



Peace

Discussion Questions, Vocabulary and Activity

For Grades 3-5

Segment Summary

Sherrell Bostic and Mariah Rivera are best friends who sometimes must work hard to maintain a peaceful friendship.

Best friends Sherrell Bostic and Mariah Rivera have a great deal in common: They both like to dance, listen to music and attend the same school. The two 11-year-olds say that the trust they share between them makes them feel as close as sisters. But just like real sisters, Sherrell and Mariah sometimes argue and disagree. And when they fight, they end up feeling frustrated, stressed and lonely. Because they know how bad it feels to hurt the people they care about the most, Sherrell and Mariah work hard to resolve their conflicts quickly and peacefully. Whether they talk about their problems, compromise or apologize, the two girls know what it takes to keep the peace in their friendship.

Discussion Questions:

1. What character traits can you identify in Sherrell and Mariah?
2. How do Sherrell and Mariah resolve conflicts in their friendship?
3. Think of a time when you had a disagreement with your best friend. Were you able to work out your problems? Why or why not?
4. What are the benefits of resolving conflicts with your friends and your family?
5. What are some ways in which you maintain peace in your personal relationships?

Peace

Vocabulary Words and Definitions

Conflict (n.)

Definition: a state of disagreement or argument among people, groups, countries, etc.

Context: Nika and Jarrod's mother resolved their conflict concerning who should perform which chore by asking Jarrod to wash the dishes while Nika folds the laundry.

Peace (n.)

Definition: being calm; getting along with others; the situation in which no conflict, dispute or argument exists among people, countries, etc.

Context: Some children living in the Middle East have never experienced a time of peace within their countries.

Resolve (v.)

Definition: to find a satisfactory way of dealing with a problem or difficulty; to settle

Context: Best friends may argue from time to time, but it is important for them to try and resolve their conflicts immediately.

Source: *Longman Advanced American Dictionary*. Harlow: Pearson Education Limited, 2000.

Peace Activity

Resolving Conflict, Restoring Peace

Objectives:

Students will be able to

- Discuss the differences between peace and conflict
- Share a personal example of conflict in their lives
- Work in a small group to identify peaceful strategies for resolving conflict
- Compose a journal entry detailing the importance of maintaining a peaceful personal environment

Materials:

- Pens, pencils
- Paper or journal
- Chalkboard or overhead projector
- **Resolving Conflict** handout
- **Restoring Peace** worksheet

Comment [SN1]: Single space between materials.

Procedure:

1. Begin a class discussion about peace vs. conflict by asking your students the following questions:
 - What does the term peace mean to you?
 - What are some examples of times when you have experienced peace in your life?
 - How would you define the term conflict?
 - How does it make you feel when conflict interrupts a peaceful situation?
2. Share with your class a personal example of a time when you were involved in a conflict. Explain to your students how you resolved the conflict, highlighting the strategies (listen, talk, compromise, etc.) you used.

Example: When you were in high school, you wanted to get a part-time job. Your parents refused your request because they feared you would fall behind in your studies. After discussing the issue and evaluating everyone's point of view, you and your parents decided to compromise. Your parents agreed to let you work 10 hours a week as long as your grades did not drop, and you agree to continue studying every day after work so your grades would not suffer.

3. Ask your students to share their own personal examples of times when they were involved in a conflict with a friend or family member. As a class, discuss the ways in which students resolved each conflict in order to restore peace to the relationship.

Examples:

- Taking time to listen to each person's argument
 - Asking questions in order to understand the conflict
 - Talking about the problem or conflict
 - Laughing about the situation to "lighten the mood"
 - Being the first to apologize
 - Agreeing on a compromise
4. Distribute one copy of the **Resolving Conflict** handout to each student. Review with your students the strategies outlined on the handout.

Note: Remind your students that people often use a combination of strategies when trying to resolve a conflict.

