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INTRODUCTION TO THE NJSBF CONFLICT RESOLUTION GUIDE

WHY IS HAVING A CONFLICT RESOLUTION PROGRAM IMPORTANT?

The purpose of the Conflict Resolution Program offered by the New Jersey State Bar Foundation is to help create a comprehensive plan to improve school climate which directly addresses conflict resolution, peer mediation and social emotional character development. This particular guide is intended to address the resolution of conflict through a variety of methods. The guide touches on issues of bullying but only to differentiate between normal conflict and bullying and to stress the importance of not handling issues of bullying with conflict mediation practices. The guide also touches on the process of peer mediation and social emotional character development. The Foundation sees conflict resolution as an umbrella program that covers the processes of peer mediation and social emotional character development. These restorative practices are absolutely necessary when developing programs to improve school climate.

WHAT IS THE DIFFERENCE BETWEEN NORMAL CONFLICT AND BULLYING?

Conflict is normal. It is experienced by everyone. Interpersonal conflict is a misunderstanding or disagreement between two or more people that depend, need or want something from one another and it can lead to personal and relational damage. Bullying is not normal and need not be experienced by everyone. Bullying is intentional, unwanted and aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

Issues of confirmed HIB (Harassment, Intimidation and Bullying) should never be handled with conflict resolution strategies.

INTRODUCTION TO THE NJSBF CONFLICT RESOLUTION GUIDE

WHAT CONFLICT RESOLUTION TRAINING PROGRAMS DOES THE NJSBF PROVIDE?

Conflict Resolution — An umbrella concept which includes understanding conflict, its sources and escalators and skills to manage and problem solve conflicts. In addition to skill development, there are numerous processes and skills which fall under the umbrella of conflict resolution. They include negotiation, peer mediation, character education, and other restorative practices.

Peer Mediation — A process wherein the disputants (students in conflict) are brought together with two student peer mediators, to communicate, negotiate and resolve their conflict in a manner that is satisfactory to the disputants. Peer mediation is an essential part of any school Conflict Resolution Program. It is based on student-to-student communication and conflict resolution. The student peer mediators are trained in conflict resolution skills and the peer mediation process. Participation is generally voluntary and the disputants decide their own resolution. The mediators are facilitators, not judges.

Social Emotional Character Development — The marriage of social and emotional learning life skills and the six pillars of character. The five competencies of social and emotional learning in the classroom are self-awareness, self-management, social awareness, relationship skills and responsible decision making. The skills and qualities taught in social emotional character development are also applicable to both conflict resolution and the peer mediation process.

STEPS IN PLANNING A CONFLICT RESOLUTION PROGRAM

The order of this plan is offered as a guide. You know your educational environment's needs and can adjust this to best fit your school setting.

STEP ONE - PREPARATION

1. Determine the needs of your school in terms of types of conflict, frequency, sources, size of school, etc.
2. Bring together a small group of staff, including an administrator, who are interested in conflict resolution to serve as a committee. Make sure the staff members are diversified in terms of their position at the school and they accurately represent the school population. This committee will work as a team on the rest of this plan.
3. Review all materials, in particular the ethics materials, available at the Association for Conflict Resolution (www.acrnet.org).

STEP TWO - PLANNING

(Some of the following may start at this point but continue throughout the life of the program.)

1. Provide training for the committee, either at the New Jersey State Bar Foundation (www.njsbf.org) or by bringing in a reputable person or organization to train them in conflict resolution concepts.
2. Committee develops both long and short-term goals, a plan and a timeline for the program.
3. Approach administration with the Plan and obtain their support.
4. Develop any materials you intend to use, i.e. letter home to parents, application for funding, etc.
5. Seek funding through PTA/PTOs, grants, Municipal Alliance, local business, etc.
6. Integrate conflict resolution into the school's mission statement.

STEPS IN PLANNING A CONFLICT RESOLUTION PROGRAM

STEP THREE - TRAINING AND INTEGRATION

1. Introduce conflict resolution to the school community (teachers, students, staff, administration) through curriculum, in-service or staff development.
2. Introduce conflict resolution to parents through a letter home, PTA or PTO meeting, parent-teacher conference nights, etc.
3. Introduce Conflict Resolution Program on back-to-school night and offer parent workshops throughout the year.
4. Provide training for all teachers and support staff.
5. Provide lesson plans to teachers. Have principal ask teachers to include a monthly conflict resolution lesson in their plan books.
6. Develop an implementation schedule for the year, mapping units among disciplines.

MODEL LETTER TO PARENTS INTRODUCING CONFLICT RESOLUTION PROGRAM

Dear Parents/Guardians,

Our school is very excited to announce that we will be implementing a new (or updated) Conflict Resolution Program. We are emphasizing to our students that peace starts with each individual and that it is important for all of us to take responsibility for our actions. This is a school-wide effort in which all students will be participating.

Many children live with unresolved conflict which hinders learning in school. Our new (or updated) Conflict Resolution Program will teach the students problem-solving skills such as active listening, anger management, recognizing and directly addressing feelings, decision-making and effective communication.

In the process of learning these skills, the students will build life-long habits that will improve their interpersonal relationships. The Conflict Resolution Program is another way we are working to improve our school climate by creating a “safe haven” for the advancement of our children’s education.

You will be hearing more from us as this program progresses and hope you will join with us in this effort.

Very truly yours,

Administration

LESSON ONE

OPENING ACTIVITIES/ ICEBREAKERS

LESSON ONE

OPENING ACTIVITIES/ ICEBREAKERS

LESSON ONE

WHAT DO YOU SEE?

Elementary School, Middle School, High School

Objective

The students will learn:

- people have different perspectives.
- even if a situation or image appears obvious, there can be different perspectives.

Materials

- A copy of the “Image Perspectives” handouts for each student

Procedures

1. Distribute the “Image Perspectives” handouts or show the images to the students.
Ask what the students see.
2. Elicit responses and have the students discuss the different perspectives of the images.
3. Lead a group discussion using the following questions.

NOTE

K-2 teachers might want to use simpler language for the word “perspective.” We recommend “ways to look at something,” or something similar depending on your students.

Discussion Questions

1. Why did people see the images differently?
2. Was anyone “right” or “wrong” about what she/he saw?
3. Describe a time when you experienced seeing different perspectives.
4. How do perspectives relate to conflict?



My Wife and My Mother-in-Law



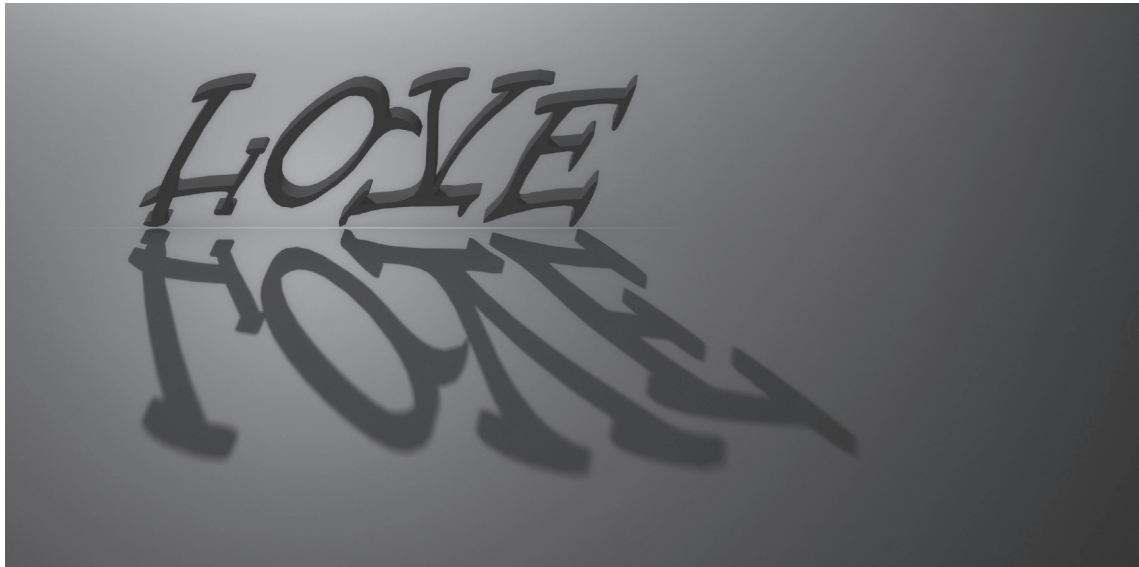
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Love and Hate Reprinted with permission of the artist Josh Sommers.



Society

RUBBER BAND BRAINSTORM

Elementary School

Objective

The students will:

- experience the process of brainstorming.
- learn the importance of brainstorming when working to solve a conflict.

Materials

- A bag of colorful rubber bands of different sizes for each group

Procedures

1. Explain to the students that when there is a conflict there are many possible solutions. Very often people get stuck thinking there is only one solution. But when time is spent thinking about all the possible solutions, the parties involved realize there is more than one way to handle the conflict.
2. Ask students to form circles of five or six.
3. Direct one student to stand in the middle and give him/her a few rubber bands.
4. Have the other students brainstorm what the child in the center could use these rubber bands for (hair, ring on finger, bracelet, shoe laces, etc.). The center child will use the rubber bands as directed by the group.
5. If age appropriate, invite the students to write down all their ideas.
6. Ask each circle to share their ideas with the entire class.
7. Lead a large group discussion using the following discussion questions.

Discussion Questions

1. Were you surprised as to how useful a rubber band can be? Why?
2. Why did different groups come up with different ideas?
3. What was the total number of uses for the entire class?

RUBBER BAND BRAINSTORM

Middle School

Objective

The students will:

- experience the process of brainstorming.
- learn the importance of brainstorming when working to solve a conflict.

Materials

- A bag of colorful rubber bands of different sizes for each group
- White construction paper for each group
- Crayons or colored pencils (optional)

Procedures

1. Explain to the students that when there is a conflict there are many possible solutions. Very often people get stuck thinking there is only one solution. But when time is spent thinking about all the possible solutions, the parties involved realize there is more than one way to handle the conflict.
2. Have students form small groups.
3. Distribute one piece of white construction paper to each group. In each group, have the students draw a large circle and divide it into four parts.
4. In their small groups, have the students brainstorm uses for the rubber bands in four categories – school, home, sports and hobbies.
5. Students should come up with as many uses as possible and place each idea in the appropriate category in the circle.
6. Each group shares its ideas with the entire class. See if the sharing ignites more uses for rubber bands, and encourage the students to add them to their group lists.
7. Lead a large group discussion using the following discussion questions.

Discussion Questions

1. What is your reaction to the amazing number of uses for rubber bands?
2. Why did hearing other uses make you think of more ideas in your group?

RUBBER BAND BRAINSTORM

High School

Objective

The students will:

- experience the process of brainstorming.
- learn the importance of brainstorming when working to solve a conflict.

Materials

- A piece of paper for each group

Procedures

1. Explain to the students that when there is a conflict there are many possible solutions. Very often people get stuck thinking there is only one solution. When time is spent thinking about all the possible solutions, the parties involved realize there is more than one way to handle the conflict.
2. Have students form small groups.
3. Each group should make five columns on a piece of paper entitled: home, school, business, hobbies and sports.
4. The group should appoint its own recorder to write down each idea suggested.
5. Direct the students in their groups to brainstorm many uses for rubber bands and classify each one under the proper heading.
6. Each group will share its list with the entire class. See if the sharing makes the students think of more uses in their group. Have the students add the new uses to their list.
7. Lead a large group discussion using the following discussion questions.

Discussion Questions

1. What was the most unique contribution made in the responses?
2. Why do you think brainstorming, otherwise known as the Group Problem Solving Method (in lesson five), is considered useful?

ACTIVE LISTENING

Elementary School

Objective

The students will learn:

- what active listening is and what it looks like.
- how active listening will benefit them.

Materials

- Enough plain white paper for each student to have one piece
- Different color markers, crayons, pencils or pens

Procedures

1. Explain to the students that listening is an important skill that will help them throughout their lives. Unfortunately, listening can be taken for granted. A fully hearing person hears a multitude of sounds at any one moment. It is impossible to fully concentrate on them all at one time. Ask the students why listening is such an important skill to develop when they are interacting with another person, especially during a conflict.
2. Define the term “active listening” to the students.

NOTE

Active listening is listening with concentration for information. Active listeners face the speaker when they are talking, focus on the words of the speaker, stay quiet, stand or sit still and have eye contact with the speaker.

3. Explain to the students they will each be given a piece of paper and instructions on what to do with the paper. Tell the students this is an opportunity for them to practice their active listening skills.
4. Pass out one piece of paper to each student.
5. Read the following instructions out loud to the students. Say each statement only once:
 - a. Fold your paper in half.
 - b. Fold your paper in half again.
 - c. Open up your paper all the way.
 - d. In the upper left square of the paper, write your first name in all capital letters.
 - e. In the lower right square of your paper, draw a blue triangle with a smiley face inside.
 - f. In the upper right square of the paper, draw a red square with a yellow circle above it.
 - g. In the lower left square of your paper, write three numbers in three different colors.
6. Lead a group discussion using the following questions.

Discussion Questions

1. Was it easy or hard to follow the instructions? Why?
2. What would have happened if you did not actively listen during this activity?
3. What does it feel like if the person you are talking to is not actively listening to you?
4. Name times in your life when active listening is helpful.

ACTIVE LISTENING

Middle School

Objective

The students will learn:

- what active listening is and what it looks like.
- how active listening can benefit them.

Materials

- A copy of the “Robbery Report” handout for students to read

Procedures

1. Explain to the students that listening is an important skill that will help them throughout their lives. Unfortunately, listening can be taken for granted. A fully hearing person hears a multitude of sounds at any one moment. It is impossible to fully concentrate on them all at one time. Ask the students why listening is such an important skill to develop when they are interacting with another person, especially during a conflict.
2. Define the term “active listening” to the students.

NOTE

Active listening is listening with concentration for information. Active listeners face the speaker when they are talking, focus on the words of the speaker, stay quiet, stand or sit still and have eye contact with the speaker.

3. Ask the students if they have ever played the game of “telephone.” Explain the game for those who have never played. Explain that five student volunteers will be needed. Four will be asked to leave the room.
4. Choose the five volunteers. Number each volunteer one through five and send volunteers two through five outside the room.
5. Explain to volunteer one that you will read a story to him/her and he/she needs to practice active listening and remember as much detail as possible. The student will then be asked to repeat the story to volunteer two when volunteer two comes back into the room.
6. Instruct the class to remain quiet and observe what happens. Tell them to focus on what gets added and what gets lost while listening.
7. Read the story on the “Robbery Report” handout to volunteer one.
8. Call in volunteer two and have volunteer one tell volunteer two the Robbery Report from memory.
9. Repeat to volunteer three through five with the most recent listener telling the next volunteer the story from memory.
10. Instruct volunteer five to repeat the story out loud to the entire group.
11. Read the original story out loud so all volunteers have a chance to hear it.
12. Lead a group discussion using the following questions.

Discussion Questions

1. What changed in the story? What was added or lost?
2. How does this activity relate to rumors?
3. Is there a difference between listening and hearing? What is the difference?
4. When is active listening an important skill and why?

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?!

ACTIVE LISTENING

High School

Objective

The students will learn:

- what active listening is and what it looks like.
- how active listening will benefit them.

Materials

- A copy of the “Aziz Ansari and Trevor Noah Transcription” handout for students to read (optional)
- Access to www.youtube.com to play video and speakers to ensure students can hear

Procedures

1. Explain to the students that listening is an important skill that will help them throughout their lives. Unfortunately, listening can be taken for granted. A fully hearing person hears a multitude of sounds at any one moment. It is impossible to fully concentrate on them all at one time. Ask the students why listening is such an important skill to develop when they are interacting with another person, especially during a conflict.
2. Ask the students if they know what active listening is and elicit answers.

NOTE

Active listening is listening with concentration for information. Active listeners face the speaker when they are talking, focus on the words of the speaker, stay quiet, stand or sit still and have eye contact with the speaker.

3. Ask the students if they have ever played the game of “telephone.” Explain the game for those who have never played. Explain that five student volunteers will be needed. Four will be asked to leave the room.
4. Choose the five volunteers. Number each volunteer one through five and send volunteers two through five outside the room.
5. Explain to volunteer one that you will play a short YouTube video for him/her and he/she needs to practice active listening and remember as much detail as possible from the video. The student will then be asked to repeat the story verbally to volunteer two when volunteer two comes back into the room.
6. Instruct the class to remain quiet and observe what happens. Tell them to focus on what is added and what is lost while listening.
7. Play or read either the Aziz Ansari or Trevor Noah video to volunteer one.
8. Call in volunteer two and have volunteer one tell volunteer two the content of the video from memory.
9. Repeat to volunteer three through five with the most recent listener telling the next volunteer the content by memory.
10. Instruct volunteer five to repeat the content out loud to the entire group.
11. Play the YouTube video again so all the volunteers get a chance to see the original video.
12. Lead a group discussion using the following questions.

Discussion Questions

1. What changed in the story? What was added or lost?
2. How does this activity relate to rumors?
3. Is there a difference between listening and hearing? What is the difference?
4. When is active listening an important skill and why?

AZIZ ANSARI—BURIED ALIVE—CLIP: MARRIAGE IS AN INSANE PROPOSAL

<https://www.youtube.com/watch?v=cYdsWtku9gg>

But imagine if marriage didn't exist. And you're a guy and you asked a woman to get married. Imagine what that conversation would be like. You'd be like, "uh, hey so, you know, we've been hanging together all the time, spending a lot of time together and everything?"

"Yeah, yeah, I know."

"I wanna keep doing that 'til you're dead."

"What?"

"I wanna keep hanging out with you until one of us dies. Put this ring on your finger so people know we have an arrangement."

"Wha? Wha? Who's that guy?"

"It's a priest. I want you to swear to God you won't back out of this deal."

"Wha? Well, what's he wheeling in?"

"It's a cake with two tiny dolls that look like us. Eat a slice. Now feed a little bit to me."

"Uh. Uh. This is really strange. Why are we doing this?"

