



My Wife and My Mother-in-Law



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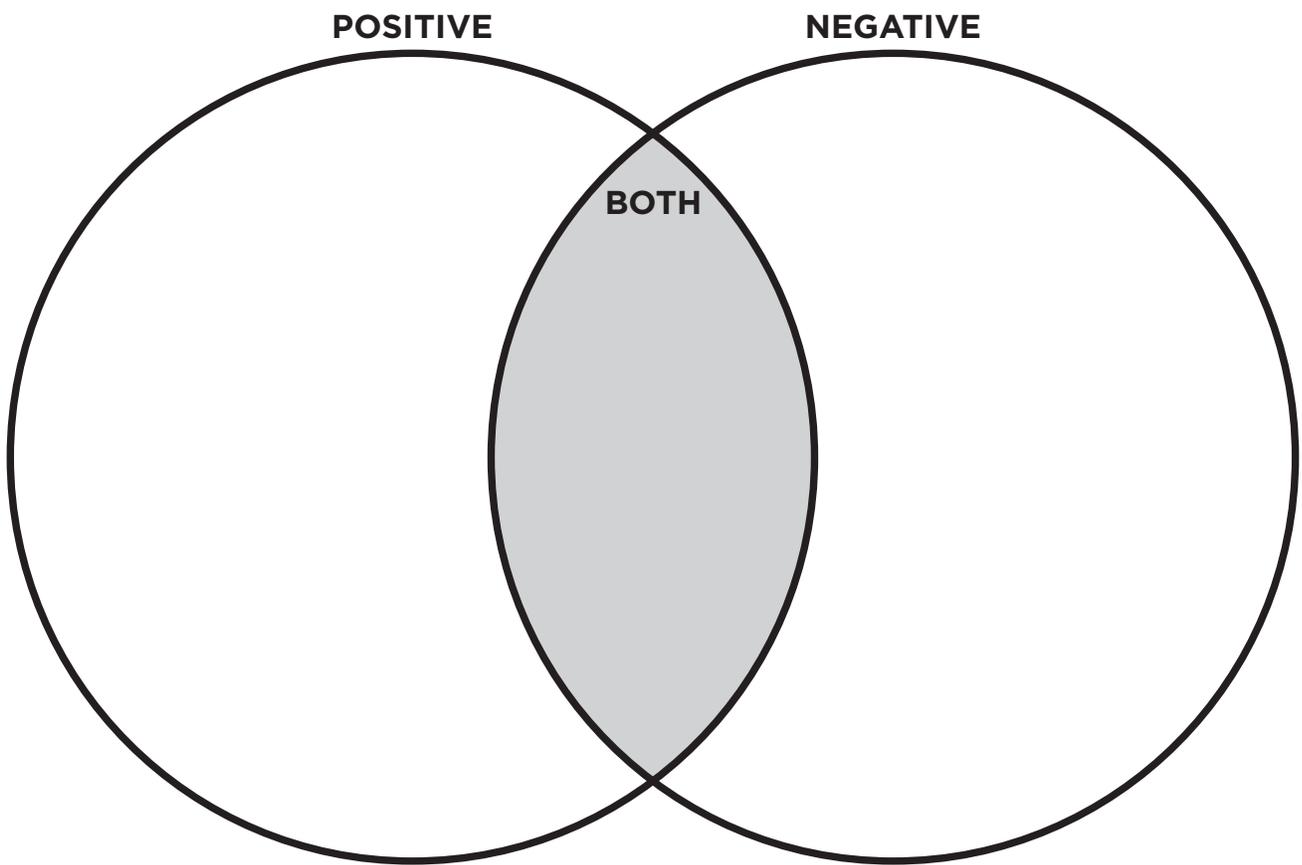
**Society**

I cannot believe what just happened! My mom picked Kirin and me up from the Tiffany Diner. As we walked off the front steps into the parking lot, there were two men walking into the diner wearing jeans and jean jackets. One had a black hat and the other one had a blue bandana tied around his neck. They were walking really fast, almost running. I noticed them because they almost bumped into us and we had to quickly get out of the way. I did not think much of it and when we got into the car both of our phones dinged because we both got a group text. The text was from Dwayne about a spontaneous soccer game that was going to start in a few minutes at Players Field by the high school. Dwayne said that Michael, Anjelica and Flora were definitely playing and that he was trying to get more players. My mom did not start driving and Kirin, my mom and I talked about whether or not we should join the game. As we sat in the car discussing the soccer game, four police cars, two fire trucks and an ambulance zoomed into the Tiffany Diner parking lot. Cops with guns drawn got out of their cars. We were so scared! My mom asked what was going on and they told her there was a robbery in progress in the diner. They told my mom to drive out the rear entrance of the diner. We remembered the two guys practically running into the diner as we were leaving, and we told the cop who was directing cars to not enter the parking lot. She told us to drive out of the parking lot and to wait for an officer to come talk to us. We waited for almost 30 minutes until an officer came to talk to us. We ended up giving a whole description of the two guys to the police and we never even got to the soccer game. Dwayne got mad at us but what could we do? Can you believe it?!

**POSITIVE AND NEGATIVE**

People have different perspectives on what is positive and what is negative. Decide as a group where to assign each word below. There are no right or wrong answers.

|            |               |             |          |             |           |          |               |
|------------|---------------|-------------|----------|-------------|-----------|----------|---------------|
| Anger      | Win/lose      | Differences | Innocent | Hurt        | Decision  | Normal   | Disagree      |
| Struggle   | Right         | Clash       | Violence | Fight       | People    | Learning | Wrong         |
| Agreement  | Against       | Separate    | Change   | Avoid       | Intervene | Help     | Creative      |
| Resolution | Communication | Unfair      | Ideas    | Considerate | Guilty    | War      | Understanding |



Work as a group to create a definition of conflict:

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**CONFLICT**

**BULLYING**

**CONFLICT IS**

**BULLYING IS**

▶ A **MISUNDERSTANDING** or **DISAGREEMENT** that causes an emotional reaction

▶ **INTENTIONAL**, unwanted and aggressive behavior

▶ between **TWO OR MORE** connected people

▶ that involves a real or perceived **POWER IMBALANCE**

▶ who **NEED OR WANT** something from one another.

▶ and is **REPEATED**, or has the potential to be repeated, over time.

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

Large empty box for student response to the question above.

Answer the questions individually the best that you can. You do not need to write full sentences. You can write a phrase or summary to explain your answers.

**1** What is your favorite song?

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**2** How many siblings do you have and where are you in birth order?

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**3** What is your favorite activity to do with your family or the people you live with?  
Your least favorite?

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**4** What is your favorite food? Your least favorite food?

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**5** If you could buy anything you want, what would you buy?

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**6** Is conflict positive or negative? Why?

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**7** What makes you angry? Why?

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**8** What makes you happy? Why?

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**9** What do you do when you get angry?

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**10** What emotions (besides anger) do you feel when you are in conflict? For example: frustration, guilt or worry.

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**11** How do you look when you feel angry? Happy? Sad? Safe?

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**12** When have you been angry with another student? What happened?

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**13** Where do you see most conflicts happening around school (classroom, lunchroom, bus, playground, sports, extracurricular activities, hallways, etc.)?

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**14** What are some consequences you have seen as a result of being in conflict?

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15 How do you feel after a conflict?

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16 Describe a time you gave up what you wanted just so you did not have to argue.

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17 Share a time you argued just to win.

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18 Write about a time you asked someone else what he/she wanted and worked it out together.

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19 Explain an experience when you gave up something you wanted, to get something in return.

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20 Have you ever walked away from a conflict wanting to just forget about it? Explain.

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# HOW DO YOU RESPOND TO CONFLICT?

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

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.

