

Lesson Plan 8

LCE Objective 2.10.45.4: Demonstrate assertive communication in situations requiring problem solving and conflict resolution

Lesson Objective:

2.10.45.4A:8

Students will understand the basics of conflict resolution.

Instructional Resources:

- Conflict resolution resources (see Crawford & Bodine, 1996; information from National Youth Violence Prevention Resource Center at <http://vetoviolence.cdc.gov> or Conflict Resolution Information Source at <http://www.crinfo.org>)
- Conflict Resolution worksheet

Lesson Introduction:

We all have conflict in our lives. It may be as minor as wanting to wear a certain shirt but it's in the washing machine, as big as your parents getting a divorce and you feeling caught in the middle, or in between like offending someone at school and getting in a fight. Regardless of the situation, it is important to understand how to communicate your feelings in an assertive way, as this will ensure that others are hearing you and might help to diffuse the conflict situation.

School Activity:

1. Discuss the concept of "conflict." Relate a personal story of a conflict situation; ask students to share experiences. Discuss how situations escalate because people lack effective communication skills that might resolve a difference of opinion or perception.
2. Distribute the Conflict Resolution worksheet. As a class, define "conflict resolution" on the board and have students fill it in on their worksheets. Ensure that the definition includes or references the following:
 - Conflict resolution is working to mediate issues that arise without blame or accusations.
 - Conflict resolution is intended to bring about the best possible outcome for all involved.
3. Review the five steps as outlined on the worksheet. As a class, discuss each step and identify effective strategies, behaviors, or phrases for each step.
4. Have students complete Part 1 of the Conflict Resolution worksheet. Collect and retain worksheets.
5. In the second session, discuss ways that individual people can positively address conflict situations. Re-distribute their worksheets and review the list in Part 2. Have students identify strategies they think would be helpful in dealing with conflict situations and suggest other approaches they might use. Discuss responses as a class. Retain worksheets again for use in a future lesson plan.

Alternative Instructional Strategies

1. Provide students with worksheets in which Part 1 is already completed and review the strategies, behaviors, or phrases that comprise each step.

Lesson Plan Evaluation:

- Activity: Student completes the Conflict Resolution worksheet.
- Criteria: Student participates in the class discussion and completes their worksheet fully.
- Instructional Stage: Awareness

Name: _____

Date: _____

Conflict Resolution

PART 1: STEPS TO CONFLICT RESOLUTION

Directions: Fill in the definition your class develops for Conflict Resolution in the space provided below. Then write in helpful strategies, behaviors or specific phrases to use in each step of the conflict resolution chart.

Conflict Resolution is _____

<i>Step 1: Set ground rules</i>	
<i>Step 2: Listen</i>	
<i>Step 3: Find a common interest</i>	
<i>Step 4: Brainstorm solutions</i>	
<i>Step 5: Discuss differing points of view</i>	

PART 2: ME IN A CONFLICT SITUATION

Directions: Check the strategies below that you think might help you to diffuse conflict.

- Use calming strategies to control my anger (deep breathing, etc.)
- Leave the situation and find a quiet place to calm myself down
- Talk to an adult I trust about the situation
- Think about the consequences if the conflict isn't resolved
- Avoid situations that are likely to breed conflict
- "Reject the bait;" don't respond at all when someone tries to provoke me
- Treat other people respectfully
- Accept compromises whenever possible
- Don't take things too seriously
- _____
- _____
- _____