

Table of Contents

Bloom’s Taxonomy of the Cognitive Domain	5
Incorporating the Multiple Intelligences	9
Teacher Directions	10

Unit 1: The Causes of Conflicts

Lesson 1: What Are Conflicts?

Word Webs	24
Vocabulary	26
Story Starters—Pre and Post Assessments	27
Word Scramble	29
“The C-A-R-E Kids Song”	30

Lesson 2: Reasons Conflicts Escalate

Visual Organizer	31
Vocabulary	32
Think & Write—Rejection	33
Think & Write—Rage	34
Think & Write—Revenge (Role Play)	35

Lesson 3: Review

Vocabulary	37
Conflict Map	38
Word Search	39
Missing Vowels	40
Vocabulary Search (Test)	41
Think & Write—Essay Question	42

Unit 2: Solutions to Conflicts

Lesson 1: Responsibility

Visual Organizer	44
Responsibility Test	45
“Be Your Best” Rap	46
Be a Busy “Buddy”	47
Story Starter: Responsibility	49

Lesson 2: Respect

Story Starter: Respect	50
Code of Conduct	51
Handwriting Practice	55
Celebrate the Difference (Choral Reading)	56

Research Project: The Hands	57
“Good Manners” Song	58

Lesson 3: Resourceful

Reasonable Remedies	59
Let’s Talk	60
A Is for Friendship	62
Think & Write—Friendship Sayings	64
Think & Write—Master Scientist	65

Lesson 4: Review

C-A-R-E Contract	66
Presentation	67
Special Assignment—C-A-R-E Meeting	69
Nameplate	70
Think & Write—What Have You Learned?	71

Teacher Helpers 72

Story Starters	73
Tachiscope: Word Strips	75
While You Are Waiting	77
Folder Full of Friendly Facts	78
Shape Book	82
C-A-R-E Button	83
Bookmarks	84
Bookplate	87
Math Helpers	88
C-A-R-E Certificate	90
Posters (Code of Conduct)	91
Bulletin Boards	95
C-A-R-E Game	101
Forms	106
Book Log	111
Answer Key	112

Lesson Plans

Conflict Resolution and Character Education

Bloom's Taxonomy of the Cognitive Domain

Behavior	Lesson Objectives—Unit 1	
	Lesson 1 What Are Conflicts?	Lesson 2 Reasons Conflicts Escalate
Knowledge To recall, recognize, acquire, identify, define; the focus is on remembering.	Students will be able to define the words <i>conflict</i> , <i>resolve</i> , <i>violence</i> and <i>problem</i> .	Students will be able to define the following: <i>alone</i> , <i>rage</i> , <i>rejection</i> , <i>revenge</i> , <i>self-control</i> and <i>temper</i> .
Comprehension To translate, transform, put in own words, rephrase, restate; this is the first level of understanding.	Students will be able to explain two causes of conflicts.	Students will be able to explain in their own words why conflicts escalate and become violent.
Application To generalize, choose, develop, organize, use, transfer, restructure, classify; ability to use information in new situations.		Students will be able to discuss a situation where they lost their temper.
Analysis To distinguish, detect, classify, disseminate, categorize, deduce, contrast, compare.		
Synthesis To write, tell, produce, constitute, transmit, originate, design, formulate; ability to put elements together to form a new whole.	Students will be able to write about a conflict they had at home or school and tell why they think the conflict started.	Using the Think & Write section of the lesson, students will write their understanding of the term <i>making a mountain out of a molehill</i> .
Evaluation To argue, validate, assess, appraise, decide; judgments based on criteria of value or worth.		

Lesson Plans

Conflict Resolution and Character Education

Bloom's Taxonomy of the Cognitive Domain

Behavior	Lesson Objectives—Unit 2	
	Lesson 1 Responsibility	Lesson 2 Respect
Knowledge To recall, recognize, acquire, identify, define; the focus is on remembering.	Students will be able to identify the three Rs that make conflicts easy to resolve.	
Comprehension To translate, transform, put in own words, rephrase, restate; this is the first level of understanding.		Students will be able to explain and discuss the rights of others.
Application To generalize, choose, develop, organize, use, transfer, restructure, classify; ability to use information in new situations.	Students will be able to list two ways they can show responsibility at home and at school.	Students will be able to demonstrate ways to show respect for other people's space and property.
Analysis To distinguish, detect, classify, disseminate, categorize, deduce, contrast, compare.		Students will be able to explain how showing respect reduces conflicts.
Synthesis To write, tell, produce, constitute, transmit, originate, design, formulate; ability to put elements together to form a new whole.		Students will be able to state ways they can effectively listen to others.
Evaluation To argue, validate, assess, appraise, decide; judgments based on criteria of value or worth.		

Incorporating the Multiple Intelligences

Unit and Lesson		Multiple Intelligence							
		Word Smart	Music Smart	Numbers Smart	Body Smart	People Smart	Self-Smart	Picture Smart	
Unit 1: The Causes of Conflicts									
Lesson 1	X	X	X			X		X	
Lesson 2	X		X					X	
Lesson 3	X		X					X	
Unit 2: Solutions to Conflicts: The Three Rs of Character									
Lesson 1	X	X		X		X			
Lesson 2	X	X				X			
Lesson 3			X			X			
Lesson 4	X					X			X
Teacher Helpers	Story Starters Word Strips While You Are Waiting Shape Book		Math Helpers	C-A-R-E Game	Folder Full of Friendly Facts Shape Book	Story Starters Folder Full of Friendly Facts Shape Book	Posters		

The chart shows by Xs areas that include a particular multiple intelligence. You can decide to do supplemental activities that would embrace those intelligences not represented in a particular lesson. For example, you may allow Self-Smart students to keep a special journal. Students can record their thoughts about the assignments, about friendships, problems, etc. You may allow Picture Smart learners to draw

more pictures. They may also take a survey of favorite things to do with friends and then make a graph. Another example would be to allow Picture Smart students to help design bulletin boards. The Teacher Helpers have a variety of projects that can be used as is or adapted to suit the needs of your class.