

# Kids Included Together *Inclusion Training Guide*



## *Find Peace, Share Feelings, and Make it Right:* **Conflict Resolution Guide**

This guide describes the basis for teaching conflict resolution in early education, the concepts guiding the approach, and each step in the process. The guide includes tips for adults, sample scripts, ideas for introducing the steps, and examples of accommodations to support individual children.

**“Conflict is a naturally occurring phenomenon that has both constructive and destructive potential, depending on how it is managed.”**

– International Center for Cooperation and Conflict Resolution (ICCCR)

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## Conflict is an Opportunity

Conflict has enormous teaching potential in early childhood. Between the ages of three and six, children begin to understand that other people have their own thoughts about the world that are different from their own. They start to “get” that everyone has a unique point of view and feelings. When they have a conflict with a peer, children have the chance to listen to someone else’s point of view. This helps them build on their growing understanding that people have different ideas. Conflict is also a chance to think about how someone else feels, which can lead to a better understanding of feelings and how to recognize them in other people. Taking someone else’s perspective and showing empathy are skills that children need throughout their future social, academic and professional lives.

Research has shown that very young children are more capable of using mutually empowering resolution strategies than was once believed (Doppler-Bourassa, Harkins & Mehta, 2008). Once children learn how to resolve conflicts, they will become more independent some of the time. However, most of the time they will need an adult close by to help them. Younger children will need a lot more adult support because they are only beginning to understand that everyone thinks and feels differently.

## The Approach:

### *Find Peace, Share Feelings, and Make it Right*

This approach to conflict resolution is designed for preschool age children (ages two years and nine months to five years old). It teaches children how to identify emotions in themselves and others, and find ways to make it right. There are several concepts that guide the approach. Each one is described below.

#### ***Children need an emotional coach***

In our society, we recognize that children need coaches to learn a sport, teachers to learn a musical instrument, and tutors to learn academic skills. We do not always recognize that children need the same coaching, teaching, and mentoring to learn social skills. In order to learn how to resolve conflicts, children need the support of an adult coach. They need an emotional coach to act as a mirror and reflect their feelings back to them. Children also need a coach to act as a guide, helping them see different ways of thinking and acting.

Continued

### ***Emotions control the brain***

This approach acknowledges the influence that emotions have on the brain. Children have trouble thinking of solutions when they are upset. All children need the chance to calm down before talking about their feelings or solving problems. Some children need more time than others to feel calm and recover from an upsetting incident. These children may need a longer break before working with the other child to address the problem.

### ***Young children are concrete thinkers***

They live in the “here and now”. It is difficult for them to think in the abstract ways required to resolve interpersonal conflicts. Things like taking someone else’s perspective and thinking about other people’s feelings are difficult at this age. Keeping this in mind, hands-on activities and objects are used to make the abstract concepts more concrete.

### ***Consider the feelings of others***

Sometimes saying you are sorry does not make the other person feel any better. Young children can learn to say “I’m sorry” easily. However, it does not teach them how to understand others’ thoughts and feelings. Using this approach, children learn how to consider someone else’s thoughts and feelings and how to make it right.

### ***Children learn best when they are having fun***

Adding objects and activities to the approach adds a fun aspect to conflict resolution. Children learn best when they are engaged and in a positive frame of mind. Since conflict often begins with negative feelings, this approach helps children get into a more positive state of mind before solving the problem.

### ***Children of all abilities can learn to resolve conflicts***

All children can learn strategies to resolve conflicts with others. The strategies used in this approach can be adapted to meet the needs of individual children.

## ***Sections in this Guide:***

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**Conflict Resolution**

**Activities to Teach Conflict Resolution**

**Accommodations**

**References**

**Visuals Packet**

# Conflict Resolution Step

1

## Find Peace

Step one is designed to help children find peace or inner calm. The actions are simple and empowering. They teach children how to find help and ask for a break; skills that can help them manage strong feelings. Children who have self-awareness and the ability to manage their own emotions are more successful and resilient (Smith & Sandhu, 2004).

As an adult, your role in helping children find peace and develop self-awareness is to describe exactly what you see, which is sometimes called scripting. Point out what the child is doing and encourage him or her to stop and take a deep breath. Approach calmly and let the children know you are there, and help them recognize when they may need a break.

## Stop and Breathe

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### Object Support: Stop Sign with a Peace Symbol

The peace stop sign is a visual reminder for children to stop and take a deep breath. It is also a visual sign for adults and other children that the individual needs a moment to feel calm.



Avoid forcing a child to hold the sign. Simply place it near the child or point out where to find it.



### Sample Script for Adult Facilitator

*"I see you stomping your feet and I hear you yelling. Let's stop and take a deep breath. Here is the peace sign for you to hold if you want to."*

Continued

## Find Help

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### Object Support: Peace Symbol Sticker Sheet

The peacemaker sticker is a visual that reinforces the idea that adults are there to help children find peace. It is also an opportunity for children to learn how to help one another through a conflict. Children or adults can wear the peacemaker sticker to signal that they are available to help others find peace.



All children should have the opportunity to be a peacemaker. Be cautious of only choosing or allowing certain children to be in the helper role. Even if a child does not use words or has a hard time resolving their own conflicts, he or she can be supported to help others. Everyone should have the chance to experience the peacemaker role.



### Sample Script for Adult Facilitator

*“It looks like you might need help. Let’s find someone wearing a peacemaker sticker to help us.”*

## Take a Break

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### Object Support: Peace Pad, a Circular Shape with a Peace Symbol

The peace pad is a way to designate a space where children can take a break. Since it is small, it is also mobile. It can be brought outside and into the other spaces children spend time and may need to take a break.



The peace pad should never be a forced choice or consequence. In order to be effective, it must be presented as the child’s choice or option.



### Sample Script for Adult Facilitator

*“You seem upset. It’s okay to take a break on the peace pad for a few moments.”*

# Conflict Resolution Step

# 2

## Share Feelings

Step two encourages children to label their feelings and pay attention to the feelings of others. The more words children have to describe emotions, the better they get at noticing their feelings. In these actions, adults help children identify how they feel and give it a name. They also model how to look and listen to someone else's feelings.

### Name Your Feelings

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#### Visual Support: Feelings Chart

The feeling chart is a visual support for all children. It allows children to look at the facial expressions and match them to their experiences. It also allows children to communicate without words.



Try not to choose the emotion for the child. Children may have a hard time with this and will look to adults for the answer. It is okay to talk about what you see, *"I saw you scrunch your face like this...what might that feeling look like on our chart?"*



#### Sample Script for Adult Facilitator

*"Let's look at our feeling chart to help us see how you are feeling."*

Continued

## Look and Listen

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### Object Support: Feeling Binoculars

The feeling binoculars encourage children to look carefully at the person to understand how they may feel.



Coach children to ask about feelings instead of assuming they know how someone is feeling: *“Remember to ask about the person’s feelings to make sure you understand them.”*



### Sample Script for Adult Facilitator

*“Let’s look through the feeling binoculars to see how Gus is feeling. Sometimes it helps to look at someone’s face to see how they are feeling.”*

# Conflict Resolution Step

# 3

## Make it Right

Step three encourages children to think of different ways to solve their problem, or make it right. Children have the chance to come up with a lot of different ideas before they find one that might work. These actions require adult support in order to be successful. Children feel like their voices are being heard when their ideas are written down. The adult can also read them back to help children choose the one that sounds good to both individuals. A helpful strategy is to use curiosity to encourage ideas: *"Hmmm, I wonder if..."*

### Think of Ideas

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#### Object Support: Make it Right Cards

The Make it Right cards are visual examples of some common ways to resolve conflict in early childhood. The cards can help children get started and support children who do not use words. Make it Right cards include the following ways to resolve conflicts: take turns, use a timer, trade, find a similar toy, make a new rule, apologize, start something new, do something silly together, and blank cards for children to create their own ideas.



Similar to talking about feelings, children will often look to the adult for the answer. It is okay to give one suggestion to help children get started, but try to encourage the children to come up with their own ideas. They are more likely to be successful if it is their idea.



#### Sample Script for Adult Facilitator

*"I wonder what we might do to make this right. Let's write down our ideas."*

Continued



## Pick One Idea

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### **Visual Support: Photo of Children Making it Right (in Make it Right Book)**

This book is a way to celebrate the children's efforts and add to a growing list of different ways to make it right. It can be used as a motivator: *"Once we find a way to make it right that sounds good to both of you, we can take a picture for our book."* It can also be used as an additional visual support for children who do not use words: *"Do you want to point to an idea in the Make it Right book?"*



It is okay to use the book as a motivator; however, be mindful of using it to pressure children to agree. If children cannot agree, it is okay to take a break and try again later: *"Sometimes it's easier to agree after you take a break to think about it. We can take a picture for the book after you have had time to think."*



### **Sample Script for Adult Facilitator**

*"Now let's see if we can find something that sounds good to both of you. Let's read our list of ideas."*

## Introducing the Steps to Children

When teaching children how to resolve conflicts, it is best to use fun activities to teach the concepts and steps. Since it may be too much for young children to learn all of the steps at once, it is recommended that adults introduce the concepts one at a time using activities.

The activities follow a sequence designed to introduce the steps in a fun and engaging way. The activities should be introduced at a pace that matches the needs of the group. One group of preschoolers may do well with one activity a week, while another group may need two weeks to learn and practice a skill before the next activity is introduced. Each activity can be included into large or small group time, facilitated one-on-one, or adapted to meet the needs of groups of children.

### List of Activities:

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*Activity 01: What does Peace Mean?*

*Activity 02: Breathing Helps the Body Feel Peaceful*

*Activity 03: Peacemakers*

*Activity 04: Feelings Faces*

*Activity 05: Look and Listen*

*Activity 06: Make it Right*

*Activity 07: The Idea Machine*

*Activity 08: It Sounds Good to Us*

*Activity 09: Practice Makes Perfect*

*Activity 10: Putting it all Together*

# Activity

1

## What Does Peace Mean?



Preparation  
5 minutes

Activity:  
10 minutes

### Materials:

1. Peace symbols, various sizes and textures
2. Pictures of familiar symbols

### Description

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Explain that symbols have meaning. Show children familiar symbols and talk about what they mean. For example, you can show children a familiar symbol like the McDonald's arches and ask them what the yellow arch symbols mean. Point out that the arches are a symbol for McDonald's. That means that when people see the arches, they know it is McDonald's.

### Additional ideas:

Heart is a symbol for love, white figure is a symbol for walk, and stop sign is a symbol for stop.

Show the children a peace symbol and ask if anyone knows what it means. Pass around several peace symbols of various sizes and textures so children can hold them while they are talking. Explain that peace is a feeling of quiet and calm. Ask the children to tell you about a time they felt peaceful.

### Extension Ideas

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- Have children make peace signs with paint, paper, crayons, computer programs, or whatever medium they choose.
- Have children draw or use a computer program to create a picture of a time they felt peaceful.
- Ask families to bring in a symbol (or logo) that is familiar to their child.
- Start a conversation about symbols during mealtime. Ask if the children have noticed any other symbols at your program, at home or in their neighborhood.

# Activity

# 2

## Breathing Helps the Body Feel Peaceful



Preparation:  
10 minutes

Activity:  
15 minutes

### Materials:

1. A picture of a stop sign
2. Three to five stop signs with peace symbols

### Description

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Show the children a picture of a stop sign. Ask them if they know what it means. Encourage the children to experience what it feels like to stop with a movement activity. Have the children stand up and run in place until you say, “Stop!” Let them experience stopping a few times with different movements or let them choose their own movements (jumping, wiggling, spinning, etc.).

Explain that stopping what you are doing can sometimes be hard to do. Give them examples, like sometimes when you are playing it can be hard to stop and clean up. Let them know that when this happens, taking a deep breath can help them feel peaceful. Check in to make sure they remember that peaceful means feeling quiet and calm. Have everyone stand up and practice taking a deep breath. Practice a few times as a group and then ask them to do a movement again (like running in place). This time when you say “stop”, they should stop and take a deep breath.

Show the children the peace stop sign. Explain that this is a reminder for everyone to stop and take a deep breath when they are upset. Choose three to five children, depending on the size of the group, to help you practice. Ask them to pretend that someone just took their toy. Once they start pretending, hand them the peace stop sign and help them stop and take a deep breath. Repeat until every child has a turn (it is recommended that you use enough signs to minimize wait time for individual children). Show the children where you will keep the peace signs in the classroom. Tell them that they can come and get one whenever they need to stop and take a deep breath.

### Extension Ideas

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- Children can practice taking deep breaths by lying down and placing small figures or stuffed animals on their bellies. Ask them to notice what happens when they take a deep breath in, and then out.

# Activity

# 3

## Peacemakers



Preparation:  
5 minutes

Activity:  
5 minutes

### Materials:

1. Peacemaker stickers

## Description

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Tell the children that you are going to talk about how to be a peacemaker. Ask them if they can guess what a peacemaker might do. Explain that a peacemaker is someone who keeps calm and helps others find peace. Give some examples: *“When you are crying because someone knocked over your blocks, a peacemaker might come and bring you the peace stop sign. He or she can also ask you if you need a hug or a break. The peacemaker stays close by to help you find peace.”* Ask the children to give you more ideas for what a peacemaker might do and how to help someone who is feeling upset.

Show the children the peacemaker stickers and give each child a sticker to place on their hand or shirt. Tell the children that the sticker is a special symbol for peacemakers. Show the children where you will keep the stickers in your classroom or home.

## Extension Ideas

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- Children can make their own peacemaker stickers with blank labels.
- Make a peacemaker kit that peacemakers can use to help others find peace. The kit might have things like a soft toy to hug, a kaleidoscope to look through, or a book of stickers to cheer someone up.
- Add “peacemaker” to the list of group responsibilities (e.g. line leader, door holder) to give children the chance to help one another find peaceful solutions to their conflicts.

## Feelings Faces



Preparation:  
5 minutes

Activity:  
15 minutes

### Materials:

1. Mirrors
2. Feelings posters (several copies for the center of the circle so every child can see them up close/additional copies for children who may need to hold one)

## Description

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Show the children the feelings poster and talk about each of the faces and feelings. Encourage the children to share a time when they felt like one of the faces on the poster. Pass around several mirrors and ask the children to practice making different feeling faces.

Spend some time talking about how important it is to share your feelings: *"Sometimes other people do not know how you are feeling. Sometimes people guess how you are feeling and they guess wrong."* Explain that you are going to practice telling other people how you feel throughout the day in the classroom and show the children where you will keep the feelings poster(s).

## Extension Ideas

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- Leave the feelings mirrors in several areas of the room for children to practice making different faces.
- Pick two feelings to explore in detail for a period of time until you have covered all of the feelings on the poster.
- Play the feeling guessing game as a transition activity or during mealtime. In this game, the children take turns making faces and guessing the feelings.
- Play Feelings Simon Says: *"Simon says make a sad face."*

## Look and Listen



Preparation:  
15 minutes

Activity:  
15 minutes

**Materials:**

1. Several pairs of feelings binoculars
2. Feelings posters

### Description

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Show the children the feelings binoculars. Explain that they are special binoculars to help you pay attention to how other people are feeling. When you look through them, you can look at the person's face, how they are standing, and which feeling they are pointing at on the feelings poster.

Coach the children on how to look at faces for clues about feelings, as well as how the person is standing. For example, if someone has their arms crossed in front of their body they may be feeling frustrated or they may be feeling something else. It is always a good idea to ask someone how he or she feels.

Give several children feelings binoculars and ask them to look through to try to guess how you (or other children) are feeling. Remind them to ask how the person is feeling to see if they guessed correctly. Point out how different people show different feelings (Amy smiles really big when she is happy, Julian waves his hands when he is happy).

### Extension Ideas

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- Use the feelings binoculars to look at how characters in books are feeling.
- Model how to use the feeling binoculars when you are not sure how a child is feeling.



## Make it Right



Preparation:  
15 minutes

Activity:  
20 minutes

### Materials:

1. Puppets or stuffed animals
2. Small toys
3. Make it Right cards

### Description

Explain that it is okay to disagree, argue, and feel upset or angry. Talk about how all children (and grown-ups) disagree and have different ways of thinking. All the different ways of thinking and feeling are okay. When we feel badly, we need to find a way to make it right. Sometimes making it right means sharing with a friend, and other times it means finding something different to play together. Sometimes making it right means saying you are sorry or finding a way to cheer someone up.

Tell the children they are going to learn some different ways to make it right. Explain each of the ideas on the Make it Right cards:

- **Take turns:** Sometimes when two people want the same thing, they can take turns to make it right.
- **Use a timer:** Sometimes a timer can help you wait for a turn. A timer is a way to make sure that you both get the same amount of time with a toy or game.
- **Trade:** It can be fun to trade toys. Trading is one way to make it right when you want a toy or game someone else is holding.
- **Find a similar toy:** Sometimes you can work together to find a similar toy so you can both play the same thing at the same time.
- **Make a new rule:** Sometimes when two people argue over the rules, making a new rule can help. A new rule might be a combination of each person's ideas, or a brand new idea.

Continued



## Activity 6 continued...

- **Apologize:** Sometimes the best way to make it right is to say you are sorry.
- **Start something new:** sometimes a certain toy or game is too upsetting. A lot of times starting something new can be the best way to make it right.
- **Do something silly together:** Sometimes laughing or giggling is the best way to make it right. Doing something silly together is a good thing to try.
- **Your ideas (blank cards):** These cards are for your ideas. Sometimes none of the Make it Right cards sound good. It's okay to come up with your own ideas. When you do, we will write them on these cards and add a picture.

Using the puppets or stuffed animals, role-play an argument over a toy. Ask the children to look at the Make it Right cards to give the puppets ideas for how to make it right. Have the puppets try out different ways to make it right. Talk about where you will keep the Make it Right cards in your classroom or home.

## Extension Ideas

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- Leave the puppets and the Make it Right cards in the group area for children to play with during their free time.
- Place a set of Make it Right cards at each table for children to look at and talk about during mealtime.
- Send a set of Make it Right cards home with each child to encourage parents to try them out with siblings, cousins, and friends.

## The Idea Machine



Preparation:  
10 minutes

Activity:  
15 minutes

### Materials:

1. Set of Make it Right cards
2. A blank Make it Right card for each child (plus extras)
3. Crayons and other art supplies

### Description

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Ask the children if they remember different ways the puppets (or animals) practiced making it right. Review the Make it Right cards as the children mention them. For example, if a child says, “Trade,” the adult can hold up the trade card and say, “*That’s right, sometimes it can be fun to trade.*” Tell the children that you want to pretend that your circle (table, rug, etc.) is an idea machine. You are going to pretend that each child is an idea maker with his or her own ideas. Their job is to come up with a new idea for how to make it right. Encourage them to lift their card in the air when they have an idea.

Be prepared for the children to give you ideas they learned from the Make it Right cards. Acknowledge the idea and ask if they could find a way to make it a little bit different. For example, if the child says, “*Do something silly,*” you might ask, “*Great idea, what is the silliest thing you can think of?*” If possible, have another adult walking around to write the ideas on the cards as the children are talking. Once the children have had the chance to share their ideas, encourage them to draw a picture or use another art medium to decorate the card (cut out a picture, find an image on the computer, take a digital photograph).

### Extension Ideas

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- Leave blank cards in the writing area for children to continue adding ideas.
- Display the cards as an idea machine, with each idea card on a gear that fits with the other ideas and comes together to make the idea machine.

## It Sounds Good to Us



Preparation:  
10 minutes

Activity:  
15 minutes

### Materials:

1. Examples of real conflicts in your classroom or home
2. Puppets
3. Make it Right cards

### Description

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Explain that in order for two people to make it right, they have to agree on how to do it. Sometimes what sounds good to one person does not sound good to the other person. Whenever you disagree, it is a chance to practice coming up with ideas to make it right. Tell the children that you have been paying attention to some of the things that are hard for them in your classroom or home. Give them two examples and have them vote on which one they want to see the puppets/animals act out.

Act out the example and then have the puppets disagree on how to make it right (for example, one puppet wants to trade and the other puppet wants to use the timer). Ask the children for advice on what to do. Coach them on solutions: pick a different idea, come up with a new idea, or do one idea and then the other (use the timer and then trade toys). Talk about how important it is for both children to feel good about their choice. Tell the children that you will celebrate the ideas that sound good to them. Each time they are able to find one idea that sounds good to both of them, you can take a picture of them solving their problem for a special book called the Make it Right book.

### Extension Ideas

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- Look for books where characters disagree and then resolve their conflict. Ask the children how they made it right. Talk about whether the way they solved their problem worked for both characters.
- Have a contest for the children to design the cover of the Make it Right book. Ask the parents, other teachers or family childcare providers to vote on the cover.

## Practice Makes Perfect



Preparation:  
**5 minutes**

Activity:  
**20 minutes**

### Materials:

1. Find Peace, Share Feelings and Make it Right poster
2. Object supports:
  - Stop sign
  - Peacemaker stickers
  - Peace pad
  - Feelings poster
  - Feelings binoculars
  - Make it Right cards
  - Make it Right book

## Description

Up to this point, the children have learned each step in the conflict resolution process. During this activity, they will practice putting it all together. Show children the poster and review each step. Hold up the object supports for each action. Encourage them to comment and share their experiences. Point out any real life examples of children using the tools: *"Yesterday I saw Anthony get the peace pad all by himself and take a break."*

Choose several children to help you go through the steps. Each child can practice stopping and taking a breath, asking for help, asking for a break, sharing his/her feelings, looking and listening for someone else's feelings, making it right, and choosing one idea. Repeat until every child has had a chance to practice at least one step. Let them know that the poster is a reminder of the things they can do help them find peace, share their feelings and make it right. As a group, talk about where you should hang the poster in your classroom or home (you may want to hang several posters in different areas for easy access).

## Extension Ideas

- Decorate a box or container to hold all the conflict resolution supports.
- Ask the children to help you find peaceful pictures in magazines or on the computer to hang up near the supports.

## Putting it all Together



Preparation:  
5 minutes

Activity:  
10 minutes

### Materials:

1. Song lyrics

## Description

Young children often need a lot of practice and repetition to learn sequences. Music can help children remember what to do and in what order. Teach the following song, sung to the tune of *This Old Man*:

### Stop and Breathe (to the tune of This Old Man):

Stop and breathe, find your peace  
Take a break on the peace pad  
With the peace stop sign and a peacemaker, too  
We can all find peace with you

Name your feelings, share them, too  
The feeling chart is what we use  
With a look, look, listen, listen,  
See the true feeling  
Name your feelings and share them, too

Make it right, pick one idea  
Check the cards, flip through the book  
With a flip, flip, point, point  
Find a good idea  
Make it right, pick one idea

## Extension Ideas

- Add hand gestures to the lyrics (for example, place hands up for stop and hands in circles over the eyes for binoculars).
- Sing the song during a family night or activity to help introduce families to the conflict resolution steps the children are learning.

## Making Accommodations

Children with communication disabilities, developmental disabilities or a history of trauma may need individualized accommodations to successfully resolve conflicts with a peer. Accommodations are changes made to expectations, activities, materials, or the environment to support the participation of an individual child.

Children with communication disabilities such as a speech delay, or children who are dual language learners, may need additional visual or object supports to help them share their ideas. Children with developmental disabilities such as autism spectrum disorder (ASD) or Down syndrome may need extra support with the abstract reasoning required to take someone else's perspective or think of new ideas. Children with a history of trauma may need extra support in calming down and identifying feelings, as well as taking someone else's perspective.

## Expectations

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You can change your expectations for the process in order to match a child's strengths. For example:

- Concentrate on teaching a child to stop, breathe and find help.
- Take the time that is required for children to be successful with the process. For example, one child may need to take breaks between each step. Another child may want to skip the feelings steps and go straight to making it right.
- Meet with the child's family individually to talk through ideas for how to adapt the process to meet the needs of the child.
- If the child is working with other professionals such as a special education team, individual counselor, or speech therapist, ask them for additional ideas on how to adapt the process. (**Please note:** Collaborating with outside professionals requires written permission from the family before you can share information).

Continued

### Activities

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You can develop additional activities to give a child more opportunities to learn a concept.

