

CL-17C

Solving Problems Peacefully

Grades 4–5

Interpersonal Effectiveness

Conflict Resolution

Students learn five Win-Win Steps, tell compromise from giving in and assertive from aggressive, and coach story characters to a fair plan.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Win-Win Workshop

BIG IDEA Cool down, talk it out, and agree on a plan that's fair for both.

1 I CAN

- ☐ say what a win-win plan is: a fair plan that works for both people.
- ☐ use the five Win-Win Steps to help story characters solve a conflict.
- ☐ tell a compromise from giving in, and assertive words from aggressive words.

KEY WORDS / PALABRAS CLAVE

conflict	conflicto
win-win	todos ganan
compromise	acuerdo (cada quien cede un poco)
brainstorm	lluvia de ideas
assertive	asertivo, asertiva
aggressive	agresivo, agresiva

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Win-Win Workshop cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student
- ☐ Optional: the I-message frame on chart paper to leave up in the room

PREP · 5 MINUTES

- Practice reading the three Hook endings. You read them; no student acts out Ending A.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Cut the Win-Win Workshop cards apart if you plan to do the extension.

3 STANDARDS

Texas Model 5th ed., 2018	Interpersonal Effectiveness
ASCA Standards Mindsets & Behaviors, 2021	B-SS 1 Effective oral and written communication skills and listening skills · B-SMS 2 Self-discipline and self-control
Health TEKS Gr 4 §115.16(b)(3)(H)	explain the difference between assertive behavior and aggressive behavior
Health TEKS Gr 5 §115.17(b)(3)(D)	analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others
Health TEKS Gr 5 §115.17(b)(3)(F)	describe ways to engage in and promote positive interactions when conflict arises
PE TEKS Gr 4 §116.16(b)(13)(A) · Gr 5 §116.17(b)(13)(A)	discuss ways to resolve conflict in socially acceptable ways ... (Gr 4) / explain the importance of and demonstrate how to resolve conflict in socially acceptable ways ... (Gr 5)
PE TEKS Gr 4 §116.16(b)(13)(B) · Gr 5 §116.17(b)(13)(B)	identify effective communication to enhance healthy interactions while settling disagreements (Gr 4) / identify and describe effective communication ... (Gr 5)

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. Use the names in the stories. Rodrigo and Maya are making their team's Field Day banner. Rodrigo wants a giant yellow jacket. Maya wants a lightning bolt. Listen to three endings."

ENDING A "Rodrigo yells, 'That's a dumb idea! We're doing mine!' Maya walks off, and the banner never gets done."

ENDING B "Rodrigo mumbles, 'Fine. Whatever,' and stops helping. The banner gets done, but Rodrigo is still upset the next day."

ENDING C "Rodrigo takes a slow breath. 'I feel stuck when we can't agree. Please tell me why you like the bolt.' He listens and says it back. They brainstorm and agree: a yellow jacket holding a lightning bolt."

ASK "Which ending works for both Rodrigo and Maya? Why might Ending B turn into a bigger problem later?" Take two answers. Say: "A conflict is a problem between people who want different things. A win-win plan is a fair plan that works for both people."

TEACH 5 min

DO Show the projector page. Partners read the five Win-Win Steps aloud together. (Review: calm-down tools, cycle 14; I-messages, cycle 8; assertive words, cycle 11.)

SAY "Conflicts are normal. What matters is how we handle them. **1. Cool down** with a calm-down tool, like box breathing. **2. Use I-messages:** 'I feel ___ when ___. Please ___.' **3. Listen and restate:** 'So you want ___ because ___?' **4. Brainstorm** two or more ideas, no put-downs. **5. Agree on a fair plan** that works for both."

SAY "Be **assertive:** calm, clear and respectful. Not **aggressive:** mean or pushy, like yelling or insults. A **compromise** means each person gives a little to reach a fair plan. **Giving in** means one person gives up just to end the conflict, and the problem often comes back. Big problem? If someone could get hurt, someone is unsafe, or kids tried and it's still not fixed, tell a trusted adult right away. Never fight back."

