

LESSON 4

LET'S AGREE TO DISAGREE

GOAL

- To learn how to quarrel fairly

OBJECTIVES

- To examine each person's perceptions in a conflict situation
- To examine feelings and behaviors that complicate reconciliation
- To identify behaviors needed to compromise and settle disputes
- To recognize that mediation is sometimes necessary in conflict situations

MATERIALS

- Chalkboard or flip pad
- Cutting in Line (Figure 38)
- Compromise (Figure 39)
- Mediation (Figure 40)

INSTRUCTIONAL STEPS

OPENING

Review

In our last lesson we learned how to speak up for ourselves and defend ourselves when we are wrongly accused. We learned how to recognize a legitimate right. What does that mean?

Elicit responses, then discuss the following questions. Stress the ideas that we need to plan what to say and how to say it (body language, voice tone, etc.) and that we choose to say no because we have thought about consequences.

1. How can we be assertive without being sassy?
2. When should we say no to something?

Discuss students' experiences for any generalization and maintenance activities assigned during the last lesson.

Focusing Attention

Paul and José are good friends. One afternoon after school, Paul wanted to watch television, but José wanted to play outside in the treehouse. They started to argue and shout at each other. Then Paul said to José, “Go home, you creep. This is my house.”

Stating Lesson Objectives

In this lesson, we will learn that friends and family members do sometimes become angry and quarrel with each other. It is not unusual to be angry with people we care for and love. We can become angry with friends, with our parents, and with our brothers or sisters. We will learn that it is OK to quarrel, but it helps if we STOP and THINK about our feelings and the feelings of the other person in a quarrel. We will look at ways to compromise and patch things up in a quarrel.

TEACHING

Sometimes two people can look at the same person and see two different things. Let me show you.

Direct a child to sit in the middle of the classroom. Position a second child to face the first one and a third child on the side. Ask each viewer to describe the first child in detail—how many eyes, ears, nostrils, and so on they see. (The second child will see two of everything; the third child will see one.)

Even if we are looking at the same thing, we see differently. It is the same when we disagree in a quarrel. We may only see our own side of the story. We do not see the other person’s side unless we try. Thinking Me reflects, and Caring Me cares enough to find a way to make things OK. But in a quarrel we often let Impulsive Me take over, and Impulsive Me does not STOP and THINK about the feelings of the other person.

What happens when we lose self-control?

Elicit responses and discuss.

We do not use our Thinking Me or Caring Me. We allow our not-so-good feelings to take over. We become angry, and these feelings may cause us to hurt people we love.

How do you feel when you quarrel?

Elicit responses and list on the chalkboard or flip pad (for example, stomachache, headache, like something heavy is on chest, dizzy, pressure in ears).

How do you act or behave when you get angry?

Elicit and list responses (for example, cry, shout, hit, curse, throw things).

These feelings and behaviors often break up friendships. When we lose our friends or get mad at our parents or brothers and sisters, we also feel not so good inside.

What does *compromise* mean?

Discuss responses.

Compromise means giving up some things and keeping other things. Let's suppose that you and your brother want to play with the same toy. How could you compromise?

Elicit responses and discuss.

One way would be to use a kitchen timer. Your brother could play with the toy for 20 minutes, then you could play with it for 20 minutes. How could you decide who would get to play first? (*Students respond.*) You could toss a coin and call heads or tails.

By compromising, you agree to disagree, but you also agree to reach a solution. Compromising involves being reflective and assertive. It requires the Thinking Me and not the Impulsive Me. When you compromise, it is OK to tell the other person how you feel. In compromising, nobody loses—everybody is a winner.

When two people can't reach a compromise by themselves, it is time to find a *mediator*. A mediator is a third person who can help other people compromise. In a baseball game, who is the mediator? (*Students respond.*) Right, the umpire. At home if you and your brother cannot compromise, who could you ask to help? (*Students respond.*) It could be your mother, father, or another person. The mediator cannot take sides but can help you compromise.

Suppose you and your friends had a disagreement in school, and you could not compromise. Who could you ask to mediate? (*Students respond.*) You could ask a teacher, another student, a coach, or the principal.

Modeling the Thinking Steps

Let's get back to Paul and José.

Select students to play Paul and José, then coach them in using the Thinking Steps to work toward a compromise. The following dialogue is provided as an example.

Paul: I want to watch TV.

José: I want to play outside in the treehouse.

Paul: You're no fun. It's hot outside.

José: You're a couch potato, and you're fat.

Paul: Go home, you creep. This is my house. You are not my friend anymore. Good-bye. (*Thinking aloud.*) STOP! What am I saying? José is my best friend. THINK! If José goes home, I won't have anyone to play with. José does not like TV too much. PLAN! I can compromise. I'll ask José to watch one program, and then I'll go outside and play in the treehouse. (*To José*) Wait, José—I have an idea. Let's watch *Batman*, and then we'll play in the treehouse.

José: Well, OK. I know how you like Batman.

Paul: (*Thinking aloud.*) CHECK! Good plan—it worked. I'm pretty smart.

Monitoring Knowledge and Comprehension

Ask the following questions.

1. Did Paul consider José's feelings? When? (*"José does not like TV too much."*)
2. Did José consider Paul's feelings? When? (*"Well, OK. I know how you like Batman."*)
3. Describe Paul and José's feelings during the quarrel.
4. How did you know they were angry?
5. Did Paul use the Thinking Steps?
6. How did the boys compromise?
7. Did they need to use a mediator?

Controlled Practice and Coaching

Divide the class into groups of four or five, then give each group a copy of the Cutting in Line illustration (Figure 38). Have the groups work together to write down what each person in line is thinking and feeling. (Give assistance as needed.) In the larger group, have students discuss positive ways for the children in line to stop K.T. from cutting in.

Assessing Mastery

Read the following sentences to the class and ask them to fill in the blanks.

1. When you _____, everybody is a winner. (*compromise*)
2. When you cannot compromise, you need a _____. (*mediator*)
3. When you disagree, it is important to understand the other person's _____. (*feelings*)
4. It is possible for two people to look at the same thing and see something _____. (*different*)

RETEACHING

Independent Practice

Distribute the Compromise sheet (Figure 39). Discuss the two stories. Direct students to draw an ending for each story. Repeat with the Mediation sheet (Figure 40).

Evaluation and Feedback

Ask the following questions about the compromise situations (Figure 39).

1. What are the feelings of the girls in the first story?
2. Did you ever have a similar problem? How was it solved?
3. What will happen if the girls cannot compromise?
4. What are the feelings of the boys in the second story?

5. Why should the boys compromise?
6. What will happen if the boys cannot compromise?

Ask the following questions about the mediation situations (Figure 40).

1. In the first story, why do you think the boys are so stubborn about cleaning up the room?
2. How can another person help them solve their problem?
3. In the second story, why do you think each girl claims to have borrowed the book?
4. How can a third person help them solve their problem?
5. Did you ever believe you were right about something but later find out you were not? What happened?

CLOSING

Summary

In this lesson, we learned how to quarrel fairly. We talked about how people can see and understand different things in the same situation. Understanding how other people feel helps us compromise. When we cannot compromise, we can look for a mediator, someone who can help us find solutions to the problem.

Generalization and Maintenance

Encourage students to ask their parents for help in completing the following statements.

1. When my mom or dad is mad at me, I feel _____.
2. When I am mad at my mom or dad, I feel _____.
3. When I compromise with a member of my family, I feel _____.

ENRICHMENT

1. Direct a student to audiotape a letter describing a conflict with a friend. Have the other students make several suggestions for compromise, select the best one, then record it on tape. Play back both the letter and the advice.
2. Have students draw a picture of one of the following statements:
When someone shouts at me, I feel _____.
When I shout at someone, I feel _____.
3. Ask a student to tell how he or she reached a compromise with a friend, sister, brother, parent, or other relative.
4. Draw up a contract with individual students stating a compromise on a problem behavior. Specify student and teacher responsibilities.
5. Draw a picture of an argument on one side of a piece of paper and its solution on the other side.
6. Use puppets or flannel board figures to illustrate the process of compromise.

CUTTING IN LINE



COMPROMISE

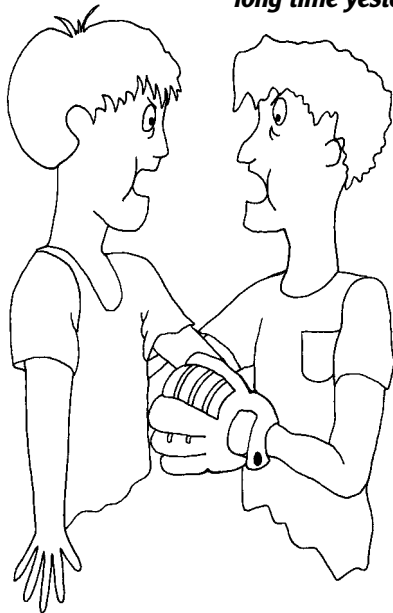
I want to watch *Sesame Street*. Don't change that channel.



No, I want to watch *Barney*.

How can the girls compromise?

Give me that glove. It's my turn to catch.



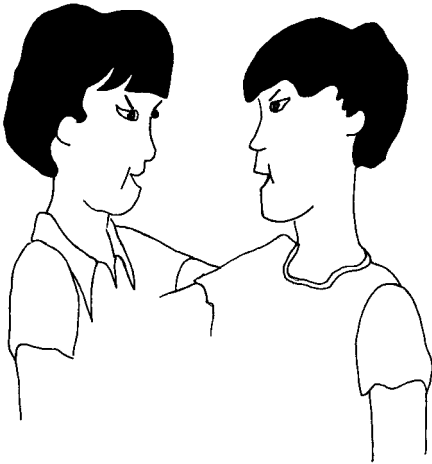
No, you had it for a long time yesterday.

How can the boys compromise?

MEDIATION

It's not fair! I cleaned up the room yesterday. It's your turn.

Yes, but you made most of the mess. You clean it up.



Who can help the boys solve their problem?

This is *my* book.
I borrowed it from the library.

No, you didn't. I borrowed it, and I have to return it.
Give it to me.



Who can help the girls solve their problem?