- Repeat the activity you did during large group time with a smaller group of children.
- Leave the materials from the activity in a center for children to explore and practice.
- Give a copy of the activity to families so they can practice the concept at home.

### Materials

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You can adapt, simplify, or enhance the materials to make them work for an individual child. For example:

- Simplify the feeling chart to include only basic emotions: happy, sad, angry, scared.
- Adapt the stop sign to make it easier to hold (make it smaller, add material to the handle to make it bigger).
- Use a magnifying glass or other fun materials to encourage a child to look at how someone else may be feeling.

### Environment

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You can make changes to your environment to support conflict resolution. For example:

- Create a peace corner that has all the conflict resolution tools.
- Hang the poster in different places in your program environment, including outdoor spaces, as a reminder.
- The environment also includes the social emotional environment. Assign an adult to stay close to children in areas that tend to provoke conflict. Switch roles often so every adult gets a chance to practice helping children resolve conflicts.

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**Kids Included Together (KIT) provides inclusion training, resources, and support to help childcare professionals better engage youth with and without disabilities.**

**For more inclusion training and resources,  
please visit our website - [www.kit.org](http://www.kit.org)**



# Visuals Packet Section



## Conflict Resolution Visuals

The visuals on the following pages are to be used with various activities in this guide. These visuals are designed for you to print and use as many times as needed.

### List of Visuals:

*Visual 01: Stop Sign with Peace Symbol*

*Visual 02: Peace Symbol Sticker Sheet*

*Visual 03: Peace Pad*

*Visual 04: Feelings Chart*

*Visual 05: Feelings Binoculars*

*Visual 06: Make it Right Cards Sheet 1*

*Visual 07: Make it Right Cards Sheet 2*

*Visual 08: Make it Right Book Instructions & Cover*

*Visual 09: Make it Right Book Template Pages*

*Visual 10: Various Peace Symbols*

*Visual 11: Familiar Symbols*

*Visual 12: Stop Sign and Peace Stop Signs*

*Visual 13: "Stop and Breathe" Song Lyrics*

*Visual 14: Conflict Resolution Steps Poster*

## Stop Sign with Peace Symbol

Print on cardstock, cut out and attach a tongue depressor or paint stick on the back as a handle



# I'm a Peacemaker

# I'm a Peacemaker

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*Peace Pad*

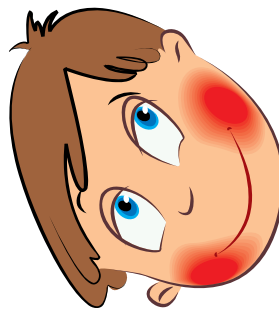


Cut out chart and mount on a board or other hard surface

I feel...



Happy



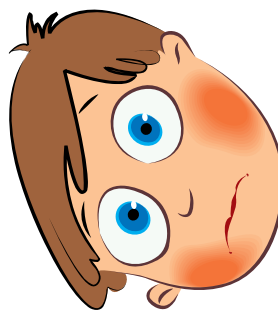
Caring



Proud



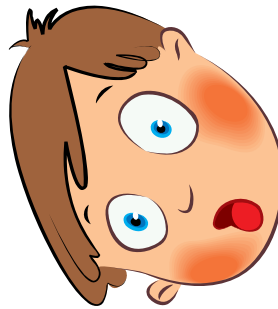
Calm



Sad



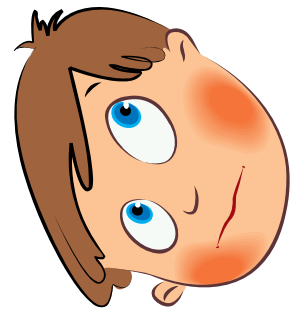
Mad



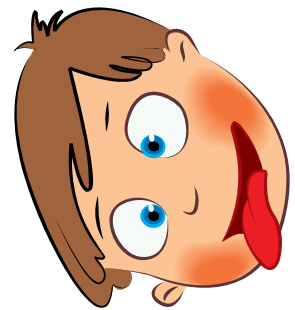
Nervous



Frustrated



Curious



Silly



Excited

## Materials:

1. One empty cardboard paper towel roll
2. Scissors
3. Tape
4. (Optional) Markers or craft paper and glue

## Instructions:

1

Cut the cardboard papertowel roll in half through the middle.



2

Tape the two halves together so they are side by side.



3

Optional: Decorate the outside of the binoculars with marker, or glue patterned craft paper to it.

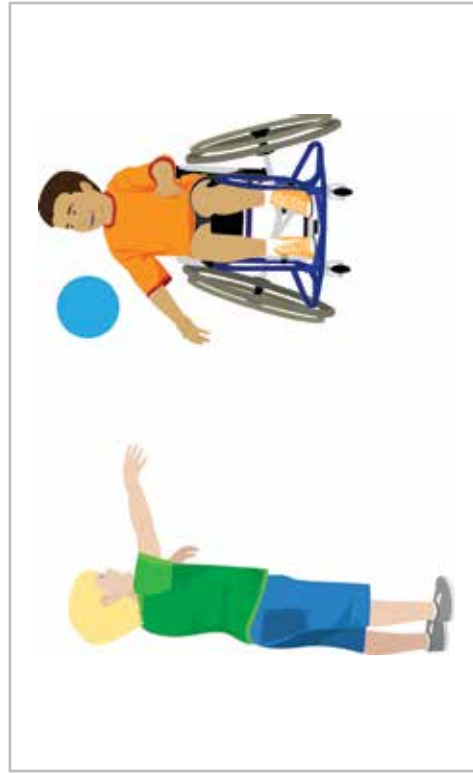
Add your own unique elements!



Cut out individual cards. Tip: Print this page on cardstock



Use a Timer



Take Turns



Start Something New

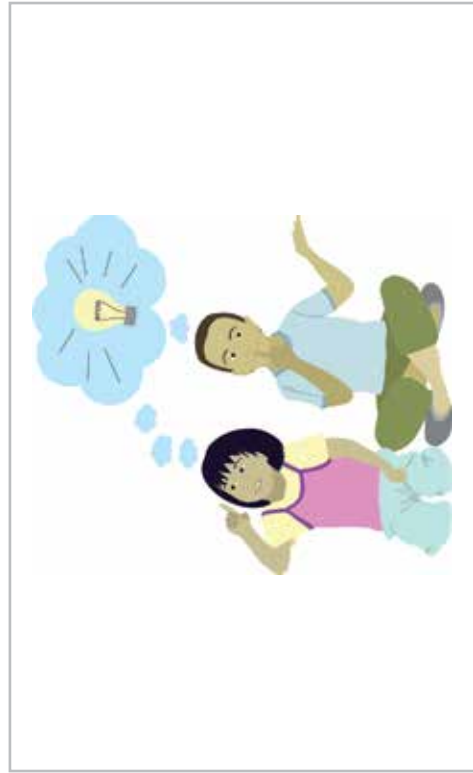


Apologize

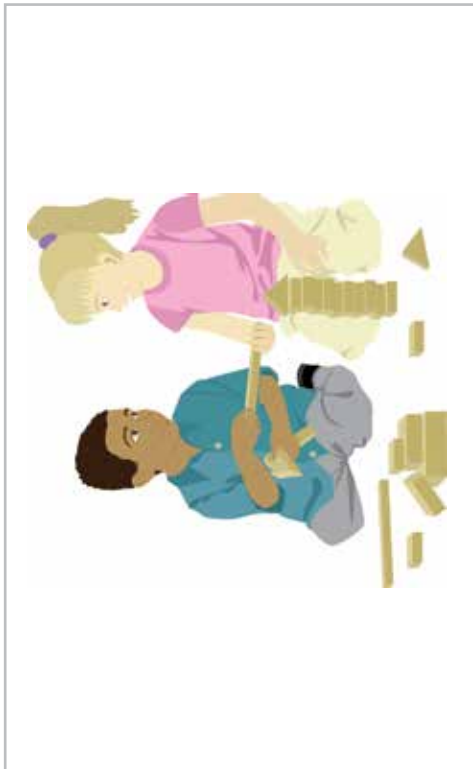
Cut out individual cards. Tip: Print this page on cardstock



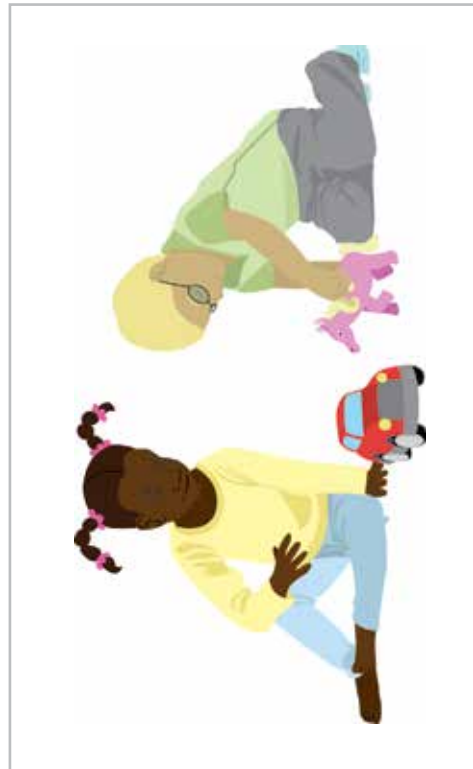
Act Silly Together



Make a New Rule



Find Something Similar



Trade

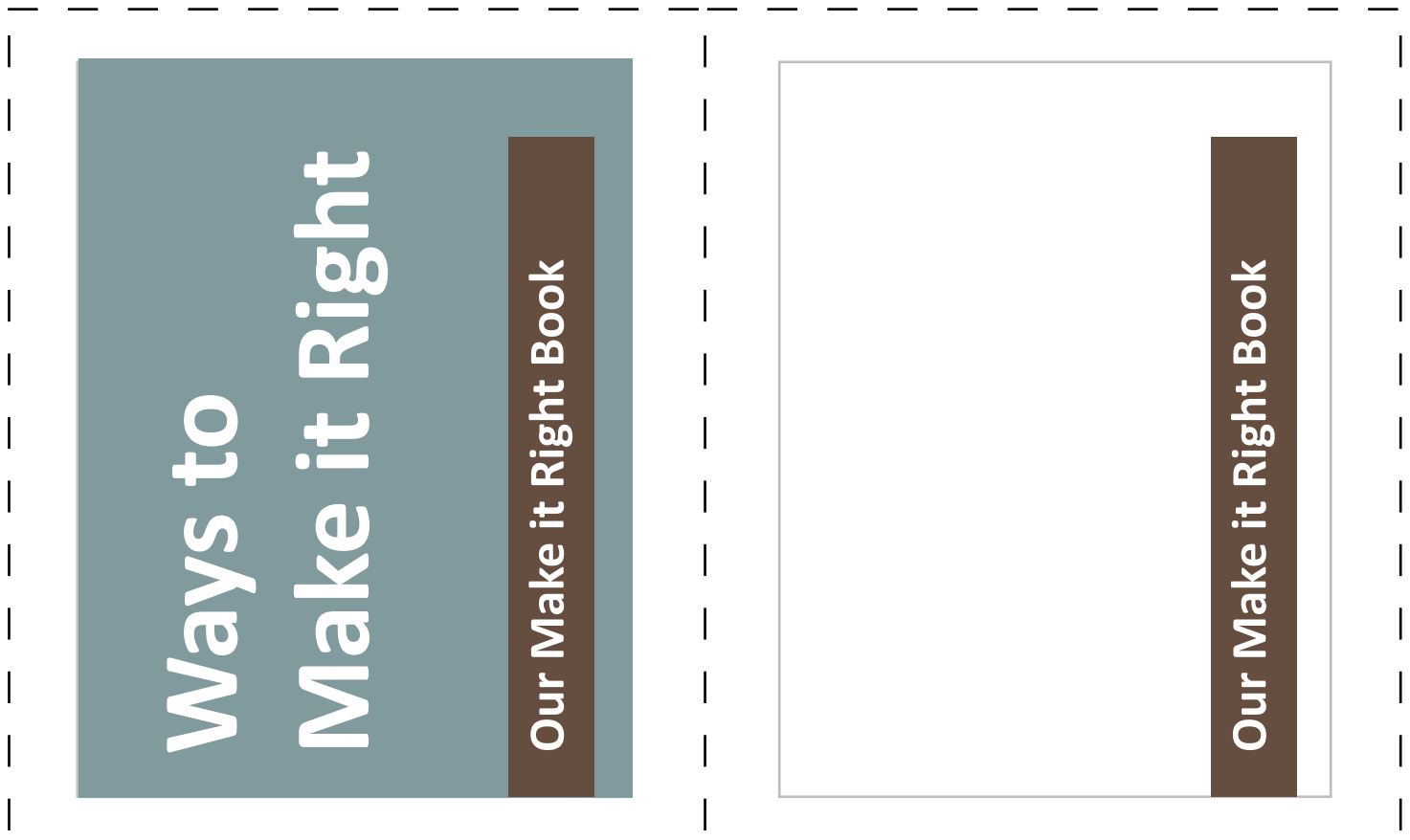


## Instructions:

Print this page and cut out one of the cover options below. Use the completed cover, or come up with a cover design of your own.

Print out the next page as many times as you like and cut out the desired amount of template cards. Come up with additional ways to Make it Right in your program (include the children in this discussion). On each template page, write the new way to Make it Right and add a photo or relevant image.

Combine the cover, KIT Make it Right cards, and your personalized cards into a stack and staple them together or secure with a paperclip on the left side.



Print and cutout as many templates as needed

Make it Right Blank Cards

{ Attach photo here }

We can make it right by:

{ Attach photo here }

We can make it right by:

{ Attach photo here }

We can make it right by:

{ Attach photo here }

We can make it right by:

## Various Peace Symbols

Cut out individual peace symbols



## Familiar Symbols

Cut out individual familiar symbols



## Stop Sign and Peace Stop Signs

Cut out each stop sign



## Stop and Breathe (to the tune of This Old Man):

Stop and breathe, find your peace  
Take a break on the peace pad  
With the peace stop sign and a peacemaker, too  
We can all find peace with you

Name your feelings, share them, too  
The feelings chart is what we use  
With a look, look, listen, listen,  
See the true feeling  
Name your feelings and share them, too

Make it right, pick one idea  
Check the cards, flip through the book  
With a flip, flip, point, point  
Find a good idea  
Make it right, pick one idea.



# Find Peace, Share Feelings and Make it Right Poster

1

## FIND PEACE



Stop and breathe.



Find help.



Take a break.

2

## SHARE FEELINGS



Name your feelings.



Look and listen.

3

## MAKE IT RIGHT



Think of ideas.



Pick one idea.