

the win win *game*

**MAKING THE WORLD A BETTER
PLACE, ONE HOME AND ONE
CLASSROOM AT A TIME**



**A Curriculum Booklet for:
The Conflict Resolution Process
plus
Anger Management
Problem Solving
Decision Making
&
Character Building**

DEDICATION

I would like to dedicate this book to all School Counselors, Psychologists, Teachers, Parents, and adults everywhere who work hard to teach and mentor our youth. Whether acting as Role Models or doing the actual teaching of the skills in this book, it truly takes us all to raise a child.

I have worked with many wonderful youth who have been Peer Mediators and Peer Mentors to younger children as well as to their peers. We must acknowledge their great contribution to this effort.

I would like to extend special thanks to the wonderful Elementary School Counselors I have worked with who have helped me develop my skills as well as the lifelong skills of their students. Many times during budget cuts Counselor positions are not filled and the children and their families suffer for it. Elementary School Counselors have an ambitious goal:

- To help children develop lifelong skills that enhance responsible and respectful behavior at home, at school, and in the community.
- Maintain curriculum standards based on social/personal, academic, and career guidelines as determined by the American School Counseling Association National Standards.
- Structure classroom lessons on topics of conflict resolution, violence prevention, bullying, study skills, friendship/social skills.
- Facilitate student support groups on topics of anger management, friendship issues, families in change, and impulse control.
- Facilitate parenting classes and locate supportive resources.
- Collaborate with administrators, teachers, parents, and community resources to best meet student needs.
- Train and advise peer mentor programs, including playground mentors, conflict managers, chemical awareness teams, and peer helpers.
- In Rochester, Counselors collaborate with Winona State Counselor Education in the collection and analyzing of data as part of the Education Trust-Transforming School Counselor Initiative. Counselors in many other cities and states also collaborate with their institutions of higher learning to further improve the field of Counseling.

I would like to send a special thank-you to Angel Hutchins, an Elementary School Counselor from Rochester, Minnesota. Angel was the first to pilot the original The Win Win Game in her school. It was her idea to develop the Walk-On process for her younger students. I wish Angel and her family the very best.

Last but not least I would like to thank my wife Judy and my son Terry for their years of support in my mission of teaching anti-violence skills (Anger Management, Conflict Resolution, Conflict Mediation, Problem Solving and Decision Making skills) to all who will listen.

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INTRODUCTION TO THE WIN WIN GAME (SMILE FACES) OR (WALK-ON)

The Win Win Game **is not** really a game. **It is** a concrete sequential process for Conflict Resolution. Practice by using this process in every discussion you have even if it doesn't involve a conflict. Once you learn these communication skills it will become a natural way of communicating.

The Win Win Game (Smile Faces) process is screen printed on 10" x 12" magnetic material and can be used at home from age 3 – adult. For schools it is recommended for every classroom in grades 2-6 and for use by Peer Mediators in Elementary and Middle Schools. Players use magnets to work through the process. The game will stick to the marker board, file cabinet or refrigerator. The magnetic game board can be put on an 11" x 14" magnetic dry erase board to make it portable. See a picture of the process on the back cover of this book.

The Win Win Game (Walk-On) process is screen printed on 24" x 70" vinyl. This version was designed for children 3 – 7 years old in a home setting or pre-school, kindergarten, first grade and second grade in a school setting. In this version children stand side by side and step on the faces as they work toward a solution to their problem. The walk-on game is designed to give you the option of cutting it in half (the long way) and putting it end to end. This way the children start by facing each other about 10 feet apart and step closer and closer as they work through the process. When they make their agreement they are face to face and can shake hands. See a picture of the process on the back cover of this book.

The best retention is when we teach a skill to someone else. It is advisable to let older children help teach the younger children these skills. Children should always be encouraged to be mentors to others.

Think about a time when you became upset with someone. You were probably not really upset with them, but upset with something they said or did. This book is all about changing **behavior**. You can use the skills in this book to change your behavior and the behavior of others. Whenever you act on something be sure you can honestly tell yourself "I am doing it this way because it is the right thing to do." This is all about communication, not confrontation.

