A KEEPIN' IT P FRAMEWORK · MIDDLE SCHOOL BEHAVIOR & RESTORATIVE SERIES

KEEPIN' IT PEACEFUL

Peaceful doesn't mean quiet. It doesn't mean passive. It doesn't mean you swallow it and smile. It means regulated, respectful, responsible, and restorative — power under control, not power shut down.

five tracks. one skill: staying yourself under pressure.

TRACK 01 — PROACTIVE

KNOW YOUR TRIGGERS, PROTECT YOUR PEACE

> *"Peace starts before the conflict. It starts with knowing yourself."*

GRADE BAND	STUDENT OBJECTIVE
Middle School · adaptable 6–8	I can name what sets me off before it sets me off.
ESSENTIAL QUESTION	**MATERIALS**
What happens in my body right before I lose it?	Whiteboard, Trigger Sort cards, Trigger Map handout, pencils

WHY THIS LESSON MATTERS

Nobody blows up out of nowhere. There's a warning system running the whole time — tight chest, hot face, clenched jaw — and most students have never been taught to notice it, let alone name it. Skip this one and every other track in the series is teaching strategy to a kid who doesn't know they're already halfway gone before they open their mouth. This is the foundation everything else stands on.

LESSON SEQUENCE

01 PEACE CHECK-IN / WARM-UP

Quick write, no sharing required: *On a scale of chill to heated, where are you right now — and why?* This isn't a test. It's a temperature check students will use all series.

02 MINI-LESSON / DIRECT TEACH

- A trigger isn't the whole story of what happened — it's whatever flips your switch. Small thing, big reaction. That's normal.
- Your body knows before your words do. Heart rate, face, hands, jaw — the signal shows up first.
- Everybody's list is different. What sets you off might not touch the person next to you, and that's not weakness, that's just you.

03 PEACE PRACTICE — TRIGGER SORT

In pairs, sort common middle-school scenario cards (getting embarrassed in front of people, being ignored, someone touching your stuff, getting compared to a sibling, being left out of something) into three columns: *Sets me off fast / Builds up slow / Doesn't really bother me.* Discuss why the same card can land in different columns for different people.

04 PUT IT INTO PRACTICE

Students complete the **Trigger Map** handout — naming three real triggers, the body signal that shows up first, and one thing that actually helps them reset (not what they're "supposed" to say).

05 PEACE REFLECTION / EXIT TICKET

Complete the sentence: *"One thing my body does right before I get heated is ____."*

STUDENT HANDOUT

TRIGGER MAP

Know it before it knows you.

MY TOP 3 TRIGGERS

_____

_____

_____

WHAT MY BODY DOES FIRST (CHECK ALL THAT SHOW UP)

☐ Hot face ☐ Tight chest ☐ Clenched fists / jaw ☐ Go quiet / shut down ☐ Want to leave

☐ Laugh to cover it ☐ Other: _____

MY EARLIEST WARNING SIGN — THE VERY FIRST THING I NOTICE

_____

ONE THING THAT ACTUALLY HELPS ME RESET

_____

TRACK 02 — PROACTIVE

SAY IT PEACEFULLY BEFORE IT BECOMES A PROBLEM

> *"Say it without setting it on fire."*

GRADE BAND	STUDENT OBJECTIVE
Middle School · adaptable 6–8	I can say what's bothering me without blowing it up or shutting it down.
ESSENTIAL QUESTION	**MATERIALS**
How do I speak up without it turning into a bigger problem?	Whiteboard, before/after scenario cards, Say It Peacefully handout

WHY THIS LESSON MATTERS

A lot of students think there are only two options: stay quiet and let it build, or explode and lose control of how it looks. Neither one solves the problem. Peaceful isn't the absence of a voice — it has a spine. This lesson teaches the third option: clear, direct, respectful language that names the problem before it turns into a bigger one.

LESSON SEQUENCE

01 PEACE CHECK-IN / WARM-UP

Quick write: *Think of a time you said nothing and it built up, or said something and it blew up. What happened?*

02 MINI-LESSON / DIRECT TEACH

- **Silent Mode:** you bottle it, it doesn't go away, it just waits.
- **Blow-Up Mode:** it comes out loud, and now the damage is bigger than the original problem.
- **Peaceful Mode:** clear, direct, respectful — you say it once, on purpose, before it's been sitting for a week.
- Sentence frame: *"When ____ happened, I felt ____. What I need is ____."*

03 PEACE PRACTICE — COMMUNICATION REWRITE

Students are given four written "blow-up mode" lines (real patterns: "You always take my stuff, I'm done with you") and rewrite each into peaceful-mode language using the sentence frame. Partner-compare rewrites — same problem, different volume.

04 PUT IT INTO PRACTICE

Using a real or recent situation, students draft their own line on the **Say It Peacefully** card and keep it — this is language they can actually reach for next time, not a worksheet they forget by lunch.

05 PEACE REFLECTION / EXIT TICKET

Complete the sentence: *"One thing I could say instead of exploding is ____."*

STUDENT HANDOUT

SAY IT PEACEFULLY

Same message. Different volume.

WHAT'S ACTUALLY GOING ON (THE REAL SITUATION)

BLOW-UP MODE — WHAT I'D NORMALLY SAY

PEACEFUL MODE — MY REWRITE

When _____ happened, I felt _____. What I need is _____.

WHERE / WHEN I'LL ACTUALLY SAY THIS

TRACK 03 — REACTIVE

PAUSE, RESET, RETURN

> *"Take a break without breaking everything."*

GRADE BAND	STUDENT OBJECTIVE
Middle School · adaptable 6–8	I can stop the damage, cool off, and come back — instead of making it worse.
ESSENTIAL QUESTION	**MATERIALS**
What do I do when I'm already heated?	Whiteboard, Reset Menu sort cards, My Reset Menu handout, optional pass/signal card

WHY THIS LESSON MATTERS

"Just calm down" doesn't work in real time — and students know that better than anyone. This is the lesson for the actual moment: already triggered, already escalating, audience already watching. It hands students a sequence they can use mid-conflict instead of a mindset they're supposed to already have. Stop the damage. Cool off for real. Come back on purpose.

LESSON SEQUENCE

01 PEACE CHECK-IN / WARM-UP

Quick write, honest and judgment-free: *What's the first thing you want to do when you're already mad?* (Yell, walk out, say something you don't mean, shut down — all fair answers.)

02 MINI-LESSON / DIRECT TEACH

- **Pause** — the three seconds before the reaction. The beat before the beat drops. You still have a choice here.
- **Reset** — a strategy that actually works for you, not the one adults always say. Fake calm doesn't count.
- **Return** — coming back on purpose. Not pretending nothing happened. Finishing the moment differently than you started it.

03 PEACE PRACTICE — RESET MENU SORT

Students sort twelve real reset strategies (walk to the water fountain, head down for 60 seconds, write it out, squeeze something, ask for a hall pass, listen to one song, count backward from 20) into *Works for me / Doesn't work for me / Haven't tried it*. Partner discussion: why does the same strategy work for one person and do nothing for another?

04 PUT IT INTO PRACTICE

Students build their personal **Reset Menu** — their top three go-to strategies — plus a phrase or signal they can actually use to ask for a minute without it looking like they're storming off.

05 PEACE REFLECTION / EXIT TICKET

Complete the sentence: *"My go-to reset move is ____. Next time I feel the beat about to drop, I'm going to ____."*

STUDENT HANDOUT

MY RESET MENU

Stop the damage. Cool off for real. Come back on purpose.

PAUSE → RESET → RETURN

PAUSE	→	RESET	→	RETURN
the 3 seconds before I react		my go-to move		how I come back

MY TOP 3 RESET STRATEGIES

_____

_____

_____

HOW I'LL ASK FOR A MINUTE (A PHRASE OR SIGNAL THAT WORKS FOR ME)

_____

TRACK 04 — ACCOUNTABILITY

OWN IT, REPAIR IT, REBUILD IT

> *"Own the impact, not just the outcome."*

GRADE BAND	STUDENT OBJECTIVE
Middle School · adaptable 6–8	I can take responsibility for what I did and make it right — not just say sorry to get it over with.
ESSENTIAL QUESTION	**MATERIALS**
What does accountability sound like when I'm not just saying sorry to move on?	Whiteboard, Impact vs. Excuse sort cards, Repair Plan handout

WHY THIS LESSON MATTERS

A fast "sorry" that ends the conversation teaches students that peace means the talking stops, not that the harm gets addressed. This lesson slows it down: what actually happened, who it affected, what it cost them, and what repair looks like beyond an apology. Consequence is what happens to you. Impact is what happened because of you. Repair is what you actually do about it. All three matter, and they're not the same thing.

LESSON SEQUENCE

01 PEACE CHECK-IN / WARM-UP

Quick write: *Have you ever gotten an apology that didn't feel real? What was missing from it?*

02 MINI-LESSON / DIRECT TEACH

- An excuse explains why you did it so you don't have to feel bad. An owned explanation says what happened and names your part in it — no "but."
- A real apology has three parts: name what you did (specifically), name the impact (not just the punishment you got), name the repair (what you'll actually do).
- Ownership isn't weakness. Dodging it is what actually makes you look small.

03 PEACE PRACTICE — IMPACT VS. EXCUSE SORT

Students sort written statements ("I only did it because he started it" vs. "I know what I said hurt her in front of everyone, and that was on me") into *This owns it* and *This dodges it* columns. Discuss what actually makes an apology land versus feel empty.

04 PUT IT INTO PRACTICE

Using a real or hypothetical situation, students complete the **Repair Plan** handout — what happened, who was affected and how, and what they'll actually do to repair it and do differently next time.

05 PEACE REFLECTION / EXIT TICKET

Complete the sentence: *"The difference between saying sorry and actually repairing something is ____."*

STUDENT HANDOUT

REPAIR PLAN

This is about repair, not punishment. Ownership is strength.

