



My Wife and My Mother-in-Law



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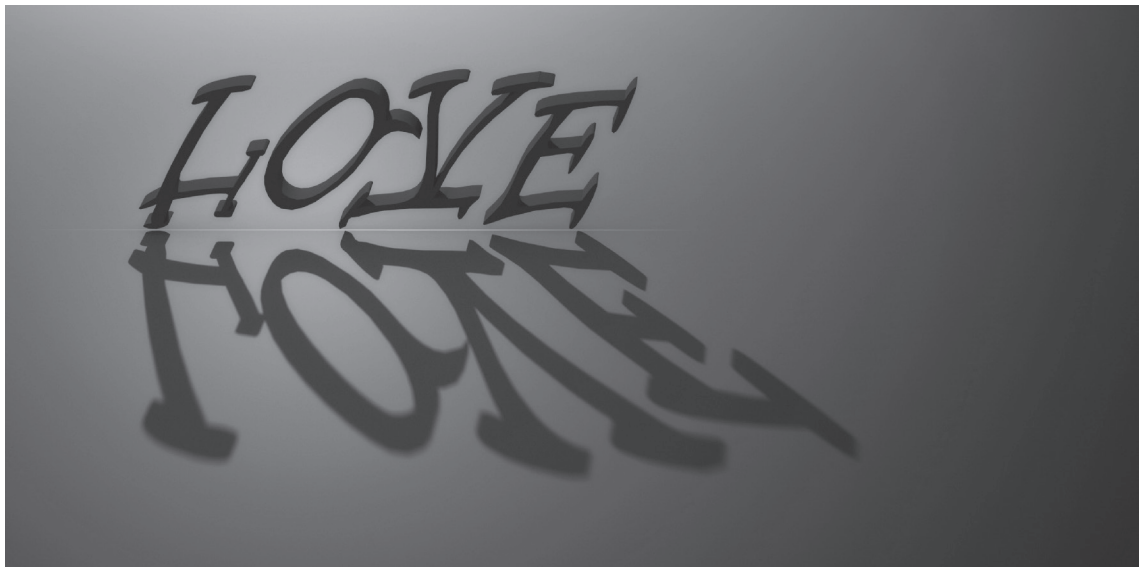
Hidden Lion Reprinted with permission of the artist Rusty Rust.

IMAGE PERSPECTIVES

Elementary School, Middle School, High School



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Society

CONFLICT

CONFLICT IS

- ▶ A **MISUNDERSTANDING or DISAGREEMENT** that causes an emotional reaction
- ▶ between **TWO OR MORE** connected people
- ▶ who **NEED OR WANT** something from one another.

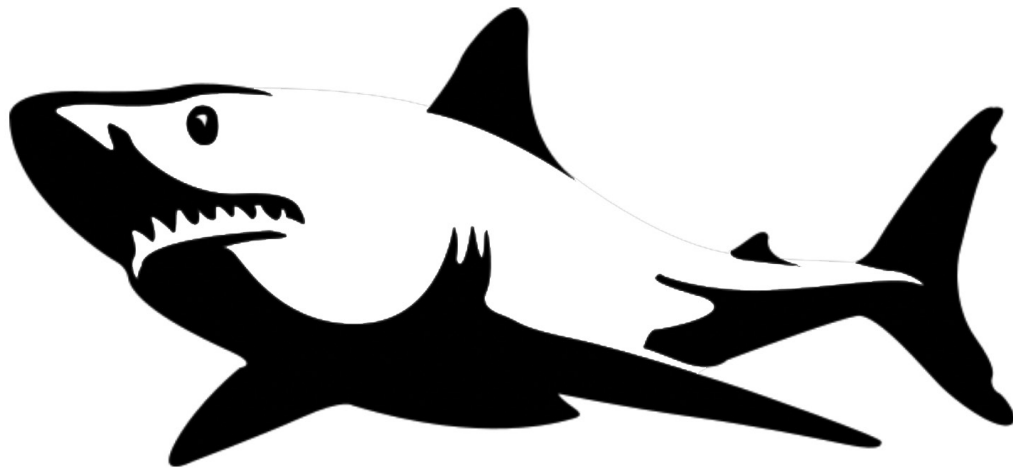
BULLYING

BULLYING IS

- ▶ **INTENTIONAL**, unwanted and aggressive behavior
- ▶ that involves a real or perceived **POWER IMBALANCE**
- ▶ and is **REPEATED**, or has the potential to be repeated, over time.

What are some similarities and differences you notice about conflict and bullying?

COMPETITIVE



ATTACKS PEOPLE
“I AM RIGHT.” “DO IT MY WAY.”

COLLABORATING



WORKS TOGETHER
 “WE ARE BOTH RIGHT.” “LET’S TALK ABOUT IT.”

ACCOMMODATING



GIVES IN
“YOU ARE RIGHT.” “YOU CAN HAVE IT YOUR WAY.”

HOW DO YOU RESPOND TO CONFLICT?

Elementary School

The questions below will help you understand how you respond to conflicts. There are NO trick questions and no absolutely right or wrong answers. The reason for this exercise is to make you more aware of the way you behave.

Read each sentence below. If a sentence describes a response you *usually* make to a conflict, circle the number “3” next to the sentence. If it is a response you *sometimes* make, circle the number “2” next to the sentence. If you *never*, or *almost never*, make the response, circle number “1.”

| When there is a conflict at school between other students, | Usually | Sometimes | Almost never |
|--|---------|-----------|--------------|
| 1. Do I tell them to stop fighting, because someone may get hurt? | 3 | 2 | 1 |
| 2. Do I try to help others talk about their conflict? | 3 | 2 | 1 |
| 3. Do I ask them, “What are you fighting about?” | 3 | 2 | 1 |
| 4. Do I try to get them to sit down and take deep breaths? | 3 | 2 | 1 |
| 5. Do I let the teacher handle it? | 3 | 2 | 1 |
| 6. Do I decide who started it? | 3 | 2 | 1 |
| 7. Do I try to find out what everyone wants? | 3 | 2 | 1 |
| 8. Do I help them try to work out a compromise? | 3 | 2 | 1 |
| 9. Do I turn it into a funny story? | 3 | 2 | 1 |
| 10. Do I tell them to stop making it such a big deal? | 3 | 2 | 1 |
| 11. Do I make one person give in and apologize? | 3 | 2 | 1 |
| 12. Do I try to get them to think of other ways to solve their conflict? | 3 | 2 | 1 |
| 13. Do I help them decide what they can give in on? | 3 | 2 | 1 |
| 14. Do I try to give them something else to do? | 3 | 2 | 1 |
| 15. Do I let them fight it out, as long as no one gets hurt? | 3 | 2 | 1 |
| 16. Do I threaten to tell the teacher or the principal? | 3 | 2 | 1 |
| 17. Do I suggest some ways to resolve the conflict? | 3 | 2 | 1 |
| 18. Do I help everyone to feel safe? | 3 | 2 | 1 |
| 19. Do I get everyone busy doing something else? | 3 | 2 | 1 |
| 20. Do I tell them to figure it out after school? | 3 | 2 | 1 |

Fill in what you answered above (3, 2 or 1) following the question number below and total each column.

| | A COMPETITIVE | B COLLABORATIVE | C COMPROMISING | D ACCOMMODATING | E AVOIDING |
|--------------------|------------------|--------------------|-------------------|--------------------|---------------|
| START HERE → | 1. | 2. | 3. | 4. | 5. |
| | 6. | 7. | 8. | 9. | 10. |
| | 11. | 12. | 13. | 14. | 15. |
| | 16. | 17. | 18. | 19. | 20. |
| TOTALS | | | | | |

A

B

C

D

E

The column with the highest total is your dominant style of conflict. Read the matching description on “The Five Styles of Conflict Resolution” handout. It is possible to have more than one dominant style.

Each column is a way that people handle conflict. In which column did you score the highest? Find the letter below that matches your highest score and see if the description matches YOUR idea of how you solve conflicts. It is possible to have two high numbers that match.

A. Competitive/Aggressive

You do not give in. You try to win conflicts.

"I am right." "Do it my way."

B. Collaborative/Cooperative

You see conflicts as problems to be solved and like to share creative ideas to reach solutions.

"We are both right." "Let's talk about it."

C. Compromising

You like to make sure everyone walks away feeling they got what they wanted.

"I will give a little, you give a little."

D. Accommodating

You like things to stay calm and peaceful whenever possible. In order to keep the peace you will give in when you are in conflict.

"You are right." "You can have it your way."

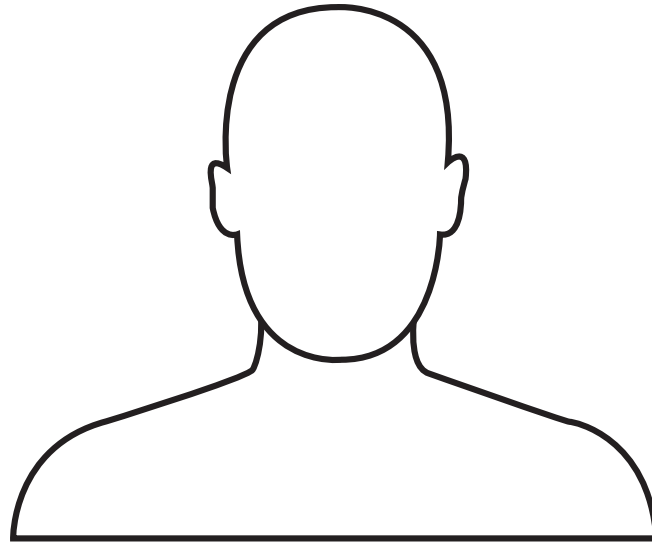
E. Avoiding

You do not want to get involved. You would rather walk away than deal with the conflict.

"Forget about it." "I do not want to talk about it."

FEELINGS

Elementary School





| | | | | |
|------------|-------------|---------------------|--------------------------|-------------|
| Mean | Kicking | Touching | Laughing at someone | Sad |
| Lying | Ignoring | Bossy | Hurtful | Left out |
| Fidgeting | Not sharing | Interrupting | Sticking out your tongue | Distracting |
| Making fun | Joking | Silly | Put-downs | Staring |
| Stubborn | Tattletale | Calling out of turn | Teasing | Imitating |

SOURCES OF CONFLICT

Elementary School 3-5

**Not Enough**

Two people want something and
there is only one of it

Misunderstanding

Not knowing what the other person
means or wants

Differences

Someone does not look or
act the same as you

Anger

Feelings that upset you and
make you feel bad

Unexpected Changes

Things are different than you want
them to be or thought they would be

Difficult People

People that are hard to get along with

Arguments

When you and someone
else do not agree

Mean Adults

People in charge who are always telling
you what to do

Threat

Feeling weak and not being able to
fix something that bothers you

Bossy Friends

Friends who tell you what to do and
you do not agree

Encouragers



**Stop Talking
and Listen**



Empathize



Make Eye Contact



**Concentrate on
What is Being Said**



**Show Understanding by
Non-Verbal Behaviors**



**Find Out what the Person
Wants from You**



**Verbally Acknowledge
Other Person**



Ask for Understanding



Blockers



Interrupting



Ignoring



Sarcasm



Insults/Name Calling



Always and Never



Judging



Blaming



ENCOURAGERS AND BLOCKERS

Elementary School

Encouragers



Stop talking and listen

Speakers will be encouraged to continue speaking if you remain quiet and let them finish what they want to say.



Empathize

Try to put yourself in the other person's situation. Try to understand what she/he is feeling.



Make eye contact

In most Western cultures, looking at a person who is speaking tells her/him you are interested in what he/she is saying and that you are paying attention.



Concentrate on what is being said

Push all other thoughts out of your mind and use active listening to pay attention to the speaker.



Show understanding by non-verbal behaviors

Facial expressions, posture and gestures (such as nodding one's head) can be warm and accepting or closed and judgmental. The warm and accepting body language will encourage the speaker to continue.



Find out what the person wants from you

The speaker may want advice or suggestions, or she/he may not. Give the speaker what she/he wants, not what you think is desired.



Verbally acknowledge other person

While the person is speaking you may make verbal sounds to demonstrate that you are paying attention. You may say, "I understand" or "I hear how you felt." When they are done speaking you may want to summarize what they have said in your own words to demonstrate you understand.



Ask for understanding

Questions should be used to understand what the person has said, or to gather more information.

Blockers

Interrupting



Good communication is not possible when people are cut off before they have finished speaking. In a conflict, it is especially important for everybody to have a chance to tell their side without interruption.

Ignoring



There are at least five ways that ignoring behaviors can stop positive communication.

1. Not paying attention to the speaker
2. Monopolizing all the talking time
3. Focusing on your own agenda
4. Disregarding other people's contributions to the communication
5. Not acknowledging other people's concerns or feelings



Sarcasm

Sarcasm is saying one thing but meaning the opposite which sometimes can mock or hurt feelings. Sarcasm makes problem solving and communication very difficult.



Insults/name calling

People with the competitive/aggressive style of communication (for K-2 students, the shark) tend to use insults and name calling to handle conflict. This raises hostility levels and increases the chance for violence.



Always and Never

"You always do this." "You never do that." These statements are hardly ever accurate and make people angry and defensive.



Judging

Judging occurs when one person decides if others are right or wrong or good or bad. They then share their judgement with the other person. The best climate for problem solving is when people hold off on judgement and listen to each other in order to understand each other's perspectives.



Blaming

Blamers assume that if there is a problem or conflict, somebody must be to blame. They are quick to say, "It was not my fault - it was yours!" To effectively communicate or problem solve, it is important to get away from the idea that someone is to blame.

Body Language



Facial Expressions



Situations



Words

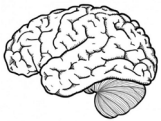


Brainstorming is a group discussion where everyone spontaneously shares ideas to answer a question or solve a problem. There are no bad ideas when brainstorming. All ideas are welcome.

RULES FOR BRAINSTORMING



1. Someone writes down all ideas as the recorder for the group.



2. There are no bad ideas when brainstorming. All ideas are important.



3. Active listening should be applied when brainstorming.



4. Each person takes a turn quickly to give everyone in the group a chance to share.



5. Questions that can help you understand can be asked after all ideas have been shared.



| “I” Message | Value |
|----------------------|-----------------|
| I know | States facts |
| I feel | States feelings |
| I believe or I think | States opinions |

Read the passage below and fill in the blanks following the passage using the different types of “I” messages above.

Many years ago in a city called Selma in the state of Alabama, white people lived on one side of town and black people on the other. A bridge separated these two groups of people. The white people had money, good schools and the right to vote. On the other side of the bridge were the black people who had little money, poor schools, not even running water and they were not allowed to vote.

A Baptist Minister, **Dr. Martin Luther King, Jr.**, came to Selma to help the black people gain the right to vote. He led a peaceful march that began with 600 black people. The march started by crossing the bridge that separated the two groups of people and went from Selma, Alabama to the capital city of Montgomery. Eventually, thousands of people came from other places all across the country to march with Dr. Martin Luther King, Jr. and to help black people have the right to vote.

Five months later, President Lyndon Johnson passed a law that said that black and white people are equal and that all people have the right to vote. The march had worked!

Definitions

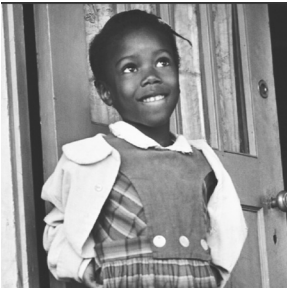
1. *March – a peaceful gathering for a cause. People usually walk from one location to another.*
2. *Equal – every person should be treated the same, no matter of race or religion.*
3. *Expression – share how you feel verbally and physically.*

Using “I” Messages

1. After reading about the Selma to Montgomery March, I KNOW _____

2. After reading about the Selma to Montgomery March, I FEEL _____

3. After reading about the Selma to Montgomery March, I THINK _____



| “I” Message | Value |
|----------------------|-----------------|
| I know | States facts |
| I feel | States feelings |
| I believe or I think | States opinions |

Read the passage below and fill in the blanks following the passage using the different types of “I” messages above.

Many years ago in the 1960s, some public schools were segregated, which means that African American (black) and white children could not go to the same school because of their different skin colors.

There was a six-year old African-American girl, **Ruby Bridges**, who experienced segregation. She lived with her family in New Orleans, Louisiana. Her parents chose to send her to an all-white school close to their home. They felt Ruby would get a better education at the all-white school. She was the only African-American student. The school did not want a black child enrolled there. Ruby’s parents were worried, but they felt strongly about making sure Ruby got a good education.

The white parents of the children in the school protested, shouting bad words at Ruby, storming the school and keeping their children home. Teachers did not want to teach Ruby and refused to go to school. Only one teacher, Mrs. Henry, agreed to teach Ruby. They studied together in the empty school building.

It took some time, but finally a judge ruled that schools must be integrated. This meant that all children, regardless of their color, could go to the same school. White children started to come back to Ruby’s school, sat in the classes and became her friends. The black and white children studied together, played together and learned to love each other.

Ruby Bridges is all grown up now, lives in New Orleans, Louisiana, and has four sons. She indeed was a truly brave young girl who now is an active member in her community.

Definitions

- 1. Segregation – setting someone apart
- 2. Protest – to disapprove something and to do something that shows one’s disapproval
- 3. Integration – putting people or things together
- 4. Race – the idea that people with different color skin, different hair texture or different eye shapes belong in a group together. This is only an idea. There is one race, the human race.

Using “I” Messages

- 1. After reading about Ruby Bridges, I KNOW _____

- 2. After reading about Ruby Bridges, I FEEL _____

- 3. After reading about Ruby Bridges, I THINK _____

Below are instructions on how to have a positive conversation to solve a conflict between two people.

THE INITIATOR GOES FIRST

The Initiator speaks while the Responder listens.

STEP 1



Can we talk?

(wait for the Responder to answer before continuing to Step 2)

STEP 2



I am upset because_____

STEP 3



I feel _____ because_____

STEP 4



I would like_____

THE RESPONDER GOES SECOND

The Responder speaks while the Initiator listens.

STEP 1



I am upset because_____

STEP 2



I feel _____ because_____

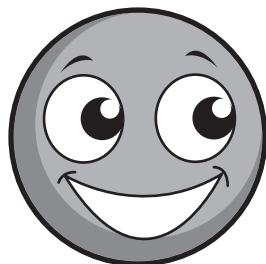
STEP 3



I would like_____

LAST STEP

Work it out. How can you both get what you want?



Directions

As partners, read the following scenarios and practice solving the conflicts using the “One-to-One Strategy.” **Using the steps, take turns being the Initiator and the Responder.**

SCENARIO 1

Someone took an eraser off your desk without asking. You have to solve this without telling a teacher.

SCENARIO 2

While you were in line to get your lunch in the lunch room, someone cut into the line in front of you. There is no teacher or aide in sight and you have to solve the problem yourself.

SCENARIO 3

Each person is allowed 15 minutes of computer time in one sitting. You have been patiently waiting your turn to use the computer, and the person using it has already been on it for 20 minutes. Your teacher does not like tattling and prefers you solve your own conflicts.

SCENARIO 4

In Social Studies, your group has been assigned a project to create a Native American community. There are four people in your group including you. One of the group members is not doing what she is supposed to be doing, and the other three members of the group need to do their work plus her work. Part of the assignment is working out any interpersonal conflicts that may happen. You have to solve this without a teacher.

Directions

Read the following list of buttons that can make you angry. List from one to ten what makes you the most angry. The number one is what angers you the least and the number ten is what makes you the most angry. This should be done on your own.

① makes you the least angry-----makes you the most angry ⑩

_____ A kid in your class is bossing you around

_____ A friend lies to you

_____ Your teacher yells at you when it is not your fault

_____ A group of kids on the playground do not let you join their game

_____ A friend cuts you in line

_____ A person in your class will not share his or her scissors

_____ A friend tells the teacher that you are not doing your work

_____ A kid in your class copies everything you say

_____ The person who sits next to you is constantly singing under his or her breath

_____ You follow the rule and raise your hand to answer a question and another student in your class often just calls out the answer

COOL TOOLS

Elementary School

Directions

Cut out the “Cool Tools” below and create an “Anger Toolkit” to refer to when you get angry.

| | |
|--|---|
| <p>Journaling</p>  | <p>Using Mindfulness</p>  |
| <p>Listening</p>  | <p>Recognizing Perspective</p>  |
| <p>Exercising</p>  | <p>Drinking Water</p>  |
| <p>Taking a Timeout</p>  | <p>Changing Environment</p>  |
| <p>Stretching</p>  | <p>Taking a deep breath</p>  |



Discussion Plan

Use the following questions to lead a conversation with your group:

1. Are there times you cannot or do not want to solve a conflict? Why?
2. Besides anger, what are some reasons a person might not want to make up with someone else?
3. Describe a time when you did not want to solve a conflict. Do not use names.
4. What happens on social media that does not happen face-to-face? Why does it happen on social media?
5. Are there environments that make it easier to not solve a conflict (for example, peer pressure)?
6. Is it ever easier to NOT solve a conflict? When or why?
7. Does other people knowing about a conflict help or hurt solving the conflict? Explain your reasoning.
8. Why might a person like being in conflict?
9. What are some benefits for people who always want to solve conflicts? What disadvantages might people who always want to solve conflicts have?
10. Are there things you cannot control that might stop you from solving a conflict? What are they? How do they stop you from solving a conflict? *(for the educator: an example might be an alcoholic relative or a relative with clinical depression)*
11. When you are deciding whether or not you want to solve a conflict, do you think about the value of the relationship or the value of the conflict? Which is more important to consider and why?