

## ACTIVITY

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# 2 Responsibility Is . . .

**PURPOSE** To understand responsibility as a behavior

**MATERIALS** Student Manuals  
Newsprint  
Markers

**FORMAT OPTIONS** Whole class discussion/participation  
Class meeting

- PROCEDURE**
1. Refer students to page 6 in their Student Manuals, "What Responsibility Means to Me." Explain that the idea of responsibility is important to people who live and work together.
  2. Divide the class into groups of four or five. Give each group a few sheets of newsprint and some markers. Ask each group to discuss the chores or jobs they are expected to do at home. Have each group make a list of these chores or jobs.
  3. Invite the groups to share their lists, then post them in the room.
  4. Explain that each chore or job that we are expected to do regularly is a responsibility and that others must be able to trust that we will do our chores and jobs—that we will exercise our responsibilities.
  5. Ask the class to share ways they are expected to behave at home. Give examples, such as saying thank you or excuse me, cleaning up your own mess, and showing respect for adults. Once the class has the idea, invite the small groups to create a second list of these expectations.
  6. Ask the groups to share their lists; post them next to the chores and jobs lists for each group. Explain that the way we are always expected to behave is a responsibility.
  7. Examine the posted lists and find some common at-home responsibilities for class members.
  8. Ask each group to develop five rules for a home that would tell a stranger what the responsibilities would be if he or she moved into that home.
  9. Have the groups share their ideas with the class.

10. Draw out ideas from the class to define responsibility. Be sure the following concepts are included:

Something you are always expected to do

A way you are always expected to act

A way you are expected to treat someone else

11. Have the students write or draw their own ideas about responsibility on page 6 of their Student Manuals, then discuss.

*Student Manual*  
*page 6*

## What Responsibility Means to Me

**INSTRUCTIONS:** In the boxes, write words or draw pictures that come to mind when you think of responsibility.

### RESPONSIBILITY


Peace is a responsibility.

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## ACTIVITY

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# 1 Conflict Is . . .

**PURPOSE** To learn that conflict is a natural part of everyday life

**MATERIALS** Student Manuals  
Newsprint  
Markers  
Tape

**FORMAT OPTIONS** Whole class discussion/participation  
Class meeting  
Cooperative learning

**NOTE** Before beginning, prepare six sheets of newsprint by writing one of the following headings at the top of each:

- Conflicts on the playground
- Conflicts in the cafeteria
- Conflicts in the classroom
- Conflicts with brothers or sisters
- Conflicts with friends
- Conflicts in the world

- PROCEDURE**
1. Refer students to page 15 in their Student Manuals, "What Conflict Means to Me." Ask them what comes to mind when they hear the word *conflict*. Typical responses include *fight, war, hit, hate, argue, push*, and so forth. Give students some time to write or draw their responses on this page.
  2. Form groups of four or five students. Give each group one of the prepared sheets of newsprint and a marker. Encourage each group to compile a list or draw pictures of conflicts for their assigned topic.
  3. Invite each group to share their list, then post these around the room. As examples are shared, ask one or two members of the group to talk in more detail about some of the conflicts they listed.
  4. Review the lists and point out that most of the conflicts were probably handled in negative ways. Explain that we usually think of conflict as something we do not like and that we generally try

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to avoid conflict. Discuss the consequences of handling conflict by avoiding it or by blowing up. Typical responses include the following:

We feel sad and rejected.

The conflict continues.

The problem gets worse.

We feel angry and afraid.

Violence and fights happen.

People get hurt.

5. Point out that conflicts can be handled in positive ways. Ask students to look at their lists and think about positive ways of dealing with conflict. Write these responses on a sheet of newsprint. Typical responses include talking, listening, staying calm, cooperating, and sharing.

6. Discuss what happens when conflicts are handled positively. Possible outcomes include the following:

We become better friends.

We feel respected.

Everyone's ideas are understood.

Good solutions are possible.

7. Refer students to page 16 of their Student Manuals, "Ideas About Conflict." Amplify the concepts as follows:

Conflicts are a natural part of everyday life. (The concern is not that we will experience conflicts but how we will handle them.)

Conflicts can be handled in positive or negative ways. (Depending on how conflicts are handled, the outcomes will be creative or destructive.)

Conflicts are an opportunity to learn and grow. (Friendships and relationships can be built when we respond positively to conflicts.)

## 1 Negotiation Is . . .

**PURPOSE** To learn that negotiation is a process that allows people to communicate directly to resolve conflicts in a peaceable way

**MATERIALS** Student Manuals  
Newsprint  
Markers

**FORMAT OPTIONS** Whole class discussion/participation  
Cooperative learning

- PROCEDURE**
1. Explain that conflict is natural and that people who are in conflict need ways to solve their problems.
  2. Refer the group to page 95 in their Student Manuals, "Negotiation," and discuss. Explain that negotiation is when two people communicate directly with each other to solve a problem.
  3. Ask students to think about arguments they have had or seen and what usually happens when an argument continues. Typical responses will include:
    - Kids get mad and angry.
    - Kids don't listen to each other.
    - Nobody gets what he or she wants.
    - Kids don't understand each other.
    - Other kids get involved.
    - Adults take over and punish.
  4. Give each group of four or five students a sheet of newsprint. Ask groups to discuss what they think would be the hardest thing about negotiating with someone with whom they have a problem. Typical responses include:
    - Staying calm—not yelling.
    - Listening to the other person.
    - Saying what you want clearly.
  5. Invite groups to share their lists; post these around the room.

6. Summarize by stressing that it takes cooperation and understanding to resolve conflicts. Negotiators, both children and adults, are peacemakers.

*Student Manual*  
*page 95*

## Negotiation

Negotiation is a communication process allowing people to work together to resolve their conflicts peaceably.

### THE NEGOTIATOR WORKS TO . . .

- ◆ Focus on the problem and not blame the other person.
- ◆ Understand and respect different points of view.
- ◆ Communicate wants and feelings.
- ◆ Cooperate in solving a problem.



Negotiators are peacemakers.