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 and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.04: Exhibit coping skills for managing life-changes or events.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
C. Students will understand safety and survival skills

Materials (include activity sheets and/or supporting resources)

- What is Conflict? Graphic Organizer
- Three Different Approaches to Conflict Worksheet
- Mediation Do’s and Don’ts Activity Sheet
- Communication Pyramid for Mediation Activity Sheet
- Chart paper
- Markers
- Pencils
- Post it notes

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

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

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<thead>
<tr>
<th></th>
<th>This lesson supports the development of skills in the following academic content areas.</th>
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<tbody>
<tr>
<td>X</td>
<td>Communication Arts</td>
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Academic Content Area(s) | Specific Skill(s) |
<table>
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<tbody>
<tr>
<td>Communication Arts</td>
<td>1. Speaking and writing standard English (including</td>
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Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

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### Enduring Life Skill(s)

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<thead>
<tr>
<th></th>
<th>Perseverance</th>
<th>X</th>
<th>Integrity</th>
<th>X</th>
<th>Problem Solving</th>
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</thead>
<tbody>
<tr>
<td>X</td>
<td>Courage</td>
<td></td>
<td>Compassion</td>
<td>X</td>
<td>Tolerance</td>
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<td>X</td>
<td>Respect</td>
<td></td>
<td>Goal Setting</td>
<td>X</td>
<td>Responsibility</td>
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### Lesson Measurable Learning Objectives:

The student will contribute at least one idea to the concept map and class discussion.

### Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
The student will contribute at least one idea to the concept map and class discussion.

### Lesson Preparation

**Essential Questions:** How is conflict resolved?

**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

<table>
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<tr>
<th>Instructor Procedures/Instructional Strategies:</th>
<th>Student Involvement/Instructional Activities:</th>
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<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Session 1</strong></td>
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<tr>
<td>1. The counselor will act as the mediator and</td>
<td>1. Two students will enter the classroom</td>
</tr>
<tr>
<td>help the students mediate their argument.</td>
<td>arguing loudly.</td>
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<tr>
<td>2. Counselor will ask the class to explain what</td>
<td>2. Students will explain what they observed.</td>
</tr>
<tr>
<td>they just saw.</td>
<td></td>
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<tr>
<td>3. The counselor will distribute all handouts</td>
<td>3. Students will look through the handouts</td>
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<tr>
<td>and ask students to brainstorm “What is</td>
<td>and begin to brainstorm answers to “What is</td>
</tr>
<tr>
<td>conflict?”</td>
<td>conflict?”</td>
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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.

5. Counselor will present the Mediation Do’s and Don’ts and the Communication Pyramid.

6. Counselor will end the session letting students know that next time they will actually role-play practice mediation.

4. Students will generate various conflict scenarios and discuss appropriate responses.

5. Students will discuss the Mediation Do’s and Don’ts and look at the Communication Pyramid.

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?
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 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

- Pay attention to Body Language (Yours and Theirs)
- Use Active Listening For FACTS - FEELINGS
- Assert Yourself Through “I” Messages
- Ask questions to learn more about the problem
- Summarize Disputant’s Story
- Use Active Listening For FACTS - FEELINGS
- Pay attention to Body Language (Yours and Theirs)