# LESSON 10 Working Things Out

| Student Learning Objectives: | National Health Standards: |
|---|---|
| 1. Describe characteristics and steps of conflict resolution. | • Self Management and Interpersonal Communication |
| 2. Practice using the steps of conflict resolution. | • Self Management and Interpersonal Communication |

## Lesson Synopsis

Review the importance of getting help from adults in dangerous situations. Discuss a video that teaches basic conflict resolution skills and the benefits of using them. Role-play some simple scenarios for practice. Review the advantages of conflict resolution and the skills taught in the lesson.

| Activity | Time in Minutes | Materials Needed |
|---|---|---|
| Introduction | 3 | • None |
| Teacher Input | 25 | Health Education Materials<br>• Video: *My Blog: Working Things Out (The Answer Is Out There)*, Mazzarella Media (11 minutes)<br>• Poster: "Take a Stand! How to Speak Assertively"<br>• Poster: "Lend an Ear! How to Listen Respectfully"<br><br>Teacher Manual Resources<br>• Teacher Reference: "Teaching the Skills for Conflict Resolution"<br>• Teacher Reference: "Resolving Simple Conflicts: Guidelines for Role Playing"<br>• Slide Master: "Working Things Out: Discussion Questions" (Suggestion)<br>• Student Worksheet: "Working Things Out" (Suggestion)<br><br>Supplied by the Teacher<br>• AV equipment<br>• Slide (Suggestion)<br>• Projector (Suggestion)<br>• Writing paper (Suggestion and Extension Activity)<br>• Pencils or pens (Suggestion and Extension Activity) |
| Application or Skill Practice | 15 | Teacher Manual Resources<br>• Teacher Reference—Assessment: "Assessment Checklist for Skill Development: Working Things Out"<br>• Student Self-Assessment Checklist: "Working Things Out"<br><br>Supplied by the Teacher<br>• Writing paper (Extension Activity)<br>• Pencils or pens (Extension Activity)<br>• Video camera and tapes (Extension Activity) |
| Closure | 2 | • None |
| TOTAL | 45 | |

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## Preparation

Prior to the Lesson:

- **Decide if you want to assess** student skill development. A checklist, "Assessment Checklist for Skill Development: Working Things Out," is provided for you to use at the end of this lesson.
- **Decide if you want students to assess** their own progress. **Duplicate** the checklist, "Working Things Out," for students if you plan to have them use it.

For Teacher Input:

- **Read** the teacher reference, "Teaching the Skills for Conflict Resolution."
- **Read** the teacher reference, "Resolving Simple Conflicts: Guidelines for Role Playing."
- **Preview** the video, *My Blog: Working Things Out (The Answer Is Out There)*, if desired.
- **Prepare a slide** from the slide master, "Working Things Out: Discussion Questions," if you plan to use it. (Suggestion)
- **Duplicate** the student worksheet, "Working Things Out," for each student if you want students to take notes using the worksheet. (Suggestion)
- **Display the posters,** "Take a Stand! How to Speak Assertively" and "Lend an Ear! How to Listen Respectfully," from previous lessons to remind students of these skills.

# LESSON PROCEDURE

**Introduction:** Review the importance of getting help from adults in dangerous situations. Explain that students are learning skills to handle some other situations themselves, including disagreements.

**Approximately 3 minutes**

| Instructional Steps | Script & Detailed Directions | Extensions & Suggestions |
|---|---|---|
| Review the importance of getting help from adults in situations of potential violence. | *In our last health lesson, we talked about getting help from adults for people who might hurt themselves or someone else.* ***What are some important reasons to tell an adult about those situations?***<br><br>Answers:<br>• The adult can get help for the person.<br>• Telling an adult can prevent anyone from being harmed.<br>• It shows care and kindness to get adult help.<br>• It shows respect and responsibility to friends and others in the community.<br>• You will feel better about yourself for getting help.<br><br>*Sometimes it's hard to talk about difficult things, but you must always tell a trusted adult about anything dangerous, destructive, or disturbing. You can ask a trusted adult for help whenever you have a question or a problem.* | |


