

Guidance Lesson Home Page

Mr. Rauschenberger

Conflict Resolution:

“Actions and Consequences”

Part I



Grade 3

This week during your child’s classroom guidance lesson children learned how to resolve conflicts peacefully.

We began the lesson by completing a fun “carousel” activity. Students were asked questions pertaining to their views on different topics, ranging from: “Whether students should have free seating every day at lunch”; “If less homework should be given”; “Whether the driving age should be lowered.” Students shared their views and opinions by moving to a particular part of the room based on how they felt. The choices included: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.

This activity opened up the topic of conflict resolution and peer pressure and how we might base some of our life’s decisions based on other people and our pressure to conform to other people’s standards.

**Conflict was defined as: “A disagreement with several possible causes and several possible outcomes.” Children learned other words for conflict which included some of the following: Problem Dispute
Argument Fight**

Students began the lesson by identifying how they have resolved conflicts in the past. We discussed how some strategies or techniques may be more effective than others.

Students continued the lesson by writing down real conflicts that occur in their lives. Through the help of their classroom peers, students learned effective conflict resolution strategies by choosing the most effective plan. Students were then given a visual of what a conflict looks like using a large bungee cord. The bungee cord represented how two children/siblings can often feel “torn and pulled in different directions” by a conflict.

Next, 3 TYPES OF CONFLICT were discussed:

- **CONFRONTERS**—Are aggressive and attack people who disagree with them.
- **AVOIDERS**—Fear conflict. They go along with what other people want.
- **ASSERTERS**—Are not afraid of conflict. Will speak their minds but speak with respect.

Following the 3 types of conflict, children learned that **PEER PRESSURE** can come in the form of:

- **THREATS**
- **GUILT**
- **PUT-DOWNS**

“If you’re really my friend you’ll do this for me.”

“Are you scared or something?”

To help deter peer pressure, children learned the steps for solving a conflict peacefully.

WIN/WIN GUIDELINES FOR SOLVING A CONFLICT PEACEFULLY

- 1) Take time to cool off. You can’t solve a problem when you’re upset.
- 2) Each person states their feelings and the problem as they see it.
- 3) No blaming, name-calling, put-downs, interrupting
- 4) Each person says how they are responsible for the problem
- 5) Brainstorm solutions together and choose a satisfying solution for both.
- 6) Thank one another for solving the problem peacefully.

In addition, children learned the importance of being a **GOOD LISTENER**.

ACTIVE LISTENING includes nodding your head and leaning forward. Good active listeners can paraphrase or say back what they think they

heard. This helps to avoid possible misunderstandings and potential conflicts.

REFLECTIVE LISTENING includes:

- **Listening with complete attention to the speaker**
- **Repeating back in your own words what they just said**
- **When people are listened to in this way, they feel like they are important**
- **They listen better to you when it's your turn to speak, because you listened well!**

Children also learned the following strategies to resolve a conflict.

CONFLICT MANAGEMENT STRATEGIES

- 1) **Say Back**-Repeat back what the person said—"I heard you say that..."
- 2) **Compromise**—"Let's take turns." "Let's split the pie in half"
- 3) **Persuasion**—Convince other person why it's wrong—"We could get in trouble."
- 4) **Plan Ahead**-Have an excuse ready—"I have homework to get to"
- 5) **Assertive Refusal**—"I said NO!"
- 6) **Ask Open-Ended Questions**—"What do you want me to do?" "Why do this?"
- 7) **Show Understanding**—"I'm sorry that I hurt your feelings. I see why I was wrong."
- 8) **Put It Off**—"We're both really upset right now. Let's talk about this tomorrow."
- 9) **Stand Up For Yourself**—"What you're doing is wrong."
- 10) **Listen**—Actively listen to what the other person says.

Children concluded the lesson by practicing their newly learned conflict management strategies by reading and discussing "conflict cards."

Students worked hard to identify the following information:

- 1) **Identify the conflict**
- 2) **Express how they think the kids in the conflict may feel**
- 3) **Brainstorm possible solutions (Choose 2 Or 3) (Solutions provided on their handout)**
- 4) **Discuss how successful each solution may be**
- 5) **Pick one solution to try**

Each small group then shared their "conflict card" with their peers as well as the above-mentioned steps as to how they would try and solve the conflict!

