

**Unit # 3 Title:** Conflict Resolution –I am part of the Solution!

**Lesson Title:** My Problem...Your Problem...Our Problem      **Lesson 1 of 4**

**Grade Level:** 6

**Length of Lesson:** 50 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.06.a.i: Apply problem-solving and conflict-resolution skills to new challenges.

**American School Counselor Association National Standard (ASCA):**  
 Personal/Social Development  
 A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Wrapped food item  
*How Am I Responsible?* Activity Sheet for overhead  
 Overhead

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
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 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

**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 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	

	Fine Arts	
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**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		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 will participate in question and answer discussion and in completing the *How Am I Responsible?* Activity Sheet.

**Lesson Preparation**

**Essential Questions:** What does it mean to utilize and accept personal responsibility in relationships with others? Why is it important to accept personal responsibility in our relationships with others?

**Engagement (Hook):** Put students in groups of 3 or 4 and give each group one wrapped food item (granola bar, fruit snacks, fruit roll ups, etc.). Tell the students to figure out who gets the food. Students should figure out that each one can have some food. Give students a chance to work on the problem and then discuss what strategies were used in the groups.

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Tell the students you want them to help you list any new challenges they have faced this year as a sixth grader. Write the items students come up with on the board. If students have difficulty in listing items give them some ideas or examples of challenges you are aware they may be facing.</li> <li>2. Circle the items on their list that deal with other people and their relationships with them. Review feelings, compromising, problem-solving and conflict-resolution skills. Ask the students how those items have anything to do with the relationship challenges listed on the board. Make sure to highlight to students that with true personal responsibility, when conflict exists in a relationship, each person bears a part of the problem.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will volunteer to share challenges they have faced this year as a sixth grader. They may list things like: having a locker, moving from class to class, carrying a lunch card, having an increase in homework, taking notes, going to school dances, making new friends, fighting with old friends, being bullied, etc.</li> <li>2. Students should be able to see that relationships with others are a challenge and that new challenges have arisen this year. Students should be able to discuss in-depth feelings, compromise, problem-solving and conflict-resolution. They should be able to see that each person in a challenging situation has feelings and that those feelings may differ, that compromise is a positive step to working out</li> </ol>
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<p>3. Place the <i>How Am I Responsible</i> activity sheet on the overhead. Read the situation and lead the discussion on the questions.</p> <p>4. Complete the lesson by asking students to come up with relationship situations that may have arisen this school year and discuss with students the same way as with the situations on the activity sheet.</p> <p>5. Students will be encouraged to apply and practice the skills discussed today.</p>	<p>challenging situations, and that problem-solving and conflict-resolution skills are necessary to resolve conflict between people.</p> <p>3. Students will be discussing the answers to the questions on the activity. Students should be able to see the importance of problem-solving and conflict-resolution skills in facing new challenges in relationships.</p> <p>4. Students should be able to present real-life situations and discuss the situations using the same format as the activity sheet.</p> <p>5. Students should apply and practice the skills discussed today.</p>
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**Teacher Follow-Up Activities**

Students should be encouraged by the teacher to use problem-solving and conflict-resolution skills when relationship issues occur within the classroom.

**Counselor reflection notes (completed after the lesson)**

## How Am I Responsible?

(Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead and you go to the party with that friend. Your parents find out and they ground you.

How do you feel? \_\_\_\_\_

How do you think your parents feel? \_\_\_\_\_

How can you show your parents you are willing to accept personal responsibility?

\_\_\_\_\_

What could you have done differently? \_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? \_\_\_\_\_

How do you think your friend feels? \_\_\_\_\_

How can you show your friend you are willing to accept personal responsibility? \_\_\_\_\_

\_\_\_\_\_

What could you have done differently? \_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

\_\_\_\_\_

3. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? \_\_\_\_\_

How do you think your friend feels? \_\_\_\_\_

How can you show your friend your willing to accept personal responsibility? \_\_\_\_\_

\_\_\_\_\_

What could you have done differently? \_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

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\_\_\_\_\_