



In the unit about Problem Solving, children learn constructive approaches to resolving conflict. These lessons focus on conflict-resolution steps that facilitate healthy relationship patterns between boys and girls and members of their families and communities.

Follow these steps to access the lessons and activities in each unit:

- Start at the [Harmony Online Learning Portal](#).
- From the Portal, navigate to the Out of School Time unit and suggested lessons below.
- Click "Start Activity" in the upper right corner of the activity panel.
- Follow lesson instructions.

You'll see three parts to each lesson:

- "Setting the Stage"
- "Facilitating the Activity"
- "Wrapping it Up"

All the lesson materials you need are available in the Materials section. We've included suggestions below for adapting the content for use at home.

TRY THE SUGGESTIONS ON THE FOLLOWING PAGE TO USE **HARMONY AT HOME**

LOWER GRADES PRE-K–2

UNIT 4 – PROBLEM SOLVING	HARMONY AT HOME ACTIVITIES
<p>4.1 IDENTIFYING PROBLEMS</p> <p>Key Concepts & Vocabulary</p> <ul style="list-style-type: none"> - It's okay to disagree if you feel differently than someone else. When you have a problem or disagreement, you can: <ul style="list-style-type: none"> • STOP and calm down. • TALK so you can understand the problem. • THINK of possible solutions, • TRY a solution and see how it works for everyone. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Promote skills in recognizing and identifying interpersonal problems. - Encourage self-confidence in sharing feelings and ideas. - Foster awareness and acceptance of different feelings and perspectives. 	<p>READ: THE DIFFERENT FEELINGS STORY</p> <p>In this story, Z doesn't want to do what the other children are doing. The treehouse friends help Z understand that it is okay for friends to have different feelings and ideas. Z learns new ways to solve problems with friends. Discuss the following questions:</p> <ul style="list-style-type: none"> • <i>How did friends help Z find ways to join their activities?</i> • <i>What things do you do to calm down?</i> • <i>What happens when you and a friend or family member want to play something different? How do you decide what to play?</i> <p>STOP, TALK, THINK, TRY!</p> <ol style="list-style-type: none"> 1. Create a problem-solving poster that includes the words: STOP, TALK, THINK, TRY. 2. Display in your home for everyone to see. 3. Take turns acting out STOP and TALK strategies. <ul style="list-style-type: none"> STOP: Take deep breaths, count slowly, think of something beautiful, hug a stuffed animal. TALK: State your point of view in a calm voice and listen for other points of view. <p>NAME THAT CONFLICT</p> <ol style="list-style-type: none"> 1. Pick a favorite storybook or television show. Then identify a conflict or difference of opinion in that story. 2. Help your child recognize each person's perspective and use words to label the problem. For example, "She is angry because her little brother tore up her homework, but he really likes to rip and crunch paper. It seems like the problem in this story is that when she leaves her homework on the table, her little brother can get it and damage it." <p>WHAT'S THE PROBLEM?</p> <ol style="list-style-type: none"> 1. Give family members conflict scenarios. Use the PROBLEM SCENARIO CARDS or brainstorm your own. 2. Use puppets or stuffed animals to act out brief problem-solving situations. 3. Discuss how the characters feel, why they feel that way, and how best to calm them down. State the problem in words and brainstorm possible solutions. <p>AGREE OR DISAGREE</p> <ol style="list-style-type: none"> 1. Make a statement and have family members indicate whether they agree or disagree by giving a thumbs-up, thumbs-down, or flat hand (for "not sure"). 2. Each time, ask for a volunteer to talk about his or her opinion using respectful and positive statements 3. Emphasize that everyone has different opinions and it is important to express them respectfully. <p>CELEBRATE SUCCESS</p> <p>Acknowledge someone when you notice them intentionally calming down and discuss how that feels.</p>

See related Inspire Modules to support adults in facilitating this unit: **Basic Proactive Classroom Management Strategies and Coping with Teacher Stress.**

Navigate to online.sanfordinspire.org > Search for Modules > [Module Title]

