



Grade 5 Lesson Plan

Unit 8– Conflict Resolution

SOLs (Health Standards of Learning)

- 4.1 p, 4.2 p, 4.3 j, 4.3 k
- 5.1 q, 5.2 o, 5.2 q

SOLs (Physical Education Standards of Learning)

- 4.4 b
- 5.4 e

Objectives/Goals

- Students will be able to identify situations where conflict might occur
- Students will learn strategies to resolve disagreements peacefully and respectfully
- Students will apply conflict resolution strategies during PE activities

Materials

- Tagging noodles
- Handouts

Procedure

Step 1- Partner Discussion

- Students work in small groups of 2 or 3 to discuss each question on the partner discussion handout

Step 2- Class Discussion

- Review student responses to the partner discussion handout
- Model the following strategies:
 - Rock paper scissors for simple disputes
 - Peace talks for more complex issues

Step 3- Practice a Peace Talk

- Rules of peace talks:
 - If another student asks you for a peace talk, you must say yes.
 - Always use I statements
 - Always use a calm tone of voice
 - Repeat what the other student said to show understanding of their message
 - Follow the protocol from the handout

- Practice peace talks with a partner using the peace talk handout

Step 4- Sharks and Minnows- or equivalent game

- Apply skills to a PE activity with a lot of disagreement potential. Any tagging game works well here.

Assessment Idea

- Observation over time: This lesson is one we spiral back to continuously. Modeling conflict resolution strategies and reminding students of expectations frequently can help make your classroom more peaceful. Students who struggle with their conflict resolution skills will often require teacher assistance in solving problems. Student progress is not difficult to track.
- Exit Slip

References

- Brain Pop: <https://educators.brainpop.com/bp-topic/conflict-resolution/>
- Texas Education Agency: <https://www.txcte.org/resource/lesson-plan-can%E2%80%99t-we-all-just-get-along-conflict-resolution-strategies>
- Education Week Teacher Blogs: https://blogs.edweek.org/teachers/teaching_for_triumph/2013/11/peace_talks.html

Handout

The next pages include:

- Partner Discussion Handout
- Peace Talk Role Play
- Sharks and Minnows Description
- Exit Slip

Partner Discussion

- 1) Where are some situations where conflict might occur in PE?**
- 2) What are a couple different ways you could solve a simple disagreement with a classmate?**
- 3) Some conflicts require a conversation between the people involved in order for all parties to be able to move on. Talk about how each of the following could affect how that conversation goes:**
 - Tone of Voice
 - I-statements vs. statements of blame
 - Non-verbal communication- body language, facial expression, eye contact
 - Assume the best: How does it change the conversation if you assume the other person made a mistake instead of breaking a rule on purpose?
- 4) Which is more important when resolving a conflict? Why?**
 - Proving you are right
 - Both sides finding a fair solution so they can move on

Peace Talk Role Play

Peace Talk Rules and Tips:

- If another student asks you for a peace talk, you must say yes.
- Always use I statements
- Always use a calm tone of voice
- Repeat what the other student said to show understanding of their message
- Follow the protocol from the handout

With your partner, follow the protocol to act out the situation

Situation: Student 1 is not following the rules of the game. Student 2 gets mad and yells at student 1 calling him/her a cheater.

Student 1 asks Student 2 for a peace talk

Once student 2 agrees, the two students find a safe space to talk. The student who requests the peace talk goes first:

Student 1: I felt _____ when you called me a cheater. Next time I want you to _____

Student 2: Repeat what student 1 said in your own words to show you understand their point of view. Then, make your own I-statement.

Student 2: I hear you say that you felt _____

Student 2: I felt _____ because you were not following the rules (explain the rule that the other student broke). Next time I want you to _____

Student 1: Repeat what student 2 said in your own words to show you understand their point of view.

Student 1: I hear you say that you felt _____

Now that both sides have shown understanding of the other person's point of view, the two students work out a solution and agree to move on. If you have trouble finding a solution that both agree on, ask the teacher for help.

Once both students are ready, end your peace talk with a handshake and return to the activity

Sharks and Minnows

Materials

- Tagging Noodles (3 taggers per 20 students)

Procedures

Explain Rules and Boundaries

- Taggers start in the middle of the gym, runners start behind the end line of the basketball court
- Sidelines and end lines of the court form boundaries. Sidelines are out of bounds, end lines represent start and finish
- If a student is tagged or if they step out of bounds, they become “Octopus Taggers”
- Regular taggers can move anywhere
- Octopus Taggers must stay in the place where they were tagged. Octopus taggers are only allowed 1 pivot step. A tag by an octopus tagger is the same as a tag by a regular tagger.
- Round ends when there are less than 5 runners left.

Exit Slip

1) Which of the following are positive ways to resolve a disagreement?

Circle all that apply

- A) Rock, Paper, Scissors
- B) Screaming at someone who made a mistake
- C) Peace Talks
- D) Letting it go if it is not a big deal

True or False

Circle the best answer

If another student asks you for a peace talk, it is okay to say “no”

True

False

You should always start a peace talk with an I-statement

True

False

A calm tone of voice is important during a peace talk

True

False

Re-stating the other person’s I-statement is a good way to make sure you understand what they are trying to communicate

True

False