

# Lesson Twenty

## Conflict with Mother

### Ⓐ INTRODUCTION

The Social Story in Lesson Twenty is about Ricky. When Ricky's mother demands that he come home and clean his room, he becomes extremely embarrassed and very angry.

Lesson Twenty shows that venting one's anger is a way of reducing one's inner stress – but, like all over-reactions, it usually makes problems bigger.

### Ⓑ THE SCENARIO

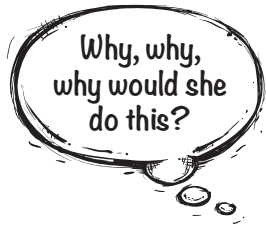
1. Do a Guided/Shared Reading of Conflict with Mother: When Emotions Take Over. **Create a Discussion about Ricky's situation, his feelings, his reactions:**
  - How does Ricky make this rotten situation even more rotten?
  - Why is Ricky's plan to "not even deal with this" an under-reaction?
2. Now do a Guided/Shared Reading using the S.A.T. Plan. **Create a Discussion about Ricky's reaction this time:**
  - How is Ricky able to calm down and relax?
  - How has Ricky's SAT Plan made his problem smaller?
  - What are some other positive self-statements Ricky may have used?
3. Have students complete the practice page on this topic, and share their ideas with 2 or 3 others.

### Ⓒ FOLLOW-UP

#### **Suggested prompts for Journal Writing:**

- Write a story about a character not getting along with her/his mom – be sure to show the character's self-talk that is related to that.
- List 5 tips for any young person who has a difficult relationship with her/his mother.
- Write about "getting along with mom."

## When Emotions Take Over – Conflict with Mother



### SCENARIO 20

Ricky thinks that his own room is his own business. Yet, his mom reminds him to clean up and to make his bed. On Friday, Ricky is at his friend's house and his mom calls him on his cell. She demands that he come home and clean his messy room. Ricky can't believe it – why would his mom do this? Ricky feels embarrassed and angry.



### NEGATIVE THINKING

When Ricky hangs up the phone, his mind is racing with **negative thoughts** about what has happened.

“This makes me **look like** an idiot in front of my friend.”

“My friend will think I am a **total loser**.”

“Mom is being totally unreasonable and I **hate-hate-hate** her for this.

“This is a **totally rotten** day for me.”



### EMOTIONS TAKE OVER

Standing beside the phone, Ricky continues to think about his mom's call. And he continues to convince himself how totally rotten this must be, and how **totally unreasonable** his mom must be, and what a total loser he must be.

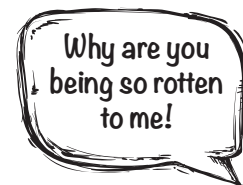
His mind is filled with negative thinking and his body is filled with negative emotions. Ricky feels **extremely embarrassed and extremely angry**.



### THE UNDER-REACTION



### THE OVER-REACTION



### IN THE END...Ricky has not helped himself.

He thinks that he should pretend that he cleaned his room. This is an understandable reaction – but it does little to solve anything. Billy is only sweeping his problems under the carpet. His other idea is to go home and yell at his mother. This too is understandable: anger is a way of dealing with stress – but it does not solve the problem with his mother. This too is like sweeping his problems under the carpet.

Going home and refusing to clean his room is an angry **UNDER-REACTION**. Things just get worse. Yelling at his mother is a reckless, irresponsible **OVER-REACTION**. Things just get worse.

## Using the S.A.T. Plan – Conflict with Mother



As Ricky walks home from his friend's house, he is able to calm down and think about what has happened. He thinks about his idea to not do what his mom said. Will that solve anything? He thinks about his idea to yell at his mother. Will that solve anything?

**Ricky changes his mind. He will deal with the problem reasonably – not emotionally. Ricky decides to follow the 4-step SAT Plan.**



### STOP. RELAX.

As Ricky walks home, he realizes that he cannot solve the problem reasonably if he is full of anger. And, he recognizes that his anger increases whenever he thinks about **how rotten and terrible** his mom has acted.

Ricky tells himself: **“Stop. Relax. Be calm. Be strong.”**

As the days go by, Ricky learns to **calm down and relax** before he talks to his mom about a problem. Sometimes he needs time to do this. If he waits for a few minutes and takes some time to **calm down** and to **think sensibly** about what has happened, he is able to be a **better problem solver**.



### THINK SENSIBLY. BE CALM. BE STRONG.

Ricky is beginning to see that his anger and embarrassment relate more to his negative, unproven, silly self-talk.

#### THE TRUTH IS...

“There is **no reason to believe** that my friend will think I am a loser. This is **unproven, silly thinking**.”

“If I think Mom is being unreasonable, I **can try to understand that**, and I certainly **don't have to hate her** for being that way.”

“This is **not fun**, but it **isn't really the end of the world**. I **can manage** a little disappointment.”



