



Grade 3 Sample Lesson Plan

Keeping the Peace

Objectives/Goals

Students will demonstrate conflict resolution and the skill of negotiation to prevent bullying behaviors.

Students will demonstrate resolving conflicts in a positive way using a variety of scenarios

Materials

- *Brainstorming Conflict*: Handout
- *Conflict vs. Bullying*: Handout
- *Survival Advice on Being Bullied*: Poster
- *Negotiation Skill Steps*: Poster (printed and/or laminated)
- *Negotiation Skills Steps*: Handout
- *Negotiation Role Play Elementary Scenario*: Handout
- *Find the "I" Statement*: Handout
- *Conflict Resolution Skill Steps*: Poster (printed and laminated)
- *Conflict Resolution Skill Steps*: Handout
- *Elementary Conflict Scenarios*: Handout

Procedure

Step 1 Brainstorming Conflict Discussion (10 mins)

1. In a classroom discussion have the students share different conflicts they have had with friends/family using the *Brainstorming Conflict Handout* or draw thought cloud on the whiteboard to record student sharing.

2. After the class has shared and discussed different types of conflicts, write on the board: "Conflict can = Violence." Share that many people relate conflicts with violence. Inform students that many people try to solve conflicts with violence, but using violence makes things worse, not better. Let students know: "Today we are going to learn about different ways we can resolve conflicts in a peaceful way."

Step 2 Conflicts vs Bullying (15 mins)

1. Pass out and read through the *Conflict vs. Bullying Handout* with the class. Answer questions on bullying. Share the *Survival Advice on Being Bullied* poster. Discuss your school's anti-bullying policy and how to report bullying at your school.

Step 3 Negotiation Skill Steps (5 mins)

1. Print out *Negotiation Skill Steps Poster*. SAY: "1. Think 2. Defuse a conflict 3. "I" Statements 4. Options 5. Compromise 6. Reflect"
2. SAY: "Just like learning a dance routine or learning how to ride a bike, you have to learn the steps and practice to get better. We are going to learn the steps of dealing with a conflict in a peaceful way. Remember, conflicts happen in all relationships. What is most important is how you deal and respond to a conflict. Will you respond in a positive way or a negative way, like violence? We do not want violence (physical like hitting, or verbal like name-calling). We are going to learn how to solve a conflict by using negotiation. In a negotiation, both people want to try to work things out together. If the person you are trying to work out a situation with is violent, use refusal instead and walk away and tell a trusted adult."

3. Pass out *Negotiation Skills Steps Handout*. Discuss the importance of each skill step in the skill of negotiation

Step 1: Think-What is the problem? What are the consequences of my actions?

Step 2. Defuse a Conflict-Use a respectful tone of voice, avoid blaming the other person or pointing fingers, stay calm, use "I" messages, avoid

escalating the situation and/or walk away (it might not be the right time to talk it out).

Step 3 “I” Statements- I statements let the other person know how you feel without putting them on the defensive.

Step 4 Options-What are the options to solve this problem?

Step 5 Compromise-Make it a “win-win” situation. You might not get your way entirely, neither will the other person. You give a little and they give a little, but you both get something in return.

Step 6 Reflect-Would you do it again? Has everyone kept their self-respect and has respected others?

4. Pass out *Find the “I” Statement: Handout*. Have students circle the “I” statements on the worksheet.

Step 4 Negotiation Role Play (20 mins)

1. Pass out *Negotiation Role Play Elementary Scenario* to all students to follow along with the role play.
2. Teacher and another adult or student (practice with them beforehand) will perform the *Negotiation Role Play Elementary Scenario* to the class.
3. Go over the 6 Negotiation Skill Steps again (1.Think 2.Defuse 3. “I” Statements 4. Options 5. Compromise 6. Reflect.) Call up 7 students to hold *Negotiation Skill Steps: Printed and/or laminated (7 cards)* in the front of the class.
4. Teacher will perform role play again and when the students hear or see their step they will hold up the poster.
5. Pair students up with a partner and have them practice the role play.

Optional Ideas: Use examples of negotiation and/or conflicts in a book the class has read. Ask the librarian for suggestions.

Step 5 Conflict Resolution Skill Steps

1. Make copies for the class of the *Conflict Resolution Skills Step-Handout*
2. Print out, *Conflict Resolution Skill Steps Poster*. Pick 6 students to come up and hold up the posters.