## THE FIVE STYLES OF CONFLICT RESOLUTION

Middle School

### A. Competitive/Aggressive

This style focuses on one's own needs over the needs of others. It relies on a forceful style of communication with low regard for future relationships. Those using a competitive/aggressive style tend to seek control over a discussion, in both substance and ground rules. They fear that loss of such control will result in solutions that fail to meet their needs. Competing tends to result in not resolving the conflict.

**Characteristics:** standing your ground, asserting your opinions and feelings, debating, using rank or influence

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

### B. Collaborative

This style is the pooling of individual needs and goals toward a common goal. Called the "One-to-One" strategy, collaboration requires individuals to communicate and work together in order to achieve a better solution than either individual could have achieved alone. It brings new time, energy, and ideas to resolve the dispute meaningfully.

**Characteristics:** active listening, non-threatening confrontation, identifying concerns, analyzing input

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

### C. Compromising

This is an approach to conflict in which people gain and give in a series of tradeoffs. While at the end the conflict may be over, neither side is satisfied. Each side still feels their needs are more important than the other's and they do not necessarily understand the other side very well.

**Characteristics:** negotiating, finding a middle ground, assessing value, making concessions (giving in)

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

### D. Accommodating

People with this style feel that preserving the relationship is the most important factor of conflict. The needs of another or the needs of a group are seen as more important than their own. They are willing to give up their own needs for the sake of peace. This style is the opposite of competing.

**Characteristics:** selflessness, ability to give in, forgetting your desires, obeying orders

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

### E. Avoiding

This is a common response to the negative perception of conflict. "Perhaps if we do not bring it up, it will blow over," we say to ourselves. But, generally, all that happens is that feelings get pent up, views go unexpressed, and the conflict festers until it becomes too big to ignore. Like a cancer that may well have been cured if treated early, the conflict grows and spreads until it kills the relationship. Because needs and concerns go unexpressed, people are often confused, wondering what went wrong in a relationship.

**Characteristics:** ability to withdraw, ability to leave things unresolved, ability to bypass issues

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

Determine which conflict style would be the most appropriate and the least appropriate to address each situation. There can be more than one answer in certain examples. Be prepared to share your reasoning.

1. You want to go to an R-rated movie with just your friends for the first time. Your parents will not let you go unless one of them goes with you. You are embarrassed to tell your friends. You need to have your independence!

Most appropriate style:  
Why?

Least appropriate style:  
Why?

Vertical dotted line for writing

2. You just broke up with your boyfriend or girlfriend and were invited to a party. You hesitated to go to the party but decided to attend. As you walked in, there was your ex with your best friend and they were acting like they really liked one another.

Most appropriate style:  
Why?

Least appropriate style:  
Why?

Vertical dotted line for writing

3. You are going shopping with an adult for an outfit for the upcoming dance. She/he chooses an outfit that is "babyish." You explain to her/him that you need something more grown up. Although she/he is paying for it, you are angry that she/he does not understand that it should be your choice.

Most appropriate style:  
Why?

Least appropriate style:  
Why?

Vertical dotted line for writing

4. In gym class the teacher picked other kids for the baseball team. You were not picked and felt very upset. You approached the teacher and asked if it was because you had missed several practices because you were ill? You are good at baseball and always score. The teacher did not want to discuss this with you, but remained definite with her/his choices.

Most appropriate style:  
Why?

Least appropriate style:  
Why?

Vertical dotted line for writing

5. You told a close friend that you liked someone. You made her/him promise not to tell anyone because you were not ready to tell and you did not know if the person would return your feelings. The next day, you discovered that your friend had posted your secret all over social media, betraying you. You are furious, hurt and do not know what to do.

Most appropriate style:  
Why?

Least appropriate style:  
Why?