PERSONAL ANGER MANAGEMENT PLAN

Anger is a normal feeling that tells your body that something is wrong. When you don't control your anger it can be very destructive. You can't solve conflicts or problems until you deal with anger so **do this first!** Have a **plan** for the next time you feel yourself getting angry. Find something that will work for you and use it. Here are some suggestions to help you control the sequence of events.

Step 1: Recognize when you are getting angry.

- A. You may feel your face getting hot.
- B. You may clench your fists. You may want to argue or fight.
- C. _____(what else do you feel?)

Step 2: Do you have enough **facts** to know if there is really something to be upset about? Now is your chance to control your anger. Here are some suggestions to stay calm.

- Take deep breaths.
- Talk to yourself.
- Slowly count backwards from ten.
- Talk to your pet.
- Listen to **peaceful** music.
- Talk to a friend.
- Write your thoughts.
- _____(What works for you).
- _____

Step 3: The feelings you now have will influence your behavior; therefore use Step 2 to settle down and create positive feelings before you go on.

Step 4: **Get the facts!** Don't withdraw and don't attack. Be assertive and let the other person know how you feel and what you need. Try an I-Feel message. See pages 9 & 10.

Step 5: Your behavior will bring consequences. Negative behavior will usually bring negative consequences, so keep your behavior positive.

Now tell yourself, **the problem is the problem** as you use your Conflict Resolution, Problem Solving or Decision Making Skills.

THE WIN WIN GAME: LEARN THE 5-STEP PROCESS

“A Conflict is a problem to be solved, not a Contest to be won.”

When a conflict arises all parties must deal with any anger before moving on with The Win Win Process. See page 4 if there are anger issues.

Adults must also learn these skills and role model all values that they expect the children to display. If an adult and a child are having a conflict they should use this process. This is not “just for kids.” If everyone’s anger is under control, go to The Win Win Game process on the magnetic game board or the walk-on vinyl while you read this page. Pages 6-12 will give you more specific information about how to use the game board and successfully solve your conflict.

Step 1. Rules. Be sure you both agree to the rules.

No interrupting.

No putdowns (name calling, blaming, insults and threats).

Be honest.

If one of you won’t agree you cannot go on.

Steps 2. & 3. Tell your side of the story. Tell the facts.

Each of you tell your side of the story. If one or both of you keeps interrupting try using the “talking piece” (pom-pom). Only the person holding the “talking piece” can talk as you hand it back and forth until you both understand the problem. Only deal with the facts, not rumor and gossip. Be sure to tell the other person how this conflict made you feel. See feelings on pages 9&10.

Step 4. Brainstorm for solutions.

Think of as many possible solutions as you can. Write them down. Don’t criticize any idea. Don’t discuss any idea until you move to step 5. When you can’t think of any more possible solutions, move to step 5.

Step 5. Agreement.

See if you can agree on one or more of the possible solutions from step 4. Be sure you are both satisfied that the conflict is over. Shake hands and congratulate each other on a job well done!

GOOD LISTENING SKILLS

Listening is something we do all the time, but we seldom think about the importance of Good Listening Skills. When there is a problem, learning to listen without interrupting is one of the most important of these skills. Use these skills for Steps #2 and #3 of “The Win Win Game.”

1. Pay attention to the speaker. Look at him/her and nod your head to let them know that they have your attention.
2. Listen without interrupting until the speaker is finished. Use the “talking piece” (pom-pom) if you must.
3. Paraphrase (repeat back in your own words what you heard the speaker say) to make sure that you understood.
4. Ask the person how they feel and what made them feel that way to help you understand why they were upset.
5. Sort out facts from rumor and gossip by asking questions. You may have to say, “Tell me what you know about it because you saw it, you heard it and you were there, not what someone told you.” Only work with the facts.
6. Be sure you both understand the problem before moving on to Step #4 of “The Win Win Game.”
7. Some people have trouble listening and may have to hold a “talking piece.” You can only talk when you are holding the talking piece, then pass it to the other person so they can talk. A talking piece can be a stuffed animal, ball, crystal, rock, etc. A “Talking Piece” (pom pom) is included with “The Win Win Game.”

