



Gold Seal Lesson

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|------------------------------------|-----|------|---|---|---------|---|
| Author(s): Marsha Kucker | | | Lesson Title: Conflict Resolution | | | |
| Grade Span | | | ICLE Application Model | | | |
| K-4 XX | 5-8 | 9-12 | A | B | C XX | D |

Instructional Focus:

Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Reading – Students read a variety of grade level materials, applying strategies appropriate to various situations.

Performance Task

1. Assist students in looking up the following words in their dictionaries: conflict, resolution, aggressive, alternative, and option. Discuss the terms.
2. Have the students tell about conflicts they had had at home or school. Discuss how they resolved those conflicts.
3. Students may state aggressive ways these conflicts have been handled in the past, such as fighting, arguing, cursing, and name-calling.
4. Ask the students if being aggressive helped solve the conflict. Indicate that conflict is not usually resolved by aggression and that other problems may arise such as families getting involved, police officers being involved, juvenile court intervening, students being suspended from school.
5. Discuss what alternatives or options other than fighting can be used for resolving conflicts.
6. Distribute copies of the “Types of Conflicts and Resolutions” worksheet to the students. Divide the students into groups of three. Ask the students to read each conflict, brainstorm conflict options that can be used to resolve it, and prepare a written response. The students should consider the following questions for the conflict situations:
 - a. Who are the parties involved?
 - b. Can you describe the conflict?
 - c. What are two or more options for resolving the conflict?

ICLE Essential Skills

Identify, collect and/or select pertinent information while reading. (ela 5)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. (ela 40)

Apply, extend, and expand on information while reading. (ela 46)

Assess several works by the same author. (ela 98)

Scoring Guide:

| | 4 Exceptional | 3 Admirable | 2 Acceptable | 1 Amateur |
|--|--|---|--|--|
| Group Participation | All students enthusiastically participate | At least $\frac{3}{4}$ of students actively participate | At least half the students confer or present ideas | Only one or two persons actively participate |
| Shared Responsibility | Responsibility for task is shared evenly | Responsibility is shared by most group members | Responsibility is shared by $\frac{1}{2}$ the group members | Exclusive reliance on one person |
| Quality of Interaction | Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions | Students show adeptness in interacting; lively discussion centers on the task | Some ability to interact; attentive listening; some evidence of discussion or alternatives | Little interaction; very brief conversation some students were disinterested or distracted |
| Roles Within Group | Each student assigned a clearly defined role; group members perform roles effectively | Each student assigned a role but roles not clearly defined or consistently adhered to | Students assigned roles but roles were not consistently adhered to | No effort made to assign roles to group members |
| **See Student Evaluation and Conflict Resolution Evaluation Forms. | | | | |

Keywords

| English Language Arts | Mathematics | Science |
|--|---------------------|----------------------|
| Reading Comprehension | Algebra | Earth Science |
| Writing Narrative Organization | Geometry | Life Science |
| Communications Discussion Communication | Statistics | Chemistry |
| Literature | Calculus | Physics |
| Other | Trigonometry | Other |
| | Other | |

Student Evaluation Form A: Process**Name:****Date:****Class:**

| | Exceptional | Admirable | Acceptable | Amateur |
|-------------------------------|--------------------|------------------|-------------------|----------------|
| Group Participation | | | | |
| Shared Responsibility | | | | |
| Quality of Interaction | | | | |
| Roles Within Group | | | | |

COMMENTS:

Conflict Resolution Evaluation Form B

TYPES OF CONFLICTS AND RESOLUTIONS

1. Mary and Janet both like Robert. Beverly tells Janet that Mary has been talking about her to Robert. Janet spreads the word that she is going to get Mary after school.
2. John is cheating on the spelling test and his answers fall on the floor in front of his friend William's desk. The teacher walks by and picks up the paper and accuses William of cheating.
3. Lisa's mother makes her baby-sit whenever she is busy or has to run errands. Lisa has been kept home from school in order to watch her two brothers. Her teacher is urging Lisa not to miss any more school and Lisa is unhappy about missing her playtime in the evening.
4. James brought a friend home from school who is of another race. His brother, Ray, makes the comment "Don't you have any friends of your own kind?"