

GRADES 3 - 5

# CONFLICT RESOLUTION

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## Foreword

Conflict is a part of everyday life. Unfortunately, many people lack the skills to resolve conflict fairly. Teaching students conflict resolution skills can not only turn conflict into a positive experience for everyone involved, it can also create a caring school atmosphere, promote problem-solving skills, and encourage peace.

The practical activities in *Conflict Resolution* will help students understand how to resolve conflict successfully, and allow them to practice skills and strategies to COMMUNICATE, NEGOTIATE, and CONSOLIDATE conflict resolution procedures.

Titles in this series:

*Conflict Resolution*, Grades K – 2

*Conflict Resolution*, Grades 3 – 5

*Conflict Resolution*, Grades 6 – 8



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# Communication and feelings – Identifying feelings

## Teacher information

Students should be able to identify common feelings of people involved in conflict. These may include positive and negative feelings; e.g. anger, disappointment, fear, frustration; confidence, calmness.

Ask the students to find partners to work with, then cut out and distribute one copy of the scenarios below to each pair. The students will need to give names to their characters.

Each scenario has a different type of ending: "What's on TV?" has a "win-win" ending, "The picture book" has a "win-lose" ending, and "Tug of war" has a "lose-lose" ending. Teachers may like to discuss these terms with the class (refer to the glossary on page 7) and explore the feelings the characters have at the end of each role-play.

Encourage the students to use well-structured arguments in their role-plays, as well as gesture, facial expression, and vocal expression to indicate their characters' feelings.

Students may perform for the whole class or a small group.

## Discussion Points

- What are some common feelings people involved in conflict have?
- How do they show these feelings?

## Indicators

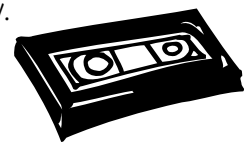
- Shows an understanding of how people feel during conflict.
- Identifies how people show feelings through words and actions.

### What's on TV?

A and B are sisters or brothers.

They both want to watch their favorite television shows, which are about to start at the same time on different channels. They start to argue about who gets to watch his/her show.

A eventually volunteers to videotape his/her show. A and B agree that A can watch the tape whenever he/she likes. When the shows are on next week, B will tape his/her show. They shake hands.

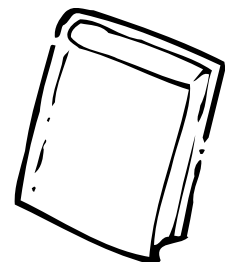


### The picture book

A and B are in the same class at school.

They are designing and writing a picture book together for a competition their teacher has entered them in.

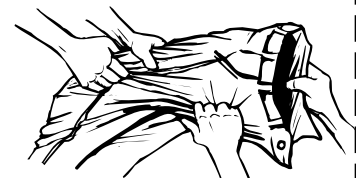
A and B start to discuss the picture book, and realize they each have very different ideas. A tells B his/her ideas are stupid. A says he/she will only cooperate if his/her ideas are used. B backs down and unhappily agrees.



### Tug of war

A and B are shoppers.

They have both picked up an item on sale. A has one end of the item and B has the other. It is the last item of its kind left. They begin to argue over who should have it, then begin a tug of war with the item. It breaks.



# Identifying feelings



1 Read each scenario, then complete the following tasks with your partner.

(a) Decide who will play A and B in each scenario.

(b) For each one, list the feelings you think the characters might have, in order, from the beginning of the scenario to the end.

## The picture book

A

B

## What's on TV?

A

B



## Tug of war

A

B

2 Practice your three role-plays. Make sure you say at least four lines each. Choose your words and actions carefully to show how your character is feeling.



3 Perform your role-plays for the class or a small group.

4 On your own, choose one of the role-plays you performed. Describe how you showed your character's feelings.

Title of role-play \_\_\_\_\_ Character  A  B

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