

Guidance Lesson Home Page

Mr. Rauschenberger

“Actions and Consequences”

A Lesson in Conflict Resolution & Stress Management

Part II



Grade 5

This week in your child’s guidance classroom lesson we reviewed several key concepts from last month’s lesson on conflict resolution.

Conflict was defined as a:

- Problem**
- Disagreement**
- Argument**
- Fight**

We discussed how a conflict occurs when we want different things, but we have to ask why we need something. For the first part of our conflict lesson last month, children worked on completing “conflict cards.” In small groups, students had to make “P.L.A.N.S” to help

solve a conflict. Many of these conflicts were ones that have really happened to students in the past. Some conflicts included students being unable to agree on a song choice for PE dances, a sibling not sharing a game or toy at home, and a student feeling another student is pulling them away from a current best friend.

Group PLAN\$ included:

P=Identify the Problem

L=Label how each person feels about the conflict

A=Name A possible solution (come up with 2 or 3)

N=Now on a scale of 1-5 our solution is (4 or 5 is the best)

S= Pick one Solution to try

Groups reported to their classmates their problem-solving PLAN\$.

For this week's lesson, students had the opportunity to participate in role plays and act out their conflict card, using their newly learned conflict resolution strategies! After each role play was performed, we discussed how successful the chosen solution would be.

Next, we talked about the effects of conflict on friendships and relationships and how they can create *stress* in our lives.

Students spent time learning the definition of stress.

Stress was defined as: Our body's reaction to a demand or danger.

Stress can involve the following:

INTERNAL STRESSORS

Things we worry about

An upcoming test

An upcoming sports event

State Testing

EXTERNAL STRESSORS

Stress from homework

Taking a test

Competing in an event

Arguing with a friend

Next, children learned about the 3 ways stress can affect us:

PHYSICAL

Heart Beats Faster

Trouble Breathing

Dizziness

Butterflies in Stomach

Hands get Sweaty

EMOTIONAL

Fears

Excessive Worry

Feeling Lonely

COGNITIVE

Negative Talk

"I can't do it"

"I'm no good"

Students participated in a carousel activity. In small groups, students were given chart paper. On the paper were two columns:

MY STRESSORS

MY STRESS BUSTERS

First, students walked around the room writing down things that cause stress in their lives. Students shared their responses with the class. Next, some stress buster ideas were shared with the class.

STRESS BUSTERS

Taking a walk

Drinking lots of water

Imagining a peaceful place

Exercising

Listening to music

Playing Sports

Taking a Nap

Squeeze a Stress Ball

Watch a Funny Movie

Play an Instrument

After learning some helpful “stress busters” strategies, on an index card, students wrote down their stressors on the front, and then 5 or 6 stress reducing techniques. Students were encouraged to keep their “Stress Busters” index card handy as a quick and helpful reference!

To conclude the lesson, students practiced *guided imagery*. The counselor read the students a story while playing relaxing music. Students were asked to imagine themselves in the story, trying to temporarily leave the stresses of school and the classroom behind. Students were read the story “A Breath of Fresh Air” while calming ocean waves music was playing. Students tried to imagine they were relaxing on a cruise ship!

Guided imagery can be a wonderful stress management tool which can be used anywhere at any time!