



Title: Resolving Conflicts-2nd grade

Grade: 2

Career Development Model:

Self-Awareness

Nebraska Career Readiness Standards:

- Contributes to employer & community success
- Utilizes technology
- Manages personal career development

Objective:

- Students will recall why it is important to be calm when trying to resolve conflict.
- Students will describe how resolving conflicts requires one to be open-minded and to listen to the other person's side.
- Student will evaluate why compromise is a good strategy to resolving conflicts.
- Students will demonstrate "I" statements rather than "You" statements when discussing a problem.
- Students will demonstrate deep breathing to calm and to control their emotions.

Materials and Supplies Needed:

- Board or chart paper and markers
- List of "I" and "You" statements
- A set of conflicts, each written on a small piece of paper – one conflict for every two students – or the "Conflict Scenarios" educator resource
- A basket

Class Instructions:

1. Explain to the class that conflict is when people disagree or argue about something. Ask students, "Have you ever been involved in a conflict at home or at school? What happened?" Discuss as many of the students' examples as time allows. Tell students, "Conflicts are going to happen, but there are good and bad ways to resolve them. We're going to learn about this today."
2. Before class, create a chart titled "Conflict Resolution Plan." Underneath the title, write the following conflict resolution strategies:
 - a. Take a deep breath and calm down.
 - b. Listen carefully.
 - c. Use "I" statements instead of "You" statements.
 - d. Be willing to compromise.

3. Say to students, "Now, it's your turn to try each strategy. First, let's take a deep, calming breath. Breathe in through your nose, feel the air going into your chest, and then breathe out slowly through your mouth." Allow students to do this exercise a few times. Then, ask students how slow breathing can relax their bodies. Next, tell students, "Now, I am going to read some statements and I want you to listen carefully. Give me a thumbs-up if I am saying my needs in a good way and a thumbs-down if I am just putting the blame on someone else and making things worse." (Examples of "I" statements could include "I would like to play with you" and "I am hungry." "You" statements could be "You never let me play" and "You never listen to me.") After reading the statements, ask students to analyze how "You" statements can anger people and "I" statements can help others see what a person needs.

Finally, read and explain a sample conflict and ask students to brainstorm multiple ways to make the situation better. (For example, Vanessa and Julia are having a play date. Vanessa wants to stay inside and play with dolls. Julia wants to go outside and play on the swing set. How can they compromise?)

4. Before class, write up different conflict scenarios on small pieces of paper, enough for each pair of students in your class, and put them in a basket (you could also use the "Conflict Scenarios" educator resource). Separate the class into pairs and say to students, "You and your partner are going to solve a conflict all by yourselves. I am going to pick a conflict for you from my basket, and you will work to resolve it. I am going to watch each of you to see who takes their calming breath and who uses 'I' statements when talking about the problem. In the end, you and your partner should be willing to compromise."

Hand each partner a conflict from your basket and, once each pair has a scenario, tell the class to begin. Circulate around the room as students practice conflict resolution.

5. Call on partners to share the resolution of their conflict. Review the four steps listed in the "Conflict Resolution Plan."

Questions for Assessment:

1. What are some things you can do to avoid a conflict? (Answers should include using "I" statements, calming yourself by taking deep breaths, etc.)
2. Can good friends have conflicts and still be good friends?
3. How do you feel after you have successfully resolved a conflict?

Credits/Sources:



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Overcoming Obstacles Life Skills Education, www.overcomingobstacles.org
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CONFLICT SCENARIOS

1. You want to play a game, but your friend wants to play another. What can you do?

2. The student behind you in line keeps poking you. What can you do?

3. Someone cuts in front of you in line. What can you do?

4. You are trying to tell your mom about your day at school, but your little brother or sister keeps interrupting you. What can you do?

5. Someone calls you a name on the playground. What can you do?

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PROBLEM SOLVING CHOICES for a Conflict Scenario

Choice 1: You can do something to make the situation worse.
Provide example:

Choice 2: You can ignore the situation and wait to see what happens.
Provide example:

Choice 3: You can do something to make it better.
Provide example: