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# Conflict Resolution with Grace and Courtesy Lessons

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CONFLICT RESOLUTION WITH GRACE AND COURTESY LESSONS

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## Abstract

Conflicts are a natural part of life. The study was designed to investigate if Grace and Courtesy lessons improved children's ability to independently resolve conflicts. The study took place in a Montessori school with 22 participants aged 2.5-6 years. The researcher used tally marks to record the number of conflicts, observations on each conflict, and how the conflict was resolved data collection methods. In addition, observational notes included whether the children utilized a Grace and Courtesy lesson to resolve the conflict. At the end of the morning, the researcher reflected in a daily journal. Baseline data collection continued for two weeks, then two Grace and Courtesy lessons were given, followed by two more weeks of data collection. The two Grace and Courtesy lessons were "How to Apologize" and "How to Share Hurt/Upset Feelings". There was a consistent decrease in conflicts throughout the study. Independently resolved conflicts increased, as well as a decrease of children requesting help from adults during the conflict resolution process.

*Keywords:* conflict resolution, grace and courtesy, Montessori

Children learn a variety of skills during their early years at school, such as tying a bow, writing their name, and how to be a friend. While practicing and mastering these skills, it is natural for conflicts to occur between children. This can stem from children who wish to use the same piece of material, children who want to play a game that their friend does not, or learn how words can hurt a friend. Children have a hard time managing strong emotions that arise during conflicts. This is especially true of early childhood children. In place of words, children exhibit physical outbursts including hitting, kicking, and pushing. When words are used, they are hurtful. Learning how to repair relationships after a conflict is a skill that must be taught. Nurturing children's friendships, growing wills, and increased exposure to others requires forethought and observation from adults. Guided by the adults in their lives, children master skills such as understanding how their actions affect others and respectfully expressing their desires and needs.

Children spend the first few years of their life with a small circle of people they interact with. Parents, siblings, and caretakers make up the majority of their social circle. When children start going to school they find a whole new world of social situations to navigate. Learning how to express feelings of anger, hurt, and remorse need to be supported in a loving and peaceful way. "What is social life if not the solving of social problems, behaving properly, and pursuing aims acceptable to all?" (Montessori, 1995, p. 225). During my experience working with young children, I noticed that many needed help to develop the language to express their needs or to confidently resolve conflicts peacefully. Many conflicts escalate into physical or verbal aggression if a teacher does not step in to mediate between children.

Educators utilize a variety of conflict resolution strategies to support social learning. A key foundation of the Montessori method is to teach conflict resolution skills before children are

involved in a situation where they need to use skills. “Grace and Courtesy provides the foundation for young human individuals to experience and practice the skills of living in a manner based upon respect, dignity, and grace” (Sackett, 2015, p.116). Skills such as how to talk through angry or hurt feelings and how to repair relationships are cultivated. Children also observe adults and peers navigating disagreements while using peaceful language. During my Montessori training much emphasis was given on the importance of Grace and Courtesy lessons. It was often spoken of as the glue that holds the classroom community together and allows a multi-age classroom to flourish. As a new Montessori guide, I wondered how strong of a foundation Grace and Courtesy lessons build for conflict resolution.

Montessori classrooms are located throughout the world and serve children of various backgrounds. I have worked in both urban and suburban, schools that serve higher and lower socio-economic families, and found that children have a need and desire to connect and become a part of a community. The skills to navigate through conflict and how to repair a relationship are vital for children to feel connected to their peers and confident in themselves. This research took place at a school located in a Midwestern suburb serving a diverse socio-economic and ethnic population. I observed and worked with a group of twenty-two children ranging between the ages of three and six. The classroom community was made up of ten boys and twelve girls with three Montessori trained adults guiding them. I observed a high number of conflicts that resulted in physical or verbal aggression that required an adult led conflict resolution process or no resolution occurred. This led me to wonder how specific Grace and Courtesy lessons focusing on the conflict resolution process would improve relationships between children and if there would be fewer conflicts overall.

### **Review of Literature**

Conflict is a natural part of life. Learning to manage and resolve conflicts while living peacefully speaks to how people wish to live together in the world. Conflict resolution requires the development of many skills such as self-control, problem-solving, self-efficacy, and communication. Developing these skills requires practice and guidance. Dr. Montessori said, "Establishing lasting peace is the work of education" (Montessori, 1972, p. 13). The adult's role at this stage of development is to give children the appropriate language and the opportunity to practice conflict resolution in a safe environment.

It is important to look at the role of conflict during early childhood to understand how to best approach teaching resolution techniques. Most conflicts arise from children's need to assert their opinions and wants. Children are developing the language to express their thoughts and desires. As children grow, relationships with others become increasingly important. Play offers an opportunity to practice developing social skills. By the age of three, children have an extensive vocabulary. However, they struggle to apply that vocabulary when working through conflicts independently. Children may not be able to name the emotions felt, the appropriate manner in which to express their needs, or possess the self-control to use words instead of violence. Redirecting children's negative behavior to more positive coping strategies, such as talking through the problem or asking for help, is essential before children begin elementary school. If children do not receive such intervention for aggressive behavior, it is likely to continue (Goodwin, Pacey, & Grace, 2003). This harms children's relationships with peers and adults, affect their studies, and even involve the law if it escalates.

