

# Lesson 7

## Work It Out - Conflict Resolution

### Rationale

Conflict is an everyday part of pro-social development and peer bonding. Children who can recognize the precursors to conflict and who are skilled in employing strategies to resolve conflict can build stronger, healthier relationships. Children who respect differing opinions and the needs of others seek peaceful solutions to conflict.

### Character Education

This lesson promotes these character traits:

Cooperation      Responsibility      Respect      Honesty

### Objectives

Following this lesson, the student will be able to:

- Define conflict
- Discuss conflict as universal, natural, and normal
- Discuss the possible consequences of an unresolved conflict
- Differentiate cooperation and competition
- Demonstrate the effectiveness of cooperation and the ineffectiveness of competition in a conflict situation
- Demonstrate problem solving skills and evaluate the effectiveness of the solution

### Activities

1. **Different Points of View** .....5 minutes
2. **Resolution Roadmap** ..... 10 minutes
3. **The Peaceable Path** .....15 minutes
4. **Pop-Up Review** ..... 15 minutes

### Materials

In this lesson, you will need:

- Student Workbook pages 19-20
- Approaches to Conflict Poster (in your kit)
- Pop-Up Game Cards (in your kit)
- Home Workout 7, Teacher’s Manual page 94

### Before You Start

- Distribute the Student Workbooks at the beginning of the lesson.
- Review the Pop-Up Review Game Cards, and lesson script on Teacher’s Manual page 92.
- To reinforce the skills taught in this lesson, prepare journal activities or lesson extenders from the **Looking for More?** section to assign at the beginning or end of your classes throughout the week.
- Make a copy of **Home Workout 7** for each student. Distribute at the end of the lesson.

## Lesson 7: Work It Out - Conflict Resolution

### 1. Different Points of View

In our last lesson, we talked about how people have different likes and dislikes and different opinions. Let's look at an example. Open your workbooks to page 19 to the section titled "Family Feud." In this cartoon, a dog showed up in a family's yard. The family posted signs around the neighborhood, but no one claimed him. Now, they have to decide whether or not to keep the dog. I need four volunteers to read each family member's point of view.

✂ Choose four volunteers to read aloud each family member's point of view.

Does the Dad think they should keep the dog? 🗨 Yes. Why? 🗨 He's protection.

Does the Sister think they should keep the dog? 🗨 Yes. Why? 🗨 He's fun to play with.

Does the Brother think they should keep the dog? 🗨 No. Why? 🗨 He's extra chores.

Does the Mom think they should keep the dog? 🗨 No. Why? 🗨 She's allergic.

Everyone in the family is looking at the same dog, but they each see the dog differently. Each family member has a different point of view. Nevertheless, they still have to decide whether or not to keep the dog. They have a problem. What's another word for "problem"?

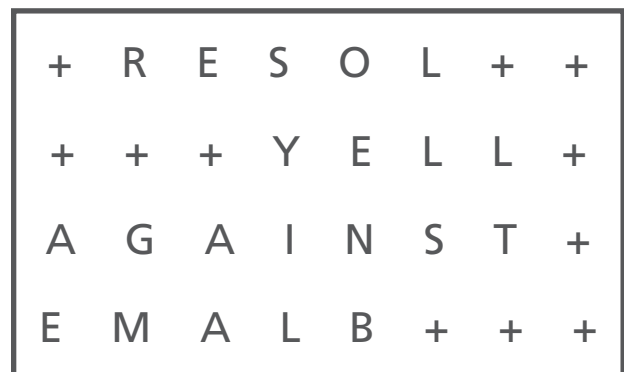
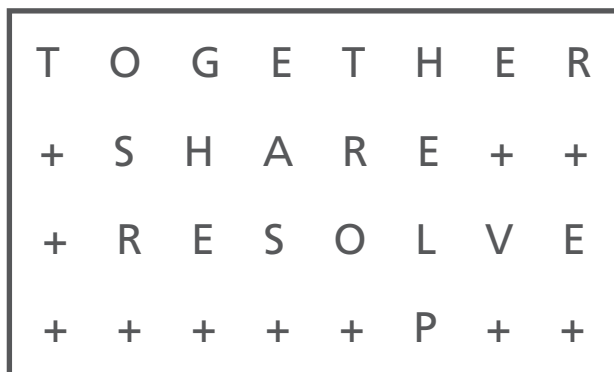
✂ Situation, difficulty, argument, disagreement, etc.

Another word for problem is conflict. A conflict is a problem with at least two sides. Conflicts happen when people have different goals, opinions, or points of view. How many of you have been in a conflict with someone? ✂ Encourage students to raise their hands. How do you feel when you are in a conflict? 🗨 Frustrated, uncomfortable, mad, sad. Conflicts are a normal part of everyday life, but they can cause uncomfortable feelings like frustration, anger, and sadness. The better we manage our emotions, the more likely we are to reach a peaceful resolution.

### 2. Resolution Roadmap

For example, the family we just met needs to decide whether or not to keep the dog. To get to a peaceful resolution, they first need to have the right attitude.

Look at the next section in your workbook titled "How Do We Get There?" First, solve each word search. Once you have circled all the hidden words, the remaining letters in each word search – when read from left to right, top to bottom – will reveal an attitude the family members could bring to the conflict. Write the letters on the line below each word search to reveal the two different attitudes. ✂ Allow time for students to complete the activity.



What two attitudes could the family members bring to the conflict? 🗨 Cooperation or competition. Very good.

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If the family competes, one side will get what they want and the other side won't. Would the whole family be happy with this outcome? 🗨️ *No.* There is nothing wrong with competition in sports. Competition makes the game exciting. However, when you bring a competitive attitude to a conflict, it can cause anger and frustration, and make the problem worse.

If the family cooperates, they can work together to resolve the conflict. Would the whole family be happy with this outcome? 🗨️ *Yes.* In a conflict, taking into consideration how the other person feels shows you respect and care about them. It shows you want to work together to find a solution that makes you both happy.

In a moment, I will read a series of statements. You will tell me which statements are respectful and show you want to cooperate and which ones are competitive and would make a conflict worse.

If the statement would help resolve the conflict, say, "cooperate." If the statement would make a conflict worse, say, "compete."

Who cares if you're upset? 🗨️ *Compete.*

It's your fault we can't agree! 🗨️ *Compete.*

What do you think? 🗨️ *Cooperate.*

I don't agree with you, but I respect how you feel. 🗨️ *Cooperate.*

I'm yelling at you because you're yelling at me! 🗨️ *Compete.*

Let's shake hands and agree to start over. 🗨️ *Cooperate.*

Very Good! You're off to a good start, and you're heading in the right direction to resolve a problem.

### 3. The Peaceable Path

Now that we've decided cooperation is the way to go, let's discuss five cooperative approaches to resolving conflicts. Turn to workbook page 20 to the section titled "The Peaceable Path."

✂️ *Display the Approaches to Conflict Poster.*

Who can tell me the definition of Win-Win? 🗨️ *We find a solution that we both like.* That's right; in a win-win you work together to think of creative solutions and choose the one that lets you both get what you really want or need. For example, your mom lets you and your sister decide what to have for dinner. You want spaghetti, but your sister wants pizza. To go for a win-win, what would you do? ✂️ *Encourage student response.* That's right; you would each come up with dinner options until you find something you both think would be delicious.

Who can tell me the definition of Compromise? 🗨️ *We both give a little to get a little. We share.* Very Good! In a compromise, neither person gets everything because they both agree to give up part of what they want in order to resolve the conflict. For example, you're on a family vacation and you want to go to the beach, but your sister wants to ride bikes. How could you compromise and avoid major family drama? 🗨️ *You could go to the beach in the morning and ride bikes in the afternoon. You could ride bikes to the beach.*

Who can tell me the definition of Agree to Disagree? 🗨️ *Instead of arguing, we respect that we have different opinions.* Exactly! Sometimes people can't reach an understanding because they have different points of view, but they don't want to fight about it.

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**Who can tell me the definition of Don't Sweat the Small Stuff?** 🗨️ *If it is a small problem, let it go.*  
That's right; if it's a small problem let it go. Small problems aren't worth getting upset about.

**Who can tell me the definition of Get Help?** 🗨️ *Ask a responsible adult to help resolve the problem.*  
If you don't feel comfortable or you aren't sure how to resolve the conflict on your own, get help from a responsible adult. Who is a responsible adult you would ask to help you resolve a conflict?  
🗨️ *Mom, dad, teacher, coach, grandparent, etc.*

Now, let's act out some mini dramas to practice using these cooperative approaches to resolving conflicts. Look in your workbooks at the first mini drama "Terrific Teamwork." I need two volunteers to read the roles of the characters. I will play the role of the Narrator. Once we have finished reading each mini drama, you will identify the approach that was used and write it on the blank lines next to each conflict. Be prepared to share your answers.

