



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

Your state's school health policies:
nasbe.org/HealthySchools/States/State_Policy.asp



PreK to Grade 2 • Personal Health Series Conflict Resolution

With so many different people and so many different opinions and ideas, disagreements (or conflicts) sometimes happen. When they do, it's important to know how to resolve the problems and move on. The following discussion questions and activities will help your students understand and practice healthy ways of resolving conflicts.

Related KidsHealth Links

Articles for Kids:

Talking About Your Feelings

KidsHealth.org/kid/feeling/thought/talk_feelings.html

Getting Along With Teachers

KidsHealth.org/kid/feeling/school/getting_along_teachers.html

Getting Along With Brothers and Sisters

KidsHealth.org/kid/feeling/home_family/sibling_rivalry.html

Saying You're Sorry

KidsHealth.org/kid/feeling/home_family/sorry.html

Dealing With Anger

KidsHealth.org/kid/feeling/emotion/anger.html

Train Your Temper

KidsHealth.org/kid/feeling/emotion/temper.html

Dealing With Bullies

KidsHealth.org/kid/feeling/emotion/bullies.html

How to Be a Good Sport

KidsHealth.org/kid/feeling/emotion/good_sport.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. What happens when you feel angry? What can you do to calm down?
2. Have you ever been in a fight with a friend (or with a brother or sister)? What did you say or do? How did you make up?
3. Have you ever been teased? What happened? How did it make you feel? What can you do if someone teases you or teases one of your friends?



PreK to Grade 2 • Personal Health Series

Conflict Resolution

Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

What Might Happen Next?

Objectives:

Students will:

- Identify potential problems or conflicts in everyday events
- Explain how different reactions can make a problem better or worse
- Describe the decision-making process for resolving (rather than escalating) a problem

Materials:

- Chart paper
- Art supplies (colored pencils, markers, crayons)
- What Might Happen Next? handout (available at: KidsHealth.org/classroom/prekto2/personal/growing/conflict_resolution_handout1.pdf)

Class Time:

40 minutes

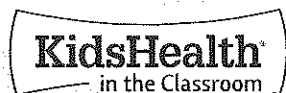
Activity:

We should always try to get along with other people. Sometimes that means recognizing when there could be a problem and then doing or saying things to avoid the problem. Other times, a fight may happen, and then you need to figure out what to do to make things better. This can be harder than it sounds — and it definitely takes practice.

Think about these different scenarios. Could there be a problem? What could you do or say that would lead to a fight? What could you do or say that would not start a fight? How could you calm things down?

- I'm reading, and you're talking to a friend. I ask you to please be quiet. What might happen next?
- I bump into you by accident. What might happen next?
- I can't say a word in the story, but you think you know the word. What might happen next?

Take a look at the What Might Happen Next? handout. Think about what might happen next in the story. What could go wrong? What could go right? Could there be a problem? Draw your own middle and end to the story. Be sure to include what the characters are saying. (It's OK to show a problem or fight. Sometimes that happens. But then think about what could happen next to make things better.) Come together as a class and listen to the different endings to this story. Was there a problem? How was it solved?



PreK to Grade 2 • Personal Health Series

Conflict Resolution

Team Work, Art Work

Objectives:

Students will:

- Work cooperatively and collaboratively in small groups
- Reflect on the group decision-making process and whether compromises averted conflicts

Materials:

- Chart paper (for class list of decisions/questions)
- Large piece of butcher paper or mural paper
- Art supplies (crayons, markers, paint, collage materials)

Class Time:

1 hour

Activity:

You will be working with three other students. Your group has been asked to create a mural to decorate the classroom. What kinds of decisions will your group need to make before you even pick up a paintbrush? As a group, make a list of these decisions: What will your mural show? Will you use paint or markers or crayons? Will it be a collage? How will the four of you work on the mural at the same time? Then, create your mural. When every group is finished, put the murals up around the classroom. Describe the decisions your group made. Were there any problems while you worked on the mural? If so, how did you fix them? Did planning how the group would work together before you started help?

