

**Unit #2 Title:** How Does A Person Cope With Life Changing Events?

**Lesson Title:** Conflict Mediation – Part 1: Getting ready

**Lesson** 1 of 2

**Grade Level:** 4

**Length of Lesson:** 45 minute session

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying personal safety skills and coping strategies.

**Grade Level Expectation (GLE):**

PS.3.C.04.a.i: Exhibit coping skills for managing life-changes or events.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

C. Students will understand safety and survival skills

**Materials (include activity sheets and/ or supporting resources)**

Handouts for each student: What is Conflict? Three Different Approaches to Conflict, Mediation Do's and Don'ts, Communication Pyramid. Chart paper and markers, small post it notes for student use, pencils.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experiences in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

		institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

### Lesson Assessment (acceptable evidence):

Students will share their ideas in small groups and large group after each presentation of material.

### Lesson Preparation

**Essential Questions:** What are life-changing events? How does a person cope with life-changing events? How can conflict mediation be a tool to use in a variety of life changing events?

**Engagement (Hook):** Counselor will have previously prepared two students who will come into the classroom having an argument. The counselor will intervene and act as the mediator. She/he will then ask the rest of the class to explain what they just observed and what the outcome was.

### Procedures

<b>Instructor Procedures:</b> <b>Session 1</b>	<b>Student Involvement:</b> <b>Session 1</b>
1. The counselor will act as the mediator and help the students mediate their argument.	1. Two students will enter the classroom arguing loudly.
2. Counselor will ask the class to explain what they just saw.	2. Students will explain what they observed.
3. The counselor will hand out the mediation packet and ask students to brainstorm "What is conflict?"	3. Students will look through the mediation packet and begin to brainstorm answers to "What is conflict?"
4. Counselor will discuss escalation and de-escalation of conflict and look at the win-win or lose-lose scenarios. Counselor will also present the idea of aggressive, passive, and assertive responses to conflict.	4. Students will discuss various conflict scenarios and responses.
5. Counselor will present the mediation	5. Students will discuss the Mediation Do's and

Do's and Don'ts and the communication pyramid.	Don'ts and look at the communication pyramid.
6. Counselor will end the session letting students know that next time they will actually role-play a practice mediation.	6. Students will understand that next session they will be doing an actual mediation practice session.

