There are many new insights that you will find. The main point is to use the activities your group needs.

DIAGNOSING THE NEEDS OF THE CLASS

Although you may know a great deal about the individual students in the group, the first step in planning a workshop is to gather information about how students behave in class. One way to do this is to keep a log of what happens in the classroom over several days with the following questions in mind:

- How do you feel about the students?
- How do the students feel about you?
- How well do the students know each other and you?
- Do the students like each other ?
- Do the students enjoy school?
- Do you enjoy school?
- Do any activities happen spontaneously?
- How much freedom do the students have?

- Are students given choices?
- Are any students emotionally disabled?
- Are the students ranked?
- Are there age differences in the classroom?
- Do the students participate in the creation of any activities?
- Who has the most power?
- Do students put each other down?
- Are there cliques?
- Do the students fight?
- How do the students behave behind your back?
- Do the students behave differently in your absence?
- How do the students react to substitute teachers?
- How do the students react to visitors?
- What is the level of parent involvement?
- What is the atmosphere of the school?
- Is the atmosphere of the school different from that of your classroom?
- How do the students feel about the administration?
- Is there a system of punishments and penalties?

The answers to these questions should give you an overall view of what is going on in your class and clarify how the CRC themes relate to your group. You might ask yourself questions that directly deal with CRC themes:

- Is there a cooperative mood in the class?
- Do the students feel good about themselves and others?
- Do the students listen to each other?
- Do the students communicate clearly?
- How are conflicts resolved?

If a sense of community is lacking, you can start with cooperative games. Personal affirmation may be an important goal if the students have a low level of confidence. If communication is a problem, you can work on listening, observing, and speaking skills. If

students are positive, cooperative, and communicate easily, you can begin working on conflict resolution skills.

IMPLEMENTING CRC:

THREE FORMATS

There are three formats that can be used to introduce the themes and techniques of creative conflict resolution into the classroom. The first is the workshop, which is a distinct and separate time for a series of activities in the class. A workshop is planned out beforehand in detail and may not relate directly to other curriculum areas. A workshop may include several loosening-up or “light and lively” exercises, with the goal being to have fun and build a sense of community. The workshop format is described in more detail in *Using the Workshop Model*, below.

The second format is integration into the daily activities of the class. In this format, the themes of creative conflict resolution are incorporated into ongoing activities and can occur at regular intervals throughout the day, week, and year.

The third format is integration into the curriculum—for example, assigning a piece of writing whose goal is personal affirmation, or a science experiment whose goal is cooperation.

More information on integration models and practices is included in chapter three.

USING THE WORKSHOP MODEL

Our experience with the workshop model shows that it provides a good introduction to the goals and methods of creative conflict resolution. We hope that teachers who begin with this approach will integrate these themes into other activities throughout the curriculum, so that support is built into the classroom experience rather than provided only during the workshop.

Teachers who have substantial experience with group work will develop confidence quickly in integrating experiential workshop techniques into their class activities and curricula. For less experienced teachers, it is helpful to realize that it takes time and practice to grasp the

full significance of the exercises and carry them out effectively. Teachers can get together to try techniques, troubleshoot, or discuss plans. The remainder of this chapter provides suggestions for planning and facilitating workshops for your class.

Planning a workshop

In planning, consider the goal of the workshop. What do you hope to accomplish with the session? There may be a single goal: to introduce an idea, define conflict, build cooperation, develop communication skill, or solve particular problems in the classroom. Or there may be more than one goal: to familiarize students with a specific technique such as role playing or puppetry, and to work on cooperation and conflict resolution. The goal may also focus on finding creative solutions to a real problem students face.

The next step is choosing activities that match your goals. We recommend you review all activities described in this book before selecting ones for your class. It is helpful to plan with someone else in the group, such as a student, a teacher aide, a parent, or a student teacher. One way to get ideas for the plan is to brainstorm possible activities. Think about possible activities with the following questions in mind:

- Are the activities related to the main goal?
- Is there a progression from easier to more difficult exercises?
- Are the activities related to each other and ordered so that there is a clear flow to the session?
- Is there enough change of pace, alternating talking with doing?
- Is there a mix of large and small group activities?
- Are there opportunities for everyone to speak, or is there a possibility that a few might dominate?
- Do the students have opportunities to move around?
- Does the structure allow students to offer input?
- Will participants have fun?
- Are there exercises that everyone will participate in?
- Is there time for evaluation to occur?

Elements in Planning a Workshop

In addition to choosing appropriate goals and activities, in planning a workshop you need to consider how to begin and end a session. Do you want to begin with a warm up exercise? If so, which one? If you plan a series of workshops, you may want to begin each one in a similar way, with a game or ritual of holding hands in a circle. Most teachers have a good idea of what works in their own class. In general, if a class is bored easily or has difficulty working as a group, an exciting group activity is important. If a class does not respond well to a ritual, vary the introductory exercises according to the goal of the workshops. Activities such as singing or light and livelies add energy and create a more relaxed atmosphere. Choose activities appropriate to the size of the group.

An Example of Planning

The following is an example of how to choose the goals and plan a workshop for a class. It is early in the school year. Students are not cooperating with each other and seemed to be isolated. Most students do not know each other's names, and a sense of community is absent. You think that cliques are starting to develop among the girls. Based on these observations you come up with the following goals : to relax the group, to help students learn each other's names, and to develop a sense of community.

You think about the various activities described in this book that relate to the goals of introduction. You consider the name game song, introducing names through a puppet, and memory name game.

You don't like to sing, so you eliminate the name game song. Puppets might seem babyish for this group. You decide that memory name game is the best exercise to open up with.

You also want to do some loosening-up activities to relax the group. You consider pantomime games (see light and livelies in section three) and choose "Occupation Pantomime" because it involves everyone and is fairly active. Also, the element of cooperation in this exercise relates to your goal of building community.

To further emphasize the idea of cooperation you think about longer cooperation activities such as *tinker toys*, *group drawing*, *grab bag dramatics*, *machine building*, and *monster making*. Machine building and monster making assure the most cooperation and of the two,

you prefer monster making since it is a fairly long activity, and most students enjoy drawing. Now all you need is a closing and an evaluation. Your final plan looks like this:

AGENDA

1. Memory name game
2. Agenda review
3. Occupation Pantomime
4. Cooperation brainstorming
5. Monster making
6. Evaluation
7. Closing

You are not sure how to do the evaluation so you choose a very simple format. You will ask the students to name one thing they liked about the session and one thing they would like to see changed.

You would like a good closing for the workshop but you are not sure what the mood will be. So you leave open the possibility of a closing in which you will ask the students one thing they like about the monsters, or a shorter closing such as applauding the whole group.

Flexibility in your plan

Ideally, any plan is flexible. The plan is a means to an end, not an end in itself. The plan can be changed at any time to accommodate the needs of the class. Providing flexibility shows students that the workshop is uniquely for them—not a set procedure into which they must fit. When people have a say in what happens, participation increases and a supportive, affirming, and respectful atmosphere results. You can shift the plan at any time as the workshop develops.

THE TEACHER AS FACILITATOR

Much has been written on the topic of facilitation. We mention a few points that may prove relevant and helpful.

An important task of the facilitator is to keep things moving. However, sometimes it is more valuable to continue a good discussion than to move on to the next activity. It is the

facilitator's job to judge whether to keep to an agenda or extend the current activity. The facilitator also clarifies and summarizes opinions to relate to the discussions to the goal of the workshop. The facilitator also checks periodically to see if the session is moving in a way agreeable to the group.

Another important function of the facilitator is to ensure that every point of view is heard, and look at differences as a learning experience rather than a contest to see who is right. The facilitator provides an example by showing warm concern for the participants, affirming them and their contributions. It is the facilitator's responsibility to maintain the cohesiveness of the group.

It is important for the facilitator to balance the needs of the individuals with goals of the group. Participants should feel comfortable contributing to the group, and each member of the group needs to feel validated and accepted. There ought to be an equal distribution of power, and a feeling that everyone has a say in what happens. People should have equal opportunities to talk, and it is the facilitator's responsibility to encourage those reluctant to speak and discourage those who dominate the discussion.

A circle structure can be a way of showing that everyone participates equally and no one is less important than anyone else. However, at the upper elementary grades, it may not always be practical or desirable to have students sit in a circle. Where there is not a well developed sense of community, the exposure of sitting in a circle may feel threatening to some students. CRC activities can be carried out without disrupting the normal classroom seating arrangement.

There are two simple ground rules that apply to every activity: (1) Everyone has a chance to participate; and (2) everyone respects that right.

Voluntary participation in activities is equally important. If an activity is affirming and fun, everyone is likely to want to participate. However, participants can choose to "pass" on any activity. If someone does not want to participate, you might provide an activity that they can do quietly in another part of the room. Just as they can choose to leave, they can choose to return. It is affirming to have the right to pass.

IDEAS FOR BEGINNING AND ENDING SESSIONS

Agenda setting is a process for sharing the goals and plan with a group, and getting consensus to proceed. If anyone does not understand the planned activities, now is the time to explain them. After reviewing the plan, ask participants if they are comfortable going ahead with it. If there is a general disagreement with the plan, it is the facilitator's role to help the group come up with a new one. Asking, "Is this agenda ok with everyone," is very affirming.

Evaluation encourages participation in the form of feedback at the end of an activity or a session. Use evaluations often and follow up suggestions as quickly as possible. Evaluations are useful in planning subsequent sessions that address the needs of the participants more directly. In addition to encouraging feedback, be sure to continue evaluating the group and your own role so that you choose non-threatening activities that will be positive experiences.

It is important to bring each workshop to a definite closing. A **closing circle** in which participants stand in a circle is a good way to end a workshop. People may answer a question such as: "What is one word to describe how you feel right now?" or "What is one useful idea that you will take away from this session?"

Small Groups

Another role of the facilitator is to decide when to use small groups. For certain activities it is more efficient to have a small group (three to six people) than a large one. Small groups are very useful for discussions because they allow everyone to speak and affirm each person's contribution.

There are various ways to divide into small groups.

Ways to Pair and Group Students

- Let them pair or group themselves.
- Plan and assign the groups yourself.
- Count off.

- Ask students to line up by birth date, first name, last name, etc. — then separate groups down the line.
- Make matching picture cards and have students pick them from a bag. Their picture matches will be their group.
- To rearrange seating randomly, say “a big wind blows...(everyone wearing blue, everything whose birthday is in the summer, etc.)”. Students in the group named switch seats with someone else in the group.

Some teachers hesitate to divide the class into small groups because they don't believe the groups will be able to work on their own. One possibility is to let groups choose their own facilitators, and review a planned activity with them. Students, teacher aides, and community volunteers can be used as small group facilitators in the beginning of the year. Be sure that the facilitators make sure that everyone's opinion is expressed and heard, and that everyone is encouraged to participate and contribute to the activity.

The facilitator should be aware of small group management issues within the context of the whole class. Monitor groups' progress to try to keep them at roughly the same pace. If one group finishes the activity early, they can converse about what they did while other groups finish.

CHAPTER THREE

INTEGRATING CRC INTO THE CURRICULUM

A frequently asked question is “How can I integrate CRC into my classroom curriculum? It is already filled to the brim.” Teachers have been asked to add much to their busy days, especially with growing pressure to improve student achievement on high-stakes tests. Some schools have eliminated their music and art programs, or even recess; and teachers eager to use conflict resolution cannot add it to their tight schedules. The question, then, becomes how to integrate, or infuse, conflict resolution into the life of a classroom.

There are many ways to make creative responses to conflict a part of the classroom. One is to have a daily sharing time whose discussion topic is determined by the students. This can be a time for everyone to discuss problems in the class or for each person to share something positive about him/herself. Another possibility is to use loosening-up activities to release tension when anxiety in the classroom is high. Affirmation techniques such as can encourage positive feelings throughout the year. Or set aside time special time in the morning, after lunch, or just before dismissal for everyone to gather and do a quick activity that is fun. This approach can be more spontaneous than the workshop format, although you may want to do some planning early in the year.

One teacher shared with us how he integrated creative conflict resolution into the reading program of his fourth grade classroom and sustained the students’ interest over a three-day period. The first day he outlined the main conflict in Ezra Jack Keats’ *Goggles*, in which some older boys try to steal a pair of goggles from two younger ones. Without giving away the ending, he asked the students to brainstorm possible solutions and, to everyone’s amazement, the group filled the blackboard with over forty ideas. Students copied down all the possible solutions in their notebooks and discussed which solutions seemed absurd or unusable and why.

The next day, the teacher brought in the book and read the whole story to the class. The discussion of solutions resumed. For homework, the teacher ask his students to choose the three most realistic solutions to the conflict. On the third day, students discussed their choices. The teacher asked students to distinguish solutions involving or leading to violence

from those that did not. The length and seriousness of the ensuing discussion of possible outcomes surprised the teacher, especially since many of the students themselves fought frequently.

The possibilities for integrating creative responses to conflict into the curriculum are endless. One teacher wanted to prepare her fourth graders for a reading test in a way that was effective and also affirming and cooperative for her students. She chose to do *Picture Games* over a three-week period. The first week she had the class create a set of cards that combined pictures and words from a vocabulary list. Each card consisted of a picture with a series of words underneath; one word described the picture while the others did not. Students displayed their completed cards to the class and took turns guessing the answer to each other's cards. The second week the students created a new set of cards using pictures and sentences describing them. Each sentence was left incomplete and followed by a list of possible endings; the object of the game was to choose appropriate word to complete the sentence. During the third week students combined pictures and sentences again to create another set of games, this time consisting of a picture and four sentences, only one of which accurately described the picture. Creating the games was personally affirming to students, and playing them built community in the classroom.

MORE IDEAS FOR INTEGRATING CRC INTO THE CURRICULUM

- Weave CRC themes through all aspects of the classroom, including the physical appearance of the room, the bulletin boards, the subject matter, how schools conflict is handle, how you live your life as a teacher in the school, building cooperative spirit in your class, how your class relates to the rest of the school, all aspects of communication, etc.
- Model the themes of CRC in your interactions with students and adults. Let students see you solving conflict using the skills of conflict resolution to do so. Sometimes think aloud about a decision you need to make can be an effective method of teaching ways of approaching conflict. They will observe you brainstorming ideas

thinking them over, and making decisions.

- Integrate CRC activities into existing curricula. For example, activities practicing listening, speaking, and observing can be used in the Language Arts curriculum. Observation skills can be used in Science curriculum. Role playing the positions of world leaders or various countries can be used in Social Studies. Point of view can be used in Science or Math. Mediation and negotiation skills can be practiced in a number of subject areas. Brainstorming and other idea-producing activities can be used in a variety of ways in a number of subjects.
- Integrate Bias Awareness into your curriculum. For example, when studying the number system, talk about other number systems and the cultures from which they emerged. Use biographies of those who have achieved in many different fields to illustrate the contributions of various cultures. (Remember to do this throughout the year, not only during special months or on special days. Developing a sense of awareness will only happen with consistent action.)
- Work on problem solving skills on a regular basis, until a problem solving process becomes familiar and accessible even in the event of a difficult conflict.
- Look for allies on the school staff and in your community with whom you can talk and possibly develop collaboration. Put out the word in staff newsletters that you are interested in talking and sharing about conflict resolution.
- Invite community members to present programs related to cooperation, communication, and affirmation conflict resolution, mediation, bias awareness, diversity, and problem solving.

CHAPTER FOUR

HOW DID IT WORK? EVALUATION

Evaluation is a time set aside in an activity to encourage feedback. It can be done at the end of an activity, during an activity, or both. Evaluation shows students that an activity is for them and their input is valued. Encourage evaluation and incorporate the feedback into planning for new activities. Evaluation is affirming and group building, and helps both teachers and students to learn from experience.

Thumbs Up, Hands Out, Thumb Down

This is a quick and enjoyable way to evaluate a succession of activities. It indicates whether or not students like an activity, not how or why. One at a time, name activities the group has recently completed. If students liked the activity, they give it a thumbs up. If it was just okay, they put their hands out extended. If they disliked it, they put their thumb down. Some students at first may put their thumbs down or up just for the fun of it. But if you take it seriously, they will eventually see it as an important way to communicate their likes and dislikes. If there is unanimous disapproval of an activity, take the time to ask students why they didn't like it.

One on One Interviewing

In this more detailed form of evaluation, students are interviewed privately. Ask them specific questions about the activities you did. Conducting interviews after the first activities can aid you in planning for the year.

Verbal Feedback

Verbal feedback is valuable because it can translate readily into new and improved activities. You can ask immediately following an activity or an agenda: "What is one thing you liked about today's session? What is one thing you want to see changed? What one thing you didn't like? What one thing you want to see happen in the future?" Direct questions are helpful in making up new plans.

headed by a frowning face to indicate disapproval. You can also include questions such as “What activity did you like best? What do you want to see added? What is one thing you never want to do again?” or have students put a star beside activities they liked best. Use the evaluation sheet after several activities have been completed.

An Evaluation Sheet

This indicates those activities students like most and least. List one column all the activities the class have done. To the right put three columns, one headed by a smiling face to indicate approval of the activity; one headed by a neutral face to indicate indifference and one

SECTION TWO

WORKSHOP PLANS AND GUIDELINES



CHAPTER FIVE

CREATIVE RESPONSES TO BULLYING

UNDERLYING BELIEFS AND PRINCIPLES

When *The Friendly Classroom* was first written, the term “bullying” was practically absent from the national consciousness. That changed in the early 1990s, when researcher Dan Olweus looked at the phenomenon of bullying and discovered it to be more pervasive and more damaging than anyone had imagined. Awareness of bullying was heightened further with the school shootings at Columbine in 1998, perpetrated by students who had been bullied. Attitudes about bullying have evolved from “kids will be kids” acceptance and the assumption that bullying behavior is a passing phase to the recognition that it is critical to recognize and intervene in bullying behavior, preferably before it escalates.

Since Olweus’s work called us to action, we have developed far greater knowledge of bullying. Because our understanding of bullying is evolving, we also develop more questions, and our views are constantly challenged. Not long ago, for instance, it was widely believed that bullies were overwhelmingly male. Then came recognition of relational bullying, a form of social cruelty rampant among girls. Similarly, the landscape of bullying is constantly shifting in response to technology, with e-mail, text messaging, and photo phones providing ever greater opportunities for what is now known as cyberbullying.

Creative Response to Conflict has been working to understand the dynamics of bullying and help educators, students, and parents prevent bullying from happening and to intervene when it does. Over time, we developed a set of guiding principles for our work in this area—principles that take into account the many variations on the theme of bullying, as well as the place of bullying at the heart of a fundamental aspect of the human condition: differences in power among groups and individuals.

First, we acknowledge that most images of “bullies” and “victims” are cartoonish and stereotypical, and that all of us at some time or another have the experience of bullying and of being bullied. It is essential to constantly monitor our tendency to apply the terms bully and victim as labels that are limiting and laden with judgment. Consequently, even though it is cumbersome, we try to refer not to “the bully” or “the victim,” but to “the one who is bullying” or “the one who is bullied.” We believe it is important to work with the behavior, rather than disparaging the individual.

It also is critical to acknowledge that bullying behavior is harmful to the perpetrator as well as the target of the behavior. Overall, the prognosis is poor for those who habitually bully. In adulthood, they have higher rates of criminal behavior, abusive behavior, and incarceration. Of course, those who are bullied also may experience lifelong repercussions. In a study of adults who had been severely bullied in their early years, Dr. Ronald Cram found that among these adults, whom he interviewed, not a single one had ever told their story to a single person. The depth of shame and secrecy around being bullied cannot be overstated.

At CRC we also recognize that bullying requires a different approach than conflict resolution. Bullying, by definition, involves a large power difference. Those who are bullied generally are unequal in power and status to bullies, and they lack the power and the skill to protect themselves. It is not reasonable or helpful to expect victims of bullying to “work it out” with their assailants on their own. Bullying situations require adult intervention and students should be able to depend on adults to protect their safety. Bullying prevention and intervention need to be supported by clear, firm school rules and disciplinary procedures.