Extensions:

1. You need a piece of paper and crayons or markers. You and a partner are going to create a picture without talking. When your teacher calls time (after 4 or 5 minutes), look at the picture you and your partner drew. What surprised you? What did you like about your partner's work? How did you work together? How did you communicate with each other?
2. Read Dr. Seuss's *The Sneetches and Other Stories*. How do the Sneetches treat each other? What problems do they have? Why do the problems get worse? How could they have acted differently?

Reproducible Materials

Handout: What Might Happen Next?

KidsHealth.org/classroom/prekto2/personal/growing/conflict_resolution_handout1.pdf



KidsHealth.org is devoted to providing the latest children's health information. The site, which is widely recommended by educators, libraries, and school associations, has received the "Teachers' Choice Award for the Family" and the prestigious Pirelli Award for "Best Educational Media for Students." KidsHealth comes from the nonprofit Nemours Foundation. Check out www.KidsHealth.org to see the latest additions!

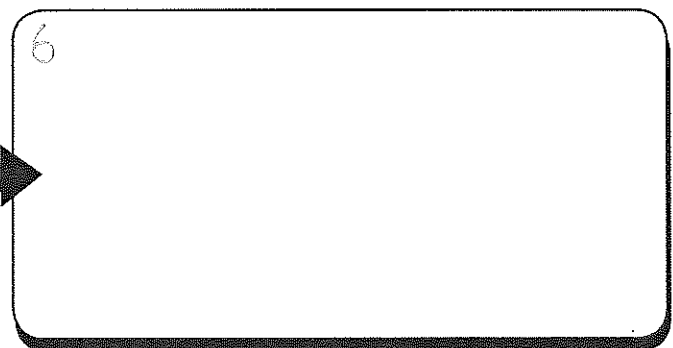
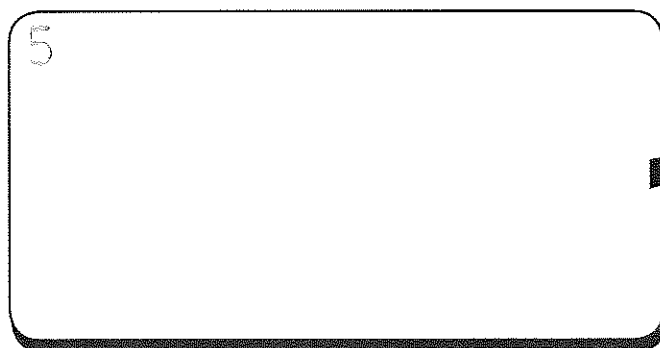
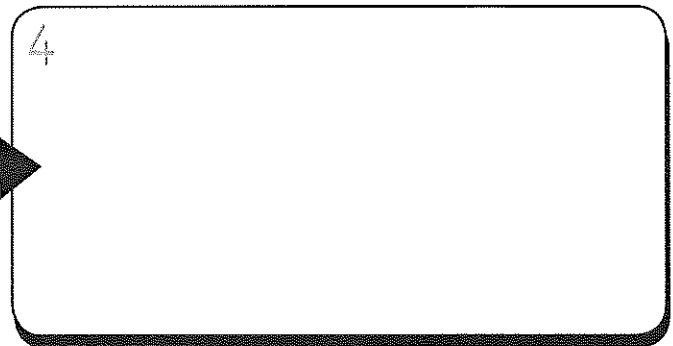
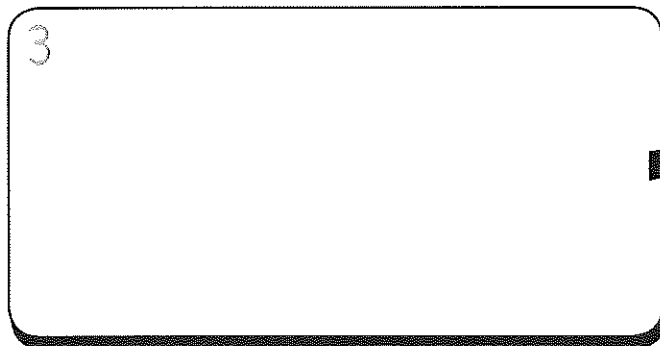
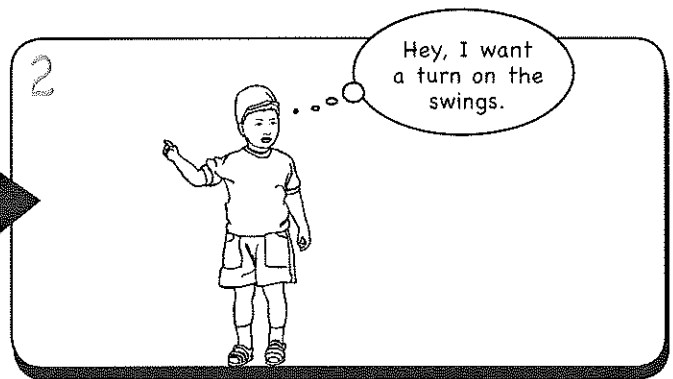
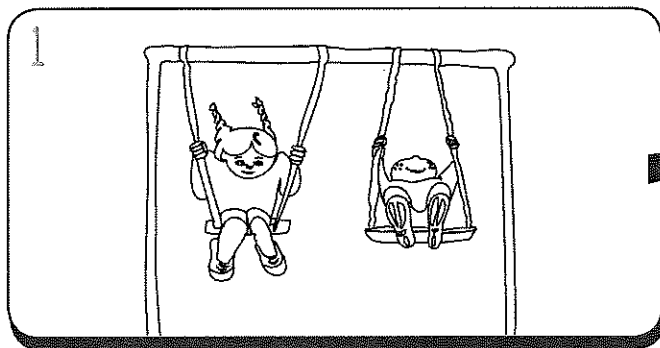


