
































## Assessing My Conflict Management (Pretest)

For each statement, mark or color in the emoji for *Like Me*, *Not Sure*, or *Not Like Me*.

### Conflict Management Questionnaire K-2

Student ID \_\_\_\_\_

Date \_\_\_\_\_

1. When I am mad at a friend, I think about what I want to say before I say it.	 LIKE ME	 NOT SURE	 NOT LIKE ME
2. I tell my friends how I feel even when they disagree with me.	 LIKE ME	 NOT SURE	 NOT LIKE ME
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7. During a disagreement, I listen to others' thoughts and feelings.	 LIKE ME	 NOT SURE	 NOT LIKE ME
8. If I become angry, I can calm myself.	 LIKE ME	 NOT SURE	 NOT LIKE ME
9. When I experience a disagreement, I know there are different ways I can respond.	 LIKE ME	 NOT SURE	 NOT LIKE ME

10. During a disagreement, I choose how I respond to others.



LIKE ME



NOT SURE



NOT LIKE ME

Count your responses in each column:

- How many marks did you have in the category *Like Me*? \_\_\_\_\_
- How many marks did you have in the category *Not Sure*? \_\_\_\_\_
- How many marks did you have in the category *Not Like Me*? \_\_\_\_\_

## Unit 1: Introducing Conflict Management

### 1. I can define conflict

Draw a picture of a time when you felt frustrated or upset with someone.

### 2. I can explain conflict management

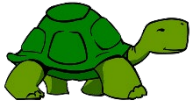
How would you explain conflict management?

Why is learning how to manage conflicts important?

### 3. I can *explore conflict responses*



I acted like a shark when ...



I acted like a turtle when ...



I acted like an owl when ...

## Unit 2: Understanding How I Manage Conflict

5. I can explain *pause and ponder*

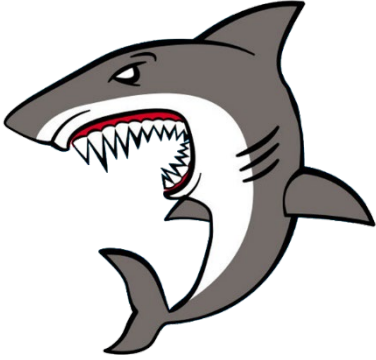
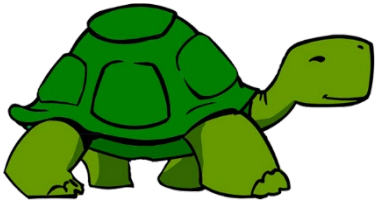

*Pause and ponder* means ...

*Pause and ponder* when ...

**6. I can *pause and ponder* to explore conflict responses in myself**

For each scenario your teacher reads, put an X in the column showing which conflict response you would use, whether shark, turtle, or owl.

**Exploring Conflict Responses**

	Shark 	Turtle 	Owl 
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

What is your usual response to conflict? Are you usually a shark, a turtle, or an owl? How do you know?



## 7. I can name a Conflict Management Strategy that is my strength

Explain each of the Conflict Management Strategies you have learned so far.



***Explore conflict responses***



***Pause and ponder***

Which Conflict Management Strategy is easier for you?

How could you help someone who found this strategy difficult? What would you say to them?

Draw a picture of yourself doing the strategy.

### Unit 3: Understanding Anger

#### 8. I can explain what happens to my body when I feel angry

What signals does the body send when you're angry?

Brain:

Eyes:

Ears:

Mouth:

Cheeks:

Inside:

**9. I can explain how to *manage my anger***

To *manage my anger*, I will ...

**10. I can identify feelings underneath anger**

Draw an iceberg. For each scenario you hear, think about what other feelings are possible.

## Unit 4: Understanding Why the Conflict Happened

### 11. I can explain why *uncovering reasons for the disagreement* is important

In the scenario about Katie and Dawn, what did each person say and do that could have been confusing?

Is there another way to look at the disagreement?

