



## Lesson Plan: Conflict Resolution (Grade 4)

### Grade 4 Learning Expectations (Specific Expectations):

#### **Specific Expectations (1998)**

Identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication); identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends.

#### **Specific Expectations (2015)**

Describe the physical changes that occur in males and females at puberty (e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes) and the emotional and social impacts that may result from these changes.

### Multiple Intelligences

<input checked="" type="checkbox"/> <b>Linguistic</b>	Bodily/Kinaesthetic
Logical/Mathematical	<input checked="" type="checkbox"/> <b>Interpersonal</b>
Spatial	<input checked="" type="checkbox"/> <b>Intrapersonal</b>
Musical	Naturalistic

### Assessment:

Ask students to submit their journal responses to check for completion/analysis of the situation

### Cross Curricular Connection:

Language Arts (written communication; verbal communication; vocabulary, spelling and grammar)

### Materials and Resources

- Notebook
- Writing utensil
- *\*Optional/accommodation\** Computer and printer (students can type their write-up)

## Lesson

### Minds-On

- Think, Pair, Share:
  - Ask students to reflect independently on the question, "*What are the different roles you play in your life?*" (e.g.: friend, sister, babysitter, chore helper around the house, etc.") for 3-5 minutes (**think**); students should write their answers down.
  - Ask students to share their answers with a buddy (**pair**).
  - Finally, have a class discussion and ask students to share the answers they came up with; write these down in front of the class to come up with a class-wide list (**share**).
- Ask students how their roles change as they grow up (e.g. roles that require more responsibility, like babysitting/caring for younger siblings or cousins; increased conflict with friends)

### Action

- Students will independently journal about three different challenging experiences they have had in the past month with different people in their lives (e.g. their parent(s), a friend, and their sibling)
- Ask students to describe the situation, (e.g. "I asked my mom to take me to my friend's house, but I didn't finish my homework, so she wouldn't let me go!")
- Ask students to identify their emotions and feelings they experienced during this situation (e.g. anger, frustration, sadness, embarrassment)
- Ask students how they could change this situation in the future (e.g. I need to plan ahead of time to make sure I can see my friend. I will make sure I do 20 minutes of homework right when I am home from school)

### Consolidation

- Lead a group conversation about what your students learned from the activity/if there's anything they will do differently to deal with conflict in the future.