Name: _____

Date: _____

What Might Happen Next?

Instructions: Think about what might happen next in the story. What could go wrong? What could go right? Could there be a problem? Draw your own middle and end to the story. Be sure to include what the characters are saying. (It's OK to show a problem or fight. Sometimes that happens. But then think about what could happen next to make things better.) Come together as a class and listen to the different endings to this story. Was there a problem? How was it solved?





PreK to Grade 2 • Personal Health Series

Empathy

KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

Your state's school health policies:
[nasbe.org/HealthySchools/States/
State_Policy.asp](http://nasbe.org/HealthySchools/States/State_Policy.asp)

Showing empathy is an important part of being a good friend and getting along with other people. It means you can think about and understand how other people are feeling. The discussion questions and activities will help your students understand how to describe their own feelings and how to be supportive of each other.

Related KidsHealth Links

Articles for Kids:

Talking About Your Feelings

KidsHealth.org/kid/feeling/thought/talk_feelings.html

Being Afraid

KidsHealth.org/kid/feeling/thought/afraid.html

Dealing With Anger

KidsHealth.org/kid/feeling/emotion/anger.html

Saying You're Sorry

KidsHealth.org/kid/feeling/home_family/sorry.html

Shyness

KidsHealth.org/kid/feeling/thought/shy.html

How Cliques Make Kids Feel Left Out

KidsHealth.org/kid/feeling/friend/clique.html

What Kids Who Are Moving Should Do

KidsHealth.org/kid/feeling/home_family/moving.html

Welcoming a New Baby Into Your Family

KidsHealth.org/kid/feeling/home_family/new_baby.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. What kinds of things make you feel happy? Sad? Angry? Excited? How do you act when you feel these ways? Can you tell how your parents or your brothers or sisters or your friends are feeling? How?
2. How can you show a friend that you are really listening to him or her? What does careful listening look like?
3. How do you feel when somebody interrupts you? What do you do or say?
4. If you found out that one of your friends didn't do so well on a test, what would you say? How would you help your friend feel better?



PreK to Grade 2 • Personal Health Series

Empathy

Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

I Feel ...

Objectives:

Students will:

- Recognize and identify different feelings
- Identify and describe the nonverbal ways (body language) through which people show their feelings

Materials:

- Art supplies (colored pencils, markers, crayons)
- I Feel... handout (available at: KidsHealth.org/classroom/prekto2/personal/growing/empathy_handout1.pdf)

Class Time:

40 minutes

Activity:

People feel all kinds of different feelings: happy, sad, excited, nervous, scared, angry, lonely, confused, uncomfortable, surprised, shy, embarrassed, loved, and proud. Sometimes people talk about how they are feeling, and other times they might not say anything, but their faces and movements may show how they feel.