LOWER GRADES PRE-K–2

UNIT 4 – PROBLEM SOLVING	HARMONY AT HOME ACTIVITIES
<p>4.2 SOLVING PROBLEMS</p> <p>Key Concepts & Vocabulary</p> <ul style="list-style-type: none"> - There can be more than one way to solve a problem. - Everyone’s ideas and feelings are important, so the fair thing is to decide together. - A good solution makes everyone feel okay. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Promote skills in generating alternative solutions to interpersonal problems. - Foster awareness that people can have different ideas about how to solve a problem. - Emphasize fairness in problem-solving and decision-making. 	<p>READ: THE DECIDING TOGETHER STORY</p> <p>In this story, the treehouse kids help Z learn that deciding things together is fair. Listen for different ways Z and the kids approach solving the problem. Discuss the following questions:</p> <ul style="list-style-type: none"> • <i>How did the Z and the kids reach a compromise by the end of the story?</i> • <i>Share about a time when you and a friend wanted to do different things and you compromised to decide what you would do.</i> <p>PROBLEM SOLVING POSTER</p> <ul style="list-style-type: none"> • Review the poster that Includes the words <i>STOP, TALK, THINK, TRY.</i> • Display in your home for everyone to see. • Take turns acting out the THINK and TRY strategies. <p><i>THINK: Brainstorm ideas for solving the problem.</i></p> <p><i>TRY: Agree on an idea and try it.</i></p> <p>WHAT IS A SOLUTION?</p> <p>Pick a favorite storybook or television show that involves a conflict or difference of opinion and take opportunities to pause and ask your child to think of as many possible solutions to the problem as they can.</p> <p>Guide your child in thinking about the consequences of these possible solutions for each person involved. For example, “If they decide to play ‘restaurant’ in the loft, most of the kids would be happy, but what about the child who is afraid to climb up to the loft? What would he do?”</p> <p>BUDDY BUTTERFLIES</p> <ol style="list-style-type: none"> 1. In family pairs, create matching butterflies together using the BUDDY BUTTERFLIES ACTIVITY SHEET or make your own template. 2. Share and agree on ideas for how your butterfly will look. <p>PROBLEM SOLVERS ROLE PLAY</p> <ol style="list-style-type: none"> 1. Give family members conflict scenarios. 2. In family pairs, brainstorm potential solutions and agree on one to try. 3. Role play the scenario and solution. <p>CELEBRATE SUCCESS</p> <p>Acknowledge someone when you notice them intentionally problem solving and discuss how it works. Example: <i>Thank you for using the problem-solving poster to remind me to calm down and stop, think, and solve the problem.</i></p>

See related Inspire Modules to support adults in facilitating this unit: **Basic Proactive Classroom Management Strategies and Coping with Teacher Stress.**

Navigate to online.sanfordinspire.org > Search for Modules > [Module Title]

LOWER GRADES PRE-K–2

UNIT 4 – PROBLEM SOLVING	HARMONY AT HOME ACTIVITIES
<p>4.3 COOPERATING</p> <p>Key Concepts & Vocabulary</p> <ul style="list-style-type: none"> - When you work with someone, you can think of new ideas and do things that you can't do alone. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Foster collaborative teamwork skills. - Promote fairness in playing and working together. - Cooperation means that you listen to one another's ideas, share, and help one another. 	<p>READ: THE RAINFOREST STORY</p> <p>In this story, friends have to figure out how to work together as a team to work on a school project. Pay attention for times when the friends do not cooperate and how they learned to work as a team, and ask:</p> <ul style="list-style-type: none"> • <i>How did the kids on the team work together to finish their school project?</i> • <i>What kinds of projects do you like to work on all by yourself?</i> • <i>What can you learn from friends when you work on a project together?</i> <p>COLLABORATIVE CREATION</p> <p>As a family, experience creative collaboration with one of these activities:</p> <ul style="list-style-type: none"> • Gather craft supplies, large boxes, and other recyclable or building materials and decide as a group what to create. • Set up and prepare a simple meal together. • Choose and develop a special activity for a Family Night. <p>Be sure to incorporate at least one idea from each family member.</p> <p>JOURNAL</p> <p>Have your child draw and write about how they cooperated as a team.</p> <p>BUDDY UP: PAPER AIRPLANES</p> <ol style="list-style-type: none"> 1. In family pairs, make paper airplanes together using only one hand each. 2. Hold your other hands together or keep them behind your backs. <p>STORY TELLING</p> <ol style="list-style-type: none"> 1. In family pairs, gather two to three random objects and think of a short story that incorporates the objects. 2. Write a short summary of the story or create a book cover for the story. <p>BUDDY TIME SING-ALONG</p> <ol style="list-style-type: none"> 1. Listen to the Buddy Time Sing-along: BETTER TOGETHER song. 2. Discuss why it works better to solve problems with one another. <p>CELEBRATE SUCCESS</p> <p>Acknowledge a family member when you notice them using teamwork skills and point out why it is helpful.</p>

See related Inspire Modules to support adults in facilitating this unit: **Basic Proactive Classroom Management Strategies and Coping with Teacher Stress.**

Navigate to online.sanfordinspire.org > Search for Modules > [Module Title]

LOWER GRADES PRE-K–2

UNIT 4 – PROBLEM SOLVING	HARMONY AT HOME ACTIVITIES
<p>4.4 BEING CONSIDERATE</p> <p>Key Concepts & Vocabulary</p> <ul style="list-style-type: none"> - We are all unique in how we feel and do things. - Being considerate means showing you care about other people’s feelings. - It is important to make sure that what you are doing is considerate of others around you. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Promote awareness that everyone has different preferences and behavioral styles. - Promote consideration of the impact one’s behavior has on others. - Foster self-regulation. 	<p>READ: THE Z GETS THE ZIGGLES STORY</p> <p>The kids help Z learn that it is important to be considerate of other people’s feelings. Z learns ways to calm down and not distract the friends. Discuss the following questions:</p> <ul style="list-style-type: none"> • <i>What happened when Z got the ziggles?</i> • <i>What ways did Z use to calm down?</i> • <i>What things do you do to calm down when you get the ziggles?</i> <p>FREEZE DANCE</p> <ol style="list-style-type: none"> 1. Play the Buddy Time Sing-along: BUDDY GO ROUND. 2. Face each other and dance as if you have the ziggles while the music plays. 3. As the music gets softer, slow down, and when it stops you must freeze. 4. When the music comes back on, dance again, “turning up” the ziggles as the music gets louder. <p>COPY THIS! (A SELF-REGULATION GAME)</p> <p>Self-regulation games help children control impulses and movements and can help increase their control over their own thoughts, emotional responses, and actions. Try these activities:</p> <ul style="list-style-type: none"> • <i>Alternate between counting to 10 very quickly and then very slowly.</i> • <i>Establish a counting pattern and practice adjusting speed or volume as you count.</i> • <i>Do jumping jacks, play hula hoop, or march quickly or slowly according to the speed of your counting.</i> <p>BUBBLES</p> <ol style="list-style-type: none"> 1. Have family members alternate popping bubbles with movements that are large (clap, stomp) or small (poke, flick). 2. Blow bubbles and ask the family to try and walk through them without popping any. <p>TURN IT UP – TURN IT DOWN (BEHAVIOR SIGNAL)</p> <p>Brainstorm with your child to create a special signal that can provide a gentle reminder to adjust behavior and help him or her practice “turning it up” or “turning it down.” For example, try palms facing up or down to indicate “turn it up” or “turn it down.”</p> <p>JOURNAL</p> <p>Have your child recall a time when they needed to “turn it down” at school or home, then draw or write how they did it.</p> <p>CELEBRATE SUCCESS</p> <p>Acknowledge a family member or friend when you notice them intentionally being considerate and kind and discuss how that feels.</p>

