

Developing a Caring Community of Learners

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A. Background Information

Description of our teaching context

The demographics of a class greatly affect how the class will interact and work with each other throughout the school year. Our classroom's demographics is one of the primary reasons for our inquiry topic. We started our inquiry project with the goal of making our class a more caring community of learners while providing them with basic conflict resolution skills. This was a key concern for our class because of the number of conflicts arising inside the classroom, as well as out on the playground. We felt these conflicts were problematic in the fact that they were interrupting the learning process. Why were so many conflicts

arising? We began to examine the composition of our classroom? Our third grade class at Gray's Woods Elementary School consists of twenty-six students, twelve girls and fourteen boys. In considering our class composite, seven out of our twelve girls live and play together in the same neighborhood, a situation which greatly enhances the conflicts and concerns in our class. In addition, we noted a group of immensely physical and athletic ally-oriented boys.

What led us to this inquiry and why it is important

We began thinking about inquiry quite early on in the school year when many of these conflicts and cliques were forming. Conflicts were arising over almost anything and everything. According to our data over 5 major conflicts, on average, were occurring each day. Feeling left out, not having true friends, and gossiping about other students were some of the major conflicts that we were experiencing. In addition to those conflicts, and due in large part to the female demographics of our class, we had many cliques forming. Throughout the day, and especially during times like recess, conflicts would arise spanning such issues as spreading rumors and rules of recess games. According to our data our children consistently handled these conflict by retaliating, tattling, or seeking retribution. Most often our students fell into the pattern of relying on teachers to accomplish these goals.

As teachers, our immediate response was pressure to handle the situation fairly and resolve the conflict. At times it felt nearly impossible to sort out who was "to blame" or how the problem could be "fixed." We noticed "frequent offenders" and our patience for handling the conflict of the frequent offenders was dwindling. We were tired. It became apparent that our current strategy of ignoring, lecturing, and advising our students was not enough. How could we help our children depend less on teachers/adults to resolve their conflicts and take ownership by working through their conflicts?

Our purpose, then for our project was to teach our students basic conflict resolution skills so that they internalize and recognize conflict and, with time, acquire the skills to independently solve their problems. Our focus became establishing basic conflict resolution skills as well as creating classroom unity by focusing on community building.

Initially, this topic was a priority because the majority of our students' conflicts and clique issues were interrupting and taking away time from teaching and learning. After recess we found ourselves continuously bombarded with many of the conflicts that occurred outside. On week, for example, eight out of ten recess resulted in conflicts. In addition to recognizing the sheer magnitude of we also encountered patterns among the conflicts that our students were having. The patterns that we were encountering were tattle taling, not feeling included in games or activities at recess, and name calling. Since we were presented with similar conflicts all of the time, we decided that it would be beneficial to both our students and address these issues through literature-based lessons and class meetings.

It was our hope for our students that by teaching our students conflict resolution skills that it would not only solve conflicts at school, but that their skills

would carry over to outside of school. In today's society with all of the focus on media and how it portrays violence, we wanted to teach our students that there are multiple ways to resolve their problems. We wanted to teach them the skills to be able to talk out their conflicts and to be able to gracefully confront their peers about an issue or conflict.

Literature/experts

We consulted various literature sources and "experts" to aid us in our understanding of this issue and introduce us to possible implementations that might help us in our quest, and therefore benefit our students. Literature resources introduced ways that we could teach our students conflict resolution skills. Talking to "experts" on this topic also helped us learn what strategies already worked for some teachers and what strategies did not work.

The first literature source that we consulted was Talk It Out: Conflict Resolution in the Elementary Classroom. This source, written by Barbara Porro, guided us in teaching our students conflict resolution skills in a way that they were able to understand and remember. A large part of the book focused on good teacher modeling of conflict resolution skills followed by practice from the students. The book was sequenced with beginning conflict resolution in a classroom all the way up to implementing conflict resolution school wide. We used this resource to begin implementing conflict resolution strategies.

Another literature source we consulted was Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K-8. Written by Ruth Sidney Charney, this book provided information for the introduction and establishment of class meetings. Community building activities as well as individual student spotlighting activities were also included in the book and helped us to understand that by implementing these activities into our classroom might help our students to care about one another more because they each will know a little bit more about each student.

In addition to reading up on our topic, we consulted various "experts" on conflict resolution and class meetings. Our "experts" included experienced teachers who have already implemented or have class meetings and conflict resolution as part of their class or schedule. Through these "experts" we have learned ways to introduce and make class meetings a part of our schedule, strategies (that are successful and some that are unsuccessful) on handling conflict resolution, and some more ideas for community building and spotlighting students.

Wonderings/Questions

How can we foster a community of individuals to be caring and to begin to know how to resolve conflict by themselves?

Sub-Questions:

What is the role of the counselor? What is the role of the student and teacher? How much should the teacher facilitate class meetings and conflict discussion? and of the teacher? How does having students living in the same neighborhood affect the dynamics of the classroom? What is the impact of

conflict resolution outside of the classroom? How do you make sure that every student starts out on the same playing field/level?

B. Our Inquiry Plan

What we did to carry out the inquiry in our classroom

We decided that our plan for creating a classroom of caring learners would be to implement class meetings, teach our students conflict resolution skills and lessons to address some of our key issues that we were experiencing. Wanting our students to have more of an active voice and role in our classroom, we decided to incorporate class meetings. We thought class meetings would help some of our students to open up and feel more comfortable sharing with other students. Teaching our students conflict resolution skills would help them to begin to take on an active role in solving their own problems. Designing lessons to address key problems would help our students focus on situations and specific protocols for handling certain situations.

Class Meetings:

First and foremost, we found that it was essential for our students to have an active voice within our classroom. According to Donna Styles, author of *Class Meetings: Building Leadership, Problem-Solving and Decision-Making Skills in the Respectful Classroom* "When both students and teachers are able to voice opinions and thoughts in a quiet, respectful atmosphere, mutual respect and understanding develops. The students realize that it is *their* classroom as much as the teacher's, and they take ownership and pride in that" (2001). Our students needed to have a productive voice in our classroom.

Not only did we want our students to feel comfortable speaking about their feelings and opinions in our class and during our class meetings, but we wanted the class, as a whole, to *listen* to what each student was saying and to try and help that student(s) with his or her problems. According to Jane Nelsen, who wrote *Positive Discipline*, "the two main purposes of class meetings are to help each other and to solve problems" (1996).

In order to incorporate more student voice into our classroom, we introduced a suggestion box into our class. Throughout the week, students could put their suggestions for the weekly class meeting on a slip of paper and put them into the box. They could choose to put their name on their suggestion or they could give the suggestion anonymously. A teacher would meet with each student to discuss the issue and decide if it would be addressed anonymously (by the teacher) or by that student during the meeting.

"When students choose solutions to problems, they have a stake in seeing that the consequences are followed," Styles states. "Problems in the classroom are no longer just the teacher's problems to solve -- they become the class's problems." (2002) For example, our students were having trouble being good listeners on the carpet. When this issue was brought up during a class meeting, many solutions were suggested from the students themselves on how they could become better listeners. Some class suggestions included having assigned seats on the carpet, thinking about how they would like to be treated if they were the

speaker, and making our current behavior management system harsher. The consensus among our students was, primarily, remember what it is to be a polite listener combined with trying assigned seats on the carpet. At our next class meeting we discussed our progress and as a class decided that our behavior had improved. Our students' proof was that they had fewer reminders to be a good listener and fewer people were sent back to their seats to listen.

We began by implementing class meetings every Friday afternoon to allow our students to practice using their student voices about issues that were bothering them. During our first class meeting we established the rules and tone that we wanted for our class meetings. Establishing rules and a comfortable tone for our class meetings invites students to participate and use their student voice. The following rules were established and demonstrated to our students by us, "try to solve problems, support one another and not use any put down-physical or verbal, listen to each other and not interrupt, and use the 'I voice' when speaking" (Charney Teaching Children How to Care, 2002).

To ensure that our class meetings ran smoothly, we set "tone" guidelines. Time became an important issue. We established a weekly meeting time: Friday afternoon. It is important to meet once a week at the same time because it creates consistency and also the students know that they will be able to discuss their issues each Friday. According to Charney, "meeting once a week gives children time to digest and reflect and makes the procedure special" (2002). Meeting once a week would suffice in the beginning and once we are skilled and comfortable with meetings, they might be scheduled when needed. The length of our meetings was another time concern. According to our experience and research, we set the unofficial time frame for our meetings at thirty minutes. "Long meetings are difficult for many children, who may begin to dislike them. If a discussion is going well, but over the allotted time, it is better to come back to the issue next week, with a fresh and renewed interest" (Charney 2002). Thirty minutes would be the maximum amount of time that we would spend in a class meeting. If we did not address every concern on the agenda, we would carry it over to next week's meeting or address it immediately on Monday.

