

CONFLICT AND THE TRIPLE C'S

JAWAD

Grades: 1-5

ABOUT THE PERFORMANCE:

"Conflict and the Triple C's" uses music and humor to address conflict resolution. When two artists are booked for the same day and time, a musical conflict erupts. Dr. Triple C comes to the rescue with a formula for conflict resolution. With audience participation, JAWAD and Ken learn how to solve their problems using Cool, Compromise, and Cooperation. Students demonstrate ways to use Dr. Triple C's formula to resolve conflicts in their own lives.

TEKS (Texas Essential Knowledge and Skills):

| | Musi c | Lang. Arts | Social Studi es | Health Educat ion | The Students Will: * Demonstrate appropriate concert etiquette during live performances. * Respond verbally or through movement to short musical examples. * Write stories and poems that express their ideas and feelings about real or imagined people, events, and ideas. * Use problem-solving and decision-making skills, working independently and with others, in a variety of settings. * Describe how decisions can be reached and problems can be solved. * Use social skills for building and maintaining healthy relationships. * Demonstrate healthy ways to communicate consideration and respect for self, family, friends, and others. |
|---|-----------|---------------|-----------------------|-------------------------|---|
| 1 | 1.6 | 1.18 | 1.19 | 1.3, 1.9 | |
| 2 | 2.6 | 2.18 | 2.20 | 2.10, 2.11 | |
| 3 | 3.6 | 3.18 | 3.19 | 3.9, 3.10 | |
| 4 | 4.6 | 4.16 | 4.23 | 4.9, 4.10 | |
| 5 | 5.6 | 5.16 | 5.26 | 5.6, 5.9 | |

STAAR (State of Texas Assessments of Academic Readiness):

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|---------|------------|-------------------------|--|
| Writing | Grade 4 | Reporting Category 1 | The Students Will: * Demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions. |
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Academic Vocabulary:

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|---------------------|---|
| Compromise | A way of reaching agreement in which each person or group gives up something that they wanted in order to end an argument or dispute. |
| Conflict | Strong disagreement between people or groups that often results in an angry argument. |
| Conflict Resolution | The methods and processes involved in achieving the peaceful ending of conflict. |
| Consideration | Thinking carefully about something that you will make a decision about. Thoughtfulness for other people. |
| Cooperation | A situation in which people work together to do something. |
| Decision | A choice that you make about something after thinking about it. |
| Body Language | Nonverbal communication. The facial expressions, posture, gestures, movements, and mannerisms by which a person nonverbally communicates with others. Body language sends strong messages that tell our true feelings and intentions in any given moment. |
| Peace | A period of time in which there is no war or fighting. A quiet and calm state of mind. |
| Peacemaker | A person who helps to prevent or stop an argument, a fight, or a war. |
| Resolution | An answer or solution to something. |
| Resolve | To settle or to solve something. |
| Self-Control | Having control over your feelings and actions. |
| Win-Win | Providing a good result for everyone involved. |

CLASSROOM CONNECTIONS:

Before the performance:

- Make a T-Chart on the chalkboard labeled Conflicts and Resolutions. Think about the stories that you have read in class this year and identify the conflicts and the resolutions in these stories. Using 2 colors of sticky notes, write down problems on one color sticky note, and write the solutions on the other color sticky note. Post your sticky notes on the T-Chart in the appropriate column.

After the performance:

- In small groups, brainstorm ways to resolve conflicts in your own lives by using Dr. Triple C's formula of Cool, Compromise, and Cooperation. Capture your brainstorming on a graphic organizer. Post it in your classroom and share it with your classmates.
- Write, draw, tell, sing, dance, or act out your favorite part of the performance.