See related Inspire Modules to support adults in facilitating this unit: **Basic Proactive Classroom Management Strategies and Coping with Teacher Stress.**

Navigate to online.sanfordinspire.org > Search for Modules > [Module Title]

UPPER GRADES 3–6

UNIT 4 – PROBLEM SOLVING	HARMONY AT HOME ACTIVITIES
<p>4.1 THE ANIMALS OF CONFLICT</p> <p>Key Concepts & Vocabulary</p> <ul style="list-style-type: none"> - Conflict is a necessary part of life. - Conflict can lead to positive outcomes. - There are different approaches to resolving conflict. - Using an assertive approach to resolving conflict helps build more positive relationships and allows us to reach solutions that benefit others and ourselves. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Increase students’ understanding of conflict. - Introduce the family to various conflict resolution styles. 	<p>CONFLICT RESOLUTION</p> <p>Spend some time brainstorming about conflicts your child has seen at school or home and write them on strips of paper.</p> <ol style="list-style-type: none"> 1. Collect the strips of paper and put them in a bowl. 2. Select one, read it aloud, and discuss potential solutions. 3. Think of all different types of strategies — both positive and negative — so they can practice recognizing effective approaches to problem-solving. 4. Create or print pictures of a turtle, owl, and shark. 5. Categorize the strategies by holding up the turtle for passive, owl for assertive, or shark for aggressive. <p>NAME THAT CONFLICT STRATEGY</p> <p>Pick a favorite book or television show that illustrates different conflict strategies.</p> <ol style="list-style-type: none"> 1. Ask your child if the approach was successful, and why or why not. 2. Discuss the approach that different family members have used to resolve conflict, and the costs and benefits of each approach. <p>CELEBRATE SUCCESS</p> <p>Acknowledge someone when you notice them using an assertive approach to resolving conflict.</p>

See related Inspire Modules to support adults in facilitating this unit: **Basic Proactive Classroom Management Strategies and Coping with Teacher Stress.**

Navigate to online.sanfordinspire.org > Search for Modules > [Module Title]

UPPER GRADES 3–6

UNIT 4 – PROBLEM SOLVING	HARMONY AT HOME ACTIVITIES
<p>4.2 STOP, THINK, AND COOL OFF</p> <p>Key Concepts & Vocabulary</p> <ul style="list-style-type: none"> - It is important to pay attention to our feelings during conflict. - It is important to be calm when we talk to someone about a conflict. - We can use strategies to calm ourselves when we are having strong feelings. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Introduce students to the first step of a problem-solving approach. - Assist students with identifying and monitoring their own feelings in conflict situations. - Provide students with strategies they can use to regulate their emotions and relax. 	<p>STEP IT UP!</p> <p>Print and display the STEP IT UP POSTER in your home for everyone to see.</p> <ol style="list-style-type: none"> 1. Discuss the steps for resolving conflict. 2. Share some feelings you experience when you have a conflict with someone. <p>FEELINGS THERMOMETER</p> <p>Print and display the FEELINGS THERMOMETER POSTER for everyone to see.</p> <ol style="list-style-type: none"> 1. Give family members conflict scenarios and use the FEELINGS THERMOMETER WORKSHEET or brainstorm your own conflict scenario. 2. Role play the scenarios. 3. Discuss what everyone would be feeling and the level of that feeling. 4. Fill in the thermometer to the appropriate level. 5. Determine if anyone else has the same level of feeling. <p>CALM BREATHING</p> <p>Pretend that you are blowing bubbles and you want to blow a really big bubble. To make a really big bubble, you need a lot of air in your belly.</p> <ol style="list-style-type: none"> 1. Place one hand on your belly and slowly breathe in a lot of air — through your nose and into your belly. When you do this, only your belly should be moving. You want to breathe air into only your belly — not your chest. You should see your hand rise when you fill your belly with air. 2. Hold your breath for two seconds. 3. Now, very slowly, exhale, pretending you are blowing a really big bubble. It should take you about five seconds to blow all the air out of your belly. <p>When you do this, imagine that all your stress and strong feelings are leaving your body and going into the bubble. As stress leaves your body and goes into the bubble, you will start to feel relaxed.</p> <p>COOL OFF</p> <p>Discuss and practice other ways to calm down. What would you add to the list below?</p> <ul style="list-style-type: none"> • Talk to a friend. • Imagine a peaceful place. • Go for a walk. • Imagine a fun place. • Read a book. • Listen to music. • Go outside. • Count to 10. • Think of something funny. • Create art. • Lie down. <p>CELEBRATE SUCCESS</p> <p>Acknowledge a family member when you notice them using strategies to calm down when they are having strong feelings. Example: <i>WOW! I liked how you blew bubbles to help you calm down and finish your homework.</i></p>

