

Discipline: Civics and Government
Standard Category: Rights and Responsibilities of Citizenship
Lesson Focus: Conflict resolution

PA Standard(s):	Related TESOL Standard(s):
5.2.3C: Identify sources of conflict and disagreement and different ways conflicts can be resolved.	Goal 1: To use English to communicate in social settings. Standard 3: Students will use learning strategies to extend their communicative competence.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: • Use non-verbal cues to problem solve.	Students will be able to: • Use non-verbal cues and vocabulary to problem solve.	Students will be able to: • Use non-verbal cues and verbal communication skills to problem solve.

Materials:

1. Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
2. Chart paper

Procedures: (ELL suggestions are written in italics)

1. Read Alexander and the No Good, Horrible, Very Bad Day.
2. Ask students Yes/ No questions about ways to address conflict with a person.

Examples:

- Do you yell at them?
- Do you hit them?
- Do you walk away?
- Do you tell someone else?
- Do you talk to that person? Etc.

Close-ended questions are often easier for beginning ELL students to answer as it gives them a specific focus.

3. Act out several scenarios involving social conflict.

Model both roles:

- #1- Speaker: the person trying to solve the problem
- #2- Listener: the person who is addressed

Model good and bad examples.

Suggested Level:
Primary

Lesson Focus:
Conflict resolution

Teaching Strategies:
Whole group instruction

Paired collaboration

Assessment Strategies:
Observation

Anecdotal records

Guiding checklist

Examples:

Speaker #1

- Good - Politely asking someone to share the ball at recess.
- Bad - Screaming at someone because they got in line in front of you.

Listener #2

- Good - Listening attentively to a classmate talk to you about sharing the recess kickball.
 - Bad - Yelling back at someone who got ahead of you in line.
4. Allow the students time to react to the way each scenario is handled. One-word answers such as “Good” or “Bad” are acceptable. Look for meaning to be communicated.
 5. Through a group discussion, determine the appropriate steps to deal with a problem. Record the steps and provide simple illustrations for each step on chart paper. A possible model might be:
 1. Talk it out.
 2. Listen to each other.
 3. If it doesn’t work, walk away.
 4. Try again later or get some help.*Visual cues help the beginners make sense out of the words used!*
 6. Non-verbal problem solving in pairs:
Person #2 took Person #1’s pencil without asking.
Solve the problem without saying a word.
If this seems hard for them, model it for them with a student.
Students should be paired so that the ELL students are matched with someone who is comfortable with them and can effectively model and communicate with them. Also, this first problem is non-verbal so ALL students realize the importance of non-verbal communication in problem solving.
 7. For the second problem, students will switch roles. Allow students to talk to solve the problem.
 8. The teacher will review the problem-solving process with the entire class.

Assessment:

- The teacher will assess the student’s work through observation and anecdotal records.
- The teacher will use the following guiding checklist.
 - Uses non-verbal cues to problem solve.
 - Uses some vocabulary to problem solve.
 - Uses verbal communication skills to problem solve.

Beginning

The teacher will check to see if the student can communicate effectively nonverbally to problem solve.

Intermediate

The teacher will check to see if the student can communicate

effectively nonverbally and use selected vocabulary to problem solve.

Advanced

The teacher will check to see if the student can communicate effectively nonverbally, use selected vocabulary and verbal communication skills to problem solve.

