

<p>Unit 2 Title: How Does A Person Cope With Life Changing Events?</p> <p>Lesson Title: Conflict Mediation - Part 2: Practice Lesson 2 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 45 minute session</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectation (GLE): SE.3.C.04: Utilize coping skills for managing life changes or events.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Mediation contract Student handouts from Lesson 1 <i>Peer Mediation</i> Worksheet</p>
--

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>2. Review and revise communications to improve accuracy and clarity</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 one’s own experiences in preventing or solving problems</p>
	<p>Goal 4: Make decisions and act as responsible members of society</p>

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>

	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will serve as a mediator to work through one mediation and complete the mediation contract.

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.
 Students will divide into small groups and perform the mediation process, taking turns as mediators and disputants.

Lesson Preparation

Essential Questions: How does a person cope with life-changing event?
Engagement (Hook): Students will be reminded that today they will be actually role-playing real mediations.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor reviews handouts from Lesson 1 going over the concepts of mediation. 2. Counselor asks for 4 volunteers to come to the front and play the roles of 2 mediators and 2 disputants. 3. Counselor directs students to choose one of the class generated problem scenario from Lesson 1. 4. Counselor observes the role play adding 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students discuss and review the handouts. 2. Four students volunteer to participate in the class role-play based on scenario generated in Lesson 1. 3. Disputants select their conflict and the peer mediators' look over their <i>Peer Mediation Worksheet</i>, deciding who will take what parts and who will be the scribe. 4. Students present the mediation role-play.
--	---

<p>comments and support as needed.</p> <p>5. Counselor leads discussion on what went well and what were problems with the mediation.</p> <p>6. Students are divided into small groups to practice mediation in their groups. Groups are 4-5 students. Mediations are done twice to allow each student the opportunity to be a mediator and a disputant.</p> <p>7. The counselor circulates, observing, and assisting as needed. At the end the counselor has the students come back in to a large group and discuss their experiences.</p>	<p>5. Students discuss the mediation. What went well and what problems they perceived.</p> <p>6. Students divide into small groups of 4-5 to role-play their own mediations. Each group does two mediations allowing each student to be a mediator and a disputant.</p> <p>7. Students do two role-plays and then return to the large group to discuss their experiences.</p>
--	---

Teacher Follow-Up Activities

Groups share their role-plays with the teacher.

Counselor reflection notes (completed after the lesson)

Peer Mediation Worksheet

1. **Introductions:** “I am _____.” “I am _____ and we are peer mediators.”
“Do you want to solve this problem with us, or with the teacher?”

2. **Get the names of the disputants and write them in the Solutions section below.**

3. **Rules:** “In order to solve the problem with us you must agree to the following rules:”
1. Be respectful of others; no name-calling or put-downs.
2. Speak in turn; no interruptions.
3. Whatever is said here stays here, unless otherwise agreed.

4. **Problem:** (“What is the problem and how does it make you feel?”) _____

5. **Solutions:** (“What do you want from the other disputant? What can you do to solve the problem?”)

Disputant’s name:	Disputant’s name:

6. **Agreement** (Who?, What?, When?, Where?, How?):

_____ (disputant’s name) **agrees to:**

_____ (disputant’s name) **agrees to:**

Date: _____

Sign: Disputant: _____
Mediator: _____

Disputant: _____
Mediator: _____