

# Grade Three—Unit One

## Lesson Five

### Preventing And Solving Conflicts

#### PURPOSE/OBJECTIVE

Students will learn that accepting the choices others make, concerning their belongings, helps prevent conflicts.

#### MATERIALS

- CONFLICT flashcard
- Students' workbooks

#### PROCEDURE

1. Review Lesson One, "Let's Talk About Ownership," by asking students if they remember what it means to own something. Remind them that when someone owns something, it means that the item belongs to that person.
2. Tell students they will learn that accepting the choices others make concerning their belongings helps prevent conflicts. Ask students what they think a conflict is. Allow as many answers as time permits, then explain to students that a **conflict** is a *problem or disagreement between two or more people*. Use the flashcard to further explain the meaning.
3. Explain to students that when someone owns something, it means that they have the right to make decisions concerning it. For example, I own a box of crayons. I can decide who I share my crayons with. I also have the right to decide how they should be used.
4. Ask students if they have ever experienced a conflict with someone regarding a belonging. For example, you lent your crayons to someone and they lost or broke them, or someone tried to use your belongings despite the fact that you did not want him to. Accept as many answers as time permits. Explain to students that conflicts occur if we are not

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careful when we use other people's belongings or when other people are not careful when they use ours.

5. Tell students that when conflicts arise over belongings, it can cause one to feel upset, sad or even angry.

6. Ask students for positive ways they could solve these conflicts. (*Answers will vary, but should include talking with the person, making sure that you are very clear about how you want your belonging used or not used.*) Be polite but firm when telling someone that you don't want your belonging used.

7. Stress to students that one way in which we can help prevent or solve conflicts is by accepting the choices that others make concerning their belongings.

8. **Activity—Problem Solving:** Tell students they will act out different scenarios. Turn to **page 31** in the *Teacher's Manual* and cut out the three different scenarios.

a. Divide the class into three different groups. Give each group one of the following scenarios in which there is a problem or disagreement concerning a possession.

b. Explain to students that they are to read the scenario and act it out. Allow students a few minutes to read the scenario then choose who will act each part.

c. Allow each group to come forward and act out their scenario, pausing afterward, to allow the rest of the class to share their views of how they could solve the conflict.

9. Conclude the lesson by encouraging students to accept choices others make concerning their belongings to help prevent and solve conflicts.

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### Activity

### Problem Solving

*Divide the students into three groups. Make a photocopy of the page below. Cut apart the scenarios below and hand one scenario to each group of students.*



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A group of children was taking turns riding a bike. Each child was allowed time to ride the bike. One child chose not to get off the bike when his turn was over. The child whose turn it was next became upset.



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A child owns a Walkman radio. A group of children approach the child and ask to use the Walkman, but, the child does not want to let them use it. They begin pressuring the child to let them use it, anyway.



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A group of children is riding their skateboards in the park. One child demands to try another's skateboard. The child does not want the other child to use it, but he becomes persistent, demanding to use it.

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### Additional Activities

1. Have students read then talk about the poem, “Stan’s New Mitt”, on **pages 16-17** of their workbooks (**pages 33-34** in the *Teacher’s Manual*).
2. **Word Search.** Assist students in completing the word search on **page 18** in their workbooks (answer key on **page 35** of the *Teacher’s Manual*) and have them use the words in sentences of their own.

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### Additional Activity #1

#### Stan's New Mitt

There were two really great friends,  
Their names were Stan and Ben.  
It was a very nice summer day,  
So Ben went to see if Stan could play.  
They wanted to play, so they ran to the park,  
Their moms said, "Please come home before dark."  
Now Stan had a brand new baseball mitt,  
He cleaned, washed and even polished it.



Ben didn't have any mitt at all,

He used his bare hands to catch the ball.



So Ben really wanted to borrow Stan's toy,  
To use it just once, would bring him great joy.  
Ben said to Stan, "My hands are real sore,  
Lend me your mitt, so we can play a bit more."  
Stan thought for a minute about what he should say,  
He wanted to say no, but would that ruin Ben's  
day?



