



ConsciousDiscipline

Conflict Resolution: Time Machine™ & Class Meetings with Older Children

For Grades 3 - 5

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Implementation Plan: Time Machine™

Power of Attention, Skill of Assertiveness

GOAL: The Conflict Resolution Time Machine will help you teach children how to assertively handle interpersonal conflicts with each other. The Time Machine helps both teachers and children handle a hurtful encounter at school. Remember to give the children the words to use, and also the intent and tone of voice. It is important to teach the Time Machine in a whole group setting. It should be taught when the students are willing to learn a new skill.



Power: **Attention**



Skill: **Assertiveness**



What physical item will I use to symbolize participants' willingness to go back in time to redo an interaction?

- I Solve: Conflict Resolution Time Machine available from Conscious Discipline
- Teach the victim Assertive Skills by reading *Shubert's Big Voice* by Dr. Becky Bailey
- Other examples to assist with teaching the Time Machine could be an eraser, remote control, or carpet square

How will we practice self-regulation (calming strategies) to help access our Executive State for problem-solving? (Example: S.T.A.R., Drain, Pretzel, Balloon, Wish Well)

The Time Machine has seven basic steps. It will require extensive coaching both in whole group sessions and individually as hurtful interactions occur.

What starter sentences could be helpful?

- "Are you willing to go back in time to solve your problem in a helpful way?"
- "I don't like it when you _____. Next time _____."
- "I feel _____ when _____. Say/Do _____ instead."

How will I introduce the Conflict Resolution Time Machine?

Are you willing to go back in time to solve the problem so you and the School Family™ can learn a helpful new way to handle the situation?

- | | |
|---|---|
| <input type="checkbox"/> During whole group instruction (role-play) | <input type="checkbox"/> As interest is shown (role-play) |
| <input type="checkbox"/> During small group instruction (role-play) | <input type="checkbox"/> When it is needed |

How will I share this information with families?

It is helpful to share the Conflict Resolution Time Machine with parents. A great time to do this is at Open House or at a Curriculum Night. It is helpful to send home the language of the Time Machine for parents. This allows them to practice with their children at home.

NOTES:



Implementation Plan: Class Meeting

Power of Intention, Skill of Consequences

GOAL: Class meetings provide a forum and create a climate where children feel safe enough to celebrate, connect, solve problems, contribute to a system of self-governance, become mindful, and develop conscious awareness of self and others.

- P =** State the **P**roblem and its impact on you
I've noticed _____. This is a problem for me because _____.
- E =** **E**ncourage the child(ren) to own the problem
Does it bother anyone else?
- A =** **A**ffirm the problem with positive intent
So, the problem is _____. We want _____.
- C =** **C**ollect helpful solutions
What could we do to solve the problem?
- E =** **E**valuate to see if it is working
Notice success and specify consequences.



Where will we conduct Class Meetings?

Class meetings vary greatly depending on the age of the student and the grade level. Conduct your class meeting in a way that is safe for you and your students.

What will signal the start of a Class Meeting?

It is important to incorporate a Brain Smart Start before your Class Meeting begins, this allows your students to transition into the meeting time. The Brain Smart Start will provide an optimal learning state for your students to problem solve!

Tips for the Teacher:

- Make sure you are calm and present when presenting the problem. State how this is a problem for you and it must come from the heart and be authentic. This step is not about imposing guilt but helping them see your point of view.
- Use specific examples (without names) you have seen in the classroom so children can identify with the problem.
- You must flip the problem from what you don't want to what you do want.
- It is critical to listen when the children express their opinion and then reflect back to the child.
- Work with the children to create a way to measure if their ideas are working. Meet again to check on the plan and celebrate their success or do additional problem-solving if the issue persists.

NOTES:
