

Conflict Resolution

ESTIMATED TIME

1 class period

PREREQUISITES

- This lesson is related to Lesson 20, *Listening*, and Lesson 26, *Giving and Receiving Constructive Criticism*
- The posters can be created in a computer lab or by hand (will need paper, markers, colored pencils, lettering tools, etc).

RESOURCES AVAILABLE

- *Conflict Resolution Rubric*
- *Copier Fight Role Play*
- *Steps To Conflict Resolution*
- *Association for Conflict Resolution Poster*
- *Conflict Scenarios*
- *Conflict Resolution Quotes*

ACROSS THE CURRICULUM

Conflict happens often in a school setting. Students have conflicts with other students, students with teachers, and students with parents. Students who can effectively resolve conflicts between themselves and others, as well as help to mediate conflict between other students, will be an asset to any classroom.

LESSON GOAL

Explore the need for conflict resolution and develop the skills necessary to implement conflict resolution techniques.

Essential Question

What are effective strategies for resolving conflict?

Student Expectations

1. Define and discuss conflict resolution.
2. Create scenarios in which people are experiencing a conflict.
3. Participate in a conflict resolution procedure.
4. Create a poster or guide for others to resolve conflict.
5. Write a reflection about an experience implementing conflict resolution skills.

LESSON OBJECTIVES

1. Identify conflict management style.
2. Understand how conflicts escalate, and what students can do to prevent that from happening.
3. Implement conflict resolution techniques at site.

RATIONALE

Students often struggle with conflict in the school, home, and work setting. Each student has his or her own personal style, method of interacting with others, set of goals, list of needs, and differing backgrounds. When all of those factors are mixed together (along with the emotional rollercoaster that is adolescence), it is easy to see why conflict seems to be an expected and natural part of the school day.

However, conflict may be viewed positively. Conflict can be an agent for social change, school improvement, self awareness, social and professional growth, and deeper understanding and respect for those around us. In order for conflict to be a positive force, the people dealing with it must be equipped with the tools and techniques to effectively resolve conflict.



Conflict Resolution Rubric



Steps to Conflict Resolution



Copier Fight Role Play

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Conflict Resolution Rubric* to introduce the lesson and explain how students will be evaluated. Explain that this lesson is designed to give them some of the skills they will need to deal with conflict effectively and peacefully. Then discuss the following.
 - a. Students often struggle with conflict in the school, home, and work settings. Think about a recent conflict you experienced. Who was it with? What was it about? Did you figure out a good solution or is it still a problem? What does conflict cost you?
 - b. Why do people have conflicts? (Each student has his or her own personal style, method of interacting with others, set of goals, list of needs, and differing backgrounds. When all of those factors are mixed together, it is easy to see why conflict seems to be an expected and natural part of the school day, and at site with a mentor.)
 - c. How often, on average, do you come into conflict?
 - d. Can anyone think about what kind of positive outcomes can come from conflict? Do you have an example? Here are some positives.
 - i. **Increased Understanding** When you resolve conflict, you have to do it through discussion. By talking together, you gain insight into a person's life creating empathy.
 - ii. **Increased Emotional Safety** When a problem is handled with understanding and in a way that both people feel good, people feel better about where they work
 - iii. **Increased Self Awareness** When you are confronted with conflict, you are pushed in a way you wouldn't normally be. This gives you an amazing opportunity to examine yourself, your goals, who you are, and how you want to be perceived.
 - e. What are some obstacles to making positive outcomes out of conflict? (People can be stubborn or addicted to being "right" as a way to make them feel worthwhile, or just unprepared with the skills.)
 - f. You can't be responsible for other people's actions, but you can create the possibility for a resolution by knowing and trying these steps. Hand out *Steps to Conflict Resolution* and discuss.
 - g. Then hand out *Copier Fight Role Play* and *Conflict Scenarios*. Discuss how each person in a conflict has a point of view. Have students make recommendations about how to resolve these conflicts.

ASSESSMENT

Discussion Contribute to discussion to develop an understanding of the importance of conflict resolution.

2. **INDIVIDUAL** Have each student write a scenario from an actual experience. Write out the dialogue between the two people (paraphrase) OR describe the situation from both points of view. Use *Copier Fight Role Play* and *Conflict Scenarios* as examples, if needed.

ASSESSMENT

Scenarios Write out one conflict scenario from an experience as an opportunity for practice.



Conflict Scenarios and Quotes



Association for Conflict Resolution Poster



Student Pages

3. SMALL GROUP Have students divide into small group, and role play each other's scenarios, working through the *Steps to Conflict Resolution*.

ASSESSMENT

Resolving Conflict Work with another student to practice the skills to resolve a fabricated conflict.

4. WHOLE GROUP Discuss the *Steps to Conflict Resolution* with students using these questions.

- Would you change anything in the steps?
- Would you add anything?
- How did the *Steps* work for you in the role play?
- How could it have worked for you to resolve a conflict in the past?

Hand out the *Conflict Resolution Quotes* and have each student choose one that is meaningful. Then hand out or display the *Association for Conflict Resolution Poster* as an idea for representing steps to conflict resolution.

5. INDIVIDUAL Have students make their own *Steps to Conflict Resolution* following these directions.

ASSIGNMENT 1

- Make it in a list form, in the form of a poster that other students, teachers, parents, and others will see, or some other form.
- Make the list detailed, well designed, aesthetically pleasing, easy to read, and correct in spelling and grammar.
- Have someone else check it and address any comments before creating the final piece.
- Share the list with the class.
- Use the *Sakai* Assignments Tool to submit the list for evaluation.

ASSESSMENT

Conflict Resolution Poster Use discussion and learning to create an information poster to help others resolve conflict.

REFLECTION

Have students write a reflection on the following prompt. Have them use the *Sakai* Assignments Tool to submit their reflections.

ASSIGNMENT 2

Record, describe, and explain a time after this lesson in which you utilized conflict resolution techniques.

- Why is it important to resolve conflict?
- How does it benefit you?
- What conflicts do you notice that you are more likely to be in? Why is this?
- What can you do to lessen the possibility of conflict?

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule.

EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Ohio Academic Content Standards

Fine Arts Grade 10

Benchmark A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.

Grade Ten

1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style.

Benchmark B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.

2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work.

3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks.

ASSESSMENT

Reflection Demonstrate understanding of Conflict Resolution.

ASSESSMENT

Use the *Conflict Resolution Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students on IEPs might need additional practice with someone they trust, or a detailed script to run through.

GIFTED AND TALENTED

Gifted students might decide that they would like to educate others on conflict resolution and function as student teachers, training video creators, workshop leaders, or peer mediators. Peer mediation would require additional research and training, but could be an excellent extension of this lesson and support student-focused and organized school improvement.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

Access these sites for information and activities to promote conflict resolution.

- Very complete facilitator's guide: <http://www.ifuw.org/training/pdf/conflict-facilitator-2001.pdf>
- Great resource from Ohio.gov: <http://disputeresolution.ohio.gov/schools/skillsconcepts.htm>
- A bit elementary, but still a nice interactive resource: <http://www.amit.org.il/learning/english/ConflictResolution/index.htm>
- Techniques and strategies for cooperative conflict resolution: <http://www.studygs.net/confres.htm>
- Grades 9 to 12 • Personal Health Series Conflict Resolution: http://classroom.kidshealth.org/classroom/9to12/personal/growing/conflict_resolution.pdf

BOOK SOURCES

- Drew, Naomi. *The Kids' Guide to Working Out Conflicts: How to Keep Cool, Stay Safe, and Get Along*. Free Spirit Publishing, 2004. Author Naomi Drew describes common forms of conflict, the reasons behind conflicts, and positive ways to deal with difficult circumstances. Includes tips for countering bullying, calming down, lessening stress and tension, letting go of anger and resentment, and eliminating put-downs and other hurtful language.
- Manktelow, James. "Conflict Resolution." Mind Tools, Ltd. Aug. 2003. 12 June 2008 <http://www.mindtools.com/pages/article/newLDR_81.htm#irb>.