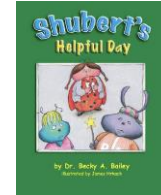
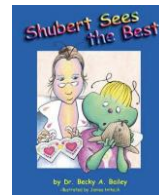
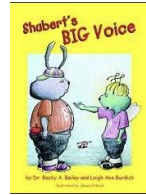


Resources:

- Conflict Resolution Time Machine™
- *Shubert's BIG Voice* book
- *Shubert Sees the Best* book
- *Shubert's Helpful Day* book
- Feeling Buddies® Curriculum Chapter 6



POWER

Attention

SKILL

Assertiveness

STRUCTURES

Conflict Resolution
 Time Machine™
 P.E.A.C.E. Process



Introducing Conflict Resolution Time Machine™

It is critical that the Conflict Resolution Time Machine Tool be introduced and taught to the whole group as a teaching tool BEFORE using it as a natural consequence. Ask children for willingness to be of service to the group.

Example: “Are you willing to go back in time and turn a hurtful situation into a helpful one so that you and everyone can learn how to solve problems?”

- Effectiveness will depend on the School Family
- Introduce and role play with the whole group AFTER School Family has been established (approximately week 5 or 6)
- Use Feeling Buddies Curriculum and teach Chapter 6: I Solve
- Remember your Safe Place should be in place before you teach the Conflict Resolution Time Machine™.



What steps do you need to complete before teaching the Conflict Resolution Time Machine?

Class Meetings

Class Agreements

Adult Goal: Guide students in co-creating classroom agreements.

Grades 3-5

- Begin class meeting by asking, “How do we want our classroom to be?”
- Brainstorm and accept ALL ideas.
- Over the next few days group similar ideas and reframe to 4 -5 positive agreement statements.
- Create an anchor chart with visuals to support success.
- Create a chant or playful way to reinforce agreements daily
- Include activities to support agreements as part of the Brain Smart® Start and/ or Safekeeper Ritual.

P.E.A.C.E for Problem-Solving

Problem: I've noticed _____. This is a problem for me because _____.

Encourage ownership: Has anyone else noticed this? Is it a problem for others?

Affirm the problem: So, the problem is _____. (Reframe in the positive.)

Collect solutions: What might help you be more successful at _____?

Evaluate: When and how will you check to see if the solutions are working?



How will you use the Class Meetings and the P.E.A.C.E. process in your classroom?

Additional Notes:
