

# Guidance Lesson Home Page

## Mr. Rauschenberger

### *Conflict Resolution:*

# "Actions and Consequences" Part I



## Grade 4

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.

## **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, in small groups, students brainstormed different types of conflict which occur in their lives. These different conflicts were recorded on the Smartboard. Students then learned the WIN/WIN STEPS FOR RESOLVING A CONFLICT (From the NJ State Bar Association-Rutgers)**

**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***

#### ***SIDE 1 "My Problem Solving Plan"***

- 1) Cool Off—"We are both upset right now."**
- 2) Identify the Problem—"The problem is..."**
- 3) I Message—"I feel \_\_\_ when you \_\_\_ I need you to \_\_\_."**
- 4) Say Back—"I heard you say that \_\_\_."**
- 5) Take Responsibility—"I will try to \_\_\_."**
- 6) Brainstorm Solutions—"Let's try to \_\_\_."**

#### ***SIDE 2 "My Solution Sheet"***

- 1) Say Back**
- 2) Compromise**
- 3) Use Persuasion**
- 4) Take Turns**
- 5) Put it Off**
- 6) Ask Questions (Who, What, Where, When, Why)**

**Students then learned about the importance of being a good listener as an effective conflict resolution tool.**

**Active Listening** includes being actively and presently in the moment of what is being said. Good listeners will nod their head and lean forward. Good active listeners can also paraphrase or “sayback” what they think they heard. This helps to avoid possible misunderstandings and potential conflicts. To practice active listening, children paired up in groups of 2 or 3 and completed short “partner interviews.” In pairs, children shared the following information.

### **PARTNER INTERVIEW**

- 1) Favorite After-School Activity
- 2) Favorite Food
- 3) If you could have any superpower what would it be and why.

\*Then the active listener/s in the group had to be the “mirror” and paraphrase what the speaker had said.

To conclude the lesson, children were presented with different conflicts written down on index cards. Different “conflict cards” were presented and, in small groups, children wrote down the following information.

- 1) Identify the conflict
- 2) Write down how each person may be feeling
- 3) Brainstorms 2-3 solutions
- 4) Evaluate how successful each solution would be
- 5) Pick one solution
- 6) Try out the solution

Groups then shared their conflicts with the class as well as the above-mentioned steps. To conclude the lesson, we reviewed some more conflict solutions.

### **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.

