

Grade: Four	Lesson: 4	Topic: Conflict Resolution
Virginia Standards of Learning	English 4.1 Health 4.1m,4.1n, 4.2o, 4.3q	
Virginia School Counseling Standards	Grades 4-5 EP9 EP12	
Materials Needed	• Whiteboard or chart paper and markers • Conflict resolution handout • Paper and markers	
Learning Objectives	• Define the concept of conflict and be able to identify various situations that may lead to conflicts. • List common triggers that can escalate conflicts. • Demonstrate an understanding of conflict resolution strategies. • Explain the concept of self-control and its importance in maintaining positive behavior.	
I DO	Introduce yourself. Build a positive relationship with the students by sharing a fun fact about yourself. (For example: Your favorite ice cream flavor, your favorite food, or your favorite color.) Next, use the Learning-Ready Visuals and define the classroom expectations for when you visit. Say, "We will learn a lot about safety, responsibility, and respect within our school and community! When we are learning, we must be learning-ready! When we are learning-ready, we will:	
Learning-Ready Reminders	• Respect personal space - Be aware of your surroundings, respect others' space, and stay in your own area. • Use volume control - Use indoor voices and be mindful of noise levels. • Show active listening - Eyes and ears open! Ready to participate! • Have sharp minds - Be prepared to problem solve, ask questions, and contribute to the lesson."	
Content	Define the concept of conflict and be able to identify various situations that may lead to conflicts. Introduce the concept of conflict by saying, "Today, we're going to talk about something very important, conflict. Before we get started, can anyone tell me what the word conflict means to them?" (Allow students time to respond.) Say, "Conflict is when there's disagreement between people. Now, think about the conflicts you might have experienced or	

Check for Understanding	seen others experience. I will use chart paper, and together, we will list different types of conflicts you might have experienced; for example, you and your brother fight over who gets to use the TV remote." Have students provide examples of different types of conflicts they have experienced and write them on chart paper labeled "Types of Conflicts." Next, say, "Now that we understand what conflict is and the types of conflicts we might face, let's talk about what we'll be learning today. Our objectives are to understand what conflict is, identify situations that may lead to conflicts, learn about common triggers for conflicts, explore conflict resolution strategies, and understand the importance of self-control in handling conflicts. Let's talk about common triggers that can escalate conflicts." List common triggers that can escalate conflicts. Introduce the word trigger by saying, "A trigger to a conflict is like a spark that starts a fire. It makes a small problem turn into a big one, just like how when you flick a lighter, it creates a flame. Triggers can be different for everyone, but they usually make us feel upset or angry. We are going to work together with a partner. With your partner, I want you to list as many possible triggers to conflicts as possible. Each time you say a trigger, you will mark a tally on a piece of paper. I will give you one minute to see how many triggers you can list!" Set a timer for one minute and have students count how many common triggers to conflicts they can list with their partner. When the timer is finished, students share how many triggers they listed and name a few triggers they came up with. To check for understanding, ask the students to identify the possible trigger in the following scenarios. 1. "You and your friend want to play a board game. Your friend wants to play Clue, but you want to play Monopoly, and you argue about it." 2. "You and your sibling both want an ice cream sandwich after dinner. When you go to the freezer there is only one sandwich left. You both begin to cry." 3. "You want to be the pitcher of the kickball game, but your class is last out to recess and someone else is already the pitcher. You sit on the side upset. "
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WE DO	Demonstrate an understanding of conflict resolution strategies. Introduce conflict resolution by saying, "We have learned what conflict is and what can trigger conflicts, now it's time to learn how to resolve conflicts peacefully. Let's look at these slides that show some strategies for conflict resolution."
Practice	Using the slides 12-16, go over strategies for conflict resolution with the class." Four steps in conflict resolution are: 1. Calm down 2. Communicate 3. Listen carefully 4. Find a compromise" Have students work together in partners or groups using the conflict resolution handout. Present two scenarios on the board and have students use the handout to work through the conflict. Students may choose which scenario they would like to work through. You can introduce this by saying. "Now, we're going to work together in partners or groups to practice using the conflict resolution strategies we just learned. Each group will use the conflict resolution handout to help them work through the conflicts. I'll present two scenarios and your task is to discuss with your partner or group how you would resolve each conflict using the strategies from the handout. You can choose which conflict you would like to resolve. Make sure to take turns talking and listening to each other, just like we discussed earlier." "Scenario 1: Sarah and Emily are working on a class project together. They disagree on which topic to choose. Sarah wants to do a project about animals, while Emily wants to do a project about space. They both feel strongly about their ideas and can't seem to agree." "Scenario 2: During recess, Maria and John both want to swing but only one swing isn't broken. John and Maria raced to the swing set but it was a tie. What should they do? Students work in their groups to discuss the scenario and develop possible solutions. After students work together for 5 minutes, say, "Okay, time's up! Let's hear some ideas from each group. Who would like to share how Sarah and Emily can resolve their conflict?" (Allow students to respond.) Next, say, "Let's hear some ideas from the other scenario. Who would like to share how John and Maria can resolve their conflict? "
Check for Understanding	Review the steps to conflict resolution with the students.

YOU DO Practice	Explain the concept of self-control and its importance in maintaining positive behavior. Say, "You all did a great job of finding resolutions when you are faced with conflict. We have discussed that the first step in conflict resolution is to calm down. To calm down when we are upset, we use self-control. Let's create a list of strategies that you use to have self-control." Have students call out strategies and write them on chart paper. When students finish, explain that you will hand students a piece of paper, and they can record a strategy that helps them have self-control and calm down. Give students the autonomy to choose how they wish to complete this task. They can write about their strategy, draw an illustration, write directions on how to use it, etc. Some students may need help identifying a calm-down strategy. You can provide examples if needed. Examples can include: 1. Take deep breaths. 2. Go for a walk. 3. Use a fidget. 4. Go to a quiet area.
Check for Understanding	To check for understanding, have students share their different strategies and explain how it helps them maintain self-control.
Conclusion	Say, "You all did a great job defining conflict, listing conflict triggers, and practicing conflict resolution. Remember, we can all use our calm-down strategies anytime we see a trigger or conflict begin. Take your calm-down strategy paper home to discuss what we learned today with the other members of your household."

Directions: Answer the questions to help find the best resolution to the conflict! Work together!

Scenario 1: Sarah and Emily are working on a class project together. They disagree on which topic to choose. Sarah wants to do a project about animals, while Emily wants to do a project about space. They both feel strongly about their ideas and can't seem to agree.

What is the conflict?

Let's look at conflict resolution!

Step 1: Calm Down

List different ways that Sarah and Emily can calm down:

Step 2: Communication

Write a sentence that Sarah can say to kindly express how she is feeling:

Write a sentence that Emily can say to kindly express how she is feeling:

Step 3: Listen Carefully

Write or draw how Emily and Sarah can show that they are listening to each other.

Step 4: Write down a compromise that would be a win-win!

Directions: Answer the questions to help find the best resolution to the conflict! Work together!

Scenario 2: **During recess, Maria and John both want to swing but only one swing isn't broken. John and Maria raced to the swing set, but it was a tie. What should they do?**

What is the conflict?

Let's look at conflict resolution!

Step 1 Calm Down:

List different ways that John and Maria can calm down:

Step 2: Communication:

Write a sentence that Maria can say to kindly express her opinion:

Write a sentence that John can say to kindly express his opinion:

Step 3: Listen Carefully:

Write or draw how John and Maria can show that they are listening to each other.

Step 4: Write down a compromise that would be a win-win!
