

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

Lesson Title: Conflict Mediation - Part 2: Practice

Lesson 2 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: Utilize 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)

Worksheets from lesson Part 1

Conflict scenario cards

Peer Mediation Worksheet

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.

Academic Content Area(s)		Specific Skill(s)
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

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		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 divide into small groups and actually try the mediation process, taking turns as mediators and disputants.

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): Students will be reminded that today they will be actually role-playing real mediations.

Procedures

Instructor Procedures:	Student Involvement:
1. Counselor reviews handouts from part 1 going over the concepts of mediation.	1. Students discuss and review the handouts.
2. Counselor asks for 4 volunteers to come to the front and play the roles of 2 mediators and 2 disputants.	2. Four students volunteer to participate in the class role-play.
3. Counselor gives the disputants their problem and the peer mediators get their contract.	3. Disputants get their conflict and the peer mediators' look over their contract deciding who will take what parts and who will be the scribe.
4. Counselor observes the role play adding comments and support as needed.	4. Students present the mediation role-play.
5. Counselor leads discussion on what went well and what were problems with the mediation.	5. Students discuss the mediation. What went well and what problems they perceived.
6. Students are divided into small groups to practice mediation in their groups.	6. Students divide into small groups of 4-5 to role-play their own mediations. Each group

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<p>Groups are 4-5 students. Mediations are done twice to allow each student the opportunity to be a mediator and a disputant.</p>	<p>does two mediations allowing each student to be a mediator and a disputant.</p>
<p>7. The counselor circulates, observing, and assisting as needed. At the end the counselor has the students come back in to a large group and discuss their experiences.</p>	<p>7. Students do two role-plays and then return to the large group to discuss their experiences.</p>

Teacher Follow-Up Activities

Groups share their role-plays with the teacher.

Counselor reflection notes (completed after the lesson)

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Peer Mediation Worksheet

1. **Introductions:** “I am _____.” “I am _____ and we are peer mediators.”
“Do you want to solve this problem with us or with the teacher?”

2. **Get the names of the disputants and write them below.**

3. **Rules:** “In order to solve the problem with us you must agree to the following rules:”
1. Be respectful of others; no name-calling or put-downs.
2. Speak in turn; no interruptions.
3. Whatever is said here stays here, unless otherwise agreed.

4. **Problem:** (“What is the problem and how does it make you feel?”) _____

5. **Solutions:** (“What do you want from the other disputant? What can you do to solve the problem?”)

Disputant's name:	Disputant's name:

6. **Agreement** (Who?, What?, When?, Where?, How?):

_____ (disputant's name) agrees to: _____

_____ (disputant's name) agrees to: _____

Date: _____

Sign: Disputant: _____

Disputant: _____

Mediator: _____

Mediator: _____

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