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| | | |
|---|---|---|
| Explain that students can handle many less dangerous situations themselves.<br><br>Talk about conflicts as a normal part of life that students can learn to manage. | *As you keep practicing the skills you're learning in our health lessons, you will be more able to take care of many less dangerous situations yourself.*<br><br>***Raise your hand if you have ever disagreed with someone.*** *We all have unique thoughts, feelings, and opinions, so sometimes we disagree. In relationships it's normal to have some disagreements, even if we usually have fun together.*<br><br>***Nod your head if you've ever disagreed with someone so much you argued about it.*** *Sometimes arguments can be so bad that people stop being friends.*<br><br>*Fortunately, you can learn to handle many disagreements or conflicts yourself so you can keep your friends and have more fun together.* | Brainstorm a list of ways people are different and ways they are similar. Emphasize that everyone deserves respect, even if some people disagree with other people's actions or opinions. |
| State the focus of the lesson. | *Today we will learn some basic skills for resolving conflicts.* | |

**Teacher Input:** Explain that sometimes people can agree to disagree, but if not, conflicts need to be resolved in a non-violent way. Discuss a video that teaches basic conflict resolution skills (agree, listen, solve). List the disadvantages of fighting and the benefits of resolving conflicts.

**Approximately 25 minutes**

| Instructional Steps | Script & Detailed Directions | Extensions & Suggestions |
|---|---|---|
| Explain that some disagreements don't need a specific resolution.<br><br>Explain that other conflicts need to be resolved in a non-violent way. | *Sometimes two people can ignore their disagreement because it isn't important enough to either person to try to resolve it. Other times, it may be very important to only one person, so the person who doesn't feel as strongly about it lets the other person have his or her way.*<br><br>*Of course, sometimes people disagree about something important to both of them. We need to know how to resolve these conflicts in fair and respectful ways. Even if we don't agree on everything, we can agree to handle our conflicts in non-violent ways.*<br><br>***What do you think the word "non-violent" means?***<br><br>Answers: peaceful, not hurting someone or their belongings, not fighting physically<br><br>*By acting with respect and kindness even when we disagree, we can build strong friendships and feel good about ourselves.* | Have students write papers or a list of pros and cons for non-violent conflict versus violent conflict. If any students indicate they believe violent conflict is a better solution, follow up with them and consider referral to a school counselor if you think appropriate. |

| | | |
|---|---|---|
| Tell students what to listen for in the video. | *I have a video to show you about resolving conflicts. It's called, "Working Things Out." There are four scenes in the video. First, the students in the video will act in ways that might make the conflict worse. Next, they will use skills that help them resolve the conflicts peacefully. Listen for information that will help us discuss these questions after the video:*<br><br>• *What did you notice the students doing that made the conflict worse?*<br>• *If the students don't solve the conflict, what might happen?*<br>• *What is the skill taught in each scene?* | If you think it will help your students focus on the information, write the discussion questions on the board or use the slide master, "Work It Out: Discussion Questions." |
| Show the video, *My Blog: Working Things Out (The Answer Is Out There).* | Start the video. | |
| Discuss the video. | *Let's talk about what you learned in this video.* ***What did you notice the students doing that made the conflict worse?***<br><br>Answers: making accusations, grabbing things, shoving others, name-calling, ignoring someone, putting down other people's ideas, threatening, hitting | If your students have learned note-taking skills, ask them to take brief notes during the video to help them remember answers to these questions. If you wish, use the student worksheet, "Work It Out." |
| Discuss the disadvantages of not resolving conflicts. | *These behaviors usually just make people more upset, which doesn't help anyone.*<br><br>***If the students don't solve the conflict, what might happen?***<br><br>Answers:<br>• They might fight.<br>• They might get violent.<br>• They might spend all their time arguing instead of having fun.<br>• They might stop being friends.<br><br>*That doesn't sound like fun. I would rather work things out than fight or lose a friend.* ***Raise your hand if you feel that way, too.*** | If you think it will help your students, stop the video in several places to discuss the content of each segment. |
| Discuss the four skills mentioned in the video. | *Fortunately, we can often keep disagreements from becoming fights. The video taught us four skills that we can use to resolve conflicts.* ***Who remembers one of them?***<br><br>Answer:<br>• Stop, ask questions, and get the facts.<br>• Listen to others.<br>• Compromise.<br>• Tell people how you feel and what you want in a calm way.<br><br>Write these four skills on the board. | |