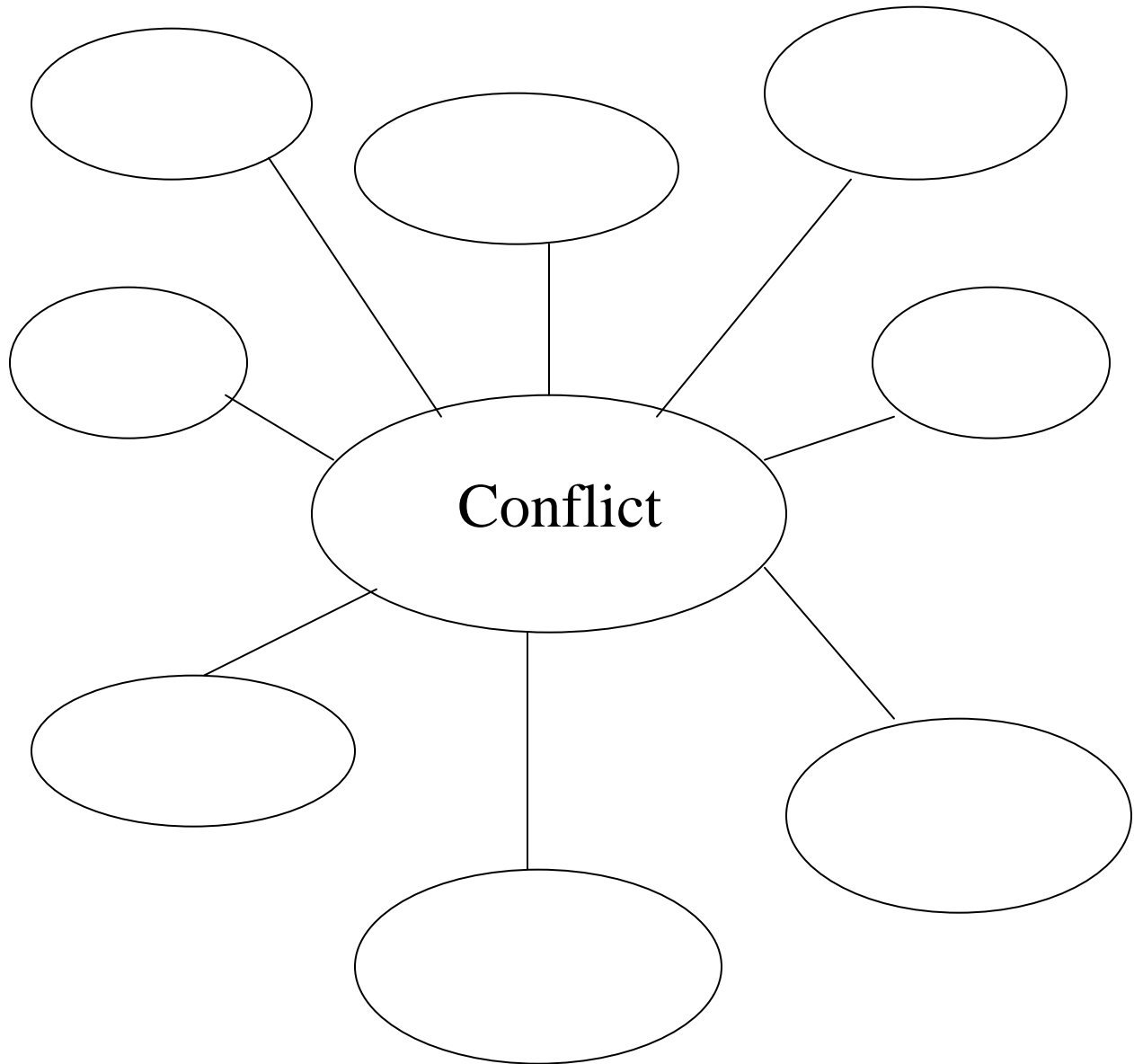
**Teacher Follow-Up Activities**

Students will share the Mediation Do's and Don'ts with their teacher. Students will practice the skills learned to resolve conflicts.

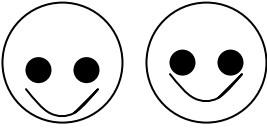
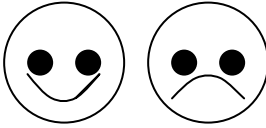
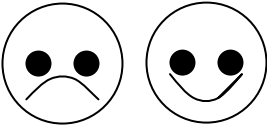
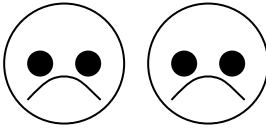
**Counselor reflection notes (completed after the lesson)**

--

## What is Conflict?



Adapted from the work of Thomas Gordon Parent Effectiveness Training materials.

 WIN – WIN Both people get what they want Conflict solved	 WIN – LOSE Person 1 gets what he/she wants but person 2 does not Conflict NOT solved
 LOSE – WIN Person 1 does not get what he/she wants and person 2 does Conflict NOT solved	 LOSE – LOSE Neither person gets what he/she wants Conflict continues

## **Three Different Approaches to Conflict**

**Aggressive**

**Passive**

**Assertive**

## **Mediation Do's and Don'ts**

**1. Do listen carefully.**

**Don't take sides.**

**2. Do be fair.**

**Don't tell them what to do.**

**3. Do ask how each feels**

**Don't ask who started it.**

**4. Do let each one state  
what happened.**

**Don't try to blame anyone  
for the situation.**

**5. Do treat each person  
with respect.**

**Don't ask, "Why did you do  
it?"**

**6. Do keep what you are  
told confidential.**

**Don't give advice.**

**7. Do mediate in private.**

**Don't look for witnesses.**

# Communication Pyramid For Mediation

