

# Character and Life Skills: Peace

## Lesson Title: Resolving Conflict, Restoring Peace

Grade Level: 3-5



### Project and Purpose

Students brainstorm ideas on how to respond in situations where there is conflict. They will demonstrate their understanding by presenting a conflict-resolution scenario that they create.

### Essential Question

How can we peacefully resolve conflict?

## Materials

- Pens, pencils
- Paper
- Smart board or white board
- **Resolving Conflict** handout
- **Restoring Peace** worksheet

## Procedure

### Introduction

1. Write/post the word “peace” on the where everyone can see.
2. Have students pair with a neighbor and discuss the following questions:
  - What does “peace” mean to you?
  - What are some examples of times when you have experienced peace in your life?
  - How would you define the term conflict?
  - How does it make you feel when conflict interrupts a peaceful situation?
3. Call on a few pairs to share their responses with the class and record a few ideas.

### Direct Instruction (I do)

1. Share a personal example of a time when you were involved in a conflict. Explain how you resolved the conflict, highlighting the strategies (listen, talk, compromise, etc.) you used.
  - Example: When I was in high school, I wanted to get a part-time job. My parents refused my request because they feared I would fall behind in my studies. After discussing the issue and evaluating everyone’s point of view, my parents and I decided to compromise. My parents agreed to let me work 10 hours a week as long as my grades did not drop, and I agreed to continue studying every day after work so my grades would not suffer.

## Guided Exploration (We do)

1. Ask your students to think back to a time when they were involved in a conflict. Have them think about the following questions:
  - How did you handle it? What did you do? Say?
  - What three words best describe your emotions at the time?
  - Did you consider the idea of bringing peace to the situation? Why or why not?
  - What was the final result of the incident?
  - Was there a different approach you could have taken?
2. Call on a few students to share aloud and discuss the ways in which students resolved each conflict in order to restore peace to the relationship.

Examples:

- Taking time to listen to each person's argument
  - Asking questions in order to understand the conflict
  - Talking about the problem or conflict
  - Laughing about the situation to "lighten the mood"
  - Being the first to apologize
  - Agreeing on a compromise
3. Distribute a copy of the Resolving Conflict handout to each student. Discuss the strategies listed on the handout together.

## Independent Practice (You do)

1. Once students are familiar with the conflict-resolution strategies listed on the **Resolving Conflict** handout, divide the class into groups of four or five students and distribute one copy of the **Restoring Peace** worksheet to each group. Explain to your students that they will work in groups to identify the best strategy (or strategies) for resolving the conflict in three separate scenarios.
2. When they are finished, they are to come up with their own scenario where conflict needs to be resolved. They should use the strategies listed on the **Resolving Conflict** handout to help them with their resolution.
3. After all groups are finished with the **Restoring Peace** worksheet and are ready to present their conflict-resolution strategy, have each group share aloud.

## Conclusion

End the lesson with an exit ticket. Have students take half of a sheet of paper and respond one of the following questions:

- What did you learn about your personal conflict-resolution strategies?
- What new conflict-resolution strategies did you learn after participating in this activity?
- Think about a past situation involving a conflict. What could you have done differently to promote a peaceful resolution?

## Vocabulary

### conflict (n.)

**Definition:** a state of disagreement or argument among people, groups, countries, etc.

**Context:** Nika and Jarrod's mother resolved their conflict concerning who should perform which chore by asking Jarrod to wash the dishes while Nika folds the laundry.

### peace (n.)

**Definition:** being calm; getting along with others; the situation in which no conflict, dispute or argument exists among people, countries, etc.

**Context:** Some children living in the Middle East have never experienced a time of peace within their countries.

### resolve (v.)

**Definition:** to find a satisfactory way of dealing with a problem or difficulty; to settle

**Context:** Best friends may argue from time to time, but it is important for them to try and resolve their conflicts immediately.

## Teacher Notes

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# Character and Life Skills: Peace

## Activity: Resolving Conflict

### Grade Level: 3-5

#### Directions

Below is a list of strategies for resolving conflict with a friend or family member.

**Apologize:** Be the first to say, "I'm sorry."

**Compromise:** Agree on a third alternative so that neither person gets exactly what he or she wants.

**Forgive:** Accept a person's apology and continue to be friends.

**Laugh:** Use humor to ease the tension.

**Listen:** Hear what the other person has to say and understand his or her point of view.

**Question:** Ask what the other person is thinking and feeling.

**Relax:** Calm down, take a deep breath and think before you speak.

**Talk:** Discuss the situation.

# Character and Life Skills: Peace

## Activity: Restoring Peace

### Grade Level: 3-5

#### Group Members

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#### Directions

You may resolve conflict, anger and stress using several different strategies. Learning to choose positive, healthy strategies can make life much easier and more peaceful. Work together to read each scenario and choose the best strategy (or strategies) for resolving each conflict and restoring the peace. Refer to the strategies listed on your **Resolving Conflict** handout, or you may discover a new strategy as you brainstorm. Remember, each group member must agree on the solution. Be prepared to defend your strategies and present your solutions to the class.

**Scenario A:** You arrive early to school and head toward the playground. You hear, and then notice, two of your classmates arguing in the back corner of the playground. They are shouting and pushing each other toward the ground. Since it is very early in the morning, you do not see any teachers who could offer assistance. What strategies might you use to resolve the conflict and restore the peace?

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**Scenario B:** You accompany your best friend home after school. The two of you begin to argue over what to do. Your friend wants to play a game on the computer, and you want to ride bikes. Before you know it, the two of you are saying things like, "You never want to do anything fun!" and "Maybe I should get a new best friend who likes to do what I like to do." You return home, but you begin to feel bad. After all, this is your best friend. But going back to his or her house means giving in, doesn't it? What strategies might you use to resolve the conflict and restore the peace?

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**Scenario C:** Your class held a very successful fund-raising event, collecting an extra \$200. Your teacher is willing to let the class decide how to spend the extra money. Some students want to donate the money to a charity while others want to throw a class party. Another idea, proposed at the beginning of the fund-raising event, is to save the money to buy a new classroom computer. What strategies might you use to resolve the conflict and restore the peace?

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