Equality was an aspect that we needed to have in our class meetings. In order to achieve that, we had our students sit in a circle for our class meetings. "A circle promotes inclusion and face-to-face contact" (Charney 2002). While sitting in a circle, students will be able to see everyone else and nobody will feel like they are in an isolated position. It sends the message that everyone here is equal and has something equally important to contribute to the meeting.

Setting up clear expectations also creates an atmosphere of comfort and sharing. An agenda would be listed on the board before each meeting. The majority of our class is very visual and likes to see the schedule and know what is coming next. By recording agenda items, our students can see what we will be discussing during our meeting and to mentally prepare any opinions or comments they might want to add. The weekly agenda comes right from suggestions from our students. For some suggestions, the teacher may adjust the wording to make sure that the suggestion is appropriate and can benefit the whole class. "Teachers safeguard the agenda and make sure issues are

appropriate and carefully focused” (Charney 2002). We want all of our students to have a successful and enjoyable class meeting experience, so by making sure that our agenda is appropriate and focused, we are helping to avoid any uncomfortable situations.

At first, a large focus of our class meetings concentrated on “I messages” and how to give a good “I message.” (Appendix A). According to Charney, “We want children to understand that they can take ownership of their own behavior even if they can’t control what others do. We want them to say to themselves, ‘What can I do about the noise...or mess...or teasing?’ rather than telling others how to improve and act”. Once students learn the importance of accepting their own behavior and trying to give an “I message,” they will see how meaningful it can be to the conflict resolution process.

We noticed our “I messages” were initially more “you messages,” which put the blame on other students in the class. However, after a lot of practicing and role playing with “I Messages” and creating a chart of possible “I Message” starters (see Appendix A), our class became better and better and even started using the “I messages” on their own and in multiple situations.

Conflict Resolution:

Our students learned through this process that conflicts are natural and will undoubtedly occur. As a student, teacher, and member of society having to respond to conflict becomes inevitable. We wanted to convey to our students that there are multiple options for handling conflict. One option is to ignore the conflict. We discussed when it is appropriate to ignore a conflict and when it is not. sometimes acceptable and appropriate to walk away from a problem and just say “So what?” or not to let what other people say bother you. However, there are other times when it is not appropriate to just say “So what?” such as in a situation where someone could get physically hurt.

Often it becomes necessary to problem solve a conflict. After consulting the book, Talk It Out, we role played a sharing disagreement between two children out on the playground. We role played this disagreement with three different endings and had the students decide which ending was the most appropriate and successful. The situation was that one student, Tom, didn’t want to play with another student, Sue, because she sometimes hogs the ball and no one else gets a turn. In one ending a teacher had to come in and resolve the conflict. In another ending Tom shares the ball with Sue but then Sue just kicks the ball to the other side of the field where no one else can play with it. Tom ignores Sue’s behavior. During the final ending, Tom talks to Sue about her sharing habits and they compromise by sharing the ball and playing nicely until recess is over.

In order to incorporate more student voice into our classroom, we introduced a suggestion box into our class. Throughout the week, students could put their suggestions for the weekly class meeting on a slip of paper and put them into the box. They could choose to put their name on their suggestion or they could give the suggestion anonymously. However, when their suggestion appeared on the class meeting agenda, it was always anonymously. Through

student voice, some issues that we were having as a class were addressed and many solutions were offered. "When students choose solutions to problems, they have a stake in seeing that the consequences are followed," Styles states. "Problems in the classroom are no longer just the teacher's problems to solve -- they become the class's problems." (2002) In our classroom, for example, our students were having trouble being good listeners on the carpet. When this issue was brought up during a class meeting, many solutions were suggested from the students themselves on how they could become better listeners. Class suggestions were having assigned seats on the carpet, thinking about how they would like to be treated if they were trying to say something and people were talking, and making our current behavior management system harsher. We took all of their suggestions and implemented them in the classroom to see if their behavior would improve. At our next class meeting we discussed our progress and as a class decided that our behavior had improved. Our students' proof was that they had less reminders to be a good listener and fewer people were sent back to their seats to listen.

Combating the Issues:

It was our hope that our class meetings would create a caring and compassionate classroom. At first, we had our doubts that such a short amount of time built into a week could accomplish these goals. What else could we do to help create a caring class of students? In addition to our class meetings, we integrated literature that opened the lines of communication for discussing conflict. The first read aloud that we read was entitled, The Meanest Thing to Say, written by Bill Cosby. In this book, we looked at bullying and how hurtful it can be when you are on the other side. We also examined how you might react to a bullying situation. From this book, students learned that sometimes it is okay to just say, "So what?" to a bully, walk away, and ignore the conflict. It is not important to "win" in a situation like this one, but instead to keep your power and not let others take your inner power away from you. By saying "So what?" you are telling the other person that you are not letting their actions or words bother you. One of our students put the "so, what" into her own perspective and showed that she really understood trying to keep power, by saying, "It's like when your car is low on gas, you can go to the gas station to fill it up. It's the same way with conflicts. If you feel that your power is running low, you can just go to your friends to fill you up with more power. Your friends are your gas station...they help fill you up when you get low."

The other read aloud we read was entitled, You Are Special, written by Max Lucado. We did an interactive activity with our students before we read this book. Throughout the day, we gave circle and star stickers out to our students. When a circle sticker was given out to a student, it came with a negative comment. For example, "you get a circle sticker because your shoes are dirty." When a star sticker was given out, it came with a positive comment, such as "your hair looks nice today." Some of our students, particularly the students who kept getting circle stickers, were getting a little frustrated that we were picking on them for such superficial reasons. Finally it came time to read the book You Are

Special. Before we read this book aloud, we discussed the reasons for the stickers and how we felt when we received a circle or a star sticker. The book, You Are Special, looks at how different people or characters react to put downs and pick me ups. In this book, characters are given circle stickers as a put down for a superficial reason and other characters are given star stickers as a pick me up for superficial reasons. However, there is one character in the book that does not allow any of the stickers to stick to her, so she is not sad about the put downs that people might give or say to her. This book taught our students that it does not really matter what other people may think of you. It is only important about what you think of yourself and how you view yourself. Once you like yourself, the stickers will not stick anymore and you will learn to tune out the negative things that people might say. Our students could relate to this activity and are more cognizant of the affect of their words. We still refer to put-downs in our classroom as “giving a dot.” Students can feel an emotional connection to these words.

Lastly, we also incorporated a compliment club into our classroom. Learning that the majority of our students had at least at one time throughout the year felt left out of a game or an activity at recess, we felt that if we introduced a compliment club that our students would learn to look for good in everyone. We were inspired to start this compliment club after reading about it in Teaching Children How to Care. “One task of the group was to give each other a weekly compliment. Names were picked from the hat. Each child wrote out a compliment, in a letter-like format. ‘I think you improved your cursive a lot.’ “ The compliment club helped our students to look at each other in a new way. They no longer always looked at each other as just the person that sits next to me, but as the person who held the door for me at recess or who invited me to play wallball.

How we collected data

We collected data both formally and informally. Prior to implementing our inquiry project, we created a graffiti wall for our students to silently write down their thoughts friends. Students were encouraged to respond to their peers writing as well as ask questions. The graffiti board was a vehicle to initially record our class ideas on the value of friendship, being a friend, how to make friends, etc. Also, this graffiti board served as a springboard for starting some of our discussions regarding the treatment of others. It also helped us realize that many of our students were struggling with the issue of friends. Many questions arose from our girls regarding their friendships. For example, “How do you know if someone is your true friend?” “Should friends fight with each other or make each other feel bad?” “Is it true that when you argue with your friend it makes your friendship stronger?”

Prior to the implementation of our project, we held an introductory discussion about conflict and anecdotally recorded the conversation. We were curious about conflict and asked our students: What is conflict? When have you experienced conflict? What can you do about this conflict that you’ve been experiencing? We needed to determine how students defined conflict and what

their experiences with conflict consisted of. In addition, a conflict survey was also distributed to each student to gauge students' opinions and ways that they were handling conflict before we started teaching them conflict resolution skills. We wanted to have concrete evidence of how our students were choosing to handle conflict prior to our implementations. This would serve as a comparison to our post survey that would be distributed after our implementations and teaching of conflict resolution skills. From this survey, we will be able to compare whether or not our implementations were effective based on students' responses on how they handled conflict in the beginning.

Our last method to collect data was a journal. Our journal, recorded the who, what, where, when, and why of conflicts that were occurring throughout our school day from the beginning of February to the middle of April. Analyzing this information allowed us to observe patterns within the types of conflicts that were occurring and further highlight our frequent offenders.

We continued to use our conflict journal to collect data while we embarked upon our mission: conflict resolution skills and class meetings. We noticed that the amount of conflicts decreased after we began teaching basic conflict resolution skills. We also noticed that the types of conflicts that were being brought to us were "more serious" than the conflicts that were being brought to us before. The conflicts that were being brought to us now were more along the lines of actual conflicts rather than tattle-taling. Our conflict journal would allow us to see if the amount of conflicts were increasing or decreasing and what types of conflicts were still occurring or being brought to us to solve. By observing our students' interactions, we saw who were the "key players" in many of the conflicts and also how our students were coping with conflicts. Were they continuing to tattletale or were they beginning to try and solve conflicts on their own using the skills that were being taught to them?

From our class meetings, we also took notes on topics that were discussed and what we, as a class, decided on. By taking notes throughout our class meetings, we allowed ourselves the opportunity to look back to see what types of issues were being brought up during these meetings. Were our issues being "talked out?" Were appropriate solutions being offered? Did any of these issues come back over time? (i.e. Were any issues repetitive and remained unsolved?)

Lastly, we distributed an attitude survey at the end of our inquiry project to see how student's attitudes have changed and how they handle conflict now that we have given them basic skills to cope with conflict. We chose to distribute our conflict survey before and after our inquiry project because we wanted to see how students' opinions of conflict were different from before our implementations. It is important because if our students' opinions became more positive (i.e. they felt that they were better able to handle conflict after our implementations) then we knew that our implementations had worked. This is the same conflict survey that was given prior to implementing our inquiry project. We used students' responses as a comparison to how they handled conflict in the beginning to how they now handle conflict.

How we analyzed our data

Analyzing our data was a continual part of our inquiry process. Our data also guided the execution of our lesson/class meeting and often depended on our observations and/or what types of conflicts were occurring in our classroom. We analyzed our data in three different ways. We began with our initial project data and used this to aid in our “strategic plan” of incorporating class meetings and conflict resolution into a daily routine. We also collected and analyzed data throughout our inquiry process, this became the “theory-into- practice” component of our project. In effect, how was it going? Lastly, we evaluated the effectiveness of our efforts in a post-inquiry survey. What had we accomplished?

Initial Project Data:

Our initial project data consisted of a graffiti wall, conflict surveys, a conflict journal, and anecdotal notes from conflict discussions. We wanted to find patterns in the types of conflicts our students were experiencing, what they knew about conflicts, and what strategies, if any, they were already using to solve these conflicts.

Our data lead us to the conclusion that our students already knew a lot about conflict, a concept not surprising to us due to the fact that we witnessed their struggles each day. We found that our students could easily define conflict and defined conflict as either being a “disagreement, problem or a fight.” They gave examples of kinds of conflict that they have had to deal with, such as, cheating, invading personal space, not being listened to by friends or family, and having someone do something other than what was intended. One student was able to articulate that conflicts “get in the way of things.” Our class recognized that conflicts influence all aspects of life, including learning and relationships.

After more initial data collection, we came to the conclusion that our students were able to identify appropriately situations in which to use an I message. Based on hypothetical situations, they were also capable of creating an effective message to talk out their conflict. This was no surprise to us based on the fact that our students were “trained” in the use of I messages during each school year during their living in harmony unit. Our data pointed out, though, that our students rarely put this strategy into effect when handling a problematic situation. Why was this?

In addition, our students had many ideas for how to handle conflicts. Our students were able to verbalize various ways that they might deal with conflict as it arises. Students mentioned strategies such as, count to ten, think of something you like or look forward to, listen to music, walk away and play a different game, turn on music and more.

