

# MEANING OF CONFLICT

## Subject

Social studies

## Prepared By

[Instructor Name]

## Grade Level

5

## Overview

This lesson plan covers teaching content for;

1. Definition of Conflict
2. Controlling/Avoiding group Conflicts in our Community.

## Objectives

Students should be able to;

1. Define conflict.
2. Identify the causes of conflict
3. State the consequences of conflicts.

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## Activity Starter/Instruction

1. Hand out copies of the STEPS and RULES for resolving conflicts that are in the block at the top of this column (or write them on the board). Discuss each step and rule with the children.
2. Ask the children to describe a variety of conflicts that commonly occur at school. List these on the board. For two or three of them, discuss how the steps and rules of conflict resolution could be used. Then have pairs or small groups apply the steps and rules to the other situations listed on the board. Afterward, have a class discussion to compare results.
3. Introduce the concept of "I-messages" and "blaming" messages. Tell the students an "I-message" is a statement about your own feelings. It says what's bothering you and why. Example: "It really bothers me that we can't find a way to compromise. We could do a better job if we worked together instead of arguing all the time." A "blaming" message says what's wrong with the other person. Example: "You're ruining our project. You're a jerk. You never do

## Teacher Guide

### Day 1/Lesson 1: 20 Mins

1. Tell a story about a conflict you have had recently with another person. Include concrete details of where the conflict happened, who was involved, what happened, how it ended, and how you felt about it in the end.
2. Then ask students to raise their hands if they can remember a time they have had a conflict. Call on a few to describe their conflicts.
3. Divide the class into pairs. Ask students to take turns telling their partners a story about a conflict they have had including who was involved, how it started, how it ended, and how they felt when it ended. Write the words "where," "who," "what," "end," and "feel," on the board as a reminder of what the story is to include. Time them for two or three minutes each.
4. Summarize: Point out that conflicts can end in different ways. Sometimes one person ends up feeling good and the other feeling bad. Sometimes both people end up feeling bad. Sometimes both people

## Materials Required

- Agenda written on board or chart paper
- Chart board
- Pen/Maker

## Additional Resources

- <https://www.goodcharacter.com/elementar>
- <https://classroom.kidshealth.org/classroom/>
- <http://www.siue.edu/SIPDC/Library/lesson%>
- <https://educators.brainpop.com/bp-topic/cc>

## Additional Notes

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anything right.”

### Guided Practice

#### Day 2/ Lesson 2: 15 Mins

1. Make five or six copies of the Conflict Analysis Checklist for each student, allowing space between each question for writing.
2. Divide the class into groups of three or four. Ask each group to prepare a drama based on a conflict experienced by one of the members of the group.
3. Give the students five or ten minutes to rehearse their skits. Then have each group present their drama to the class.
4. After each drama is presented, all the students are to fill in their checklist sheets.
5. They can ask questions of the students who put on the skit if necessary.
6. Go over the answers with the whole class and discuss before moving on to the next drama.

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end up feeling good. Everybody has conflicts. Conflicts are part of life.

### Guided Practice

#### Day 3/ Lesson 4: 20mins

1. The challenge in this game is to have people in the class call out the numbers from one to five without having two people talking at once. Introduce the game by explaining the following rules:
2. Anyone can call out a number, starting with one.
3. The numbers have to be in order.
4. If two people say the same number at the same time, the class has to start over.
5. Explain how they can control or avoid conflict.
  - Make sure that the parties involved understand each other.
  - Ensure that the parties involved are willing to resolve the conflict, so that they can live in peace with one another.
  - Organize a dialogue, in order to get the parties involved to express their feelings and thoughts.
  - Allow a neutral group to settle the dispute.

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### Assessment Activity

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	<p>Assess if pupils can</p> <ol style="list-style-type: none"> <li>1. Define conflict</li> <li>2. Give two ways of controlling conflict</li> </ol>	
	<p>Summary</p> <ol style="list-style-type: none"> <li>1. A conflict could mean a struggle, a fight, a quarrel or a disagreement between people, groups or countries.</li> <li>2. The disagreement must be over something.</li> <li>3. It may be an object or an opinion.</li> <li>4. There can be family conflicts, in which case, members of a family or two or more families may disagree over something.</li> </ol>	