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*When we disagree, we can use the assertive speaking skills we learned in an earlier lesson. We can calmly say we want to find a solution and ask the other person to find one together.*

Review skills for assertive speaking (Lesson 5). Display the poster, "Take a Stand! How to Speak Assertively" while the class learns about conflict resolution in this unit (Lessons 10 through 12).

***What do you think you could do if the other person doesn't agree to work it out?***

Answers:
- Avoid fighting.
- Ask to talk about it later when both people are calm.
- Walk away.
- Ask an adult for help.

*One of the skills is listening. It can be hard to listen when you disagree. But as we learned in our lesson on respectful listening, we can put our thoughts and feelings aside and focus on the other person. This helps us listen to what he or she wants to say. We might discover something we didn't know.*

Review skills for respectful listening (Lesson 6). Display the poster, "Lend an Ear! How to Listen Respectfully," while the class learns about conflict resolution in this unit (Lessons 10 through 12).

Discuss the benefits of resolving conflicts.

***What might happen if two people resolve conflicts peacefully?***

Answers:
- They might find a good way to resolve the conflict.
- They might avoid a fight.
- They might stay friends.
- They might have more time to have fun together.

*These are great reasons to resolve conflicts whenever we can.*

Review ways to calm down discussed in Lesson 1.

Have students write stories about a young person who is remembering an argument that ended a good friendship. The character imagines what he or she could have done differently to resolve the conflict instead of letting it get worse. Students could also write an ending in which the character apologizes to the friend and uses speaking and listening skills to heal the rift and become friends again.

**Application or Skill Practice:** Role-play some simple scenarios to practice basic conflict resolution skills. Discuss the results of the role plays and the effectiveness of the techniques used.

**Approximately 15 minutes**

| Instructional Steps | Script & Detailed Directions | Extensions & Suggestions |
|---|---|---|
| Remind students of instructions for role playing. | *Let's practice using these four skills by doing some short role plays, like the students did in the video.*<br><br>*Remember the ground rules we set for role playing when we practiced how to confront bullying:*<br><br>• *Speak one at a time.*<br>• *Show respect for each other.*<br>• *Don't make fun of other people or their ideas.*<br>• *Calm down if your feelings get strong.*<br><br>*You can volunteer to play a role in a situation, or you can be an audience member. If you're in the audience, raise your hand if you want to "freeze" the action to make a suggestion or ask a question.*<br><br>*After we've acted out a situation for a couple of minutes, we'll talk about it as a class. Then we'll try another situation.* | Use the checklists provided at the end of the lesson if you want to assess students' skill development.<br><br>If possible, extend the lesson time to allow more practice through role playing. |
| Role-play simple conflicts to practice the four skills. Use the teacher reference, "Resolving Simple Conflicts: Guidelines for Role Playing," as a guide.<br><br>Discuss the role play.<br><br>Role-play other scenarios as time allows. | *Let's begin.*<br><br>Describe the first scenario. Use the suggested scenarios on the teacher reference or create your own.<br><br>***Who wants to volunteer to play one of these roles?***<br><br>Choose two volunteers. Have them act out the scenario. Stop the action at points when you want to make comments or give feedback. Encourage audience members to ask to "freeze" the action, too.<br><br>After a couple of minutes, end the role play and discuss the skills used to resolve the conflict.<br><br>*Great job, everyone! Now let's try another situation.*<br><br>Describe the second scenario.<br><br>***Who wants to volunteer?***<br><br>Role-play the new situation as before. Discuss the results after a few minutes.<br><br>Continue role-playing as time allows. Wrap up and ask students to return to their seats. | Have students interview a parent, an older relative, or another trusted adult about times that person remembers when conflict in a relationship helped the people learn about each other and become closer. Students can write papers about their findings or present oral reports to the class.<br>If a video camera is available to the class, students can interview each other about their findings and create a tape of tales about friendship and conflict resolution. |


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**Closure:** Review the advantages of conflict resolution. Review three basic conflict resolution skills.

