

## Relationship Skills Resolving Differences

Grade Levels	Prep Time	Activity Time	Materials	Activity Description
K-6	5-10 min	<15 min	Prepare conflict resolution scenarios- enough for role play and group activity	<p><b>Resolving Conflict Practice</b>            Conflict Resolution Model            Step 1: Decide who is going to talk first. Hint- whoever is more upset or flip a coin.            Step 2: The first talker shares their side of the story.            Step 3: The first listener repeats back what they heard. Repeat steps 2 and 3 as needed for understanding.            Step 4: Switch roles and repeat steps 2 and 3.            Step 5: Decide what the problem is.            Step 6: Brainstorm solutions to the problem.            Step 7: Agree on a solution if possible. If no agreement, go back to step 6 or compromise.            Activity: Teach students the steps in the conflict resolution model. Come up with conflict resolution scenarios. Have students role play how to resolve the conflict in the scenarios. Have the class work in groups to resolve conflict scenarios. Discussion Questions: How did it work to practice solving a conflict? What was easy? What was difficult about this? Would it be harder or easier if you were mad? What have you learned?</p>
K-2	0-5 min	<30 min	Two hand puppets	<p><b>Puppet Demonstration</b>            Display the "Talk It Out Together Conflict-Solving Chart" and explain that the "Talk It Out Together" method is a problem-solving process that's easy to remember. It consists of the following steps:            1. Get Together            2. Take Turns Talking and Listening.            3. What Will Help?            4. Choose a Plan.            5. Do It!            Walk the group through the "Talk It Out Together" method, using the following puppet role play:            The puppets are cleaning up after an activity. Two puppets are pulling at the same toy until one of the puppets pushes the toy at the other and he falls down and starts to cry. Say, "The puppets seem to have a problem. Let's use the 'Talk It Out Together' method to resolve this conflict." Have the puppets model the steps of the method in the following ways:            1. Get Together: The puppets face each other for step one.            2. Take Turns Talking and Listening: The puppets take turns talking about how they felt about the toy and about the pushing and falling.            3. What Will Help?: The puppets take turns suggesting plans that will make both parties feel okay.            4. Choose a Plan: The puppets suggest two different solutions that are agreeable for both of them.            Ask the students to give a thumbs-up for the plan they like the best.            5. Do It!: The puppets pick the plan they like by signaling thumbs-up.</p> <p><a href="https://www.teachervision.com/classroom-management/lesson-plan/2990.html">https://www.teachervision.com/classroom-management/lesson-plan/2990.html</a></p>

K-2	0-5 min	<30 min	Ordinary objects (box, wooden spoon, cardboard tube)	<p><b>Brainstorming Activity</b></p> <ol style="list-style-type: none"> <li>1. Explain that the purpose of brainstorming is to come up with as many ideas as possible in a short period of time, using the following rules: <ol style="list-style-type: none"> <li>a. During the brainstorm no one says whether the ideas are good or bad, sensible or silly, workable or not workable.</li> <li>b. The point is simply to get out as many ideas as they can.</li> <li>c. Tell students that after the brainstorm is finished, they will evaluate the ideas.</li> </ol> </li> <li>2. Set the object in front of the group.</li> <li>3. Ask students to suggest all the things that they could do with the object.</li> <li>4. Write their suggestions on the board.</li> <li>5. After a few minutes, or after energy for the brainstorm runs down, end the brainstorm.</li> <li>6. Tell students they will be reviewing each idea individually and voting with a thumbs-up or thumbs-down sign to signify whether they think an idea is workable or unworkable.</li> <li>7. Put a mark by each idea that the majority of the group thinks could work.</li> <li>8. Allowing students to vote only once, conduct a poll in which students give a thumbs-up for their favorite idea.</li> <li>9. Tally the marks to find the students' favorite idea.</li> </ol> <p><a href="https://www.teachervision.com/study-skills/lesson-plan/2959.html">https://www.teachervision.com/study-skills/lesson-plan/2959.html</a></p>
K-6	0-5 min	<30 min	Paper, whiteboard, art supplies	<p><b>What Is Conflict?</b></p> <ol style="list-style-type: none"> <li>1. Write "conflict" on the board and ask the class for a definition. (If they need help with a definition, explain that a conflict is a disagreement between two or more people, and give a few examples.)</li> <li>2. Ask the class: What do you think of when you hear the word "conflict"?</li> <li>3. Have the class brainstorm all the associations they have with the word "conflict."</li> <li>4. List their ideas on the board or create a web chart.</li> <li>5. Conduct a class discussion using the following questions: <ol style="list-style-type: none"> <li>a. Which words are negative? Which are positive? Which are neutral?</li> <li>b. Why do you think there are more negative words about conflict than positive or neutral ones?</li> <li>c. Describe a conflict you've had. Would you say it was positive or negative?</li> <li>d. Can anyone describe a conflict that ended in a positive way (where everyone involved felt good at the end or things changed for the better as a result)?</li> </ol> </li> <li>6. After the discussion, ask students to write a sentence about conflict and illustrate it for a "What's So Bad or Good About Conflict?" bulletin board.</li> </ol> <p><a href="https://www.teachervision.com/interpersonal-skills/lesson-plan/2961.html">https://www.teachervision.com/interpersonal-skills/lesson-plan/2961.html</a></p>
3-6	0-5 min	<30 min	Copies of Resolution Vocab, copies of Identify The Resolution	<p><b>Resolution Vocab</b></p> <p>Follow this link to see the complete lesson:</p> <p><a href="https://www.teachervision.com/interpersonal-skills/lesson-plan/2989.html">https://www.teachervision.com/interpersonal-skills/lesson-plan/2989.html</a></p>
K-6	0-5 min	<15 min	None	<p><b>Talking About Violence</b></p> <p>Talk with students and discuss the use of violence, the reasons why people fight, and the consequences that result. Have them brainstorm and write on the board better alternatives to using violence.</p>

K-6	0-5 min	<30 min	Whiteboard, markers	<p><b>Conflicts In School</b></p> <p>Ask the children to describe a variety of conflicts that commonly occur at school. List these on the board. For two or three of them, discuss how the steps and rules of conflict resolution could be used. Then have pairs or small groups apply the steps and rules to the other situations listed on the board. Afterwards, have a class discussion to compare results.</p>
K-2	0-5 min	<30 min	Whiteboard, markers	<p><b>I Messages and Blaming Messages</b></p> <p>Introduce the concept of "I-messages" and "blaming" messages. Tell the students an "I-message" is a statement about your own feelings. It says what's bothering you and why.  Example: "It really bothers me that we can't find a way to compromise. We could do a better job if we worked together instead of arguing all the time."  A "blaming" message says what's wrong with the other person.  Example: "You're ruining our project. You're a jerk. You never do anything right."  An "I-message" is constructive and points to a solution. A "blaming" message puts the other person on the defensive and leads to more conflict. "I-messages" usually work better.  Referring to the conflicts already listed on the board, ask students to role play using "I-messages" in these situations instead of "blaming" messages. You might want to demonstrate the "blaming" messages yourself to avoid asking students to practice a negative behavior.</p>
3-6	0-5 min	<30 min	Copy paper, markers, tape	<p><b>Conflict and Resolution</b></p> <p>Split your group into smaller teams of four to seven participants. Station the teams in different areas throughout the room. Ask each team to write the word "Conflict" on one sheet of paper and the word "Resolution" on another.  Instruct them to tape the sheets of paper about six feet apart on a nearby wall. Invite the teams to brainstorm the specific steps necessary to get from "Conflict" to "Resolution." As the steps are agreed upon, have team members write them on sheets of paper and place them on the wall between the "Conflict" and "Resolution" sheets.  Discussion Questions  1. What has to happen right before "Resolution"?  2. Is there an additional step after "Resolution"? What could be added?  3. How does it benefit us to have a step-by-step approach to conflict?  4. How can we remember these steps in conflict situations?</p>
3-6	0-5 min	<15 min	None	<p><b>Standing Conflict Activity</b></p> <p>Stand in the center of the room and announce the following to the group:  I am conflict. Consider how you typically react when you experience a personal conflict. Position yourself, in relation to me, somewhere in the room in a way that conveys your initial response to a conflict. Pay attention to your body language as well as your distance from the conflict.  Tips:  Use this activity twice—once near the beginning of the program and then again at the end—to get a visual picture regarding changes in positions as a result of considering conflict differently.  Discussion Questions  1. What are some reasons you are standing where you are?  2. If where you are standing signifies your initial reaction, where might you stand after taking sometime to think about the conflict?  3. What are some things that would cause you to move?  4. How might our reactions influence the course of the conflict</p>

