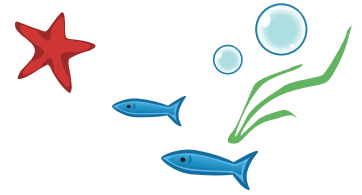


# Working It Out



## Objectives:

In this lesson, your students will:

- learn to resolve conflicts in a healthy way
- practice seeing things from another person's perspective

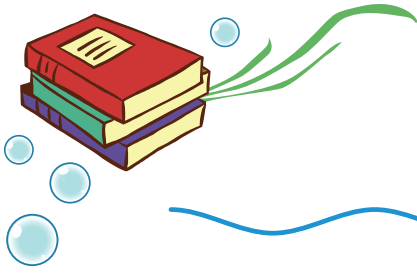
## Materials for Week 5:

- 2 pairs of shoe-shaped paper cut-outs
- markers or crayons

## Finn Break 13:

1. Begin by explaining that we all have trouble getting along sometimes. But we can solve most problems if we work together and talk it out.
  - Think about a time when you were upset with someone. Maybe they were upset with you, too. Can you talk about what happened?
  - Why do you think you were upset?
2. Find a volunteer willing to share details about a recent conflict. Make sure he or she is comfortable doing a role-play about what happened. Ask another student to help by pretending to be the other person in the conflict.
3. Place both pairs of shoe cut-outs on the floor. Have the two students stand on them and face each other. Ask the volunteer who offered to share a story:
  - What happened? What was the problem? How did you feel about it?
4. Now ask the students to trade places and stand on the opposite shoe cut-outs. Ask the first volunteer to think about how things might have felt from the other side.
  - Pretend you are the other person. What made you upset? Did you want or need something you couldn't get? What were you feeling?
5. Repeat the exercise a few times until students feel comfortable with the process. Make sure they understand that every conflict has two sides, and both sides have a right to be heard and respected.





Week 5

# Working It Out

## Finn Break 14:

1. There are 3 steps to working out a problem:

- STEP 1: Take a few Calming Breaths
- STEP 2: Say What Happened
- STEP 3: Ideas for Working It Out

2. Demonstrate the steps by telling students this story:

**Bella was playing her guitar one night. She couldn't sleep, and the music helped her relax. Tox was trying to sleep, too. He swam over and yelled at Bella to BE QUIET! Bella swam away, shouting I'LL NEVER SPEAK TO YOU AGAIN!**

3. Tox and Bella forgot STEP 1: Take a few Calming Breaths. What else could they have done before yelling at each other? (They could have counted to 10, tossed a ball, talked to a friend, gone for a short walk, etc.)
4. Ask pairs of students to practice STEP 2 by pretending to be Tox and Bella. Have them explain what happened in their own words. Remind them to include how they felt about it.
5. STEP 3 is the fun part, coming up with ideas! Ask for suggestions from everyone and write them on the board.
6. A few ideas include:
- Bella could play her guitar more softly or in a different place
  - Bella could try a different way to fall asleep
  - Tox could use earplugs
  - Tox could tell Bella he is sorry he yelled, then share his feelings in a kinder way
  - Bella could say she's sorry she woke him, then share her feelings in a kinder way.

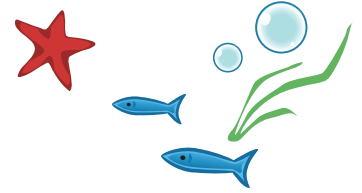
### Teacher Tip

If you find the shoe cut-outs from Finn Break 1 to be helpful with your students, you might place permanent versions in a corner of your classroom. This could be used as a regular spot to quiet down, hear both sides of a conflict and work it out.



## Week 5

# Working It Out



### Finn Break 15:

1. Distribute a copy of the sheet *Bella and Tox Work It Out* to each student.
2. Review the story by reading it again.
3. In the circles, students should draw how each fish felt when the problem happened.
4. Next, have them draw their favorite way to solve the problem. Remind them that a good solution will work for both fish.
5. Finally, ask students what would happen if Bella and Tox could not find a solution that worked. What could they do? (They could ask a grown-up friend like Captain McFinn to help them. It's very important to ask for help when we need it.)

#### Connect to SCIENCE

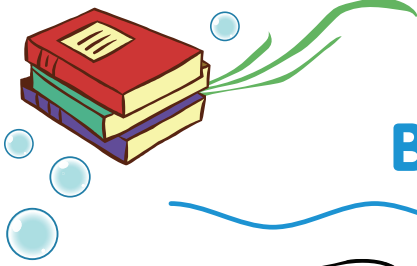
Tox and Bella might have had better luck if they had used kinder words. Try this experiment to see why. You'll need a clear container of water and food coloring in both a light and dark color. Place three drops of the light color into the container. Explain that kind words carry good feelings to other people, just as the color spreads in the water. What happens when someone uses hurtful words? Place a dark drop of color in the water. Hurtful words can spread too. However, if we make a mistake, we can always change, grow and work it out with kinder words.

#### Teacher Tip

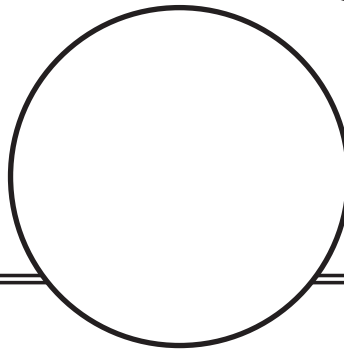
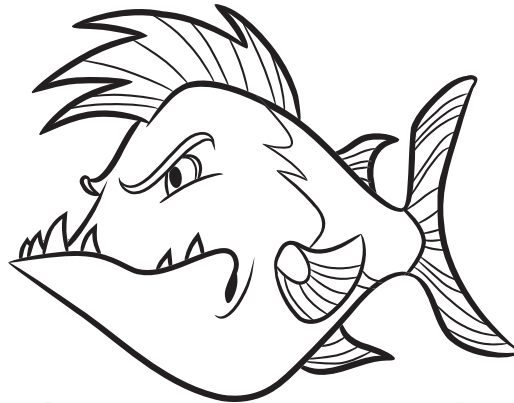
Research tells us conflicts can be good for children, improving their interpersonal skills. In fact, children with more peer conflicts usually have higher social competence and lower levels of aggression.

Classroom conflicts can become teachable moments for empathy, good communication and creative problem-solving. They can also help students practice assertiveness (asking for what they need), instead of aggression.

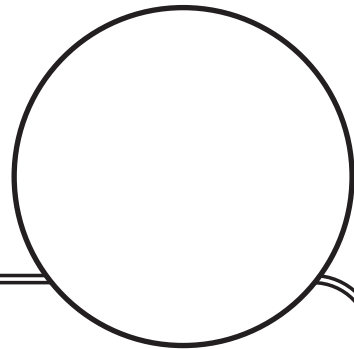




## Bella and Tox Work It Out



Draw a face to  
show how Bella felt.



Draw a face to  
show how Tox felt.

Draw a way for Bella and Tox to work it out.