"Tax purposes."

TREVOR NOAH—YOU OBEY TRAFFIC LIGHTS?!

<https://www.youtube.com/watch?v=mU35XITkLnA>

I enjoy your traffic lights. Just standing there watching people obey them. I've never seen anything like it in my life. 'Cause I mean we do have traffic lights in Africa, but we don't use them the same way. It's almost like we saw them here and just brought them over to, fit in, you know? People are like, "what are these?" "These are the brand new traffic lights." "What are they for?"

"Ahh, just adds atmosphere to the intersection. Look at the colors. Look at the colors."

Nobody uses them. People here use them. I understand the cause but I see human beings use them, there's no cars, but human beings just stand there looking at the light, "oh dread, it's red. It's red. It's red." And then you walk and they say "Oy, oy what are you doing?"

"I'm walking."

"Aye, the man is red. Can't go. The man is red."

"I can go. It's just a suggestion. That's all it is. It doesn't mean I can't go. It just means I shouldn't go. I'm going to go."

"No, don't go. Don't go. Don't go. Press the button. Press the button."

Everyone presses the button. I don't understand why anybody presses the button. You press the button and then someone else comes and then they press the button.

AZIZ ANSARI AND TREVOR NOAH TRANSCRIPTION (Continued)

“Have you pressed the button?”

“Yeah, I pressed the button.”

“Well, let me just make sure. I pressed it five times.”

“I also pressed it five times.”

“Oh, five times?”

“Yeah, five times.”

That button doesn’t do anything. I’ve actually checked. I’ve stood at traffic lights and waited and the button doesn’t do anything. All the button does is make you more patient. That’s all it does. People get there and they go, “I’m in a hurry. Ok, that’s better now. I pressed the button. I can wait.”

People stand there at the traffic lights. I love it. Everyone stands at the traffic lights and then you just look at one another. You see the people on the other side. They look at you. You look at them. No one does anything cool. Like this is a moment you could chat. You could chat to each other about the weather and stuff.

“Great weather. Have you seen the sun?”

“Haven’t seen the sun today.”

Nothing. Everyone just stands there. So what I like to do is, if the moment is right, if the mood is correct, and there’s enough people, I try and wait for a moment when there is no traffic. And then I look at the people on the other side and then I start shouting at them like we are going into battle. I stand at the front of my side of the sidewalk and I’ll be like,

“TODAY, WE FIGHT FOR OUR CHILDREN. THOSE WHO OPPOSE US WILL FEEL OUR PAIN.”

And then nobody looks at you because they think you’re crazy, which is better. Because now they look like they are part of your army, they just stand there like this. And you just carry on. I try and say the craziest things to see if anyone, nobody leaves. Nobody. I just say the craziest things,

“LAST WEEK MANY OF US DIED IN THE BATTLE OF OXFORD STREET. BUT TODAY THEY WILL NOT BE SO BRAVE.”

And no one says anything. No one’s like, “I don’t know what’s going on mate, but I’m not a part of this, alright then? Thank you. Thank you. Trying to ____, not my thing.” Nobody says that. Nobody. Everyone just stands there with you like an army. And then the other people on the other side, if you do it well enough, they start to doubt themselves. You see them on the other side going, “What’s going, what’s going on?”

“YOU WILL DIE.”

“Me? No, no ,no ,no...”

The light goes green and then you charge, “AHHHHH...” And everyone is in a hurry so they come with you. No one stands back. No one is like, “No, no, let him go first.” No, they just like go, “AHHHHH...”

MINDFULNESS

Elementary School

Objective

The students will:

- be introduced to mindfulness.
- learn to be aware of their experiences through their senses.
- learn to create stillness in their hearts and minds.

Materials

- An aquarium or fish bowl with fish swimming in the water (if you do not have an aquarium or fish bowl available, you can find a simulated one on YouTube by searching for “Videos for Your Cat - Fish Tank” or any variation thereof)

Procedures

1. Explain to the students that mindfulness is paying attention to our own breathing and not thinking about anything else except what is happening right now.
2. Explain that they will be asked to focus on one thing at a time while being very quiet. They are expected to use their senses and their minds.
3. Seat the children comfortably on the floor in a semi-circle in front of an aquarium, a fish bowl or the computer screen with the simulated aquarium.
4. Tell the students they are going to relax their hands and their feet, and should take deep breaths in and out (repeat several times). Guide them through several deep breaths in and out.
5. Instruct the students to look at the aquarium filled with fish (or fish bowl or screen). Tell them to focus on the following statements one at a time. Allow time for the students to follow each prompt.
 - a. Watch how the fish swim by.
 - b. Look at how they follow each other.
 - c. See how gently their fins move.
 - d. Feel the endless movement of the water.
 - e. Recognize the different colors of the fish, perhaps it is like a rainbow.
 - f. Now, close your eyes and think about what you just saw. Visualize the fish and the calmness of the water – breathe in and out – just relax and watch the fish in your mind.
6. Lead a large group discussion using the following discussion questions.

Discussion Questions

1. What did it feel like to slow down and focus on one detail of the aquarium at a time?
2. How did the breathing part of the activity help you to focus better?
3. How can mindfulness help you when you have a conflict with a friend?

Optional Activity

During your next field trip, make the time to practice mindfulness with your students.

MINDFULNESS

Middle School

Objective

The students will:

- learn the definition and process of mindfulness.
- be introduced to the benefits of mindfulness and meditation.

Materials

- A quiet environment

Procedures

1. Ask students what they know about mindfulness and meditation.
2. Introduce mindfulness as:
 - a. A state of being aware and paying attention to something or someone; oneself, one's surroundings, music, nature, or other things, one at a time.
 - b. Being in the present moment, not thinking about the past or the future.
 - c. While in this state, thoughts, feelings and physical sensations come into one's mind. They can be acknowledged, but not focused on. One is non-judgmental about such thoughts.
3. Explain to the students that there are a number of ways to be mindful. Spend time with the students experiencing each of the following mindfulness practices, at different times.
 - a. *Breathing*: Have the students sit in a good posture (but not stiff) on a padded mat (if available), close their eyes (or have the eyes lowered). Have them slowly breathe in and out, paying attention to their breathing. They should gently fill their lungs on the inhale and empty their lungs completely on the exhale. Have them gently draw in their stomach muscles on the exhale and release them on the inhale. If a distraction comes into their minds, they can acknowledge its presence, but come back to feeling their breath in their bodies. Do this for 15 rounds.
 - b. *Active Mindfulness*: Instruct the students to walk or do an activity in which they consciously focus on what they are doing each moment. You can guide them to focus on all the small movements entailed in walking, such as "lift your foot, move it forward, put down the heel, put down the toes, connect with the ground, lift the other foot," etc. Tell them to connect their actions with their breathing. Do this for 10 to 20 minutes at a time.
4. After you have completed any of the mindfulness exercises, lead a group discussion using the following discussion questions.

Discussion Questions

1. Was it difficult or easy to remain focused? Explain.
2. How can you benefit from mindfulness?
3. How can mindfulness help a person when they are in conflict?

MINDFULNESS

High School

Objective

The students will:

- learn the definition and process of mindfulness.
- be introduced to the benefits of mindfulness and meditation.

Materials

- “The Guest House: A Poem” handout or another poem that you would like to use
- A work of art to show to the students (optional)
- A quiet environment

Procedures

1. Ask students what they know about mindfulness and meditation.
2. Introduce mindfulness as:
 - a. A state of being aware and paying attention to something or someone; oneself, one’s surroundings, music, nature, or other things.
 - b. Being in the present moment, not thinking about the past or the future.
 - c. While in this state, thoughts, feelings and physical sensations come into one’s mind. They can be acknowledged, but not focused on. One is non-judgmental about such thoughts.
3. Explain to the students that there are a number of ways to be mindful. Spend time with the students experiencing both of the following mindfulness practices, at different times.
 - a. *Breathing*: Have the students sit in a good posture (but not stiff) on a padded mat (if available) and close their eyes (or have the eyes lowered). Have them slowly breathe in and out, paying attention to their breathing. Tell them to gently fill their lungs on the inhale and empty their lungs completely on the exhale. Have them gently draw in their stomach muscles on the exhale and release them on the inhale. If a distraction comes into their minds, they can acknowledge its presence, but come back to feeling their breath in their bodies. Do this for 15 rounds. If you want, continue to do this every day at home.
 - b. *Focused mindfulness*: Tell students that when doing focused mindfulness, they will focus on one particular thing; a poem, a piece of art, etc. It is important for students to be able to move past distraction and be able to focus on one thing at a time. Acknowledge to the students that this is a very difficult thing to do. To practice this, encourage students to focus on a brief poem by Rumi (on the handout), who was a 13th-century Persian, Sunni, Muslim poet, who has been influential to people all over the world, of all faiths and cultures. Have the students sit in a comfortable posture,

close their eyes (or have their eyes half closed) and focus on the poem as it is being read to them. Read the Rumi poem provided out loud to the students (or another poem appropriate for the students). When the reading is finished, ask the students to think about the poem in silence. Allow time for this part of the process. Next, have the students sit in small groups (optional: with the handout) and discuss what they think the poem means, or what the poem means to them. This same activity can be done around a work of art.

4. Lead a large group discussion using the following questions.

Discussion Questions

1. Why do you think mindfulness is important? How can you benefit from this practice?
2. How can the practice of mindfulness help when dealing with a conflict? Explain.
3. What message of mindfulness does the poem convey to you?
4. Why do we meditate in silence? What happens when we are not talking or moving and making contact with the outside world? (There is a mysterious inner landscape to get to know, explore, realize, allow to be free flowing, etc.)

This being human is a guest house.
Every morning a new arrival.

A joy, a depression, a meanness,
some momentary awareness comes
as an unexpected visitor.

Welcome and entertain them all!
Even if they are a crowd of sorrows,
who violently sweep your house
empty of its furniture,
still, treat each guest honorably.
He may be clearing you out
for some new delight.

The dark thought, the shame, the malice,
meet them at the door laughing,
and invite them in.

Be grateful for whoever comes,
because each has been sent
as a guide from beyond.

—Rumi

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LESSON TWO

UNDERSTANDING CONFLICT

LESSON TWO

UNDERSTANDING CONFLICT

DEFINING CONFLICT

Elementary School

Objective

The students will learn:

- the definition of conflict.
- how to identify positive and negative outcomes of conflict.
- how to differentiate between normal conflict and bullying.

Materials

- A copy of the “Conflict vs. Bullying” handout for each student
- Signs that read “Positive” and “Negative” hung on opposite sides of the room

Procedures

Part I

1. Explain to the students that everyone has conflict and that conflict is very normal. Ask the students “What is conflict?”

NOTE

You may get responses such as “it is fighting” or “it is being mad.” There are no wrong answers.

2. Explain to the students that you will be reading a sentence with a conflict word at the end. You will start each sentence with “When I say conflict, you think _____. ” If they think the word you say has to do with conflict, they should stand up. Have the students sit back down before you introduce the next sentence.

Conflict Words

Anger	Win	Differences	Innocent	Hurt	Decision	Normal
Struggle	Right	Understanding	Wrong	Fight	People	Learning
Agreement	Against	Disagree	Change	Avoid	Help	Lose
Creative	Communication	Unfair	Ideas	War	Guilty	

3. Lead a group discussion using the following questions:
 - a. Were you surprised when people stood for any of the words? Why or why not?
 - b. Elicit some ideas about why the students stood for certain words.

Part II

1. Ask the students if conflict is positive or negative. Have a conversation using the following questions:
 - a. Why do you think conflict is negative?
 - b. Why do you think conflict is positive?
 - c. Have you ever had an argument with a friend and you worked it out? How was your friendship after you worked it out?

NOTE

FOR K-2: replace “Positive” and “Negative” with “Good” and “Bad” where you deem appropriate for this activity.

2. Make signs that read “POSITIVE” and “NEGATIVE” and hang them on either side of your classroom.
3. Explain to the students that all the words you are about to read relate to conflict in some way. They get to choose whether the word is “positive” or “negative” when they think about conflict.
4. Using the same list of conflict words, read each word and ask them to stand on the side of the room that they think that word is associated with.
5. After each word is read, and the students choose whether a word is “positive” or “negative,” have a few students explain why they think the word is positive or negative.
6. When you are done, have a whole class discussion using the following discussion question:
 - a. Would you change your idea about conflict after doing this activity?

Part III

1. Give students the “Conflict vs. Bullying” handout.
2. Have them work in pairs or in groups to identify the similarities and differences.
3. As a large group decide on similarities and differences and answer any questions the students might have.
4. Read the following scenarios and ask the students to identify whether the scenarios are conflict or bullying and why.
 - a. Someone takes your scissors from you without asking while you are working on a project. (CONFLICT)
 - b. Someone tells you that your hair is ugly and she/he does not like you because of that. (BULLYING)
 - c. Someone knocks over her/his juice and it spills on you at lunch. (CONFLICT)
 - d. Someone tells you that you are mean when you pass out papers for the teacher roughly. (CONFLICT)
 - e. A group of kids are playing a game on the playground and you ask to play. They ignore you and start whispering and laughing to each other while looking at you. (BULLYING)
 - f. A group of kids are playing a game on the playground and you ask to play. Someone tells you that they do not have any room in the game for more people (and they truly do not have room). (CONFLICT)
5. Lead a group discussion using the following questions.

Discussion Questions

1. In your own words, what is the difference between conflict and bullying?
2. When might you disagree on whether a conflict is positive or negative?
3. When you have a conflict, how does it make you feel?

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?

DEFINING CONFLICT

Middle School

Objective

Students will learn:

- the definition of conflict.
- how to identify positive and negative outcomes of conflict.
- how to differentiate between normal conflict and bullying.

Materials

- A copy of the “Positive and Negative” handout for each student
- A copy of the “Conflict vs. Bullying” handout for each student

Procedures

Part I

1. Explain to the students that you will be reading a list of words to them. You will start each sentence with “When I say conflict, you think _____.”
2. When you complete each sentence with a new word the students should:
 - a. Clap if you think of that word when you think of conflict.
 - b. Snap if you sometimes think of that word when you think of conflict.
 - c. Stay silent if you do not associate that word with conflict.
3. Have them note the responses that the different words receive.

NOTE

There are no right or wrong answers.

Conflict Words

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

4. Once all the sentences are read, say the statement “When I say conflict, you think_____.” open-ended and allow the students to use any other words they might associate with conflict. Write these extra words on the board or on chart paper.
5. Have a class discussion using the “Clap/Snap/Stay Silent” activity discussion questions below.

“Clap/Snap/Stay Silent” Activity Discussion Questions

1. Which words had the loudest response? Which words had the quietest response?
2. Did you agree with the responses that you heard?
3. Were there any words you felt should or should not be associated with conflict? Why or why not?
4. Is conflict positive or negative? Why?

Part II

1. Divide the students into groups of three to five.
2. Distribute the “Positive and Negative” handout.
3. Instruct the students to separate the words on the “Positive and Negative” handout into the “positive,” “negative” or “both” categories on the Venn diagram. They should also include the added words on the board or chart paper.
4. Once they have separated the words into categories, they should write their own definition of conflict in the space provided on the handout.
5. Reconvene as a group. Have the different groups share their definitions of conflict.
6. Share the “Conflict vs. Bullying” handout. Explain that although there are many definitions and they are all accurate, this is the definition that will be used as they learn more about conflict.
7. Compare and contrast the similarities and differences between conflict and bullying as a group.
8. Lead a group discussion using the following questions.

Discussion Questions

1. What are the major differences between conflict and bullying?
2. Is conflict ever okay? Is bullying ever okay?
3. Is conflict “normal”? Is bullying “normal”?

NOTE While many think bullying is a normal part of growing up, normalizing bullying as a rite of passage underestimates the harm that can happen to children who are bullied.

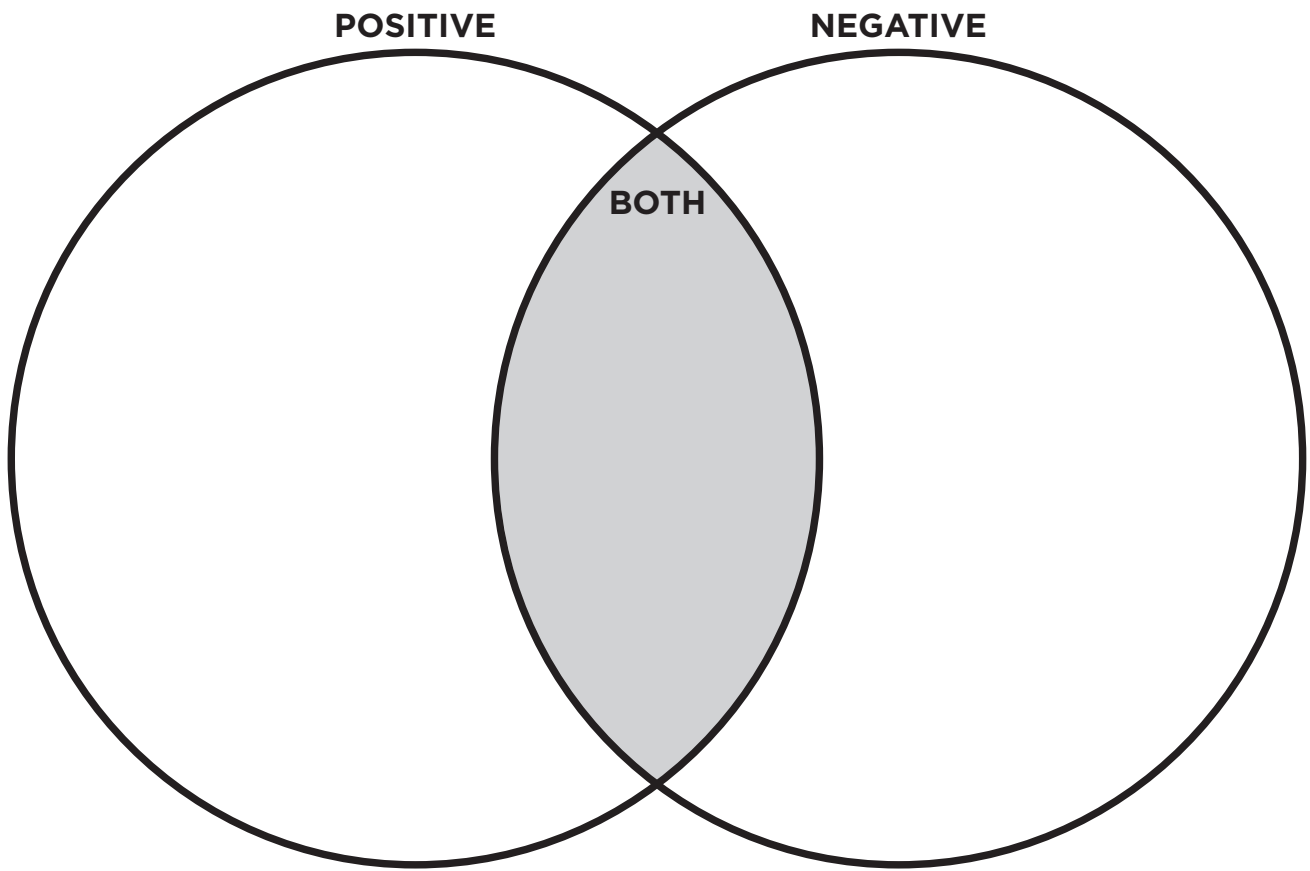
4. What does “normal” mean to you?
5. How can some words be both positive and negative?
6. Is a fight different than an argument?
7. After doing this activity, has your view of what a conflict is or what a conflict can accomplish changed at all? How so?

POSITIVE AND NEGATIVE

Middle School

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:

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?

DEFINING CONFLICT

High School

Objective

Students will learn:

- the definition of conflict.
- how to identify positive and negative outcomes of conflict.
- how to differentiate between normal conflict and bullying.

Materials

- A copy of the “Positive and Negative” handout for each student
- A copy of the “Conflict vs. Bullying” handout for each student

Procedures

1. Divide the students into groups of three to five.
2. Distribute the “Positive and Negative” handout.
3. Instruct the students to separate the words on the “Positive and Negative” handout into the “positive,” “negative” or “both” categories on the Venn diagram.
4. Once they have separated the words into categories, they should write their own definition of conflict in the space provided on the handout.
5. Reconvene as a group. Have the different groups share their definitions of conflict.
6. Share the “Conflict vs. Bullying” handout. Explain that although there are many definitions and they are all accurate, this is the definition that will be used as they learn more about conflict.
7. Compare and contrast the similarities and differences between conflict and bullying as a group.
8. Lead a group discussion using the following questions.

Discussion Questions

1. What are the major differences between conflict and bullying?
2. Is conflict ever okay? Is bullying ever okay?
3. Is conflict “normal”? Is bullying “normal”?
4. What does “normal” mean to you?
5. How can some words be both positive and negative?
6. Is a fight different than an argument?
7. After doing this activity, has your view of what a conflict is or what a conflict can accomplish changed at all? How so?

Optional Assignment

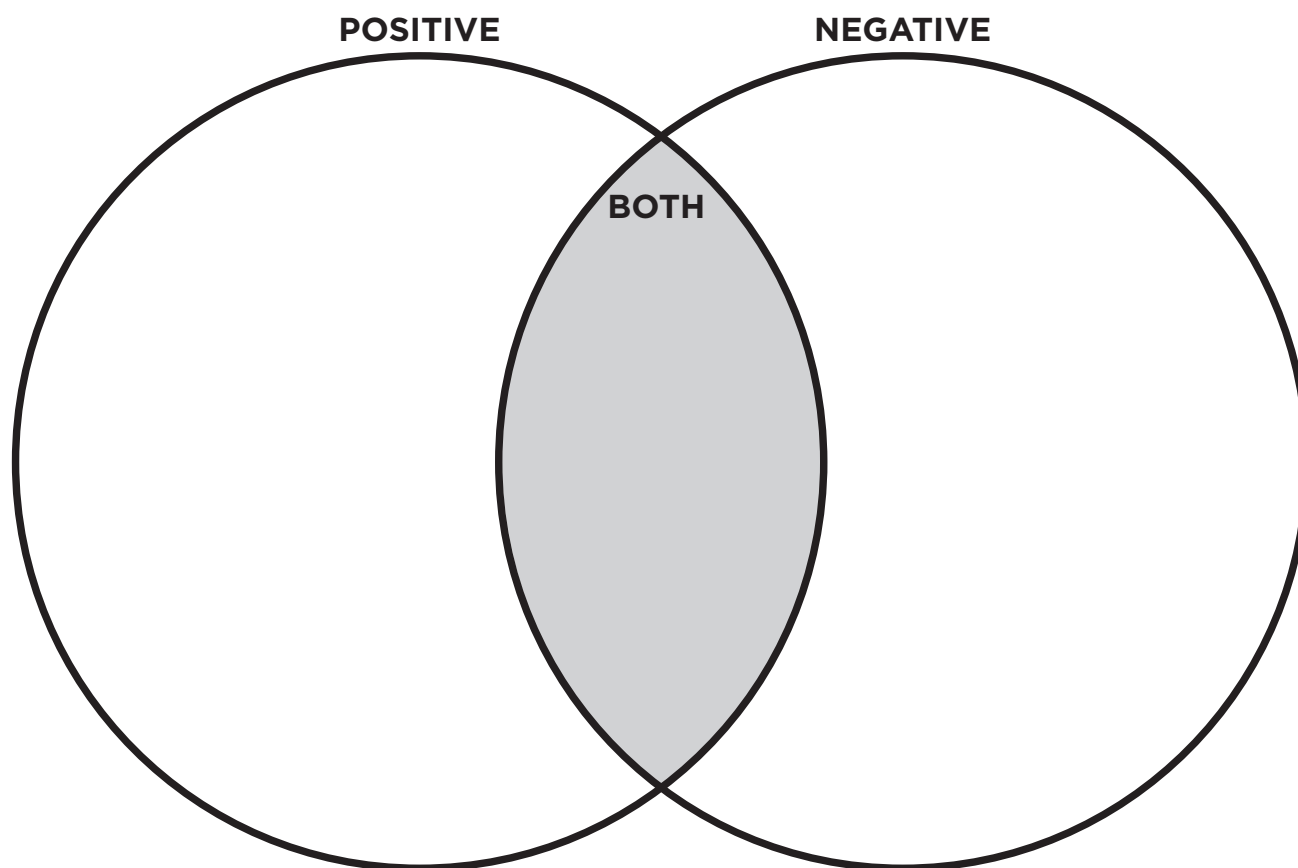
In essay form, have students describe a conflict they have observed in their own lives or in the media. They should explain the conflict, describe any negative or positive consequences, and suggest a practical and peaceful resolution.

NOTE

Students should not use names when describing personal conflicts.

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:

CONFLICT VS. BULLYING

High School

CONFLICT	BULLYING
<p>CONFLICT IS</p> <ul style="list-style-type: none"> ▶ A MISUNDERSTANDING or DISAGREEMENT that causes an emotional reaction ▶ between TWO OR MORE connected people ▶ who NEED OR WANT something from one another. 	<p>BULLYING IS</p> <ul style="list-style-type: none"> ▶ 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?

QUESTIONS ABOUT CONFLICT

Elementary School

Objective

Students will:

- become more familiar with their classmates and begin using conflict language.

Procedures

1. Prepare students for the activity by telling them that conflict/being angry is a natural part of relationships.
2. Ask all students to stand in one large group. Tell them you will read a question and they will answer it by getting into groups of students whose answers are the same as theirs.
3. While students are trying to find peers who have the same answer, they should speak to one another so they can form groups.

NOTE

Students should not worry if they are the only one in a group. Assure students that if they do not find a group that fits their answer, they will fit into groups for other questions.

4. Practice by reading question number one. Once students understand the process, continue with the rest of the questions.
5. Reconvene as a large group and use the discussion questions to debrief.

“12 Questions”

1. Form groups with other students whose first name begins with the same letter as yours.
2. Form groups with other students who have the same number of sisters and brothers as you.
3. Form groups with other students who have the same favorite activity to do with their family.
4. Form groups with other students who have the same favorite food.
5. If you could have any gift, what would it be? Get into groups with the same answer.
6. Form groups with other students who think that conflict is positive or negative or both.
7. Form groups with other students who have the same thing that makes them angry.
8. Form groups with other students who do the same thing as you when you get angry.
9. Form groups with other students who have the same thing that makes them happy.
10. Name a place where conflict happens in your school. Form a group with students who named the same place.
11. Name something that could happen to your classmates who are in conflict in school. Form a group with students who named the same consequence of conflict.
12. Do you try to resolve conflict through cooperation (working together)?

Discussion Questions

1. What did you learn about yourself and others?
2. What did it feel like if you were the only one in a group?
3. What did it feel like to be a part of a large group?
4. What did you discover about conflict?
5. Why do you think conflict is positive? Negative?

QUESTIONS ABOUT CONFLICT

Middle School

Objective

Students will:

- evaluate their ideas of conflict on a personal and a group level.
- learn how they respond to conflict.

Materials

- A copy of the “20 Questions” handout for each student

Procedures

1. Prepare students for the activity by telling them that conflict/being angry is a natural part of relationships.
2. Give students a copy of the “20 Questions” handout. They should write out their answer or a summary of their answer. Let the students know they will be sharing their responses in a small group but they do not have to share a particular response if they are not comfortable doing so.
3. Allow 10-15 minutes for students to complete the handout.
4. Divide students into small groups of three to five.
5. In small groups have the students share their responses to the questions. Allow the students to determine which questions they value and want to share.
6. Reconvene as a large group and use the discussion questions to debrief.

Discussion Questions

1. What are some questions you identified with as an individual?
2. What did you talk about in your group?
3. What did you learn about yourself?
4. What did you discover about conflict?

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?

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

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

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

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

6 Is conflict positive or negative? Why?

7 What makes you angry? Why?

20 QUESTIONS (Continued)

Middle School

8 What makes you happy? Why?

9 What do you do when you get angry?

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

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

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

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

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

15 How do you feel after a conflict?

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

17 Share a time you argued just to win.

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

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

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

QUESTIONS ABOUT CONFLICT

High School

Objective

Students will:

- evaluate their ideas of conflict on a personal and a group level.
- learn how they respond to conflict.

Materials

- A copy of the “20 Questions” handout for each student

Procedures

1. Prepare students for the activity by telling them that conflict/being angry is a natural part of relationships.
2. Give students a copy of the “20 Questions” handout. They should write out their answer or a summary of their answer. Let the students know they will be sharing their responses in a small group but they do not have to share a particular response if they are not comfortable doing so.
3. Allow 10-15 minutes for students to complete the handout.
4. Divide students into small groups of three to five.
5. In small groups have the students share their responses to the questions. Allow the students to determine which questions they value and want to share.
6. Reconvene as a large group and use the discussion questions to debrief.

Discussion Questions

1. What are some questions you identified with as an individual?
2. What did you talk about in your group?
3. What did you learn about yourself?
4. What did you discover about conflict?

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 type of music?

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

3 What is your favorite activity? Your least favorite?

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

5 If you were given a large sum of money, what would you do with it?

6 Is conflict positive or negative? Why?

7 How do you cope with problems that affect you deeply?

20 QUESTIONS (Continued)

High School

- 8** Describe one of your happiest experiences.

- 9** In a conflict, how can you respond to authority without sounding disrespectful?

- 10** What emotions (besides anger) do you feel when you are in conflict? For example: resentment, disrespect, confusion.

- 11** How do you look when you feel uncomfortable? Frightened? Confident? Secure?

- 12** What is your most recent experience in which you were involved in an angry confrontation with another student? Explain the situation from both your and their perspective.

- 13** Where do you see most conflicts happening around school (class, sports, extracurricular activities, hallways, cafeteria, etc.)?

- 14** How does the administration deal with student conflicts?

15 What emotions do you experience after a conflict?

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

17 Share a time you argued just to win.

18 Write about a time you and the other party solved your issues together.

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

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

WHAT IS YOUR STYLE (OF CONFLICT)?

Elementary School K-2

Objective

The students will learn:

- the three styles of conflict resolution.
- to determine how to respond to conflict and how others respond to conflict.

Materials

- The three animal posters

Procedures

1. Explain to the students that when they get into an argument there are different ways they can choose to handle the argument. Review the three animal posters with the students. Explain to the students that each animal represents a different way they can choose to respond to an argument.
2. Explain to the students you will be reading a scenario and a response will be given to the situation as the animal would respond. Give the example:
 - a. Jamil was asked by the teacher to carry Jacob's project to the counter to dry. Jamil dropped the project and it got ruined. Jacob got angry and said:
 - i. As a Shark (Competitive): "Pick it up or I will hit you."
 - ii. As a Teddy Bear (Accommodating): "I will clean it up."
 - iii. As an Owl (Collaborating): "Let's both clean it up."
3. Using the following scenarios, choose one of the methods below to respond to the scenario (feel free to use relevant scenarios from your classroom but be aware some students might feel embarrassed):
 - a. Kara and Emilio were playing. They could not agree on a game to play and they both started getting angry. What can either of them say to each other?
 - b. Steven stepped on Frank's foot while they were standing on line. It really hurt Frank. How could Frank respond?
 - c. Devon took Pat's crayons from her supplies without asking and started using them. Pat got upset. What could Pat say to Devon?
 - d. Lucy was copying everything that Maria was saying. Maria was getting upset and annoyed. How could she respond?
 - e. Frederick spilled paint on Anna's brand new dress in art class. Anna got very upset. How can Anna respond?
4. Use one of the following methods to practice the different conflict styles:

WHAT IS YOUR STYLE (OF CONFLICT)? (Continued)

Method 1

- Assign a different animal (style of conflict) to three different student volunteers.
- Read the scenario and have each student respond as their animal.
- Reassign the animals and read the next scenario.

Method 2

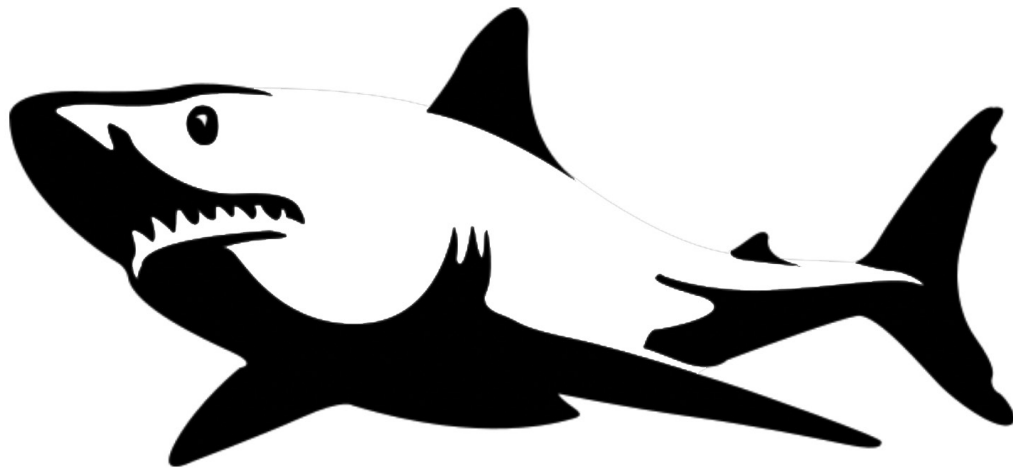
- Read the scenario.
- Hold up one of the animals and ask the group as a whole to come up with possible responses using that style of conflict.
- Discuss the most accurate response for that animal.
- Hold up the next animal and repeat until you have completed all the styles.
- Read the next scenario and start again.

5. Lead a group discussion using the following questions.

Discussion Questions

1. Which animal responded in the most helpful way? Why?
2. Which animal (or animals) do you think you are when you get in an argument?
3. Do you wish you could be a different animal when you argue with someone?

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.”

WHAT IS YOUR STYLE (OF CONFLICT)?

Elementary School 3-5

Objective

Students will:

- understand the five conflict styles.
- discover their own personal conflict style.

Materials

- A copy of the “How Do You Respond to Conflict” handout for each student
- A copy of “The Five Styles of Conflict Resolution” handout for each student

Procedures

1. Introduce the concepts that each person may respond to conflict differently and that there are five basic conflict styles used. List them: competitive, collaborative, compromising, accommodating, and avoiding. Explain that today they will be learning how they tend to handle conflict.
2. Give each student the “How Do You Respond to Conflict” handout and read the instructions at the top of the page together. Ask students to complete the sheet by reading each sentence to themselves and putting either a “3, 2, or 1” next to each descriptive sentence.
3. Assist students in transposing their numeric responses to the appropriate numeral and column at the bottom of the sheet and totaling each column.
4. The column with the highest total will represent the student’s dominant conflict style. Some students may have more than one column with high numbers. It is normal to have more than one type of dominant conflict style. There are no right or wrong answers.
5. Review “The Five Styles of Conflict Resolution” handout together as a class. Refer back to the self-test and each student’s dominant style.
6. Organize students in small work groups and ask them to come up with examples for each style, or provide an example of each style for the students.
7. Lead a group discussion using the following questions.

Discussion Questions

1. Were you surprised to learn there are many ways to handle a conflict? Why or why not?
2. Do you change styles when your conflict is in a different situation (home, school, sports)?
3. Do you change styles when your conflict is with different people (family, friends, teachers)?
4. Is there a style that can solve conflicts more quickly?
5. How is it helpful to understand your own conflict style?

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."

WHAT IS YOUR STYLE (OF CONFLICT)?

Middle School

Objective

The students will learn:

- the five styles of conflict resolution.
- to determine how to respond to conflict and how others respond to conflict.

Materials

- A copy of the “How Do You Respond to Conflict” handout for each student
- A copy of “The Five Styles of Conflict Resolution” handout for each student
- A copy of the “Conflict Scenarios” handout for each group

Procedures

Part I

1. Introduce the concept that each person may respond to conflict differently and that there are five basic conflict styles used. List them: competitive, collaborative, compromising, accommodating, and avoiding. Explain that today they will be learning how they tend to handle conflict.
2. Distribute the “How Do You Respond to Conflict” handout and ask students to fill it out individually.
3. Have them score themselves at the bottom of the handout.
4. Pass out “The Five Styles of Conflict Resolution” handout and review the five different styles and characteristics. Ask students to share their styles.

Part II

1. Distribute the “Conflict Scenarios” handout.
2. In small groups have the students fill out the “Conflict Scenarios” handout.
3. When the small groups have completed their work, bring the large group back together and ask students to share their responses.
4. After hearing their responses, lead a group discussion using the following questions.

Discussion Questions

1. Why do you think people have more than one style of responding to conflict?
2. Is there a style that can solve a conflict more quickly?
3. Do the characteristics associated with the styles accurately match up? What would you add or take away?
4. Why is it helpful to understand the conflict style of another person you are arguing with?
5. How is it helpful to understand your own conflict style?

HOW DO YOU RESPOND TO CONFLICT?

Middle School

HANDOUT

LESSON TWO

LESSON 2: WHAT IS YOUR STYLE (OF CONFLICT)?

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.

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?

.....

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?

.....

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?

.....

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?

.....

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?

.....

WHAT IS YOUR STYLE (OF CONFLICT)?

High School

Objective

The students will learn:

- the five styles of conflict resolution.
- to determine how to respond to conflict and how others respond to conflict.

Materials

- A copy of the “How Do You Respond to Conflict” handout for each student
- A copy of “The Five Styles of Conflict Resolution” handout for each student
- A copy of the “Consequences of the Five Styles” handout for each student
- A copy of the “Conflict Scenarios” handout for each small group

Procedures

Part I

1. Introduce the concept that each person may respond to conflict differently and that there are five basic conflict styles used. List them: competitive, collaborative, compromising, accommodating, and avoiding. Explain that today they will be learning how they tend to handle conflict.
2. Distribute the “How Do You Respond to Conflict” handout and ask students to fill it out individually.
3. Have them score themselves at the bottom of the handout.
4. Pass out “The Five Styles of Conflict Resolution” handout and review the five different styles and characteristics. Ask students to share their styles.

Part II

1. Distribute the “Conflict Scenarios” and “Consequences of the Five Styles” handouts.
2. Review the “Consequences of the Five Styles” handout with the students.
3. In small groups have the students fill out the “Conflict Scenarios” handout, keeping in mind the consequences.
4. When the small groups have completed their work, bring the large group back together and ask students to share their responses.
5. After hearing their responses, lead a group discussion using the following questions.

Discussion Questions

1. Why do you think people have more than one style of responding to conflict?
2. Is there a style that can solve a conflict more quickly?
3. Do the characteristics associated with the styles accurately match up? What would you add or take away?
4. Does having an identity, or being perceived to have an identity, affect how you respond to conflict?
5. Why is it helpful to understand the conflict style of another person with whom you are arguing?
6. How is it helpful to understand your own conflict style?

HOW DO YOU RESPOND TO CONFLICT?

High School

HANDOUT

LESSON TWO

LESSON 2: WHAT IS YOUR STYLE (OF CONFLICT)?

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.

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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
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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
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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

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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

High School

A. Competitive/Aggressive

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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."

STYLE	What Happens When Used	Appropriate to Use When	Inappropriate to Use When
Competitive/ Aggressive	One's authority, position, majority rule or a persuasive minority settles the conflict. Results in win/lose if the dominated party sees no hope for self.	Power comes with position of authority; when this method had been agreed upon.	Losers have no way to express needs; could result in future disruptions.
Collaborative	Abilities, values and expertise of all are recognized; each person's position is clear, but emphasis is on group solution. Results in a win for all.	Time is available to complete the process; parties are committed and trained in use of the process.	The conditions of time, abilities and commitment are not present.
Compromising	Each party gives up something in order to meet midway. Results in win/lose if "middle of the road" position ignores the real diversity of the issue.	Both parties have enough leeway to give; resources are limited; when all parties need to get something.	Original inflated position is unrealistic; solution is watered down to be effective; commitment is doubted by parties involved.
Accommodating	Differences are played down; surface harmony exists. Results in win/lose in forms of resentment, defensiveness and possible sabotage if issue remains suppressed.	Same as above, also when preservation of relationship is more important at the moment.	Reluctance to deal with conflict leads to evasion of an important issue; when others are ready and willing to deal with issue.
Avoiding	Person tries to solve problem by denying its existence. Results in win/lose.	Issue is relatively unimportant; timing is wrong; cooling off period is needed; short-term use.	Issue is important; when issue will not disappear but will build.

CONFLICT SCENARIOS

High School

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?

-
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?

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?

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?

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?

LESSON THREE

UNDERSTANDING THE ORIGIN OF CONFLICT

PERSPECTIVES

Elementary School

Objective

The students will learn:

- that people have different perspectives.
- that there are many ways to look at a situation and there is not always a clear “right” or “wrong.”

Procedures

1. Review the images in the “What Do You See?” activity in lesson one. Remind students that there are different perspectives to a situation depending on how you look at it.
2. Explain to the students that understanding different perspectives refers to a person’s ability to consider a situation from a different point of view. It requires you to put yourself in the other person’s place and imagine what you would feel, think, or do if you were in that situation. When you are able to imagine a situation from someone else’s perspective, you can gain a better understanding of someone else’s reasons, or change your own behavior so you do not hurt someone.
3. Present the following situation to your class:

Paul and Sofia are neighbors. They had plans to meet at 9:00am on Saturday morning at the park near their houses to practice kicking around the soccer ball. They both wanted to be on the “A Team” for soccer so they thought it would be a good idea to practice. Paul got up early on Saturday morning very excited to practice with Sofia. He quickly ate his breakfast and did not watch any TV so he could get to the field early to meet Sofia. When he got there, Sofia was nowhere to be seen. Paul waited for over an hour but Sofia never showed up.

4. Ask your students the following questions:
 - a. How do you think Paul felt when Sofia did not show up?
 - b. Why do you think Sofia never showed up? (Elicit a few different perspectives before adding the next piece of information.)
 - c. What would you do if you were Paul?
5. Present the following piece of information to the class:

Late Friday night, Sofia got very sick with a high fever and was up all night with a bad stomach ache. Sofia slept the entire day on Saturday because she was so sick.
6. Lead a group discussion using the following questions.

Discussion Questions

1. Once you found out more information, how did your perspective change about the situation?
2. How does knowing more information help you get a complete picture of a situation?
3. Why is it important to make sure you have all the information you might need when forming an opinion?
4. How does understanding both perspectives help you talk about the conflict?

PERSPECTIVES

Middle School

Objective

The students will learn:

- that people have different perspectives.
- that there are many ways to look at a situation and there is not always a clear “right” or “wrong.”

Procedures

1. Review the images in the “What Do You See?” activity in lesson one. Remind students that there are different perspectives to a situation depending on how you look at it.
2. Explain to the students that understanding different perspectives refers to a person’s ability to consider a situation from a different point of view. It requires you to put yourself in the other person’s place and imagine what you would feel, think, or do if you were in that situation. When you are able to imagine a situation from someone else’s perspective, you can gain a better understanding of someone else’s reasons, or change your own behavior so you don’t hurt someone.
3. Present the following situation to your class:

Paul and Nicolas are neighbors. They had plans to meet at 9:00am on Saturday morning at the park near their houses to practice kicking around the soccer ball. They both wanted to be on the travel team for soccer so they thought it would be a good idea to practice. Paul got up early on Saturday morning very excited to practice with Nicolas. He quickly ate his breakfast and did not watch any TV so he could get to the field early to meet Nicolas. When he got there, Nicolas was nowhere to be seen. Paul waited for over an hour but Nicolas never showed up.

4. Ask your students the following questions:
 - a. How do you think Paul felt when Nicolas did not show up?
 - b. Why do you think Nicolas never showed up? (Elicit a few different perspectives before adding the next piece of information.)
 - c. What would you do if you were Paul?
5. Present the following piece of information to the class:

Late Friday night, Nicolas got very sick with a high fever and was up all night with a bad stomach ache. Nicolas slept the entire day on Saturday because he was so sick.
6. Lead a group discussion using the following questions.

Discussion Questions

1. Once you found out more information, how did your perspective change about the situation?
2. How does knowing more information help you when you are trying to form an opinion of a situation?
3. What might happen if you form a judgement without having all the information?
4. How does understanding both perspectives help you talk about the conflict?

LESSON THREE

UNDERSTANDING THE ORIGIN OF CONFLICT

PERSPECTIVES: IN YOUR SHOES

High School

Objective

The students will learn:

- that people's perspectives change because of their identity.
- that there are many ways to look at a situation and there is not always a clear "right" or "wrong."

Materials

- Strips of paper with one new identity per strip from the "List of New Identities" handout
- A copy of the "Perspectives: In Your Shoes" handout for each student

Procedures

1. Review the images in the "What Do You See?" activity in lesson one. Remind students that there are different perspectives to a situation depending on how you look at it.
2. Explain to the students you will be asking them to experience a new identity and to reflect on the advantages and/or disadvantages of this new identity.
3. Have them choose a strip of paper with one new identity on it. If the identity they receive is similar to their own, they should choose a new one.

NOTE

Determine beforehand which identities you deem appropriate for your students.

NOTE

Pretending to have a new identity does not allow a person to fully KNOW what that identity feels like. This activity is intended to be a snapshot, a moment in time, in what it might feel like to be someone else in order to create empathy for others. It is important to explain this to the students.

4. Distribute the "In Your Shoes" handout and allow students enough time to complete it.
5. Some students will have the same identities. Have students gather in small groups and discuss the answers to the questions on the handout.
6. Lead a group discussion using the following questions.

Discussion Questions

1. What were some advantages of your new identity?
2. What were some disadvantages of your new identity?
3. With students who shared the same identity, how did your perspectives differ?
4. What feelings arose for you because of participating in this activity?
5. How does having a different perspective change the way you see the world?

LIST OF NEW IDENTITIES

High School



You use a wheelchair.

You are dyslexic.

You are gay or a lesbian.

You are blind.

You are deaf.

You are black, white,
latino or Asian (choose
one that you are NOT).

You weigh over 300 pounds.

You are a religious Muslim.

You cannot read or write
English.

You are a teenager
caring for a sick parent.

You are a religious
Jewish person.

You are a recent immigrant.

You are an
undocumented
immigrant.

You are a Catholic priest.

You are 90 years old.

You are transgender.

Your family is poor.

You are addicted
to drugs.

You will be asked to walk in the shoes of another. You will receive a slip of paper with a new identity on it. If the identity you receive is similar to your own identity ask for a different slip of paper. Fill out the questions below as if you have this new identity.

Your new identity is: _____

NOTE

Pretending to have a new identity does not allow a person to fully KNOW what that identity feels like. This activity is intended to be a snapshot, a moment in time, in what it might feel like to be someone else in order to create empathy for others.

1. What are some specific ways your life will change with this new identity?
2. What are some activities you will enjoy with your new identity? Why do you think you will enjoy these activities?
3. What are some activities that will be challenging with your new identity? How and why will they be challenging?
4. If it is not visible, will you feel comfortable sharing this new identity with your friends? Your family? Strangers?
5. How do you suppose the world will view you with this new identity? Your friends? Your family? Strangers?
6. How will your view of the world be different with your new identity?
7. What will you need or expect from others now that you have this new identity?

LESSON THREE

UNDERSTANDING THE ORIGIN OF CONFLICT

FEELINGS

Elementary School

Objective

The students will learn:

- new words for feelings.
- how to identify their own feelings using new language.

Materials

- A copy of the “Feelings” handout for each small group

Procedures

Part I

1. Ask the students to describe in one or two words how they are feeling today. Make sure all students have an opportunity to share their answers.
2. Explain to the students there are many words that describe feelings. Today they are going to learn some more of these words.
3. Divide the students into small groups.
4. Give each group a “Feelings” handout.
5. Assign each group one of the “Feelings Groups” from below. Either have each group write the words from the following “Feelings Groups” or write the words for each group on their handout.
6. Define any words or phrases the group may not know.

Feelings Groups:

Happy Excited Eager Joyful “On top of the world”	Calm Content Satisfied Proud Relaxed	Shy Bashful Helpless Lonely Unsure	Fearful Embarrassed Guilty Self-conscious Ashamed
Sad “Down” Gloomy Miserable Tearful		Confused Puzzled Mixed-up Distracted Tired	
Fidgety Anxious Tense Worried Restless	Surprised Startled Afraid Shocked Terrified	Irritated Mad Angry Upset Furious	Safe Secure Confident Hopeful Trusting

7. Each group should also determine a face that goes with their “Feelings Group” and draw it on their “Feelings” handout.
8. Once the words and the face are completed, the groups can decorate their templates.

Part II

1. Assign each group a “Feelings Group.”
2. Have the groups develop a short skit using the feelings words in their group. They should use each word at least once in their skit.
3. Have the groups act out their skits for the rest of the class.
4. After each skit, review and define the words in that “Feelings Group” and answer any questions the students might have.
5. Lead a group discussion using the following questions.

Discussion Questions

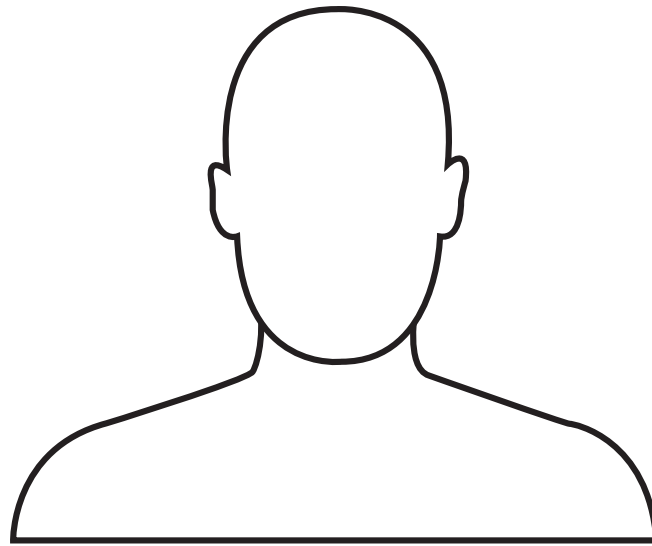
1. Which words did you learn through this activity?
2. Were there any feelings that you particularly liked because they help you better to express yourself?

Optional Activity

Hang up the completed “Feelings” handouts around the classroom. When the students begin their day each morning, have them share their feelings for that day. This is a good way to gauge the climate, or the mood, of the classroom.

FEELINGS

Elementary School



LESSON THREE

UNDERSTANDING THE ORIGIN OF CONFLICT

FEELINGS

Middle School

Objective

The students will learn:

- new vocabulary for feelings.
- to analyze common situations for feelings and how those feelings make them want to react.

Materials

- A copy of the “Feelings List” handout for each student
- A copy of the “I Know That Feeling” handout for each student

Procedures

1. Explain to the students that their reactions to situations are based on their feelings. So often people react without understanding WHY they are reacting the way they are reacting. This activity will help them to slow down and understand their reactions to some common everyday situations that occur.
2. Hand out the “Feelings List” to the students. Review the list and ask students to identify any words they do not know. Have other students offer definitions for those words if possible. Otherwise, give definitions to any words that you think the students might not know.
3. Distribute the “I Know That Feeling” handout to each student.
4. Have each student work independently to fill out the handout.
5. Once all students have completed the handout, form small groups and have them answer the discussion questions at the bottom of the handout together.
6. After small groups have answered the questions on the handout together, lead a large group discussion using the following questions.

Discussion Questions

1. In which situation did you have a difficult time identifying a feeling? Why?
2. In which situation did you have an easy time identifying a feeling? Why?
3. How do perspectives matter when doing this activity?
4. Were you surprised by your feelings in response to any of the situations? Why or why not?
5. Were you surprised by what some people felt they wanted to do based on their feelings? Without using names, explain your surprise.

FEELINGS LIST

Middle School

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

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?

LESSON THREE

UNDERSTANDING THE ORIGIN OF CONFLICT

FEELINGS: FACTS, FEELINGS AND VALUES

High School

Objective

The students will learn:

- to improve their listening skills.
- to differentiate between facts, feelings and values.
- to become aware of expressing feelings in music (the arts).

Materials

- A copy of the “Facts, Feelings and Values” handout for each student
- A song of choice

Procedures

Part I

1. Have a discussion with the students about the difference between facts, feelings and values. Use the “Facts, Feelings and Values” handout as a guide.
2. Students should be arranged in groups of four. Each person in the group will be assigned one of the four following roles:
 - a. Speaker
 - b. Listener for facts
 - c. Listener for feelings
 - d. Listener for values
3. Allow students to choose a topic they want to speak about from the handout.
4. The speaker in each group should speak extemporaneously for one to three minutes about the topic of her/his choice. The listeners can take notes but cannot interrupt. After the speaker is finished, each listener tells what she/he heard in the heading (facts, feelings or values), and the speaker listens and corrects any misunderstandings.
5. Continue with this activity, rotating the headings so that each student gets an opportunity to be speaker, listener for facts, listener for feelings and listener for values. Allow time for all students to play each role.

Discussion Questions for Part I

1. Was it difficult to differentiate among facts, feelings and values? Why or why not?
2. Which of the three do we focus on most of the time? (facts) Which one of the three do we focus on the least? (values)
3. Why is it important to understand another person’s feelings?
4. What is the connection between feelings and conflict?

Part II

1. Students choose a favorite song or musical piece and identify the singer or group and genre.
2. Each student writes a poem or journal entry explaining why that song's lyrics have a special meaning for her/him.
3. Each student should include in the poem or journal entry her/his response to the facts, feelings and values that the musical piece communicates.
4. Incorporate into the poem or journal entry examples of literary devices such as personification, metaphor, simile, rhyme, repetition or alliteration when describing the song.
5. The students should supply a quote or example from the lyrics of the song that represents the facts, feelings and values.

Discussion Questions for Part II

1. Does music connect you to facts, feelings or values more than text? Explain.
2. Do you believe that the popularity of a particular musical piece is dependent on an emotional connection with the listener?
3. What is the connection between music and conflict?

Optional Activity

Using an online web survey such as Google Classroom or Slido.com, or any other online web survey tool you might like, ask the students to answer the following question, "How can knowing another person's feelings change the outcome of a conflict or effect how you would address the conflict?"

FACTS, FEELINGS AND VALUES

High School

Fact: a true piece of information

Feeling: an emotional state or reaction

Value: the importance, worth or usefulness of something

Directions: Form groups of four. Assign each person a role (speaker, listener for facts, listener for feelings and listener for values). The speaker should choose a topic from the list below and speak for one to three minutes on that topic. As the speaker is talking, the listeners write the facts, feelings or values depending on their role. When the speaker is finished, each listener tells the speaker what he/she heard as the listener for facts, the listener for feelings or the listener for values. The speaker corrects any misunderstandings. Use this sheet to take notes while listening. Take a turn playing each role.

SPEAKER

LISTENER FOR FACTS

LISTENER FOR FEELINGS

LISTENER FOR VALUES

Potential Topic List:

- Why sports are important
- Why music is important
- Why art is important
- A career you want to pursue and the education necessary
- A dream job and how to get it
- Anything else that you are interested in.....

SOURCES OF CONFLICT: BUTTON WORDS

Elementary School K-2

Objective

The students will learn:

- different triggers (or buttons) that can cause conflict.

Materials

- “Button Words” handout cut into cards and arranged in groups of five for the panelists
- Another copy of the “Button Words” handout cut into cards to give to the students in the audience acting out the button words
- Buzzer or bell

Procedures

1. Explain to the students that conflict is a misunderstanding which causes an emotional reaction between two or more connected people who need or want something from one another. Sometimes conflict happens because of the behavior of one of the people. In this lesson you will be examining different behaviors that can upset your friends and cause conflict.
2. Review the list of button words below with your students. Help them define any words they may not know. Explain that button words may upset us and cause conflict.

List of Button Words

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

3. Choose five students to sit in front of the class at a table, like a panel, with a buzzer or a bell on the table.
4. Give each student who is on the panel five button cards. Make sure they are clear which words they have in front of them.
5. Hand out a button word to each member of the audience for them to act out for the panel. Make sure they are clear which word they are to act out. Also make sure they do not share their word with anyone else in the class.
6. Choose a student from the audience to act out one of the button words for the panel.

SOURCES OF CONFLICT (Continued)

7. When a panelist knows which button word the student is acting out, he/she pushes the buzzer or rings the bell. If the panelist correctly identifies the button, he/she scores a point. If the panelist is holding that button word as one of their five words, they get an extra point. If the panelist is incorrect, the next panelist in line can try to answer.
8. Once the button word is identified and the score is recorded, move on to the next student in the audience to act out another button word.
9. This continues until all students have had a turn to either be on the panel or to act out a button.
10. The panelist with the highest score wins the game.
11. Lead a group discussion using the following questions.

Discussion Questions

1. Are there any other button words that were not mentioned that can lead to conflict?
2. Why might it be helpful to be aware of when our buttons are being pushed and we feel upset by someone's words?
3. How did the lesson make you more aware of why conflicts happen?

Optional Assignment

If it is appropriate for your class, they can be asked to write a short description of when someone pushed their buttons, including how it felt and what buttons were pushed.



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

LESSON THREE

UNDERSTANDING THE ORIGIN OF CONFLICT

SOURCES OF CONFLICT

Elementary School 3-5

Objective

The students will learn:

- to recognize the sources of conflict.
- how knowing the source of a conflict helps a person understand the conflict better.

Materials

- Copies of the “Sources of Conflict” handout cut into cards
- Magazines to cut out pictures
- Scissors
- Glue or tape
- Large index cards (optional)

Procedures

1. Explain to the students that people get upset for different reasons. We call these reasons “sources of conflict.” Review the different sources with the students. Answer any questions they might have.
2. Have prepared enough cut-up sources of conflict cards from the “Sources of Conflict” handout for each student to have one card. There may be repeats and that is okay.
3. Distribute one card to each student.
4. Instruct students to either draw a representation of the source they have on their card or cut out pictures from magazines to illustrate what is on the card. The students should attach any magazine cut-outs to the card with the source they represent. When drawing or attaching cut-outs, the students should be careful not to cover the words on the card.

NOTE

To give the students more space to decorate, consider gluing the source of conflict card on a large index card.

5. Once the students have finished decorating their source card, stand in the front of the room with a whiteboard or a large piece of oak tag.
6. Ask each student to identify her/his source and present her/his card to the class.
7. Have the student attach her/his source of conflict card to the whiteboard or oak tag, ultimately creating a group collage to illustrate what sources can cause conflict.
8. Continue this process until all the sources have been identified and all the students have shared their cards.

SOURCES OF CONFLICT (Continued)

9. Explain to the students that everyone experiences at least one of these sources at different times that cause her/him to be in conflict.
10. Lead a group discussion using the following questions.

Discussion Questions

1. Why does it help to understand the sources of conflict?
2. With what we are now learning, can we recognize or anticipate a conflict before it happens? How?

Follow-up

For young students, when there is a conflict, they can point to the sources collage they created to identify the source of their conflict.

10 Sources of Conflict

1. Not enough: Two people want something and there is only one of it
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

**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

LESSON THREE

UNDERSTANDING THE ORIGIN OF CONFLICT

SOURCES OF CONFLICT

Middle School

Objective

The students will learn:

- the importance of understanding sources of conflict.
- to take personal responsibility for conflicts that arise in their lives.

Materials

- A copy of the “Sources of Conflict” handout for each student
- One index card for each student

Procedures

1. Explain to the students that understanding the sources of conflict can help them to eventually solve the conflict. Very often people in conflict get emotional and are unable to reasonably evaluate the causes of the conflict. Understanding what “sets you off” can also help you avoid certain situations in the future.
2. Distribute the “Sources of Conflict” handout to the students and review the sources.
3. Hand out an index card to each student. Instruct the students to write a time when they experienced a conflict on the index card. They should not put their names on the cards. This is an anonymous activity. Instruct them to be as general as they can.

NOTE

Students should not use any names when describing their conflict scenarios.

4. Collect the index cards and read a conflict scenario out loud. Using the “Sources of Conflict” handout, determine as a group the possible source of conflict in each scenario. Read as many scenarios as time allows.

NOTE

Use discretion when reading scenarios out loud. Do not allow the students to guess which scenario belongs to whom.

5. Lead a group discussion using the following questions.

Discussion Questions

1. What is the benefit of determining the source of conflict?
2. Are there certain sources that make some people more angry than others? Why is that?
3. Are there sources of conflict not listed? What are they?

SOURCES OF CONFLICT

Middle School

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

SOURCES OF CONFLICT

High School

Objective

The students will learn:

- the importance of understanding sources of conflict.
- how to determine the feelings that may trigger conflict.
- to take personal responsibility for conflicts that arise in their lives.

Materials

- A copy of the “Sources of Conflict” handout for each student
- A copy of the “Conflict Triggers” handout for each student
- One index card for each student

Procedures

Part I

1. Explain to the students that understanding the sources of conflict and what triggers a person to enter conflict can help them to eventually solve the conflict. Very often people in conflict get emotional and are unable to reasonably evaluate the causes of the conflict. Understanding what “sets you off” can also help you avoid certain situations in the future.
2. Distribute the “Sources of Conflict” handout to the students and review the sources.
3. Hand out an index card to each student. Instruct the students to write a time when they experienced conflict on the index card. They should not put their names on the cards. This is an anonymous activity. Instruct them to be as general as they can.

NOTE

Students should not use any names when describing their conflict scenarios.

4. Collect the index cards and read a conflict scenario out loud. Using the “Sources of Conflict” handout, determine as a group the possible source of conflict in each scenario. Read as many scenarios as time allows.

NOTE

Use discretion when reading scenarios out loud. Do not allow the students to guess which scenario belongs to whom.

Part II

1. Explain to the students that they will now be asked to determine which conflict triggers they experience personally.
2. Distribute the “Conflict Triggers” handout to the students. Explain that a conflict trigger is something that gets them upset very quickly. Everyone has conflict triggers whether they are short-tempered or calm people. These triggers may exist due to past experiences or the innate make-up of an individual.
3. Allow students time to complete the handout individually.
4. Form students into small groups and have them discuss the answers to the questions on their handouts.
5. Lead a group discussion using the following questions.

Discussion Questions

1. What is the benefit of determining the source of a conflict?
2. Can you eliminate conflict triggers from your life? Why or why not?
3. How can understanding your conflict triggers help you?
4. What is the benefit of understanding what triggers other people in a conflict?

Optional Assignment

Assign the students to analyze a conflict in the news using the following questions:

- Identify the players in the conflict and explain their different perspectives.
- How do you feel about the conflict?
- What was the source of the conflict?

1

Limited Resources

Two people want something and there is only one, i.e. two friends are interested in dating the same person

2

Misunderstanding/Miscommunication

Lack of conversation or connection or not understanding the other person in a conversation, i.e. not being able to interpret or process each other's words

3

Differences

Appearing, speaking, acting, believing in different ways, i.e. race, language, behavior, culture, identity

4

Anger, Mistrust, Fear

These emotions can cause people to not interpret or react in the intended way, i.e. when you interpret what the other person says or does in a negative way

5

Unmet Expectations and Changing Roles

When things do not go the way you expected or your plans are disrupted, i.e. when someone plays a sport better than you do

6

Difficult People

Others whose behavior makes it difficult to collaborate with them, i.e. an aggressive person or a person who frequently lies

7

Power

Being in a position where the other person has, or believes that they have, more influence or control and takes advantage of the situation, i.e. someone who insists on having the last word in a conversation

8

Disagreements

When two people have differing opinions and argue over them, i.e. your parents and your friend's parents disagree over religion or politics

9

Stress

Being overburdened and having difficulty coping, i.e. when schoolwork is demanding causing you to get sick and fall behind

10

Peer Pressure

When your circle of friends puts uncomfortable demands on you, i.e. making a decision on conforming or being left out when choosing not to drink at a party

CONFLICT TRIGGERS

High School

The following is a list of potential triggers that could cause conflict in your life. Read through the list. Choose one trigger that has recently caused a conflict in your life. Answer the questions below.

Conflict Triggers

Prejudice	Dishonesty	Not listening	Embarrassment	Competition	Intolerance
Moodiness	Ignoring	Being tired	Being excluded	Feeling hurt	Suspicion
Inflexibility	Differences	Failure	Sarcasm	Feeling stupid	Yelling
Lack of love	Mistrust	Laughing	Put-downs	Your best friend	Frustration
Shyness	Withdrawing	Boredom	Insecurity	Your property	Depression
Stubbornness	Not caring	Fear	Not sharing	Not talking	Despair

1. Which trigger did you choose? _____
2. Describe the story of the conflict in which you were triggered (do not use names in your explanation).
3. Identify the players in the conflict and explain their different perspectives (when identifying the parties, use names like “student one” or “teacher”).
4. How did you feel about the conflict? How do you imagine the other players felt about the conflict?
5. What was the source of the conflict?

LESSON FOUR

UNDERSTANDING THE ESCALATION OF CONFLICT

COMMUNICATION ENCOURAGERS AND BLOCKERS

Elementary School

Objective

The students will learn:

- the difference between communication encouragers and blockers.
- how using encouragers when communicating can decrease conflict in their lives.

Materials

- a copy of the “Encouragers and Blockers” handout for each student (optional)
- “Encourager and Blocker Cards” handout cut into cards

Procedures

1. Before beginning this activity, cut the cards out on the “Encourager and Blocker Cards” handout. Separate the cards into encouragers and blockers. Hang the encouragers on one side of the room and the blockers on the other side of the room for a later activity.
2. Remind the students of the definition of conflict.

NOTE Conflict is a misunderstanding or disagreement which causes an emotional reaction between two or more connected people who need or want something from one another.

3. Explain to the students that conflict can be avoided or lessened by using communication encouragers, or positive tactics. Also explain that conflict can be initiated or escalated when using communication blockers, or negative tactics.
4. Share the different types of communication encouragers and blockers on the “Encouragers and Blockers” handout with the students.

NOTE K-2 students may not receive the handout but an explanation while grades 3-5 may benefit from receiving the handout.

5. Point out the encouragers and blockers that you previously displayed on either side of the room.
6. Explain to the students that you will be reading a series of statements. If the students think the statement is an encourager, they should move to the side of the room with the encouragers. If they think the statement is a blocker, they should move to the side of the room with the blockers.
7. Once they have chosen a side, they should identify the statement more specifically by identifying which encourager or blocker was used.
8. Once all the statements have been read, lead a group discussion using the questions that follow.

COMMUNICATION ENCOURAGERS AND BLOCKERS (Continued)

Statements

1. You started telling Aaliyah about your favorite game. Aaliyah did not let you finish and started a new thought. (INTERRUPTING) blocker
2. You said to your classmate, “Your things are on my table. I need space. Do you want me to help you move them?” (FIND OUT WHAT THE PERSON WANTS FROM YOU) encourager
3. You told Diego, “I am really worried about my dog. We cannot find him.” Diego responds, “It is no big deal. Let’s go outside.” (IGNORING) blocker
4. A friend said, “Oh that is your favorite game? Why is that your favorite game?” (ASK FOR UNDERSTANDING) encourager
5. You complained, “You are always putting your things on my table.” (ALWAYS and NEVER) blocker
6. Another friend showed his concern for you by saying, “I bet you feel so sad that your dog is missing.” (EMPATHIZE) encourager

Discussion Questions

1. What do you do or say that is encouraging?
2. Describe a time when you may have shown blocking behavior?
3. How does it feel when you are encouraged?
4. How does it feel when you are blocked?
5. What have you noticed about your class communication since you learned about encouragers and blockers?

Optional Assignment

Have students identify encouragers and blockers throughout their daily communications. Each time an encourager or a blocker is used, have them place a blank post-it note on the encourager or blocker that was used. Tally the number of encouragers and blockers used at the end of the day. Challenge the students to increase their number of encouragers each day.

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.

LESSON FOUR

UNDERSTANDING THE ESCALATION OF CONFLICT

COMMUNICATION ENCOURAGERS AND BLOCKERS

Middle School

Objective

The students will learn:

- to recognize encouragers and blockers in communication.
- to understand the role of encouragers and blockers in conflict escalation/de-escalation.
- to use encouragers to assist in conflict management.

Materials

- A copy of the “Encouragers and Blockers” handout for each student
- Drawing paper or large oak tag paper and crayons or markers

Procedures

1. Explain to the students that conflict can be avoided or lessened by using communication encouragers, or positive tactics. Also explain that conflict can be initiated or escalated by using communication blockers, or negative tactics.
2. Distribute the “Encouragers and Blockers” handout. Review the handout and answer any questions the students might have.
3. Assign each student an encourager or a blocker and ask her/him to share an example of it, use it in a sentence or find it in a story and share with the class.
4. Explain to the students that you will be asking them to create a cartoon using their assigned encourager or blocker. Define cartoon as a humorous drawing that sends a message or makes a point.
5. Distribute paper or oak tag to each student and ask the students to create a cartoon with her/his assigned encourager or blocker.

NOTE

You may also choose to run this activity with the students in small groups.

6. Encourage the students to include humor, color or conversation using bubbles or balloons, symbols, and different shapes and sizes in their cartoon. The students should make sure the most important part of the cartoon is easily visible and that the message is clear.
7. When the students have completed the assignment, reconvene in a large group. Have each student share her/his cartoon. The audience should determine which encourager or blocker is being represented in each cartoon.
8. When each student has shared her/his cartoon, lead a large group discussion using the following questions.

Discussion Questions

1. How many of you have used these in conversations with your family and friends? In what situations? (Remind students to not use names when answering.)
2. How can your awareness of encouragers and blockers help you be a better communicator?
3. Which of these have you used the most in conversations with your friends? Describe the situation. (Remind students to not use names when answering.)

Optional Assignments

1. Cartoons can be displayed in classroom or in hallways in school. It will remind teachers and students that being aware of encouragers and blockers will make us better communicators.
2. Students can track use of encouragers and blockers individually.

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.

COMMUNICATION ENCOURAGERS AND BLOCKERS

High School

Objective

The students will learn:

- the difference between communication encouragers and blockers.
- how using encouragers and blockers when communicating can make a difference in dealing with conflict.

Materials

- A copy of the “Encouragers and Blockers” handout for each student
- A copy of the “Encouraging and Blocking Scenario” handout for each group

Procedures

1. Introduce the idea that when communicating, people have a choice on how they will communicate. Will their style be collaborative/cooperative, compromising, accommodating or will their style be competitive/aggressive or avoiding? Their style of conflict is directly linked to their method of communication, they can either be encouraging or blocking. It is up to them.
2. Distribute the “Encouragers and Blockers” handout to each student. Go over the different encouragers and blockers and answer any questions the students may have.
3. Explain to the students that you will be dividing them into groups and giving them a handout entitled “Encouraging and Blocking Scenario.” In their groups, they are to read the scenario at the top and write two scripts - one script in which the people in the scenario communicate using encouragers, and one script where they use blockers.
4. Once the groups are done writing both scripts, they are to choose one script to perform for the rest of the class. (optional)
5. When all groups have completed writing their scripts, reconvene the large group. Have each small group perform their chosen script. After each small group performs, have the audience identify which encouragers or blockers were used in that script.
6. After all the groups have performed, lead a group discussion using the following questions.

Discussion Questions

1. Which blockers and encouragers were used most often?
2. How does using encouragers help to prevent conflict or its escalation?
3. What does non-verbal communication look like?
4. How does non-verbal communication play a role in conflict?
5. How can non-verbal communication be both positive and negative?

ENCOURAGERS AND BLOCKERS

High 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

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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

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Blockers



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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



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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.

ENCOURAGING AND BLOCKING SCENARIO

High School

Read the following scenario as a group:

Alisha and Martin are having a party on Saturday night. Alisha wants to invite one group of friends that Martin does not like.

1. As a group, write a script where Alisha and Martin communicate in an encouraging way.
2. As a group, write a script where Alisha and Martin communicate in a blocking way.

LESSON FOUR

UNDERSTANDING THE ESCALATION OF CONFLICT

THE FOUR ESCALATORS

Elementary School

Objective

The students will learn:

- to recognize communication through body language, facial expressions, situations and words.
- to become aware of the role that different kinds of communication play in dealing with conflict.

Materials

- A copy of the “Escalation Images” handout for each student
- Magazines from which students can cut pictures and words
- White construction paper (18” x 12”) to make a book (enough for one per child)

Procedures

1. Explain to the students that many people believe that communication is only through words. Words are one form of communication that can escalate conflict but there are many other ways. Some of the other ways are through body language, facial expressions and situations.

NOTE

If necessary, define escalation to your students as making a conflict worse than it already is.

2. Give an example of escalating conflict using body language. Show students the picture of someone stomping on another student’s foot from the “Escalation Images” handout. Ask the following questions:
 - a. If someone behaved that way towards them, how would they feel?
 - b. What would they do?
 - c. If they were already in an argument or conflict with that person, would that person’s behavior make them more or less likely to resolve their conflict?
3. Give an example of escalating conflict using facial expressions. Show students the picture of someone sticking his/her tongue out at someone else from the “Escalation Images” handout. Ask the following questions:
 - a. If someone behaved that way towards them, how would they feel?

LESSON FOUR

THE FOUR ESCALATORS (Continued)

- b. What would they do?
 - c. If they were already in an argument or conflict with that person, would that person's behavior make them more or less likely to resolve their conflict?
4. Give an example of escalating conflict using situations. Show students the picture of someone locking the door so another student cannot get in from the "Escalation Images" handout. Ask the following questions:
 - a. If someone behaved that way towards them, how would they feel?
 - b. What would they do?
 - c. If they were already in an argument or conflict with that person, would that person's behavior make them more or less likely to resolve their conflict?
5. Give an example of escalating conflict using words. Show students the picture of someone telling another person they hate them from the "Escalation Images" handout. Ask the following questions:
 - a. If someone behaved that way towards them, how would they feel?
 - b. What would they do?
 - c. If they were already in an argument or conflict with that person, would that person's behavior make him/her more or less likely to resolve his/her conflict?
6. Explain to the students that they will be making their own "mini-book" using construction paper. They will create a four page mini-book where each page will represent one of the conflict escalators that was discussed – body language, facial expression, situations or words.
7. Make available magazines from which students can cut pictures, or provide art paper and drawing materials for students to draw pictures.
8. Each student will look through the magazines for pictures to represent each of the four types of escalators, cut them out, label them and paste them into their mini-book. They should name their mini-book and decorate the cover.
9. Have the students meet in small groups and share their mini-books with their peers.
10. Have the students keep their mini-books in their desks or their cubbies as a reminder of ways that conflict can escalate.
11. Lead a large group discussion using the following questions.

Discussion Questions

1. When someone uses a positive facial expression (one you like), how do you feel towards her/him and how do you react?
2. When someone uses a negative word, or words, (ones you do not like) how do you feel and how do you react?
3. Do you sometimes use positive or negative body language and what is the result?

Body Language



Facial Expressions



Situations



Words



LESSON FOUR

UNDERSTANDING THE ESCALATION OF CONFLICT

THE FOUR ESCALATORS: CASE FOR ESCALATION

Middle School

Objective

The students will learn:

- to recognize communication through body language, facial expressions, situations and words.
- how to evaluate a conflict and identify the means of escalation.
- to critically evaluate examples of conflict and brainstorm ideas on how to communicate positively.

Materials

- A copy of the “Case for Escalation” handout for each group
- A piece of paper and a pen or pencil for each group

Procedures

1. Explain to the students that many people believe that communication is mainly through words. Words are one form of communication that can escalate conflict but there are many other ways to escalate conflict too. Some of the other ways are through body language, facial expressions and situations. We will call these four types of communication “The Four Escalators”
2. Elicit examples of “The Four Escalators” and write them on the whiteboard or chart paper.
 - a. Body language (some examples might be hands on hips or arms crossed in front of chest)
 - b. Facial expressions (some examples might be eyebrows raised or a frown)
 - c. Situations (some examples might be locking a door to prevent someone from entering a room or intentionally bumping into another person)
 - d. Words (some examples might be telling someone you hate them or calling another person a name)
3. Explain to the students that you will be giving them a handout with two legal cases. Each of these cases has examples of “The Four Escalators.”
4. Divide the students into small groups.
5. Distribute the “Case for Escalation” handout to each group and have them work together to determine which of “The Four Escalators” was present in each case. Also have them answer the questions on the handout.
6. Once the groups are finished, reconvene the students and lead a large group discussion using the questions below.

Discussion Questions

1. What feelings did the people exhibit in each of the cases? How did these feelings escalate the conflict?
2. What were some sources of conflict in each case? (refer to the lesson three “Sources of Conflict” activity)
3. Identify some different perspectives that the people in each case could have had.
4. Describe a time when you have used one of “The Four Escalators” and the conflict escalated. What could you have done differently? How did you feel?

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.

LESSON FOUR

UNDERSTANDING THE ESCALATION OF CONFLICT

THE FOUR ESCALATORS: CASE FOR ESCALATION

High School

Objective

The students will learn:

- to recognize communication through body language, facial expressions, situations and words.
- how to evaluate a conflict and identify the means of escalation.
- to critically evaluate their own communication blockers when handling a conflict.

Materials

- A copy of the “Case for Escalation” handout for each group
- A copy of the “Case for Escalation Worksheet” handout for each group
- A piece of paper and a pen or pencil for each group

Procedures

1. Explain to the students that many people believe that communication is mainly through words. Words are one form of communication that can escalate conflict but there are many other ways. Some of the other ways are through body language, facial expressions or situations. We will call these four types of communication “The Four Escalators.”
2. Elicit examples of “The Four Escalators” and write them on the whiteboard or chart paper.
 - a. Body language (some examples might be hands on hips or arms crossed in front of chest)
 - b. Facial expressions (some examples might be eyebrows raised or a frown)
 - c. Situations (some examples might be locking a door to prevent someone from entering a room or intentionally bumping into another person)
 - d. Words (some examples might be telling someone you hate them or calling another person a name)
3. Explain to the students that you will be giving them a handout with two legal cases. Each of these cases has examples of “The Four Escalators” and examples of communication blockers from the lesson four activity “Communication Encouragers and Blockers.”
4. Review the encouragers and blockers from the previous lesson four activity “Communication Encouragers and Blockers.”

THE FOUR ESCALATORS: CASE FOR ESCALATION (Continued)

ENCOURAGERS	BLOCKERS
Stop talking and listen	Interrupting
Empathize	Ignoring
Make eye contact	Sarcasm
Show understanding by non-verbal behaviors	Insults/name calling
Find out what the person wants from you	Always and Never
Verbally acknowledge other person	Judging
Ask for understanding	Blaming

5. Divide the students into small groups.
6. Distribute the “Case for Escalation” handout to each group and have them work together to determine which of the “The Four Escalators” was present and which of the communication blockers was present in the two cases. Also have them answer the questions on the handout.
7. Once the groups are finished, reconvene the students and lead a large group discussion using the questions below.

Discussion Questions

1. What feelings did the people exhibit in each of the cases? How did these feelings escalate the conflict?
2. What were some sources of conflict in each case? (refer to lesson three “Sources of Conflict” activity)
3. Identify some different perspectives that the people in each case could have had.
4. Describe a time when you have used one of “The Four Escalators” and the conflict has escalated. What could you have done differently? How did you feel?

CASE FOR ESCALATION

High School

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.

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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.

ENCOURAGERS	BLOCKERS
Stop talking and listen	Interrupting
Empathize	Ignoring
Make eye contact	Sarcasm
Show understanding by non-verbal behaviors	Insults/name calling
Find out what the person wants from you	Always and Never
Verbally acknowledge other person	Judging
Ask for understanding	Blaming

“The Four Escalators”

- 1. **Body language** (some examples might be hands on hips or arms crossed in front of chest)
- 2. **Facial expressions** (some examples might be eyebrows raised or a frown)
- 3. **Situations** (some examples might be locking a door to prevent someone from entering a room or intentionally bumping into another person)
- 4. **Words** (some examples might be telling someone you hate them or calling another person a name)

CASE ONE ESCALATORS/BLOCKERS	CASE TWO ESCALATORS/BLOCKERS

LESSON FIVE

UNDERSTANDING THE SKILLS
TO PRODUCTIVELY ADDRESS CONFLICT

HOW TO BRAINSTORM

Elementary School

Objective

The students will learn:

- the definition of the word “brainstorming.”
- the benefits of everyone in a group being part of the decision-making process.

Materials

- A copy of the “How to Brainstorm” handout for each student

Procedures

1. Ask the students if they know what brainstorming is and elicit a few examples of times the students may have brainstormed. You can also refer back to the “Listening to Hear” activity in lesson one to remind students of the definition of active listening.
2. Read the “How to Brainstorm” handout in a large group and answer any questions the students might have about the brainstorming process.
3. Tell the students they will be practicing brainstorming in this lesson.
4. Tell the students they will be going on a pretend picnic. Have the class compile a list of questions to which they would need to know the answers. Write the list on a piece of chart paper. Some questions they might suggest are:
 - a. Where should we have our picnic?
 - b. When will the picnic be?
 - c. What food should we bring?
 - d. How will we carry the food?
 - e. How should we wrap the food?
 - f. Will we have activities at the picnic?
 - g. What activities will we have at the picnic?
 - h. Do we need to bring any equipment?
 - i. Should we invite our families?
 - j. What should we do if it rains?
5. Prominently display the list of questions the students came up with so the small groups can all clearly see the list.
6. Explain to the students that in small groups they will be brainstorming answers to the questions they came up with as a class.

HOW TO BRAINSTORM (Continued)

7. Assign students to small groups of three to five students depending on your class size. In each group the students should:
 - a. Choose one or two students to read the questions one at a time.
 - b. After each question is read, assign one student to record the responses from each question.
8. When the groups are done responding to the questions, lead a group discussion eliciting the responses from each group, question by question. Compile a class list on the whiteboard making sure not to duplicate responses.
9. The final brainstorming list will be on the whiteboard as an example of how many responses can be accumulated by taking the time to brainstorm and listen to all ideas.
10. Lead a large group discussion using the questions below.

Discussion Questions

1. What would happen if you did not brainstorm with your class what was needed for the picnic?
2. What were some responses that were good ideas that you did not think of?
3. How would you feel if you were not given the opportunity to share your ideas?
4. How did the exercise help you make a connection with your classmates?

Follow-up Activity

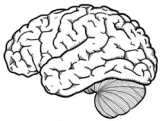
An outdoor classroom picnic (weather permitting) would be fun!

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.

LESSON FIVE

UNDERSTANDING SKILLS TO PRODUCTIVELY ADDRESS CONFLICT

HOW TO BRAINSTORM: THE GPS METHOD

Middle School

Objective

The students will learn:

- the process for group problem solving (GPS).
- how to apply “The GPS Method” when solving group problems or making group decisions.

Materials

- A copy of the “The GPS Method” handout for each student
- A copy of the “The GPS Scenario” handout for each small group

Procedures

1. Introduce the idea of Group Problem Solving (GPS) to your students. Connect GPS to brainstorming by explaining that GPS is the brainstorming process broken down to more clearly outline the steps it takes to productively brainstorm.
2. Read “The GPS Method” handout as a large group. Ask students for real life examples of situations when they have personally applied this process or when they have seen it used.
3. Refer back to the “Rubber Band Brainstorm” activity in lesson one to remind students of their previous use of brainstorming or GPS. This will help them become familiar with the process and the pace at which it proceeds.
4. Divide the students into small groups. Have them read “The GPS Scenario” handout in their group and apply “The GPS Method” to develop a list of solutions to solve the conflict in the scenario.
5. Ask each group to present its best ideas to the entire class.
6. Lead a large group discussion using the questions below.

Discussion Questions

1. What do you see as the benefits of using this process? The disadvantages?
2. How did it feel to engage in this process?
3. If the different groups developed different solutions, why did that happen?
4. Did another group brainstorm an idea that your group did not think of? Did it make you want to change or add to your list?

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.

LESSON FIVE

UNDERSTANDING SKILLS TO PRODUCTIVELY ADDRESS CONFLICT

HOW TO BRAINSTORM: THE GPS METHOD

High School

Objective

The students will learn:

- the process for group problem solving (GPS) and creative thinking.
- how to apply the GPS Method when solving group problems or making group decisions.

Materials

- A copy of “The GPS Method” handout for each student
- A copy of “The GPS Scenario” handout for each small group

Procedures

1. Introduce the idea of Group Problem Solving (GPS) to your students. Connect GPS to brainstorming by explaining that GPS is the brainstorming process broken down to more clearly outline the steps it takes to productively brainstorm.
2. Read “The GPS Method” handout as a large group. Ask students for real life examples of situations when they have personally applied this process or when they have seen it used.
3. Refer back to the “Rubber Band Brainstorm” activity in lesson one to remind students of their previous use of brainstorming or GPS. This will help them become familiar with the process and the pace at which it proceeds.
4. Divide the students into three small groups assigning each group one of the three projects mentioned in “The GPS Scenario” (robotics competition, entrepreneurial competition or senior class dance).
5. Have them read “The GPS Scenario” handout in their group and apply the GPS method to develop a list of reasons their group should win the votes.
6. Ask each group to present its best ideas to the entire class and have a vote in the class to see which group came up with the most convincing arguments for their senior project.
7. Lead a large group discussion using the questions below.

Discussion Questions

1. What do you see as the benefits of using this process? The disadvantages?
2. How did it feel to engage in this process?
3. If the different groups developed different reasons their group should win the vote, why did that happen?
4. Did another group brainstorm an idea that your group did not think of? Did it make you want to change or add to your list?

THE GPS METHOD

High School

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.

Three groups of seniors at Forest High School are hoping their idea for a senior project wins the class vote. They are vying for calendar time, funding, support of parents and faculty and student support. They have been told that there is only enough time and resources for one of these projects.

1 The first group wants to have a robotics competition with another high school in the area. Many of these students have competed before with other science students and have been successful. They believe that if they are successful in the competition, they could receive funding to support the school's robotics organization. While they will not be immediate beneficiaries of such funding, it could benefit the younger students. It would also "look good on their college applications."

2 Another group of seniors wants to have an entrepreneurial competition, in which groups of students develop a product, or a new application of an existing product, which they would convince the judges would sell to community members and businesses. This could promote the entrepreneurial spirit in the high school, introduce high school students and their creativity to community business members and "looks good on their résumé."

3 A third group in the senior class wants to have the very best senior dance for their class members. Recently, the class dances have been a disappointment because of parental concerns about alcohol and driving after the dance. This group of students believe that if they could get funding, they could have a self-contained pre and post party around the dance, which would relieve the concerns of the parents.

► Student leaders from each group should get together and develop their best ideas using "The GPS Method." They will then present the best ideas to the students, administration and parents. The students will then vote and the senior project idea with the most votes will win the funding from the school. This is important because it may establish a precedent for future senior classes.

LESSON FIVE

UNDERSTANDING SKILLS TO PRODUCTIVELY ADDRESS CONFLICT

HOW TO USE “I” MESSAGES

Elementary School K-2

Objective

The students will learn:

- different ways to use “I” messages.
- about the historic Voter’s Rights March from Selma to Montgomery, Alabama.

Materials

- A copy of the “How to Use ‘I’ Messages” handout for each student

Procedures

1. Ask students if they know what a march is. Students may answer “a parade.” Explain that a parade is usually a celebration for a holiday or community event with people all walking together with music and floats. Explain that a march is when a group of people walk together for a cause. The cause is something the people feel passionately about. Today’s lesson will focus on a march that gave all people the right to vote.
2. Explain to the students that “I” messages can be used to express opinions. They can also be used during a conflict to de-escalate a situation because they are a way to avoid assigning blame. In this lesson, the students will be introduced to numerous types of “I” messages. They will practice using the different types so when they are in conflict they know the options to use to de-escalate the situation.
3. Review the different types of “I” messages with the students and the value of each one.

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

4. Distribute the “How to Use ‘I’ Messages” handout to each student.
5. Read the story of the Selma March to the students.
6. Have the students fill out the handout individually, or together, depending on their ability.
7. When the students are finished, lead a large group discussion using the questions below.

Discussion Questions

1. Have you, or anyone you know, been to a march? What was the march for?
2. How would you feel if your friend could vote, but you could not?
3. If you could lead a march, what would it be for and how would it look?
4. If you were in a disagreement with a friend, how would using “I” messages help you talk about the conflict?

Follow-up Activity

Students could choose a cause they would like to march for to express themselves. They can make posters and march around school.



“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 _____

LESSON FIVE

UNDERSTANDING SKILLS TO PRODUCTIVELY ADDRESS CONFLICT

HOW TO USE “I” MESSAGES

Elementary School 3-5

Objective

The students will learn:

- different ways to use “I” messages.
- about Ruby Bridges, an historic person from the Civil Rights era.

Materials

- A copy of the “How to Use ‘I’ Messages” handout for each student

Procedures

1. Explain to the students that “I” messages can be used to express opinions but they can also be used during a conflict to de-escalate a situation because they are a way to avoid assigning blame. In this lesson, the students will be introduced to numerous types of “I” messages. They will practice using the different types of “I” messages, so when they are in conflict they know which options to use to de-escalate the situation.
2. Review the different types of “I” messages with the students and the value of each one.

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

3. Distribute the “How to Use ‘I’ Messages” handout to each student.
4. Have the students read the story of Ruby Bridges and fill out the handout individually.
5. When the students are finished, lead a large group discussion using the questions below.

Discussion Questions

1. How do you benefit from having students of many different races in your class?
2. Can something like this happen again? Explain.
3. If you were in a disagreement with a friend, how would using “I” messages help you talk about the conflict?



“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 _____

LESSON FIVE

UNDERSTANDING SKILLS TO PRODUCTIVELY ADDRESS CONFLICT

HOW TO USE “I” MESSAGES: REWRITING HISTORY

Middle School

Objective

The students will learn:

- different ways to use “I” messages.
- about Mohammed Ali and his strength, both physical and mental.

Materials

- A copy of the “Rewriting History Using ‘I’ Messages” handout for each student

Procedures

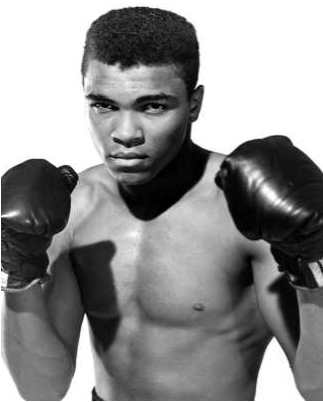
1. Explain to the students that “I” messages can be used to express opinions, but they can also be used during a conflict to de-escalate a situation because they are a way to avoid assigning blame.
2. In this lesson, the students will be introduced to numerous types of “I” messages and will practice using them. Thereafter, when they are in conflict, they will have options to use to de-escalate the situation.
3. Review the different types of “I” messages that students can use and the value of each one.

“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

4. Distribute the “Rewriting History Using ‘I’ Messages” handout to each student.
5. In small groups, have the students read the brief narrative of Mohammed Ali. Have them complete the assignment together as a group.
6. When the students are finished, lead a large group discussion using the questions below.

Discussion Questions

1. When you read the narrative of Mohammed Ali, what did you think?
2. How did writing the letter to the television station with “I” statements help to clarify your feeling?
3. What is the benefit of using “I” messages when there is conflict or disagreement between friends?



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.

LESSON FIVE

UNDERSTANDING SKILLS TO PRODUCTIVELY ADDRESS CONFLICT

HOW TO USE “I” MESSAGES: REWRITING HISTORY

High School

Objective

The students will learn:

- different types of “I” messages and different ways to use them.
- about Ralph Bunche and his contributions to society.

Materials

- A copy of the “Rewriting History Using ‘I’ Messages” handout for each student

Procedures

1. Explain to the students that “I” messages can be used to express opinions, but they can also be applied to a conflict to de-escalate it. “I” messages are a way to avoid assigning blame.
2. In this lesson, the students will be introduced to numerous types of “I” messages. They will practice using these so that when they are in conflict they have more options to use to de-escalate the situation.
3. Review the different types of “I” messages that students can use and the value of each one.

“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

4. Distribute the “Rewriting History Using ‘I’ Messages” handout to each student. Review the handout together explaining to the students that they will read the narrative on Ralph Bunche and then complete the assignment at the bottom of the handout together as a group.
5. Allow enough time for the groups to complete the entire assignment.
6. When the students are finished, lead a large group discussion using the questions below.

Discussion Questions

1. When you read the narrative of Ralph Bunche, what initial feelings did you have about his accomplishments and the conflict being described?
2. How could the use of “I” messages have helped de-escalate the conflict and accomplish Ralph Bunche’s goals?
3. What is the benefit of using “I” messages when there is conflict or disagreement between friends?



“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

Ralph Bunche (1904-1971) was a mediator, professor, author and diplomat. He was the first African-American to receive the Nobel Peace Prize in 1950 for the peace mediation he did in the Middle East. He spent his life working diligently for the peaceful resolution of conflict and equality for all people.

Bunche was a high school and college athlete and studied International Relations in college, graduating with the highest distinction from UCLA. Because he was so intelligent, he received scholarships and earned a Masters and Doctorate at Harvard University. After learning at Harvard, he continued his studies at the London School of Economics and the University of Cape Town.

When Bunche returned to the U.S., he became active in the civil rights movement. He wrote, researched and publicly spoke on the issue of race in America. He actively supported Dr. Martin Luther King, Jr.’s non-violent tactics and marched with King in the 1963 March on Washington and in 1965 in the Selma-to-Montgomery Voting Rights March.

Bunche was also active in international politics, becoming well-known for his work with the U.S. Department of State and the United Nations. In 1949 he worked ceaselessly with Israel and four Arab states resulting in them signing a cease-fire agreement during the war, which followed the creation of the state of Israel in 1948. For this work, he was honored as a hero and won the Nobel Peace Prize. He was also known for his peacekeeping efforts in Africa and the Mediterranean region. After these accomplishments, President Harry Truman asked Ralph Bunche to serve as the U.S. Assistant Secretary of State. Mr. Bunche declined because Washington, D.C. was still segregated and he did not want his children to be raised in segregation.

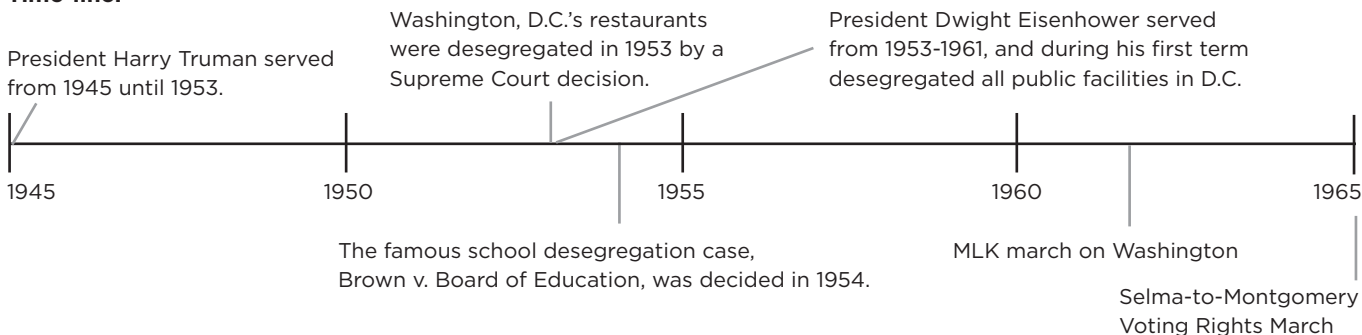
Instead, Bunche chose to live with his family in Queens, NY. Even living in New York, he continued to personally deal with issues of racism. In 1959, he was denied membership in a local tennis club in Queens. Because of his notoriety, this refusal became national news. After the national publicity of the refusal, the club offered an apology and an invitation of membership, but Mr. Bunche declined saying the offer was only made because of the publicity and his reputation, not because of support for racial equality.

Mr. Bunche was greatly honored over his lifetime, being awarded 69 honorary doctorates, other honors and the U.S. Medal of Freedom from President John F. Kennedy.

Assignment:

1. In your small groups, discuss how you imagine Ralph Bunche must have felt being denied membership in the tennis club. Has anything like this ever happened to you or anyone you know? What happened?
2. Assume that Mr. Bunche knew of the segregationist policy of the tennis club. Why might he choose to apply to become a member?
3. As a small group, write a letter to the tennis club after reading about the incident in the news. Tell the club your feelings on the issue. Use “I” messages to support your opinions on why Mr. Bunche should be allowed to attain membership in the club.

Time-line:



LESSON FIVE

UNDERSTANDING SKILLS TO PRODUCTIVELY ADDRESS CONFLICT

ONE-TO-ONE STRATEGY

Elementary School

Objective

The students will learn:

- how to productively address an interpersonal conflict using the “One-to-One Strategy.”

Materials

- A copy of the “One-to-One Strategy” handout for each student
- A copy of the “One-to-One Practice Scenarios” handout for each student

Procedures

NOTE

K-2 teachers: This activity may need to be modeled for the younger students. One modification that can be made is to work through the scenarios together as a large group and have student volunteers role play the scenarios.

1. Explain to the students that there are different kinds of conflict; conflict that happens between groups of people and conflict that happens just between two people. Today the students will be learning about how to handle conflict when it happens between two people. This is called interpersonal conflict, and the students will learn how to solve this conflict using a strategy called “One-to-One.”
2. Distribute copies of the “One-to-One Strategy” handout to the students.

NOTE

The Initiator uses all four steps first while the Responder practices active listening. The Responder goes second using the three steps while the Initiator practices active listening.

3. Review the steps of the strategy and answer any questions the students may have. Spend time defining the terms “initiator” and “responder.” Explain to the students that before the steps can be used in the “One-to-One,” the initiator must ask the responder if it is a good time to talk about the conflict. If it is not a good time, the initiator needs to wait and ask again later. Both people need to be ready to discuss the conflict. Timing does matter.

Definitions

Initiator: the person who starts the conversation to solve the conflict

Responder: the person who agrees that a conversation needs to happen to solve the conflict

NOTE

Be clear that the initiator must first ask the responder if they would like to talk about the conflict. Elicit reasons from the students why it is important for the responder to agree to talk about the conflict.

4. Distribute the “One-to-One Practice Scenarios” handout to each student. Explain to the students that they will be partnered. As partners, they should practice the steps of the “One-to-One Strategy” together. For each scenario, they should alternate between playing the role of the initiator and the responder.
5. Assign each student a partner.
6. Allow enough time for the students to work through the scenarios.
7. When the pairs have completed the scenarios, lead a group discussion using the following questions.

Discussion Questions

1. What did it feel like to be the initiator?
2. What did it feel like to be the responder?
3. How can using the “One-to-One Strategy” help you solve a conflict in your life?
4. Can you think of a situation in which the “One-to-One Strategy” might NOT work? Explain.

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_____

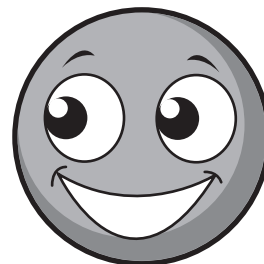
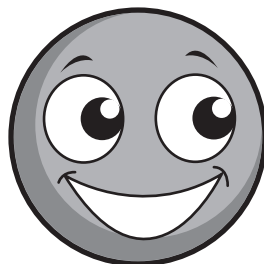
STEP 3



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.

LESSON FIVE

UNDERSTANDING SKILLS TO PRODUCTIVELY ADDRESS CONFLICT

ONE-TO-ONE STRATEGY

Middle School

Objective

The students will learn:

- how to productively address an interpersonal conflict using the “One-to-One Strategy.”

Materials

- A copy of the “One-to-One Strategy” handout for each student
- A copy of the “One-to-One Practice Scenarios” handout for each student
- A copy of the “One-to-One Script” handout for each student

Procedures

1. Explain to the students that interpersonal conflicts happen between two people and they will be learning and practicing the “One-to-One Strategy.” This strategy will help them productively address conflicts that may arise in their lives.
2. Distribute copies of the “One-to-One Strategy” handout to the students.
3. Review the strategy and answer any questions.

NOTE

The Initiator speaks first and completes all six steps while the Responder practices active listening. The Responder speaks second and completes all five steps while the Initiator practices active listening.

NOTE

Explain to the students that timing matters when determining whether or not to address a conflict. If both parties are not ready to talk, the conflict cannot be solved.

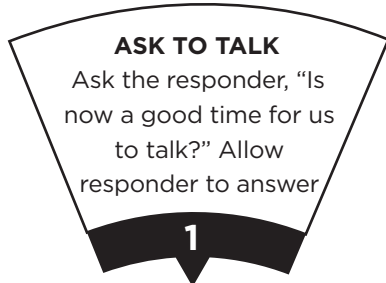
4. Distribute the “One-to-One Practice Scenarios” handout to each student. Explain to the students that they will be partnered. As partners, they should practice the “One-to-One Strategy” together. For each scenario, they should alternate between playing the role of the initiator and the responder.
5. Assign each student a partner.
6. Allow enough time for the students to work through the scenarios. They may use the “One-to-One Script” handout as a guide.
7. When the pairs have completed the role plays, lead a group discussion using the following questions.

Discussion Questions

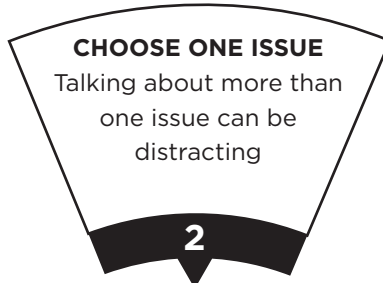
1. What did it feel like to be the initiator?
2. What did it feel like to be the responder?
3. What are some benefits of using the “One-to-One Strategy?”
4. Can you think of a situation in which the “One-to-One Strategy” might NOT work? Explain.

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*.

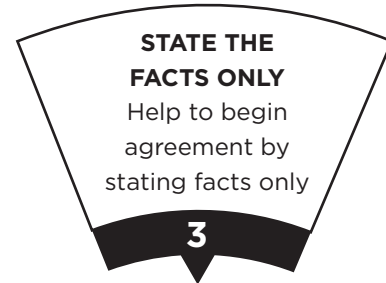
INITIATOR SPEAKS WHILE THE RESPONDER LISTENS



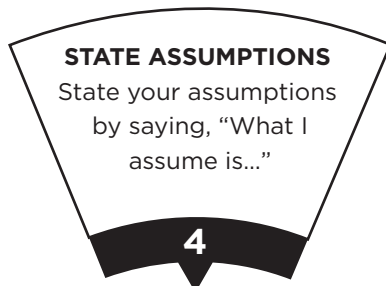
TIMING



SINGLE ISSUE



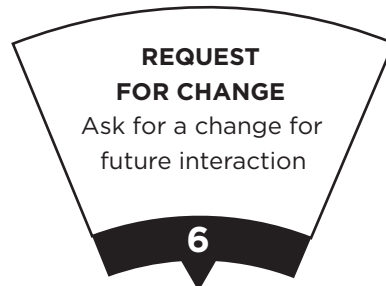
FACTS



ASSUMPTIONS

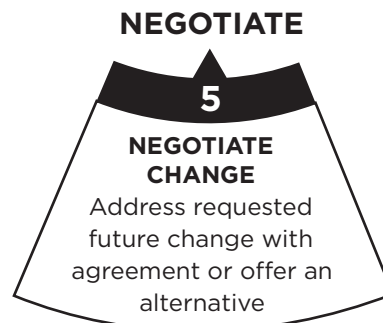
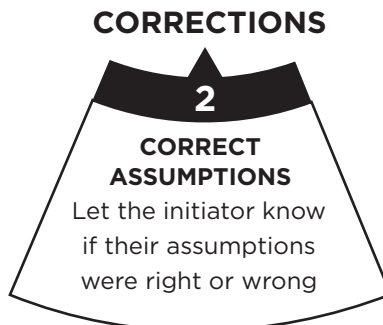
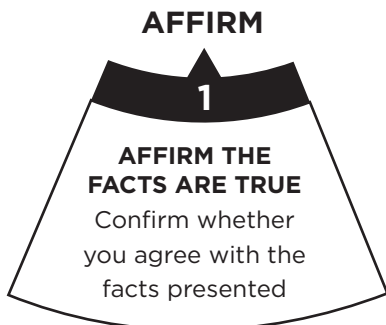


FEELINGS



REQUEST

RESPONDER SPEAKS WHILE THE INITIATOR LISTENS



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/ Say Sorry When Authentic</i>
4. I feel...	<i>State Your Feelings</i>
5. I think we should ...	<i>Negotiate Change</i>

LESSON FIVE

UNDERSTANDING SKILLS TO PRODUCTIVELY ADDRESS CONFLICT

ONE-TO-ONE STRATEGY

High School

Objective

The students will learn:

- how to productively address an interpersonal conflict using the “One-to-One Strategy.”

Materials

- A copy of the “One-to-One Strategy” handout for each student
- A copy of the “One-to-One Practice Scenarios” handout for each student
- A copy of the “One-to-One Script” handout for each student

Procedures

1. Explain to the students that interpersonal conflicts happen between two people and they will be learning and practicing the “One-to-One Strategy” which will help them productively address interpersonal conflicts they may have.
2. Distribute copies of the “One-to-One Strategy” handout to the students.
3. Review the strategy and answer any questions.

NOTE

The Initiator speaks first and completes all six steps while the Responder practices active listening. The Responder speaks second and completes all five steps while the Initiator practices active listening.

NOTE

Explain to the students that timing matters when determining whether or not to address a conflict. If both parties are not ready to talk, the conflict cannot be solved.

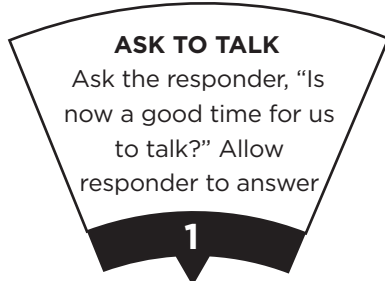
4. Distribute the “One-to-One Practice Scenarios” handout to each student. Explain to the students that you will be assigning each of them a partner. As partners, they should practice the “One-to-One Strategy” together. For each scenario, they should alternate between playing the role of the initiator and the responder.
5. Assign each student a partner.
6. Allow enough time for the students to work through the scenarios. They may use the “One-to-One Script” handout as a guide.
7. When the pairs have completed the role plays, lead a group discussion using the following questions.

Discussion Questions

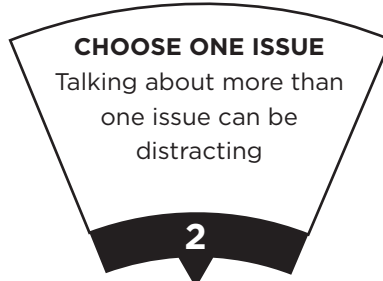
1. What did it feel like to be the initiator?
2. What did it feel like to be the responder?
3. What are some benefits of using the “One-to-One Strategy?”
4. Can you think of a situation in which the “One-to-One Strategy” might NOT work? Explain.

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*.

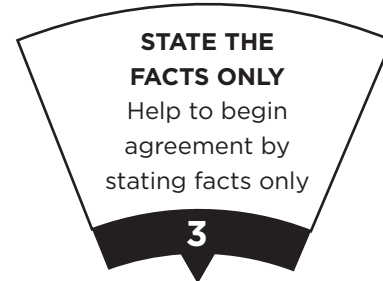
INITIATOR SPEAKS WHILE THE RESPONDER LISTENS



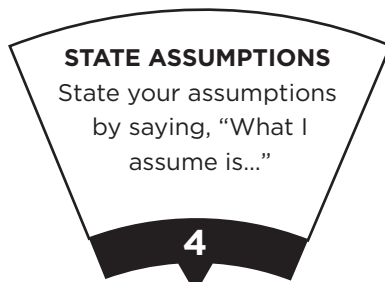
TIMING



SINGLE ISSUE



FACTS



ASSUMPTIONS

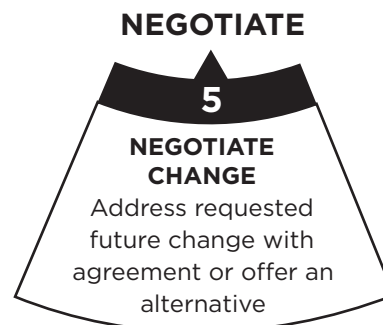
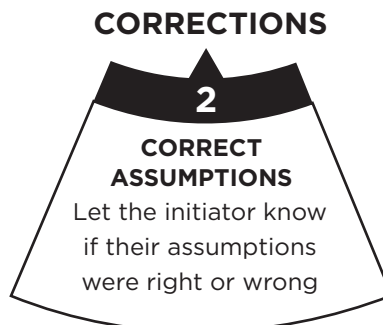
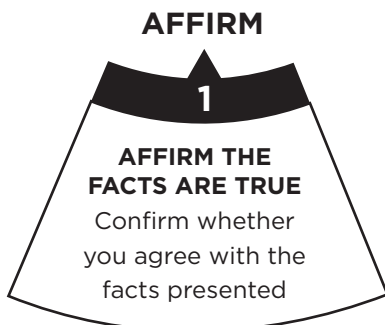


FEELINGS



REQUEST

RESPONDER SPEAKS WHILE THE INITIATOR LISTENS



ONE-TO-ONE PRACTICE SCENARIOS

High 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

While spending a quiet night at home, you notice on social media that your friends are posting pictures of themselves at Dunkin Donuts laughing and having fun. It makes you feel really sad that you were not invited to join them. You do not believe you are in a conflict with any of them so you wonder why they did not invite you. You decide that instead of “blowing up” into a big fight, you will approach your closest friend in the group using the “One-to-One Strategy.”

SCENARIO 2

You have a test in Geometry and it counts as a big part of your grade. Your best friend sits behind you in the class. You studied really hard for it and you know he did not study for the test as hard as you did. During the test, you notice that he is looking over your shoulder to see your work. You cannot get caught cheating and you move your paper so he cannot see it. You notice that he keeps trying to cheat throughout the whole period. When the bell rings you quickly hand in your test and go to your next class. You decide that you want to have a conversation with your friend about the cheating but you do not want it to turn into a fight. You decide to use the “One-to-One Strategy.”

SCENARIO 3

Your friend Nico is having a huge party on Saturday night. You know his parents will not be home and that tons of people are planning on going. He asks you to take alcohol from your house. You know if you take it you will be caught. Nico gets mad at you when you tell him you will not take the alcohol. He tells you that you are a bad friend for not helping him out. You really do not want to be in a fight with him because you really want to go to the party. But you know you cannot take the alcohol. You decide to use the “One-to-One Strategy.”

SCENARIO 4

There is a huge concert coming to your area. Your friend bought five tickets and invited you to come. It is one of your favorite bands. When you ask your parent for permission, he/she tells you she/he does not want you to go because you are too young to go unsupervised to a concert. All your other friend’s parents have allowed them to go. You will be the only one not going. You and your parent get into a screaming match. The next day you decide that if there is any hope of you going at all, you will need to be mature and talk it out with your parent. You decide to try 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/ Say Sorry When Authentic</i>
4. I feel...	<i>State Your Feelings</i>
5. I think we should ...	<i>Negotiate Change</i>

LESSON SIX

UNDERSTANDING ROADBLOCKS TO CONFLICT RESOLUTION

LESSON SIX

UNDERSTANDING ROADBLOCKS TO CONFLICT RESOLUTION

MANAGING ANGER: COOL TOOLS

Elementary School

Objective

The students will learn:

- what angers them and how to recognize when their buttons are pushed.
- what anger looks like and feels like within themselves and in others.
- how to manage anger using the “Anger Toolkit.”

Materials

- A copy of the “What Angers Me?” handout for each student
- A copy of the “Cool Tools” handout for each student
- Butcher paper to outline the actual body image of a student
- Markers or crayons or colored pencils
- A medium with which to create an “Anger Toolkit”

Procedures

Part I

1. Ask the students to raise their hands if they have ever felt angry. Acknowledge that all (or almost all) hands are raised. Explain to the students that everyone gets angry, but how a person controls her/his anger is what is important when trying to avoid conflict. Anger is not bad. Anger is a very natural emotion. Anger can happen very quickly and it is easier to GET angry than to STOP being angry. Tell the students that throughout this lesson they will be learning what they can do to manage their anger.
2. Review the button words/sources of anger from lesson three with the students.
3. Explain to the students they will be receiving the “What Angers Me?” handout. Each student is to work individually to list from one to ten what angers him or her the most. Distribute the “What Angers Me?” handout and allow enough time for students to complete the handout.

NOTE

For K-2 teachers: if students have difficulty reading the statements, review the handout as a class first and then have the students fill it out individually OR work as a whole class to decide how to rate what angers them.

4. Lead a large group discussion using the following questions:
 - a. Was this easy or hard for you to fill out and why?
 - b. What did you put for number one (what angers you the most) and why?
 - c. What did you put for number ten (what angers you the least) and why?

Part II

1. Prepare a piece of butcher paper large enough to trace the outline of a student in your class. Choose a volunteer to trace the outline of another student on the butcher paper.
2. Explain to the students that they will be identifying what anger looks and feels like.
3. Elicit responses to the following two questions and have the students draw the answers on the butcher paper either outside or inside the outline of the body drawn.
 - a. What happens to the body when it gets angry? (possible responses could be clenched fists or butterflies in the stomach)
 - b. What happens to the mind when it gets angry? (possible responses could be the mind gets cluttered or it wants to hurt others)
4. Have the students give a name to the person they have drawn and hang the butcher paper in the classroom as a reminder of what it looks and feels like to be angry.

Part III

1. Explain to the students that now that they know what makes them angry and what anger looks and feels like, they will be discussing how to manage their anger. Explain that they will each be creating an “Anger Toolkit.” Their toolkit includes many ways for them to cool off and in their toolkit will be their “Cool Tools.”
2. Pass out a copy of the “Cool Tools” handout to each student. Review each “Cool Tool” and clarify any “Tool” the students do not understand.
3. Have the students cut out the tools and create an “Anger Toolkit” with the “Cool Tools” inside. This can be as a book, a shoebox that gets transformed into a toolkit, or any other medium a student can think to hold their tools. This “Anger Toolkit” can be kept on each student’s desk or in his or her cubby to be used when he/she gets angry.
4. Once the project is complete, lead a large group discussion using the following discussion questions.

Discussion Questions

1. Have you ever used one of the “Cool Tools” in your own life? How well did it work?
2. Have you ever experienced anger that ended up being physical? How can the “Cool Tools” help prevent anger from getting physical?
3. Who can benefit from having an “Anger Toolkit” and how would they benefit?

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.

✂

Journaling		Using Mindfulness	
Listening		Recognizing Perspective	
Exercising		Drinking Water	
Taking a Timeout		Changing Environment	
Stretching		Taking a deep breath	

LESSON SIX

UNDERSTANDING ROADBLOCKS TO CONFLICT RESOLUTION

ANGER ABYSS

Middle School / High School

Objective

The students will learn:

- to understand the meaning of “The Anger Abyss.”
- the application of the abyss to manage anger.

Materials

- A copy of “The Anger Abyss” handout for each student

Procedures

1. Explain that although anger is a normal and natural feeling, it is unpleasant and can very often take control of us if we do not learn to control it first. Learning to manage the feeling of anger helps us to interact better with each other.
2. Ask the students to define the word “abyss.”

NOTE

Abyss definition: a deep or seemingly bottomless pit, hole or space.

3. Distribute a copy of “The Anger Abyss” handout to each student.
4. Explain to the students that you will be using the anger abyss image to guide them through understanding the effect anger can have on a person when they are in a conflict. They will also be introduced to different methods that can help overcome their feelings of anger. You will read them a script and periodically ask them to answer questions. They should answer the questions individually on the handout when they are instructed.
5. Ask the students if they have any questions about the instructions and answer any questions they might have.
6. Read the following script to the students. Allow the students enough time to write their answers.

It is a bright, sunny day and you are walking on a path when you stumble over a rock that is right next to an abyss. This rock symbolizes what angers you. We all get angry about different things and whatever angers you can be your rock. This might be something like a misunderstanding between you and a friend or someone lying to you. On the lines labeled as number one next to the rock on “The Anger Abyss” handout, write down what angers YOU in your life. (Allow one to three minutes to complete this task depending on how quickly the students finish.)

Because you tripped on the rock, you lose your balance and you fall into the abyss. The left side of the abyss represents how anger makes you feel. Even though you feel angry, anger often masks other feelings. For example, you might feel regretful, confused, insulted, self-conscious or victimized. As you allow the feelings to overcome your mind, you begin to fall into the abyss. On the lines labeled as number two on the left side of the abyss, write down the feelings behind YOUR anger. (Allow one to three minutes to complete this task depending on how quickly the students finish.)

You land with a thud at the bottom of the abyss. It is dark and lonely in the abyss, but when you look up you are reminded of the sunny day. The bottom represents all the options you have to deal with your anger. You can stay where you are and sit in the anger, cry, take out your anger on other people, feel bad for yourself or try to let go of the anger. On the lines labeled as number three at the bottom of the abyss, write down what you CURRENTLY do when you are really angry. (Allow one to three minutes to complete this task depending on how quickly the students finish.)

While you are sitting at the bottom of the abyss, you realize there is a ladder that you can use to climb up to get out of the abyss. You get up and walk towards the ladder and start climbing. The ladder represents what you can do to recover from your feelings of anger. You can listen to music, exercise, talk to a friend and vent, watch TV or a movie or meditate. On the lines labeled as number four next to the ladder, write down some things YOU would do to stop feeling so angry. (Allow one to three minutes to complete this task depending on how quickly the students finish.)

You are finally out of the abyss. You notice that on the ground is the One-to-One Strategy. You decide to pick it up and use it to solve the conflict that got you so angry in the first place.

7. Ask the students to share their answers for each of the four parts of the abyss.
 - a. The rock (line number one) relates to what angers you. Some examples might be from the “Sources of Conflict” activity in lesson three like an argument, a misunderstanding, stress, something unexpected or a difficult person.
 - b. The left side of the abyss (line number two) represents how anger makes you feel. Some examples might be regret, guilt, bad about yourself, impulsive, confused, insulted, self-conscious, persecuted, victimized, depressed, worried or scared.
 - c. The bottom of the abyss (line number three) represents all the options you have to deal with your anger. Some examples might be staying where you are and sitting in the anger, thinking of your own wants and needs, crying, taking out your anger on other people, screaming, asking “Why me,” feeling bad for yourself or trying to let go of the anger.

- d. The ladder (line number four) represents what you can do to recover from your feelings of anger. Some examples might be listening to music, eating something, exercising, going shopping, calling a friend to vent, writing an email to the person you are in conflict with (and not sending it!), taking a walk or a run, coloring a picture, writing in a journal, watching TV or a movie or meditating.
8. Lead a whole group discussion using the following questions.

Discussion Questions

1. How can the “abyss” help you manage your anger?
2. Why is it important to have anger management tools to call upon when we experience anger?
3. Have you ever experienced being stuck at the bottom of the abyss? How did you manage to climb out?
4. What are some similarities or differences in the way that different people handle anger?
5. How can we help others who are experiencing anger?
6. What can we do to avoid falling into the anger abyss?
7. Is it possible to use the One-to-One Strategy when you are in the Anger Abyss?

Optional Follow-up Activities

1. Have each student keep an anger journal as a tool for when they are at the bottom of the abyss.
2. Give each student their own blank abyss handout to use when they get angry, or when they are looking back at an angry incident.

THE ANGER ABYSS

Middle School / High School

One - to - One
Strategy

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)

LET'S GET REAL

Elementary, Middle and High School

Objective

The students will learn:

- that not all conflicts are solvable.
- that they are not alone.

Materials

- A comfortable place to sit in a circle in a relaxed manner

Procedures

1. Conduct the discussion plan in a place other than “normal.” For example, sit in a circle on the stage in the auditorium, outside in the shade or on the floor in the classroom. Changing the location of this conversation helps the students to better remember the conversation and creates an informal and relaxed environment where the students may feel more comfortable to share.
2. Start the lesson by going around the circle and asking everyone to share his or her favorite smell. This icebreaker question is a bit silly but allows each student to have a voice and breaks any tension in the group. It will create an environment that is open. This is the goal when using the following discussion plan to talk about conflicts that cannot be solved.
3. Explain to the students that there are certain situations and times that exist that do not allow people to solve their conflicts. That is the reality of relationships and life.
4. Use the following discussion plan to facilitate a conversation about times when conflict cannot be solved.
5. Please keep in mind the following:
 - a. Some of the questions could trigger emotions for your students because they might be experiencing issues at home that you are not aware of. Do not pressure any student to speak.
 - b. Use only the questions that you believe are relevant to your group of students.
 - c. There are no right or wrong answers.
 - d. Invite a counselor or social worker to join your group for the conversation if you do not feel 100% comfortable facilitating the conversation on your own.

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 more difficult to 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?

INDEX OF APPLICABLE NEW JERSEY STUDENT LEARNING STANDARDS

Elementary School

Comprehensive Health and Physical Education

Indicator # 2.2.2.A.1	to express needs, wants and feelings
Indicator # 2.2.4.A.2	to demonstrate effects on interpersonal communication when responding to conflict
Indicator # 2.2.2.B.1	to think before acting on a decision
Indicator # 2.2.6.B.1	use effective decision making strategies
Indicator # 2.2.2.B.2	relate decision-making by self and others to one's self
Indicator # 2.2.6.A.1	demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others
Indicator # 2.2.2.B.1	explain what decision making is and why it is advantageous to think before acting
Indicator # 2.2.4.B.3	determine how family, peers, technology, culture and the media influence thoughts, feelings, health decisions and behavior

Social Studies

Indicator # 6.1.4.A.15	collaborate to find solutions
Indicator # 6.1.4.C.1	to evaluate choices for decision making
Indicator # 6.1.P.A.3	demonstrate appropriate behavior when collaborating with others
Indicator # 6.1.4.O.13	culture is expressed through and influenced by behavior of people
Indicator # 6.1.4.A.15	all people collaborate and find solutions when there are challenges in communities
Indicator # 6.1.4.D.19	experiences and events may be interpreted differently by people with different cultural or individual perspectives
Indicator # 6.1.4.A.10	describe how the actions of Dr. Martin Luther King Jr. and other civil rights leaders served as a catalyst for social change and inspired social activism in subsequent generations
Indicator # 6.1.P.A.1	demonstrate understanding of rules by following most classroom routines
Indicator # 6.1.P.A.3	demonstrate appropriate behaviors when dealing with others
Indicator # 6.1.4.D.19	explain how experiences and events may be interpreted differently by people with different cultures or individual properties

INDEX OF APPLICABLE NEW JERSEY STUDENT LEARNING STANDARDS

Middle School

Comprehensive Health and Physical Education

- Indicator # 2.2.6.A.2 to use effective interpersonal skills when responding to conflicts
- Indicator # 2.2.8.B.1 to predict situations that need decision-making skills
- Indicator # 2.2.8.A.1 compare and contrast verbal and non-verbal interpersonal communication strategies in a variety of settings and cultures in different situations
- Indicator # 2.2.8.B.2 justify when individual or collaborative decision-making is appropriate
- Indicator # 2.3.6.C.3 determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco and other drugs by adolescents, such as peer pressure, low self-esteem, genetics and poor role models

Social Studies

- Indicator # 6.1.8.D.4 to analyze ethnic and cultural conflicts
- Indicator # 6.1.8.A.3d discuss decision-making

High School

Comprehensive Health and Physical Education

- Indicator # 2.2.12.A.2 demonstrate strategies to resolve conflicts
- Indicator # 2.2.12.C.1 analyze impact on personal character development
- Indicator # 2.4.12.A.1 compare and contrast how family structures, values, rituals and traditions meet human needs worldwide
- Indicator # 2.2.12.B.1 predict the short and long term consequences of good and poor decision-making on oneself, friends, family and others
- Indicator # 2.5.12.B.1 demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive and cooperative strategies

Social Studies

- Indicator # 6.3.4.C.1 to identify actions that are discriminatory to our solutions
- Indicator # 6.2.12.A.6a evaluate role of cooperation in attempting to solve global issues
- Indicator # 6.1.12.A.1.b analyze how gender, property, ownership, religion and legal status affected political rights

RESOURCES

Association for Conflict Resolution, www.acrnet.org

A professional organization dedicated to enhancing the practice and public understanding of conflict resolution. There is also an annual conference.

The Conflict Resolution Education Connection, www.creducation.org

This website is devoted to the promotion of conflict resolution education (CRE) throughout the world. Its goals include providing CRE instructional materials and a comprehensive network linking CRE related organizations, professionals, policy makers, and educators.

Creative Response to Conflict, www.crc-global.org

A global non-profit organization that educates individuals and groups to transform conflict into positive and constructive experiences that contribute to building a just and peaceful world.

George Street Playhouse, www.georgestreetplayhouse.org

The mission of George Street Playhouse is to enrich people's lives by producing world-class theatre. Their touring productions go to schools and focus on conflict resolution, health and wellness, bullying, environmental sustainability, and character education.

Municipal Alliance, www.gcada.nj.gov/alliance

Municipal Alliances are locally established and offer grants to schools in efforts to prevent alcoholism and drug abuse in communities throughout New Jersey. Conflict resolution programs have been recognized as fulfilling the goal of preventing alcoholism and drug abuse.

National Liberty Museum, Philadelphia. PA, www.libertymuseum.org

The Museum's core themes for young people and adults include leadership and good character, diversity and inclusion, peaceful conflict resolution and civic engagement.