PRACTICE 9 min

DO · 2 MIN Compromise, giving in or aggressive? Partners whisper, then show 1 finger for compromise, 2 for giving in, 3 for aggressive. For items 1 and 3, ask: "What could the character say to be assertive?"

2 FINGERS 1. Diego wants soccer at recess. His friend wants kickball. Diego says, "Whatever, your game," and sits out all recess.

1 FINGER 2. Ximena and her partner both want to present their project. They agree: Ximena presents the first half, and her partner presents the second.

3 FINGERS 3. Tomás snaps at his team, "Give me the ball, or you're out of the game!"

1 FINGER 4. Lucía wants to finish the class mural at recess. Her friend wants four square. They paint for 10 minutes, then play.

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 on their own. Part 2 with a partner: talk first, then each student writes. If partners disagree, they use respectful words: "I see it differently because ___."

Answer key. Part 1: Assertive 1, 4; Aggressive 2, 3, 5. Part 2: (1) a feeling, what happened and a request: "Esteban, I feel frustrated when you talk over me. Please let me finish my idea." (2) "So you want Four Corners because everyone can move?" (3) any plan where each gets something (10 minutes of each game), with a reason.

WRAP-UP 3 min

SAY "Rodrigo and Maya found a win-win plan. Who will read the plan they wrote for Natalia and Esteban? Is it a compromise or giving in?" Take two. "Cool down, talk it out, and agree on a plan that's fair for both."

CHECK "Assertive or aggressive? Camila says, 'I feel left out when you pick teams without me. Please let me play next round.'" (Assertive: calm, clear and respectful.) Give the family letters to the teacher for take-home folders.

Short on time? Use practice items 1 and 2 only, and do worksheet Part 2 as a class discussion before students write.

5 OPTIONAL EXTENSION · 10 MINUTES

Win-Win Workshop. Pairs each take one Win-Win Workshop card from page 6 (two pairs may share a card). Each partner coaches one story character. Rule: use only the names on the card, never a classmate's name. Coaches talk it through; nobody acts out the conflict.

- 1 Read the card. Partner A coaches the named character; Partner B coaches the other character (1 minute).
- 2 Coach the Win-Win Steps and write on a sticky note: an I-message for each character, a restate, two brainstorm ideas and the fair plan they agree on (5 minutes).
- 3 Three or four pairs share. The class checks: Is it win-win? A compromise or giving in? Were the words assertive? (4 minutes).

Pairs write on sticky notes, so the cards stay clean for the next class.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *conflicto*, *asertivo*, *agresivo*, *plan*. Note that *compromise* is not *compromiso* (a commitment); say *acuerdo*. Post the I-message frame in both languages: "I feel ___ when _____. Please ____." / "Me siento ____ cuando _____. Por favor, ____." Partners may plan in Spanish first.

EXTRA SUPPORT

Read the Part 2 story aloud. Pair students for Part 2. Offer feeling words: *frustrated*, *annoyed*, *left out*. Students may answer question 3 out loud.

STRETCH

Ask: "Why does giving in often make a conflict come back?" Early finishers coach one Win-Win Workshop card on a sticky note.

7 QUICK CHECK

During practice: listen for the difference between compromise and giving in. If many students call item 1 a compromise, ask: "Did Diego get anything he wanted?"

After class: I collect the worksheets and sort Part 2 into "I-message + restate + fair plan" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 17

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! May is Mental Health Awareness Month. One way to take care of each other is to solve conflicts peacefully: cool down, use an I-message, listen, and look for a win-win plan."

ES "¡Buenos días, Yellow Jackets! Mayo es el Mes de la Concientización sobre la Salud Mental. Una manera de cuidarnos unos a otros es resolver los conflictos en paz: cálmense, usen un mensaje en primera persona, escuchen y busquen un plan en el que todos ganen."

8 PICTURE BOOKS (OPTIONAL)

What Do You Do With a Problem? by Kobi Yamada (Compendium, 2016). Spanish edition: *¿Qué haces con un problema?* A child hides from a problem that keeps growing, then faces it and finds something good inside. Listed for grades 2–5. Ask: "What changed when the child faced the problem?"

The lesson works without a book. Preview any book before you read it to a class.

HALLWAY IDEA

Post a "Win-Win Board" near the gym. When a teacher spots a class or team reaching a fair plan, the class adds a strip with its class name and the plan, such as "Room 21: took turns picking recess games."

TEACHER TIP

When a conflict starts, coach the steps: "Cool down first. Now, can each of you restate what the other person wants?"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Rodrigo could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

From conflict to win-win

A conflict is a problem between people who want different things. A win-win plan is a fair plan that works for both people.

Win-Win Steps · Fair for both



Cool down.



Use I-messages.



Listen and restate.



Brainstorm.



Agree on a fair plan.

Cálmate · Usa mensajes en primera persona · Escucha y repite con tus palabras · Piensa en varias ideas · Ponte de acuerdo en un plan justo



I-message

"I feel ____ when ____.
Please ____."



Restate

"So you want ____ because ____?"



Compromise

Each person gives a little.
The plan is fair for both.



Giving in

One person gives up just to end it.
The problem often comes back.



Assertive

Calm, clear and respectful.



Aggressive

Mean or pushy, like yelling or insults.



Big problem? Tell a trusted adult right away.

Someone could get hurt, someone is unsafe, or kids tried and it's still not fixed.
Never fight back.

Conflict Resolution

A win-win plan is a fair plan that works for both people.

Part 1 Assertive or aggressive? Circle ASSERTIVE or AGGRESSIVE.

- | | | | |
|---|---|---|--|
| 1 | Julián says calmly, "I feel frustrated when you skip my turn. Please let me go next." | ☒ ASSERTIVE | ☒ AGGRESSIVE |
| 2 | Kayla shouts, "You always cheat! You're out!" | ☒ ASSERTIVE | ☒ AGGRESSIVE |
| 3 | Sergio grabs the ball and says, "Forget you guys." | ☒ ASSERTIVE | ☒ AGGRESSIVE |
| 4 | Chloe says, "I see it differently. Can we hear both ideas?" | ☒ ASSERTIVE | ☒ AGGRESSIVE |
| 5 | Ethan tells his partner, "Do it my way, or I'll tell everyone you're lazy." | ☒ ASSERTIVE | ☒ AGGRESSIVE |

Part 2 Use the Win-Win Steps Talk with a partner. Then write.

The class gets 20 minutes of game time on Friday. Natalia and Esteban must pick the game. Natalia wants Heads Up, Seven Up because it is calm. Esteban wants Four Corners so everyone can move. Esteban talks over Natalia, and their voices get loud.



1. Step 2: Write an I-message for Natalia.

Esteban, I feel _____

when _____

Please _____

2. Step 3: Natalia listens. How can she restate Esteban's side?

So you want _____

because _____

3. Steps 4 and 5: Write a win-win plan. Why is it a compromise, not giving in?

They could _____

It is a compromise because _____

Win-Win Workshop

✂ Cut on the dashed lines.

1. Read your card. 2. Each partner coaches one character. 3. On a sticky note, write an I-message for each, a restate, two ideas and the fair plan. 4. Share.



1. Cool down.



2. Use I-messages.



3. Listen and restate.



4. Brainstorm.



5. Agree on a fair plan.

WORKSHOP #1



Ava wants the class basketball to play 21 at recess. A classmate wants it to practice free throws for Field Day.

💬 I-message × 2

👂 Restate

💡 2 ideas

⚖ Fair plan

WORKSHOP #2



Rubén practiced the opening of the group report and wants to present it. His partner made the slides and wants to present too.

💬 I-message × 2

👂 Restate

💡 2 ideas

⚖ Fair plan

WORKSHOP #3



Yaretzi wants the reading corner quiet so she can finish her book. Her tablemate wants to practice a skit there.

💬 I-message × 2

👂 Restate

💡 2 ideas

⚖ Fair plan

WORKSHOP #4



Nora wants to play tag at recess. Her friend wants to finish their sidewalk-chalk mural before it rains.

💬 I-message × 2

👂 Restate

💡 2 ideas

⚖ Fair plan

WORKSHOP #5



Mateo and a teammate both want to kick first in kickball. The teammate says Mateo kicked first yesterday.

💬 I-message × 2

👂 Restate

💡 2 ideas

⚖ Fair plan

WORKSHOP #6



Renata wants to sit next to her cousin at the end-of-year assembly. A classmate saved that seat for a friend.

💬 I-message × 2

👂 Restate

💡 2 ideas

⚖ Fair plan

Solving Problems Peacefully

Cómo resolver problemas en paz

Family letter · Carta para la familia · Grades 4–5 · Grados 4–5



ENGLISH

Dear Family,

This week, your child's class had a lesson about **conflict resolution** with the school counselor. A conflict is a problem between people who want different things. With story characters, we practiced five Win-Win Steps to reach a win-win plan: a fair plan that works for both people.

THE WIN-WIN STEPS

1. Cool down. · 2. Use I-messages: "I feel ___ when ___. Please ___." · 3. Listen and restate: "So you want ___ because ___?" · 4. Brainstorm ideas. · 5. Agree on a fair plan. · A **compromise** (each person gives a little) is different from **giving in** (one person gives up just to end it). · **Big problem** (someone could get hurt, someone is unsafe, or kids tried and it's still not fixed): tell a trusted adult right away. Never fight back.

TRY THIS AT HOME

1. When a disagreement comes up, you might ask, "Can each of you say what the other person wants?" Restating helps people feel heard.
2. Notice and name fair plans out loud: "You each gave a little. That's a compromise!"

TALK ABOUT IT AT HOME

"What is the difference between a compromise and giving in?"

Your child may bring home a worksheet about Natalia and Esteban. Ask your child to read you the win-win plan they wrote.

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **cómo resolver conflictos** con la consejera escolar. Un conflicto es un problema entre personas que quieren cosas diferentes. Con personajes de cuentos, practicamos cinco pasos para llegar a un plan en el que todos ganan: un plan justo que funciona para los dos.

LOS PASOS PARA QUE TODOS GANEN

1. Calmarse. · 2. Usar mensajes en primera persona: "Me siento ___ cuando ___. Por favor, ___." · 3. Escuchar y repetir con sus propias palabras: "¿O sea que quieres ___ porque ___?" · 4. Pensar en varias ideas. · 5. Ponerse de acuerdo en un plan justo. · **Llegar a un acuerdo** (cada quien cede un poco) no es lo mismo que **ceder en todo** (una persona se rinde solo para terminar el problema). · **Problema grande** (alguien puede salir lastimado, alguien no está seguro, o los niños ya lo intentaron y no se ha resuelto): avisarle de inmediato a un adulto de confianza. Nunca responder con golpes. (En clase los llamamos en inglés *Win-Win Steps*.)

PARA PRACTICAR EN CASA

1. Cuando surja un desacuerdo, puede preguntar: "¿Puede cada uno decir lo que quiere el otro?" Repetir lo que dijo la otra persona ayuda a que todos se sientan escuchados.
2. Cuando vea un plan justo, dígalos en voz alta: "Cada uno cedió un poco. ¡Eso es llegar a un acuerdo!"

PARA PLATICAR EN FAMILIA

"¿Cuál es la diferencia entre llegar a un acuerdo y ceder en todo?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Natalia y Esteban. Pídale que le lea el plan que escribió para que todos ganen.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar