

CONCEPT 1.1 MY RELATIONSHIPS

FOCUS QUESTION: HOW DO MY RELATIONSHIPS CHANGE AS I GROW OLDER?

* *Activity overview*

Learners identify signs of conflicts and explore different ways of managing conflicts.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students recognise strategies for managing change

Students understand how to interact positively with others in a variety of situations

Relevant content descriptions

Explore strategies to manage physical, social and emotional change (ACPPS034)

General capabilities

Personal and social capability

Describe factors that contribute to positive relationships, including with people at school and in their community (PSC-UR)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Compose spoken, written, visual and multimodal learning area texts (LIT-TEXT)

Critical and creative thinking

Consider alternatives (CCT-IDEAS)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about identifying signs of conflict. By the end of the lesson they will have explored a range of ways for dealing respectfully with conflict.



Pre-assessment activity:
Where are they at?

(LIT) Read or view stories that include examples of conflict or problems e.g. [Wombat Stew](#), [Horton Hears a Who!](#), [The Very Cranky Bear](#).

(LIT) Ask students to identify the signs they saw that conflict was developing. Discuss the problem or conflict in each of the stories. Brainstorm suggestions of strategies the characters could have used to prevent the conflicts. Discuss whether the characters involved could have resolved the conflict by themselves or whether they needed help from someone else.

Criteria for success: What to look for?

Can students:

- * identify situations of conflict?
- * identify the causes of conflict?
- * suggest strategies for resolving conflicts?
- * identify when help from others is needed to resolve conflicts?

Exploring the concept

(LIT) Brainstorm words or phrases that mean 'disagreement' e.g. fight, argument, problem and decide whether these words or phrases are positive or negative.

(PSC) Explain that a fight is different from a disagreement and usually happens when a conflict has not been resolved and someone feels angry, frustrated or hurt. People usually fight because they do not know how to disagree in a respectful way.

(PSC) Explain that disagreements are a normal part of friendships and are sometimes positive because they find out about the ways they are different and that they can disagree but still like each other.

(PSC) Brainstorm some of the different things people might have disagreements or fights about. Discuss whether the disagreements that they have with their friends are different from disagreements that adults might have. Ask students to suggest how they might be different e.g. students might have disagreements about who to sit next at lunch, what to watch on TV, who is allowed to play with their toys, what the rules of the handball game are but adults might have disagreements about money, about what they are doing at work.

(PSC) Explain that there are three ways to deal with a disagreement: passively, aggressively or assertively. Distribute the handout – *Conflict Resolution Strategies* to each student and discuss the difference ways in which a lion, a meerkat or a giraffe would handle a disagreement.

- * The lion (Aggressive): only interested in winning an argument; not worried about hurting others' feelings; threatens or hurts people to get its own way.
- * The meerkat (Passive): scared of disagreements; pretends the disagreement is not happening; runs away or leaves; gives in too easily for fear of losing a friend or because it is frightened.
- * The giraffe (Assertive): stands tall and stays calm and tries to sort out an argument with solutions where both people win; says sorry when wrong; asks for help to sort things out; says what it thinks or feels without getting angry.

(LIT) Using an example of a disagreement from the previous brainstorm, ask volunteer students to role play a lion response, a meerkat response and a giraffe response. Ask students to join with a partner to practise each of the types of responses.

(PSC) Discuss with students how they think it would feel to solve a disagreement in a passive way, an aggressive way and an assertive way.

Putting it into practice



Checking for understanding

(CCT) Distribute the handout *Conflict Strategies* to each table group and ask them to work through each scenario and identify whether the characters were responding like a lion, a meerkat or a giraffe during the conflict. Ask students what responses they could change to be more like a giraffe.

(CCT) Discuss with students the strategies they used to decide as a group the best giraffe response for each scenario. Ask groups to share any disagreements in their decisions and how they resolved them.

Ask groups to share any alternate strategies and discuss how each of the characters in the scenario would feel if these strategies had been used to resolve the conflict.

(PSC) Ask students to suggest why it is important to consider the feelings of all people involved in a disagreement and be respectful towards each other when choosing conflict resolution strategies.



Adjustment strategies

Content: Provide pictures depicting the conflicts

Process: Read the conflicts aloud for the class and explore as a class group

Product: Role play or draw an alternate ending for the conflict

Criteria for success: What to look for?

Can students:

- * identify assertive, aggressive and passive responses to conflict?
- * suggest more assertive ways to deal with the conflict?
- * propose resolutions to the conflicts that favour both parties and recognise others' feelings?

Handouts

[Conflict resolution strategies](#) handout

[Conflict scenarios](#) handout

Resources

[Horton Hears a Who!](#) by Dr Seuss

[The Very Cranky Bear](#) by Nick Bland

[Wombat Stew](#) by Marcia K Vaughn

Source: Respectful Relationships - Teaching and Learning Package

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CONFLICT RESOLUTION STRATEGIES

Years 3 & 4: Module 1– Concept 1.1

Aggressive



- only interested in winning an argument
- not worried about hurting other's feelings
- they threaten or hurt people to get their own way
- they get angry and can't stay calm
- they refuse to give in until they get their own way

Passive



- is scared of disagreements
- often pretends nothing is wrong to avoid a fight
- will run away or leave
- gives in too easily because they fear they might lose a friend or because they are frightened
- doesn't stand up for what is right or what they want.

Assertive



- stands tall and stays calm
- tries to sort out an argument with solutions where both people win
- says sorry when they are wrong
- asks for help to sort things out
- says what they think or feel without getting angry
- asks the other people what they feel and what they want.

CONFLICT SCENARIOS

Years 3 & 4: Module 1 – Concept 1.1

Scenario 1: Hannah and Maria are best friends and play every afternoon together. Hannah always decides what they play. Maria sometimes doesn't want to play what Hannah decides but she doesn't argue because she doesn't want to cause a fight.

What strategy has Maria used to deal with this conflict?



What could she do to deal with it like a giraffe?

Scenario 2: Brett and John are in the same class at school. Brett keeps taking John's coloured pencils to use when they do art so John doesn't get to make the best picture he could. One day when Brett tries to take John's pencils John stops him and says that they should share the pencils so that they both get to use all of the different colours. Brett says that sounds fair and they take half of the pencils each and the swap over when they are finished with them.

What strategy has John used to deal with this conflict?



What could Brett have done at the beginning to deal with this like a giraffe?



Scenario 3: Christie and Shannon always like to watch their favourite TV show when they get home from school, except their older brother Shaun always come in and says “Give me the remote or I’m gonna bash you”. Both Christie and Shannon don’t want to get bashed so they give Shaun the remote.

What strategy has Christie and Shannon used to deal with this conflict? What strategy did Shaun use?



What could Christie and Shannon have done to deal with this like a giraffe?

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