5. Once students are familiar with the conflict-resolution strategies listed on the **Resolving Conflict** handout, divide the class into groups of four or five students and distribute one copy of the **Restoring Peace** worksheet to each group. Explain to your students that they will work in groups to identify the best strategy (or strategies) for resolving the conflict in three separate scenarios.
6. After completing the **Restoring Peace** worksheet, ask each group to choose one scenario and present its solution to the class.
7. End the activity by instructing your students to write a journal entry that addresses one of the following questions:
 - What did you learn about your personal conflict-resolution strategies?
 - What new conflict-resolution strategies did you learn after participating in this activity?
 - Think about a past situation involving a conflict. What could you have done differently to promote a peaceful resolution?

Related Vocabulary Words

conflict peace resolve

Resolving Conflict

Below is a list of strategies for resolving conflict with a friend or family member.

Apologize: Be the first to say, "I'm sorry."

Compromise: Agree on a third alternative so that neither person gets exactly what he or she wants.

Forgive: Accept a person's apology and continue to be friends.

Laugh: Use humor to ease the tension.

Listen: Hear what the other person has to say and understand his or her point of view.

Question: Ask what the other person is thinking and feeling.

Relax: Calm down, take a deep breath and think before you speak.

Talk: Discuss the situation.

Restoring Peace

Group Members:

Directions: You may resolve conflict, anger and stress using several different strategies. Learning to choose positive, healthy strategies can make life much easier and more *peaceful*. Work together to read each scenario and choose the best strategy (or strategies) for resolving each conflict and restoring the peace. Refer to the strategies listed on your **Resolving Conflict** handout, or you may discover a new strategy as you brainstorm. Remember, each group member must agree on the solution. Be prepared to defend your strategies and present your solutions to the class.

Scenario A:

You arrive early to school and head toward the playground. You hear, and then notice, two of your classmates arguing in the back corner of the playground. They are shouting and pushing each other toward the ground. Since it is very early in the morning, you do not see any teachers who could offer assistance. What strategies might you use to resolve the conflict and restore the peace? _____

Scenario B:

You accompany your best friend home after school. The two of you begin to argue over what to do. Your friend wants to play a game on the computer, and you want to ride bikes. Before you know it, the two of you are saying things like, "You **never** want to do anything fun" and "Maybe I should get a **new** best friend who likes to do what **I** like to do." You return home, but you begin to feel bad. After all, this is your best friend. But going back to his or her house means giving in, doesn't it? What strategies might you use to resolve the conflict and restore the peace? _____

Scenario C:

Your class held a very successful fund-raising event, collecting an extra \$200. Your teacher is willing to let the class decide how to spend the extra money. Some students want to donate the money to a charity while others want to throw a class party. Another idea, proposed at the beginning of the fund-raising event, is to save the money to buy a new classroom computer. What strategies might you use to resolve the conflict and restore the peace? _____

Assessment

1. Individual assignments should be evaluated using a set standard offering letter grades or points.
2. Group assignments should be evaluated using guidelines that address individual student participation and contribution, as well as evaluating the group as a whole.
3. The ***Peace Assessment/Evaluation*** form serves as a guideline for assessing each student's performance within the activities and lessons. Additional evaluations may be added to the table, such as writing assessments for grammar, syntax, punctuation, style, etc. Reports may be graded on accuracy and analysis. Students may also be evaluated on their use of technology within key activities that encourage using the Internet for research and for the creation of a Web page.
4. Students should receive a copy of the evaluation form at the beginning of the program so that they are aware of the assessment standards and the necessity of participation in order to fully benefit from the program.

Peace **Assessment/Evaluation**

Name _____

Class _____

<i>Lesson/Activity</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total</i>
<i>Peace Resolving Conflict, Restoring Peace</i>	No participation	Participated in class discussion and shared personal example of conflict	Participated in class discussion, shared personal example of conflict and worked with group to identify solutions to conflict	Participated in class discussion, shared personal example of conflict, worked with group to identify and present solutions to conflict and composed reflective journal entry	

Additional comments: