Resolving Conflicts

Summary
Students read about conflicts and examine the causes of the conflicts and the effects of the solutions.

Main Core Tie
Health Education - 4th Grade
**Strand 1: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF (HF) Standard 4.HF.2:**

Time Frame
1 class periods of 45 minutes each

Group Size
Small Groups

Life Skills
Thinking & Reasoning, Communication, Social & Civic Responsibility, Employability

Materials
- Internet access or articles from the Internet, modified for easier reading
- Cause and Effect Chart for each student
- Newspaper articles (extension activities)
- Reading texts or trade books

Background for Teachers
Most students have been involved in conflicts but many are still learning appropriate ways to resolve them. Many students need direct instruction in how to resolve conflicts.

Intended Learning Outcomes
Students will predict the outcomes of choices made in response to a conflict.

Instructional Procedures
In small groups, or as partners, have students read a selection about one of the conflicts in Utah history, such as, ethnic group struggles in Utah, mining, the struggle for statehood, religion, Native American survival, Japanese internment, transportation, etc.
Discuss the events of the selection and chart the cause and effects of the people's choices.
Have students fill out cause and effect charts for these conflicts. Students who wish to, may share their charts with the class.
Discuss the outcomes of the constructive and destructive choices. Discuss how the outcomes affected future people and why. Discuss which choices helped the most people.
Have students explore alternative choices that could have resulted in a more equitable solution.

Strategies for Diverse Learners
Role play simple conflicts.
Repeat with variations for different choices.
For English Language Learners, assign meaningful parts in a group role play which have the appropriate level of language demands.
Extensions
Have students bring (or print from the Internet) current event articles. Have students chart the cause and possible constructive and destructive reactions and effects.
Have students read from the reading texts in Open Court or Houghton Mifflin (refer to bibliography below) and evaluate the cause and effects of the conflicts.
Have students use a cause and effect form to solve conflicts they become involved in at school:

Assessment Plan
Completion of cause and effect chart.
Ability to include a constructive solution.

Rubrics
Cause and Effect Rubric for Conflict Resolution

Bibliography
Open Court:
Open Court Interventions Guide:
Trade Books about resolving conflicts:
Smith, Robert Kimmel. The War With Grandpa.
Park, Barbara The Kid in the Red Jacket.
Sachar, Louis. There’s a Boy in the Girl’s Bathroom.
Walter, Mildred Pitts. Justin and the Best Biscuits.
Blume, Judy. Freckle Juice.
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