That said, students can learn skills and develop skills and attitudes that protect them from bullying and from being bullied. Skills learned in creative conflict resolution have an important role in preventing and intervening in bullying behavior. For those who experience or witness acts of bullying, key skill sets are assertiveness and communication

skills. For those who exhibit bullying behavior, it is crucial to develop empathy and positive leadership skills.

In CRC, we seek to build skills and nurture attitudes that empower people to choose nonviolent responses. Fighting back physically against bullies is not a strategy we advocate or teach. We do believe that practices like tae kwan do and karate help people feel and act more physically confident, and that this reduces the likelihood of being singled out for bullying.

Finally, there is a strong connection between bullying behavior and acts of bias. Bullying is often linked with racism, anti-Semitism, homophobia, and anti-Arab/Muslim bias. CRC's work in the area of bias is closely related to our work with bullying; in fact, to separate them is difficult, even artificial.

BULLYING: WORKSHOP ONE

INTRODUCTION, GUIDELINES

Tell students that you will be working on the topic of bullying. Establish guidelines for working together, emphasizing confidentiality.

Goals

Students will be able to:

- define and describe bullying
- understand aggressive, passive, and assertive responses to bullying
realize that they have a range of choices in dealing with bullying
- recognize that any choice can have both positive and negative consequences

Agenda

1. Introduction, guidelines
2. Gathering go-round: name and favorite holiday (For other Gathering topics, see section three activities for affirmation.)
3. Bullying: Definitions, Descriptions
4. Pair share: stories of bullying
5. Aggressive-Passive-Assertive Walk
6. Back-to-Back Role Plays/chart responses
7. Evaluation
8. Closing

Materials

- markers
- crayons
- newsprint pad
- masking tape

DETAILED PROCEDURES

The indented bold type passages indicate how you might word directions for the activity.

Before you begin, post a copy of the Workshop Agenda in a place where it can be easily seen. Also post a chart on which you have listed the CRC Themes and Guidelines for the workshop. Tape up several sheets of blank newsprint for brainstorming activities.

1. **Welcome** (3 min.)

Introduce each workshop facilitator.

Present and discuss the goals of the workshop (see above)

2. **Gathering** (5 min.)

Purpose: to bring the group together for the workshop and to set a tone of affirming ourselves and others.

Theme: affirmation

**Each of our workshops will begin with a gathering—
a go-round where everyone says their name and
something about themselves.**

**Usually we gather in a circle. The workshop leader
tells what the gathering will be.**

**For this session we will go around the room and each person
will say their name and something they like to do.**

Model the activity by beginning with yourself.

I'll begin. My name is _____ and I like to _____.

Ask a volunteer from the group to be next. Go around until each person has had an opportunity to participate.

3. Agenda Review (5 min.)

Purpose: to inform the group about what will be happening in the workshop session and get agreement that this is the agenda and that it meets the group's needs.

4. Guidelines (2 min.)

Review the guidelines for participation and discuss briefly what they mean. If, after the workshop has begun, it becomes evident that a specific guideline is needed, add the needed guideline to the two we are using. For example, if there is a large amount of interrupting, it may be necessary to add a guideline about letting people finish before making comments. Try to put any guidelines you add in positive terms.

Here are the guidelines:

- Everyone has a chance to participate.
- Everyone respects that right.

5. What Is Bullying?

Brainstorming: Bullying Web (10 min.)

Purpose: to generate ideas about bullying and to practice brainstorming

Themes: cooperation and problem solving

Use a flip chart for this activity. If necessary, ask students to arrange themselves so that everyone can see the chart. Tell the group that you are going to talk about the meaning of *bullying*. Write the word *bullying* in the middle of the paper and circle it.

Ask students what *bullying* means. As they call out ideas, write their responses, keeping as exactly as possible to students' own words. If someone voices an idea that is unclear, controversial, or especially interesting, you might ask them to elaborate. Generally students will come up with a lot of ideas. The following ideas were generated by students in Grades 5-7:

What is bullying?

- An older person pestering someone younger, asserting their rights over them.
- Treating someone as if they are inferior
- If a big person teases or does something bad to a little person.
- Taking advantage of someone smaller, weaker, younger, kinder
- Bossing someone new, weak, or naïve.
- Beating up someone for no reason.
- Annoying someone and refusing to stop.
- To overrule and overpower—to be a tyrant
- It can be ganging up on people.
- Taking lunch money or other belongings...e.g., lunch
- Extortion
- Violating someone's will
- Looking for a response: sadness, anger, hurt.
- Racism and other discrimination
- Hate can be part of it.
- Sexual harassment
- Pushing someone to do something
- Being mean just to be mean—choosing fragile people.
- Bullies may be deliberate about hurting.

- Bossiness
- Tricking
- Being superior
- The "look"; the evil eye
- It can happen because of race or nationality or appearance.
- It always has a little bit of violence (physical and/or words)
- It's intimidation.
- It can be words and gestures.
- Saying negative things like "weird" and "stupid"
- It tends to be a pattern.
- Bullying is the opposite of respect.
- People bully others by ignoring them. Ignoring can be a way to respond, too.
- Bullying can be about property, like theft and vandalism.
- You feel tiny, especially against a group.
- It can be dominating space.
- Pushing someone around
- Destroying personal possessions.
- Beating up others
- Crime and guns
- Gang hazing
- Spraying with something that they say is urine
- It can be verbal, mental, emotional, social, and moral.
- Blackmail
- People bully with language.

- Hurting people's feelings
- Breaking people's self-esteem
- Mocking someone's clothing or how they look or a condition they have
- Mocking someone's speech
- Making fun of someone's accent
- Insulting someone and their family
- Saying "you're stupid" over and over
- Comments on looks
- Rejecting
- Exclusion
- Talking behind someone's back
- Gossip
- Backstabbing
- Spreading rumors and lies
- Threaten to tell a secret.
- Telling secrets
- Making fun of haircuts and glasses
- It can be a crime, like mugging.
- It can be in writing.
- Bullying can escalate. It can get worse, or grow.
- It can be jokes that make fun of religion, race, the school you go to, the language you speak.
- A bully might hide someone's stuff and call it a joke.
- People may say it's a "joke," but sometimes it doesn't feel like a joke. The joke may turn into bullying.

To generate more ideas, ask more questions, starting new webs/ lists: Who bullies whom? Where does bullying occur? Why do people bully? Here are more examples from students in Grades 5-7.

Who Bullies Whom?

Where?

- Siblings can bully each other.
- Bullies pick on weaker, smaller people who won't tell, on people who are younger, are "nerds" (uncool), or easily scared.
- Bullies come in all shapes, sizes.
- Taller people can bully shorter people and shorter people can bully taller people.

- Stronger people can bully weaker people.
- Older people can bully younger people and vice-versa.
- Same age people bully each other.
- Strangers can be bullies.
- Teachers can bully students
- "Old" students bully "new" students.
- Young adults and teenagers can bully those who are younger and older than they are. They can bully the

- elderly. They can try to get younger kids to try alcohol, smoking, and drugs.
- Others can encourage bullying. Witnesses may say, "Fight!"
- Friendship issues can lead to bullying.
- Bullying can occur between friends.
- Bullies can use friendship to control.
- You can bully yourself.
- Boys bully girls and girls bully boys.

- Boys bully boys and girls bully girls.
- Groups can bully. Bullies often work together in groups.
- It happens in school hallways, bathrooms, and outside areas.
- It happens on the bus.
- **Why do people bully?**
- Because they have problems
- Bullies may want others to feel bad.

- To make someone lose self esteem.
- Bullies may have low self-esteem.
- They may lack confidence.
- Someone who is bullied may bully others.
- They push someone down to get higher.
- There can be a chain reaction of bullying.
- They need to feel power.
- People bully because of religion, race, nationality, attitudes, and "difference"

- People bully for fun.
- Bullies may feel sad or angry or jealous.
- Bullies may want to be the best.
- Bullies want attention, or recognition, or reputation.
- Bullies may want revenge or justice.
- Bullies may have problems too—they may be lost.
- Bullies may have problems and release their anger on others.

Be sure to highlight these key ideas:

- bullying involves a large difference in power, with the bullier having far more power than the one who is bullied;
- there is usually a pattern of bullying behavior, with those who bully and those who are bullied repeating those roles over time
- often (though arguably not always), bullying behavior is intentional—that is, it is meant to hurt someone else;
- bullying can be relational/social as well as physical

Save your charts for later reference.

6. Pair Shares: Experiences of Bullying (10 min.)

Purpose: to encourage communication about bullying and to relate workshop ideas to personal experience.

Themes: communication and affirmation

To begin, ask students:

Please raise your hands in response to these questions:

- **Who has ever had someone bully them?**
- **Who has ever bullied someone else?**
- **Who has ever seen someone being bullied?**

(Note: Raise your own hand in response to all questions.)

Nearly everyone will raise their hands in response to the third question. Point out that just about every person in the room has had some personal experience of bullying. Then ask students to join with one or two others to tell a story of bullying, *without using names*. Remind them of all the types and instances of bullying they charted. Allow 3-5 minutes for students to speak. Then ask if anyone would like to share their own story, reminding students that confidentiality dictates that they are not free to tell anyone else's story unless they have permission. Briefly chart examples: for instance, taking lunch money; name-calling; spreading rumors.

7. Aggressive, Passive, Assertive Walk (8 min.)

Tell students:

“We will now work on some ways to respond when someone attempts to bully you. There are three main ways: *aggressive*, *passive*, and *assertive*.”

Write these words on chart paper and ask students what they think they mean. Students usually are quite clear about the meaning of *aggressive*, less clear on *passive*, and least familiar with *assertive*.

Be sure to ask: **“If you act aggressive to someone, how are they likely to act to you? What about passive? What about assertive?”**

Help students make the distinction between *aggressive*, which connotes hostile, attacking behavior, and *assertive*, which connotes strength and respectfulness.

After you have elicited students’ ideas about *aggressive*, *passive*, and *assertive*, explain that they are going to walk around the room to try out these ways to feel and act. Explain that there is to be no running and no touching, especially in the aggressive walk. Then invite them to walk around the room in an aggressive way, observing themselves and each other as they walk. Allow half a minute or less for the walk, then call: “Freeze!” Ask students to look around the room. Then let them unfreeze and discuss with them how *aggressive* felt and looked. Some questions you might use are:

**“How did people move? How did they hold their bodies?
What was their posture like? Their facial expression?
What about eye contact? What would you think if you saw
someone walking like this?”**

Repeat the process with *passive* and *assertive*.

8. Back to Back Role Plays (10 min.)

Section Two: Workshop Plans and Guidelines

This activity gives students a chance to “test drive” responses that are Aggressive, Passive, and Assertive. On chart paper or the board, write the following headings:

Response	Aggressive	Passive	Assertive	+ (possible positive outcomes)	- (possible negative outcomes)

Explain that students are going to practice responding to bullying behavior in ways that are aggressive, passive, and assertive, and that they will need to work in pairs.

When they are paired, ask students to decide, quickly, who in their pair will be A and who will be B. Instruct students as follows:

**“On the count of three, you will turn around to face each other.
A, you will...(name an example from students’ examples; e.g.,
A, you will say ‘Give me your lunch money!’) B, you will respond
in a way that is aggressive—but remember, no physical contact.
When I say ‘freeze,’ you will both freeze in place, like statues.
One, two, three: Go!”**

Allow half a minute or less for the demand and the response, then call for a freeze. Ask students to notice the positions people froze in. Ask a few pairs to volunteer to show and/or tell the class what they did. For each demonstration, ask the group if that looks aggressive to them. Also ask the one who made the demand: “How did that response feel to you? Do you think it was aggressive? How did it make you want to respond back?” Then ask what the consequences of the response might be. Chart positive and negative consequences.

Repeat this process for passive and assertive responses.

Here are examples from a chart developed by students in grades 5-7. The bullying behavior was a demand for lunch money. Note that some responses were seen as overlapping categories (aggressive, passive, assertive).

Response	Aggressive	Passive /compliant	Assertive	+ (possible positive outcomes)	- (possible negative outcomes)
Hitting, punching	X			You defend yourself	The bully may hit you.
				You scare the bully away	You may get hurt.
				The bully may leave you alone.	You may get in trouble.
				You will end the bullying forever.	The bully may take your money anyway.
				You will show you are not afraid.	The situation may escalate.
Sarcasm, hostile words	X		X	You will intimidate the bully.	You might provoke the bully.
				You might get respect.	You may get into a fight.
Give in.		X.....X	X	You won't get hurt.	The bully might bring friends to get revenge. The bully will hurt you anyway.
Ignore; pretend they're not there.		X	X	It's no fun, so the bully will leave. You'll stay safe.	You'll seem like a coward. You'll get a reputation as a wimp.
				You get it over with. The bully will lose interest.	You won't be defending yourself. The bully might be encouraged to try harder.
			X	The bully will be surprised. The bully might be left powerless.	You might offend the bully. The bully might get mad.

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Tell someone.	X	X	You will get the help you need.	You will get in trouble.
Get friends, family to help	X	X	Your friends can help.	Your plea for help might be rejected.
Get a teacher/security/adultX	X	The bully will be restrained.	You might get a bad reputation.
				You might feel you couldn't take care of it.
				The bully might think you are weak.

9. Evaluation (3 min.)

Purpose: to review the workshop, solicit students' opinions and ideas, and get ideas that will be useful in planning future workshops

Theme: affirmation

Ask students to think of what they liked, what they didn't like so much, and what they would like to see more of in the following workshops. Record the responses under a plus (+) sign, a minus (-) sign, and an arrow. Use the suggestions in your planning of the next workshop.

10. Closing (3 min.)

Purpose: to encourage students to remember workshop ideas and put them into practice

Theme: cooperation

Ask students to stand in a circle. Ask each student to say their name and one useful idea they can take with them.

BULLYING: WORKSHOP TWO

Goals

- Students will be able to:
- Recognize that onlookers or witnesses to bullying have an important role to play
- Define the difference between a bystander and an ally
- Share personal stories about ally behavior
- Discuss what kinds of support they need from adults in order to be allies

Agenda

1. Introduction, guidelines
2. Gathering go-round: name and favorite food
3. Agenda review
4. Review last session
5. Discussion/Web: bystanders and what they can do, how it feels to be a bystander
6. Bystander and Ally: Definitions
7. Small group shares: My Ally Story
8. Fishbowl Role Plays
9. Evaluation
10. Closing

Materials

- markers
- crayons
- newsprint pad
- masking tape
- duplicated handouts listed below

Handouts

- Bystander Definition
- Ally Definition

DETAILED PROCEDURES

The indented bold type passages indicate how you might word directions for the activity.

Before you begin, post a copy of the Workshop Agenda in a place where it can be easily seen. Also post a chart on which you have listed the CRC Themes and Guidelines for the workshop. Tape up several sheets of blank newsprint for brainstorming activities.

1. **Welcome** (3 min.)

Introduce each workshop facilitator.

Present and discuss the goals of the workshop (see above)

2. **Gathering** (5 min.)

Purpose: to bring the group together for the workshop and to set a tone of affirming ourselves and others.

Theme: affirmation

Remind the group:

**Each of our workshops will begin with a gathering—
a go-round where everyone says their name and
something about themselves. For this session we will go
around the room and each person will say their name
and a favorite food.**

Model the activity by beginning with yourself; for example:

I'll begin. My name is Ms. Simmons and I like broccoli.

Ask a volunteer from the group to be next. Go around until each person has had an opportunity to participate.

3. **Agenda Review** (5 min.)

Purpose: to inform the group about what will be happening in the workshop session and get agreement that this is the agenda and

that it meets the group's needs.

4. Review last session

After the gathering and the agenda review, ask students what they remember about the last time you met about bullying. It will be helpful if you have posted the charted responses from the last session. Remind students of the main features of bullying: the difference in power, the pattern of behavior, and (often) the intention to hurt.

Review also aggressive, passive and assertive responses, emphasizing the ideas of choices and consequences.

5. Discussion/Web: bystanders

Talk with students about how it feels to be present when someone is being bullied. Chart their ideas. Be sure to bring out that bystanders, even if they do nothing, are making a choice.

6. Bystander and Ally: Definitions

Have two volunteers read the definitions of Bystander and Ally. Be sure students understand the difference.

7. Small Group Share: Ally Stories

Students can join together in groups of 3 or 4 to tell stories of ally behavior: a time when they were an ally for someone; when someone was an ally for them; or they observed someone being an ally for someone else.

To process, chart some ideas of what allies can do.

You may wish to include "I" statements.

8. Role Plays

Students can practice responding to bullying behavior as allies. You can use a back to back format, as in the previous session, or a fishbowl format. Scenarios can be chosen from bullying examples charted in the previous session.

9. Evaluation: Do a thumbs-up evaluation. (See chapter four on evaluation.)

10.Closing: Ask each student to say their name and one useful idea they can take with them.

Bystander:
a person who
witnesses an act or
an event without
participating in it.

Ally:

a person who is on
your side or helps
you in a situation.

CHAPTER SIX

BIAS AWARENESS

BACKGROUND

While CRC has been dealing with bias as a form of conflict since its inception, over the years bias awareness has become an increasingly important theme and has been integrated into all of our work. CRC was honored to be chosen by the New York City Mayor Dinkins administration to train 1000 volunteers in the Increase the Peace Program in our bias awareness model. This model was developed at PS 230 in Brooklyn before and after the first World Trade Center bombing in 1993. Following the bombing, many students began exhibiting bias toward Arab American, Muslim and those perceived as Arab American or Muslim by making comments such as “there go the terrorists.” CRC began teaching these K-6 students ways of interrupting these biased comments as an ally or as a targeted individual. Since this school was so diverse (at the time over 45 languages were spoken), it also was important to show the interrelationship of many biases.

Philosophy of Bias Awareness Work

Since affirmation is such an integral part of our conflict resolution work, looking at the positive qualities of each person naturally integrates into the CRC philosophy behind our bias awareness approach. The concept that we are all special lends itself to appreciating and welcoming differences. The concept that positive feelings engender more positive feelings makes looking at differences easier, more productive and more likely to be seen as a learning experience. The principle that if we feel positive about ourselves we are less likely to feel negative toward others is also a concept that helps us grow in bias awareness. Similarly, if we have positive feeling about our own cultural background, it is likely that we will have positive feelings about the cultures and cultural backgrounds of others.

Another main concept is that we all have some bias toward others. Taking this approach helps get everyone see bias as a problem everyone can relate to. The concept that

everyone has experienced bias also helps to involve everyone. Finally, we approach bias awareness from a conflict resolution perspective and rely on the skills of effective communication and conflict resolutions skills to respond to bias creatively.

Guidelines for Bias Awareness Work

A guideline often used in CRC is “everyone has the right to participate and everyone respects every person’s right”. In bias awareness work, this includes remaining open to new ideas even if they contradict our own, and speaking from our own experience. We ask participants to examine their own feelings on issues and encourage them to begin comments with “I think... I feel... I believe...”

Safety is an important part of bias awareness work and the principle of confidentiality contributes to creating a safe atmosphere. Participants in small and large groups agree to keep what is said confidential.

BIAS AWARENESS WORKSHOP ONE:

LOOKING AT CULTURE

Goals

- to introduce vocabulary related to culture
- to raise awareness of the cultural diversity in the classroom
- to provide an opportunity for students to think and talk about themselves in terms of culture

Student Outcomes

- Students will be able to identify their cultural backgrounds.
- Students will be able to name at least three dimensions of culture.
- Students will be able to think about and articulate feelings and experiences related to cultural heritage.

Materials

- markers
- crayons
- newsprint pad
- masking tape
- duplicated handout listed below

Handout

- Culture Sharing Questions

Workshop Outline

1. Gathering: Globe go around
2. Agenda
3. Review concepts and guidelines
4. Concentric circles (see questions below)
5. Culture Web
6. Small group culture sharing
7. Evaluation
8. Closing

DETAILED PROCEDURES

The indented bold type passages indicate how you might word directions for the activity.

Before you begin, post a copy of the Workshop Outline in a place where it can be easily seen. Also post a chart on which you have listed the CRC themes and Guidelines for the workshop. Tape up several sheets of blank newsprint for brainstorming activities.

1. Welcome (2 min.)

Introduce each workshop facilitator.

Present and discuss the goals of the workshop (see above).

2. **Gathering** (8 min.)

Purpose: to bring the group together for the workshop; to set a tone of affirming ourselves and others; to call attention to the diversity of cultural backgrounds in the group

Themes: affirmation, bias awareness

Using a globe or any object to pass from one speaker to the next, ask participants to say their name and what part of the globe they relate to. It could be their heritage if they know it or a part of the world they have lived in or particularly enjoy. Model the activity by beginning with yourself. Briefly say your name, where you were born and something about your ancestry.

I'll begin. My name is Ms. Robbins, I was born in New York, and I relate to central Europe because my grandparents were from Czechoslovakia.

Ask a volunteer from the group to be next. Go around until each person has had an opportunity to participate. Note: This activity can raise issues related to adoption, women taking their husbands' names, and not knowing one's ancestry.

3. **Agenda Review** (3 min.)

Purpose: to inform the group about what will be happening in the workshop and get agreement that this is the agenda and that it meets the group's needs.

Speak briefly about each item on the posted agenda. As vocabulary related to bias and culture is used during the session, point each word out on the vocabulary list for that session. If other pertinent words come up during the session, add those words to the list.

4. **Guidelines** (2 min.)

Review the guidelines for participation. If, after the workshop has begun, it becomes evident that a specific guideline is needed, add the needed guideline to the two on the list.

Here are the guidelines:

- Everyone has a chance to participate.
- Everyone respects that right.

5. **Brainstorming: Culture Web** (8 min.)

Purpose: to generate ideas about cooperation and to practice brainstorming

Themes: cooperation and problem solving

Write the word *culture* on a newsprint pad and ask the group to brainstorm words associated with culture. Examples of items students are likely to come up with include: education, clothing styles, food, language, music, sports, gender roles, religion. Point out that until we start thinking about cultures other than our own, our own culture may be almost invisible to us, because we take its ways for granted.

6. **Small Group Culture Sharing** (15 min.)

Purpose: to build awareness of cultural diversity; to increase communication

Themes: bias awareness; communication

Help students form small groups of 3-4. Ask that groups discuss the questions on the Culture Sharing Questions handout. This should be a structured conversation, with each member in turn talking about Question 1; then the same for Questions 2-4. While one person is talking, the others just listen. When everyone has had a chance to answer each question, the group can talk in a more conversational way about the topics.

Culture Sharing Questions

1. What is my culture?
2. What do I like about it?
3. What do I find difficult about it?
4. What do I never want to hear anyone say about my culture?

7. **Evaluation** (3 min.)

Purpose: to review the workshop, solicit students' opinions and ideas, and get ideas that will be useful in planning future workshops

Theme: affirmation

Ask students to think of what they liked, what they didn't like, and what they would like

to see more of in the following workshops. Record the responses under a plus (+) sign, a minus (-) sign, and an arrow. Use the suggestions in planning the next workshop.

8. Closing (3 min.)

Purpose: to encourage students to remember workshop ideas and put them into practice

Theme: cooperation

Ask students to stand in a circle. Ask each student to say their name and one useful idea they can take with them.

Culture Sharing Questions

Get together with two or three other students. Answer each question in turn, so that everyone has a chance to respond to a question before moving on to the next one.

While one person is talking, the others should just listen. There should be no cross conversation or discussion until everyone in the group has answered all the questions.

1. What is my culture?
2. What do I like about my culture?
3. What do I find difficult about my culture?
4. What do I never want to hear anyone say about my culture?

BIAS AWARENESS WORKSHOP TWO:

INTRODUCTION TO BIAS

Goals

- to introduce vocabulary related to bias
- to raise awareness of the many forms that bias can take
- to promote understanding that we all have bias

Student Outcomes

- Students will know the meaning of the following terms: bias; -ism; personal, cultural and institutional forms of bias.
- Students will recognize at least three common forms of bias (ISMs).
- Students will be able to analyze forms of bias in terms of personal, cultural, and institutional manifestations of the bias.

Materials

- markers
- crayons
- newsprint pad
- masking tape
- duplicated handouts listed below

Handouts

- Culture Vocabulary
- Four Questions about Culture

Agenda

1. Gathering: Name Sign-In
2. Agenda Review

3. Brainstorm ISMS
4. Choose an ISM to model personal, cultural and institutional forms of that ism
5. Work in small groups to brainstorm personal cultural and institutional forms of ISMS
6. Show charts back to large group
7. Small group sharing of “A Time I Experienced Bias”
8. Discussion of ways of interrupting bias
9. Brainstorm and review methods for interrupting bias (see handouts)
- 10. Practice interrupting biased comment (roleplay)**
- 11. Share roleplayed methods of interrupting with large group**

DETAILED PROCEDURES

The indented bold type passages indicate how you might word directions for the activity.

Before you begin, post a copy of the Workshop Agenda in a place where it can be easily seen. Also post a chart on which you have listed the CRC Themes and Guidelines for the workshop. Tape up several sheets of blank newsprint for brainstorming activities.

1. **Welcome** (2 min.)

Introduce each workshop facilitator.

Present and discuss the goals of the workshop (see above).

2. Gathering: Name Sign-In (8 min.)

Post several sheets of blank chart paper for this activity.

Note: This activity can raise issues related to adoption, women taking their husbands' names, and not knowing one's ancestry.

**For our gathering for this session, each person
will sign their name and say something about it.
You can use your entire name, or just part of it.**

Model the activity by beginning with yourself.

I'll begin (sign name). My name is Naomi Elizabeth “Liz” Miller Robbins. Naomi was my aunt’s name, Elizabeth was my mother’s mother, Miller is my family name, and Robbins is my married name. I used to be called Bitsy but I didn’t like that, and now my friends call me Liz.

Ask a volunteer from the group to be next. Go around until each person has had an opportunity to participate.

3. Agenda Review (5 min.)

Purpose: to inform the group about what will be happening in the workshop session and get agreement that this is the agenda and that it meets the group’s needs.

4. Guidelines (2 min.)

Review the guidelines for participation. If, after the workshop has begun, it becomes evident that a specific guideline is needed, add the needed guideline to the two on the list. Basic guidelines are:

- Everyone has a chance to participate.
- Everyone respects that right.

5. Defining Bias (5 min.)

Ask students what they think the word *bias* means. Relate the term to stereotyping and prejudice.

6. Brainstorming ISMs (5 min.)

ISMs are forms of bias; e.g., bias against women is sexism. Diversity training often defines an ISM as power plus the prejudice equals the ISM. We are not looking just for words that end in *-ism* such as *communism*, *nationalism* or *socialism*. Instead we are looking for words that show an oppression of a power group over a nonpower group.

The list of ISMs might include:

Racism

Sexism

Religious bias (anti-Semitism, anti-Muslim bias...)

Ageism

Classism

Ableism

Homophobia/heterosexism

Looksism

Sizeism

Languageism

We note that ageism often refers to bias against older people whereas adultism might refer to bias against young people. We explain that homophobia really means a fear or dislike of lesbian, gay, bisexual and transgendered (LGBT) people, and that heterosexism is really an assumption that only a heterosexual lifestyle is acceptable. Often people will make up words that involve bias such as sneakerism or educationism or jobism.

Discussion about similar ISMs (clothesism, classism) is likely to follow.

7. Brainstorming: Personal, Cultural, and Institutional Forms of Bias (8 min.)

Ask the group:

What do you think is the most important bias in your community? Let's review the list of ISMs and have each of you choose your top three by raising your hands three times.

The facilitator writes the number of hands raised for each ISM and then chooses the one with the highest number to model the activity. Supposing the group chooses racism (which is often chosen first), you could proceed as follows:

By *personal* we mean bias between people, such as a put down involving bias. By *cultural* we mean bias involving a cultural assumption. Stereotypes about groups ("You're a tall black man, so you must be good at basketball") are examples of cultural bias. Institutional bias involves institutions such as

prisons, schools hospitals... So we might find institutional bias in the percentage of people of color who are incarcerated.

Chart students' examples of personal, cultural, and institutional racism. The chart might look like this:

<u>Personal</u>	<u>Cultural</u>	<u>Institutional</u>
Then n word	sports; basketball	prisons
Assuming you're not smart	stereotypes about food	real estate (redlining)
Any racial slur	only like certain music	driving while black
		Schools (tracking)
		Hospitals- healthcare

8. A Time I Experienced Bias Against Me (10 min.)

Purpose: to increase empathy and allow for validation of feelings around bias.

Themes: communication, cooperation, bias awareness

Help students form groups of 3-4. Tell students:

In your groups, you will take turns talking about a topic. The topic is “A Time I Experienced Bias Against Me.” In your groups, talk one at a time and make sure everyone has a chance to speak. Listeners should just listen. After everyone has spoken, then the group can converse about the topic.

Note: Sometimes very heavy feelings come up around this exercise. It is helpful to appoint a facilitator and timekeeper for each group and explain that it will be easier for some to talk than others and that some people may focus on more than one incident of bias. Participants should be affirmed for telling their stories.

9. Ways Of Interrupting Bias (15 min.)

Purpose: to develop and practice skills for interrupting biased comments.

Themes: communication, cooperation, bias awareness

Ask the group if they have ever successfully interrupted a biased comment. Listen to the stories and board the approaches. Then refer to the handout on methods of interrupting bias (at the end of this chapter). If you don't have a handout you could list the following ways of responding to bias:

Listen

Paraphrase

Suggest alternatives

Ask questions

Use "I" statements

Use a calm nonjudgmental tone in a discussion

Ask students how they would feel if their group were attacked or put down

Decide on a scenario for the group to role play in pairs or triads. A common putdown today is "That's so gay" The facilitator could set up the role play that there is a student who says this to another student in front of an adult and the adult roleplays interrupting the bias comment. The group discusses the methods afterward and then repeats the roleplay using a different solution.

7. Evaluation (3 min.)

Purpose: to review the workshop, solicit students' opinions and ideas, and get ideas that will be useful in planning future workshops

Theme: affirmation

Ask students to think of what they liked, what they didn't like, and what they would like to see more of in the following workshops. Record the responses under a plus (+) sign, a minus (-) sign, and an arrow. Use the suggestions in planning the next workshop.

8. Closing (3 min.)

Purpose: to encourage students to put remember workshop ideas and put them into practice

Theme: cooperation

Ask students to stand in a circle. Ask each student to say their name and one useful idea they can take with them.

STUDENT WORKSHOP:

BIAS AWARENESS PART TWO

Goals

- to work more deeply on bias awareness
- to raise students' consciousness about power dynamics in bias
- to provide an opportunity for students to think and talk about their own biases

Student Outcomes

- Students will know the meaning of the following terms: power groups, nonpower groups, hate crime, oppression, internalized oppression.
- Students will identify at least three power and nonpower groups.
- Students will identify at least three examples of internalized oppression.

Materials

- markers
- crayons
- newsprint pad
- masking tape
- duplicated handouts listed below

Handouts

- Behavior of People in Power and Nonpower Groups

Workshop Agenda

1. Gathering: Name and something positive about a group you identify with
2. Agenda
3. Power and Nonpower groups (chart this)
4. Behaviors of people in power and nonpower groups (see handout)
5. Hate crimes

6. What can we do to make our school or community safer and more welcoming
7. Evaluation
8. Closing What is one thing I'm going to do

DETAILED PROCEDURES

The indented bold type passages indicate how you might word directions for the activity.

Before you begin, post a copy of the Workshop Agenda in a place where it can be easily seen. Also post a chart on which you have listed the CRC Themes and Guidelines for the workshop. Tape up several sheets of blank newsprint for brainstorming activities.

1. **Welcome** (2 min.)

Introduce each workshop facilitator.

Present and discuss the goals of the workshop (see above).

2. **Gathering** (8 min.)

Purpose: to bring the group together for the workshop; to set a tone of affirming ourselves and others; to call attention to the diversity of cultural backgrounds in the group

Themes: affirmation, bias awareness

Ask participants to say their name and something positive about belonging to a group they identify with.

For this session we will go around the room and each person will say their name, a group they identify with, and something positive about belonging to that group.

Model the activity by beginning with yourself.

I'll begin. My name is Ms. Robbins; I identify myself as a woman and I like my friendships with other women.

Ask a volunteer to be next. Go around until all have had a chance to participate.

3. **Agenda Review** (3 min.)

Purpose: to inform the group about what will be happening in the workshop session and get agreement that this is the agenda and that it meets the group's needs.

4. **Guidelines** (2 min.)

Review the guidelines for participation. If, after the workshop has begun, it becomes evident that a specific guideline is needed, add the needed guideline to the two on the list.

Here are the basic guidelines:

- Everyone has a chance to participate.
- Everyone respects that right.

5. **Concentric Circles** (6 min.)

Purpose: to stimulate discussion of the topic of bias; to build group connections and trust

Themes: communication, bias awareness

This activity is described at the end of this chapter. Possible questions include:

- What is one place in the world you'd like to visit?
- Is there a language you speak or would like to learn?
- What is your communication style? Do you like to listen, speak or observe?
- What is your conflict resolution style? Do you like to get involved in conflict?
Avoid it? Problem solve?
- What do you think causes bias and prejudice? (If there is a focus on one ISM a question might be included on that ISM; e.g., What do you think causes racism?)
- Complete this sentence: one way to reduce bias is.....
-

6. **Power Nonpower Chart**

Refer to the ISMS brainstormed earlier and brainstorm the following type of chart:

ISM	Power Group	Non-Power Group
Racism	white	non-white

Sexism	male	female
Homophobia	heterosexual	GLBT
Ageism	middle	young and old
Classism	upper	lower,poor
Ableism	temporarily able-bodied	disabled

7. Behaviors of People in Power and Non Power Groups (see handout)

8. Hate Crimes

9. Think Sheets: What can we do to make our school/community safer and more welcoming

10. Evaluation

11. Closing What is one thing I'm going to do

Using Music to Look at Bias

There are many songs that address different kinds of oppression. Fred Small has several songs that could be used in the classroom. In "Talking Wheelchair Blues," a disabled person in a wheelchair visits a restaurant with an able-bodied person. The waiter speaks only to the able-bodied companion, asking what the disabled person will have. Later the disabled person says that it would be good if the restaurant had an accessible ramp. The restaurant owner responds "Why, the handicapped never come here anyway."

Anti-Semitism is the theme of Small's song about a swastika painted on a house with a menorah in the window. In response, the neighbors put menorahs in their windows. And Small looks at homophobia/heterosexism in a song about Annie, a teacher whose principal says, "If you play your cards right and get dressed up tonight you just might find some man worth your while." Annie is in a committed relationship with her female partner but can't say anything for fear of losing her job. Numerous songs about the murder of Mathew Shepard, the most famous of which were by Elton John and Melissa Etheridge.

BEHAVIORS OF OUT-GROUP, NON-POWER GROUP, TARGET GROUP

1. **SYSTEM BEATING**--When people do not feel part of a group, or powerless, one response is to try to beat the system. For example, a woman may plead helplessly to a man, "Could you help me lift this heavy thing?" in order to try to make something happen. System beating may involve manipulating guilt and shame in power groups. Acting dumb and being invisible are ways of beating the system.

2. **BLAMING THE SYSTEM**--One response of the non-power group to the power group is to blame the system for all of the problems that exist in the world. For example, black unemployment is due to white racism. The TV character George Jefferson is an example of a character who blames the system for everything. (He is a counterpart to Archie Bunker, who is always blaming the victim.) The blamer of the system refuses to take personal responsibility and is left in a state of perpetual inaction because, "Since the system is at fault and since I can't change the system, nothing can be done."

3. **AVOIDING CONTACT**--The non-power group may avoid contact with the power group because of distrust. There may be a great deal of anger behind feelings that "all whites are terrible" or "all white males are bad". There may be many reasons for avoiding contact including assumptions about the power group.

4. **DENIAL OF DIFFERENCE**--For the non-power group person to say we are all the same is also to deny his/her own humanity and experience and pain. The extreme example of this is the "Uncle Tom" for whom everything is okay, no problems. If a woman is called "one of the guys" there is a confusing implication that she is not different from the men, when she really is, which is a denial of her. But there is the implication that she's okay, because she is "one of the guys", that is, not like a woman.

5. **LACK OF UNDERSTANDING OF POLITICAL SIGNIFICANCE OF RACISM, SEXISM...**--The non-power person may not see the ways that the larger system is hurting herself or himself. The non-power person may not understand the oppression that exists in jobs, housing, or realize that a person is more than just an individual. This lack of understanding can lead to intense anger, pain, and drug and alcohol abuse.

BEHAVIORS OF IN-GROUP, POWER GROUP, NON-TARGET GROUP

1. **DYSFUNCTIONAL RESCUING**--When someone who has power over another person helps that person to a point where the person cannot operate independently, the power person may be dysfunctionally rescuing. There is an implication that "You need my help." For example, a student who is given a better grade than earned may be experiencing dysfunctional rescuing.
2. **BLAMING THE VICTIM**--After being rescued, the rescued individual does not have a solid foundation. For example, the female construction worker is rescued by the male construction worker. Then, when she is unprepared and cannot do a job, she is blamed. The stereotype is reinforced, "See, women aren't cut out for construction work." Blaming the victim often follows dysfunctional rescuing.
3. **AVOIDING CONTACT** --Often, because of fear of awkwardness or fear of making a mistake or doing something wrong, people in power groups don't really have any contact with people in non-power groups. Power group people may not see what is to be gained by involvement and they may not be aware that they, rather than the non-power group, can choose what level of involvement they want. Avoiding contact can also result in thoughts such as, "I'm not racist--how can I be racist, I don't even know any people of color."
4. **DENIAL OF DIFFERENCE**--Just as avoiding contact is a form of not dealing with conflict, so can thinking, "We are all the same," be a form of denial. To only see our similarities is to deny a person's humanity and experience of difference. To not acknowledge a person's pain over their difference is to dismiss them and to not see who they are. When a person says, "I'm color blind," they often are thinking, "I'm not racist" but to not see a person's color can also be a form of dismissal. Or, for a heterosexual to say, "Gay people are just people", is to deny the invisibility of lesbians or the violence that threatens gay men.
5. **DENIAL OF POLITICAL SIGNIFICANCE OF RACISM, SEXISM...**--Often when we do work very hard on our own racism, sexism, ageism, or other "isms", we tend to focus on our own reality. "If I don't experience racism, then it doesn't exist." We are left with a feeling of safety that "All is fine with the world," and that allows us to forget about the harsher forms of institutionalized racism, sexism, and other "isms".

Hate Crime Definition Checklist

- Presence of symbols or words considered offensive (race, ethnicity, religion, sexual orientation, etc.)
- Activities historically associated with threats.
- Posting or circulation of demeaning jokes or caricatures.
- Defacing, removal, or destruction of posted materials, meeting places, memorials, etc.
- Prior history of similar crimes.
- An act following holidays, events or activities.
- An act following recent or ongoing political or economic conflicts involving victim group.
- Recent or ongoing neighborhood problem involving victim group.

Hate Crime Definition Checklist (Continued)

- Victim belief that the incident was motivated by bias against him/her.
- Community organizations, community leaders or residents stating perceptions that the incident was motivated by bias.
- Perpetrator explanation/defense of incident involves exalting own race/ethnicity, religion or sexual orientation.
- No apparent motive for the incident.
- Presence of organized hate group literature and/or posters
- Documented or suspected organized hate group activity in the community.

Think Sheet

What do you do now to diminish barriers, foster understanding, combat bullying and stereotyping, and promote belonging for all students?

in your personal interactions

at the classroom level

at the whole school level

in the larger community

Think Sheet

What else could you do—or do better—to diminish barriers, foster understanding, combat bullying and stereotyping, and promote belonging for all students?

in your personal interactions

at the classroom level

at the whole school level

in the larger community



Concentric Circles

This lively, high-participation activity pairs participants with conversational partners in a game-like, clearly structured, non-threatening format.

The keys to the success of this activity are:

- Be sensitive about when to switch speakers or topics.
- Lead with light, easy topics, building towards more personal or revealing ones with regard for the group's readiness. For an inexperienced or wary group, you might use only light and easy topics.

