

LESSON: Conflicting Values**GRADE: 3****OBJECTIVES:****Behavioral Sciences-****SS.3-5.BS.2 Understand the influences on individual and group behavior and group decision-making.**

- Understand that people involved in a dispute often have different points of view.
- Understand that communicating different points of view in a dispute can often help people to find a satisfactory compromise.

MATERIALS & RESOURCES:

- Six sheets of newsprint, each pair headed with two opposing statements from this list—
 - Chewing gum should be allowed in schools because...
 - Chewing gum should not be allowed in schools because...
 - Children should have the right to vote when they are ten years old because...
 - Children should not have the right to vote when they are ten years old because...
 - Littering should be illegal because...
 - Littering should be legal because...
 - A woman would make a good president of this country because...
 - A woman would not make a good president of this country because...
- Markers
- Tape

PRESENTATION:

Introduce the lesson by talking about how many people disagree on how to care for the earth. We're going to explore one of the reasons why it's hard to agree about some things related to the environment. Warn them that some of the activities and discussion may make them feel uncomfortable. They may have to look at things from a different point of view than usual.

DIRECTIONS:

1. Have students line up in a semicircle according to the following physical characteristics:
 - a. Tallest to shortest
 - b. Darkest hair to lightest hair
 - c. Shortest hair to longest hair
 - d. Lightest skin to darkest skin
2. Discuss how it felt to be in a line based on physical characteristics. (Students may feel uncomfortable being grouped in this way, but their discomfort can help sensitize them to the importance of underlying differences.)
3. Explain that it's easy to see physical differences, but that other differences are not so easy to see. For example, we can't tell what someone believes in, just by looking at them.
4. Divide the class into six small groups, simply by dividing the semicircle. This will put the children into different groupings than they might choose.
5. Pass out one of the prepared sheets of newsprint to each group.
6. Ask the group members to number their newsprint sheet from one to five, and write five reasons that complete the statement at the top of their sheet.
7. Have the groups tape their newsprint to the wall, and then share their reasons with the rest of the class.
8. Compare the sheets for each of the paired sentences. Ask who is right and why. After students have responded, ask them to vote for which statements they believe is right. Clarify that no one is right or wrong, because their statements represent different values.
9. Summarize that conflicts arise about environmental issues all the time, and a lot of the time it is because different people have different values.
10. Ask for their ideas on how to come to agreement or consensus so that groups of different people can make decisions and move forward.

TIME:**45 min**

PROCESSING THROUGH THE SIX PILLARS:

WHAT HAPPENED?

- What happened when you saw the list of reasons for opposite statements?

SO WHAT?

- How is this activity like the voting process that takes place in our country?
How does this demonstrate Citizenship?

NOW WHAT?

- Think about ways you might use this activity in other situations. When there are different opinions about something, list the reasons why each opinion is a good idea and discuss the reasons.