### MAKE A PLAN

I'm going to remember that most things are **NOT horrible** – they are only unfortunate.  
I'm going to be a **problem solver** – not a complainer.



### MAKE A CONNECTION

Yeah, I know, Ricky. Sometimes my parents bug me, too. I think we all experience that sometimes.







### IN THE END...Ricky has helped himself.

Ricky makes the brave decision to act on the conflict with his mother. But, he will not under-react nor will he over-react. Ricky realizes he has never dealt with conflict very well when he was angry – and so, the first step in being a good conflict manager is to **cool down and relax before talking to anyone**. He sees, too, that if he is able to connect with a good friend, he feels much better – good friends listen and don't make judgments.

When Ricky uses the SAT Plan he has a better chance of getting things he really wants. Things don't always work out perfectly, but they work out much better. It is better to **stay calm, stay strong**.

# Practice and Share – Conflict with Mother

<p>My Picture</p>	<p>What has happened? <b>OR</b> What might happen?</p>
<p> <b>STOP. RELAX.</b></p> <p>What other self-talk could help me <b>avoid over-reacting</b> to my mother?</p>	<p> <b>THINK SENSIBLY. BE CALM. BE STRONG.</b></p> <p>What other <b>positive self-talk</b> could help me think sensibly about this?</p>
<p> <b>MAKE A PLAN</b></p>	<p> <b>MAKE A CONNECTION</b></p>
<p><b>IN THE END...What is Likely to Happen?</b> Be honest. Be realistic.</p>	



Grades K-6

# PEACEMAKING

with Amanda the Peacemaker Panda

A YouthLight "SMART Guidance"™ 6-PAK Program

By Will Moody,  
M.Ed., NBCT

For Digital  
White Boards and  
Computers



Windows and MAC compatible



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LISTEN AND WATCH AS AMANDA PLAYS HER PEACE TUNE, THEN PLAY THE TUNE YOURSELF BY CLICKING THE CORRECT FLUTE NOTES IN ORDER. PLAY THE TUNE EXACTLY AS AMANDA DID AND YOU'LL LEARN ABOUT THE THREE KINDS OF CONFLICTS. LATER, YOU'LL LEARN ABOUT PEACE.



# WHAT IS CONFLICT AND WHAT IS PEACE?

**Time Needed:** Approximately 20-30 minutes

**Note:** Many interactive whiteboards are equipped with built-in speakers, but in some instances you will rely on speakers attached to a computer. Before presenting a lesson to a student or group of students, practice using the CD. Be sure you can hear the sound effects and have the ability to adjust the volume.

While the sound effects are not necessary for students to grasp the lesson content, they do make the lessons more enjoyable and engaging for students.

## Materials Needed:

- Computer or laptop
- Interactive whiteboard or LCD Projector for whole-group presentation (optional)
- Speakers (strongly recommended)

## Procedures:

### **FRAME 1** -----

Prompt your students to listen to the music and watch as the title of this lesson is displayed. The frame will automatically advance and text will appear. Read the text at the top of the frame or have a student read it aloud. Prompt your students to listen and watch as Amanda plays her peace tune. Then, they will have the opportunity to play the tune by clicking the correct flute notes in order. If they play the tune exactly as Amanda did, they will learn about the three kinds of conflicts. Explain to your students that they'll learn about peace later in the lesson.

When you're ready, click the green leaf with the word PLAY in it to begin.

**Hint:** *Before clicking play, encourage your students to listen and watch closely so they can copy Amanda's tune exactly.*

After Amanda plays her peace tune, you can click the green leaf that says REPLAY to hear the tune again. If your students are ready to play the tune, they can click the green leaf that says MY TURN.

Read the instructions that appear. Your students should click the flute holes in the same order that Amanda played her tune. If they make a mistake, they can click the words START OVER on the flute itself. They can always click the green leaf that says REPLAY to hear the tune again.

Once the tune is played correctly, information about conflicts will be displayed. Read the information to your students or have them read it aloud.

Explain that a CONFLICT is usually a serious disagreement or argument. Conflicts are a normal, healthy part of everyday life. The way we solve conflicts can actually make our friendships and relationships better. Before you continue, stop and ask your students if they are already familiar with the word conflict. Discuss their responses. Ask your students how a conflict could make a friendship better and not worse. Discuss their ideas. Then, click the words CLICK TO CONTINUE to go on.

Discuss the information that is shared about HOT CONFLICTS. Ask your students to share examples of conflicts that might be considered HOT. Discuss their ideas. Then, click the words CLICK TO CONTINUE to go on.

Discuss the information that is shared about WARM CONFLICTS. Ask your students to share examples of conflicts that might be considered WARM. Discuss their ideas. Then, click the words CLICK TO CONTINUE to go on.

Discuss the information that is shared about COOL CONFLICTS. Ask your students to share examples of conflicts that might be considered COOL. Discuss their ideas. When you're ready, advance to the next frame.



