



Helping resolve conflict: Suggestions for school staff

Children may get into conflicts at school for a range of reasons

Providing support and guidance in conflict resolution helps children learn the social and emotional skills they need to get on effectively with others. Conflict resolution also provides teaching staff with a very effective tool to deal with social problems that can interfere with children's learning in class and to help identify when there are underlying concerns, such as problems with learning, that need to be addressed.



Guiding children in the steps of conflict resolution

The following example shows how guiding children in the steps of conflict resolution can help to reinforce effective social skills for the classroom.

Teacher: "I'm sure we can work this out. Tell me what the problem is – Mira? Ben?" Mira: "I was using that one." Ben: "I needed that colour and she put it down." Teacher: "So you both wanted to use the same colour. How is that a problem for you?" Mira: "I want to finish my picture and I can't because Ben took the crayon." Ben: "I'm worried that she'll use it all up before I get a turn. And I really need the orange one." Teacher: "I see. You both want to use orange in your pictures. Mira, you want to finish your picture, and Ben, you're worried that the crayon will get used up before you get a turn with it." "Can you think of any ways that we could sort this out?" Ben: "Mira could use yellow so I can have the orange one." Mira: "I could show Ben what I want to use the orange one for a bit while I use the purple. Then we can swap." Teacher: "Which idea do you think would work best in our sharing classroom?" Ben and Mira: "Sounds good. Let's give it a go." Pralses and supports	Mira:	"He took my crayon."	
Ben: "I needed that colour and she put it down." Teacher: "So you both wanted to use the same colour. How is that a problem for you?" Mira: "I want to finish my picture and I can't because Ben took the crayon." Ben: "I'm worried that she'll use it all up before I get a turn. And I really need the orange one." Teacher: "I see. You both want to use orange in your pictures. Mira, you want to finish your picture, and Ben, you're worried that the crayon will get used up before you get a turn with it." "Can you think of any ways that we could sort this out?" Ben: "Mira could use yellow so I can have the orange one." Mira: "I could show Ben what I want to use the orange for so he can see I won't use it all up." Ben: "We can take it in turns. She can use the orange one for a bit while I use the purple. Then we can swap." Teacher: "Which idea do you think would work best in our sharing classroom?" Ben and Mira: "Taking turns."	Teacher:		Sets the stage for win-win outcomes
Teacher: "So you both wanted to use the same colour. How is that a problem for you?" Mira: "I want to finish my picture and I can't because Ben took the crayon." Ben: "I'm worried that she'll use it all up before I get a turn. And I really need the orange one." Teacher: "I see. You both want to use orange in your pictures. Mira, you want to finish your picture, and Ben, you're worried that the crayon will get used up before you get a turn with it." "Can you think of any ways that we could sort this out?" Ben: "Mira could use yellow so I can have the orange one." Mira: "I could show Ben what I want to use the orange one for a bit while I use the purple. Then we can swap." Teacher: "We can take it in turns. She can use the orange one for a bit while I use the purple. Then we can swap." Teacher: "Which idea do you think would work best in our sharing classroom?" Ben and Mira: "Taking turns."	Mira:	"I was using that one."	
How is that a problem for you?" Mira: "I want to finish my picture and I can't because Ben took the crayon." Ben: "I'm worried that she'll use it all up before I get a turn. And I really need the orange one." Teacher: "I see. You both want to use orange in your pictures. Mira, you want to finish your picture, and Ben, you're worried that the crayon will get used up before you get a turn with it." "Can you think of any ways that we could sort this out?" Ben: "Mira could use yellow so I can have the orange one." Mira: "I could show Ben what I want to use the orange for so he can see I won't use it all up." Ben: "We can take it in turns. She can use the orange one for a bit while I use the purple. Then we can swap." Teacher: "Which idea do you think would work best in our sharing classroom?" Ben and Mira: "Taking turns."	Ben:	"I needed that colour and she put it down."	
took the crayon." Ben: "I'm worried that she'll use it all up before I get a turn. And I really need the orange one." Teacher: "I see. You both want to use orange in your pictures. Mira, you want to finish your picture, and Ben, you're worried that the crayon will get used up before you get a turn with it." "Can you think of any ways that we could sort this out?" Ben: "Mira could use yellow so I can have the orange one." Mira: "I could show Ben what I want to use the orange for so he can see I won't use it all up." Ben: "We can take it in turns. She can use the orange one for a bit while I use the purple. Then we can swap." Teacher: "Which idea do you think would work best in our sharing classroom?" Helps children choose an option	Teacher:		Asks children to describe their concerns
turn. And I really need the orange one." Teacher: "I see. You both want to use orange in your pictures. Mira, you want to finish your picture, and Ben, you're worried that the crayon will get used up before you get a turn with it." "Can you think of any ways that we could sort this out?" Ben: "Mira could use yellow so I can have the orange one." Mira: "I could show Ben what I want to use the orange for so he can see I won't use it all up." Ben: "We can take it in turns. She can use the orange one for a bit while I use the purple. Then we can swap." Teacher: "Which idea do you think would work best in our sharing classroom?" Helps children choose an option "Taking turns."	Mira:		
Mira, you want to finish your picture, and Ben, you're worried that the crayon will get used up before you get a turn with it." "Can you think of any ways that we could sort this out?" Ben: "Mira could use yellow so I can have the orange one." Mira: "I could show Ben what I want to use the orange for so he can see I won't use it all up." Ben: "We can take it in turns. She can use the orange one for a bit while I use the purple. Then we can swap." Teacher: "Which idea do you think would work best in our sharing classroom?" Helps children choose an option	Ben:		
this out?" Ben: "Mira could use yellow so I can have the orange one." Mira: "I could show Ben what I want to use the orange for so he can see I won't use it all up." Ben: "We can take it in turns. She can use the orange one for a bit while I use the purple. Then we can swap." Teacher: "Which idea do you think would work best in our sharing classroom?" Ben and Mira: "Taking turns."	Teacher:	Mira, you want to finish your picture, and Ben, you're worried that the crayon will get used up	Shows understanding
Mira: "I could show Ben what I want to use the orange for so he can see I won't use it all up." Ben: "We can take it in turns. She can use the orange one for a bit while I use the purple. Then we can swap." Teacher: "Which idea do you think would work best in our sharing classroom?" Helps children choose an option "Taking turns."			Asks for solutions
so he can see I won't use it all up." Ben: "We can take it in turns. She can use the orange one for a bit while I use the purple. Then we can swap." Teacher: "Which idea do you think would work best in our sharing classroom?" Helps children choose an option "Taking turns."	Ben:	"Mira could use yellow so I can have the orange one."	
for a bit while I use the purple. Then we can swap." Teacher: "Which idea do you think would work best in our sharing classroom?" Ben and Mira: "Taking turns."	Mira:	· ·	
sharing classroom?" Ben and Mira: "Taking turns."	Ben:	· · · · · · · · · · · · · · · · · · ·	
	Teacher:	· ·	Helps children choose an option
Teacher: "Sounds good. Let's give it a go." Praises and supports	Ben and Mira:	"Taking turns."	
	Teacher:	"Sounds good. Let's give it a go."	Praises and supports

This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at www.kidsmatter.edu.au