See related Inspire Modules to support adults in facilitating this unit: **Basic Proactive Classroom Management Strategies and Coping with Teacher Stress.**

Navigate to online.sanfordinspire.org > Search for Modules > [Module Title]

UPPER GRADES 3–6

UNIT 4 – PROBLEM SOLVING	HARMONY AT HOME ACTIVITIES
<p>4.3 TALK IT OUT AND CLEAR IT UP</p> <p>Key Concepts</p> <ul style="list-style-type: none"> - It is important to use non-blaming words when resolving conflict. - Put-down statements escalate conflict. - We can learn strategies to effectively communicate our feelings and perspectives during conflict. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Introduce students to the second step of a problem-solving approach. - Teach students to recognize how the words they use affect others. - Provide students with a framework to effectively communicate their feelings and perspectives during conflict situations. 	<p>ACTIVE LISTENING</p> <ol style="list-style-type: none"> 1. Print and display the ACTIVE LISTENING POSTER. 2. Review the ways you can show someone you are actively listening. <p>FEELINGS THERMOMETER</p> <ol style="list-style-type: none"> 1. Give family members conflict scenarios. Use the TALK IT OUT SCENARIO CARDS or brainstorm your own. 2. Role play the scenarios and potential responses. 3. Categorize responses as “Put Down” or “Clear It Up” statements. 4. Discuss what everyone would be feeling and the level of that feeling for each response. 5. Fill in the FEELINGS THERMOMETER to the appropriate level. 6. Determine if anyone else has the same level of feeling. 7. Tally and graph the types of feelings and the feeling levels that resulted from the “Put-Down” versus “Clear It Up” statements. <p>CELEBRATE SUCCESS</p> <p>Acknowledge someone when you notice family members using non-blaming words when resolving conflict.</p>
<p>4.3 LET’S STEP IT UP</p> <p>Key Concepts</p> <ul style="list-style-type: none"> - It is important to respect each other’s ideas during conflict situations. - It is important to consider the potential consequences of conflict solutions before you try them out. - It is important to learn and practice effective approaches to resolving conflict. - The Step It Up approach is a useful tool for effectively resolving conflict. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Introduce students to the final stages of problem solving. - Provide students with the opportunity to practice using the Step It Up approach. 	<p>CONFLICT SCENARIO</p> <ol style="list-style-type: none"> 1. Give family members conflict scenarios. Use the CONFLICT SCENARIO CARDS or brainstorm your own. 2. Role play the scenario and act out potential solutions or consequences. 3. Discuss what everyone would be feeling and the level of that feeling for each response. 4. Fill in the FEELINGS THERMOMETER to the appropriate level. 5. Determine if anyone else has the same level of feeling. <p>CELEBRATE SUCCESS</p> <p>Acknowledge a family member or friend when you notice them respecting others’ ideas during conflict situations. Example: <i>I noticed that when you and your sister had a disagreement about using the computer, you stopped and listened to one another, and then shared ways to both work with the computer. Thanks for stepping up!</i></p>

See related Inspire Modules to support adults in facilitating this unit: **Basic Proactive Classroom Management Strategies and Coping with Teacher Stress.**

Navigate to online.sanfordinspire.org > Search for Modules > [Module Title]