**Language**

Young children are still building their vocabulary and discovering their self-identity. Children require lessons to obtain the language of emotions, and how to interact appropriately with others. With knowledge of the appropriate language for interacting with others, many conflicts can be avoided or quickly diffused. Children with language impairment or delay "commonly exhibit poor social and behavioral skills, have difficulties establishing friendships, and are at heightened risk to develop socio-emotional and behavioral problems" (Horowitz, Westlund, & Ljungberg, 2007, p. 238). Social competence and appropriate behavior in childhood are predictors of later academic achievement. Confidence in managing relationships and feeling comfortable inside the classroom begins during early childhood (Sandy, Boardman, 2000, p. 3).

**Traffic Light**

There are many conflict resolution techniques. Macsasta (2015) researched teaching preschool children, ages two and a half to five years old, conflict resolution skills. Macsasta (2015) focused on three steps to social problem solving, visually represented by a picture of a traffic light. Red signified stop and identify the problem, yellow for slowing down to think of solutions, and green meaning go and try a solution. A picture of the traffic light was placed in a designated area that children could reference while working out the problem. Group discussions were held where role-playing with puppets allowed the children the opportunity to test different solutions. A picture of the stoplight and cards with possible problems were placed in the classroom as an available choice for children to work with. Macsasta (2015) found that these interventions resulted in few teacher lead interventions and an increase in independently resolved conflicts (p. 12).

### **Exploration of Peace**

Many (McFarland, 2004; Macsata, 2015; Espe, 2013; Crawford, 2005) encourage exploration of what peace means to the child. McFarland (2004) believed that children "desire peace because they experience it within themselves" (p. 1). It is important to understand the inner-self so that emotions, needs, and wants are identified and communicated to others. For instance, expressing frustration that another child is using the desired activity for a long time or wanting more space if another is too close. Calming exercises such as yoga, meditation, breathing techniques, and other focused activities create a feeling of peace within. Once children understand this feeling, they can apply it to other parts of their life. Children use these calming techniques when feeling upset and need to calm down to communicate effectively with others. It is hard to think clearly and rationally if tempers are hot.

Children explore what peace means to their community as a group. By including children in the creation of classroom rules, they understand why the rules are necessary and the impact their actions have on others. Espe (2013) found that the rules children suggested fell into three categories, "to be safe, to be respectful, and to be responsible" (p. 7). Children take an active role in implementing peace in and out of the classroom. Stomfay-Stitz and Wheeler (2006) stated that peace tables, a designated area to calm down or work through the problem, are increasingly implemented in classrooms. They also noted that teachers had incorporated a peace job on the job chart. The peace helper was a position where a child is designated as a person for other children to seek when upset or need a mediator during a conflict.

### **Role Playing**

Massari (2011) notes that the 'Golden Rule,' treating others as you wish to be treated, needs to be reclaimed for academically, socially, and emotionally strong children. "What was



once considered a value as basic as pencils and paper has been left behind in the educational race to the top" (Massari, 2011, p. 8). This idea can be a difficult concept for some children to understand. Role-playing is a technique that aids in understanding how to react to social situations and is utilized in many classrooms (Espe, 2013; Crawford, 2005). Using puppets, stories, and acting out situations children begin to see and understand their role in relationships with others. These scenes focus on giving children the language to navigate a tense social situation or require the child to think of a possible solution. By teaching during a neutral moment, and not when the child is overcome with emotions, the child is able to practice these developing skills. Children focus on the language and skills shown instead of their own emotions and immediate desires. A neutral time does not feel like a correction and instead a gift of possible appropriate responses. As Fisherman (2003) noted, "Every child has the capacity to develop empathy and caring" for those around him (p. 4). The idea of peace, understanding what it feels like personally, and relating it to others needs to be nurtured in the classroom.

### **Adult Model**

The role of adults in the classroom is vital to the child's developing understanding of peace. Crawford (2005) reminds us that "if we are going to teach peace in the primary grades, it is necessary to remember that actions speak louder than words" (p. 322). Adult interactions with the children, each other, and the environment serves as a living expression of peace. In peaceful classrooms "teachers model prosocial listening techniques, verbalize empathy for student concerns, and model respectful conversational practices in daily interactions" (Crawford, 2005, p. 323). Consistency in language and expectations is important at this age. Communication between home, school, and the wider community allows for consistent expectations of appropriate behavior and language. When school and home share language and expectations the

message of peace and respect is more powerful. Espe (2013), Wheeler, Stomfay-Stitz (2006), and Crawford (2005) found that teacher modeling, as well as formal and informal lessons on positive behavior, created a more peaceful and respectful classroom allowing for greater academic growth.