## FRAME 2

Read the text that appears at the top of the frame or have a student read it aloud. Drag the chopsticks across the bamboo patch to grab a piece of bamboo for Amanda to eat. Read the information that is displayed and then drag the bamboo to Amanda's mouth. Keep picking up bamboo and feeding Amanda until she's full. Read and discuss the information that is shared as each piece of bamboo is picked up.

1. Not every problem that happens between two people or two groups of people is a conflict. Don't advance to the next frame. Instead, click the words CLICK TO CONTINUE. Drag and drop the bamboo near Amanda's mouth to feed her. She's hungry!
2. When people are targeted or victimized, like in a bullying situation, it's NOT a conflict. Help from adults is needed in these types of situations. Don't advance to the next frame. Instead, click the words CLICK TO CONTINUE. Drag and drop the bamboo near Amanda's mouth to feed her.
3. Conflicts happen every day and they are a healthy part of daily life. Is this true or false? Prompt your students to select the answer they think is right. Discuss this first. Then, click the words CLICK TO CONTINUE and feed Amanda another piece of bamboo.
4. There are many healthy, appropriate ways to solve conflicts, but the goal is always to find peace and have happier, healthier friendships. Click the words CLICK TO CONTINUE and then feed Amanda again.



## FRAME 3

Read the text that appears at the top of the frame or have a student read it aloud. Explain there are many different symbols of peace. Ask your students if they know some symbols of peace and discuss their ideas. Prompt your students to turn over two cards at a time to see if they can find a matching pair. Be sure to read the information that's displayed about each symbol of peace.





## FRAME 4

Read the text that appears at the top of the frame or have a student read it aloud. Remind your students that not all problems are conflicts. Explain that when one person or group of people has more power over others and tries to harm them physically, emotionally, or socially, that's called targeting or victimization. When you're ready to start this activity, you'll click the green leaf that says PLAY. Read each scenario that appears. If the scenario sounds like CONFLICT, drag it to Amanda. If the situation sounds like VICTIMIZATION, click the red HELP button.

**Hint:** *The words targeting, conflict, and victimization are big words for young students! Guide them through this activity with plenty of support. The goal is not for students to learn the words targeting and victimization. The goal is for students to understand they will sometimes need help from adults because they are in a potentially dangerous or harmful situation that is NOT conflict.*

Correct answers are listed below:

- Scenario 1: Classroom aquarium – CONFLICT (drag to Amanda)
- Scenario 2: Lunch money – VICTIMIZATION (click the red HELP button)
- Scenario 3: Basketball teams – CONFLICT (drag to Amanda)
- Scenario 4: Scared kids – VICTIMIZATION (click the red HELP button)



## FRAME 5

Read the text that appears on the left side of the frame or have a student read it aloud. Explain that many people are afraid of conflict and feel uncomfortable when conflict happens. They would rather avoid conflict. By learning CONFLICT RESOLUTION, your students will be able to solve conflicts in a safe, healthy, appropriate way.

Have your students take turns completing the peace puzzle by dragging each piece to its correct spot. When the puzzle is finished, they will see something special revealed about CONFLICT RESOLUTION.

Read the hint on the screen. Encourage your students to start by looking for corner and side pieces of the puzzle. The first corner piece has been set out for you!

After the puzzle has been completed successfully, read the text that appears or have a student read it aloud. Explain that CONFLICT RESOLUTION is a way for two or more parties (people or groups of people) to find a PEACEFUL solution to a disagreement among them. The disagreement may be personal or emotional. When a conflict happens, the best course of action is COMMUNICATE to resolve the disagreement.



## FRAME 6

Read the text that appears at the top of the frame or have a student read it aloud. Your students must answer three review questions for a chance to play Amanda's fruit extravaganza. Discuss each question before your students choose an answer.

From "SMART Guidance" 6-PAK: Peacemaking with Amanda the Peacemaker Panda by Will Moody, Copyright YouthLight

Correct answers are listed below:

1. B - Warm Conflict
2. Select all symbols except the heart and light bulb.
3. A - Yes it is

Read the instructions that appear at the top of the frame or have your students read them aloud. Your students will need to use their quick reflexes to help Amanda sort the bananas and coconuts as they slide down the ramps. Angle Amanda's bamboo shoot so that each fruit falls into the correct barrel. Click the left tip of Amanda's bamboo shoot to angle it to the left and click the right tip of her bamboo shoot to angle it to the right. Click the demo button to have Amanda show you. Then, practice moving the bamboo shoot yourself. See how many pieces of fruit you sort correctly.

**Hint:** *You can choose to play as a **BEGINNER** or as an **EXPERT**. Allow your students to practice clicking the left and right tips of the bamboo shoot to see how it moves. Then, click **PLAY BEGINNER** or **PLAY EXPERT**.*

When the game ends, be sure to click the words that say **CLICK HERE TO CELEBRATE**.