

Activity 12

Title:	Resolving Conflict
Focus:	Self Concept and Relationships
Time:	50 minutes
Guiding Question:	How do people resolve conflicts successfully? Will our students be able to define conflict and become aware of various strategies to handle it.
Connections:	Competencies: Student Development / Addressing Student Needs – Building Relationships
Rationale/ Background:	All relationships suffer from conflict. How people deal with this conflict is variable in style and effectiveness. This lesson is designed to have students examine a more generalized and serious form of conflict – war and then relate many of its facets to their own types of conflicts.

The Learning Experience

Setting The Stage Tips to the Teacher	<p>Activity 1: <i>Students will understand the word "conflict."</i></p> <ul style="list-style-type: none"> (i) The teacher shows the students various pictures depicting conflict. (ii) In pairs, students brainstorm all of the words they can in connection to the word, "Conflict". (iii) The teacher writes down on the board all of the words the class comes up with. (iv) The class creates a definition of the word conflict. <p>Activity 2: <i>Students will recognize that conflict is all around them.</i></p> <ul style="list-style-type: none"> (i) The students and teacher gather a lot of magazines (especially news magazines), glue, construction paper, pens, paint tape, and scissors. (ii) Students individually find and cut out images and/or words that represent things that make them feel uncomfortable or ill at ease. (iii) Students make collages. (iv) Students put their collages in front of the classroom and everyone stands up and gathers around them. (v) Students introduce their collages and share why they chose those specific words and images, how they felt when they created their collage and if they realize anything specific about themselves or their culture when looking at the other collages. (vi) Students write a list of things they could do to make their life /society more peaceful and share their ideas with the class. All of the ideas are written on the board. (vii) Students may wish to experiment by taking one or more of those ideas and trying them out for a set time period and then reporting back with any differences that occurred in their lives or in their environment.
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The Activity

Activity 3: (WAR is chosen as the starting point because the word can often capture the predominant feeling associated with CONFLICT)

A. Warm Up and Exploration Phase

1. What does the word WAR mean to you ?
2. What happens in WARS ?

During this phase the goal is to get as many students as possible involved to move the responses from one member of the group to another and to reflect on the key thought or feeling before moving onto another student.

B. Understanding Phase

1. *Why do WARS occur?*
2. *How do the WINNERS feel ?*
3. *How do the LOSERS feel?*

After this, it is time to make a conscious shift from the general to the specific, that is, from **wars** in general to **conflict** in our personal lives, at school or elsewhere.

“I want you to shift your thinking a little for me. We have talked about wars in general and now I want to focus on conflict in our lives, at school or with friends. What is this conflict about? Can you give me the facts and I will list them on the board.”

If properly prepared, this move is easy and usually results in a flurry of responses.

For example:

<i>Name Calling</i>	<i>Leaving someone out</i>
<i>Teasing</i>	<i>Bugging someone</i>
<i>Gossiping</i>	<i>Hitting</i>
<i>Keeping secrets</i>	<i>Tripping</i>
<i>Spreading rumours</i>	<i>Shoving</i>

What are the main feelings associated with these examples? (Add as many as possible to this list)

<i>Hurt</i>	<i>Sadness</i>
<i>Frustration</i>	<i>Hopelessness</i>
<i>Anger</i>	<i>Meanness</i>
<i>Rage</i>	<i>Revenge</i>

C. Solution and Action Phase

When enough time has been spent on expressing thoughts and feelings the students can sometimes move directly into the solution and action phase.

	<p><u>For example :</u> “ <i>We have ten minutes left and I want you to shift your thinking again. I want some solutions to this question. During the next week how can we make for fewer personal conflicts in our lives at school or elsewhere? What ideas do you have ? I will write them on the board.</i>”</p> <p>Solution Examples:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;"><i>To stop bugging people</i></td> <td><i>To make friends</i></td> </tr> <tr> <td style="padding-right: 20px;"><i>Stop telling secrets</i></td> <td><i>Be friendlier</i></td> </tr> <tr> <td style="padding-right: 20px;"><i>Ignore teasing</i></td> <td><i>Be aware of other’s feelings</i></td> </tr> <tr> <td style="padding-right: 20px;"><i>Stop gossiping</i></td> <td><i>Choose to be helpful</i></td> </tr> </table>	<i>To stop bugging people</i>	<i>To make friends</i>	<i>Stop telling secrets</i>	<i>Be friendlier</i>	<i>Ignore teasing</i>	<i>Be aware of other’s feelings</i>	<i>Stop gossiping</i>	<i>Choose to be helpful</i>
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Wrap Up	Commitment Phase
	<p>As a conclusion to this session students are asked to make a commitment to change an aspect of their behaviour related to conflict – related to either causing or reacting to conflict.</p> <p>“We have talked about ways of reducing personal conflict with friends or in settings such as school. I need to know how many of you are committed to carrying out some of these solutions that you have shared in this discussion. Could you raise your hand to indicate: Yes, you are willing to try some of these solutions during the week.”</p>

Extension	<p>Evaluation and Exit Phase</p> <p>2.1.10</p> <p>“<i>With your co-operation I will check with you next week at the beginning of our next session to ask you to <u>share</u> what progress you have made.</i>”</p> <p>2.1.4</p> <p>Students participate in class group meetings in which they openly communicate positive comments about other students, or ask that interpersonal issues be discussed and resolved. Each student is expected to participate.</p> <p>2.1.9</p> <p>Selected students wear a badge to indicate they are the helper for that day, and are expected to demonstrate their willingness to assist the teacher and other students during that day.</p>
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Teacher Program Review – Reflective Question

How are conflicts resolved when language barriers exist in a multicultural school ?

Activity Materials

Resources / Materials:	
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Blueprint Career Management Competencies & Indicators

- 2.1.4 Identify the skills and qualities that help you get on well with others and work with them in groups.
- 2.3.7 Determine the helping skills you feel comfortable with and wish to contribute in your relationships with others.
- 2.1.10 Adopt behaviours and attitudes that help you to build positive relationships in life
- 2.2.2 Explore the concepts of dependability and honesty towards others.
- 2.2.7 Review your respect, tolerance, flexibility and openness towards others and determine the ways in which your attitudes are influencing the development of positive relationships in your life.

**Teacher's
Notes:**