Preparation: Decide on your topics and write them down. Five is a good number of topics to start with. As the group becomes comfortable with the activity, you might increase the number of topics.

You may want to have a sound cue, like a maraca or tambourine, so you can signal the group when to switch speakers.

Instructions:

- Group counts off by twos. Number Ones form a circle facing outward. Number Twos form a circle facing inward, so that each is paired with a One. If someone is left without a partner, you will need to join in, participating and facilitating at the same time. Explain that in a moment, you will give a topic to talk about. First the Ones will speak about the topic for half a minute, and the Twos will listen without interrupting. You will call time and they will switch, with the Twos talking about the same topic and the Ones listening.
- Tell participants what the first topic is. Instruct the Ones to start speaking and allow 20-30 seconds before switching speakers, or less if Ones finish speaking sooner. (Alternatively, you can use a more conversational format, instructing the Ones to start first.) Listen to the sound of the group; when the sound level starts to fall off, it's time to stop and switch speakers.
- When both partners have had a chance to speak, tell the Twos to bid their partners goodbye and move one person to their right. Ones do not move. Now everyone will have a new partner.
- Tell participants you will now introduce the second topic, and this time the Number Twos will talk first while the Number Ones listen.
- Proceed as before, rotating the outer circle after each topic and alternating which circle speaks first, until all questions are done.
- Debrief. Ask: What was it like to do the activity? What was fun or comfortable? What was difficult or uncomfortable? What is the purpose?

Purposes: group building; communication practice; lead-in to topic

Choosing Topics:

Your choice of topics should reflect your goals for the group and their level of comfort talking with each other. Begin with light and easy topics: e.g., a place you would like to go; your favorite holiday; a song or a piece of music you like.

The next level would be "medium" topics: e.g., your favorite teacher when you were little; something you wish you could change about the world; someone who is a hero to you.

At the highest level are the most personal topics: e.g., your style of dealing with conflict; something that you are proud of. (Many people find it very difficult to say positive things about themselves.)

If there is a particular skill or subject you are working on, like anger management, you might work with related topics: e.g., what triggers your anger; what is your style of showing anger; what do you do to calm down when you are angry or upset.

NOTE: A variant structure for this activity is to alternate which circle begins to talk on a topic, but then allow for a natural back-and-forth, signalling only when it is time to change partners. This creates a more informal, conversational dynamic. It also takes longer.

SOME METHODS OF RESPONDING TO BIAS

When we hear a biased comment or observe biased behavior we often don't know how to respond. The following guidelines offer some positive responses.

1. Listen and try to understand what the person is saying.
2. Paraphrase what is being said.
3. Share how you feel about the comment or behavior. "I" Statements can be helpful here.
4. Ask questions to clarify what is being said or felt, why the person feels that way, and where the person got the information.
5. Let the person know it is the comment or behavior which is problematic, not the person. It helps to recognize that bias is learned, not something with which we are born.
6. By speaking to a person in private, we take away the element of embarrassment or shame for being criticized in public.
7. Remaining calm, non-judgmental, and caring is an important element of effectively responding to bias. Responding aggressively is likely to escalate the conflict.
8. Something we may need to take the time to become calm before discussing the bias.
9. Offering alternative information concerning the bias is sometimes effective.
10. A mediator may help solve the problem if none of the above works.
11. Asking for specific guidelines might be an outcome of the mediation agreement; e.g., "I agree not to make biased comments around you."

The above methods assume that you want to maintain a positive and ongoing relationship with the person. They also assume that it is important to respond and try to do something. These methods may not always work and it may be hard to choose which method to use. However, one or more of these hints may be effective in any number of bias situations.

CHAPTER SEVEN

LEARNING TO RESOLVE CONFLICTS

FIVE CRC WORKSHOP SESSIONS FOR STUDENTS

The following workshop sessions are designed for use in classrooms, to help students understand basic themes and strategies for working out conflicts creatively and collaboratively.

The first five workshops included in this chapter introduce basic CRC themes and concepts, as well as a problem-solving model for negotiation of differences. This model, while quite sophisticated, is simple enough that even young children can understand and use it. It is most useful as a strategy of first resort when disputants are not too far apart in status and power, and no one has been seriously injured or harassed.

STUDENT WORKSHOP ONE

INTRODUCTION TO THE THEMES OF CRC

Goals

- to introduce the themes of CRC
- to establish a format for each workshop (including the process of introducing the workshop, setting an agenda, reviewing and approving the agenda, evaluating the workshop, and closing it.)
- to have a positive workshop experience and develop interest and enthusiasm for the upcoming workshops
- to introduce conflict resolution vocabulary

Student Outcomes

- Students will know the meaning of the following conflict resolution terms: conflict, cooperation, communication, listening, non-listening, brainstorming, affirmation, conflict resolution.

- Students will demonstrate their understanding of brainstorming by listing at least three words or phrases associated with conflict.
- Students will be able to name at least two listening and two non-listening actions.
- Students will be able to name at least one of their personal interests.

Materials

- markers
- crayons
- newsprint pad
- masking tape
- duplicated handouts listed below

Handouts

- Conflict Resolution Vocabulary for Session One
- Affirmation T-shirt
- extra Affirmation T-Shirt handouts for use during the following week

Workshop Outline

1. Welcome
2. Gathering
3. Agenda Review
4. Brainstorming
5. Listening/Non-Listening
6. Conflict Web
7. Affirmation T-Shirt
8. Evaluation
9. Closing: Rainstorm OR Affirmation Applause

DETAILED PROCEDURES

The indented bold type passages indicate how you might word directions for the activity.

Before you begin, post a copy of the Workshop Outline in a place where it can be easily seen. Also post a chart on which you have listed the CRC themes and Guidelines for the workshop. Tape up several sheets of blank newsprint for brainstorming activities.

1. Welcome (3 min.)

Introduce each workshop facilitator.

Present and discuss the goals of the 5-session Conflict Resolution Series

Present and discuss the goals of the Session One workshop.

2. Gathering (5 min.)

Purpose: to bring the group together for the workshop and to set an affirming tone

Theme: affirmation

Each of our workshops will begin with a gathering—a go-round where everyone says their name and something about themselves.

Usually we gather in a circle. The workshop leader tells what the gathering will be.

For this session we will go around the room and each person will say their name and something they like to do.

Model the activity by beginning with yourself.

I'll begin. My name is _____ and I like to _____.

Ask a volunteer from the group to be next. Go around until each person has had an opportunity to participate.

3. Agenda Review (5 min.)

Section Two: Workshop Plans and Guidelines

Purpose: to inform the group about what will be happening in the workshop session and get agreement that this is the agenda and that it meets the group's needs.

Speak briefly about each item on the posted agenda and indicate that we will go through the agenda, doing one activity from each of the themes of cooperation, communication, affirmation and conflict resolution. As conflict resolution vocabulary is used during the session, point each word out on the conflict resolution vocabulary list at the end of session one. If other pertinent words come up during the session, add those words to the list.

4. **Guidelines** (2 min.)

Review the guidelines for participation and discuss briefly what they mean. If, after the workshop has begun, it becomes evident that a specific guideline is needed, add the needed guideline to the two we are using. For example, if there is a large amount of interrupting, it may be necessary to add a guideline about letting people finish before making comments. Try to put any guidelines you add in positive terms. Here are the basic guidelines:

- Everyone has a chance to participate.
- Everyone respects that right.

5. **Brainstorming** (5 min.)

Purpose: to generate ideas about cooperation and to practice brainstorming

Themes: cooperation and problem solving

(Point out definitions of *cooperation* and *problem solving* on the vocabulary list.)

We can get lots of ideas if we cooperate in thinking of them. When we get together to think of lots of ideas, we call that activity *brainstorming*. While we are brainstorming, we can think of ideas to add to the list. Let's brainstorm the question: "What are things we do when we cooperate?"

Write all contributions on the newsprint and talk about cooperation.

6. **Listening/Non-listening** (10 min.)

Section Two: Workshop Plans and Guidelines

Purpose: to demonstrate what students know about listening and to make a list of listening and non-listening actions that can be referred to throughout the year

Theme: communication

(Point out definitions of *communication* and *listening* on the vocabulary list.)

We will watch a skit where one person is speaking and the other person is listening. Can one of you come up and listen to a story I will tell you while showing us some non-listening actions?

Tell the student what you did from the time you got up this morning until now. Make your story about a minute long. The student is to show non-listening actions. After you are finished, have the group applaud the skit. Then chart the non-listening behaviors.

Now we will repeat the same skit, only this time the listener will show good listening actions.

Choose a different student to act out good listening actions. Repeat the scene, applaud the skit, and list good listening actions on the chart pad. A pair of students can then be chosen to repeat the skit-making sure one of the students has a story to tell.

A discussion of the Listening-Non-listening actions can be held. Processing questions might include: How did it feel when the listener used non-listening actions? How did it feel when the listener used listening actions?

The list of actions can be posted in the classroom and used by the class.

7. Conflict Web (10 min.)

Purpose: to check the group's understandings about conflict and begin to define conflict.

Theme: conflict resolution

Write the word *conflict* in the center of a newsprint sheet and circle it. Ask students:

Do you know what conflict is? Let's brainstorm by writing down words or phrases we think of when we hear the word conflict.

As ideas are suggested, write them on the newsprint connecting them to the circle with web-like lines. After the brainstorming is complete, discuss the contributions.

What do you notice about the words? Yes—usually we think of many negative words when we think of conflict. In conflict resolution we try to think of conflict as an opportunity for growth.

Discuss ways we can see conflict as positive or as a way to grow.

9. Affirmation T-Shirts (10 min.)

Purpose: to affirm ourselves and each other as we show and talk about our interests.

Theme: affirmation

Point out definition of *affirmation* on the vocabulary list. Distribute blank T-Shirt handouts. Ask students to design their shirt showing a picture or symbol of something they relate to or enjoy doing. When shirts are completed, they can be shown to the group or hung clothesline style in the classroom or displayed on the wall. Keep a supply of blank T-shirts in the classroom so students can do more of these between assignments.

10. Evaluation (3 min.)

Purpose: to review the workshop, solicit students' opinions and ideas, and get ideas that will be useful in planning future workshops

Ask students to think of what they liked, what they didn't like so much, and what they would like to see more of in the following workshops. Record the responses under a plus (+) sign, a minus (-) sign, and an arrow. Use the suggestions in your planning of the next workshop.

11. Closing: Affirmation Applause

Affirmation Applause (5 min.)

Theme: affirmation

Ask students a series of questions as listed below and have students stand or raise their hands to indicate a "yes" response. Then everybody applauds those students.

I'm going to ask some questions. If your answer to a question is "yes," stand up (or raise your hand) and the rest of us will give you a big round of applause.

Sample questions:

- Who has a pet?
- Who has a brother or sister?
- Who has a cousin?
- Who likes to play soccer?
- Who likes to play some other sport?
- Who enjoys eating pizza?
- Who likes listening to music?
- Who speaks a language other than English?
- Who would like to learn a language other than English?

Ask: How does it feel to applaud someone? To be applauded?

Point out that it may feel odd to be applauded for something that's not a big achievement, but we all deserve appreciation, and it's fun and energizing to applaud and be applauded

VOCABULARY: SESSION ONE

Introduction to the Themes of CRC

1. conflict: a struggle between two or more people because of different points of view or needs

2. conflict resolution: coming up with creative solutions to a conflict

3. cooperation: working together towards a positive common goal

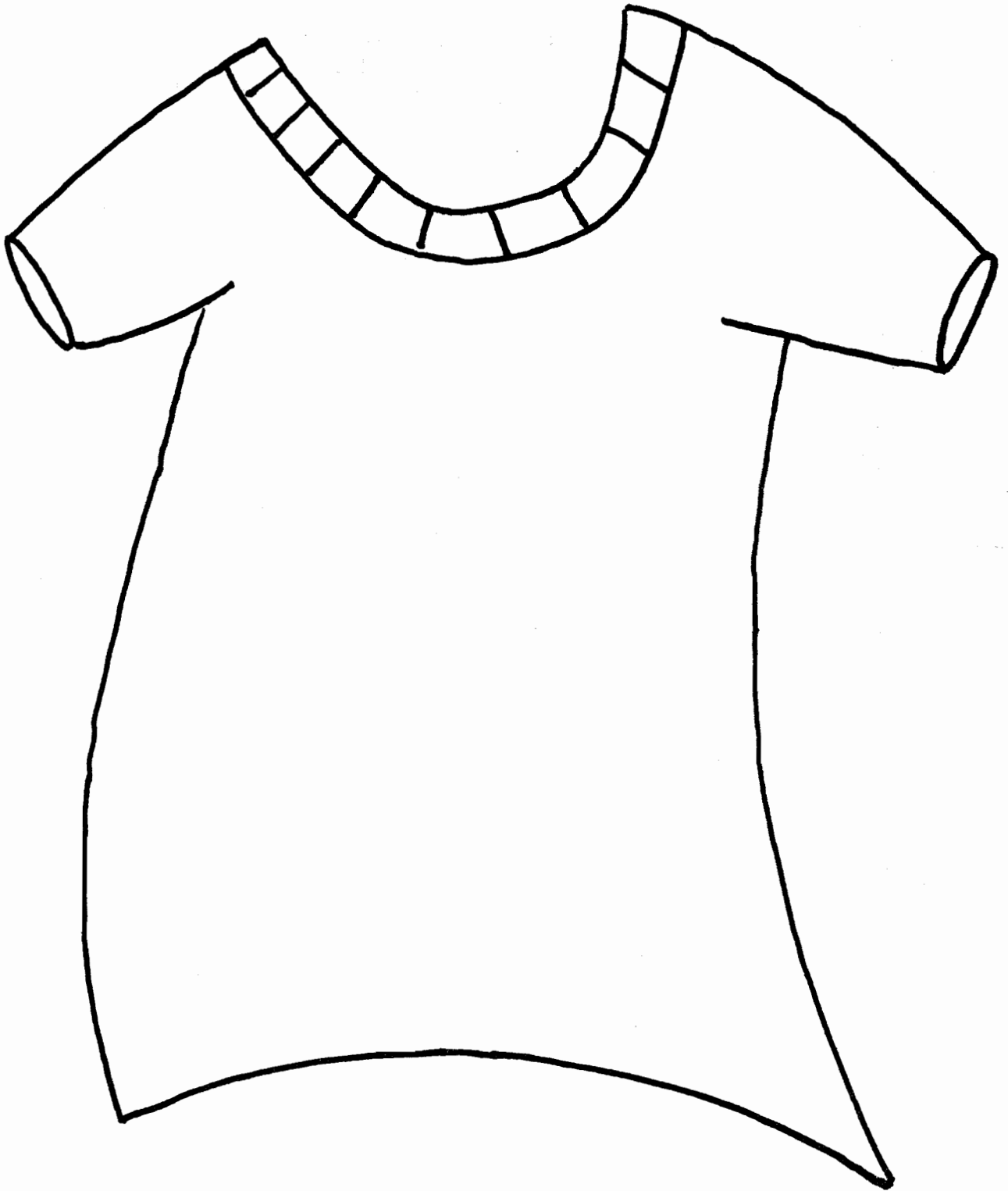
4. listening: paying close attention to what someone is saying

5. non-listening: not paying close attention to what someone is saying

6. brainstorming: thinking of many ideas

7. affirmation: thinking positive things about yourself and others

8. communication: exchanging thoughts, information and feelings with others by using the skills of listening, speaking, and observing



Affirmation T-Shirt

STUDENT WORKSHOP TWO

WIN-WIN, LOSE-LOSE, WIN-LOSE

OBSERVATION SKILLS

PARAPHRASING SKILLS

Goals

- to experience activities from the CRC themes
- to continue to develop conflict resolution vocabulary
- to develop a fluency with and familiarity with the concepts of Win/Win, Win/Lose, and Lose/Lose and apply them to a conflict
- to improve observation skills
- to improve paraphrasing skills

Student Outcomes

- Students will add to their conflict resolution vocabulary the following terms: observation, paraphrasing, Win-Win, Win-Lose, Lose-Lose
- Students will be able to paraphrase after listening to a classmate talk about a topic of interest
- Students will be able to observe an object before and after change and list the changes observed

Materials

- markers, newsprint pad, masking tape, pencil
- student packet pages—Conflict Resolution Vocabulary: Session Two
- **prepared charts from previous week**

Workshop Connection

1. Welcome
2. Gathering: Affirmation Applause (if not used in Session One) Name and Upper Body Motion if needed or preferred to replace Affirmation Applause)
3. Agenda Review

4. Three Things Have Changed
5. Paraphrasing
6. Pencil Conflict: Win/Win, Win/Lose, Lose/Lose
7. Evaluation: Thumbs Up
8. Closing: Cultural Applauses
9. African Applause
10. Round of Applause

DETAILED PROCEDURES

The indented bold type indicates possible ways to give directions for the activity. Before you begin post a copy of the workshop agenda in an easily seen location. Also, tape up the Guidelines and the Themes Chart, as well as blank newsprint for use during the workshop.

1. **Welcome** (5 min.)

Introduce the workshop facilitators again.

Quickly review the conflict resolution Themes and the Guidelines.

Present and discuss the goals of the Session Two workshop. Make sure that any student who missed the first session has the student packet. Ask for a volunteer to briefly review what happened in the first session.

2. **Gathering** (5 min.)

Purpose: to affirm ourselves and others

Theme: cooperation (group building) and affirmation

Choose one of the following activities for the gathering. Name and Upper Body Motion is especially good for groups which are located in a small, restricted environment—perhaps with non-movable desks or a very tight seating arrangement.

Affirmation Applause Directions may be found in the Detailed Procedures for Session One.

If that activity was used in Session One, go on to **Name And Upper Body Motion**. This activity can be done in sitting or standing position.

I will begin this activity by saying my name and making a motion with my arms, hands and head. The group will repeat My Name and Motion. We will go around the circle (or room) giving everyone a chance to say her or his name and do a new motion.

The key to success with this activity is to move quickly from person to person, keeping the activity moving along briskly.

3. **Agenda Review** (5 min.)

Referring to the posted agenda, briefly talk about each item on the agenda and get the agreement of the group to the plan.

This is what we plan to do today for our second session. Does this plan seem okay with the group? Good! Let's begin with "Three Things Have Changed".

4. **Three Things Have Changed** (10 min.)

Purpose: to improve observation skills

Theme: communication (observation)

Ask for a volunteer to demonstrate this activity with you.

I will be the changer and you will be the observer. First, let's stand facing each other and observe each other for a minute or so.

Now let's turn back to back. I will change three things (e.g., take off jewelry, roll up cuff, unbutton a button).

Now let's turn and face each other again. You are the

Observer—you try to discover what has been changed.

After this, switch roles with your partner. The goal is to help your partner develop observation skills.

Now ask students to pair up and repeat the activity with them. Process the activity by asking how it was to be the observer and then the changer.

If your group is extra active, you can ask several pairs to come to the front of the room to do the activity, instead of having the whole group participate at once.

Point out the page "What Things Have Changed?" in the student packets so that students can practice their observation skills later in the week.

5. Paraphrasing (10 min.)

Purpose: to practice listening and paraphrasing back what was heard; to practice listening without responding

Theme: communication

This skill serves as the base for most conflict resolution work, especially mediation and negotiation. With practice students can become quite skilled at paraphrasing.

Pick a topic relevant to the group. For example, fourth graders might like to talk about something I Like to Do Outside of School, or My Favorite Holiday and How I Celebrate It. Have the group divide into pairs. For convenience, students can be paired with the person sitting next to them.

This activity is called paraphrasing. One of you will be the speaker and one will be the listener. We will switch roles for the second part of the game. Decide between you who will be the first speaker. The first speaker will raise a

when you are selected.

As soon as all pairs have identified the first speaker, explain the rest of the activity.

This is a timed activity and I will start and stop you for each part.

The first speaker will speak for half a minute about (topic).

**The listener will then paraphrase what the speaker said—
this means to say back to the speaker what was said; not exactly,
but the main ideas. This will take a half minute or so. Then you
will talk briefly about whether the paraphrasing was accurate.**

After that, you will switch roles and repeats the entire process.

The key to this activity is good timing and keeping the process moving along. If the class is not used to working in pairs, another way to present this activity is to model it in front of the class. This should only be done as a last resort, if the class definitely cannot do the activity. It also can be done this way if time is short. But since this activity is so important to many aspects of conflict resolution, every effort should be made to include it in its complete form. Students benefit greatly from having the experience of paraphrasing.

When the activity is completed, students can discuss how the skill of paraphrasing might help them in solving conflicts.

6. Pencil Conflict: Win/Win, Win/Lose, Lose/Lose

Purpose: to practice brainstorming solutions to a conflict and discuss win/win, win/lose, lose/lose

Theme: conflict resolution (10 min.)

Arrange a role play between yourself and one of the students of a struggle over ownership of a pencil. Allow the group to think it is a real situation. "That's my pencil!" "No, it isn't. It's my pencil!" etc. Stop this role play as the conflict is escalating, at its peak.

What are some possible solutions to this conflict? How can it be solved?

List the responses on newsprint. Typical suggested solutions include: break the pencil in two, find another pencil; take the pencil away from both students; go to the school store and buy another pencil.

- **Win/Win solutions are those that allow each side in the conflict to gain, or win, so that everyone's needs are satisfied.**
- **Win/Lose solutions are those that allow one side to win and one side to lose, so only one person's needs are satisfied.**
- **Lose/Lose solutions are those in which both sides lose, so nobody's needs are satisfied.**

Discuss each of the possible responses to the role-play and whether the solution is Win/Win, Win/Lose, or Lose/Lose. There will be many opinions about the solutions. Discuss the question of why there are varying perceptions of WW, WL, and LL solutions. It will become apparent that the varying perceptions depend on how the problem is seen by those in the conflict, and what may be a good solution for one person may not be acceptable to someone else.

7. Evaluation (5 min.)

Say the title of each activity we did for the session. Have students evaluate the activity using their thumbs—Thumbs Up if they liked it, Thumbs Down if they didn't like it so much, and Flat Hands if it was only okay.

8. Closing: Cultural Applause (5 min.)

Themes: affirmation, communication

Try either of these short applauses:

African Applause

Students stand in a circle facing each other, or sit at their desks. African Applause begins with one clap about neck high, then push out toward others as if you are pushing the air away from you. Keep repeating, pushing hands toward various people around the room.

Round Of Applause

Many constant claps are done as the arms are moved around in a circle.

VOCABULARY: SESSION TWO

Win-Win, Lose-Lose, Win-Lose

Paraphrasing Skills

1. observation: the skill of noticing what is happening or accurately describing something
2. paraphrasing: restating what someone else has said in your own words
3. win-win: a resolution to a conflict in which everyone in the conflict is satisfied
4. win-lose: a resolution to a conflict in which someone is satisfied and someone is not satisfied
5. lose-lose: a resolution to a conflict in which nobody in the conflict is satisfied

STUDENT WORKSHOP THREE

PROBLEM SOLVING

ACTIVE LISTENING

“I” STATEMENTS

Goals

- to provide further practice in affirmation and cooperation skills
- to continue development of communication skills
- to introduce a problem solving approach to conflict

Student Outcomes

- Students will quickly respond to a conflict scenario by role playing responses to the conflict.
- Students will demonstrate active listening skills in response to another student telling a story.
- Students will construct and practice using "I" Statements.
- Students will identify fight-flight and problem solving approaches to dealing with conflict.
- Students will add the following terms to their conflict resolution vocabulary:
"I" Statements, active listening, fight-flight, and problem solving.

Materials

- markers
- crayons
- newsprint pad
- masking tape
- duplicated handouts listed below

Handouts

- Conflict Resolution Vocabulary for Session Three

- Active Listening
- "I" Statements
- My Response to Conflict

Workshop Agenda

10. Welcome
11. Gathering : Room Building
12. Agenda Review
13. Active Listening
14. Light & Lively: Zoom!
15. "I" Statements
16. Back to Back Role Play (fight, problem solving, flight)
17. Evaluation: Thumbs Up/Down

Closing: YES!

DETAILED PROCEDURES

The bold type passages indicate how you might word directions for the activity. Before you begin, post a copy of the workshop agenda in an easily seen location. Also post a chart on which you have listed the CRC themes and Guidelines for the workshop. Tape up any charts from Session Two, as well as blank newsprint for use during this workshop.

1. **Welcome** (3 min.)

Introduce any adults who are in the room for the training. Quickly review the Themes and Guidelines. Present and discuss the goals of the Session Three workshop.

2. **Gathering: Room Building** (10 min.)

Purpose: to build a positive sense of group

Themes: cooperation and affirmation

This activity is a cooperation or group building activity. Ideally, students are in a circle. If
Section Two: Workshop Plans and Guidelines

that isn't possible, use a space at the front or sides of a room.

For our gathering today, we will do ROOM BUILDING. We will each have a chance to put something in the room that we build together.

With your arms, hands, and body, walk around the boundaries of an imaginary room, designating the limits of the room and the location of door.

Remember to go through the doorway when entering our room. When you are inside the room, place an object in the room, using pantomime to show what it is. The watchers try to guess what it is and remember its location so that two objects do not occupy the same space. New objects may be put in the room or added to other objects.

After everyone has had a turn, it is time to admire the room that was created together.

3. Agenda Review (2 min.)

Look at the posted agenda for today, and briefly talk about each item. Get the agreement of the group to the plan for the day.

This is our plan for the third session. Does this plan seem okay with the group? Good! We will go ahead with "Active Listening."

4. Active Listening (10 mins.)

Purpose: to practice the skills of active listening with a partner in preparation for learning to resolve conflicts

Theme: communication

With one of your co-facilitators demonstrating Active Listening, tell a brief story about what you did since you got up in the morning, or describe a problem you recently had in getting to school.

How did the listener show some active listening skills? Did you notice anything the listener did that made it more comfortable and easy for the speaker to tell the story?

Find the page entitled Active Listening Hints in the Student Packet. Talk about the verbal and nonverbal steps in doing Active Listening.

Have the group arrange itself in pairs and practice active listening while one of the pair tells a real story. Let the story go on for about one minute or so—then switch roles and repeat.

Active Listening gets better with practice. The pairs can talk about steps they took to actively listen.

5. Light & Lively: Zoom (7 min.)

Note: Use this activity now, or as a light and lively activity another time.

Purpose: to provide a break and have fun

Theme: cooperation

ZOOM is a group game that can be used in a large circle (or with seating in rows where the direction of the ZOOM is predetermined). The participants can be standing or seated.

Imagine the sound of a racing car---ZOOOOOOM!

Say ZOOM! and turn your head quickly toward the person on either side of you.

That person passes the ZOOM! in the same direction to the next person, who passes it on, and so forth.

The word EEK! makes the car stop and reverse direction.

Whenever EEK! is said, the ZOOM! reverses and goes

the opposite way around the circle.

For now, there will be only one EEK! per person.

This last rule will prevent the EEKS! and ZOOMS! from concentrating in one area of the circle. Later try discarding the rule and encouraging cooperation by making the children responsible for getting the ZOOM! all the way around the group.

6. "I" STATEMENTS (10 mins.)

Purpose: to learn a method of giving negative feedback in a positive way to people with whom we already have a trusting and caring relationship.

Theme: communication

Sometimes when we feel that someone has done something hurtful or unfair to us, we say something back that may make the situation worse. For example, your friend has agreed to meet you at a certain time at a certain place. You are there right on time and as you wait longer and longer, you get more angry and impatient.

When your friend shows up, you are ready to explode and that's exactly what happens.

"You creep! You're late," you angrily shout.

This is an example of a "You " Statement. We blame the other person for what happened and even get into name-calling. This type of reaction promotes further conflict and anger, and can end up in a real shouting match.

Sometimes we react with not quite so much outward anger and we say something like "I feel upset when you're late."

This is an example of a Disguised "You" Statement. It still puts the blame on the other person and may increase the conflict.

**Another way of responding is by using an "I" Statement, such as:
"I feel put down when I have to wait because I feel ignored."**

This "I" Statement doesn't attack or blame your friend and yet it says how you are feeling. It is a positive way of telling your friend something negative. It works best when you and your friend already have a lot of trust between you.

Let's try designing an "I" Statement for a situation.

You and your friend are sitting together in the cafeteria at lunch. Your friend tells someone else about a mistake you made in class. They both laugh.

What would be an example of a "You" Statement?

Some examples could be written on the board and discussed.

What would be an example of a Disguised "You" Statement?

What would be an example of an "I" Statement?

"I" Statements can help us deal with difficult situations while still expressing our feelings expressed.

7. Back-To-Back Role Play (10 min.)

Purpose: to practice a number of responses to put-downs

Theme: conflict resolution

Have everyone pick a partner and stand back-to-back with the partner.

This activity will be about a put-down of one student by another.

Decide who will make the put-down and who will respond to it.

Tell participants that after you say the put-down, the students will turn around to face each other and role play the conflict and a solution to the conflict.

8. Evaluation: Thumbs Up (5 min.)

9. Closing: Yes!! (3 min.)

Themes: affirmation and cooperation

Have everyone join in a circle with hands held.

We will put our hands (still held) down, touching the floor. Then slowly we will bring them up to the sky saying, "Yes!" going faster and louder as we come to the highest point.

Repeat until the rafters ring!

Conflict Resolution Vocabulary

Session Three

1. "I" Statements: a positive way of giving negative feedback
2. active listening: process of listening carefully while encouraging the speaker to share feelings and say more
3. problem solving: an approach to dealing with conflict that generates multiple ideas and leads to win-win resolutions

ACTIVE LISTENING INVOLVES

PAYING ATTENTION:

1. Leaning toward the talker shows your involvement.
2. Relaxed, open body language encourages participation.
3. Keeping appropriate eye contact helps create safety.
4. Eliminating distractions whenever possible helps the talker stay focused.

FOLLOWING:

1. Saying simple things that prompt the talker helps the talker to continue talking, i.e., "Could you say more about that?", "I see.", or "Yes".
2. Encouraging the talker non-verbally--nodding your head, etc., helps the talker feel comfortable about continuing.
3. Occasionally asking questions--but not too many--keeps the story flowing.
4. Listening silently but with real attention lets the talker know you really want to hear what is being said.

REFLECTING:

1. At times, putting what the talker has said into your own words (paraphrasing), tells the talker you are really hearing.

2. Identifying the talker's feelings or thoughts often encourages the talker to say more.
3. Summarizing the main points from time to time helps focus the individual.

ACTIVE LISTENING HINTS

1. Put yourself in the other person's place to understand what the person is saying and how she or he feels.
2. Show understanding and acceptance by nonverbal behaviors:
 - tone of voice
 - facial expressions
 - gestures
 - eye contact
 - posture
3. Restate the person's most important thoughts and feelings.
4. Listen without interrupting, offering advice, or giving suggestions. Avoid bringing up similar feelings and problems from your own experience.
5. Remain neutral.

"I" STATEMENTS

Below are examples of the types of statements which might be made when the situation calls for making a statement to a person who is important in your life--who you trust and care for--but who is causing a personal problem for you.

"YOU" STATEMENT-- "You creep! You're late."

DISGUISED "YOU" STATEMENT--"I feel upset when you're late."

"I" STATEMENT--"I feel hurt when I have to wait because I feel ignored."

THESE ARE CHARACTERISTICS OF "YOU" STATEMENTS AND "I" STATEMENTS:

"YOU" STATEMENT

attacks
blames
no feelings identified, just anger
doesn't say why

"I" STATEMENT

doesn't attack
tries not to blame
feelings identified
says why
objectifies

SPECIAL QUALITIES OF "I" STATEMENTS WHICH MAKE THEM APPROPRIATE WHEN DEALING WITH SOMEONE YOU REALLY CARE ABOUT:

"I" STATEMENTS . . .

- A POSITIVE WAY OF GIVING NEGATIVE FEEDBACK**
- ARE EFFECTIVE WHEN THERE IS SOME TRUST AND CONNECTION, SUCH AS WITH A FAMILY MEMBER**

STUDENT WORKSHOP FOUR

ASSERTIVE RESPONSES

Goals

- to continue experiencing activities from the CRC themes
- to continue to develop conflict resolution vocabulary
- to develop the concepts of passive-aggressive-assertive practice the skills of being able to use them as needed
- to continue to experience affirmation of self and others

Student Outcomes

- Students will name characteristics of a passive, an aggressive, and an assertive response to conflict.
- Students will add passive, aggressive, and assertive to their conflict resolution vocabulary lists.

Materials

markers, newsprint pad, masking tape, pencil
charts from previous weeks as needed

Handouts

Song-There's Always Something You Can Do
Conflict Resolution Vocabulary-Session Four

Workshop Outline

1. Welcome
2. Gathering--New and Goods
3. Agenda Review
4. Passive-Aggressive-Assertive
Walking, Talking Role-play
5. Affirmation Interview

6. Direction Following (if not done in Session Two)

7. Evaluation-Thumbs Up

8. Closing--Choice of one of the following:

Pat On The Back

Song-"There's Always Something You Can Do"

DETAILED PROCEDURES

The indented bold type indicates possible ways to give directions for the activity. Before you begin, post a copy of the workshop agenda in an easily seen location. Also, tape up any pertinent charts from Session Three, and blank newsprint for use during today's workshop.

1. WELCOME (5 min.)

Introduce any adults who are in the room for the training.

Quickly review and locate the charts.

Present and discuss the goals of the Session Four workshop.

2. GATHERING-NEW AND GOODS (10 mins.)

Theme: affirmation

Purpose: to affirm ourselves and each other and accentuate the positive:

For our gathering today, we will share NEW AND GOODS.

We will go around the room, say our name and something new and good we experienced recently.

Model the activity by beginning with yourself; for example:

My name is Mr. Kelly and I saw some Canada Geese flying back to Canada on my way to school this morning.

Ask someone from the group to start and go around until each person has had an opportunity to participate.

3. **AGENDA REVIEW-** (5 mins.)

Refer to the posted agenda. Speak briefly about each item and ask the group for its agreement to the plan.

This is our plan for the fourth session. Does the plan seem okay with you?

Good! We will go ahead with our next activity.

4. **AGGRESSIVE- PASSIVE-ASSERTIVE**

Theme: conflict resolution, communication

Purpose: to learn how our actions reflect what we are thinking and feeling, and how to resolve conflicts by using assertive responses

For detailed instructions, see Bullying Workshop One, in chapter five.

While we keep in mind the assertive responses we just brainstormed, let's consider a scenario where we will try to use our assertive responses.

Your best friend comes to you and asks you if you will lend your favorite shirt. You really like your friend a lot, but you really don't want to lend the shirt. How do you assertively say "No" without putting down your friend or hurting their feelings?

Talk about what would be some assertive ways of handling this problem.

Ask for two volunteers to act out the clothing scenario with their choice of an assertive response.

Applaud their skit, and if there is time, ask for two more to replay the same scene with a different assertive response. After the skits, you might ask the students how they felt in the different roles, and how they feel about the assertive response to conflict.

5. **AFFIRMATION INTERVIEW** (10 mins.)

Theme: affirmation, communication

Purpose: to intensely affirm one student by giving the attention of the entire group to that child

This activity is an interview of one student who is given attention by the whole group. The interviewer can be the teacher or facilitator. As students become accustomed to this activity, the role of interviewer could be taken by a student.

The interviewer should look directly at the student being interviewed, and ask questions appropriate to the interviewee. A make-believe or un-hooked up microphone can be held in the interviewer's hand. This is a good signal to the student when a response is to be given. The interviewer should be positive and praise the student as much as possible.

Limit the number of interviews in one session so everyone enjoys an equal amount of attention from the group. The questions should be simple, non threatening, and interesting. Here are some sample questions:

- Could you tell us your full name?
- What do you like to be called?
- What is the one sandwich you like?
- What place would you like to visit?
- What is something you enjoy doing on a day off, or after school?
- Do you have any pets or would you like to have any?
- Are there any sports or games you like?

6. DIRECTION FOLLOWING (10 mins.)

Note: Use this activity now, or as a follow-up activity within the next week.

Theme: communication

Purpose: to practice listening to and following a sequential set of directions

For activity guidelines, see CRC activities for communication in section three.

7. **EVALUATION-Thumbs Up** as in Session Two. Directions are in chapter four section one. (5 mins.)
8. **CLOSING-** (5 mins.)

Choose either **PAT ON THE BACK** or the song "**There's Always Something You Can Do**".

PAT ON THE BACK is a self-affirmation activity. Each person reaches around and gives herself or himself a Pat on the Back.

"**There's Always Something You Can Do**" is used with the permission of the composer, Sarah Pirtle, Shelburne Falls, MA.

SESSION FOUR

VOCABULARY

Passive: describes an inactive "running away" from conflict, or giving up and giving in

Aggressive: describes a response to conflict that is attacking and hostile

Assertive: describes a response to conflict that is strong but not mean; clear, positive, and firm.

There Is Always Something You Can Do

Brightly

Words and music by Sarah Pirtle



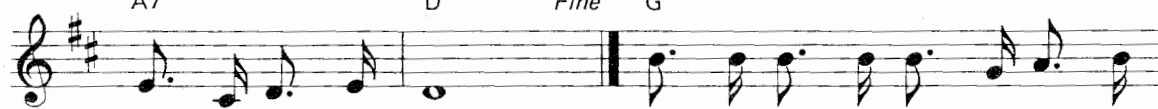
1. There is al - ways some - thing you can do, do, do When you're
al - ways some - thing you can do, do, do Yes it's
al - ways some - thing you can do, do, do When you're



get - ting in a stew, stew, stew; You can go out for a walk
dif - fi - cult but true, true, true. See it from each oth - er's eyes,
get - ting in a stew, stew, stew. When you want to take a poke,



You can try to sit and talk. There's al - ways
Find a way to com - pro - mise. There's al - ways
Turn a - round and make a joke. There's al - ways



some - thing you can do. Whe - ther in a school or fam - 'ly
some - thing you can do. You can use your smarts and not your
some - thing you can do.



ar - gu - ment, When you feel you'd real - ly like to throw a
fist, fist, fist; You can give that prob - lem a new twist, twist,



fit. Don't be trapp'd by fights and fists and an - gry threats,
twist. You can see it 'round a - bout and up - side down,



Reach out for this or - di - na - ry plan. 2. There is
Give your - self the time to find a way. 3. There is

STUDENT WORKSHOP FIVE

Goals

- to help students generate ideas for possible responses to conflict
- to help students develop their own style of responding to conflict
- to review conflict resolution tools including "I" Statements, active listening, paraphrasing, brainstorming, assertive responses

Student Outcomes

- -Students will be able to identify several assertive, creative responses to a conflict scenario
- -Students will be able to name a number of possible responses to conflicts
- -Students will be able to name several responses they can use when they experience conflict
- -Students will add the following vocabulary words to their conflict resolution vocabulary lists: *de-escalating, point of view, bias, violence*

Materials

markers, newsprint pad, masking tape

charts from last session as needed

Student Packet Pages

Conflict script-You Took My Ball Skit

Conflict Resolution Vocabulary-Session Five

Ways of De-escalating Violence

What to Do If You Are in a Conflict

Maligned Wolf

Workshop Outline

1. Welcome
2. Gathering: Name and a place I love to go
3. Agenda Review
4. Conflict Script: You Took My Ball!
 - brainstorming solutions

-refer to win/win, aggressive/passive/assertive

5. Ways of De-escalating Violence-student version

6. What Can You Do If You Find Yourself in a Conflict?

if time, role play responses to She Took My Ball Skit

7. Light & Lively--Who is the Leader?

8. Maligned Wolf

9. Evaluation

10. Closing-Gift to the World

DETAILED PROCEDURES

The indented bold type indicates possible ways to give directions for the activity.

Lighter type indicates information and directions for the facilitator.

Before you begin, post a copy of the workshop agenda in a location visible to all participants.

Also, tape up any pertinent charts from Session Four, and blank newsprint for use during today's workshop.

1. **WELCOME-** (2 mins.) Introduce any adults who are attending the training for the first time. Briefly review and locate the charts. Present and discuss the goals of the Session Five workshop.

2. **Gathering: Name and a Place I Love To Go** (10 mins.)

Theme: affirmation

Purpose: group building; to affirm self and others

Tell students that to start off today's session, each person will say their name and a place they love to go. Model the activity:

My name is Ms. Simmons and I love to go to the beach.

Ask for a volunteer to go next. Continue until all have had a turn to speak.

3. **AGENDA REVIEW-** (3 mins.)

Speak briefly about each item on the posted agenda and get the agreement of the group.

This is our plan for the fifth session. Does this plan seem

okay with you? Good! Lets begin today's agenda with a Conflict Script.

4. Conflict Script—She Took My Ball Skit (10 min.)

Theme: conflict resolution

Purpose: to practice the resolution of a conflict scenario using brainstorming to generate solutions

Have students turn to the "She Took My Ball" skit in the Student Packet.

Ask for volunteers to play the parts of Pat and Kris, choosing students who enjoy reading aloud.

Have the students come up in front of the class and read the skit.

Review the skill of brainstorming and have students brainstorm solutions to the problem put forth in the skit. List the possible solutions on newsprint. If time allows, students could volunteer to role play the skit using one of the brainstormed solutions. If not, review the brainstormed list, congratulating the students on coming up with so many possible solutions. Save the list for students to role play later. Students can try to identify win/win, problem solving, and assertive choices from the brainstormed list of solutions. The conflict resolution vocabulary sheets can be helpful in reviewing the concepts.

5. Ways Of De-Escalating Conflict--student version-

Theme: conflict resolution (5 mins.)

Purpose: to present students with many possible reactions to conflict which are meant to deescalate the escalating conflict

Turn to this sheet in the student packet. Go over the highlights of the sheet, asking how these hints can be applied to the conflict script in the previous activity.

6. What Can You Do If You Find Yourself In A Conflict? (5 mins.)

Theme: conflict resolution

Purpose: to generate ideas for responding to conflict without having it escalate to violence

This sheet in your student packet was created by a group of students for their own use. You can use the sheet as is, or you can add other ideas to the list. It's a good idea to have such a list around for when you get in a conflict and need some good ideas right away. Who would like to read the list of ideas?

Choose a volunteer to read the list and invite other ideas to be added to the list.

If there is time, this is a good time to role play brainstormed solutions to the conflict in the previous skit (see Activity #4, above).

7. LIGHT AND LIVELY--Who is the leader? (5-7 min.)

Note: Use this activity now, or as a light and lively activity another time.

Theme: cooperation

Purpose: to work together with a group purpose and to have fun

A student volunteer is asked to go out of the room with one of the facilitators.

"While you are out of the room, we will choose a leader. When you come back in the room, you will try to guess who the leader is."

While the two are gone, the remaining facilitator gives directions to the class.

I will choose one of you to be the leader. The rest of you will follow the actions of the leader--but not give any hints as to who the leader is.

When the student comes in, we will be patting our open palms on our knees. The leader will change the action and you all will follow the leader.

The goal is to follow the leader without communicating who the leader is.

The game can continue, choosing a different person to leave the room each time, as soon as the leader is discovered.

8. The Maligned Wolf (10 min.)

Section Two: Workshop Plans and Guidelines

Note: Use this activity now, or as a follow-up activity within the next week.

Theme: problem solving (point of view) and bias awareness

Purpose: to develop an understanding that problems are viewed differently, depending on the point of view of the individual, and that we come to conflicts sometimes with biases in place.

Ask for volunteers who enjoy reading out loud in front of the group. Choose three to read the story from the student packet, dividing the story into approximately equal parts.

Processing questions:

- 1. You probably recognized this story—it is a retelling Little Red Riding Hood. What is different about it?**

- 2. How did the wolf feel about Little Red Riding Hood? How did the wolf feel about the grandmother?**

- 3. What was done to the wolf that caused such hurt feelings?**

- 4. In the original story, how was the wolf portrayed?**

- 5. Did you have any better feelings about the wolf when you heard the story from the wolf's point of view?**

Students may enjoy suggesting other familiar stories that could be told from a different point of view—e.g., Hansel and Gretel could be told from the father's point of view. Students may enjoy rewriting some of their favorite tales, taking the point of view of a character who is maligned.

9. EVALUATION (5 mins.)

Students can evaluate the session, saying what they liked, what they didn't like so much, and what they would like to see more of in future sessions.

10. CLOSING: Gift to the World (5 mins.)

Form a circle, and ask the students to go around the circle, saying a gift they would like to give the world. Model the activity yourself:

**I'm Mr. Samuels and I would like to give the world clean
water and air.**

Give each person a chance to say their gift.

SESSION FIVE

CONFLICT RESOLUTION VOCABULARY

1. de-escalating: reducing or lessening the potential for violence in a conflict situation; cooling the situation off
2. point of view: the mindset, background, and assumptions with which a particular individual looks at a situation
3. violence: a negative or destructive action against another person. Violence can be physical, verbal or emotional.

WHAT CAN YOU DO IF YOU FIND YOURSELF IN A CONFLICT?

- 1. LISTEN TO THE OTHER PERSON.**
- 2. PARAPHRASE WHAT THEY SAY.**
- 3. LOOK FOR MANY POSSIBLE SOLUTIONS.**
- 4. TALK ABOUT YOUR FEELINGS**
- 5. GO FOR A WALK AND THINK ABOUT IT.**
- 6. ASK FOR A MEDIATION.**
- 7. MAKE A JOKE.**
- 8. TRY TO FIND A WIN-WIN SOLUTION.**
- 9. FLIP A COIN.**
- 10. REALIZE THERE IS ALWAYS SOMETHING YOU CAN DO.**

THIS LIST WAS COMPILED BY THE MEDIATORS AT ELLENVILLE CENTRAL SCHOOL IN ELLENVILLE, NEW YORK.

THE MEDIATORS HAD JUST FINISHED A FULL DAY'S VIDEO FILMING BY THE USA NETWORK FOR THEIR PROGRAM "IN A MINUTE". THE RESULTS OF THE FILMING WERE AIRED ON A NUMBER OF OCCASIONS ON THE USA NETWORK. CCRC USES THE COMMERCIAL-LIKE SEGMENTS DURING ITS MEDIATION TRAINING OF STUDENTS AND TEACHERS. ON THE TAPE, VIEWERS WERE ASKED TO WRITE TO CCRC IF THEY WANTED MORE INFORMATION ON MEDIATION. THOSE WHO WROTE IN, WERE SENT THE ABOVE LIST OF SUGGESTIONS.

WAYS OF DE-ESCALATING CONFLICT OR POSSIBLE VIOLENCE

1. Speak softly.
2. Speak slowly.
3. Be aware of your body language
 - Use appropriate eye contact
 - Relax, take a deep breath
 - Have your legs and arms uncrossed
 - Sit or stand at eye level, not up or down
4. Keep thinking, "We *can* find a win/win solution to this problem."
5. Ask for a break if you need it--take time out to cool down.
6. Use "I" messages or statements
7. Repeat and try to clarify. . . "Could you explain that to me again?.
"I think I heard you say . . ."; I'm not sure but it sounds like you..".
8. Be aware of your choice of words.
 - Words that escalate a conflict are: never, always, can't, won't, don't, should, shouldn't, unless, better not, etc.
 - Words that de-escalate a conflict are: maybe, what if, I feel, it seems like, I think, sometimes, perhaps, I wonder, etc.
9. Affirm the other person's needs and point of view, i.e.,
"It sounds hard for you to . . .", or "I appreciate your situation.."
10. Ask open-ended questions which cannot be answered by "Yes" or "No." Instead of , "Did Ricky hit you?" you could say, "Can you tell me what happened?"
11. Check what is happening with yourself.
 - Is your voice calm, relaxed, and in control?
 - Are you really listening?
 - What is your body language communicating?
 - Are you brainstorming possible solutions?
 - Are you thinking about the other person's point of view?

YOU TOOK MY BALL! SKIT

**Pat brought a new soccer ball to school. Pat and Kris are both on the playground.
Pat is playing with the soccer ball and then stops.**

PAT: I think I'll put this right over here while I go talk to Maria.

(Pat puts the ball down and walks away.)

KRIS : Cool! A new soccer ball. (Kris starts playing with the ball)

This is really nice.

PAT: Kris, what are you doing?

KRIS: I'm playing soccer. What does it look like?

PAT: It looks like you're playing soccer with MY BALL, Kris.

KRIS: What do you mean, your ball! I found it. It's my ball.

PAT: Hand it over, Kris!

KRIS: Tooooo bad.

PAT: Give me back my ball, NOW!

KRIS: NO!

PAT: NOW!

THE MALIGNED WOLF

The forest was my home. I lived there, and I cared about it. I tried to keep it neat and clean.

Then, one sunny day, while I was cleaning up some garbage a camper had left behind, I heard footsteps. I leaped behind a tree and saw a little girl coming down the trail carrying a basket. I was suspicious of this little girl right away because she was dressed funny—all in red, and her head covered up as if she didn't want people to know who she was. Naturally, I stopped to check her out.

I asked who she was, where she was going, where she had come from, and all that. She gave me a song and dance about going to her grandmother's house with a basket of lunch. She appeared to be a basically honest person, but she *was* in my forest, and she certainly looked suspicious with that strange getup of hers. So I decided to teach her just how serious it is to prance through the forest unannounced and dressed funny.

I let her go on her way, but I ran ahead to her grandmother's house. When I saw that nice old woman, I explained my problem and she agreed that her granddaughter needed to learn a lesson, all right. The old woman agreed to stay out of sight until I called her. Actually, she hid under the bed.

When the girl arrived, I invited her into the bedroom where I was in the bed, dressed like the grandmother. The girl came in all rosy-cheeked and said something nasty about my big ears. I've been insulted before so I made the best of it by suggesting that my big ears would help me to hear better. Now, what I meant was that I liked her and wanted to pay close attention to what she was saying. But she made another insulting crack about my bulging eyes. Now, you can see how I was beginning to feel about this girl who put on such a nice front, but was apparently a very nasty person. Still, I've made it a policy to turn the other cheek, so I told her that my big eyes helped me to see her better.

Friendly Classroom for a Small Planet

Her next insult really got to me. I've got this problem with having big teeth, and that little girl made an insulting crack about them. I know that I should have had better control, but I leaped up from that bed and growled that my teeth would help me to eat her better.

Now let's face it—no wolf could ever eat a little girl; everyone knows that—but that crazy girl started running around the house screaming, with me chasing her to calm her down. I'd taken off the grandmother clothes, but that only seemed to make it worse. All of a sudden, the door came crashing open, and a big lumberjack is standing there with his axe. I looked at him, and all of a sudden it came clear that I was in trouble. There was an open window behind me and out I went.

I'd like to say that was the end of it. But that Grandmother character never did tell my side of the story. Before long the word got around that I was a mean, nasty guy. Everybody started avoiding me. I don't know about that little girl with the funny red outfit, but *I* didn't live happily ever.

[used with permission of Leif Fern]

SECTION THREE: CRC ACTIVITIES

CRC LIGHT AND LIVELIES

Light and lively activities are gamelike activities used to vary pacing, release tension, set a playful tone, help students loosen up, and enable them to focus. They are well worth the short time they take in exchange for renewed energy, sense of group, and attentiveness.

Human Protractor

Have students stand with hands touching toes. Lead them in counting from one to twenty while gradually raising their arms so that by twenty, their hands are straight up reaching for the sky. Repeat, telling students to remember where their hands are at different numbers. Then call out numbers between one and twenty while the group assumes the position for each number. Students love this community-building, energizing game.

Human Pretzel

Ask students to form a line and join hands. The teacher(s) should join the line also, taking the head of the line and leading the line in snaking around the room. The idea is to add twists and turns, with students stepping under each other's arms, never letting go, until they are in a fun and messy tangle. Repeat once or twice.

Note: For this to work, the leader has to stop and stand still, serving as an anchor, so the line can go under the first two people's arms. Others in the line choose to be anchors as the spirit moves them.

Wacky Wave

For this activity, a student silently moves forward one step into the circle or stands up by their desk and give the group a wacky wave, which the group returns. The waver then steps back and someone else steps in and so forth, until all who want to wave have done so. Note: Wacky waves can be tiny (wave your pinky ever so slightly) or huge (widely wave both arms and one leg). They can include facial expressions as well as jumps, turns, and the like. As students catch on, they will become more inventive in their waves.

ZOOM

ZOOM is a group game that can be used in a large circle (or with seating in rows where the direction of the ZOOM is predetermined). The participants can be standing or seated.

Ask students to imagine the sound of a racing car---ZOOOOOOM! Tell them that to begin, one person will turn his or her head and say ZOOM! to the person to the right. That person will pass the ZOOM! in the same direction to the next person, who passes it on, and so forth. Briefly practice passing the ZOOM.

1. Continue by explaining that the word EEK! makes the car stop and reverse direction. Whenever EEK! is said, the ZOOM! reverses and goes the opposite way around the group. There is only one EEK! per person. (This last rule will prevent the EEKS! and ZOOMS! from concentrating in one area of the circle. Later try discarding the rule and encouraging cooperation by making students responsible for getting the ZOOM! all the way around the group.)

Do the ZOOM game until everyone has used their EEK!

Yes!!

Have everyone join in a circle with hands held. Tell students: "We will put our hands (still held) down, touching the floor. Slowly bring them up to the sky saying, "Yes!" gathering momentum and volume as we come to the highest point.

Repeat until the rafters ring!

Occupation Pantomime

Students take turns pantomiming occupations while others guess what the occupation is. This game builds confidence and unifies the group.

What Kind of Store or Business Is This?

This is a more difficult pantomime game. Students can do this singly, in pairs, or in threes. Examples of pantomime possibilities are pet store, food store, car showroom, prescription pharmacy, clothing store, shoe store, dry cleaners, laundromat, cell phone store, electronics store, camping equipment store.

Challenge Pantomime

This is another difficult pantomime game that older students enjoy. Ask a volunteer to stand in the middle of the circle or in front of the group. Then describe a difficult situation to pantomime: “It is a hundred degrees outside and you are trying to eat a triple scoop ice cream cone,” or “You are walking along and suddenly the floor is covered with marbles.”

Pass the Sound

One person makes a sound and passes it to the next person, who imitates the sound, gradually transforms it, and passes it on. Continue until everyone has had a turn.

Faces Big and Small

Ask students to make their faces as big as they can and then as small as they can. Repeat several times. This is a good stress reliever.

My Bonnie

Everyone sings the song “My Bonnie Lies Over the Ocean.” Whenever a word beginning with *b* is sung, the group stands up or sits down, in alternation, as follows:

My Bonnie [stand] lies over the ocean,
My Bonnie [sit] lies over the sea.
My Bonnie [stand] lies over the ocean,
Oh, bring [sit] back [stand] my Bonnie [sit] to me.

Bring [stand] back [sit], oh bring [stand] back [sit],
Bring [stand] back [sit] my Bonnie [stand]

To me, to me.

Bring [stand] back [sit], oh bring [stand] back [sit],

Bring [stand] back [sit] my Bonnie [stand]

To me, to me.

This activity is surprisingly demanding and so silly that it gets everyone laughing. Not everyone will be able to finish the song or keep up with the rapid standing and sitting; that is OK.

CRC ACTIVITIES FOR COOPERATION

The following cooperation activities are structured experiences that provide opportunities to work together toward a positive goal. These exercises develop a positive atmosphere and encourage affirmation and growth.

COOPERATIVE DRAWING

These exercises encourage involvement not only in the activity of drawing, but also in the decision-making processes leading up to it. Have students share ideas before they start drawing. Use large sheets of drawing paper and emphasize the cooperative process as well as the final product.

Whole Class Cooperation Blackboard Drawing

Give students as much of the blackboard as possible. Let them go up a few at a time to create a drawing around a particular subject. Choose a subject with many drawing possibilities, such as the neighborhood around the school. Before beginning suggest a few ground rules:

- Draw only one thing and try to make it in proportion to the rest of the drawing, neither too huge nor too tiny.
- No more than five students at the board at one time.
- Think of what you want to draw beforehand so others won't have to wait too long for a turn.

The process of making the drawing can extend over several hours, with students fitting in their part of the drawing whenever they have time. They should sign their names to the drawing and to a sign-in sheet so you can keep track of who has gone. When the drawing is completed, the whole class can look at it, discuss it, and tell how they felt working on it.

Group Cooperation Drawing of a Desert Island

Ask students to think: "If you were on a desert island, what things would you want to have there?" Then divide the class into small groups and ask students to share their

answers. Next, have students each choose one thing to draw and cooperatively decide how to organize their drawings on one sheet of paper (preferably a large sheet of newsprint). Groups can share their finished work with the class.

Group Cooperative Drawing of a Store

This activity is appropriate for large or small groups. To begin, ask groups to consider the following questions:

- What kind of store do you want to draw?
- Can the store be easily drawn by a group?
- What are the different parts of the store?
- What part do you want to draw?

After sharing ideas, students can begin drawing. You can do this activity in conjunction with the store pantomime (see page 00) or as part of a unit on communities and occupations.

Cooperative Monster Making

Students can work in small groups to make fanciful monsters using construction paper, scissors, crayons or markers, tape, and staplers.

Tell students that they are going to create monsters from an imaginary world, and give them some examples of what their monsters might be like. They could, for instance, look like aliens, or animals; be silly, scary, or heroic; have more or fewer than the usual number of limbs, heads and so on.

Students can let their imaginations run free. The only rules for working together in their groups are: 1) Everyone participates in deciding what monster to make, and 2) everyone contributes to making it.

If your group is less experienced in cooperative group work, you may want to let them identify their roles by drawing names of parts from a container. For a group of four, these

could be head(s), body (ies), arm(s), and leg(s). More experienced groups can decide through discussion how to divvy up their monster-making tasks.

When groups have finished, each group can present their monster to the class and talk about how they worked together. These questions can help students discuss the product and the process:

- “Tell us about your monster. What type of monster is it?”
- “How did you decide what to make?”
- “Did you have any problems deciding what to make and then making it? How did that go?”

GROUP COOPERATION DRAMA GAMES

Drama games build community and create a strong sense of group through students working together physically. They are relaxing and involve a lot of moving around and laughing.

Whole-Class Tableaux

Choose a scene that involves many people: a crowded airport, a train station, a circus, a ball game. Students can talk about the kinds of people who belong in the scene and then create roles to pose in. Once everyone is in place, the group can set the scene in motion, then refreeze.

Occupation Pantomime: Small Groups

Have students form small groups and choose jobs and a work setting to pantomime for the whole class. Everyone should have a say in the choice of setting and a part to play in the pantomime. When the pantomimes are ready, present them to the class and have others guess what the setting is and what people are doing within the setting. This activity relates to the individual occupation pantomime (see page 00) and works well with a unit on occupations.

Machine Building

In this activity, students work in groups of 4-6 to pantomime a machine that the rest of the class has to guess. Model the activity by demonstrating a machine with several volunteers. For example, for a washing machine, three people hold hands, forming a circle, and a fourth stands in the middle, churning. (Sound effects can be added.) Students can then work in groups to develop their machines. Provide groups as much privacy as possible, using the hallway and/or breakout rooms if these are available.

Have groups think about the following questions:

- What machine do you want to build?
- Is it feasible to create the machine with the group?
- What are the main features of the machine?
- What will be each person's role in pantomiming the machine?

Allow 10-15 minutes for students to design and rehearse their machines and another five minutes for presentation and guessing.

Process the activity by asking each group to say something about the process by which they arrived at their choices.

Room Building

In this activity, students furnish an imaginary room. To begin, designating the limits of the room and the location of door. Then invite volunteers to enter through the door and place an object in the room, using pantomime to show what it is. The other students observe, trying to guess what the object is and remembering its location so that two objects do not occupy the same space. As new objects are put in the room or added to other objects, this task becomes more complicated.

Grab Bag Dramatics for Small Groups

Ahead of time, prepare paper bags filled with unrelated objects. Have one bag for each group and, inside the bag, one object for each student in the group. Each student takes an

object without looking. After everyone has chosen, each group creates a skit that uses all the objects in its bag. (It is a good idea to do a demonstration in front of the class first.)

When skits are ready, groups take turns performing them for the class. After each performance, ask the group to discuss how they put together their skits.

Note: Objects in the bags can be identical for each group, or each group can have a unique grab bag.

SHORT COOPERATION ACTIVITIES

EMPHASIZING MOVEMENT

Rainstorm

Begin by standing in front of a student, rubbing your hands together to create the sound of wind rustling the leaves. As that student begins the same motion, move to the next student and so on around the circle. When you return to the first student, begin to snap your fingers, creating the sound of raindrops landing. Continue around the circle. When you reach the first student again, begin to slap your thighs, first left then right, making the sound of pounding rain. For the last rotation, stomp your feet loudly on the floor while running in place, creating the sound of thunder and hail.

To wind the storm down, continue going around the circle doing the motions in reverse order. For the last rotation clasp your hands together silently and hold them until you reach the last person. Your rainstorm will come to a complete stop.

Ask: What does this have to do with cooperation? If students wish and you have time, repeat the rainstorm a second time.

Human Pretzel

Ask students to join hands, forming a long line. Teacher(s) should join the line also, at first taking the head of the line and leading the line in snaking around the room. (Students can lead once they have the hang of the activity.) The idea is to add twists and turns, with

students stepping under each other's arms, never letting go, until you have a fun and messy tangle.

Note: For this to work, the leader has to stop and stand still and be an anchor" so the line can go under the first two people's arms. Others in the line choose to be anchors as the spirit moves them.

Mirroring

In this classic activity, pairs face each other and one partner "leads" while the other follows as if s/he is looking into a mirror. Start with the "A"s or the "B"s leading; then switch so their partners take the lead; and finally, let students try it with no one assigned the role of leader—instead, they should just switch back and forth being leader and follower in whatever way seems right to them.

After the activity, ask students what it has to do with cooperation. (This activity also relates to communication.)

COOPERATIVE STORIES

One-Word Storytelling

This exercise is for large groups. Someone begins a story with a word, the next person adds a word, and so on until everyone has had at least three turns. The activity encourages students to cooperate by choosing words that are easy to follow with other words or to end with.

Group Storytelling

Begin a story with a general set-up sentence such as: "Once a girl and a boy were walking down a very long road. They both carried backpacks." Clap your hands and point to someone to continue the story. Not knowing who will be next keeps interest high. Students may be called on more than once. The key is to keep the story moving quickly. The larger the group, the briefer individuals' contributions should be.

CRC ACTIVITIES FOR COMMUNICATION

Conflict and violence frequently are linked to poor communication. It is difficult to deal with a problem if we do not understand it, and it is hard to understand it if we are unable to hear what other what other people are saying. Often we make assumptions about others that turn out to be untrue. Improving our observation skills gives us the chance to practice communicating and assess how well we understand others.

LISTENING SKILLS

The following activities help students learn and practice listening skills. Being a good listener is essential to creative conflict resolution.

Concentric Circles

This lively, high-participation activity pairs participants with conversational partners in a game-like, clearly structured, non-threatening format.

Have the group count off by twos. Number Ones form a circle facing outward. Number Twos form a circle facing inward, so that each is paired with a One. If someone is left without a partner, join in, participating and facilitating at the same time.

Say that in a moment, you will give a topic to talk about. First the Ones will speak about the topic for half a minute, while the Twos listen without interrupting. You will call time and they will switch, with the Twos talking about the same topic and the Ones listening.

Tell participants what the first topic is. Instruct the Ones to start speaking and allow 20-30 seconds before switching speakers, or less if Ones finish speaking sooner.

(Alternatively, you can use a more conversational format, instructing the Ones to start first.) Listen to the sound of the group; when the sound level starts to fall off, it's time to stop and switch speakers.)

When both partners have had a chance to speak, tell the Twos to bid their partners goodbye and move one person to their right. Ones do not move. Now everyone will have a new partner.

Tell participants you will now introduce the second topic, and this time the Number Twos will talk first while the Number Ones listen. Proceed as before, rotating the outer circle after each topic and alternating which circle speaks first, until all questions are done.

Regarding Topics: Your choice of topics should reflect your goals for the group and their level of comfort talking with each other. Begin with light and easy topics: e.g., a place you would like to go; your favorite holiday; a song or a type of music you like.

The next level would be “medium” topics: e.g., a favorite teacher when you were young; something you wish you could change about the world; someone who is a hero to you.

At the highest level are the most personal topics: e.g., your style of dealing with conflict; something that you are proud of. (Many people find it very difficult to say positive things about themselves.)

If there is a particular skill or subject you are working on, like anger management, you might work with related topics: e.g., what triggers your anger; what is your style of showing anger; what do you do to calm down when you are angry or upset.

NOTE: A variant for this activity is to alternate which circle begins to talk on a topic, but then allow for a natural back-and-forth, signaling only when it is time to change partners. This creates a more informal, conversational dynamic. It also takes longer.

Other tips for this activity are:

- Preparation: Decide on your topics and write them down. Five is a good number of topics to start with. As the group becomes comfortable with the activity, you might increase the number of topics.
- Be sensitive about when to switch speakers or topics.

- Lead with light, easy topics, building towards more personal or revealing ones with regard for the group's readiness. For an inexperienced or wary group, you might use only light and easy topics.

You may want to use a sound cue, like a maraca or tambourine, to signal the group when to switch speakers.

The Telephone Game

This activity demonstrates how things go wrong in speaking and listening. The goal is to have students improve their listening and speaking skills by analyzing what happens during the activity. If possible, have the group sit in a circle. Begin with a simple sentence like the "Last night the moon was shining and I loved watching it." Next pass the message on in a whisper. More likely, it will be garbled up and said incorrectly by the time it reaches the last child.

Ask students what helps them hear the message correctly. Answer may include speaking in to the listener's ear, speaking slowly and clearly, a quiet room, etc. List students' answers on the blackboard. Then think of a new message and repeat the same process again. Make the length and difficulty of the message appropriate to the group. If the final message differs from the original, resume the discussion using the list you made earlier. Go around the group a third and final time and tell the students to check back if the message is unclear. They may ask, "Did you say...." And the other student may reply, "Yes, I said...." Checking back should enable students to pass around the message successfully.

Cooper Says

This game is similar to Simon Says and allows students to strengthen listening skills in a fun atmosphere. Similar to Simon says, students stand arm's length apart facing Cooper and follow directions only when Cooper begins by saying, "Cooper says....." However, in Cooper Says, students are not removed from the game when they do something not preceded by "Cooper says...." This lowers the risk level and involves more students in the game. One variation for Cooper Says is to challenge the whole group to follow ten directions in a row.

Communication Story Telling

This is a cooperation and listening game for small groups. Students sit in a circle and take turns contributing to a story until everyone person in the group has added to it. Groups can tape record their stories to see if every contribution was heard and the story holds together. Another interesting variation of communication story telling is to have students act out each other's stories. Students may also want to let another class hear their stories or turn the stories into a book.

The Description Game

This guessing game encourages students to listen closely to each other. Three students give different descriptions of the same object without telling the name of it. The object described should be fairly complex and readily visible to all. Have the rest of the class use the descriptions a clues to identify the object. Some descriptions can be specific and other could be more general. A bulletin board, for example, can be described as a large rectangle or as something with pictures and text on it.

The main purpose of the description game is to improve listening skills by having students concentrate on what others say. It is also an exercise in observation that leads students to focus on the details of an object. This game often leads to a discussion on how people see things differently. You can also use this as a creative writing exercise.

Direction Following is best suited for large groups. Have three students listen very carefully to a set of directions that are given only once. The directions should be fairly complicated but not too long. An example set of directions is: *Go to the chalkboard, write your name three times, then put an x on the right of the second name and underline the third name. Go to the window, clap our hands three times, return to your seat, sit down, fold your hands on your desk, and smile at the person to your left.*

One by one each student should take a turn following directions while their classmates watch and see if they are following directions correctly. Allow them all to finish before the class tells the three students their observations. Students following directions must

listen carefully in order to succeed, while observers must both listen and observe to know if the directions are followed.

A variation is to use groups of 6-7 students in which one student gives directions, three students follow them, and the others observe. This allows more students to practice following directions. It also affords practice in giving clear directions.

Paraphrasing

This skill serves as the base for most conflict resolution work, especially mediation and negotiation. With practice students can become quite skilled at paraphrasing.

Pick a topic that is relevant to the group. For example, fourth graders might like to talk about Something I Like to Do Outside of School, or My Favorite Holiday and How I Celebrate It. Have the group divide into pairs. For convenience, students can be paired with the person sitting next to them.

Explain that this activity is called paraphrasing and that person in each pair will be the speaker and one will be the listener. Then speakers and listeners will switch roles. Ask students to decide in their pairs who will speak first.

As soon as the first speakers are identified, explain that this is a timed activity. The first speaker will speak for half a minute about the topic. The listener will then paraphrase what the speaker said—say back to the speaker what was said—not exactly, but covering the main ideas. This also will take half a minute or so. Then the speaker will tell the listener whether the paraphrasing was accurate. After that, speakers and listeners will switch roles and repeats the entire process.

When the activity is completed, students can discuss how the skill of paraphrasing might help them in solving conflicts.

Listening/Non-Listening

Tell students that you are going to do an exercise to help the group focus what it means to listen well and not to listen well. Ask for a volunteer to come up and listen to a story while showing the group some NON-listening actions. (If you wish, you can briefly confer privately with the student about some possible non-listening actions, such as looking away, fiddling with something, interrupting, changing the subject, talking to someone else.)

Tell the student about something you did that was enjoyable: e.g., an outing with family or friends, a task or hobby you enjoy. (For the purposes of the exercise, it is acceptable for you to make something up.) Make your story a minute or less in length. Act frustrated and bewildered while the student shows non-listening actions. After you are finished, have the group applaud the skit. Then chart the non-listening behaviors.

Next, repeat the same story, only this time ask the listener to show good listening actions. Use the same student or choose a different student volunteer to act out good listening actions. Repeat the scene, applaud the student, and list good listening actions on the chart pad. A pair of students can then be chosen to repeat the skit, making sure one of the students has a story to tell.

A discussion of the Listening-Non-listening actions can be held. Processing questions might include: How did it feel to the speaker when the listener used non-listening actions? How did it feel when the listener used listening actions?

The list of actions can be posted in the classroom and used by the class.

Mirroring

In this classic activity, pairs face each other and one partner “leads” while the other follows as if s/he is looking into a mirror. Start with the “A”s or the “B”s leading; then switch so their partners take the lead; and finally, let students try it with no one assigned

the role of leader—instead, they should just switch back and forth being leader and follower in whatever way seems right to them.

After the activity, ask students what it has to do with communication. (This activity also relates to cooperation.)

SPEAKING ACTIVITIES

Inquiring reporter: This interviewing game helps students speak more fluently in front of a group. In this activity one student plays a reporter who has come to investigate the school and its students. The reporter should ask someone, “What subject would you like to be interviewed on?” The reporter can ask questions in an official tone and jot down notes. It is recommended that you have interviews at different intervals during the week or in small groups so everyone can be interviewed in one session. In either case attention should be focused on whoever is being interviewed because it is his or her time to shine. The interviews build confidence for the community and the individual.

Speaking front of the group is an important competency to develop. Have everyone prepare a speech to be presented to the class. Choose topics by having students draw them out of a hat or let the students choose their own. Have the class behave as an audience. This may be a challenging exercise.

OBSERVATION SKILLS

Observation is an important skill for communication. These activities build students' skills for observing

Three Things That Changed

Students enjoy this very concrete observation activity. Begin by modeling the activity. Ask for a volunteer to demonstrate with you.

First, decide who will be changer and who, the observer. Stand facing each other so the observer can look carefully at the changer for a minute or so.

Next, turn back to back. While in this position, the changer must change three things—e.g., take off jewelry, roll up a cuff, unbutton a button).

Finally, turn and face each other again. Now the Observer tries to identify what has been changed. You can end the demo here, noting that after this, partners switch roles.

When students have done the activity, process the activity by asking how it was to be the observer and then the changer. Ask also what students think is the purpose of the activity.

Know Your Orange

This activity helps students develop an eye for details. Pass an orange to each student in the class. Give students about three minutes to closely examine their oranges. The oranges will be collected and mixed together in a large bowl.

Each student will now try to find his or her orange. Most students will readily recognize their own orange. A more challenging method is to have them find their orange with their eyes closed. Have the class discuss how they are able to distinguish their orange from the rest. You could also use potatoes or apples for this exercise.

CRC ACTIVITIES FOR AFFIRMATION

A poor self-image is at the root of many conflicts in schools. If students do not feel positive about themselves, it is difficult for them to feel positive about others. This inability prevents students from seeing another's point of view and is at the heart of many putdowns.

The following exercises are designed to help students identify positive qualities in themselves and their peers. They provide structured experiences that validate each student as an individual and as a member of the classroom and school community.

GATHERINGS

Gatherings are go-rounds in which everyone says his or her name and does or says something along with their name. Gatherings acknowledge each individual while also serving to pull the group together. They are used to begin workshops or class meeting times.

Gatherings in which students say their names have positive effects that go beyond the utilitarian purpose of learning and remembering names. Even when time is short, it is desirable to fit a gathering in. The dividends in engagement and focus are well worth the effort.

The key to success with gatherings is to move quickly from person to person, keeping the activity moving right along.

Gathering Topics

Name and favorite food

Name and favorite holiday

Name and something I like to do

Sample Responses

My name is Jamal and I like pizza.

My name is Hossein and my favorite holiday is Ramadan.

My name is Kim and I like to go to the park.

Name and something I like to do at school My name is Maria and I like art.

Name and a favorite animal My name is Mrs. Sanchez and I like cats.

Name and something I couldn't do,
but now I can My name is Khavita and I couldn't climb the
rope, but now I can.

Name and something new and good I
experienced recently My name is Sam and my aunt came to visit.

Name And Upper Body Motion This gathering can be done in sitting or standing position. Each person says their name and makes a motion with their arms, hands and head. The group repeats each person's name and motion.

Name Sign-In

In this gathering, each person signs their name in large writing on a piece of chart paper and says something about it. Each person can use his or her entire name, or just part of it. For example:

My name is Naomi Elizabeth "Liz" Miller Robbins. Naomi was my aunt's name, Elizabeth was my mother's mother, Miller is my family name, and Robbins is my married name. I was called Bitsy, but I hated that. Now my friends call me Liz.

Note: This activity can raise issues related to adoption, women taking their husbands' names, and not knowing one's ancestry.

Name and Pantomime

For this activity, students should be in a circle or seated at their desks. Tell students that one at a time, they are going to step into the circle or stand up at their desks; say their

name; pantomime something they do every day; and end by repeating their name. Then class will then copy them.

Demonstrate the format; for example: say your name (“Ms. Rogers”); then pantomime brushing your teeth; then repeat your name (“Ms. Rogers”). The entire class then mimics you. Continue until everyone has had a turn.

Then go around the circle one more time, using this procedure: Each person, in the same order as before, silently steps into the circle or stands up, doing nothing. The group says the student’s name; does the pantomime the student did before; and ends by repeating the student’s name. The student steps back and the next person goes.

Students are usually amazed to see how well they remember things that they act out.

Affirmation T-Shirts (10 min.)

Distribute blank T-Shirt handouts (see p. 00). Ask students to design their shirt showing a picture or symbol of something they relate to or enjoy doing. When shirts are completed, they can be shown to the group or hung clothesline style in the classroom or displayed on the wall.

Leave an extra supply of blank T-shirt handouts in the classroom so students can do more of these between assignments.

SEVERAL KINDS OF APPLAUSE

Affirmation Applause

Ask students a series of questions as listed below and have students stand or raise their hands to indicate a "yes" response. Then everybody applauds those students.

Tell students that you are going to ask the group some questions. Those whose answer to the question is “yes” will stand up (or raise a hand) and the rest of the group will give them a big round of applause.

Sample questions:

- Who has a pet?
- Who has a brother or sister?
- Who has a cousin?
- Who likes to play soccer?
- Who likes to play some other sport?
- Who enjoys eating pizza?
- Who likes listening to music?
- Who speaks a language other than English?
- Who would like to learn a language other than English?

When all questions have been asked, ask: How does it feel to applaud someone? To be applauded?

Point out that it may feel odd to be applauded for something that’s not a big accomplishment, but we all deserve appreciation, and it’s fun and energizing to applaud and be applauded.

African Applause

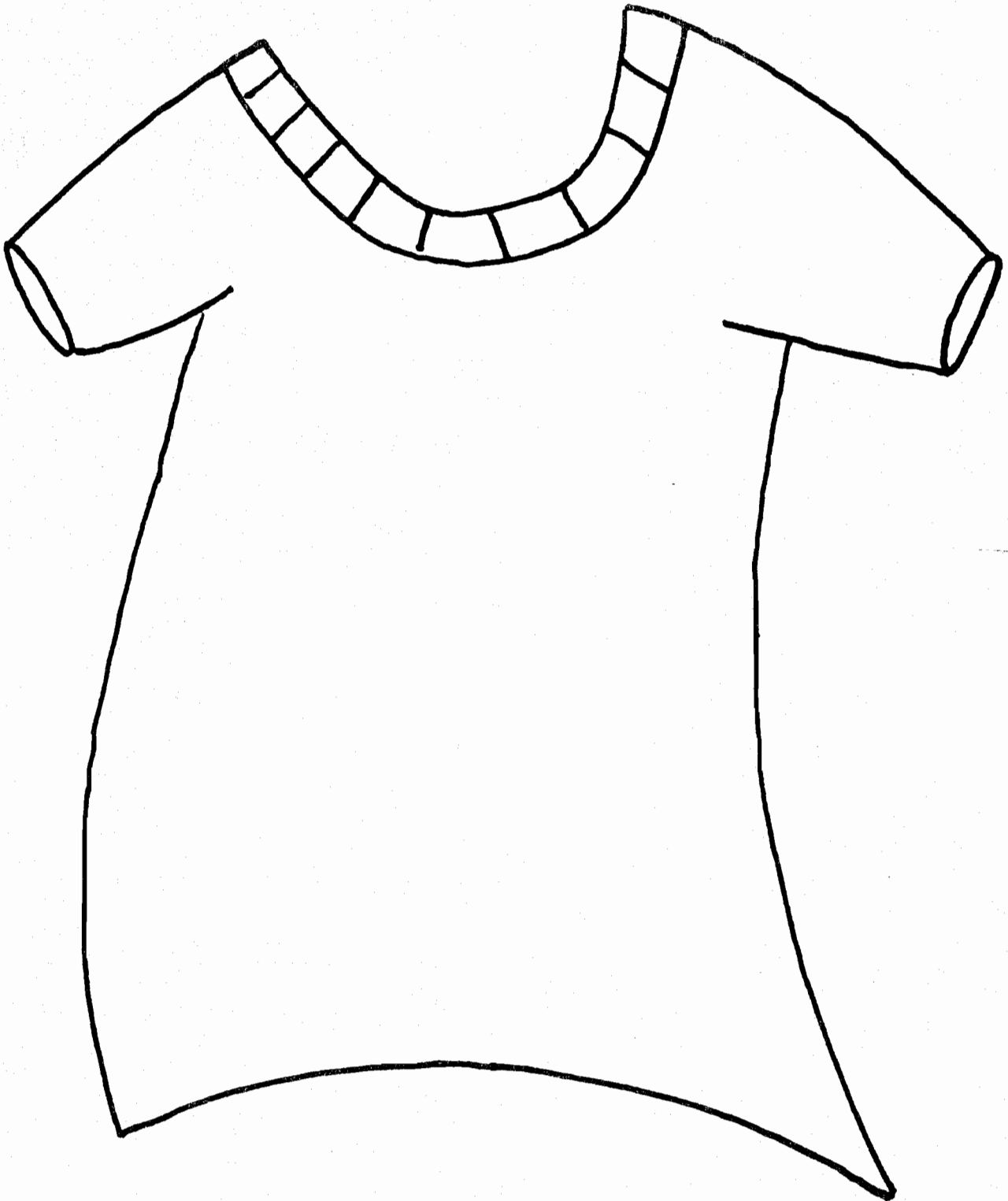
Students stand in a circle facing each other, or sit at their desks.