Vertical dotted line for writing

**FEELINGS LIST**

|   |  |  |   |
|---|--|--|---|
| <p>Ashamed<br/>Angry<br/>Afraid<br/>At peace<br/>Anxious</p>                        | <p>Foolish<br/>Funny<br/>Friendly<br/>Frustrated<br/>Frightened</p>        | <p>Mixed up<br/>Malicious<br/>Miserable<br/>Mellow<br/>Morose</p>  | <p>Sympathetic<br/>Self-conscious<br/>Sedate<br/>Superior</p> |
| <p>Brave<br/>Bashful<br/>Bored</p>  | <p>Guilty<br/>Grief-stricken<br/>Greedy<br/>Grateful</p>                   | <p>Nervous<br/>Nice</p>  | <p>Tense<br/>Timid<br/>Tenacious</p>                          |
| <p>Cold<br/>Cruel<br/>Conceited<br/>Contemptuous<br/>Cheerful<br/>Confused</p>      | <p>Horrified<br/>Hateful<br/>Hopeful<br/>Helpless<br/>Heartbroken</p>      | <p>Persecuted<br/>Paranoid<br/>Pleasant<br/>Proud<br/>Peeved</p>   | <p>Unworthy<br/>Uneasy</p>                                    |
| <p>Devilish<br/>Disappointed<br/>Disgusted<br/>Depressed<br/>Disdained<br/>Dumb</p> | <p>Impatient<br/>Independent<br/>Insulted<br/>Inferior<br/>Intimidated</p> | <p>Remorseful<br/>Regretful<br/>Righteous</p>  | <p>Victimized<br/>Vindictive</p>                              |
| <p>Embarrassed<br/>Excited<br/>Enthusiastic<br/>Envious<br/>Empty</p>               | <p>Jealous<br/>Joyful</p>  | <p>Shocked<br/>Sorrowful<br/>Shy<br/>Surprised<br/>Secure<br/>Strange<br/>Smart<br/>Spiteful<br/>Self-pitying<br/>Suspicious</p> | <p>Wary<br/>Worried</p>                                       |

In each of the following situations, determine how you feel and what you might feel like doing. If needed, use the words on the “Feelings List” as a guide.

| Situation  | I feel... | I feel like doing... |
|--|-----------|----------------------|
| 1. Someone makes a judgement about me without knowing the facts. |           |                      |
| 2. Someone blames me for something I did not do.                 |           |                      |
| 3. I win an award for something I worked hard on.                |           |                      |
| 4. Someone does not return something she/he borrowed.            |           |                      |
| 5. I take a test that I have not studied for.                    |           |                      |
| 6. I give a wrong answer in class.                               |           |                      |
| 7. I get a bad grade on a test.                                  |           |                      |
| 8. I approach someone to ask a question and she/he ignores me.   |           |                      |
| 9. Someone talks behind my back.                                 |           |                      |
| 10. Someone wins something that I was hoping to win.             |           |                      |
| 11. I hurt someone’s feelings and I did not mean to.             |           |                      |
| 12. I do not like the clothes I am wearing.                      |           |                      |

**As a small group, have a discussion using the following questions:**

1. Was there one situation that stands out for you? Why?
2. Why might some people have different feelings for certain situations?
3. When is it NOT a good idea to act on the feelings you have? Why not?

**1****Not Enough**

Two people want something and there is only one

**2****Misunderstanding**

Not knowing what the other person means or wants

**3****Differences**

Someone does not look or act the same as you

**4****Anger**

Feelings that upset you and make you feel bad

**5****Unexpected Changes**

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

**6****Difficult People**

People that are hard to get along with

**7****Mean Adults**

People in charge who are always telling you what to do

**8****Arguments**

When you and someone else do not agree

**9****Threat**

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

**10****Bossy Friends**

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

## 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.

## ENCOURAGERS AND BLOCKERS (Continued)

### 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 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.

*The following scenarios were drawn from actual legal cases.*

### Case One

The argument began about two years ago over cats. Julio Gutierrez owned several cats. His cats liked to use the lawn of Raul and Gladys Viltres as a litterbox. The Viltres family did not want the Gutierrez cats using their lawn as a litterbox. On August 10th there was an argument over a wet, dirty rug owned by the Viltres family. This rug was dripping dirty water on Gutierrez's lawn. Gutierrez glared and shouted and cursed at Raul and Gladys because of the rug. The argument exploded when Gutierrez retrieved his single-barrel shotgun, pointed it at the Viltres's house and fired twice. Gutierrez missed Raul and Gladys but blew out a window in the house and peppered the ceiling with shot. Charges were brought against Gutierrez for this action. There was a trial. After an 80-minute deliberation, a six-member Circuit Court jury said that Gutierrez was guilty of recklessly displaying the shotgun. He was sentenced to one year in jail. What began as an argument over some cats, escalated to a jail sentence for Gutierrez.

### Case Two

In 2008 Kaitlyn Timko was an eight-year-old passenger in her father's car. She and her father, Thomas Timko, were driving home after a day of shopping and swimming. While close to the Walt Whitman Bridge near Philadelphia, Mr. Timko was cut off by another car. Mr. Timko gave the middle finger to the driver of the car that cut him off. His daughter Kaitlyn told him, "You always get into fights with other drivers." The driver of the other car was a man named Christian Squillaciotti. He became enraged and responded by pulling out a gun and firing four shots into the Timko's car. One shot hit Mr. Timko in the head. He managed to successfully pull the car over to the side of the road and Kaitlyn Timko was miraculously unharmed. Mr. Timko survived but suffered permanent brain damage. Kaitlyn suffered psychological trauma. The shooter, Christian Squillaciotti, was convicted of two counts of attempted murder and weapons charges and is currently serving a 13 to 26-year jail term. The former Marine has also been diagnosed with schizophrenia.

### Directions

1. In your groups, determine which of "The Four Escalators" were used in each case.
2. As a group, imagine the people in each case using positive communicators. On a separate piece of paper, rewrite each case using encouraging communication and positive examples of body language, facial expressions, situations and words.

*The GPS method 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.*

### LEADING

- 1 Choose a leader and a recorder. The leader will manage the discussion and the recorder will keep track of all proposed ideas by writing them down.

### CREATING

- 1 All members of the group contribute ideas and the recorder writes them down. All suggestions are accepted, no ideas are eliminated at this point.
- 2 Make sure everyone in the group has contributed several ideas, or alternatives built on previously suggested ideas. You can be very creative with your ideas. There are no bad ideas.
- 3 This process should move quickly and spontaneously. No one person should be talking more than anyone else.
- 4 Keep coming up with ideas until your store of ideas is exhausted. Do not give up too soon. The best idea may be hiding and may require some digging to emerge. This can be hard intellectual work!

### CHOOSING

- 1 If you are searching for only one or two solutions, revisit your list and start eliminating some of the suggestions. Only eliminate ideas that will not work, are too difficult, or are not as good as some other ideas. If you still cannot narrow down your list sufficiently, ask people to defend their idea and convince the group why it is the best.
- 2 Once you have the best idea, develop your project or competition based on that idea, and enjoy yourselves.

## THE GPS SCENARIO

Middle School

Forest Regional Middle School has a school policy that students may not take pictures or videos of other students to post on social media. This policy is not being well enforced and students are using their cell phones to take pictures on the bus, in hallways and during other non-structured time. Some of the pictures have been posted on social media. This has caused some minor conflicts, which could develop into major ones, particularly among certain students.

**Those students, parents and administrators who support the continuation and enforcement of the policy say that the picture taking and posting**

1. invades the privacy of students,
2. distracts from their education, and
3. can be used to mock or bully students.

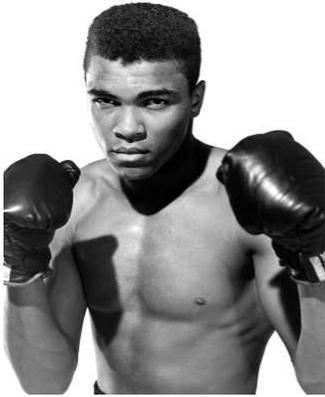
**Those who want the policy removed or not enforced say**

1. picture-taking has become a part of our lives,
2. no one expects privacy anymore, and
3. this is what middle school students do now.

**Two decisions need to be made,**

1. Should the policy continue or be removed?
2. If the policy remains, how can it be better enforced?

- A meeting has been called to discuss these issues. Use “The GPS Method” to develop some creative ideas to address this conflict in a productive way and make a recommendation to the administration.



**Cassius Marcellus Clay Jr.** was born in Louisville, Kentucky on January 17, 1942. He was an Olympic boxer and won numerous boxing titles throughout his career. In 1964, when he was 22 years old, Cassius converted to Islam, changed his name to Muhammed Ali, and began practicing Islam’s philosophy of peace. Two years later, in 1966, Muhammed was drafted by the U.S. military to be a soldier in the Vietnam War. Because of his religious beliefs and his opposition to the war, Muhammed refused to join the U.S. military. He became what is known as a “conscientious objector.”

Because of his refusal, in 1967 Muhammed Ali was convicted of draft evasion, sentenced to five years in prison, fined \$10,000, lost all his titles and was banned from boxing for three years. He posted bail and stayed out of prison but he paid his fine, lost all his titles and did not box for three years.

In an infamous television interview in London in 1968, Ali was confronted by a famous American television host named David Susskind who said, “I find nothing amusing or interesting or tolerable about this man. He’s a disgrace to his country, his race, and what he laughingly describes as his profession. He is a convicted felon in the United States. He has been found guilty. He is out on bail. He will inevitably go to prison, as well he should. He is a simplistic fool and a pawn.”

Ali responded and tried to defend his actions by saying, “I’m not burning draft cards; I still have my draft card. I’m not talking bad about the President, I’m not attacking the country.”

Susskind continued pressing Ali about his profession and his Islamic beliefs until a frustrated Ali joked and said, “I wish I could get you in a boxing ring.”

Susskind responded, “Isn’t physical violence the last resort of the exhausted mind? I believe you’re sincere. Grotesquely sincere. I think you’re being used, with your modest intelligence quotient, as a pawn by some vicious men.”

Ali returned to the ring on October 26, 1970. On June 28, 1971, the U.S. Supreme Court overturned Ali’s conviction for evading the draft. Ali had won the ultimate fight.

| “I” Message          | Value                 |
|----------------------|-----------------------|
| I know               | States facts          |
| I feel               | States feelings       |
| I believe or I think | States assumptions    |
| I want               | States request        |
| I can                | States change         |
| I understand         | States acknowledgment |

**Assignment**

1. In your small groups, discuss how you imagine Mohammed Ali must have felt after the interview.
2. As a small group, write a letter to the television station expressing your feelings about the interview. Use “I” messages to support your opinions.

When there is an interpersonal conflict, the conflict takes place between two individuals. The person who initially looks to solve the conflict is called the *initiator* and the person who is being asked to work it out is called the *responder*.

**INITIATOR SPEAKS WHILE THE RESPONDER LISTENS**

**ASK TO TALK**  
Ask the responder, "Is now a good time for us to talk?" Allow responder to answer

**1**  
**TIMING**

**CHOOSE ONE ISSUE**  
Talking about more than one issue can be distracting

**2**  
**SINGLE ISSUE**

**STATE THE FACTS ONLY**  
Help to begin agreement by stating facts only

**3**  
**FACTS**

**STATE ASSUMPTIONS**  
State your assumptions by saying, "What I assume is..."

**4**  
**ASSUMPTIONS**

**FEELINGS**  
Share your feelings about the conflict

**5**  
**FEELINGS**

**REQUEST FOR CHANGE**  
Ask for a change for future interaction

**6**  
**REQUEST**

**RESPONDER SPEAKS WHILE THE INITIATOR LISTENS**

**AFFIRM**  
**1**  
**AFFIRM THE FACTS ARE TRUE**  
Confirm whether you agree with the facts presented

**CORRECTIONS**  
**2**  
**CORRECT ASSUMPTIONS**  
Let the initiator know if their assumptions were right or wrong

**ACKNOWLEDGE**  
**3**  
**ACKNOWLEDGE FEELINGS/SAY SORRY WHEN AUTHENTIC**  
Say that you hear the initiator's feelings and, if able, offer an authentic apology

**FEELINGS**  
**4**  
**STATE YOUR FEELINGS**  
Share how you feel about the conflict

**NEGOTIATE**  
**5**  
**NEGOTIATE CHANGE**  
Address requested future change with agreement or offer an alternative

**ONE-TO-ONE PRACTICE SCENARIOS**

Middle School

**Directions**

As partners, read the following scenarios and practice solving the conflicts using the “One-to-One Strategy.” Take turns being the initiator and the responder.

**SCENARIO 1**

You and a friend agree to meet after school in front of the auditorium to walk home together. When the bell rings at 2:45pm, you go to your locker to collect your belongings. You rush to meet your friend because you do not want to keep him/her waiting. When you get to the auditorium, your friend is not there. You wait and wait. You repeatedly text and call your friend but she/he does not respond. Finally, at 3:30pm you leave feeling furious and walk home alone. Using the “One-to-One Strategy,” how will you address the situation?

**SCENARIO 2**

Every year your school holds a Valentine’s Day dance. A bunch of your friends are all sleeping at one person’s house. You get invited to join and when you ask your parent for permission, your parent tells you “no.” When you ask why you cannot sleep over, your parent offers no explanation, just a no. You are very upset and decide to approach the situation using the “One-to One Strategy.”

**SCENARIO 3**

Your Social Studies class has been assigned a group project on African-American soldiers during the Civil War. As a group you decide on your thesis and divide up the work equally among the four members of the group. One of the members, Carmen, is not doing her share of the work. The other members of the group are getting upset and they have asked you to address the situation. Using the “One-to-One Strategy,” approach Carmen to solve the problem.

**SCENARIO 4**

The basketball team is having tryouts after school on Friday. You are a little nervous but excited. You and your friend Anthony are discussing the tryouts during gym class on Thursday. Anthony jokes that he does not think it will be so hard for him to make the team but that you might have a hard time. At first you laugh, but you do not really think it is so funny. Later on you are thinking about it and you realize you are mad that he said that. You do not want to make a big deal about it, but you want him to know it was not okay. You decide to approach Anthony using the “One-to One Strategy.”

Note the use of "I" messages

**Initiator to Responder**

|                                     |                             |
|-------------------------------------|-----------------------------|
| 1. Can we talk? (wait for response) | <i>Ask to Talk</i>          |
| 2. I would like to talk about...    | <i>Choose One Issue</i>     |
| 3. I remember the facts as being... | <i>State the Facts Only</i> |
| 4. I assume it happened because...  | <i>State Assumptions</i>    |
| 5. I feel...                        | <i>Feelings</i>             |
| 6. I would like...                  | <i>Request for Change</i>   |

**Responder to Initiator**

|   |   |
|---|---|
| 1. I agree/disagree that the facts are...                 | <i>Affirm the Facts are True</i>                          |
| 2. The assumptions you made are true/not true, I ....     | <i>Correct Assumptions</i>                                |
| 3. I understand why you feel ____, and I am sorry for ... | <i>Acknowledge Feelings/<br/>Say Sorry When Authentic</i> |
| 4. I feel...  | <i>State Your Feelings</i>                                |
| 5. I think we should ...                                  | <i>Negotiate Change</i>                                   |

# THE ANGER ABYSS

Middle School / High School

One - to - One Strategy

The illustration depicts a deep, jagged hole in the ground representing an 'anger abyss'. A ladder is placed against the right side of the hole. One person is climbing the ladder, another is at the bottom reaching up, and a third is falling into the abyss. The scene is used to illustrate the concept of anger and how to manage it.

**1. What angers you?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. What are the feelings behind your anger?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. What do you currently do about the anger you feel?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. What can you do to stop feeling angry? (cooling off)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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?