

Lesson Plan

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Lesson: Acting Out Conflict

Length: 45 minutes

Age or Grade Level Intended: 5th grade

Lesson plan idea retrieved from the following website:

<http://www.teachervision.fen.com/classroom-management/lesson-plan/2985.html>

Academic Standard(s):

5.5.4 Resolve conflict in socially acceptable ways

Performance Objective(s):

Using the “Problem Solving Techniques” sheet, students will write a one-page reflection over at least one of the strategies they find helpful with four or fewer grammatical errors.

Assessment:

The students will write a one-page reflection in their journals on what they learned from this conflict resolution lesson. Students will need to describe one strategy they learned from the lesson they could see using next time a conflict arises with a peer.

Advance Preparation by Teacher:

- Make enough copies of the “Problem Solving Techniques” sheet
- Small, strips of paper outlining various possible conflicts

Procedure:

Introduction/Motivation:

1. Say, “Ladies and gentleman, remember how we were focused last week on the importance of not bullying our peers as we learned some conflict resolution skills? Who would like to volunteer to quickly summarize some of what we learned from that lesson? This week, we are going to continue talking about conflict resolution skills, but we are going to focus on learning about some problem solving techniques we can use when we might get in a conflict with a friend, classmate, sibling, etc.”
(Gardner: Verbal/Linguistic, Intrapersonal)

2. Say to the class, “I need some student volunteers to share with the rest of the class about a time you got into a conflict with a friend and how you handled the situation. Near the end of the lesson, we will see if any of the ways you handled the conflict are some of the helpful problem solving techniques we are going to learn about today.”
(Gardner: Intrapersonal, Verbal/Linguistic)

Step-by-Step Plan:

1. Pass out the “Problem Solving Techniques” sheet. Go through each technique together as a class. After each technique is read (either by the teacher or a student volunteer), have volunteers come up with an example of a conflict where each strategy could be successfully used.
(Gardner: Verbal/Linguistic, Intrapersonal)
2. Split students into pairs. Each pair of students should receive a scenario on a piece of paper. Allow the students 5-10 minutes to prepare a brief skit about the scenario they were given. (Some groups will repeat scenarios as they perform their skits). Explain to the students that after each mini skit is performed, they will be discussing which problem solving technique learned previously would work best for the problem described in the scenario.
(Gardner: Verbal/Linguistic, Interpersonal)
3. Ask students if they have any questions over the “Problem Solving Techniques” sheet. If not, have them get out their writing journals. Explain to them that you would like them to write a one-page reflection over one of the techniques they learned about from the sheet. In their reflections, have students describe a conflict that could arise with a friend, classmate, etc where the technique could be appropriately used. Once finished, students are allowed to draw a picture of their conflict they wrote about on the next page following their reflection.
(Gardner: Intrapersonal, Visual-Spatial)

Closure:

4. Have student volunteers share with the rest of the class why it is so important that problem-solving techniques be known about.
(Gardner: Verbal/Linguistic, Intrapersonal)
5. Allow students who would like to share their reflections aloud to their classmates to sit in the author’s chair to do so.
(Gardner: Verbal/Linguistic, Intrapersonal)

Adaptations/Enrichment:

1. Student with Learning disability in reading comprehension

Pair this student with a ‘trustworthy’ student when placing students in groups of two. Allow this student to have their scenario read to them aloud by his or her partner, classroom teacher, or teacher’s assistant.

2. Student with ADHD

Provide this student with additional drawing paper once they have finished their reflection and drawing of their conflict. This way, his or her attention will hopefully still be kept so the other students are not easily distracted.

Self-Reflection:

Write out the questions that you will use to evaluate yourself.

- Were students given too much or too little while preparing for their mini skits?
- Did students appear to understand the problem solving techniques after they were further explained through examples?
- What other activities could be added to this lesson plan for students to enjoy?
- What improvements can be made to this lesson plan?

You and your cousin, Bobby, are playing with a stack of your baseball cards outside when all of a sudden, he accidentally drops them in a puddle of muddy water. You instantly get upset with him and start yelling because you had just gotten them for your birthday.

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You are currently not speaking to your younger sister, Jane, because last week she accidentally blurted out to all of your friends the boy's name you have a crush on. Last night, you even got in a fight with Jane calling her "Big Mouth" and "Jerk Face."

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Both of your best friends were invited to this huge birthday party this weekend of another classmate in your class named Josh, but you never got an invitation to go. You start ignoring your best friends in class whenever they try to talk to you because you are so jealous and upset.

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You are your sister, Sally, both want to borrow your cousin's CD player for the vacation trip to Florida your mom and dad are planning. Sally calmly explains to you that you got to borrow the CD player last time, so it should be her turn. You handle the situation by calling Sally a CD player snob, and telling her that since you are older, she does not get to borrow it this time either.

Problem-Solving Techniques



1. **Challenge your assumptions.** For example, if you are not making enough money selling lemonade to buy a new bike and you assume you need another job, ask yourself, "do I really need a better job?" Perhaps you just need another job to make more money faster, such as doing household chores for your parents. Do not let your assumptions limit your possible solutions.
2. **Break big problems down** into smaller ones. If you lost something very valuable to a sibling, start somewhere small, such as retracing your steps. Start by addressing all of the components of a problem individually, and it may not seem so overwhelming. This makes it easier to motivate yourself.
3. **Ask three people** for their opinions and/or advice. They may have good ideas, but in any case this helps you, be sure that you are not overlooking anything obvious.
4. **Write down the problem.** Then find another way to express it and write that down. Continue with all the possible solutions and any ideas that come to mind. Write EVERYTHING down, then come back to it later to give yourself a fresh start and outlook on the problem.
5. **Change your perspective.** Pretend you are very rich, very poor, an adult, a visitor from another planet. How would you see the problem from this new perspective? Einstein imagined riding on a beam of light to come up with his theory of relativity, so this technique *has* been known to work.

Idea for worksheet retrieved from:

<http://www.increasebrainpower.com/problemsolvingtechniques.html>