

5.3 Good reasons for bad deeds?

Goal

The students explore possible reasons for conflictive behavior by way of short scenarios. They develop an instinct for which feelings and wishes could lead to manifestly negative behavior. In doing so, they practice their perception and reflection competences.

4th–9th grade

30–45 minutes



Materials:
short situation descriptions
(the instructor should previously
consider a few situations).

Procedure:

- The students sit in groups of three or four. Each group receives one or two short descriptions of situations in which one person does something negative. (Example: a child threatens to beat up another one if s/he does not hand over the pocket money to him.) It is important that the situations are age-appropriate and match the living environment of the children. The small groups then discuss what the motives and background situations might be for this negative behavior. Which feelings and wishes might be hidden behind this act? The answers generated in the small group will be recorded in writing.
- Subsequently each group presents their case to the class as a whole, including the possible motives which, in their estimation, might be behind this negative behavior.
- Possible additional questions and prompts for a final discussion in the group or the class as a whole:
 - Do you also experience such feelings and desires, respectively?
 - What do you do, when you have such feelings?
 - Do you know people who also behave this way?

5.4 That's how we do it!

Goal

The students think about their strategies for conflict resolution (reflection competence). They develop an understanding for different points of view, different personalities and different behavior patterns. They reflect on their preferred and generally practiced conflict resolution strategies.

1st–9th grade

30 minutes



Materials:
a list or cards with different
conflicts (prepared by the instructor),
flipchart or poster.

Procedure:

- The class is divided into groups of three or four students. The instructor presents small cards (or a list) with a series of possible problems and conflicts (see sequence 5.1). These can be either individual conflicts or common problems and conflicts. Each group selects two conflicts (if time is an issue, only one conflict) to resolve together.
- The groups then discuss their ideas for a possible resolution of the problem(s) they selected. The ideas are recorded in writing or as a drawing to illustrate possible solution possibilities on a poster. They underline or mark in color the solution to the conflict which the groups prefer.
- The sequence ends with the presentation and discussion of all conflict resolution proposals by the whole class.