**Approximately 2 minutes**

| Instructional Steps | Script & Detailed Directions | Extensions & Suggestions |
|---|---|---|
| Review the benefits of resolving conflicts. | *We get a lot of benefits from our efforts to resolve conflicts. We can avoid fights and other types of trouble, and we can keep our friends.*<br><br>*As unpleasant as conflicts can be, they help us learn about each other and build stronger relationships. We just need to manage conflicts in healthy ways.* | |
| Review the skills from the video. | ***What are the four skills for resolving conflicts that we discussed today?***<br><br>Answer:<br>• Stop, ask questions, and get the facts.<br>• Listen to others.<br>• Compromise.<br>• Tell people how you feel and what you want in a calm way.<br><br>*Please try using these skills the next time you disagree with someone.* | |
| Preview the next health lesson. | *Sometimes conflicts get more complicated, and we need a stronger plan to resolve them. We'll talk about another way to deal with conflicts in our next health lesson.* | |

# Teaching the Skills for Conflict Resolution

Conflict resolution is a problem-solving skill initially taught to students in fourth grade and reinforced at higher grade levels. The conflict resolution lessons provide a way for students to resolve problems between two or more people when they want different things to happen. At this grade level, the lessons and practice situations focus mostly on conflicts between two people, with one later activity designed for students to practice resolving a conflict that involves three people. The goal is for the individuals to come to a mutually accepted solution to the problem or conflict.

Lesson 10 uses a video to teach four basic skills for conflict resolution.

- Stop, ask questions, and get the facts.
- Listen to others.
- Compromise.
- Tell people how you feel and what you want in a calm way.

This lesson reinforces skills taught in earlier lessons, especially assertive speaking from Lesson 5 and respectful listening from Lesson 6. Role playing gives students further practice of those skills in the context of simple conflicts. These basic skills support the process taught in the next two lessons.

Lessons 11 and 12 in this unit present the following ACT WISE steps for resolving conflicts, including more complex, emotionally charged, or recurrent ones:

1. **Acknowledge** to yourself how you feel.
2. **Calm down** so you can think clearly about what you want to do.
3. **Talk** with the person about how you feel and what you want.
4. **What** is the situation, and what is the best goal?
5. **Ideas** to think about.
6. **Select** the best idea and act.
7. **Evaluate** what happened.

This process combines the ACT steps for managing strong feelings, taught in Lesson 1, and the WISE steps for solving problems and avoiding trouble, taught in Lessons 7 and 8. Early and ongoing practice of those skills in and out of the classroom will help students gain confidence with the steps, which will make it easier for them to put these skill sets together in the conflict resolution lessons.

An important part of the ACT WISE steps is the focus on two key points:

- A conflict is a problem that both people involved need to solve together.
- The desired outcome in any conflict situation is to resolve the conflict in a non-violent way that both people think is acceptable.

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## Teacher Reference, Page 2

The example used in the Application or Skill Practice section of Lesson 11 illustrates that sometimes one person will remember to seek a resolution to the conflict before the other person does. Teach students that they can begin with the ACT steps on their own and then, in step 3 (T), talk with the other person in a respectful way that invites him or her to also stop and acknowledge feelings, calm down, and continue the WISE steps to find a solution together.

Lesson 12 more specifically teaches students to team up to work through the steps in order. During steps 1, 2, and 5 (A, C, and I), each person focuses on his or her own feelings and ideas. During steps 3, 4, 6, and 7 (T, W, S, and E), they talk with each other to find what would work for both of them. They act on the best option and evaluate the results.

Students may initially have trouble switching back and forth between thinking through some steps as individuals and completing some steps with another person or two, through speaking and listening. Lesson 12 uses worksheets for team practice that will help students make this transition. Of course, students will need additional practice beyond the lesson to develop their conflict resolution skills.

Look for situations students can use for practice. Stories from books, television shows, and movies can provide interesting scenarios without putting a focus on particular students' conflicts. However, students eventually need real-life practice to develop their conflict resolution skills. Praise students for efforts they make, and help them celebrate any successes they have.

