

**Lesson Topic**

Week 9 Conflict Management and Decision Making

**Title and Author** The Recess Queen By: Alexis O'Neill

**SEL Core Area(s) Addressed**

Managing conflict and getting along with others

**Book Summary**

Mean Jean is the ruler on the playground at recess. Mean Jean pushes and shoves kids and isn't very friendly to them. No one dares to do anything at recess until Mean Jean does it first. However one day Katie Sue comes to the school and kicks, bounces, and swings before Mean Jean. Mean Jean has a change of heart after Katie Sue asks her to jump with her at recess.

**Lesson Objectives**

- Students will be able to recognize that a conflict has begun and is escalating
- Students will be able to identify points to try to de-escalate the conflict
- Students will be able to see how different behaviors may make the conflict get better or worse

**Materials**

Mean Jean book Conflict Management Styles Survey Escalating and De-escalating behaviors worksheet

**Procedures/Tools/Strategies**

1. The teacher will direct the students' attention to the learning targets.
2. As a class, we will discuss the differences between escalating and de-escalating. The teacher will draw the stair-step pattern on the board. The teacher will say "Each step on the escalator represents a behavior or an action that makes the conflict worse." As a class, we will discuss how conflict happens when someone says or does something that is upsetting to someone else.
3. The teacher will explain to the class how as the story is read a loud to them, they are thinking if an event in the story is escalating or de-escalating the conflict in the story. a. When Mean Jean pushes and shoves students- how does that affect the other students? Thumb up (escalating)/thumbs down (de-escalating) b. When Katie Sue played at recess before Mean Jean? c. Mean Jean bullies through the playground ground and charges after Katie Sue?
4. When Mean Jean grabs Katie Sue by the collar, how is this affecting the situation? (Links to Literature p. 44). The teacher will now pause the story and explain to the students the ABCD Problem Solving Tool.
  - A- Ask what the problem is.
  - B- Brainstorm solutions to the problem.
  - C- choose one of the solutions offered
  - D- Do it!

5. The students will now work with their groups in collaborative conversations to brainstorm a possible solution.
6. Students will share their solutions with the class.
7. The teacher will finish reading the story, having the students do thumbs up/thumbs down for escalating and de-escalating. Then, they will see if their solutions were the same, but then they will realize how you can have many different solutions.
8. After reading the story, the students will do the Opened minded portrait (p. 96). We will draw a portrait of Mean Jean. Then, they will do one of the students who Mean Jean affected. The students will work with their groups:
  - A. Draw a picture of Mean Jean on a piece of paper.
  - B. On the back, they will draw pictures that describe what she is feeling/thinking.
  - C. Then, they will share with the class and discuss the results they got and see if their thinking/feelings changed.
9. The teacher will ask the reflection questions about how the students worked with one another.
10. Each student will complete the Conflict Management Styles Survey independently to reflect on how they manage their conflict, and the teacher will be able to see it.

### **Student Reflection/Assessment**

Can each group member explain the group's results? How could your group have worked together to be more effective? What skills will you use in the future?

### **Suggested Extension Activities and/or Additional References or Web Links**

Conflict Management Styles Survey