

Practice	Students will define self-discipline and triggers. Next, use the PowerPoint slides 8-11 to define self-discipline and triggers. Tell the students, "Now, let's define a special word. It's called self-discipline. Self-discipline means being in charge of your actions, making good choices, and doing what you need to do, even when it's hard. It's like being the boss of yourself and making positive decisions to reach your goals. Another unique word that relates to conflict is called a trigger. A trigger is like a little button that can start a conflict. It could be something someone says or does. For example, imagine two friends arguing about who gets to use the swing first. What could be the trigger for their conflict?" (Allow students time to respond.) Students will identify common triggers that lead to conflict issues. "Now we're going to talk about different situations that sometimes happen between friends or classmates. We'll look at pictures on the screen and I want you to tell me what you think might be the trigger or the thing that started the problem." Scenario 1: Miscommunication "Let's start with this one. Two friends are working on a school project. One thinks they should focus on finding information (research), while the other believes making a big poster is more important. What could be the trigger in this situation?" (Allow students to share their thoughts.) Trigger: Miscommunication happens when people don't understand each other correctly, and it can lead to disagreements or confusion. Scenario 2: Competition for resources "Now, let's look at the second scenario. Many students want to play on a limited number of swings at recess. They argue about who should get to use the swings first because there aren't enough for everyone. What could be the trigger in this situation?" (Allow students to share their thoughts.) Trigger: Competition for resources means when people want the same things but not enough for everyone, which can cause disagreements. Scenario 3: Different perspectives "In this scenario, two students have different opinions about a topic they discuss in class. They start arguing because they see things differently and can't agree. What could be the trigger here?" (Allow students to share their thoughts.)
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Check for Understanding	Trigger: Different perspectives occur when people see things differently or have different opinions. Scenario 4: Unfair treatment “Now, let's talk about unfair treatment. During a game with friends, one person feels sad because others are not including them. They feel left out and like they are being treated unfairly, which makes them frustrated. What could be the trigger in this situation?” (Allow students to share their thoughts.) Trigger: Unfair treatment means when someone is not treated the same way as others, which can make them feel upset or left out. Scenario 5: Violation of personal space. “Lastly, we have a scenario where a student accidentally bumps into another in class while rushing to their seat. The student who got bumped feels upset because they think it was done on purpose, invading their personal space. What could be the trigger here?” (Allow students to share their thoughts.) Trigger: Personal space is violated when someone gets too close or touches another person when they don't want them to. “Great job, everyone! It's important to understand these triggers so we can find solutions and get along with each other better. Now, I want you to think about these scenarios we discussed. Turn to the person next to you and share about a time when you had a conflict or saw one. Talk about what you think the trigger might have been. I'll allow you to share with each other before sharing with the whole class.” Write their responses on chart paper as they recall them to the class. “It's important for individuals to be aware of these triggers and develop strategies, such as self-discipline and effective communication, to navigate conflicts positively.”
WE DO Practice	Students will examine effective cool-off techniques. “When conflicts happen, it's important to stay calm and know some ways to help you cool off. We are going to learn a technique that I like to use called deep breathing. Watch me take a deep breath in and out.” Demonstrate deep breathing for the students. • Take a deep breath slowly in through your nose. • Hold it for a few seconds. • Slowly exhale through your mouth.

"Now, let's practice together. Take a deep breath in and slowly exhale. Great job, everyone! Taking a deep allows us to slow down before we react."

"I'm sure each of you has unique cool-off techniques that work well for you. Who would like to share a technique that helps you?" (Allow students to share.) "Wonderful participation, everyone! As we keep sharing, let's practice a couple more techniques from our list. This way, we can all get hands-on experience with different cool-off strategies. Who's eager to try out more techniques together?" Examples:

- **Count to ten:** When you feel upset, count to ten slowly. This gives you time to calm down before reacting.
- **Take a break:** Step away from the situation for a moment. Find a quiet spot to collect your thoughts.
- **Draw or write:** Express your feelings by drawing or writing them down. It can help you understand and communicate your emotions.
- **Talk to a trusted friend:** Share your feelings with a friend you trust. Sometimes talking about it can make you feel better.
- **Use positive affirmations:** Repeat positive words or phrases to yourself. Remind yourself that you can handle the situation.
- **Use a stress ball or fidget toy:** Squeeze a stress ball or toy to release tension. It can be a physical way to let out frustration.
- **Do a quick physical activity:** Jump in place, do a few jumping jacks, or stretch. Physical activity can help release built-up energy.
- **Think of a happy memory:** Close your eyes and think of a time that made you happy. It can shift your focus away from the conflict.
- **Mindful breathing:** Pay attention to your breath without trying to change it. Focus on the sensation of breathing in and out.

"Great job, everyone! I appreciate all your sharing and participation today. Remember, using these strategies helps us all learn new ways to stay calm and cool off when conflicts arise. It's amazing how we can support each other by sharing what works best for us. Keep practicing these techniques, and you'll find what helps you stay cool, calm, and collected."

Students will evaluate strategies for avoiding conflicts.

Say, "Sometimes, it's possible to avoid conflicts altogether. Let me share some strategies with you. For instance, clear communication and understanding others' feelings can help. What are some other strategies we can use to avoid conflicts? Let's brainstorm together."

Check for Understanding	Using a piece of chart paper, brainstorm possible solutions to conflict. Examples can include: • Listening to the other person. • Trying to understand how the other person is feeling. • Saying, "Please stop, I don't want to fight about this." • Finding a compromise. • Asking an adult for help. To check for understanding, review the brainstorm together as a class. Encourage students to share ideas with the group.
YOU DO Conclusion	Pass out the conflict sequencing handout. Today, we talked about self-discipline and being in control of our actions, understanding triggers, cool-off techniques, and handling conflicts. As a closing activity, I'd like you to write or draw about a time you had a conflict using the blank sequencing strip. Identify the conflict and how you resolve it using the strategies we learned today. What cool-off strategy did you use, or could you have used?"

Name_____

Directions: Write or draw about a time you had a conflict using the blank sequencing strip. Identify the conflict and how you would resolve it using the strategies we learned today. What cool-off strategy did you use, or could you have used?