### 12. I can practice *uncovering reasons for the disagreement*

Uncover *reasons for the disagreement* in the scenarios you hear.

## Unit 5: Choosing My Actions During a Conflict

### 14. I can explain how to *voice my perspective*

Describe a time when you thought or felt something different than your friend.

### 15. I can practice *voicing my perspective*

Use the sentence “I feel \_\_\_\_\_ because \_\_\_\_\_” to *voice your perspective* on:

1. Chocolate or vanilla ice cream
2. Reading books or drawing pictures
3. Watching TV or playing a game
4. Singing or dancing
5. Working at the math center or at the reading center
6. Cats or dogs
7. Hamburgers or hot dogs
8. Playing in the snow or swimming
9. Cake or cookies
10. Basketball or soccer

## Unit 6: Understanding Others During a Conflict

**17. I can explain why *seeking to understand perspectives* is important**

***Seeking to understand perspectives*** means ...

When I ***seek to understand perspectives***, I ...

**18. I can practice *seeking to understand perspectives***

Your mom raises her voice and says, "No!" when you ask for money to buy candy.	What could be the reasons your mom says no to candy?	What emotions might she be feeling?
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Your friend is calling you names.	What could be the reasons your friend is calling you names?	What emotions might he be feeling?
Your sister won't talk to you.	What could be the reasons your sister isn't talking to you?	What emotions might she be feeling?
Your friend won't play with you during recess.	What could be the reasons your friend won't play with you?	What emotions might she be feeling?
Your dad won't let you leave the table until you have taken a few bites of vegetables.	What could be the reasons your dad is making you eat your vegetables?	What emotions might he be feeling?
Your teacher says you can't go out to recess unless you wear your coat.	What could be the reasons your teacher is making you wear a coat?	What emotions might she be feeling?



**19. I can *listen and summarize***

Listen to what Mr. Wolf, Little Red, and Mr. Giant say. Then summarize in your own words what they have said.

Mr. Wolf said ...

Little Red said ...

Mr. Giant said ...

## Unit 7: Finding Solutions

### 20. I can explain *finding a solution*

Draw a rainbow that has the seven colors in it so that each step of *finding a solution* is represented. Explain each step.

### 21. I can practice *finding a solution*

Create “I want” and “I feel” statements for Jamie and Taylor.

Jamie:

- I want ...
  
- I feel ...

Taylor:

- I want ...
  
- I feel ...

## 22. I can explain how to *help others find solutions*

Create “I want” and “I feel” statements for the three little pigs or the wolf.

The three little pigs:

- I want ...
  
- I feel ...

The wolf:

- I want ...
  
- I feel ...

## 23. I can practice *helping others find solutions*

With two of your classmates, practice *helping others find solutions*. Two group members will act out a disagreement, and the third will *help them find a solution*. The person using the strategy *help others find solutions* will need to follow the process of helping those involved in the disagreement complete each step by addressing each color of the rainbow.

## Unit 8: Conflict Management—Putting It All Together

### 24. I can explain how to use the Conflict Management Strategies

For each scenario that you hear, think about the different responses, predict what could happen if you used each response, and name the Conflict Management Strategies you could use to resolve the conflict.

## 25. I can practice identifying the Conflict Management Strategies

Cut out each icon and choose nine to place or glue in the spaces on the bingo card. Listen as your teacher reads clues that describe each strategy.

### Conflict Management Strategies Bingo Card




EXPLORE  
CONFLICT RESPONSES



PAUSE AND PONDER



MANAGE MY ANGER



UNCOVER REASONS FOR  
THE DISAGREEMENT



VOICE MY  
PERSPECTIVE



SEEK TO UNDERSTAND  
PERSPECTIVES



LISTEN AND SUMMERIZE



PLAN MY RESPONSE



FIND A SOLUTION



HELP OTHERS  
FIND SOLUTIONS

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## Assessing My Conflict Management (Posttest)

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Complete the chart below by drawing or writing about the strategies that are your strengths and areas for growth.

Strengths in conflict management	Areas for growth in conflict management