

Unit #1 Title: What Does it Take to Get Along With Others?

Lesson Title: Talk it Over and Work it Out!: Compromise

Lesson 5 of 6

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.C.04.a.i: Identify and practice the skills used to compromise in a variety of situations.

American School Counselor Association National Standard (ASCA):

Personal / Social Development

- A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/ or supporting resources)

1. Counselor-made poster (to be left in each classroom for teacher and students' use). STAR Steps to solving conflict:
 - Stop (*Use self-control*)
 - Think (*Think about what's happening - Listen for feelings, brainstorm solutions*)
 - Act (*Talk it over & work it out – Choose & apply a win-win solution*)
 - Reflect (*Find out if the problem was solved – Do you need help?*).
2. List of examples of childhood conflict in school

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 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 ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of facts and deductively from general premises. 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem

X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others.
---	--

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students should be able to describe the importance of recognizing conflict and taking steps to solving it.

Students should be able to role-play conflict situations and provide solutions involving compromise.

Students should be able to forecast the consequences of situations and decisions.

Lesson Preparation

Essential Questions:

- What does it mean to assume personal responsibility in relationships with others?
- Why is it important to recognize or forecast conflict?
- Why is it necessary to become aware that conflict is part of life?
- Why is it important to learn to deal with conflict and resolve conflict?

Engagement (Hook): Typical examples of childhood conflict (see list attached at the end).

Have props, such as toy telephones and puppets, for pairs of students to role-play situations in the list attached. The class should provide solutions that involve compromise.

Procedures

Instructor Procedures:	Student Involvement:
1. Introduce the topic, as well as new vocabulary: conflict, conflict-resolution,	1. Students put away their work and wait for instructions.

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.

<p>compromise, equity, win-win solution.</p> <p>2. Teach the meaning of “Agreeing to meet half way” and “Agreeing to disagree.” Explain the steps to solving conflict.</p> <p>3. Ask students to give examples of situations where conflict may be involved.</p> <p>4. Have pairs of students role-play these situations or the situations in the list of childhood conflict in school (attached below).</p> <p>5. Encourage students to use the STAR steps to solving conflict:</p> <ul style="list-style-type: none"> • Stop (<i>Use self-control</i>) • Think (<i>Think about what’s happening - Listen for feelings, brainstorm solutions</i>) • Act (<i>Talk it over & work it out– Choose/apply a win-win solution</i>) • Review (<i>Find out if the problem was solved – Do you need help?</i>). <p>6. Ask students to give/receive feedback pertaining to the chosen solution.</p>	<p>2. Students’ participate by listening attentively and asking and answering questions</p> <p>3. Students take turns role-playing each type of typical childhood conflict. Students attempt to compromise by using the steps to solving conflict.</p> <p>4. The larger group helps brainstorm solutions, and collaborates in judging if the compromise found in each case is a win-win solution.</p>
--	---

Teacher Follow-Up Activities

The teachers should place the steps to solve conflict in a prominent place in the classroom. Teacher addresses conflict that may be present in regular academic projects. Teachers have a “Good Manners” table in the classroom, designated to discuss, reflect, and sort out situations involving conflict.

Counselor reflection notes (completed after the lesson)

TYPICAL SCENARIOS OF CHILDHOOD CONFLICT IN SCHOOL

(Have props, such as toy telephones and puppets, for pairs of students to role-play situations in this list. In small groups, students should provide solutions that involve compromise).

1. *To tell or not to tell*: You don't want your friends to think you are a snitch.
2. *Gossip*: Such and such said that you are all that.
3. *Jealousy*: Becoming upset at your friend when he or she plays with someone else.
4. *Ostracizing*: Leaving someone isolated, out of games, sleepovers, or parties.
5. *Bossiness*: Wanting to play only what you like, not giving others the chance of being the leader.
6. *Not fair - Not sharing*: Showing something off, or sharing only with a few selected people.
7. *Cheating*: Trying to win at any expense including dishonesty and unfairness.
8. *The Queen / King*: Trying to be better than someone else.
9. *Playing dumb*: Not doing your best in school because of being embarrassed to show your intelligence. Or trying to act dumb and funny.
10. *Tough act*: Using cuss words to make believe you are tough, or sabotaging your teacher's lesson to appear cool.