✂️ *For each mini drama, call on two student volunteers to read the roles of the characters. The student readers will read their lines from their desks.*

**Lights, camera, action!**

Cast of Characters:

Karim • Lexie

**Narrator:** Karim and Lexie are planning their magic act for the school talent show.

Karim: I think card tricks are really cool.

Lexie: I prefer coin tricks.

Karim: How about we do a card trick and then make a coin disappear?

Lexie: That works for me!

**Which approach did Karim and Lexie use to resolve the conflict?** 🗨️ *Compromise.* That's right; in a compromise, neither person gets everything because they both agree to give up part of what they want in order to resolve the conflict.

I need two volunteers to act out the second mini drama, "Yucky Yellow." ✂️ *Call on two student volunteers to read the roles of the characters.*

**Lights, camera, action!**

Cast of Characters:

Liam • Mario

**Narrator:** Mario can't find his yellow jacket. He accuses Liam of taking it.

Liam: I didn't take your jacket. I don't even like the color yellow!

Mario: I'm not talking to you until you return my jacket.

Liam: But I didn't take it!

**Narrator:** Liam doesn't want Mario to think he's a thief, so he asks the teacher what he should do.

**Which approach did Liam use?** 🗨️ *Get help.* That's right; Liam wasn't sure how to resolve the conflict, so he asked his teacher for help.

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**I need two volunteers to act out the third mini drama, “When Life Gives You Oranges.”**

✂ Call on two student volunteers to read the roles of the characters.

**Lights, camera, action!**

Cast of Characters:

Alex • Mia

**Narrator:** Alex and Mia are at a soccer game. Alex returns from the concession stand.

Alex: Here’s your orange soda.

Mia: Orange soda? I wanted lemonade.

Alex: Oops. I guess I got confused.

Mia: It’s no big deal. I like orange soda, too.

**Which approach did Mia use?** 🗨 Don’t Sweat the Small Stuff. Sometimes a small disagreement isn’t worth the risk of escalating the conflict. So if it’s a small problem, let it go.

**I need two volunteers to act out the fourth mini drama, “Tubular Time.”** ✂ Call on two student volunteers to read the roles of the characters.

**Lights, camera, action!**

Cast of Characters:

Madison • Henry

**Narrator:** It’s a sunny Saturday. Madison and Henry are deciding what to do.

Madison: We could go to the skate park.

Henry: Or ask my mom to take us to the mall.

Madison: I’ve got it! Let’s go with my big brother to check out the surfing contest at the beach.

Henry: Yes! That sounds awesome!

**Which approach did Madison and Henry use?** 🗨 Win-Win. To go for a win-win, each person comes up with different ideas until they both agree on what to do.

**I need two volunteers to act out the last mini drama, “The Princess and the Martian.”**

✂ Call on two student volunteers to read the roles of the characters.

**Lights, camera, action!**

Cast of Characters:

Bobby • Penny

**Narrator:** Bobby and Penny are talking about characters in a race car videogame.


Bobby: The Martian is definitely the fastest.

Penny: I disagree. The Princess always zooms by the Martian.

Bobby: Well, I played yesterday and won every race with the Martian.

Penny: I guess we just have different opinions about who’s fastest.

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Which approach did Penny use?  *Agree to Disagree.* **Very good; in situations where there is no chance of agreement and arguing about it would make the conflict worse, agreeing to disagree will resolve it.**

### 4. Pop-Up Review

You did an excellent job acting out the mini dramas. Now, we're going to play a game called "Pop-Up Review" to continue practicing cooperative approaches to resolving conflicts. In a moment, I will divide the class into teams and assign one spokesperson per team. The spokesperson will be the person who announces your team's final answer.

 *Display the Pop-Up Game Cards.*

To play the game, I will draw a card from the deck and ask Team 1 a question. Team 1 will have a few seconds to quietly discuss the answer, and then the spokesperson will announce the final answer. If other teammates shout out the answer, the team will not get a point, and the question will automatically go to the next team.

If Team 1 answers correctly, they get one point and then it is Team 2's turn to answer a different question. If Team 1 answers incorrectly, the question goes to Team 2.

Each time the question is answered incorrectly by a team, it is passed to the next team. If all teams answer the question incorrectly, I will share the answer and no team will get the point.

Here's the catch. I will only read the question two times, so pay attention to the question in case a team doesn't get it right. For example, if a team asks me to read a question twice and they get it wrong, I won't read the question again for the next team. I will just ask for an answer.