Stand up, and make sure you have enough room to move without bumping into another kid. Your teacher will turn off the lights and say, "Show how you look and how you move when you're happy." As soon as the lights go on, make a face that shows how you feel when you're happy and move around in a happy way - without talking. When the lights go off, freeze. Your teacher will name another feeling and then turn on the light again. Show the feelings through your facial expressions and your movements. After a few minutes, stop and talk about how you look and move for different feelings. How do you look and move when you're sad? When you're excited? When you're feeling shy?

Now think about what happens that makes you feel certain feelings. Write down your thoughts on the I Feel... handout. Share what you write with your class. What makes kids in your class feel happy? Sad? Angry? Proud?

Extensions:

1. Colors sometimes seem to match feelings. Which colors do you think seem happy? Sad? Angry? Excited? Do any colors overlap? Choose three colors and create a picture that shows how you feel.
2. How closely can you pay attention to someone's body language? Pair up with a partner. Decide who will be the leader and who will be the follower. The leader begins by making an expression (smile, frown) slowly enough so that the follower can 'mirror' him or her. Leaders, don't try to trick the followers - you want them to follow you. Followers, play close attention to how the leaders move. What are their eyes doing? Their mouths? Their hands? Change roles and start over.



PreK to Grade 2 • Personal Health Series

Empathy

How Would You Feel if ...

Objectives:

Students will:

- Recognize the feelings and perspectives of others
- Role-play and brainstorm ways to respond to people depending on how they are feeling

Materials:

- Puppet or stuffed animal
- How Would You Feel if... handout (available at: KidsHealth.org/classroom/prekto2/personal/growing/empathy_handout2.pdf)

Class Time:

30 minutes

Activity:

Getting along involves thinking about how other people are feeling. When something happens, thinking about how you would feel in that situation can give you an idea about how someone else might feel, although people can have different reactions, of course. It's important to think about how other people might be feeling and what you can say and do to support them.

You and two other classmates are going to role-play a few different scenarios from the How Would You Feel if... handout. Role-play at least three of the scenarios. Then, share with the class some of the ways your group responded to the problem.

Extensions:

1. What makes a good listener? How can you tell when someone is listening carefully? Make a list describing what good listening looks and sounds like.
2. In small groups, toss around a beanbag or small ball. How could you encourage the other kids in your group? If the ball is dropped or missed, what could you say to be supportive?

Reproducible Materials

Handout: I Feel ...

KidsHealth.org/classroom/prekto2/personal/growing/empathy_handout1.pdf

Handout: How Would You Feel if ...

KidsHealth.org/classroom/prekto2/personal/growing/empathy_handout2.pdf



KidsHealth.org is devoted to providing the latest children's health information. The site, which is widely recommended by educators, libraries, and school associations, has received the "Teachers' Choice Award for the Family" and the prestigious Pirelli Award for "Best Educational Media for Students." KidsHealth comes from the nonprofit Nemours Foundation. Check out www.KidsHealth.org to see the latest additions!



Name: _____

Date: _____

I Feel ...

Instructions: Think about your feelings and finish the following sentences. Next to each sentence, draw a picture that shows what you look like when you feel that way.

I feel *happy* when _____

I feel *sad* when _____

I feel *excited* when _____

I feel *frustrated* when _____

I feel *angry* when _____



I feel *lonely* when _____

I feel *embarrassed* when _____

I feel *scared* when _____

I feel *proud* when _____

I feel *loved* when _____



How Would You Feel if ...

Instructions: Read over the different scenarios. If this happened to you, how would you feel? What would you want people to say to you? In your groups, act out the scenario. Take turns being the kid in these scenarios. How could you let people know how you are feeling? Or what could you say or do to help the kid feel better? Be ready to share how your group talked about the different problems.

... you just found out that your family is moving at the end of the school year.

... you just learned that you are going to have a baby brother or sister in a few months.

... you just got back from vacation and you realize that you lost one of your favorite toys.

... you see two kids are playing with blocks and you ask if you can play, too, but the kids say no.

... you're playing basketball and your team needs 2 more points to win, but your shot misses the basket.

... you lose your voice just before the class winter concert.