

Conflict Resolution MAD LIB

Story #1

Once there was a class in _____ with _____
country or city # from 5-500

students in grade _____. This class loved _____
grade # at school favorite recess game

and worked especially hard during _____ class. One day,
class subject

when the weather was very _____ the students were outside
weather

playing. They were feeling _____ and acting a little bit like
emotion

_____. One of the students named _____
energetic animal, plural type of flower

felt a little like a _____ and ended up throwing a
weather emergency

_____ at her best friend named _____.
school supply in classroom favorite character in a book

interjection

Story #2

_____ felt like a rotten _____. She felt like going
Flower from story #1 food

on a spaceship to _____ to hide. Sometimes, she feels like
planet

she is on a _____ with her feelings. She can't
ride at amusement park/carnival

believe she made that choice. She loves playing with _____.
book character from story #1

and they even had a fun play date at _____ yesterday.
Favorite place to go on the weekend

She felt like crying enough tears to fill up _____ but
body of water

knew she needed to make it right. She took _____ deep
number

breaths and was ready to work it out.

Lesson Topic: Conflict Resolution, Emotional Regulation Strategies

Time: Approximately 30-45 minutes, depending on partner presentations and format (can extend or shorten!)

Objective: Students will be able to demonstrate understanding of appropriate and healthy conflict resolution strategies in addition to options for emotional regulation/calm-down techniques.

Grade Level: 2-5 (can adapt as needed)

Materials Needed:

- Can present completed mad-lib on doc-cam or flipchart (optional)

ASCA Mindsets & Behaviors (contributes towards development of):

B-LS 2. Creative approach to learning, tasks and problem solving

B-SMS 1. Responsibility for self and actions

B-SS 1. Effective oral and written communication skills and listening skills

B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them

B-SS 9. Social maturity and behaviors appropriate to the situation and environment

This story presents the opportunity for unique discussion since you are building this story together! Use your students' unique story lines as teaching opportunities! You can also be very flexible with the lesson plan suggestions!

- **Complete Mad Lib Story #1** with students and read together.
 - *Alternative:* Have students complete in groups (if they are familiar with how to complete mad libs) and have each group share theirs to compare/contrast!
- **Discuss**
 - What do you think of this story?
 - How would you feel if you were (flower)?
 - How would you feel if you were (flower)'s friend, (book character)?
 - What could (flower) do instead of throwing the item?
- **Activity Round 1**
 - Assign students a partner or group to complete this story. (Not with mad libs!) You could allow writing, drawing, acting, or just verbal response based on your group and your time.
 - Have students share.
- **Activity Round 2**
 - Have students rewrite the Mad Lib at the line "One of the students named (flower) felt a little like a (weather emergency)

and (students complete with positive conflict resolution strategies).

- Have students share.
- **Complete Mad Lib Story #2** to see what happened!
 - *Alternative:* you can have students complete in groups (if they are familiar with how to complete mad libs) and have each group share theirs to compare/contrast!
- **Discuss**
 - What did you think of this story?
 - Have you ever felt like (flower)?
- **Activity Round 3**
 - Have students finish Story #2 in similar format options as above.
 - Have students share and discuss!
- **Exit Ticket** (*if needed/time allows*)
 - Share 1 strategy to calm down when feeling angry
 - Share 1 strategy to work out a conflict with a classmate

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