

# Year Five

## Lesson 2

Lesson length: 60 minutes

### Unit title: Keeping relationships healthy and safe

Lesson title: Conflict resolution

Year  
5

#### Learning Objectives

To become more aware of how to strengthen peer relationships

To understand that conflicts are not necessarily negative

To know how different reactions to conflict help shape its outcome

#### Suggested Activities

**Activity** Recap on the previous lesson about friendships- Explain that friendships can be challenging, and conflict may arise, so this lesson is about handling conflict Explore.

- Why and when might friendships (even the closest friendships) start to change? Give prompts
- when someone moves away;
- when another person comes into the group;
- If there's an argument.

#### Relationships and Health Education

##### Learning Outcomes

##### Caring Friendship

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek advice from others

##### Respectful Relationships

- the importance of permission-seeking and giving in relationships with friends, peers and adults

Explore together some of the reasons why and how they change, and are there any times when it is inappropriate or wrong to continue a friendship?

Highlight that conflict can be a clear reason for the breakup of friendships and relationships but first we need to be in agreement as to what conflict is. See definition.

##### Activity Conflict Resolution

What is conflict resolution?

**Definition** - a process of resolving a disagreement between two or more parties Further the class discussion by sharing that we often think of conflicts as bad or unfortunate situations to be avoided if possible. However, in most cases, conflicts are opportunities to make something better.

Although conflicts are seen negatively it is often the way in which people choose to respond to them.

There are always multiple ways to react in conflict situations, some destructive and others constructive.

Emphasize that constructive approach is likely to lead to learning, problem solving and better relationships.

Destructive ways will lead to escalation and negative outcome(s)

- What is challenging about coming up with constructive response when you're actually in a conflict?

The T-charts list only constructive and destructive responses to conflict.

Are all responses either constructive or destructive, or might your response affect conflict in a different way?

##### Activity Destructive and Constructive Responses

Constructive - Having or intended to have a useful or beneficial purpose.

Destructive - Negative and unhelpful. Causing great and irreparable damage.

The aim of the activity is to help pupils understand that our responses help determine whether conflicts lead to fall out or productive solution.

Group pupils into groups of 3

- In groups, give pupils a conflict to read. (It can be imaginary or real).
- Ask them to create a T-chart for the conflict, listing three constructive ways that they might respond to that conflict and three destructive ways.

##### Debrief

- Take feedback from each group showing their T-chart to the class.
- Active listeners are then given 2 mins to come up with a consequence for every constructive and destructive response shared

#### Unicef Articles

Article: 3, 4, 5, 6, 12, 13, 14, 15, 19, 31

#### Resources

T-chart Worksheet  
Pens  
Flipchart paper  
Scenario

#### Key vocabulary

Constructive  
Destructive  
Conflict  
Consequence



EXAMPLE to display on the white board

**“My brother always wears my clothes”**

**Constructive**

- 1. Ask if he knows which clothes belong to me. Offer to mark my tags.
- 2. He seems to like my shorts. Offer to show him where I bought them.
- 3. Explain that his wearing my clothes bothers me. See if he has any solutions.

**Destructive**

- 1. Yell at him or hit him whenever I see him in my clothes.
- 2. Wear his clothes without asking, since he’s in mine.
- 3. Keep all my clothes dirty so he won’t want to wear them.

**Conflict Scenario**

Jo and Allie have art class together. Allie is one of the best artists in school, while Jo’s skills are not as good. Yesterday, Allie joked that Julio’s painting looked like “fat stick figures.” Jo agreed and laughed away the comment. But today, Allie again made fun of Jo’s art again, pointing and snickering at it with her friends. This time Jo snapped, and reached across the table to paint a big, blue streak on Allie’s paper. Allie jumped up and yelled at Jo. The art teacher separated the two and arranged for mediation. Allie is absolutely furious that Julio marked her piece. It’s the first rule of art, you DO NOT add to someone else’s work without permission! And that wasn’t just any painting; Allie was going to submit it to the art show. Julio doesn’t see what the big deal is. Yes, he marked one of Allie’s pictures, but Allie’s portfolio is FULL of pictures just as good. If she wanted to, she could make another beautiful painting in no time.

| <b>Constructive</b> | <b>Destructive</b> |
|---------------------|--------------------|
|                     |                    |