

<p><b>Unit 1 Title:</b> What Does it Take to Get Along With Others?</p> <p><b>Lesson Title:</b> Talk it Over and Work it Out!: Compromise <span style="float: right;"><b>Lesson 5 of 6</b></span></p> <p><b>Grade Level:</b> 4</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive School Counseling Big Idea:</b> SE.2: Interacting With Others in Ways That Respect Individual and Group Differences</p> <p><b>Grade Level Expectation (GLE):</b> SE.2.C.04: Identify and practice the skills used to compromise in a variety of situations.</p> <p><b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b> Social/Emotional Development</p>
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**Materials (include activity sheets and/ or supporting resources)**

STAR Steps to Solving Conflict Poster (to be left in each classroom for teacher and student use)  
*Typical Scenarios of Childhood Conflict in School*

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions, and ideas, while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>5. Reason inductively from a set of facts and deductively from general premises.</p> <p>6. Examine problems and propose solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses a problem</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</p>

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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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 Measurable Learning Objectives:**

The student will use the STAR method to role play at least two conflict resolution scenarios in school.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
 Students will describe the importance of recognizing conflict and taking steps to solving it.  
 Students will role-play conflict situations and provide solutions involving compromise.  
 Students will forecast the consequences of situations and decisions.

**Lesson Preparation**

**Essential Questions:**

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**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Introduce the topic, as well as new vocabulary: conflict, conflict-resolution, compromise, equity, win-win solution.	1. Students listen and participate.
2. Teach the meaning of Agreeing to meet half way and Agreeing to disagree.” Explain the steps to solving conflict.	2. Students participate by listening attentively and asking and answering questions.
3. Ask students to give examples of	3. Students give examples.

<p>situations where conflict may occur.</p> <p>4. Teach students the STAR steps to solving conflict:</p> <ul style="list-style-type: none"> <li>• Stop (<i>Use self-control</i>)</li> <li>• Think (<i>Think about what’s happening - Listen for feelings, brainstorm solutions</i>)</li> <li>• Act (<i>Talk it over &amp; work it out– Choose/apply a win-win solution</i>)</li> <li>• Review (<i>Find out if the problem was solved – Do you need help?</i>).</li> </ul> <p>5. Have pairs of students role-play these situations or the situations in the list of childhood conflict in school - <i>Typical Scenarios of Childhood Conflict in School</i>.</p> <p>6. Ask students to give/receive feedback pertaining to the chosen solution.</p>	<p>4. Students listen.</p> <p>5. Students take turns role-playing each type of typical childhood conflict. Students demonstrate how to compromise by using the steps to solving conflict.</p> <p>6. The larger group helps brainstorm solutions and collaborates in judging if the compromise found in each case is a win-win solution.</p>
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**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)**

# **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?)*

**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 with 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.