Language Arts:

- Create an individual or class poem, entitled “Building Peace.” The poem can address:
 - ✓ What is peace?
 - ✓ Where is peace?
 - ✓ How can I inspire peace?
 - ✓ How can I build peace through Cool, Compromise and Cooperation?
- Fairy Tale Conflict - Fairy Tales are filled with conflict. In small groups, select your favorite Fairy Tale and brainstorm ways to convince the characters to work together to solve their problems in ways that would benefit all of the characters. Record your ideas in a graphic organizer and report your win-win solutions to the class.
- You are going to Triple C Camp! Create a mural for one of the camp buildings that is based on the theme of Cool, Compromise, Cooperation. Include slogans in your mural that reflect the theme of the Triple C’s.
- Write a short story about a time you felt really angry. How did you work this out?
- Write a Conflict Journal where you express your thoughts and feelings about a time you had a conflict.
 - ✓ Who did you have a conflict with?
 - ✓ What was the conflict about?
 - ✓ Why was it important to you to have this conflict?
 - ✓ How do you think it made the other person feel? Why?
 - ✓ How did this conflict make you feel? Why?
 - ✓ List 3 things you could have done differently to have avoided the conflict.
 - ✓ How would this conflict look through the eyes of the other person?
 - ✓ What do you wish you could say to the other person?
- Create a Kid’s Lifeline Box and “I Need Help” index cards. Students in your class can write down problems on the cards and put them in the Lifeline Box. Be sure to include a place for student’s name and teacher’s name. Give the Lifeline Box to your teacher or to your counselor.
- Work in groups of 3 to create and act out a situation with positive body language and negative body language. Have the rest of the class interpret your body language and what it expresses. Take turns, with each group having a chance to present. Discuss what you have learned about body language from this activity.
- Make Conflict Resolution Cards – Write one of the following captions, along with an illustration, on the front of each card. On the back of the card, explain what the caption means. In a small group, create a game to play where one person pulls a card and then brainstorms ways he/she could use the idea on the card.
 - ✓ Apologize
 - ✓ Be Willing to Forgive
 - ✓ Compromise
 - ✓ Conflict
 - ✓ Consideration

- ✓ Cooperation
- ✓ Count to 10
- ✓ Ignore
- ✓ Knowing When to Let Something Go
- ✓ Listen
- ✓ Peace
- ✓ Resolution
- ✓ Seeing Through Their Eyes
- ✓ Share
- ✓ Take a Deep Breath
- ✓ Take Turns
- ✓ Talk It Out
- ✓ Talk to a Trusted Adult
- ✓ Tell Them To Stop
- ✓ Think Before You Talk
- ✓ Think What You Would Want
- ✓ Visualize
- ✓ Walk Away

- In small groups, use your Conflict Resolution Cards to decide the best ways to handle the following situations. Discuss these problems and their resolutions:
 - ✓ Your friend gave you a video game that belongs to her brother, and he wants it back. What is the best way to handle this?
 - ✓ Your brother is always sneaking into your room and taking your belongings without your permission. What is the best way to handle this?
 - ✓ You have lost your friend's math book. What is the best way to handle this?
 - ✓ You and your friend are watching TV. You want to watch one show and your friend wants to watch a different one. What could you do?

Math:

- Create a Conflict Resolution Ball. With a marker, divide the ball into six equal sections. Write one of the following questions on each section.
 - ✓ In a conflict, why is it important to see the other person's point of view?
 - ✓ Why is it important to be considerate and cooperative?
 - ✓ When one person tries to get even, what usually happens?
 - ✓ Why is compromise often a good solution?
 - ✓ Why is it better to resolve conflicts in person than online?
 - ✓ Why is it important to listen to someone instead of thinking about what you'll say next?

Stand in a circle and toss the ball to each other. When you catch the ball, answer the question that pops up.

- What Can I Do?" - Draw a circle on a piece of cardstock or cardboard and then divide it into 8 equal parts

to make a Problem Solving Wheel. Attach a spinning arrow in the middle with a paper clip. Write one of the following options on each section of the wheel and illustrate it.

- ✓ Wait and cool off
- ✓ Walk away and let it go
- ✓ Tell them to stop
- ✓ Go to another activity
- ✓ Rock, paper, scissors - Go!
- ✓ Use an "I message – I feel"
- ✓ Apologize
- ✓ Talk it out
- ✓ Ignore it
- ✓ Wait and cool off

In small groups, take turns spinning the spinner and either act out the word, draw it, use it in a sentence, or give the definition.