Theory-To-Practice:

Armed with the knowledge that our students could identify conflict (they were experts), identify various ways to react to conflict, and could initiate the beginning steps for talking out their conflicts we were puzzled. What was preventing our students from putting their good knowledge into practice? Their day to day lives were awash with conflict. We began to examine the similarities

in their conflicts. Students were experiencing conflicts dealing with cheating, invading personal space, people not listening to them, not feeling included in games at recess, and name calling. The most prevalent conflicts were not feeling included in games at recess and name calling. Knowing this, we designed specific lessons to combat these exact issues.

The problem was not that our students didn't have conflict resolution skills or strategies. It was that they were not applying them. Our data showed that when faced with a dilemma, the overwhelming response of our students was to find an adult to rectify the situation. Our data proved that we needed to shift our way of thinking and resolving conflict in our day-to-day school lives. Having class meetings along with revisiting our conflict resolution lessons helped our students be more open, have a stronger voice, and feel more confident in addressing conflicts on their own. We would continue to meet as a class community each week to prove to our students that they had the power to make changes and solve problems independent of their teachers.

Our data was exhibiting progress. The amount of conflicts that were occurring had decreased slightly, but still not to where we would have liked it to be. Our students were aware of how they should behave and treat others, but their actions often contradicted this knowledge. How do we teach children to actually treat others the way that they would like to be treated? To recognize when they are being hurtful? To be compassionate to others? How do we teach our students to try and be a good friend to everyone in our classroom and eliminate the many cliques within our classroom?

What had we accomplished?

Did the amount of conflicts diminish? Yes, in fact greatly. According to our data and observation, students were experiencing less conflict. We believe this to be because students were using various strategies to handle conflict and honestly were able to ignore some conflicts. Were students relying on teachers to solve their conflicts? Yes. Our students still needed the assistance of a teacher, but the role had changed from peacemaker to facilitator. Our students, especially our girls, request to "Talk-It-Out" (See Appendix B) and have a true desire to resolve their battles. We understand our project will never be complete. We are left with lingering questions.

A. What we Learned/Now Know

Claims

- 1. Given the opportunity to learn conflict resolution skills, students can begin to resolve conflict on their own.**

Evidence: Prior to teaching our students basic conflict resolution skills, our students would bring all of their conflicts to us so that we could solve them. They did not even want to try and fix it themselves. However, after teaching them

basic conflict resolution skills, we have seen a definite increase in the amount of conflicts that they have talked out themselves.

2. Active student voice in a classroom can give students the confidence to be able to verbalize their feelings/opinions.

Evidence:

Before our inquiry project began, some of our students were very shy and did not feel quite comfortable voicing their opinions or views about classroom procedures. When a conflict arose for these particular students, they always came to one of us in hopes that we would just solve their problems and punish the student that was bothering them.

Our data from our class meetings shows that our class became more democratic and more students were willing to open up and share their ideas regarding issues that had been brought up.

Conclusions/Future Directions:

Future practice as a teacher

From this inquiry project, we have learned that teaching conflict resolution skills through modeling, practicing, and integrating class meetings and compliment clubs can be very effective. Both of us are planning on integrating conflict resolution into our schedules for the next academic year as soon as it begins. We feel that we were successful in implementing conflict resolution into our classroom this year, but it would have saved us a lot of frustration if it had been implemented earlier in the year when we had begun to see the number of conflicts skyrocket.

This inquiry project has made us look at teaching differently. Teaching is not only about the academic subjects. We also must teach our students how to be productive and contributing citizens of our society. If they are arguing over who got the bigger crayon, how can they begin to tackle bigger problems? Our students must learn how to handle conflict eloquently. Once they have learned how to handle conflict, the world is in their hands.

New Wonderings

How do we, as teachers, ensure that our students, after they leave us for the year, continue to practice the conflict resolution skills that we taught?

What will happen next year when our students are mixed in with other students who have not been exposed to conflict resolution? Will our students continue to use conflict resolution skills?

Appendix A

Sample I messages

I _____ when you _____ because _____.
(feeling) (specific behavior) (how it affects me)

I don't like it when you _____ because _____.
(action) (how it affects me)

When you _____, I feel _____.
(specific behavior) (feeling)

I would like it if you _____.
(specific behavior)

It bothers me when you _____ because _____.
(specific behavior) (how it affects me)

Appendix B

How to Talk It Out

1. STOP!! Cool off!
2. Talk & Listen
3. Think of ways to solve the problem.
4. Choose an idea you both like.

Works Cited

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