Mixed into the Review Cards are Pop-Up Cards. Some Pop-Up Cards allow your team to earn additional points by doing an exercise, like jumping jacks or arm circles. In order to earn the extra point, all team members must do the exercise. Some of the Pop-Up Cards require that your team choose another team to do the exercise with you. In this case, both teams doing the exercise get one additional point.

**The team with the most points at the end of the game wins. Are there any questions?**

 *Allow time for students to ask questions.*

### Let's play Pop-Up Review!

 *You will be the scorekeeper. Draw a chart with 3-4 columns on the board to keep score for each team. Divide the class into 3-4 teams and choose a spokesperson for each team.*

 *Allow time to play Pop-Up Review. Congratulate the winners.*

**Today, we learned that approaching a conflict with a cooperative attitude can lead us from a problem to a peaceful resolution. Now it's your turn to be a leader and show your peers that when you work together you are more likely to resolve conflicts peacefully.**

 *Collect the game materials.*

 *Collect Student Workbooks.*

 *Distribute Home Workout 7.*

# Looking for More?

## Supplemental Activities & Resources

### Journal Assignments

**3-2-1 Summary:** Write three things you learned about how to approach conflicts so they can be resolved. Then, list two things about conflict resolution you will share at home. Finally, write one thing you will tell a friend about how working together to resolve conflicts can help you build a stronger friendship.

### Language Arts Extender

Write a letter to Ask Amy, the advice column in your school's newspaper. Anonymously ask Amy for advice on how to resolve a conflict situation at school. We will then put all of the letters in a pile and redistribute them to the class. When you receive someone's letter, pretend to be Amy and write a response. In your response, recommend one of the five cooperative approaches to conflict and explain why you chose it. What is the benefit of cooperating to resolve a conflict?

### Art Extender

Design a board game to practice cooperative approaches to resolving conflicts. Your game should include at least 10-15 conflict situations that need to be resolved. Your game should also include rules for playing. Play the game with a small group of students in your class.

### Around Town

We will invite a community member to discuss a local topic of interest. For example, the positive and negative consequences of using public space for private events, the pros and cons of reducing driving lines to add bike lanes, etc. The community member will summarize the conflict and discuss the different points of view. Afterward, as a class, we will have a respectful discussion about how to approach the conflict in order to resolve it. If the problem has been resolved, we will then ask the community member to share how it was resolved.

### Into Action

Create posters to illustrate each of the five cooperative approaches to conflict. Display the posters around the school to show other students how to work together to resolve conflicts.

# Home Workout 7

for adults and kids together

*Conflict is an everyday part of pro-social development and peer bonding. Children who can recognize the precursors to conflict and who are skilled in employing strategies to resolve conflict can build stronger, healthier relationships. Children who respect differing opinions and the needs of others seek peaceful solutions to conflict.*

In class today, we learned that a conflict is a problem with at least two sides. Even though conflicts can be frustrating, they are a normal part of everyday life. Approaching conflict with a cooperative attitude can lead you from a problem to a peaceful resolution. In this activity, you will continue to help your child learn and practice the cooperative approaches to everyday conflicts.

## Activity: Resolving Everyday Conflicts

With your child, review the five cooperative approaches to conflict.

**Win-Win** – *We find a solution that we both like.*

**Compromise** – *We both give a little to get a little. We share.*

**Agree to Disagree** – *Instead of arguing, we respect that we have different opinions.*

**Don't Sweat the Small Stuff** – *If it is a small problem, let it go.*

**Get Help** – *Ask a responsible adult to help resolve the problem.*

Now, read the WHO, WHAT, WHERE, and WHEN for each conflict situation. Discuss which conflict approach the characters could use to resolve the problem. In the HOW column, write how the characters could use the conflict approach you chose.

|   | WHO                               | WHAT   | WHERE                   | WHEN                 | HOW   |
|---|-----------------------------------|--|-------------------------|----------------------|-------|
| 1 | A Mom and her daughter            | Disagree about bedtime   | At the dinner table     | On Sunday night      | _____ |
| 2 | Two best friends                  | Disagree about what to wear on twin day                                      | In the Cafeteria        | On Tuesday afternoon | _____ |
| 3 | Two neighborhood kids             | Disagree about which professional basketball team will make it to the finals | On the basketball court | After school         | _____ |
| 4 | A big sister and a little brother | Disagree about what TV show to watch   | In the living room      | On Thursday night    | _____ |
| 5 | Two classmates                    | Disagree about whose textbook is whose                                       | In the classroom        | On Friday morning    | _____ |

Student Name: \_\_\_\_\_

Adult Signature: \_\_\_\_\_