As adults, we know that sometimes we have conflicts with people who have not learned skills for resolving conflicts in healthy ways or are unable at the moment to engage in them. The lessons convey this possibility to students and tell them to walk away and seek adult help if they can't complete the ACT WISE steps with the other person(s) involved in the conflict.

# Resolving Simple Conflicts: Guidelines for Role Playing

Role-playing the basic conflict resolution skills taught in this lesson will help students gain confidence in using them. This practice will also help students later use the technique taught in Lesson 11 in this unit for resolving more difficult conflicts.

Select a few situations to role-play from the following list, or use ones you create. You may also want to ask students to brainstorm some simple scenarios, as demonstrated in the video. To avoid embarrassing students, choose scenarios that are not too similar to recent conflicts your students have had.

- Two students want to be the first player for a new computer game.
- One student accuses another student of cutting in front of him or her in the lunch line.
- One student takes another student's book without asking.
- One student spills food on another student's shirt. The first student says it was an accident, but the second student thinks he or she did it on purpose.
- Two students want to borrow the same book from the library, but there is only one copy.
- Two students both want to be the goalkeeper in a neighborhood soccer game.

Remind students that, as in the role-playing lesson on protecting self and others from bullying, the goal is to practice and learn. It's okay to make mistakes and feel unsure about what to do. No one is required to role-play, but encourage everyone to try it. Students who don't act out a scenario can participate by raising their hands to "freeze" the action and offer suggestions on what to do, using the notes about the four skills written on the board. Audience members can also participate in the discussion after each role play.

Set some simple rules to follow: speak one at a time, show respect, don't make fun of other people or their ideas, and calm down if feelings get strong. Remind students to use the techniques they've learned for settling down. They can also use positive self-talk to encourage themselves to play a role or offer a suggestion from the audience.

Keep the role-plays short, and be sure to discuss each one. Focus on evaluating ways students found to agree to work out the conflict, listen to each other, and solve the problem so both people win.

*Note*: See the teacher reference, "Protecting Self and Others From Bullying: Guidelines for Role Playing," in Lesson 4 for more information on role playing and discussion questions.

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# Working Things Out: Discussion Questions

- What did yo notice the students doing that made the conflict worse?
- If the students don't solve the conflict, what might happen?
- What is the skill taught in each scene?

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Name _____

# Working Things Out

- What did you notice the students doing that made the conflict worse?

- If the students don't solve the conflict, what might happen?

- What is the skill taught in each scene?


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# Assessment Checklist for Skill Development: Working Things Out

The following table can be used as a checklist for assessing student skill development. The checklist can also be used as an analytic rubric for scoring student work by assigning a numeric value to the skill levels: Not evident, Emerging, and Evident.

If you assign a numeric score value to the student's skill level, you can use it in a variety of ways.

- You can assign the same weight to each element of the skill. For example, in a skill having three elements, the student would receive 5 points for each element performed correctly. The student could receive a total score of 15 points.
- You could weight the elements of the skill differently. For example, the student could earn up to 5 points for the first element, up to 9 points for the second element, and one point for the third element, for a maximum total of 15 points.

The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

| | Not evident | Emerging | Evident | Comments |
|---|---|---|---|---|
| Stop, ask questions, and get the facts. | | | | |
| Listen to others. | | | | |
| Compromise. | | | | |
| Tell people how you feel and what you want in a calm way. | | | | |

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Student Self-Assessment Checklist Name _____

# Working Things Out

**Directions:**
Think about each action in the left-hand column. Place an "x" in the row after each action under the statement that best describes what you did and how easy or hard it was to do. Write any ideas or thoughts you have in the column titled "Comments."

| | I did not do this step. | I did this step, but it was hard. | I did this step. | I did this step easily. | Comments |
|---|---|---|---|---|---|
| We stopped, asked questions, and got the facts. | | | | | |
| We listen to each other. | | | | | |
| We compromise. | | | | | |
| We told one another how we feel and what we wanted in a calm way. | | | | | |

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