PRACTICE

A good way to practice your listening skills is to paraphrase (repeat what a person said in your own words) to check for understanding.

1. Find a partner.
2. Sit so you are facing that partner.
3. One of you tell the other person a story for about one minute. Be sure the listener is following the good listening skills listed above.
4. Now the listener says back to the speaker in his/her own words what they heard the speaker say. This is called paraphrasing.
5. Now switch and the other person becomes the speaker and tells a story.
6. Now this listener paraphrases.
7. Be sure to discuss how well you did.

You will need to use good listening skills all of your life. Practice now and practice often.

BRAINSTORMING

Brainstorming is a way to think of as many possible solutions to a problem as you can in a very short time. Use these Brainstorming Skills in Step #4 of “The Win Win Game.”

1. Say what **you** are willing to do to help solve the problem.
2. Say any idea that comes to mind. Write your ideas down if you can.
3. Don't discuss any ideas until you are done brainstorming.
4. Don't put down, judge or criticize any idea.
5. For ideas ask yourself:
 - a. What might solve the problem?
 - b. What would make me feel better?
 - c. Is it a fair and just solution and in line with my values?
 - d. Ask yourself, “What is the right thing to do?”

When you can't think of any more ideas, move to Step #5 of “The Win Win Game” and agree on those ideas that will solve your problem.

PRACTICE

1. Your friend promises to meet you on the playground to play ball at 4:00. Your friend doesn't show up. Most people will start to become upset with the friend for breaking a promise. How do you know if you should be upset with your friend if you don't know the facts?

Maybe you should be concerned that your friend is in trouble or hurt.

Brainstorm as many ideas as you can that could explain why your friend didn't show up.

2. You are playing ball and get thirsty. You go to the locker room to get some money out of your jacket to buy a soft drink. On the way you see Jake coming out of the locker room. When you reach into the pocket of your jacket your money is gone. What thoughts are going through your mind right now?

Don't allow yourself to get upset. What are the facts?

Brainstorm as many ideas as you can that could explain what happened to your money.

MAKING A GOOD AGREEMENT

Use this page with Step #5 of “The Win Win Game.”

1. To make a good agreement both parties must feel that it is fair.
2. Be sure that it is something you can do. Be realistic.
3. Know what, when, where and how you will fulfill the agreement. Be specific.
4. Be sure that you both agree that the agreement will solve your problem. If you don't think that your solutions will solve the conflict, go back to step #4 and brainstorm for more possible solutions that you **can** agree on. If you do agree on a solution, shake hands and congratulate each other on a job well done.

These are things that could be a part of your agreement:

1. Apologize.
2. Take turns.
3. Share.
4. Skip it.
5. Laugh it off.
6. Walk away.
7. Split the difference.
8. Leave it to chance (rock paper scissors) or (flip a coin).

I-FEEL MESSAGES

An I-Feel message is a safe way to say the three things you need to say to another person for proper communication: **(1) how you feel; (2) what made you feel that way; (3) what the other person can do to make things better.** Using an I-Feel Message usually doesn't bring out anger in someone. Use steps #2 and #3 of "The Win Win Game" or anytime you want to tell someone how you feel about something. For more practice see page 10. Concentrate on the persons **behavior** not the person. Remember that the **problem** is the problem.

I feel _____ (tell how you feel)

when you _____. (what the person did to make you feel that way).

I wish _____. (what the person can do to make things better).

You can also use I would like or I need in place of I wish.

Examples:

I feel sad when you don't ask me to play ball. I would like to be included in the game.

Or:

I feel neglected when you spend so much time with your other friends. I need to be included in more of your activities.

Use an I-feel message to send a positive comment to someone using some of the feelings on the bottom of page 10 or use your own feelings.

Examples:

I feel encouraged when you tell me how well I am doing. I need that because I do get discouraged now and then.

Or:

I feel happy when you include me in your plans because I really need a good friend like you.

I-FEEL MESSAGE PRACTICE PAGE

I-Feel messages are a good way to tell someone what they did to make you upset and what they can do to make things better. Use them in practice and be sure to use them in real life situations.

I feel _____ (tell how you feel)
when you _____. (what the person did to make you feel that way).
I wish _____. (what the person can do to make things better).
(You can also use I would like or I need in place of I wish).

| | | | |
|------------|-------------|-----------|--------------|
| unhappy | sad | irritated | stressed out |
| worried | outraged | horrified | discouraged |
| troubled | uneasy | jealous | helpless |
| surprised | disturbed | exhausted | bewildered |
| insecure | nervous | ashamed | overwhelmed |
| shocked | upset | irate | distressed |
| alarmed | scared | anxious | appalled |
| suspicious | terrified | hurt | lonely |
| devastated | bored | envious | heartbroken |
| confused | frustrated | guilty | angry |
| confident | embarrassed | disgusted | enraged |

Most people think of I-Feel messages as being used in times of conflict and trouble. An I-Feel message can also be used to say something nice to someone. Use these positive feelings to say something nice to someone.

| | | | |
|------------|------------|----------|--------------|
| warm | safe | proud | happy |
| amazed | thankful | moved | delighted |
| encouraged | optimistic | ecstatic | relaxed |
| stimulated | hopeful | touched | appreciative |
| thrilled | satisfied | elated | content |
| loving | glad | trusting | _____ |

CONFLICT MEDIATION

Mediators can use The Win Win Game to guide people in conflict to a peaceful solution. If two people are having trouble solving their problem they may ask one or two other people to help them use The Win Win Game. Sometimes these Mediators are called Peer Mediators or Conflict Managers. Mediators must remain neutral.

Mediators may **NOT**:

- Give advice.
- Make suggestions.
- Offer a solution.

The people in conflict must come up with a solution that will work for them. Mediators help the people in conflict follow the rules and understand each other. They may ask questions to help clarify the stories. Some possible questions to ask are:

- “When did you two first have a conflict?”
- “Do you know this for a fact?”
- “What would make you feel better?”
- “What do you need to solve this problem?”

The main job of the Mediators is to be sure the people in conflict follow the rules. Have them use the “talking piece” if they begin to interrupt each other.

If more than two people are in conflict the mediator may use The Win Win Game:

- With two at a time until all conflicts are resolved.

Or,

- Sit in a circle and use a “talking piece.”

Step 1: Have everyone agree to the rules. If someone won't agree they can't participate.

Steps 2 & 3: Pass the “talking piece” around the circle to get the facts from everyone. If someone has nothing to say they can “pass” and hand the talking piece to the next person.

Step 4: Brainstorm. If someone comes up with an idea they should raise their hand, give them the “talking piece.” Write down all ideas. Continue until nobody has any more ideas.

Step 5: See how many of the ideas they can agree on. Once they all agree be sure to ask each one if they feel that the conflict is over. If one says “no”, the mediator will have to deal with the issue they are having a problem with. This is a very good way to make decisions and discuss things in a large or small group. It is very hard to control if some of the participants are angry.

CONFLICT RESOLUTION ROLE-PLAYS

Try using some I-feel messages when you role-play these situations. Young children using the Walk-On game are usually very good at making up their own role-plays.

1. You are waiting in the lunch line. Another kid shoves into line ahead of you.

How does this make you feel? What do you do or say?

2. You and Pat are supposed to work on a project together. You keep on making plans to meet but Pat keeps calling it off at the last minute. Time is running out. You have to meet so you can get the project done.

How does this make you feel? What can you say to Pat?

3. You and Terry have been friends for a very long time. Terry got friendly with some other kids on the block. The other day you saw Terry walking with those new friends. When you said "Hi," Terry ignored you.

How does this make you feel? What can you say or do?

4. You see your friend and run up to say hello.
"Don't even talk to me!" says your friend, looking very angry. "Go away!"
Later you see your friend walking by your house.

You have no idea why your friend is mad.

How does this make you feel? What can you say or do?

Make up your own conflicts and problems to practice. Be sure to use the process when a real life conflict arises at home, school or anywhere (that is why you are learning these skills).

PROBLEM SOLVING & DECISION MAKING PROCESS

Follow this process to solve your problem or make the right decision. You will see that you are using the same skills for Problem Solving/Decision Making as you use for Conflict Resolution. (You can use a coin, token or magnet on a smile face to keep your place as you follow the process.)

1. What is the problem you need to solve or the decision you need to make? (State the facts)



2. What are some of the possible solutions?
(Brainstorm for as many as you can think of)



3. Choose a solution from brainstorming that you think would work for you.



4. Now put your solution to the test:

- Is it safe?
- Is it fair?
- How might other people feel about it?
- Ask yourself, “Is this the right thing to do?”
- What are some of the possible consequences? (Good or Bad)

_____?(add your own test questions)

_____?

If it passes the test, congratulate yourself on a job well done. If it doesn't pass go back to # 2 and pick another possible solution to test.

ACTIVITY 1: THE NATURE OF ONES CHARACTER

On the chart below, circle the personal qualities that you think would be good to possess.
Place an "X" over any personal qualities that you think are not good to possess.

| | | | |
|-----------|------------|----------|-----------------|
| Peaceful | Conceited | Honest | Self-controlled |
| Confident | Respectful | Bullying | Understanding |
| Greedy | Angry | Good | Kind |
| Hopeful | Truthful | Happy | Sad |
| Deceiving | Patient | Gentle | Bitter |

Which of the qualities that you circled above are important for the people listed below to have and why?

Mothers?

Fathers?

Daughters?

Sons?

Teachers?

Counselors?

Employers?

Employees?

Politicians?

Circle the people above that might represent someone in a position of Leadership and Guidance.

Can you think of other people who should have the qualities you circled above?

ACTIVITY 2: ROLE MODELS

1. We hear a lot about “role models.” What is a role model?
2. Think of several people you **would** go to and ask for guidance and list them below.

3. What qualities do you see in these people that give you the feeling you can trust them? Are they some of the same qualities that you circled in Activity 1 on page 14? Which of these qualities do you value?
4. Using the qualities that you circled in activity 1 on page 14, answer the following questions.
 - A. Are these qualities that a good role model should have?
 - B. Which of these qualities do you possess/would like to possess?
 - C. Can you go to a personal qualities store and buy the ones you want?
 - D. How do you get them?
 - E. Do good role models many times become leaders?
 - F. Are all leaders good role models?
 - G. What would a bad role model be like?
 - H. When you act on something do you ask yourself, “Is this the right thing to do?”

Are you a good role model for anyone? Remember, you **can** be a role model for someone older than you.

PERSONAL CHARACTER BUILDING CHART

Whether you are studying a subject or working on your Character you need a way to measure how well you are doing. Look at the personal qualities listed on this chart. Check the ones you think you are doing well at and don't check the ones you think you need to work on. Hang the chart up and each day look at it. Pick **one** personal quality you don't have checked and work on it that day. If you checked one and now feel that you are not doing so well, erase the check mark and work on it. If you are very brave you may want to ask your family, friends and classmates how well they think you are doing on each of the qualities. You can put this page in a clear sheet protector and mark it with a dry erase pen. You can use it for the rest of your life. Add some that you think are important at the bottom of the list. Like anything else, building character takes **practice**.

You may want to ask yourself, **Am I:**

- | | | | |
|-------------------------------------|-----------------------------------|--|------------------------------------|
| <input type="checkbox"/> Peaceful | <input type="checkbox"/> Honest | <input type="checkbox"/> Self-controlled | <input type="checkbox"/> Confident |
| <input type="checkbox"/> Respectful | <input type="checkbox"/> Good | <input type="checkbox"/> Understanding | <input type="checkbox"/> Kind |
| <input type="checkbox"/> Hopeful | <input type="checkbox"/> Truthful | <input type="checkbox"/> Happy | <input type="checkbox"/> Patient |
| <input type="checkbox"/> Gentle | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

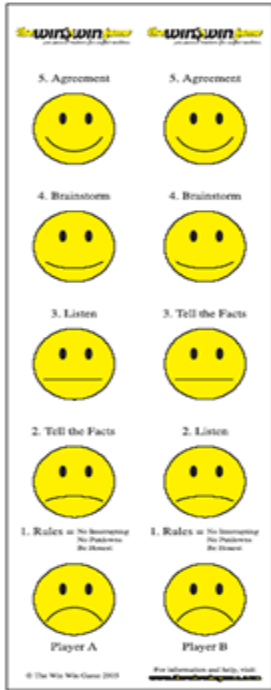
Here are some ideas to help you work on some of these qualities that you may value.