Ben asked Stan over and over again,  
He said, "If you don't, I'll not be your friend."  
Stan did not understand, he felt so sad,  
And then he remembered the words of his  
dad.

Even under pressure, the choice is yours,  
Even if more conflict this does cause.

Ben got mad and began to throw a fit,

Stan said to Ben, "But it is my mitt.

The choice is really mine to decide what I lend,

Accepting my decision proves you are my friend."

Ben thought for a minute then he became sad,

He really did not mean to make his friend mad.

Ben said, "I apologize to you, Stan,

Please forgive me, I hope that you can."

"Of course I do, Ben," Stan smiled, and said,

"At home, I have an old mitt,

you can use it instead."

Stan and Ben remained friends,

They resolved their conflict in the end.



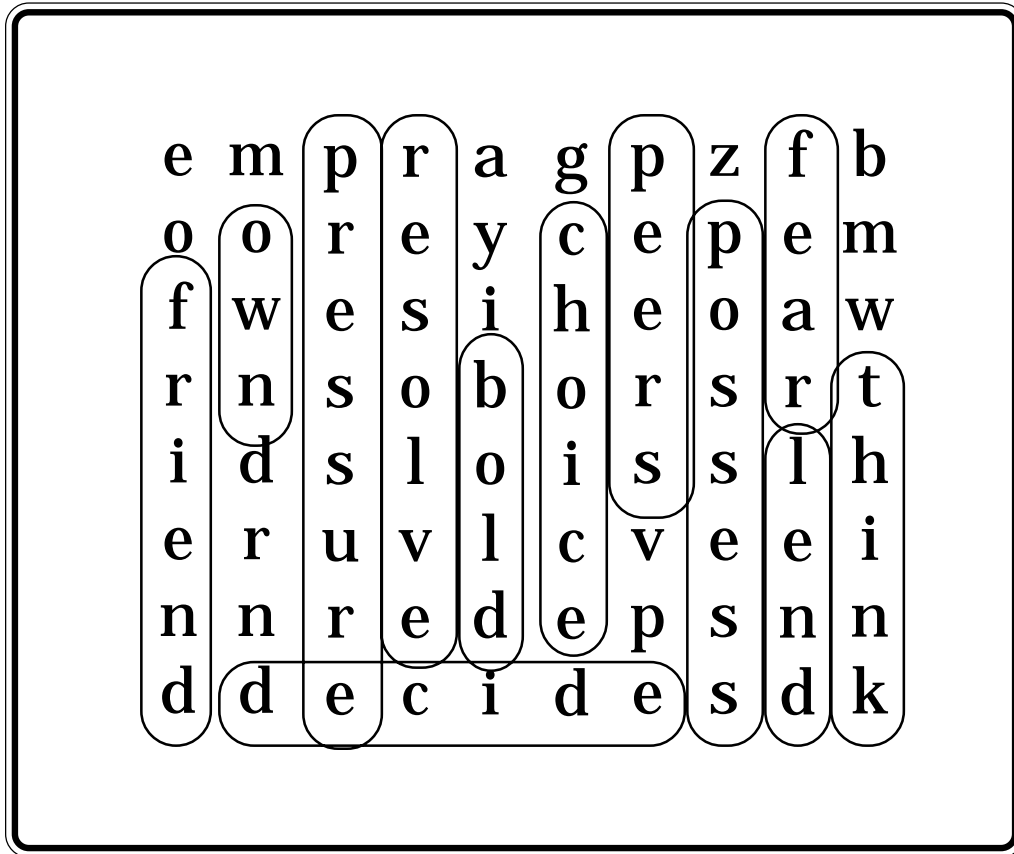
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### Additional Activity #2

### Word Search Answer Key

*Find the hidden words.*



bold

choice

friend

decide

pressure

own

fear

resolve

peers

possess

think

lend