

## Week 23

# Conflict C.A.T. Role Play

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**OBJECTIVES:** Practice the Conflict Resolution skills taught in previous lessons  
Practice kindness

**PREPARE:** A bell or chime  
Copy “Conflict C.A.T. Role Play Scenarios” (at end of lesson) and cut into strips. Alternatively, you may write your own conflicts on slips of paper or index cards to meet the specific needs of your classroom.  
Have a poster of the Conflict Escalator, the Conflict C.A.T., and the Toolbox up where the kids can see them. See Materials for Lessons Section.  
Your Kindness Pals list and talking object

Now that you have introduced and reviewed the three components of the Conflict C.A.T., the students are ready to put it to work. The more students practice using these tools when they are not really necessary - i.e., through skits and role plays - the more likely it is that they will be able to call on them when they are really needed. Your students might notice that this lesson is similar to the lesson in Week 22 of the Peace of Mind Core Curriculum for Grades 3-5 - it bears repeating.

### Introduction

**Say:** *So we’ve learned a lot about working out conflicts so far. We’ve learned about how to use our breathing to help us to Calm Down. We’ve practiced apologizing in the skits that we’ve acted out. We’ve learned eight tools to use to work out conflicts. For today’s challenge, let’s see if we can put it all together.*

### Mindfulness Practice

**Invite** today’s Mindfulness Helper (MH) to come to the front of the class to sit next to you on a chair.

**Prompt** the MH to choose another student to turn off the classroom lights.

**Prompt the MH to say:** “Let’s get into our mindful bodies. Close your eyes or look down into your lap. Let’s take some deep breaths.”

**Say:** *Choose the mindfulness practice you want to do.*

**Say:** *Now let’s take one more deep breath in and out. Let’s listen to the sound mindfully and open your eyes or look up when you can’t hear it anymore.*

**Signal** the MH to ring the bell.

**Ask** the MH to choose a classmate to turn the lights on.

**Ask** the MH to return to his or her seat.

## **Lesson: Conflict Resolution Practice**

### **1. Explain the Conflict C.A.T. Role Play**

**You might say:**

*Today I’m going to ask you to work with your new Kindness Pal.*

*I am going to give each of you a conflict to work out in a role-play. You’ll have a few minutes to work out how you are going to do it and to think about which tool you are going to use. Make sure that your role-play shows all the parts of the Conflict C.A.T.*

*You can show us how you go up the Conflict Escalator a little bit (**this is fun**), but then we want to see how you come down.*

*One of you has to say: “Uh oh, we’re going up the Conflict Escalator.” You have to show that you are taking some deep breaths. At least one of you has to apologize.*

*Then you need to show us that you are using one of the tools in the Toolbox.*

**Emphasize: The rules are:** *no bad language and no touching each other. Agreed?*

*When time is up, I’ll choose some pairs to come up and show us what you’ve done.*

### **2. Conflict Resolution Role Play**

**Assign new Kindness Pals** so that they can work together on this activity.

**Pass out** the conflict scenarios when everyone is paired up.

**Ring** a bell to begin. Students begin to work out scenarios using the Conflict CAT.

**Ring the bell again** when time is up. Be flexible with the time.

**NOTE:** The real learning is coming from this part of the process so don't rush it.

### 3. Share

**Invite** a few pairs to come up and show the class what they've come up with.

**Make sure** that they have covered all of the Conflict C.A.T. steps.

### Kindness Pals

**Kindness Pal Activity:** You can include some or all of the following as time allows.

- Share kind acts from the previous week.
- Do the Kindness Pal Challenge (see Week 4).
- Share what you learned about your Kindness Pal with the group.

**Closing words:** *Okay our time is up for today. Thank you for a great class, everyone. Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*

**Ring the bell.**

### Extensions

#### Writing Prompts:

Describe another scenario from your own life when you might have been able to use the Conflict C.A.T. to resolve a conflict.

In your opinion, is one part of the Conflict C.A.T. more important than the others?

What are some kind things you could do for your Kindness Pal this week?

#### At Home:

If you find yourself in a conflict, practice using the Conflict C.A.T. this week.



## Conflict C.A.T. Role Play Scenarios

Copy and cut apart to hand to your students.

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Two kids are arguing about what to name the class pet.

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Two kids disagree about what movie to go see.

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Two kids argue over whether to play basketball or play four square during recess.

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Two kids argue over what kind of ice cream to get.

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Two kids argue about whether pizza or tacos are better.

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Two kids argue over whose turn it is to sit by the window in the car.

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Two kids argue about who gets to use the family computer.

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Two kids argue about what to watch on TV.

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Two kids argue over who gets to check out a new library book.

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Two kids argue over what is the best superhero.

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Two kids argue over whether soccer is better than hockey.