

Conflict Management: Lesson One

Lesson Title: Win/Win Situations and Three Ways to Handle Conflict

Objective: To learn effective ways to handle conflict

Grade: 6/8 Time: 25-30 minutes

Materials: Board and Marker, 'Three Ways to Handle Conflict' sheet

1. Tell the students that we are starting a unit on how to handle conflicts in a polite and effective manner. Ask the class to define conflict. One definition is: Conflict: disagreement.
2. Ask the students to choose one emotion or feeling people that most often have during a conflict or disagreement. (Mad or Angry). It is not easy to be polite when you are mad or angry. That is why handling conflicts in a polite manner is very difficult but most effective. Tell the class that we will explore this concept later.
3. Conflicts will happen for the rest of your life. You are about to learn a life-long skill. You will learn effective ways to deal with conflicts.
4. Have students choose partners and sit across from each other. Ask the students to put one hand on top of their partner's hand. Tell them they are going to play a game where the goal is touch the back of you partner's hand as many times as you can for one minute. Both students should keep track of their own score.
5. After one minute, ask how many people touched their hands 0-5 times, 6-10 times, 11-15 times and over 15 times.
6. Have the students repeat the activity and tell them the goal is to see how many times you and your partner can touch each other's hand as a group, not to touch your partner's hand more than they touched yours.
7. After one minute, ask how many people touched their hands 0-5 times, 6-10 times, 11-15 times and over 15 times.
8. Talk about how the second time, the groups touched each other's hands more. Discuss the concept of lose/lose, win/lose and win/win situations, and relate that concept to conflicts. When people do not handle conflicts in a polite manner, it usually ends up in a lose/lose situation.
9. Discuss three polite and effective ways to handle conflict. They are: 1) Talk it out, 2) Ignore it, 3) Get help. Being able to talk it out usually leads to a win/win situation. There are times when ignoring it or getting help is the best choice when handling a conflict.
10. Have a student volunteer come up in front of the class and trip as you walk by. Do this exercise four times. Yell at that them the first time and call them stupid. Discuss how this reaction is not polite and will usually end up in a lose/lose situation. Repeat the tripping skit three more times, using talk it out, ignore it and get help to resolve the conflict in polite manner.
11. Ask the students to get out a piece of paper and use the three methods to handle conflict for these situations. Have them explain why they chose their solution.
 - a) Somebody takes a pencil from your desk.
 - b) Someone finds out your locker combination and steals your coat.
 - c) Somebody makes fun of the shirt you are wearing.
 - d) A classmate calls your mom a name.
 - e) Somebody breaks your pencil on purpose.
12. Review win/win situations and the three ways to handle conflict politely and effectively.
13. Ask the teacher if you may post the Three Ways to Handle Conflict Sheet on the wall.

3 Ways to Handle Conflict Politely and Effectively

1. TALK IT OUT

2. IGNORE IT

3. GET HELP

Conflict Management: Lesson Two

Lesson Title: Looking at the good in others and ourselves. Being proud

Objective: To know the importance of having a positive attitude /being proud and how this attitude helps students handle conflicts effectively

Grade: 6/8

Time: 25-30 minutes

Materials: Board and Marker

1. Review the three ways to handle conflict.
2. Draw a picture of a half-full glass on the board. Ask the class if the glass is half-full or half empty. Tell the class that you can look at the positive or negative side of things. Explain how there is good and bad in most everything. Each individual chooses his or her own attitude.
3. Ask the students to raise their hands if they know someone who gets in many conflicts and has a negative attitude. Do they handle conflicts in a polite and effective manner?
4. Ask them to raise their hands if they know someone who is well liked, positive and doesn't get in many conflicts. Do they handle conflicts in a polite and effective manner? Then ask if anyone can name one of the major reasons that people get into conflicts and have a negative attitude. Explain that people who feel good about themselves and feel pride about aspects of their life usually have fewer conflicts and have a more positive attitude.
5. Have the students put their name on the top of piece of paper. Ask the students to pass the paper to their left. Have the students write something on the sheet that should make the other person proud. Give examples: nice hair, positive attitude, good at math, honest, funny, fun, dependable, kind, good at basketball, etc. Repeat passing the paper a few times.
6. Have the first row come up to the front of the class with their paper. Line the students up. Read one of the pieces of paper and ask the students to guess who it is. (Do you think it is Tasia? Ronnie? Bee? etc..) Repeat this exercise for all rows.
7. Review the half-full cup, attitudes, being proud and looking at the positive traits of others. Relate how people who know traits they are proud of tend to be happier, have more friends and have fewer conflicts. They tend to be students who will try to handle conflicts in a polite and effective manner.

Conflict Management: Lesson Three

Lesson Title: Feelings and Conflicts

Objective: To understand how recognizing and controlling your feelings can be a key component to resolving conflicts

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker

1. Review the half-full cup, attitudes, being proud and looking at the positive traits of others. Relate how people who are proud of something tend to be happier, have more friends and have fewer conflicts. They tend to be students who will try to handle conflicts in a polite and effective manner.
2. Ask the students to write down as many emotions or feelings as they can. Tell them that one example is happy. Give them about three minutes to write down the emotions.
3. Have the students share their answers to the class. Write the responses on the board. You can write some more emotions on the board that you think are important. Some examples are proud, excited, jealous, frustrated, lonely, surprised and worried.
4. Ask for student volunteers to pantomime one of the emotions on the board. Have the students raise their hands if they think they can guess the emotion. Let the student who pantomimed call on the students to guess the emotion.
5. Explain to the students that being able to recognize your feelings is the first step to resolving conflicts. Almost all conflicts involve a strong emotion. Some of the most common emotions are anger, sadness and jealousy.
6. Tell this story. A girl was walking down the hall with many books in her arms. A student was running down the hall and ran into her. Books flew all over the hall. Ask the students to write down what emotion you think the girl feels and how she could control this emotion to handle the conflict. Have students share answers with class.
7. Tell this story. A boy heard his best friends talking about a party they were having on Friday night and could tell he wasn't going to be invited. Ask the students to write down what emotion you think the boy feels and how he could control this emotion to handle the conflict. Have students share answers with class.
8. Tell this story. A girl finds out that her best friend is going out with a boy she has had a crush on for a long time. Ask the students to write down what emotion you think the girl feels and how she could control this emotion to handle the conflict. Have students share answers with class.
9. Review the role feelings or emotions play in a conflict.

Conflict Management: Lesson Four

Lesson Title: Speaking Clearly/Empathy

Objective: To speak clearly when in conflict/the role empathy plays in resolving conflicts

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker

1. Review the role feelings or emotions play in a conflict.
2. Have students tell you a few words they think of when they hear the word conflict. Example: fight, mad, solution. Write words on the board.
3. Ask students to identify which words on the list are positive, negative or neutral. Example: Negative: hurt, sad Neutral: disagreement Positive: solution
4. There will be many more negative words. Explain that conflict can be positive and have the class find more positive words: Example: solution, learning, choices, peaceful.
5. Ask the class what empathy is? To see things from another person's point of view or to walk in another person's shoes. People who are empathic are most likely to handle conflicts politely and effectively. Ask the class: Why? Because trying to see things from another person's point of view brings understanding that leads to an effective resolution. Empathy is a key to polite and effective resolution of conflicts.
6. Ask the class to write down what you are thinking and feeling today teaching the class. You write down what you think the students are thinking and feeling. Share with the class what you wrote down. Get their feedback on if what you wrote is correct. Ask them to share what they wrote. Give them feedback.
7. Tell the class that another key to handling conflicts is to speak clearly. If someone trips you and you say, "You're Stupid! I hate you! This is not speaking clearly. The ending to this conflict will probably be bad. Explain to the class why.
8. Write on the board: I feel _____ when you _____. (Note: there is a space between the second and third line.) Then write: I feel mad when you trip me. Stop it. Talk about how that tells the person how you are feeling, what they did and what you want to happen.
9. Tell the class: A friend takes your bike without permission. I feel _____ when you _____. Fill in the blanks and write it on a piece of paper.
10. Tell the class: A friend is picking on a smaller student. I feel _____ when you _____. Fill in the blanks and write it on a piece of paper.
11. Review positive, neutral and negative aspects of conflict, empathy and speaking clearly.

Conflict Management: Lesson Five

Lesson Title: Talking It Out

Objective: To talk clearly when you are in a conflict

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker, Talk It Out sheet

1. Review positive, neutral and negative aspects of conflict, empathy and speaking clearly.
2. Ask for a student volunteer who will argue with you in a role-play. Some suggestions for the role-play are: who was in line first, whether the person ripped your paper on purpose or about when the person will bring back a shirt they borrowed. Break a few of the rules of being able to talk it out. 1) Have a positive attitude about solving the problem 2) Don't yell 3) Listen 4) Don't interrupt 5) Be honest 6) No name calling
3. Introduce the six ways to help people talk out conflicts. Show the Talk It Out sheet. Explain that many times the best way to handle conflict politely and effectively is to talk it out. This often leads to the most understanding and long-lasting resolution.
4. Split the class up into groups of two. Ask each group to rank the six rules of Talking It Out in order of importance. Have each group share with the class how their rankings.
5. Ask each group to prepare a role-play. The role-play should be a conflict where they break one of the Talk It Out rules. Have the class guess which rule they broke.
6. Ask the groups to prepare a second role-play. This role-play should be a conflict where successfully talk it out. Have the class discuss what they used in the Talk It Out sheet.
7. Review ways of Talking It Out.
8. Post the Talk It Out sheet.

Talk It Out

1. Positive Attitude
2. Don't Yell
3. Listen
4. Don't Interrupt
5. Be Honest
6. No Name Calling

Conflict Management: Lesson Six

Lesson Title: Review of Conflict Unit

Objective: To reinforce concepts taught in first five lessons

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker

1. Explain to the students that this is the last conflict unit lesson. Handout the Conflict Review Sheet and go through it with the students. Pick up the papers when finished.
2. Split the class up into two groups.
3. Play Jeopardy. Write a Jeopardy game on the board and leave the squares empty. (The questions you ask are on the Conflict Review Sheet.)
4. Play Final Jeopardy. The teams can bet none, some or all their points.

Conflict Review Sheet

Conflicts

1. Conflict: disagreement
2. How long can you use the skills leaned in this unit? All your life
3. What are some negative words associated with conflict? Hurt, sad, fight, punch
4. What are some positive words associated with conflict? Solution, learning, choices

Resolving conflicts

1. What are the three ways conflicts get resolved? Win/Win, Win/Lose, Lose/Lose
2. What are three ways to handle conflict? 1) Talk it out 2) Ignore it 3) Get help

Being proud and having a positive attitude

1. What does the half-full or half-empty glass mean? That we can look at the positive or negative side of things.
2. Give some characteristics of people who have pride about things in their life? They tend to be happier, have more friends and have fewer conflicts.

Miscellaneous

1. How do we hope conflicts will be handled at [Battle Creek]? Politely and effectively
2. What are the six Talk It Out rules? 1) Have a positive attitude about solving the problem, 2) Don't yell, 3) Listen, 4) Don't interrupt, 5) Be honest, 6) No name-calling
3. What is empathy? Putting yourself in another's shoes