3. Go over the Conflict Resolution Skill Steps: 1. Stop 2. Breathe 3. Think + Refuse a Conflict (separate poster) 4. Choose.
4. Step 1 **Stop**- Stop and freeze
Step 2 **Breathe**-Take a moment to take a deep breath and collect yourself
Step 3 **Think**-What is the problem? What are the consequences of my actions? Can I work this out with the person? Do I need to defuse this conflict or can I try to work it out with them? Go over examples of defusing a conflict.
Step 4 **Choose**-Make a decision. You might need to talk to someone for help.

Step 6 Conflict Resolution Role Play

1. Choose 6 students to hold up the *Conflict Resolution Skill Steps Poster*. During the dialogue students will stand up and hold up the skill step when they hear the skill step.
2. Teacher and student will perform the, *Conflict Role Play Elementary Scenario* for the class.
3. Reflect on these questions from the role play.

Processing Questions:

- What strategies did Sam use to defuse the situation?
[Calm, Respectful Tone of Voice, "I"-Messages, Walk Away, Avoiding Blame, Avoiding Escalating the Situation]
 - How did John do to mend his relationship with Sam?
4. Students will practice the role play

Step 7 Conflict Resolution Role Play

1. Choose a common conflict from the *Elementary Conflict Scenarios-Handout* or make up one that is relevant to your students.
2. Partner students up and have them come up with a healthy solution.

Assessment Idea

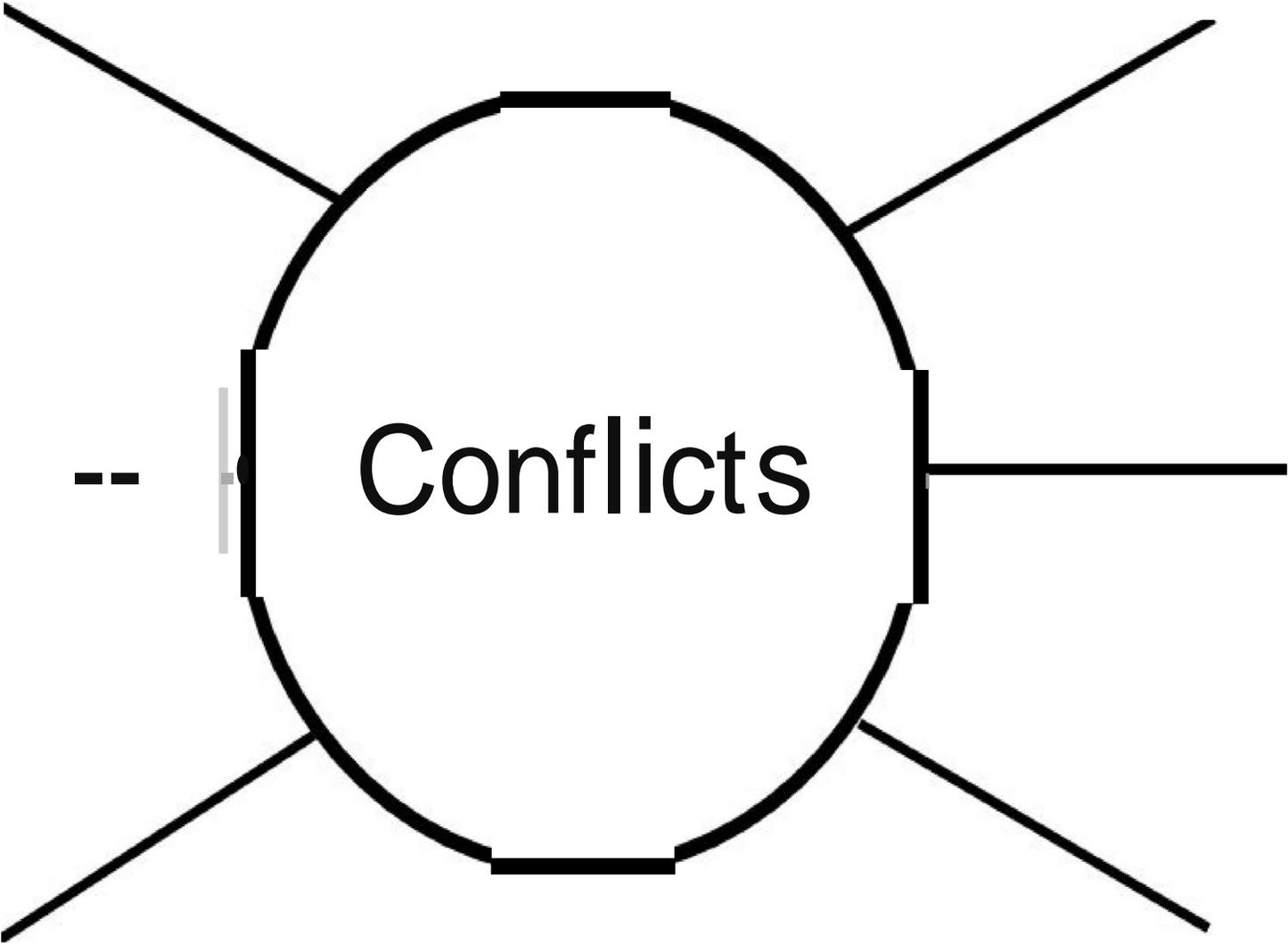
- Find the “I” Statement-Handout
- Observational notes of students performing negotiation and conflicts
- Written and/or drawn short responses to negotiation and conflict scenarios
- Performances of role play for negotiation and conflict resolution

What Does Mastery of Interpersonal Communication Look Like:
--

Mastery of refusal skills in 3-5 grades, is demonstrated when students can successfully avoid and/or say no in unhealthy or unsafe situations. Students must be able to demonstrate effective negotiation, conflict resolution and refusal skills. Health Skill Models: www.rmc.org/healthskills

References

Kimberly Ohara-Ocean View High School





Conflict VS Bullying

Conflicts

Conflicts can be a normal part of a relationship. Even the most healthy relationships can have conflicts. How you deal with and manage conflict in relationships is the most important part.

Conflicts often happen where everyone can see what's happening.

Usually two people with a balance of power have a fight, argument or disagreement.

In a healthy relationship the people involved in the conflict will try to work things out using a skill called, negotiation. If the conflict is too big or dangerous it's important to defuse it and get help from a trusted adult.



Most conflicts can be resolved by talking things out. Most of the time people work out conflicts and remain friends.

Bullying

Bullying is intentionally being mean to another person over and over again.

Bullying is repeated and unwanted behavior.

A person is intentionally targeted and felt in danger.

Bullying is about power and control.

Threats like words and/or actions.

Examples of Bullying:

- Cyberbullying: Online, phones
- Social Bullying
 - Lying and/or spreading rumors
 - Isolation of a Victim
- Verbal Bullying
- Physical Bullying



A bully is usually not friends with the victim.

SURVIVAL ADVICE ON BEING BULLIED!

- 1. Know, there is nothing wrong with you. You are a victim.**
- 2. Look the bully in the eye & tell them you will see them later.**
- 3. Be an "UPSTANDER". When you see bullying stand up for others and/or distract the bully.**
- 4. Tell a trusted adult**

Remember: "Bullying isn't just the mean things you do, it's all the nice things you never do." -Jodee Blanco

Negotiation Skill Steps:

1. THINK

2. DEFUSE

3. "I" STATEMENTS

4. OPTIONS?

5. COMPROMISE

6. REFLECT

WHAT IS THE
PROBLEM?



WHAT ARE THE
CONSEQUENCES
OF YOUR
ACTIONS?