Social Studies:

- Design a Conflict Resolution Day for your grade level with activities, discussions, and games that promote Cool, Compromise and Cooperation to raise awareness of the importance of learning the tools and skills that help us all to work out our differences peacefully. As a symbol of this day, create bookmarks with slogans and images that promote peace and conflict resolution.
- Who are some of the Peacemakers in the world, past and present? Make a Prezi or a PowerPoint, with music and text, that highlights these Peacemakers and their accomplishments. Share your presentation with the class.
- Make your personal Peacemaker Poster entitled "How to Be a Peacemaker." Brainstorm the following ideas and include your thoughts on your poster:
 - ✓ I am a Peacemaker when I
 - ✓ I am a Peacebreaker when I
 - ✓ I promise to Always Be a Peacemaker!
- Make a storyboard that shows how the ability to successfully resolve conflicts depends on your ability to cooperate, to be considerate, and to compromise.
- Compromises in America – Use index cards to make a set of flashcards about the great compromises in our country's history. On one side write the name of the compromise, and on the other side write the major facts about each of the following compromises:
 - ✓ The Great Compromise
 - ✓ The Three-Fifths Compromise
 - ✓ The Missouri Compromise
 - ✓ The Compromise of 1850
 - ✓ The Compromise of 1877

Use your flashcards in small groups to quiz each other on the facts about the compromises, and discuss the pros and cons of each compromise.

- The Worst-Case Scenario - Pretend that you are stranded on a deserted island or that you are lost at sea in a lifeboat. Work together in small groups to find a solution that gets everyone home safely. Come up with a list of 10 must-have items that you would need the most to create a passage to safety. Take a vote on the items. Everyone must agree on the final solution.

Science:

- Make a poster or a model of the human brain. Which area of your brain controls your emotions? Label each part of the brain and what it is responsible for.
- Brain Facts - The brain is one of the most amazing parts of your body. Inside your skull, your brain controls everything you do!!! It is more powerful and faster than any computer. Your brain is the most important part of you, and it is very complicated. Make a Facts Booklet about the Brain and illustrate it. Share your booklet with the class.
- Make a poster entitled "When Something Is Bugging Me, I Can Say" Draw your favorite bug really big in the middle of the poster. On his body and on each of his legs, write something that you can say or do when something is "bugging you."
- "A Bug and A Wish" Puppets – Draw and color pictures of different kinds of bugs and glue them onto popsicle sticks. " On one side of the popsicle stick, write the scientific name of the bug. Then think of different things that bug you and what you wish the solution could be. On the other side of the popsicle sticks write: It bugs me when _____. I wish _____. Get with your friends and use your Bug Puppets to express yourself and to act out your wishes.

Resources:

Related Websites:

<http://www.helpguide.org/articles/relationships/conflict-resolution-skills.htm>

<http://www.edcc.edu/counseling/documents/Conflict.pdf>

<http://www.ncpc.org/topics/conflict-resolution/activities-and-lesson-plans>

<https://www.kidsmatter.edu.au/families/about-friendship/resolving-conflict/resolving-conflict-how-children-can-learn-resolve>

<http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf>

<http://www.creducation.org/cre/crdav/games/>

<http://www.bestpsychologydegrees.com/brain/>

<http://kids.nationalgeographic.com/explore/science/your-amazing-brain/#brain.jpg>

<http://idahoptv.org/dialogue4kids/season12/brain/facts.cfm>

Related SmartBoard Activities

http://exchange.smarttech.com/search.html?q=%22Conflict%2FResolution%22®ion=en_US

<http://exchange.smarttech.com/search.html?q=%22brain%22>

ABOUT THE ARTIST:

Jawad is a singer, guitarist, songwriter, poet, oral interpreter, and educator. He grew up in Chicago and was influenced by guitar virtuosos Wes Montgomery, Jimi Hendrix, B.B. King, and Albert King. Jawad attended Montana State University and traveled the country, playing festivals and competitions. He has opened or performed with Dizzy Gillespie, Gerald Albright, Alex Bugnon, the Manhattans, and others, but his proudest accomplishment is teaching music in public schools. He joined the Texas Institute for Arts in Education to teach after-school music programs, and he is a veteran artist for Young Audiences of Houston.