Counselor Name:
Title of Lesson: Resolving Conflicts
School: TUSD Counseling Dept.
Quarter: Anytime

Audience: ☒ Classroom ☒ Small Group
Level: ☐ Primary (K-2) ☒ Intermediate (3-5)
Target Grade: 4th

COUNSELING STANDARDS

ACADEMIC
1. Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span. ☐
2. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college. ☐
3. Students will understand the relationship of academics to the world of work and to life at home and in the community. ☐

CAREER
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. ☐
5. Students will employ strategies to achieve future career goals with success and satisfaction. ☐
6. Students will understand the relationships between personal qualities, education, training and the world of work. ☐

PERSONAL/SOCIAL
7. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. ☒
8. Students will make decisions, set goals, and take necessary action to achieve goals. ☐
9. Students will understand safety and survival skills. ☐

COUNSELING COMPETENCY(IES)
Demonstrate healthy ways of dealing with conflicts, stress and emotions in self and others.

ARIZONA STANDARDS FOR:
Reading:
Writing:
Math:

MATERIALS/RESOURCES:
Prepare a poster with the ABCD's of Conflict Solving
ASK, "What's the problem?"
BRAINSTORM "win-win"
CHOOSE the best solution.
DO it.
ACTIVITY:
Define conflict. Tell students we have conflicts every day, and that we have conflicts because we have different ideas and feelings about things. This is part of what makes us human. Since we can’t avoid conflict, it is important to learn skills for dealing with it. Ask students to describe conflicts they have seen or have been involved in. Ask students to describe conflicts adults have. Students may state aggressive ways these conflicts have been handled. 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, students being suspended from school, police officers being called, or juvenile court intervention. Discuss what alternatives or options can be used for resolving conflicts. Introduce the concept of winners and losers in conflicts. Lead students to understand the desirability of achieving “win-win” outcomes. Display the ABCD Conflict Solving poster and discuss the step on it. Form triads and have students use the ABCD process to solve a conflict that a student may encounter during a typical school day. (Examples may include: someone kicks your lunch box, someone takes a marker from your desk without asking, someone cuts in line, two students want to read the same magazine, etc.) Provide time for groups to share, and to role play the conflicts.

EVALUATION:
Pretest/Post test
How did the student change as a result of this lesson? Students will demonstrate understanding of the ABCD process by using it to role-play conflicts.

Information/Comments/Follow-up:

REVISED 11/05/03