



ConsciousDiscipline

# Conflict Resolution: Time Machine™ & Class Meetings with Young Children

For Pre-K – Grade 2

Presented by: Vicky Hepler, Conscious Discipline Master Instructor

## Implementation Plan: Conflict Resolution Time Machine™

### Materials Needed:

- Conflict Resolution Time Machine™
- *Shubert's Big Voice* book
- *Sophie's Big Voice* book
- Picture Rule Cards
- *Kindness Counts* music CD by Dr. Becky Bailey and Mr. Al
- *Shubert's Helpful Day* book
- *Sophie's Helpful Day* book
- *Shubert Sees the Best* book

### Week 1: Teaching Children to use their “Big Voice” and helping children identify triggers

- Begin Day 1 saying “Did you like it?” the first time someone says, “Teacher, he/she \_\_\_\_\_.”
- Read the books *Shubert's Big Voice* or *Sophie's Big Voice* by Dr. Becky Bailey
- Help children find their “Big Voice” (Goal: Teaching children that words are more powerful than hands for hitting or feet for kicking)
  1. Role play to practice and prepare for moments of conflict
  2. Play, “What Bugs Me” game
  3. Teach song: “Big Voice” from *Kindness Counts* music CD
  4. Create a Class Book: *What Bugs the \_\_\_\_\_ school family name \_\_\_\_\_*

### Week 2-4: Continue to model “Big Voice” to teach children assertiveness as you continue to build your School Family™

- The stronger the School Family, the more willing children will be to resolve conflict
  1. Read the books *Shubert's Helpful Day* or *Sophie's Helpful Day* by Dr. Becky Bailey
  2. Role Play to practice and prepare for moments of conflict
  3. Song: “That was Helpful” from *It Starts in the Heart* music CD or “Everyone Counts” by Anna Moo
  4. Create a Class Book: *Ways to be Helpful*
- Helping children see the best in others
  1. Read the book *Shubert Sees the Best* by Dr. Becky Bailey
  2. Make and decorate heart-shaped glasses, take a photo of each child wearing the glasses, mount on a poster board or create a visual with the caption, “Love Sees the Best”
  3. Read the book *Heartprints* by P.K. Hallinan’s and begin putting hearts up when someone leaves a heart print. (Another way to refocus on kindness)
  4. Create a Class Book: *Ways To Be Helpful*
  5. Song: “When You Look At Me” from *It Starts in the Heart* music CD

Additional Resources: Each Shubert book has a downloadable reproducible and discussion points to extend learning.  
<https://consciousdiscipline.com/free-resources/type/shuberts-extension-activities>



## Implementation Plan: Conflict Resolution Time Machine™ (continued)

### Week 5-6: Introduce the Time Machine

It is critical that the Time Machine be introduced and taught to the whole group before using as a natural consequence. When introducing and using the Time Machine always ask for willingness and if the children will be of service.

For example: “Are you willing to go back in time and turn a hurtful situation into a helpful one, so you and everyone in the School Family can learn how to solve problems in a helpful way?”

- Effectiveness is dependent on School Family
- Introduce and model during large group time. I usually don't introduce until the 6th week of school. (It takes approximately six weeks to build a School Family.)
- Song: “Turn Back Time” from *Kindness Counts* music CD
- Create a Class Book: *If I Could Turn Back Time*

## Implementation Plan: Class Meetings

### Week 1: Classroom Agreements, Class Meetings and Picture Rule Cards

#### • 2nd Grade Class Meeting for Creating School Family Agreements:

1. Begin by asking, “How do we want our classroom to be?” Offer examples: When someone wants something do they grab it or ask for a turn? When someone wants another person to move, do they push or ask them to “move please.”
2. Brainstorm all ideas, then guide them to 4 or 5 agreements and then get consensus.
3. Create visual to support agreements and create a chant with options that includes eye contact, touch and presence in a playful situation.
4. Use this chant daily as part of your Brain Smart® Start, Safekeeper ritual.

### Week 1: School Family Agreements and “Ways to be Helpful”

#### • Pre-K – 1st Grade

1. Before school begins, decide on how you want your room to be and create 4-5 agreements.
2. Add motions and use each day along with the Safekeeper agreement.

### Week 2-6: Use P.E.A.C.E. for problem solving.

- **P**roblem: I've noticed \_\_\_\_\_. It's a problem for me because\_\_\_\_\_.
- **E**xplore: Has anyone in the class noticed this? Is it a problem for you?
- **A**lternatives: So the problem is \_\_\_\_\_. State the problem reframed to focus on the action you want to see and relate it to safety if possible. (Instead of saying, “The problem is pushing and shoving in line,” you would restate the problem as, “So the problem is that some students are having a hard time walking safely in line. What could we do differently to create a safe classroom for everyone?”)
- **C**onsensus: As a class family, we will: \_\_\_\_\_.
- **E**valuate: How will we know the problem is solved?



## Implementation Plan: Class Meetings (continued)

### Week 1-6: Begin responding to tattling in a different way

- Helping Children and **YOU** with Tattling
  1. Children should ask for help!!!
  2. Have you ever said: "Go use your words!"
  3. Tattling as a teaching tool

### Three Types of Tattling:

1. Tattling for revenge
2. Tattling when a child feels unsafe
3. Tattling when an intrusion occurs

#### 1. Tattling for Revenge:

"Gavin didn't push his chair in!"

Child wants to get someone in trouble (revenge)

**Message:** "I'm angry at \_\_\_\_\_ for not being my friend and for not doing what I wanted them to do. I don't know how to express my anger directly."

**Response:** "Are you telling me to be helpful or hurtful?"  
"What could you do that would be helpful?"

#### 2. Tattling for Safety:

"Joe fell and is bleeding!"

**Message:** Adults are here to keep you safe.

**Response:** "I'll take care of it. I am the Safekeeper."

#### 3. Tattling when an intrusion occurs:

"He pushed me!"

**Message:** "I feel powerless."

**Response:** "Did you like it?"  
"Go tell \_\_\_\_\_, I don't like it when you \_\_\_\_\_."



# Conflict Resolution: Time Machine™ & Class Meetings with Young Children



## Take Note!

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