1. Be a good example for others (role model). When a conflict arises, stay calm. Be strong enough to walk away from a fight and be proud because you did the right thing!
2. Don't fight or seek revenge. Respect others and listen to them. Use helpful words (an I-Feel Message) to work things out.
3. Never try to make someone feel afraid; be the one that makes them feel good. Think of how bad you have felt when you were afraid.
4. When someone is feeling like no one cares, let them know you do. Invite someone who is alone to join you. Think how bad it feels to be left out.
5. If you see someone being bullied, don't ignore it. If you feel it wouldn't be safe for you to step in, then tell an adult who can. Your personal safety is important. **Don't put yourself physically at risk!!** Remember that **Bullying is never OK!**
6. Talk to a grown-up you trust when you need help. Work on your **Character** so someday others will trust you enough to seek **your** Counsel.

GLOSSARY OF TERMS

- **Agreement** – a settlement of a dispute in which two or more sides agree to a solution with specific terms.
- **Anger**- a feeling of strong displeasure in response to an assumed attack that may or may not be real.
- **Anger Management** – learning a step by step process to control ones' anger.
- **Brainstorm** – to generate creative ideas spontaneously, usually for problem solving, and especially in an intensive group discussion that does not allow time for reflection.
- **Character** – the pattern of behavior or personality found in an individual or group.
- **Compromise** - a settlement of a dispute in which two or more sides agree to accept less than they originally wanted.
- **Conflict** – a disagreement or clash between ideas, principles, or people.
- **Conflict Resolution** – resolving a conflict by use of learned skills.
- **Consequence** - something that follows as a result of something you did. The relationship between a result and its cause.
- **Decision Making Process** – a series of actions directed at making a decision by using learned skills.
- **Gossip** - conversation about personal or intimate rumors or facts, especially when malicious. Somebody given to spreading personal or intimate information about other people, true or untrue.
- **I – Feel Message** – a non-threatening statement to tell someone what they did to make you upset and what they can do to help the situation.
- **Interrupting** – to halt the flow of a speaker or of a speaker's utterance with a question or remark. A violation of good listening skills.
- **Mediation** – the intervention by a third party between two sides in a dispute in an attempt to help them reach an agreement.
- **Peer** - somebody who is equal to another person or to other people in some respect such as age or social class.
- **Peer Mediators** – somebody of equal status trained to help others solve conflicts.

- **Problem Solving Process** - a series of actions directed toward solving a problem using learned skills.
- **Process** - a series of actions directed toward a particular goal.
- **Putdowns** – name calling, blaming, insults and threats.
- **Realistic** – seeking what is achievable or possible, based on known facts.
- **Resolution** - a firm decision to do something. The process of resolving something.
- **Rumor** - a generally circulated story, report, or statement without facts to confirm its truth.
- **Sibling** – a brother or sister.
- **Solution** – an answer to a problem, an agreement.
- **Specific** - particular and detailed, voiding vagueness. Acting on or relating to a particular thing.
- **The Win Win Game** – a five-step process for solving conflicts.



Dennis

THE WIN WIN GAME (SMILE FACES)

THE WIN WIN GAME (WALK-ON)

Dennis is a Licensed School Teacher. He started teaching Elementary School in 1973. From 1987-1997 he worked at a High School where he was the Advisor for the Conflict Manager program. During this time he taught Anger Management and Conflict Resolution Skills to At-Risk students. In 1997 Dennis was appointed District Conflict Resolution Coordinator for his School District of 16,000 students. Dennis trained over 500 Conflict Managers each year to serve in 20 schools. He also worked to add Conflict Resolution to curriculum. In 2002 Dennis retired and began work on “The Win Win Game”.

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