K-6	0-5 min	<30 min	Paper, pencils	<p><b>Overcoming Personal Conflicts</b></p> <p>Acknowledge that making changes requires becoming more effective at conflict resolution. Break large groups into smaller teams of four to seven participants (having at least three small teams works best). Give each person a sheet of paper and have participants write down one thing that is making them nervous or concerned about starting something new or improving a skill in their everyday lives. Collect the sheets of paper, then shuffle them and pass them out again. Have each small team brainstorm ways to overcome the challenges identified (make sure they write down their ideas on the original paper). After five minutes, have the teams pass their sheets of paper to another team to brainstorm. Three rounds are usually sufficient. Then have the teams present their concerns and solutions to the large group.</p> <p>Tips: There may be some duplicate concerns, which just proves that we are more alike than we think!</p> <p>Discussion Questions</p> <ol style="list-style-type: none"> <li>1. How do you feel now about your concerns?</li> <li>2. What insight did you gain by problem-solving your issues?</li> <li>3. In what way did this activity make you more confident about using your new skills?</li> </ol>
3-6	0-5 min	<30 min	Index cards, pens, pencils, markers, computer (optional)	<p><b>Hurt Caused by Conflict</b></p> <p>Begin the lesson by asking students to take an index card and describe one hurtful incident that has happened to them. To make sure students in the class don't recognize themselves in the descriptions, tell students to try to keep the descriptions as general as possible. For example, instead of writing, "I was very hurt when I wasn't invited to the Valentine's Day party," have them write, "I felt very hurt when I was not invited to a party with many of my friends." Make sure that students do not put their names on their index cards.</p> <p>Collect the index cards and read through the examples. While there will be much variation in the examples given, the types of behavior that students write about will probably include the following:</p> <ol style="list-style-type: none"> <li>a. Verbal harassment, such as name-calling regarding a physical attribute (size, weight, wearing glasses) or taunting about a particular behavior (doesn't like sports or the perceived "teacher's pet")</li> <li>b. Gossip, such as spreading rumors about a person</li> <li>c. Exclusion from a desirable party, group, or activity</li> <li>d. Unwanted physical contact.</li> </ol> <p>There may be examples that do not fit into these categories. Set them aside and see if there is a common thread among them.</p> <p>Divide the students into four groups. Have each group focus on one category described in step 2: verbal harassment, gossip, exclusion, or unwanted physical contact. If possible, give each group examples of behavior from those on the index cards. If there are no examples for a category, help students think of specific examples.</p> <p>Give each group any cards for its category. Ask students to pick one situation from the examples. Then have each group brainstorm ways to handle that situation. If students need help coming up with ideas, suggest the following strategies for them.</p>

K-6	0-5 min	<30 min	None	<p><b>Questioning Skills</b>  Many conflicts arise because our assumptions or perceptions are inaccurate. Even though our assumptions may be wrong, we then make judgments based on these inaccurate assumptions. This activity teaches teams the skills of questioning and clarification. Have everyone find a partner and spread out in the room. Partners can be standing or sitting for this activity. Each team member will get a chance to ask his or her partner a question. Rather than give a verbal answer, the person to whom the question is asked can only mime his or her answer. The asker is invited to ask as many clarification questions as he or she would like to gain an understanding of the other person's answer.</p> <p>Sample Topic Questions</p> <ul style="list-style-type: none"> <li>• What do you like to do?</li> <li>• What is your favorite sport?</li> <li>• What accomplishment are you most proud of?</li> <li>• If you had a million dollars, what would you do with it?</li> </ul> <p>Discussion Questions</p> <ol style="list-style-type: none"> <li>1. How do questioning skills help us understand others?</li> <li>2. In addition to questioning skills, what other skills are necessary to overcome assumptions?</li> <li>3. What is the value of questioning skills to resolve conflict?</li> <li>4. What gets in the way of our willingness to ask questions when we are involved in conflict situations?</li> </ol>
K-6	0-5 min	<30 min	Flip chart paper, markers	<p><b>Effective Listening</b>  Split large groups into smaller teams of four to seven (having at least three teams is desirable). Have each team send a member up to collect their supplies, which consist of a sheet of flip-chart paper and some assorted markers. Tell the teams that they are to write their definition of effective listening. Let them know that you are not looking for Webster's definition, but rather each team's definition. Once each team agrees on a definition, have them write it on their flip-chart paper along with an illustration. After all teams are finished, have the teams present their ideas to the group. Hang up the flip-chart pages on the wall of the room for the duration of the training day.</p> <p>Tips:  Whenever the topic of effective listening comes up throughout the day during your debriefing discussions, refer to these definitions as much as possible.</p> <p>Discussion Questions</p> <ol style="list-style-type: none"> <li>1. What are some barriers to effective listening?</li> <li>2. How easy or difficult is it to listen in times of conflict? Why?</li> <li>3. In a conflict situation, how important is the skill of listening?</li> </ol>