WHAT HAPPENED — MY PART, NO EXCUSES

WHO WAS AFFECTED, AND HOW

WHAT I'M GOING TO DO TO REPAIR IT

WHAT I'LL DO DIFFERENTLY NEXT TIME

TRACK 05 — REFLECTION

WHAT DID THAT SITUATION TEACH ME?

> *"Reflection isn't punishment. It's how you stop repeating the same story."*

GRADE BAND	STUDENT OBJECTIVE
Middle School · adaptable 6–8	I can look at a pattern in my choices and figure out what I want to do differently.
ESSENTIAL QUESTION	**MATERIALS**
What keeps showing up right before I make the same choice again?	Whiteboard, Pattern Map handout, colored pencils (optional)

WHY THIS LESSON MATTERS

Without reflection, students cycle through the same reaction, same trigger, same consequence, and never connect the dots. This isn't "write what you did wrong" for the third time. It's pattern recognition: what were you actually protecting under the anger — reputation, respect, not looking weak? What would the stronger move have looked like? This is the lesson that turns a bad day into actual growth instead of just another write-up.

LESSON SEQUENCE

01 PEACE CHECK-IN / WARM-UP

Quick write: *Think of a conflict that's happened to you more than once — different people, same basic pattern. What's the pattern?*

02 MINI-LESSON / DIRECT TEACH

- Most repeated conflicts aren't random. There's usually the same trigger, the same story you tell yourself, and the same first move.
- Underneath the anger is usually something else — embarrassed, ignored, disrespected, scared. Anger is often the cover, not the source.
- Ask what you were protecting: reputation, respect, control, not looking weak. That's not an excuse — it's information.

03 PEACE PRACTICE — PATTERN MAP

Students map a real (not necessarily worst-case) situation through the chain: trigger → first thought → what I did → what happened next → what I was actually protecting underneath it. This is a mapping task, not a confession — the goal is seeing the pattern clearly.

04 PUT IT INTO PRACTICE

Students write one specific "Next Time" line: exactly what they'll do differently the next time this same pattern shows up — because it will show up again.

05 PEACE REFLECTION / EXIT TICKET

Complete the sentence: *"The story I keep repeating is ____. Next time, I want to write a different ending by ____."*

STUDENT HANDOUT

PATTERN MAP

Same story, different ending.

TRIGGER	→	FIRST THOUGHT	→	WHAT I DID

WHAT HAPPENED NEXT	→	WHAT I WAS REALLY PROTECTING

NEXT TIME THIS PATTERN SHOWS UP, I WILL

_____

PEACE TOOLKIT

MY PEACE PLAN

> *"A plan I make before the moment, not during it."*

WHY THIS TOOL MATTERS

A behavior plan works best when it's built with a student, not handed to them after things already went sideways. This one-pager names the pattern, the plan, and what support actually looks like from adults — so student, staff, and family are all working off the same page instead of guessing in the moment. Pulls directly from Track 01 (triggers) and Track 03 (reset strategies), so it isn't starting from scratch.

SUPPORT SHEET

MY PEACE PLAN

Built before the moment, not during it.

STUDENT / DATE / STAFF I'M WORKING WITH

THE PATTERN WE'RE WORKING ON

MY TRIGGERS (TOP 2–3)

WHAT IT LOOKS LIKE WHEN I'M HEATING UP

- [ ] Hot face
- [ ] Go quiet
- [ ] Raise my voice
- [ ] Want to leave
- [ ] Shut down
- [ ] Other: _____

MY RESET MENU (TOP 3 GO-TO MOVES)

WHAT I NEED FROM ADULTS WHEN I'M HEATING UP

KEEPIN' IT PEACEFUL LOOKS LIKE THIS FOR ME

HOW WE'LL CHECK IN (WHO, WHEN, HOW OFTEN)

SIGNATURES

Student	Staff	Parent / Guardian (optional)

This is a plan, not a punishment. We adjust it as we go.

PEACE TOOLKIT

MEDIATION AGREEMENT

> *"Both sides heard. Both sides own the next move."*

WHY THIS TOOL MATTERS

A mediation only sticks if both people leave with something specific they agreed to — not just a handshake and a hope it doesn't happen again. This is the paper trail for that agreement: the shared, neutral version of what happened, what each person is actually doing about it, and what happens if it comes up again. The mediator's job is to guide this conversation, not decide who was right.

SUPPORT SHEET

MEDIATION AGREEMENT

Both sides heard. Both sides own the next move.

STUDENT A / STUDENT B / MEDIATOR / DATE

GROUND RULES — WE AGREE TO

- [ ] Take turns
- [ ] No interrupting
- [ ] No insults
- [ ] Keep this private
- [ ] Work toward a real solution

WHAT HAPPENED (THE SHARED, NEUTRAL VERSION BOTH SIDES AGREE ON)

STUDENT A AGREES TO

STUDENT B AGREES TO

IF THIS COMES UP AGAIN, WE WILL

FOLLOW-UP CHECK-IN DATE

SIGNATURES

Student A	Student B	Mediator

This agreement stays private between the people who signed it, unless someone's safety is at risk.