

Lesson:
Conflict Resolution

Materials:

- **Role playing scenarios**
- **Large paper or board to write feelings and ideas**

Length of lesson:
30 Minutes

Discussion Summary:

Conflict resolution means working out a problem or disagreement without fighting, running away or going against your feelings. Knowing how to handle conflicts in a positive way can help people stay safe from violence, feel good about themselves, and learn to respect others. Physical violence, name-calling, threats, bullying, teasing, and other forms of negative communication often escalate conflicts and leads to serious consequences, including physical injury, lowered self-esteem, and punishment. Good communication involves being a good listener, considering and respecting the other person's point of view, working together to think of solutions, and learning to relax the body and calm the mind during high-tension situations. Practicing these positive communication skills can help people make responsible choices during high-tension situations and avoid violence and further problems.

Discussion Questions:

- **How can conflicts be resolved peacefully?**

1. Begin by asking the participants to raise their hands if they've ever been involved in a conflict (ex: a disagreement or a fight with someone). Brainstorm what might cause a conflict (ex: bullying, teasing, gossip, jealousy, prejudice, broken friendships, broken romances, possessions, different points of view, wanting a different outcome to a problem).

2. Ask them to brainstorm some feelings that might go along with being in a conflict (ex: angry, jealous, lonely, scared, confused, disappointed, worried, and sad). Write these feelings on the board or large paper as the students say them.

3. Explain that when we are involved in a disagreement or any conflict, there are choices we can make; every choice we make has a consequence. Explain that learning about conflict resolution, or learning about how to work things out peacefully without fighting, running away, or going against your own beliefs, can keep you safe from violence, make you feel good about yourself, and help you learn to respect others.

4. Explain the role playing activity. For every scenario, watch the set-up scene, have a volunteer come and help resolve the conflict, and then brainstorm ideas together about what choices can be made and what the consequences are of those choices. Demonstrate a

scenario and the conflict resolution. Ask if there are any questions.

5. Ask for volunteers or choose participants to be the actors.

6. Read the scenario and then have participants act out the scenario (see sample scenarios below, or come up with your own). Have someone come in to help resolve the conflict. Step in as needed to give suggestions. Have the participants actually say the words of the peaceful conflict resolution to practice.

7. Have the group identify the problem, the feelings that may be involved, and then have the group come up with a list of choices and their corresponding consequences. Ask: What choices can be made to escalate this incident or make it worse? What choices can be made to resolve this conflict peacefully or make it better? What choices could have been made to avoid this incident altogether? When is it helpful to ask someone (a teacher, a friend, and a parent, a trusted adult) to mediate/step in and help solve a conflict?

8. Finish by asking the participants if they have an example of a positive conflict resolution situation they were part of and would like to share.

Scenarios with scripting:

Scenario #1: “I was sitting here first” (problem: stealing)—Sarah was sitting in a chair. She got up to use the bathroom. When she came back, Dana was sitting in that seat. The person who was sitting there first wants their seat back and the other person doesn’t want to give the seat up. (Choices: hit each other and get into a fight → someone gets hurt, they both get in trouble, no one gets the chair. OR Discuss and explain calmly, both people compromise, get another chair → everyone has a chair, no one gets hurt OR Ask a teacher for help → the teacher assists them discussing and explaining calmly, everyone gets a chair, no one gets hurt.)

Scenario #2: “That’s mine” (problem: stealing)—Jolie and Carrie are sitting next to each other eating a snack. When Jolie turns to talk to another friend, Carrie grabs Jolie’s snack and hides it in her lap. Jolie turns back and notices her snack is gone and suspects that Carrie stole it. (Choices: call names, yell to give back the snack, threaten to slap her if she doesn’t give it back, grab the snack back out of her lap → someone gets hurt, both get in trouble, they stay mad at each other OR discuss and explain calmly or get a teacher, Jolie gives the snack back and apologizes, Carrie accepts the apology → they both get to eat the snack, no one gets hurt or in trouble, they stay friends)

Scenario #3: “I heard you said you didn’t like me”

Kentucky Academic Standards:

PL-6-PW-U-2:

Students will understand that: Interactions with others are an integral part of the human life experience and contribute to healthy relationships.

PL-6-PW-S-SMEH1:

demonstrate social interaction skills by:

PL-6-PW-S-SMEH1.a:

using appropriate means to express needs, wants and feelings

PL-6-PW-S-SMEH1.b:

using and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship)

PL-6-PW-S-SMEH1.c:

recommending effective strategies for responding to stress, conflict, peer pressure and bullying

PL-6-PW-S-SMEH1.d:

interpreting how individuals impact the effective functioning of groups

PL-6-PW-S-SMEH2:

demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively

PL-6-PW-S-SMEH3:

identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making and time management) for addressing these problems

PL-6-PW-S-FCH1:

analyze how personal health choices, individual well-being and use of health services can be influenced by:

PL-6-PW-S-FCH1.d:

physical, social and emotional environments

PL-6-PW-S-FCH1.e:

information from peers

PL-7-PW-U-2:

interactions with others are an integral part of the human life experience and contribute to healthy relationships.

PL-7-PW-U-4:

the environment, lifestyle, family history, peers and other factors impact physical, social, mental and emotional health.

PL-7-PW-U-6:

behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.

PL-7-PW-S-SMEH1:

demonstrate social interaction skills by:

PL-7-PW-S-SMEH1.a:

using appropriate means to express needs, wants and feelings

PL-7-PW-S-SMEH1.b:

using and explaining the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship)

PL-7-PW-S-SMEH1.c:

recommending and justify effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying

PL-7-PW-S-SMEH1.d:

interpreting how individuals impact the effective functioning of groups

PL-8-PW-U-3:

interactions with others are an integral part of the human life experience and contribute to healthy relationships.

PL-8-PW-U-4:

the environment, lifestyle, family history, peers and other factors impact physical, social, mental and emotional health.

PL-8-PW-U-6:

behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.

PL-8-PW-S-SMEH1:

demonstrate social interaction skills by:

PL-8-PW-S-SMEH1.a:

using appropriate means to express needs, wants and feelings

PL-8-PW-S-SMEH1.b:

using and explaining the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship)

PL-8-PW-S-SMEH1.c:

recommending and justifying effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying

PL-8-PW-S-SMEH1.d:

interpreting how individuals impact the effective functioning of groups