THINK

DEFUSE A CONFLICT

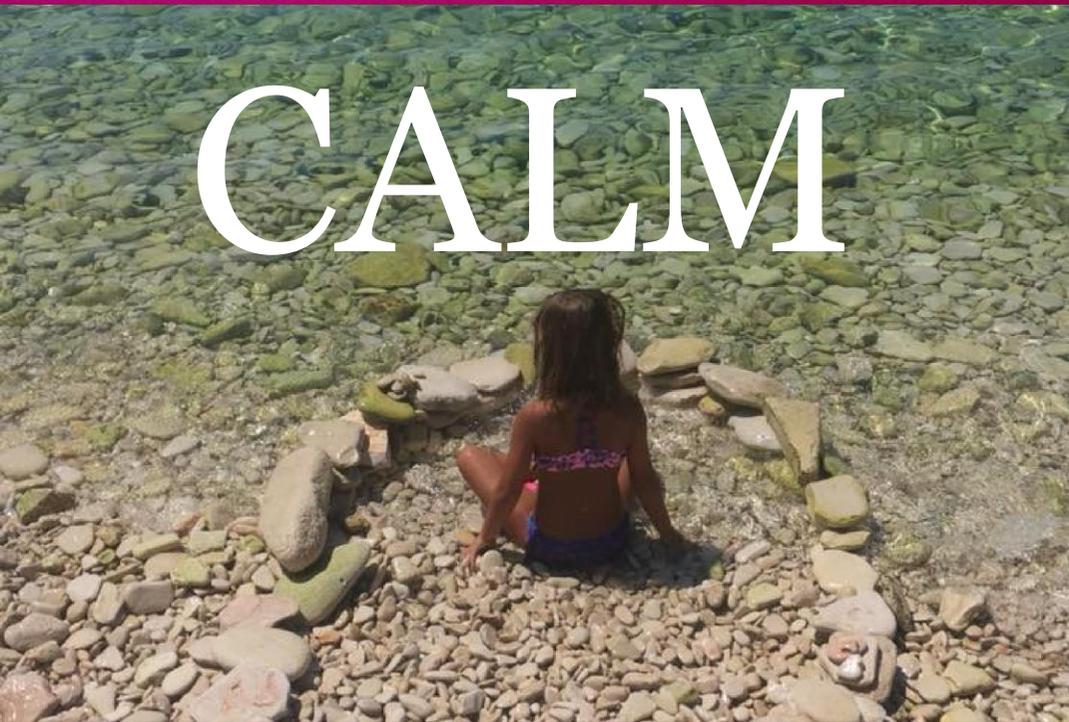


RESPECTFUL
TONE



AVOID BLAME

CALM



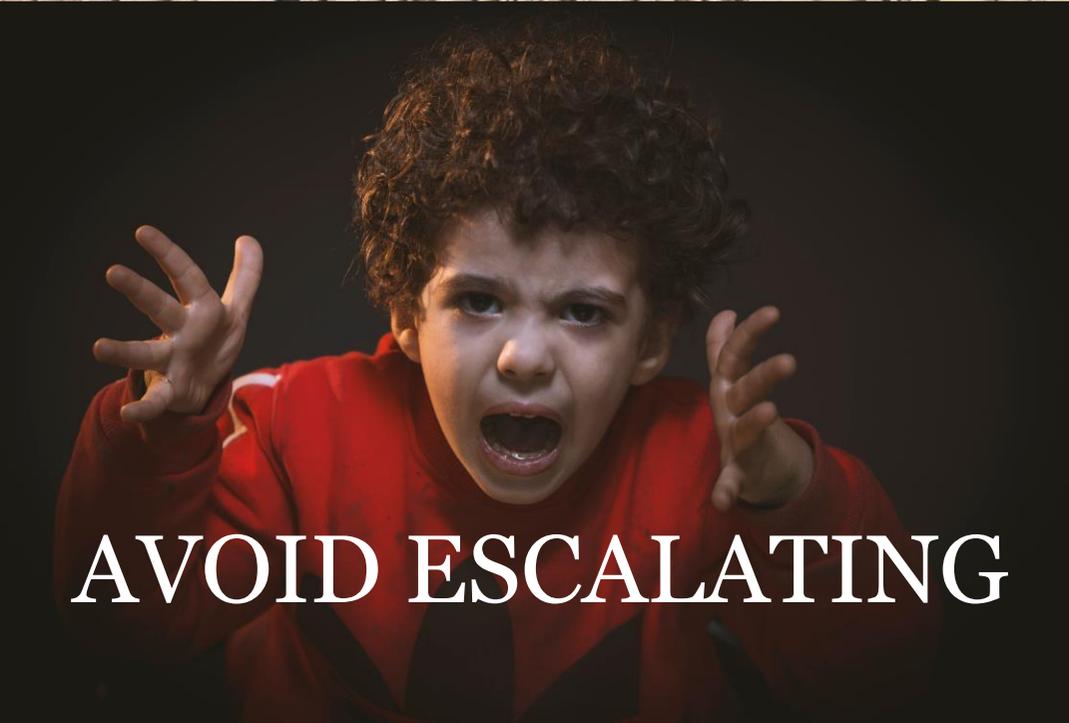
"I" MESSAGE



"I FEEL..."

"I GET UPSET WHEN..."

AVOID ESCALATING



WALK AWAY



"I" MESSAGES



"I FEEL..."



"I GET UPSET WHEN..."

OPTIONS?



COMPROMISE



"WIN-WIN"



REFLECT

NEGOTIATION Skill Steps:

A negotiation will only work if both people are willing to work something out. If the person is violent or dangerous use refusal and walk away and get a trusted adult to help out.

