

Guidance Lesson Home Page

Mr. Rauschenberger

Conflict Resolution:

“Actions and Consequences” Part I



Grade 5

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

Children learned what causes a conflict. A conflict may occur when two people want or need different things. Children learned what this means by observing the “Orange Demo.” In the orange demo, two children both want an orange. When we want something and don’t explain our reason for needing it, we are never able to resolve our conflict. When we find out why we need something, then we can begin to solve our problem. Children were asked why someone would need an orange?

Children were told that a person may be thirsty and wants to make orange juice so they need the fruit of the orange. The other person really wants to make marmalade, so what they really need is the rind or skin of the orange.

***When we find out what we need, versus what we want, then we begin to solve our problem.**

Next, students learned about the different types of conflict that can occur. These included the following:

TYPES OF CONFLICT:

Person vs. Person

Person vs. Nature

Person vs. Society

Person vs. Self

We also discussed the following terms on the Smartboard PowerPoint:

CONFRONTERS-Aggressive-Attack others verbally

AVOIDERS-Passive-Go along with the crowd

ASSERTERS-Assertive-Stand up for themselves/others

PEER PRESSURE-Pressure to conform to what others want and it can come in the form of:

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

Next, children learned that an effective way to prevent a conflict is to be an effective listener.

Students learned the key components of listening:

- Active Listening**
- Reflective Listening**

Active Listening includes the following:

- Looking at the speaker**
- Nodding your head**
- Leaning forward**

Reflective Listening is:

- Repeating back in your own words what somebody has just said (paraphrasing/summarizing).**

Students had fun practicing being a good listener in *Partner Interviews*.

Students asked and answered the following questions.

- 1) "What is your favorite season and why?"**
- 2) "What is your favorite food and why?"**
- 3) "If you could have any superpower, what would it be and why?"**

Students had to be their partner's "mirror" and repeat back what they think they heard. Very often conflicts occur because of misinformation.

Next, students learned the WIN/WIN STEPS FOR RESOLVING A CONFLICT (From the NJ State Bar Association-Rutgers)

- 1) Take time to cool off
- 2) Define what you think the problem is (as you see it)
- 3) Use "I Messages" to state feelings
- 4) Each person tells how they are responsible for the problem.
- 5) Brainstorm solutions to the problem.
- 6) Thank one another for talking out the problem peacefully.
- 7) Try out the solution.
- 8) Reflect on whether the solution is effective or not.

****In order to help remember these WIN/WIN steps, children wrote them down on an index card. On the back side of the index card, they wrote down conflict resolution strategies.**

INDEX CARD ACTIVITY **My Problem Solving Plan!!!**

P= "The Problem is _____."

L= "We can Label our feelings.  

"I feel ____." "I heard you say you feel _."

A= "A solution is _____." (Plan Ahead, Compromise, Assertive, Adult, Listen, Persuade, Put Off, Empathy, Ask ?'s, Sayback, I Message)

N= "Now on a scale of 1-5 our solution is _."

S= "Solution we will try is ____."

CONFLICT RESOLUTION SOLUTIONS

- 1) Say Back-"I heard you say that..."
- 2) Compromise-"Let's take turns." "Let's split the pizza"
- 3) Persuasion-"We could get recess detention." It's wrong to steal from others."
- 4) Plan Ahead-"I have to get home to do homework."
- 5) Assertive Refusal-"I said NO!"
- 6) Ask Open-Ended Questions-"What do you want me to do?" "Why are we doing this?"
- 7) Show Understanding-"I'm sorry that I hurt your feelings." "I can see how that makes you feel."
- 8) Put It Off-"We're both really upset right now. Let's talk about this later."
- 9) Stand Up For Yourself-"What you're doing is wrong."
- 10) Listen-Actively listen to what the other person is saying.

To conclude the lesson, children participated in role playing scenarios. Different "conflict cards" were presented and, in small groups, children acted out conflicts as well as the WIN/WIN steps for resolving the conflict. The final step in the role play involved trying out a solution.