### **Grace and Courtesy Lessons**

Grace and Courtesy lessons are a staple of Montessori classrooms. These are short skits/roleplaying that give children the vocabulary, actions, and steps required to maneuver specific social situations. These lessons are presented in small groups during a neutral moment. Children are given the opportunity to practice the language and skills in a nurturing environment before encountering the real situation. Dr. Montessori realized that children have a deep sense of personal dignity. Through grace and courtesy lessons this sense of dignity is protected, and the need to reprimand or correct behaviors lessened. Children desire to understand their place in the world. “Stress and the resulting conflict it produces is decreased when children simply know what to do when they confront everyday classroom situations” (Crawford, 2005, p. 323). Grace and courtesy lessons are designed to children’s individual needs and to the customs of the society in which they live. The lessons give children the tools to navigate through their community confidently. “It is interesting to see how, little by little, these [children] become aware of forming a community which behaves as such...Once they have reached this level, the children no longer act thoughtlessly, but put the group first and try to succeed for its benefit.” (Montessori, 1995, p. 232). Eventually, children incorporate these manners, customs, and skills into everyday life, creating a more pleasant classroom learning experience.

Creating a peaceful and respectful classroom is a process that requires guidance and patience. Children need to develop the skills and understanding of what being peaceable means

before they can implement it in their daily lives. The language to navigate social situations and times of conflict need to be developed and practiced before it is used during an emotionally tense moment. Laasch (2014) states that teachers need to be "proactive as well as reactive" in managing a peaceful classroom (p. 4). Children lack the knowledge and skills to interact with others peacefully to reduce the number of conflicts. Empowering children with the tools to become peacekeepers enables Montessori's vision of lasting peace to become a reality.

### **Methodology**

The study began by collecting baseline data for two school weeks, nine days of data were collected because there was no school one day. The data was collected during the morning work cycle, from 9:30 to 11:30 am each day. This time was chosen because one of the co-guides begins her time in the classroom at 9:30 a.m. After the guide enters the classroom at 9:30 there are no more transitions of people entering or leaving the classroom. Prior to the start of research I noticed it felt like more conflicts were occurring around 10:30 each morning so wanted to include that time, as well as time surrounding it. This is also the time that false fatigue occurs during our morning work cycle. Children are given the freedom to direct their work choices. After a period of time spent working, false fatigue occurs. False fatigue is when children become restless, begin to wander, and are less focused. If children are allowed to work through this time, greater and more challenging work occurs afterwards. While children are in the period of false fatigue, at around 10:30 for our work cycle, there is more movement around the room and social interactions occurring. This leads to more conflict as well.

Data was collected utilizing a Tally of Conflicts (Appendix A), Tally of Resolutions (Appendix B), Observations of Conflicts (Appendix C), and a Daily Journal. All previously mentioned procedures included the time each conflict occurred, how it was resolved, and space

to detail cause and other observations about the conflict. The daily Journal included my thoughts, observations, and overall feeling of the classroom for each day.

Towards the end of the baseline data collection, I began to reread the baseline data. I looked for possible skills that children were missing that would aid them in working through the conflict resolution process. Once I identified a few basic skills I wanted to help the children in mastering, I wrote two Grace and Courtesy lessons.

The Grace and Courtesy I choose were How to Apologize (Appendix D) and How to Share Hurt/Upset Feelings (Appendix E). I had noticed that many of the younger children did not resolve conflicts. Some even seemed unaware that their actions were affecting others. I wanted to nurture this awareness that occurs developmentally and chose to address it indirectly through this Grace and Courtesy lesson. Knowing how to apologize requires understanding that there is a reason for apologizing. The Grace and Courtesy lesson gave the children the language to use when apologizing. During the initial presentation, I participated by showing how to apologize for an action that occurred at an earlier time. This showed the children that it is acceptable and encouraged to apologize when feeling remorse and at any time. Apologies do not need to only occur at the moment of conflict. It is ok not to feel ready to apologize or accept an apology. I had also noticed that many of the older children were struggling with strong emotions that came from having their feelings hurt. I wanted to give them not only language with resolving emotional conflicts but also confidence in speaking up for themselves when they feel hurt. The Grace and Courtesy lesson is presented at a neutral time. This gave children time to practice before they need to initiate a conversation while feeling strong emotions.

These Grace and Courtesy lessons were presented to all children in the classroom during one school week. There were only four school days that week as one day was a professional

development day and children were not present. I presented the Grace and Courtesy lessons How to Apologize (Appendix D) and How to Share Hurt/Upset Feelings (Appendix E) during both the morning and afternoon work cycle. I did not want to interrupt children who were working with Montessori materials and gathered groups based on who was available at that moment. This created mixed ages and varied skill levels for each lesson. There were no more than five children in a group. Some children received the Grace and Courtesy lesson more than once. Children who had already participated in the Grace and Courtesy became my 'helper' when presenting, allowing them to further practice the skill and develop confidence leading younger children who were still learning. How to Apologize was presented to four small groups first, each group had 4-6 children. Then How to Share Hurt/Upset Feelings was presented until all children had a chance to participate in both lessons. These repeated lessons allowed children who were not directly participating to observe and gain knowledge from the lesson unconsciously.

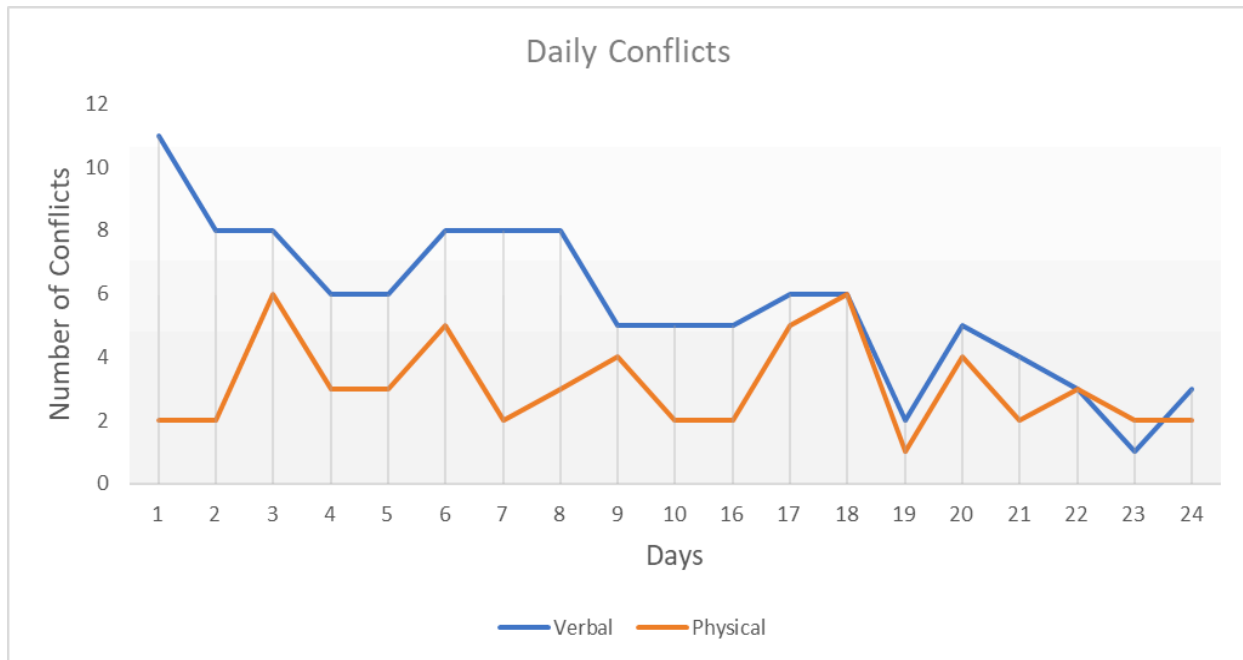
After all children had received the two Grace and Courtesy lessons, two weeks of data was collected. The same previous data tools were used: Tally of Conflicts (Appendix A), Tally of Resolutions (Appendix B), Observations of Conflicts (Appendix C), and Daily Journal. These tools allowed me to see if there had been a decrease in conflicts and an increase in resolutions that were resolved independently. I collected the data from 9:30 – 11:00 each morning. Verbal conflicts, such as arguing, yelling at children or adults, and expressing upset feelings and physical conflicts, such as chasing, hitting, and pushing were observed from beginning to ending. I noted which children were involved, what happened or was said during the conflict, and how it was resolved. This allowed me to understand what struggles older, five and six year old, and

younger, three and four year old, children had. I did not intervene in the conflict and allowed the other adults in the room to help the children through the conflict resolution process if necessary.

### Analysis of Data

Data was collected for a total of four weeks. Two weeks of baseline data were first collected. Then a week of presenting Grace and Courtesy lessons to all 22 children, followed by two more weeks of collecting post-intervention data. The data tools used were a tally sheet counting the numbers of verbal and physical conflicts, observations on each conflict, identifying the type of resolution, and a daily journal. There were five types of resolution options: independent, child requested help from an adult, adult intervention, peer help, and no resolution.

The first two weeks of baseline data averaged eleven conflicts the first week and ten conflicts the second week. During the study the daily number of conflicts decreased in both physical and verbal conflicts. *Figure 1* shows that there was a higher number of verbal over physical conflicts throughout the entire study.



*Figure 1.* Total number of verbal and physical conflicts each day of the study.

Post-intervention data showed that the conflicts averaged eight the third week and three the fourth week.

Data was collected on how these conflicts were resolved. During the first week adult intervention was the highest resolution to conflicts, with an average of 21. The second week, highest resolution was child requested with an average of thirteen. The third week the highest average was fourteen adult interventions. Child’s request for help was highest the fourth week with an average of eight. When children actively sought help from an adult, without the adult first intervening is when I marked child requested on my data collection tools. The increase in child requested help is interesting in that children began to realize that there is a conflict resolution process and wanted to be a part of it. They then sought out an adult to help them achieve closure to their conflict. The increases and decreases in conflict resolutions is shown in

Figure 2.

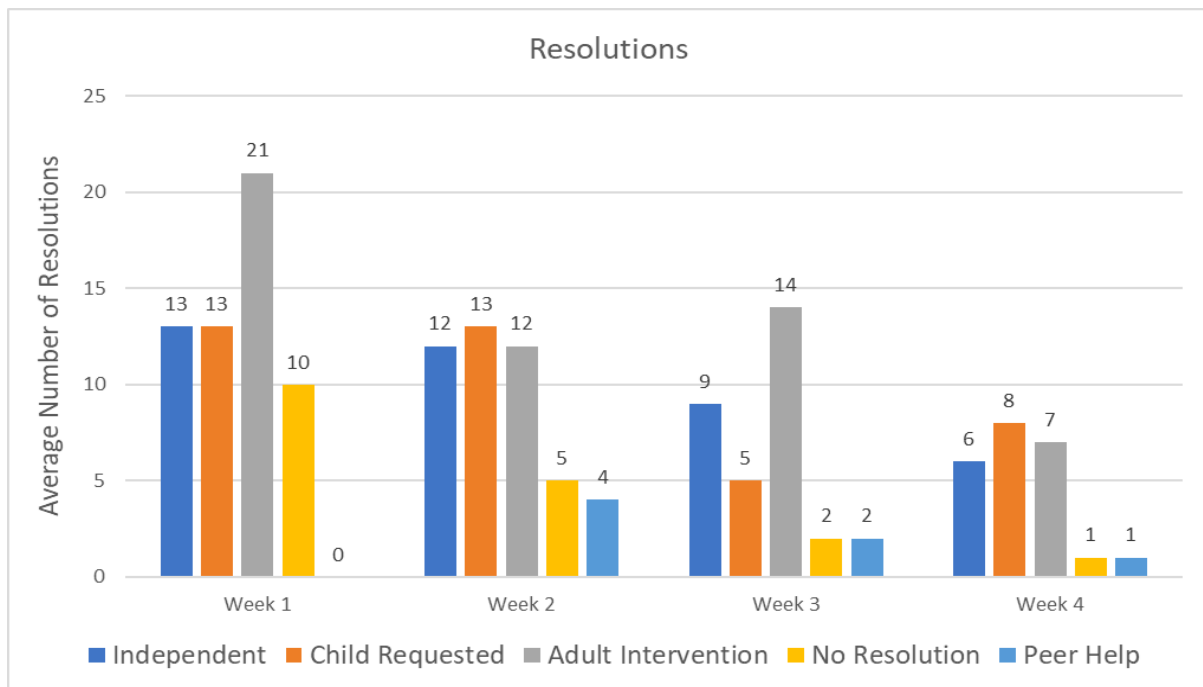
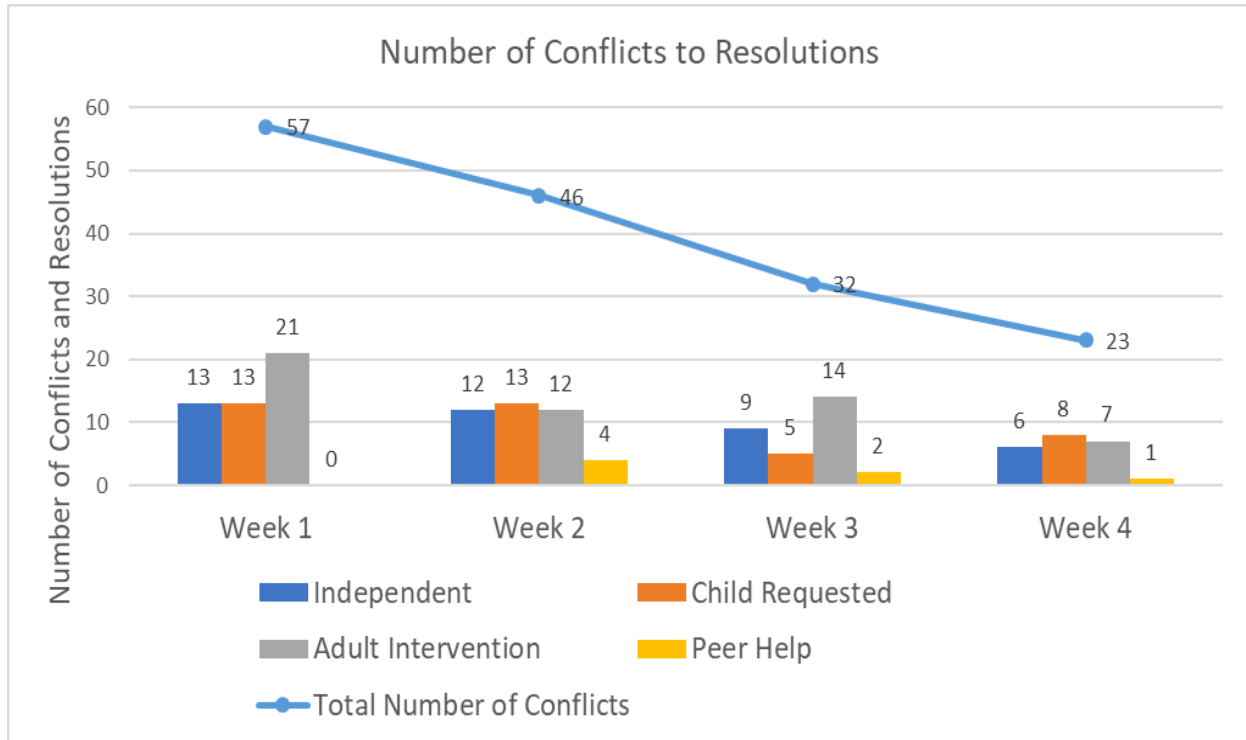


Figure 2. Resolutions to conflicts for baseline data and post-intervention data.

While the number of independently resolved conflicts was the lowest number of all possible resolutions, the overall number of conflicts decreased (See *Figure 3*). Also, the number of peer help during a conflict increased from zero the first week to four the second, two the third, and one the fourth week.



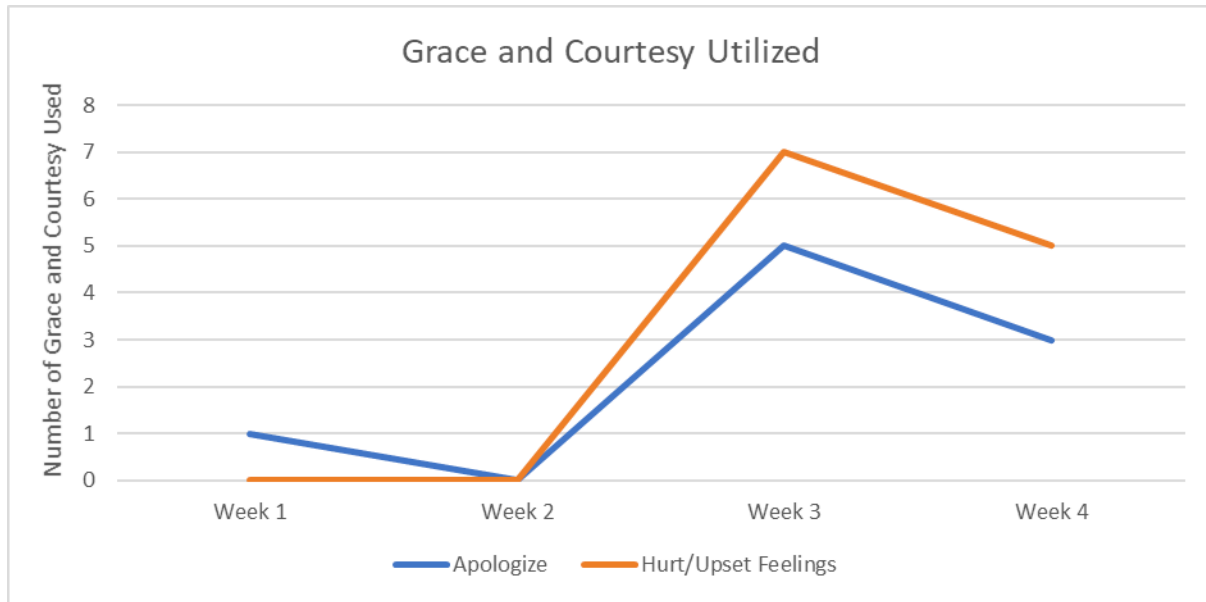
*Figure 3.* Number of conflicts compared to the number and type of resolution each week.

Before the intervention was implemented, most of the children did not use the skills of conflict resolution. There were many conflicts that ended with no resolution. Children would walk away from a situation or not want to talk about it with a child who had hurt her feelings.

The children seemed excited to participate in the Grace and Courtesy lesson, which gave them the language, skills, and confidence. They were eager to continue the lesson for longer than I had anticipated, lasting 10 – 15 minutes rather than 5-10 as I had originally planned. I noted in



my Daily Journal that children expressed sadness that the lesson was ending. Although I encouraged them to continue practicing and told them they are free to practice the Grace and Courtesy lesson any time they wanted, the children did not repeat without adult help. The children did utilize these skills on their own during times of conflict (See *Figure 4*).



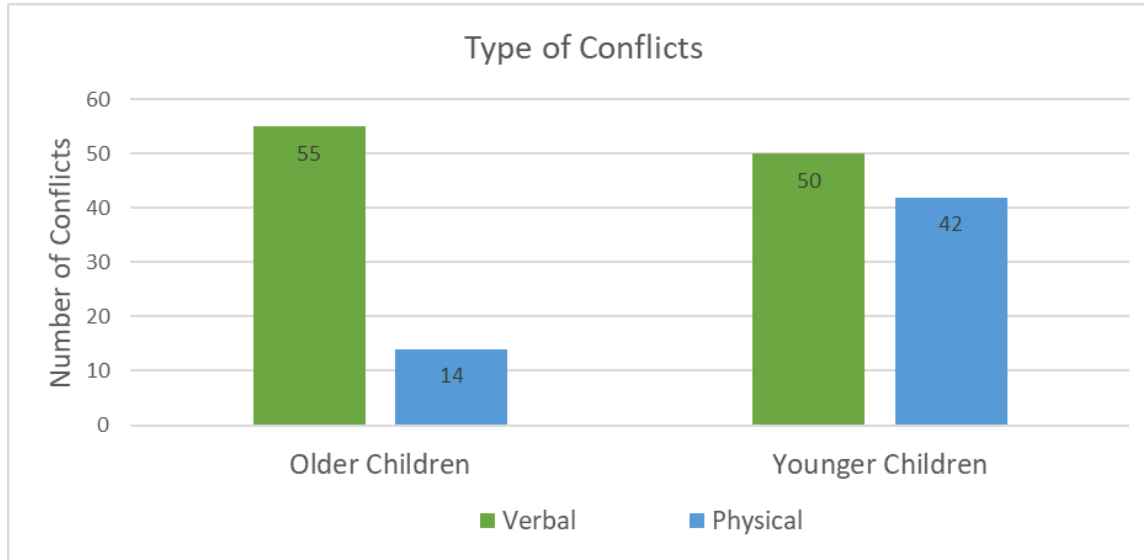
*Figure 4.* Grace and Courtesy lessons that children used during times of conflict.

There was an increase in both apologizing and expressing hurt or angry feelings, with a higher time of expressing hurt or angry feelings. This makes sense since 100 out of the 158 of the conflicts were verbal. The observations of conflicts showed an increase in children being willing to participate in conversations involving hurt feelings. These observations also noted three times children apologized unprompted and one instance where a child asked for an apology.

There were several factors that might have influenced the data collected. One of the lead guides was absent for two days during the second week of the study. A substitute teacher affects how children interact with each other and the environment. Another factor is that school was closed for a holiday during the third week resulting in shortened school week. Some children

return from breaks eager to engage with the materials and others have a harder time transitioning back into the routine of the school day. There were also many children who were absent due to illness and vacations. The change of personalities mixing together affects the number of conflicts. Montessori classrooms have a limited number of each material. This encourages patience and cooperation as children must wait to work with a desired material. Fewer children present means that there were fewer conflicts over a specific piece of material. During the fourth week of the study a student teacher began her internship in the classroom. This added another adult's presence to the room. Having more than one adult presenting materials to children resulted in more children engaged with the materials. When children are engaged there is less opportunity for conflict to occur.

Several conclusions can be made from this data. The language of conflict resolution, expressing hurt feelings and apologizing, increased in usage (see *Figure 4*). My Daily Journal noted three times that children specifically asked for an apology. One time a child apologized unprompted by another child or adult. The older children had more verbal conflicts involving hurt feelings (see *Figure 5*).



*Figure 5.* Breakdown of physical and verbal conflicts between older (five and six year old) and younger (three and four year old) children.

Older children seemed to have a challenging time engaging in the conversation when they hurt someone's feelings. Children would often walk away from the conversation. After introducing the Grace and Courtesy lessons older children would stay and work out the conflict, which was noted in the Daily Journal. Younger children engaged in more physical conflicts (see *Figure 5*). Many of the conflicts involved chasing children around the room, taking materials, and hitting. Younger children often have less impulse control and are not able to control the impulse to lash out. Giving children the appropriate language allows them to use words instead of violence to express their needs and desires. Once children have the language they are able to work through conflicts with their peers and avoid possible conflicts.

Children began to help each other work through conflicts. Peer help increased from zero the first week to four the second week, two the third week, and one the fourth week (See *Figure 3*). Based on this trend, I hope that the children felt empowered to help each other resolve conflicts. When children understand the conflict resolution process and how it works, they will feel confident to use it for both themselves and to help peers as well. Knowledge of this process

may also be a cause for fewer No Resolutions and more Child Requested Help From Adult as the study progressed (See *Figure 2*). Although I did not ask the children's opinion, they seemed more confident and willing to try working out conflicts on their own.

### **Action Plan**

Grace and Courtesy lessons build skills that are used throughout children's lives. Children improve their relationships with others and have more confidence in their abilities to navigate life's challenges. The data collected during this study shows a decrease in conflicts throughout the research. Conflicts that were resolved independently increased during the study. In addition, there was an increase in children asking for help from an adult to solve conflicts. There was also a decrease in the number of conflicts occurring daily throughout the study. When children know how to express their needs and wants fewer verbal and physical conflicts arise.

The results of the research are more likely to reinforce and encourage rather than change my practice. Grace and Courtesy lessons are already a staple in a Montessori classroom. However, it is easy to forget how important these lessons are or to present them. This research shows that presenting Grace and Courtesy lessons related to conflict resolution to children impacts how children interact with each other and adults. As I continue working with children, I am motivated by the research to consistently present Grace and Courtesy lessons to all children.

Observation is a key factor in noticing what skills children need or will need. Keen and careful observation does not interrupt the child, but looks thoughtfully for struggles, inner needs, and strengths children are displaying. Children are observed as they are, without any feelings or bias of the adult put on them. Through observation, I will be able to anticipate what social situations children need help navigating. If children know how to respond to a situation, conflict are averted or handled independently by children. Observation will also support me in my

practice to react to the situations I see occurring. A Grace and Courtesy lesson is created to respond to the situation. This would be presented later, after the conflict, at a neutral time.

There are many possible impacts the research will have on children's learning. Children will be more independent when resolving conflicts. This means that children require less time from the adults to help them handle problems. Adults are able to focus on other aspects of learning, other than behavior. Learning how to respond to conflict and repair relationships is important work of children. A calmer, more peaceful environment is created when there are fewer conflicts. Children are able to better concentrate with fewer disruptions from conflicts. The research showed a decrease in overall conflicts during the study. I noted in my daily journal that the room was feeling calmer overall.

Children create stronger relationships with each other through utilizing Grace and Courtesy. Talking through hurt feelings with peers helps strengthen the relationship by increasing understanding of others and how our actions affect others. Apologizing for a wrong, whether in the moment or later, helps repair the relationship and in doing so strengthens respect for others. Children begin to understand that their actions affect others and to repair relationships takes work.

As children gain confidence in creating strong relationships with each other the feeling of community grows. Older children will be able to model how to handle these difficult situations to the younger children. Younger children will feel encouraged to try to work through conflicts on their own, practicing the skills shown during Grace and Courtesy lessons and modelled by others. Children will have an increased empathy for their peers. The skills of resolving conflicts, sharing feelings, and taking responsibility for their actions will transpose to society as children grow.

There is a lot of potential for future action research investigation. A longer study with more lessons would be very interesting. It would be able to meet more children's needs as children are at various levels of mastery of Grace and Courtesy lessons. Human relationships are always evolving. New and more complex situations arise as we begin to understand how we fit into community together. The specific Grace and Courtesy lessons presented would vary by the observed needs of children. A longer study would show how the skills needed evolve over time. Peer teaching develops as children become more proficient at Grace and Courtesy lessons.

Grace and Courtesy lessons are often a forgotten material in Montessori environments. Creating cards with the names of the lessons would remind teachers to continuously present Grace and Courtesy lessons throughout the year. It would also allow children to independently practice the lesson. Because the lessons are initiated by an adult, children do not often repeat the lesson. Cards would be a physical piece of material children take off the shelf and work with. These would have pictures of the Grace and Courtesy lesson so children who are not yet reading are able to work with the cards independently.

During the study, I noticed that when more children were engaged with the materials, there seemed to be fewer conflicts. I noted this observation in my Daily Journal. It would be of interest to study a correlation between children's engagement in classroom work compared to number of conflicts. Included in this study is the level of concentration children are displaying.

Overall, I am very pleased with the outcomes of this research. Grace and Courtesy lessons seem to impact the overall classroom environment in a positive way. The number of conflicts decreased over the course of the study, and children were more independent in the conflict resolution process. In the future, I would like to include more conversations about

emotions and self-calming techniques. These aid the children in being aware of their and others emotions, and entering emotional conversations with a calmer mind and body.

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Appendix B

Observation of Conflicts

Date \_\_\_\_\_

<u>Time</u>	<u>Description of Conflict</u>	<u>Resolution (if any)</u>

Appendix C

How Conflict is Resolved

Date \_\_\_\_\_

Time	Type of Resolution	Grace and Courtesy Utilized	Notes

- I – Independently
- P – Peer Help
- A – Adult Intervention
- CR – Child Requested Help from Adult
- NR – Not Resolved
- O – Other (more in notes)

## Appendix D

How To Apologize

Materials: One/two children prepared out of sight of the other children to help you with the presentation. You can also use another adult who is in the environment.

- Presentation:
1. Prepare one/two children out of sight before hand.
  2. Gather a small group of children. Say, "Sometimes we have to know how to say you are sorry. I am going to show you how to apologize."
  3. Child is working. Stand quietly, in the line of vision of the child, waiting to catch the child's attention.
  4. Child says, "May I help you?"
  5. Say to child, " (child's name), I stepped on your work this morning. I'm sorry."
  6. Child says, "Yes, that upset me. I accept your apology."
  7. Say to children, "Sometimes we are not ready to accept an apology. I am going to show you what to do."
  8. Repeat steps 3-5.
  9. Child says, "Yes, that upset me. I am not ready to accept your apology now, maybe later."
  10. Say to child, "Ok."
  11. Quietly walk away from child.
  12. Invite children to repeat.

Aim(s): Independence in Grace and Courtesy  
Care of relationships

## Appendix E

How to Share Hurt/Upset Feelings

Materials: One/two children prepared out of sight of the other children to help you with the presentation. Another adult can be used if needed.

- Presentation
1. Prepare one/two children out of sight before hand.
  2. Gather a small group of children. Say, “Sometimes our feelings get hurt. I’m going to show you how to talk to someone when that happens.”
  3. Child is working. Stand quietly, in the line of vision of the child, waiting to catch child’s attention.
  4. Child say, “May I help you?”
  5. Say to child, “ (child’s name), it hurt my feeling when you pushed me.”
  6. Child says, “I wanted you to move out of the way.”
  7. Say, “Next time please ask me to move.”
  8. Child say, “Ok, I will ask next time.”
  9. Invited children to repeat.

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