6. REFLECT

WOULD YOU MAKE THIS DECISION AGAIN?
HOW ARE OTHERS AFFECTED BY MY DECISION?

5. COMPROMISE

FIND WIN-WIN A SOLUTION TOGETHER.

4. OPTIONS?

WHAT IS THE BEST CHOICE FOR THIS SITUATION?
HOW ARE OTHERS AFFECTED BY MY DECISION?



3. "I" STATEMENTS

2. DEFUSE

DO I NEED TO DEFUSE THIS CONFLICT?



[RESPECTFUL TONE, CALM, "I" MESSAGES, AVOID ESCALATING & BLAME OR WALK AWAY]

1. Think

WHAT IS THE PROBLEM?
ARE THERE CONSEQUENCES OF YOUR ACTIONS?

Find the “I” Statement

Directions:



Circle the “I” statements.



You never follow the rules of handball.

I get upset when we don't take turns.

I feel upset when I don't ever get to choose the game we are going to play.

You always get to choose the game we are going to play.

I felt sad when you talked about me behind my back.

You always go first on the swings.

I felt upset when I wasn't included in the game.

Elementary Health Role Play

Skill: Negotiation

Scenario:

John and Sam both arrived at the four square court at the same time during recess. John wants to play four square with his friends. Sam is waiting to play four square with her friends. Help them work this scenario out

John: “Sam, I was here first. I was hoping to play four square with my friends”

Sam: “I was here first. I wanted to play with my friends too.”

**John: “Sam, how about I play for 5 minutes with my friends and then you and
then your friends can have a turn after?”**

Sam: “Ok, we can go play on the swings while we wait.”

John: Thanks for working this out.”

Sam: [Sam smiles]. “No problem, maybe next time if this happens again, you can let me and my friends go first.”

John: “Sounds like a good plan.”

Processing Questions:

- What technique did John and Sam use to defuse the situation?
[Calm, respectful tone of voice, “I”-Messages]
- What was John and Sam’s compromise?

Conflict Resolution Skill Steps:

When conflicts arise, it's important to determine if the situation is safe. If the situation is dangerous refuse and walk away and tell a trusted adult. Most conflicts can be talked out but both people have to be willing to work things out. Follow these steps when working through a conflict.

4. CHOOSE



WHAT IS THE BEST CHOICE FOR THIS SITUATION?
HOW ARE OTHERS AFFECTED BY MY DECISION?

3. THINK



WHAT IS THE PROBLEM?
ARE THERE CONSEQUENCES OF YOUR ACTIONS?
DO I NEED TO DEFUSE THIS CONFLICT?

[RESPECTFUL TONE, CALM, "I" MESSAGES, AVOID ESCALATING & BLAME OR WALK AWAY]



2. BREATHE



1. STOP



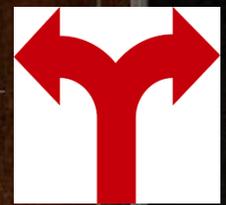
CONFLICT RESOLUTION:

STOP

BREATHE

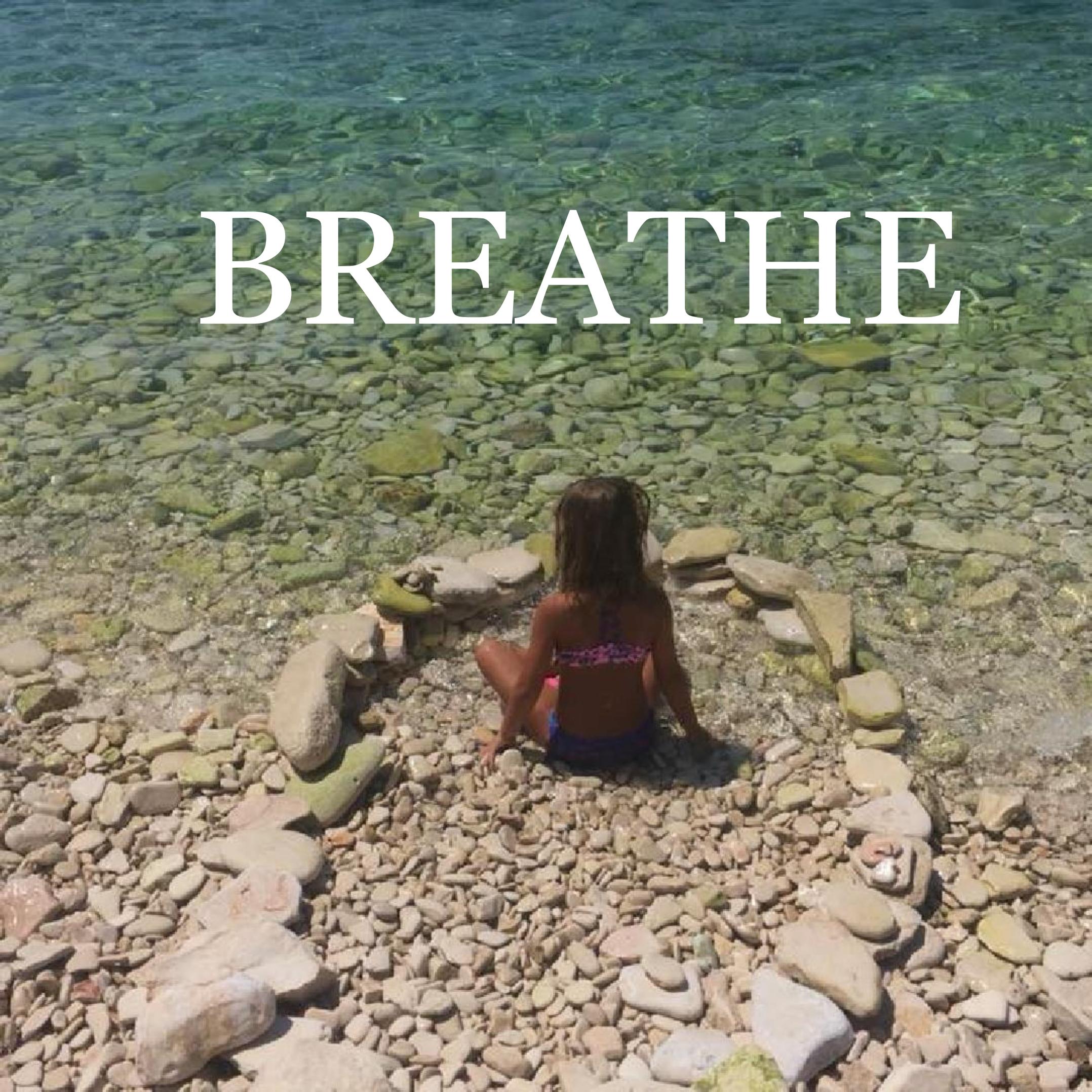
THINK

CHOOSE





STOP

A woman with long dark hair, wearing a purple and black bikini, is sitting on a rocky beach. She is facing away from the camera, looking out at the clear turquoise water. The beach is composed of many smooth, light-colored rocks of various sizes. The water is very clear, showing the rocky bottom. The word "BREATHE" is written in large, white, serif capital letters across the upper middle of the image.

BREATHE

WHAT IS THE
PROBLEM?



WHAT ARE THE
CONSEQUENCES
OF YOUR
ACTIONS?