African Applause begins with one clap about neck high, then push out toward others as if you are pushing the air away from you.

Keep repeating, pushing hands toward various people around the room.

Round Of Applause

Many constant claps are done as the arms are simultaneously moved around in a circle.



Affirmation T-Shirt

ACTIVITIES FOR AFFIRMING OTHERS

Affirmation Cards

Make a grab bag of students' names. Explain that each student will pick a name and that the name they pick is a secret, so the person will be surprised. Then they will draw/write an affirming note to that person.

When students have finished their notes, they can drop them into the class mailbox. Any large decorated cardboard box will do. Distribute the notes at snack or after lunch.

Secret Buddies

This is an extended variation of the Affirmation Cards activity. Students draw names as described, keeping the name they drew secret. Then, over a period of 3-5 days, they gift the student whose name they drew with small, no-cost items that they make or find (e.g., a poem, a marble) while keeping their identity secret. End this activity with a celebration in which the identities of the Secret Buddies are revealed.

Affirming Actions Bulletin Board

A bulletin board can display a record of affirming actions. Whenever someone receives, performs, or observes an act of affirmation, they can draw/write about it on an index card. You can model this by observing and recording students' acts of affirmation—if possible, at least one for every student. Be sure to write the date on every card! As the bulletin board fills up, transfer the index cards to an album to yield a record of the year. Place the album in the classroom library.

THE AFFIRMATION NOTEBOOK:

CREATING A TREASURED POSSESSION

The Affirmation Notebook is collection of self-affirming sheets that students create and compile throughout the year. Use the ideas described here to make up blank sheets to reproduce for your class as appropriate. The purpose of these sheets is for students to express positive ideas about themselves. Some sheets encourage self-expression through drawing and helping students clarify what they like to do. Others are a personal record of

who students are and what is special about them. Still others can be used with curriculum units. All of the sheets encourage students to express positive ideas about themselves creatively and to recognize and affirm each other.

It is good idea to do a sample sheet in front of the class so students are clear about the direction and purpose of each sheet. It is also helpful to hold an evaluation at the end of each activity to share affirmation and build community. Evaluations also give you insight into which sheet your students enjoyed most. You can also use the sheets as separate exercises independent of the Affirmation Notebook.

The Affirmation Notebook can be assembled before or after making the individual sheets. The cover provides students to a way to keep all sheets they created about themselves.

Each student needs two large sheets or oak tag, crayons, magic markers, and brass fasteners. If you punch holes in the oak tag in advance students can fasten the notebooks together right away and avoid confusing the bottom, top, back and front.

Ask students to write their names on the front cover, either simply for identification or as an elaborate design. Next have students draw a symbol that represents themselves, such as flowers, trees, mountains, a baseball glove, or a self-portrait. Students also may trace their hands. Younger students may want to draw a picture of something they like.

The final step is for students to write positive comments on one another's notebook covers. Structure this step so that an equal number of comments are written on each child's notebook. One way is to form small groups and pass the covers around. Students don't have to sign their names to their comment, but those receiving comments usually like it if they do. Another way is to have students write comments on eight different notebooks and point out that each notebook should have only eight comments on it. In a small group where students are already supportive of one another, you can leave it open and have everyone write on as many notebook covers as time permits,

Encourage students to help each other with spelling, drawing, and sharing supplies. If someone writes a negative comment, state clearly that this is an affirmation exercise and erase the comment or have the student start over. Be sure to affirm anyone who is put down. In some cases it is helpful to affirm the student who made the negative comment.

Even if you do not plan to do Affirmation Notebook sheets you can still do this exercise on large sheets of paper. Covers can be displayed in library or halls.

Drawings

In the following exercises students create affirming drawings. Make your demonstration pictures simple and easy to draw.

Affirmation T-Shirts. This exercise encourage students to think about themselves and what they like to do. Draw a picture of a T-shirt and make enough copies for the entire class. Give the following directions:

- Put your name on the sheet
- Draw a picture of something you like to do.
- Write one word that describes *you*. This word can be related to the picture, but does not have to.

To complete this activity, have students describe their pictures or read their words to the class. Students are generally interested in what others have done, but be sure to move things along so that those at the end will get their chance to share of attention. Don't force students to share their pictures. At the end simply announce "If you haven't shown your T-shirt yet, you can do it now." This gives students a second chance if they want one.

Some students will finish early, so plan an activity for them. If students are working in small groups, you can ask students why they chose their symbol and encourage personal sharing. You can expand the T-shirt idea into a project in which students put their symbols on real T-shirts.

My Very Own Button

Students create their own design for a button about themselves, which can be used later to make a real button.

One Animal I Like

Students draw and write about a favorite animal. It can be used with a unit on animals.

A Map Of My Neighborhood

This activity helps students learn about maps and communities. Have students find out the name of their neighborhoods streets before doing this exercise.

Self Portrait

This is one of the most difficult affirmation sheets and should be done when students have developed strong self-concepts. The sheet is reproduced with a blank oval on it and place for child's name. Directions are simple:

- Put name on the paper
- Draw and color in a picture of yourself

Some students may feel more comfortable doing drawings of each other.

PERSONAL SHEETS

The following written exercises encourage self-awareness. These sheets help students to learn more about themselves and others in a positive atmosphere and may be regarded as reading or writing projects.

The Balloon Sheet

Students look at what they like to do and be affirmed by it. Each student receives a sheet with five to seven blank balloons in a cluster. Give the following directions:

- Put your name on the paper.

- Write or draw one thing you like to do in each balloon. For example: go roller blading, eat ice cream, or see movies.
- Use crayons, color pencils, magic markers or pen.

Some students may want to color the balloons while others may want to add new ones.

Questions About Me

This is a good exercise for the beginning of the year to introduce students to each other. adapt the question used in the example below to the age level and interests of the children. Younger students prefer single-word fill-ins; older students usually prefer questions allowing them to describe something in detail. Students may want to make up several *Questions About Me* sheets.

Sample Questions:

1. I am _____ years old.
2. I have _____ eyes
3. I have _____ hair
4. My favorite food is _____.
5. A color I like is _____.
6. A song I like is _____.
7. A TV show I like is _____.
8. Something that makes me happy is _____.
9. A place I want to go is _____.
10. I wish I could _____.

How I Spend My Time

This activity helps students look at what they do during the day. Have students fill in clocks with things that they do at different hours of the morning, afternoon or evening. This exercise can also be used with a unit on time.

If I Could Do Anything I Wanted for One Week in New York

This activity helps students imagine what they would do if they could do anything they wanted in a city. You can substitute other cities for New York in this writing exercise,

My Family Sheet

You can use this activity in a unit on families or as writing and spelling exercise. Some ideas for sentence stems for this sheet are:

- On Saturday we often...
- One really good thing about my family is...
- The youngest person in my family is...and the oldest is...

After the sheets are filled out, have students share something about their families. In a large group students can read one thing from their sheets. In a small group students can share all or some of the fill-ins.

CRC ACTIVITIES FOR CONFLICT RESOLUTION AND PROBLEM SOLVING

When we first go into classroom and ask the students “ what would you do if someone had hit you” often they respond “ I would hit back”. Students usually do not see any alternative to violence. Creative Response to Conflict program (CRC) makes possible new responses by helping students acquire an awareness of the complexities of conflict, explore alternatives in conflict solutions and choose the most appropriate one to act upon. As students learn to discover their own alternatives to conflict, they find the choice of alternatives ranges far beyond what they first thought was possible. Creative Response is limited only by the bounds of their own fertile imaginations. The process of exploring responses to conflict teaches students through their real-life experience and helps them develop and clarify their own values, an essential step in creative conflict resolution, everybody wins.

We begin by using what we already know about conflict to examine the nature of conflict and develop some basic ideas about it. We use the Conflict Web to think about words and phrases we associate with conflict. We do some exercises around basic conflict resolution concepts. After students have gained some experience, we role play conflicts and ways to resolve them.

Conflict Web

Draw a circle in the center of a newsprint sheet and print the word *conflict* in it. Ask students: *Do you know what conflict is? Let's brainstorm by writing down words or phrases we think of when we hear the word conflict.*

As ideas are suggested, write them on the newsprint connecting them to the circle with web-like lines. After the brainstorming is complete, discuss the contributions. (*Note: For tips on brainstorming, see page 40 of this section.*)

What do you notice about the words? Yes—usually we think of many negative words when we think of conflict. In conflict resolution we try to think of conflict as an opportunity for growth.

Discuss ways we can see conflict as positive or as a way to grow.

My Response to Conflict

Purpose: to think about how we respond to conflict on a daily basis

Theme: conflict resolution

Ask students to fill out their page in the Student Packet. After they have done so, ask for volunteers to share some of the responses.

As you think about your own responses, do you notice any pattern about how you deal with conflict? What are the results, or consequences, of your responses? Are there any responses you would like to change?

Vicarious Experience

In the following activities students encounter and solve problems through vicarious experience. Some activities are more effective in small groups where students can more readily contribute to and discuss creative solutions. All of these activities use discussion to stimulate students to consider and evaluate the solutions they come up with. When students encounter a problem similar to one they have already resolved, they are better prepared to meet it with a creative solution.

Skits

Describe a conflict situation for the class to enact as a skit. Choose a conflict relevant to their experience; for instance, a younger sister takes a book from her older sister, and they fight over it until the mother/father comes into the room.

Interrupt the skit before the conflict is resolved to allow students to suggest their own solutions. Students are less likely to generate many alternatives if a solution is presented in the skit, especially younger students who will imitate what they see.

Form small groups to discuss the conflict and possible solutions. Have one student in each group act as facilitator and ask the following questions

- What was the conflict?
- What is one solution you can think of?
- Which role do you want to play in the solution?

Have groups choose solutions to work into skits and rehearse them. When the groups are ready, have them perform their skits for the class. After presentations, summarize the various solutions and have students discuss them and their feelings during the skit. You can also have groups simply share their solutions for the purpose of discussion, but acting out the skits is fun for everyone.

Role Plays

Role plays use feedback to help students discover new ways to respond to conflict. In role playing, a child's conditioned responses may be directly challenged as they are found to be inappropriate or ineffective. This leads to students to examine alternative solutions.

How to do a Role Play

Role playing is a good technique for finding solutions to conflict. Describe a conflict situation to the class, define the roles, and ask for volunteers to do the role play.

(Alternatively, have students brainstorm situations they would like to work on and choose one or more to role play.) Be sure students completely understand the details of the conflict before beginning the role play. Let the role play come to a natural end through resolution of the conflict, or stop it when students begin to repeat themselves. Ask how the participants felt in their roles and have others share their observations.

Role playing can also be used to find solutions to immediate real-life conflicts. For example, if two students are fighting over a backpack which each thinks is theirs, ask them to role play a different solution. One response may be that they look inside the bag. Role play the conflict again and discuss the various solutions. Role reversal can be particularly effective in solving immediate conflicts.

Some Special Techniques for Role Plays

The Freeze Technique

Stop the action to find out why the characters are acting as they are or how they are feeling. Ask directly or ask specific questions such as, “What is one thing the other person did or said that you are reacting to?” By breaking down the conflict into individual actions, students can see how a conflict escalates or how a solution is blocked by an attitude, a small action, a failure to listen, etc.; as well as how a conflict de-escalates and solutions are reached.

Role Reversal

After completing a role play, have the same students repeat it switching roles. This helps participants see both sides and understand each other’s point of view. Ask students how they felt in the other roles and discuss any new solutions that developed. Role reversal can be used in small or large groups.

Alter Ego

Each character has someone next to him or her to act as an alter ego. The alter ego can say what he or she thinks the character is really thinking, as opposed to saying, in the role play. This is a way to look at a conflict in more depth.

Special Types of Role Playing

Quick Decision Role Playing

This helps students think on their feet and come up with solutions quickly. Have students pair off; some may choose to observe. Name two characters in a role play and have students choose roles. Then describe a conflict scenario and tell students they have one minute to role play it and come up with solutions. Afterward, have students talk about how it felt to work under time pressure and describe the solutions they came up with. Repeat with different conflicts until students are able to find solutions quickly.

Extended Role Playing

This type of role play is helpful in working with a complicated problem involving groups of people. It takes longer than a regular role play and involves more characters on different sides of a problem or issue. Extended role plays can help students and adults understand and find solutions to problems in the school or community, or a situation involving more than one problem.

Choose a scenario involving groups and describe the conflict. Form groups representing those involved in the conflict, giving detailed information to each participant about the history of the conflict and their role in the conflict. You may arrange meetings between groups or representatives of groups. Allow participants enough time to think about their roles and plan what they will say to others before starting the role play.

OTHER CONFLICT RESOLUTION ACTIVITIES

Goal wish problem solving

This exercise is adapted from *The Practice of Creative* by George M. Prince. It provides a structure for students to work on their problems within a supportive group. Often a problem implies an accusation or blame, but formulating the solution as a “fantasy” or “goal-wish” emphasizes finding a non-judgmental solution. Using “I wish” language encourages students to come up with solutions without accusing others or placing blame.

Consider as an example the following problem: A student continually puts down others in class. Instead of placing blame for the problem by saying “The teacher should make her stop putting others down,” a goal wish solution can be “I wish the student could find something she’s good at and feel better about herself.”

Limit the size of groups to seven members. It is desirable to form groups in which no all members are friends, as people less familiar with problems discussed can often give a fresh, objective perspective. Each group selects a facilitator who also acts as recorder. The group then follows these steps:

1. Brainstorm and record problems on the minds of students in the group. Give everyone an equal chance to contribute. Record problems where everyone can see them. Problems can be confined to one area or type; for instance, problems within the classroom.
2. Select a problem to deal with
3. Have the “owner” of the problem take 2-3 minutes to describe it in detail so everyone understands it.
4. Brainstorm “fantasy” or “goal wish” solutions and record them.
5. Have the owner choose the solution from the list and identify any possible obstacles to it, and then record them.
6. Have group brainstorm and record ways to overcome the obstacles. But be sure at this point not to make the conflict larger.
7. Have the owner state how he or she will implement the solution and when he or she will start. Give recorded solutions to the owner, and return to Step 2. Have students precede around the circle to facilitate equal participation, but allow students to pass and have a later opportunity.

This activity helps students and teachers to acquire a fresh outlook on persistent classroom problems.

Conflict Videos uses stories, skits or puppet shows students have already made up for the occasion. The object is for students to cooperate and create something that reflects everyone’s input. Give everyone a say in choosing the conflicts and the solutions to include in the tape and role in producing the recording.

The Card Game encourages students to share feelings about problems. Give each student a blank card and have them write down answers to a question, such as “What are three things you find difficult or annoying about school?” Shuffle the cards and pass them out so everyone has someone else’s cards. Have students read one answer on the card and say how it relates to them. While this game does not develop solutions, it helps students realize that others share their worries and fears. The exercise builds community and offers ideas for skits and role plays based on the students’ concerns.

CONFLICT SCENARIOS

Conflict in School: Child-Student

While these conflicts are primarily between children, their resolution may involve a teacher or other adult.

Aggression in the halls: A student knocks the book out of another child's arms, then steps on the books and laughs.

Exclusion: Two students are playing a game of catch or handball. A third student comes and asks to play. One says "no" because she doesn't like the third student and the other hesitates.

Putdown: One student wears old clothes to school. Another student puts him down constantly about his clothes

Possession: Two students are fighting over a pencil. One accuses the other of stealing a pencil. The accused she brought the pencil from home.

Teasing: In the cafeteria one student returns to his plate to find out that someone has poured milk in his hotdog roll. There are at least two other students standing near by.

Friends: In the cafeteria one student has two pieces of cake. She is eating one and gives the other to her best friend. A third student comes along and asks for some. The first student doesn't like the third but her friend does.

Conflicts In School: Child-Teacher

Stealing: Money is stolen from the teacher's desk. A student is suspected but there is no evidence.

Favoritism: Three students approach the teacher saying they think the teacher is playing favorites with another child, and they are sick of it.

Cheating: Two students are playing checkers during free time. One goes to the teacher and accuses the other of cheating.

Place in line: Several students leaving from gym line up at the drinking fountain. The teacher asks the second student in line to get a paper from his desk. Afterward the student wants to get his spot back in the line

Late student: For the third day in a row, a student comes to class ten minutes late to class. The teacher just finished giving direction to everyone else.

Unprepared student: Halfway through directions of the lesson the teacher notices the student was writing anything. The teacher discovers the student does not have a writing utensil. This has happened various times before.

Cheating: The teacher suspects two students of cheating on a test because of similar answers on a test. After finding an answer sheet on the desk the teacher asks to speak with them after class.

Refusal to follow directions: The teacher asks a student to close a door, and the student says no in an angry tone of voice.

Fire drill School rules forbid talking during fire drills. One student sees water on the floor and warns the others. The teacher hears the student and asks her to stay after school.

Teacher is annoyed by student: One student keeps raising his hand while the teacher gives homework directions. The teacher says to save all questions until the directions are finished, but the student keeps raising his hand because he is unable to hear.

Conflicts at Home: Siblings

One book: Two students are at home one evening. One student is reading a comic book. The other student enters the room and wants to read the same comic book.

Whose book? At home a student is looking at a book her older sister checked out from the library. The older sister comes in the room demanding that her younger sister give back her book. The younger one responds that she found the book. The older sister protests that younger one can't read it anyway, but the younger sister still wants the book.

Who gets to wear it? Two brothers are getting dressed before school. One puts on a sweater that the other was going to wear that day. The first one says he was told he could wear it.

Conflicts Outside School and Home

The following conflicts take place where there is no teacher or parent to help find a solution, though adults may be introduced for the purpose if so desired. These examples can be used with parents, teachers, or after school groups.

Moral dilemma: A child's father has told her never to climb trees because he fears that she will fall and hurt herself. She has promised not to climb trees anymore even though she is very good at climbing trees and loves it. On the way to school she sees a kitten in a tree and is scared it is going to fall out of a tree. Though she knows how to get the cat, she remembers her promise to her father.

False accusations: In a store, a student is browsing through comic books for one to buy. The student has read most of each series and is looking for a new issue. The vendor thinks the student is reading without paying, or planning to steal so he yells at the child.

Problems with bigger kids

1. A student is playing with a new toy. A bigger student comes along and tries to take the toy away.
2. On the way to school a bigger kid tries to take the kids lunch money.
3. Outside a store after school, a student plots to steal cigarettes. He needs an accomplice since he was almost caught last time. The other student is reluctant to participate and feels it not right.

BRAINSTORMING

Brainstorming is used extensively in CRC activities, especially in problem solving and developing creative resolutions to conflict. For productive brainstorming, there are several key guidelines:

- Generate as many ideas as possible.
- Limit brainstorming to a short time. (3-5 minutes is often enough.)
- Refrain from judging, censoring, or evaluating ideas until all ideas are out.
- Write down all ideas.

To speed up brainstorming, there are some practices that can be helpful but run counter to what is usually expected in the classroom. These require open-mindedness and may take getting used to:

Let students call out ideas, rather than following the raise-your-hand, one-speaker-at-a-time format.

This does work, even (or especially) when you are turned away from the group. With a little practice, even young students learn to adjust their pace to your writing. (You can always ask them to pause or to slow down.)

Write rapidly and abbreviate when possible.

In brainstorming, the emphasis is on speed, and as noted above, students will be calling out rapidly. So rev up your script or block printing, and abbreviate or use instant message-style conventions: “4” instead of “for” and the like.

Talk while you write.

What you write needs to reflect what the student wants to say. This means that as you are writing, you also may be paraphrasing or asking questions.

Some other tips:

- Encourage students to generate as many ideas as possible, but don't express frustration or disappointment if they come up with only a few.
- If a student says something that already has been scribed, put a check mark by the previous listing and acknowledge that more than one person thinks this is an important idea.
- Validate students' contributions without judging them—e.g., “Thanks for that idea,” rather than “Good idea!” A positive judgment is a judgment nonetheless and may discourage others from speaking for fear that their ideas will not be called “good”.
- If a student's idea sounds unreasonable or off base, ask for elaboration; e.g., “Could you say more about that?” There may be an underlying logic that isn't apparent at first.

APPENDIX

References and Resources

References

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