THINK

Defuse a Conflict
Strategy

DEFUSE A CONFLICT



RESPECTFUL
TONE



AVOID BLAME

CALM



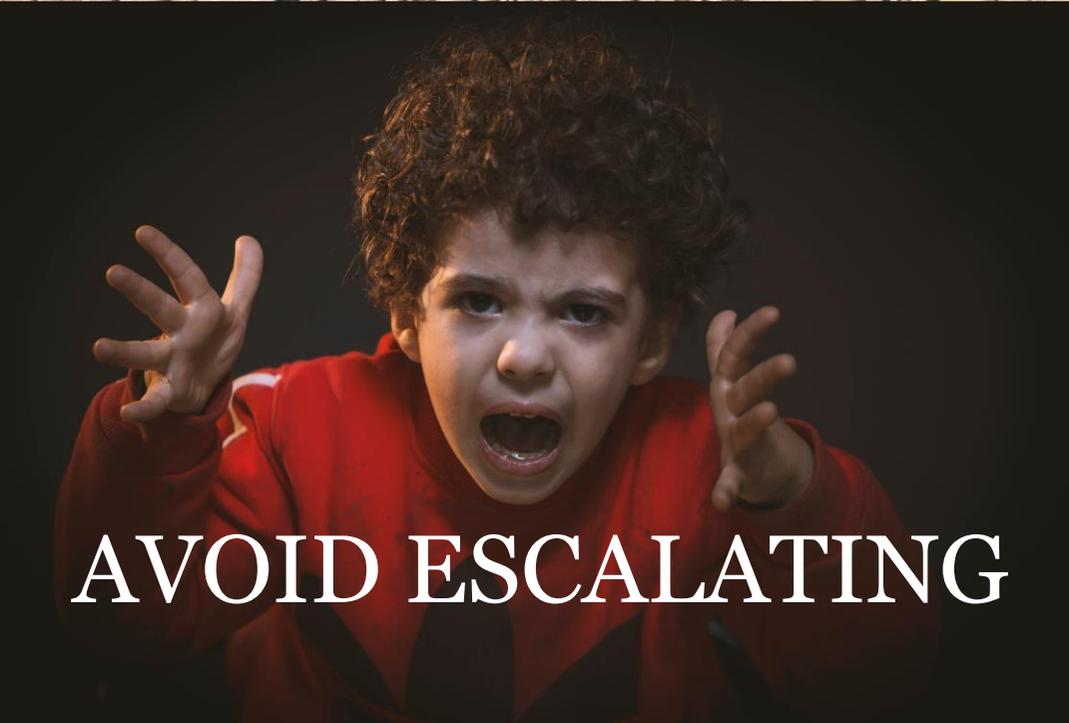
"I" MESSAGE



"I FEEL..."

"I GET UPSET WHEN..."

AVOID ESCALATING

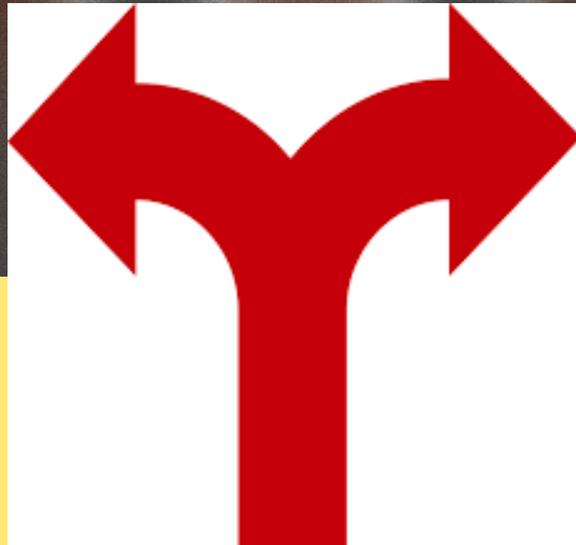


WALK AWAY



CHOOSE

TALK TO SOMEONE YOU
TRUST FOR SUPPORT



Elementary Health Role Play

Skill: Conflict Resolution

Scenario:

John and Sam are playing four square when John throws the ball in Sam's face after losing.

John: [Angry John throws the ball towards Sam's face and storms off].

Sam: Hey, why did you do that? Don't be such a poor loser. [Takes a deep breath]

John: [Angry but cooling off. Takes a deep breath]

Sam: Can we talk?

John: Sure.

Sam: I got upset when I won and the ball was thrown at my face.

John: I got upset when you won. I hate losing. What can I do to make things better?

Sam: Just apologize.

John: I am sorry I threw the ball at your face after you won.

Sam: Ok, I appreciate you apologizing.

Processing Questions:

What strategies did Sam use to defuse the situation?

[Calm, Respectful Tone of Voice, "I"-Messages, Walk Away, Avoiding Blame, Avoiding Escalating the Situation]

How did John do to mend his relationship with Sam?

Elementary Conflict Resolution Scenarios

Best Friends:

O and L are best friends. A new friend M comes along. O and M started playing exclusively together and intentionally leaving L out. Help L work things out with O and M.

Playground:

Q always dominates on the four square court. R plays Q in a four square game and wins Q. Q gets upset and throws the ball in R's face. Help R work this out with Q.

In the Bathroom:

O dares L to put a friends necklace down the drain in the school bathroom. L feels really uncomfortable with this and does not want to put the necklace down the drain. Help L out.

Friends:

L and P love playing video games together after school. L always chooses the video game L and P play. P wants to choose a game this time. Help P talk this out with L.

Playground:

Q and R are getting a drink of water at the water fountain. Q is drinking water and R pushes Q so water goes up their nose. Q is upset and wants to talk this out with R.

Classroom:

T and K are table partners and T catches K looking at other people's spelling tests during the test. T doesn't like cheating and wants to tell.