

Essential Standard	Clarifying Objective
<p data-bbox="207 331 781 499">6.ICR.2 Apply strategies and skills for developing and maintaining healthy relationships.</p>	<p data-bbox="841 243 1417 367">6.ICR.2.5 Summarize strategies for predicting and avoiding conflict.</p> <p data-bbox="841 369 1417 583">6.ICR.2.6 Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.</p>

Materials Needed:

Appendix 1 – Jigsaw Puzzle Pieces – copy and cut one puzzle for each small group.
 Appendix 2 – Jigsaw Puzzle Instructions – copies
 Appendix 3 – Conflict Interview – copies (option 1)
 Appendix 4 – Conflict in the News – copies (option 2)
 PowerPoint – Conflict Resolution

Focus:

Inform the class that this activity is a class competition and that from this point forward there can be no talking until the competition is over. Divide students into small groups. Provide an envelope containing puzzle pieces (Appendix 1) to each group. Provide instructions for solving the puzzle (Appendix 2) to each group. Be careful to make sure that two different players within the group have different instructions. The symbols on each set of instructions are slightly different to help the instructor recognize each set of instructions.

Ask one member from each group to remove the puzzle pieces from the envelope and scatter the pieces in the playing area so that all can see. The two students who received instructions should quickly and silently read the instructions provided, fold the instructions, and place them in the envelope. The instructor will give the signal to begin and allow the students a few minutes to try to complete the task of finishing the jigsaw puzzle. The image below is the finished product.



Students may experience some frustration and conflict when trying to complete the puzzle task because of the varying instructions given to members of the same group.

Questions to process with students after this task:

- *How did you feel when some members appeared not to be playing by the same rules and why did you feel this way?*
- *How did you handle this conflict?*
- *Can you tell that others in the group were getting frustrated? How did you know?*
- *Why is conflict sometimes difficult to address?*

Review:

Display slide 2 of the conflict resolution PowerPoint. Ask students to identify all sources of conflict and to brainstorm additional sources of conflict that were not listed on this slide and record those on the board or flipchart paper. Encourage the students to identify any themes they observe related to sources of conflict. They may notice that differences, communication styles, and lack of respect for others are common threads. Understanding sources of conflict and recognizing conflict are important concepts to process prior to learning how to predict, avoid, manage, and resolve conflict with non-violent strategies.

Statement of Objectives:

Multiple people can observe one event and take away different meanings because we all have different perspectives based on our own personalities and personal experiences. Conflict can often be predicted and avoided and nonviolent resolution is always possible. By the end of today's lesson, you will be able describe strategies for predicting and avoiding conflict and design nonviolent strategies for conflict resolution.

Teacher Input:

Ask the students to explain or define the word conflict.
After discussion, write the following definition on board or chart.

Conflict - a disagreement

Ask the students to think about and give examples of conflicts from their own lives, or from books they have read or movies they've seen, etc.

Now, ask them to explain or define the word resolution.
After discussion, write the definition for "resolution" on board or chart.

Resolution - a solution or settlement

Ask the students to think about and give examples of resolutions from their own lives or from books they have read. Resolutions are rarely easy to create and sometimes take a lot of effort to carry out. Resolutions typically require individuals to prioritize needs before desires.

Next, ask the students to silently answer the question:
Have you ever been in an argument or disagreement?

If so, were there any indications that an argument or disagreement was going to occur? Describe these predictors. Is there any way to avoid conflict if we are able to predict potential conflicts or situations that create conflict? Continue with the remaining slides to process how to manage conflicts by using “I-statements” and listening effectively. Summarize nonviolent strategies to resolve conflict.

As a group, brainstorm possible ways to resolve conflicts without violence. List their ideas on the board or flip chart paper entitled How to Resolve a Conflict without Violence. After discussion, write the following definition on the board or chart.

Empathy - being aware of and sensitive to the feelings and experiences of others, even though you don't experience them yourself.

Explain to students that empathy does not mean agreeing with someone else. It means that you can understand a different point of view or perspective. When resolving conflict, we have to effectively listen to the point of view of others and work towards a resolution that may not meet all of our personal needs and the needs of others must be considered, even when they are different from our own. Conflicts are often not resolved to meet all of everyone's needs but can meet most of most people's needs.

Guided Practice:

Provide an index card to each student and ask students to describe one example of a conflict involving classmates, coworkers, friends, or family members.

Example: A brother and a sister receive a gift card to a local electronics store. The brother wants a new video game system and the sister wants an iPad. They do not have enough money to purchase both – how can they resolve this conflict?

Once the students create examples of conflict, redistribute the index cards to small groups. Ask the groups to develop a role-play in which they demonstrate the conflict and effective nonviolent strategies for resolving the conflict.

Ask the students to observe any predictors of the conflict in the scenario, any opportunities to avoid the conflict, and the perspectives of each actor and how the resolution will affect each person involved in the conflict.

Ask for suggestions on how the actors could have played the scene differently.

Discussion questions for the actors include:

How did you feel as that character? What would you have done differently yourself? How do you think the other character felt? Do you think all individuals involved in the conflict will be satisfied with the resolution, if not what, if anything, could be done differently?

If time allows, ask the groups to perform the role-play again, reversing the students' role the second time, in order that each student acquires an understanding of what it's like to be on the other side and develop resolution strategies in the best interest of everyone.

Independent Practice:

Option 1

Ask students to interview a friend or family member using the questions provided on Appendix 3. Students will complete the reflection questions related to their observations of the interview.

Option 2

Plan an opportunity for students to work with newspapers, or computers with Internet access. Students will review local news reports through newspapers or Internet news sites looking to identify examples of conflict. Once an example of conflict has been identified, students should answer the questions provided on Appendix 4.

1. Who was involved in the conflict?
2. Describe any possible predictors of the conflict.
3. Was it possible to avoid this conflict – why or why not?
4. How was the conflict resolved?
5. How do you think each individual feels about the resolution to the conflict?
6. How would you recommend resolving this conflict using nonviolent strategies?

Closure:

Today we identified sources of conflict and methods for predicting and avoiding conflict when possible. We also practiced managing and resolving conflicts using nonviolent strategies. Violence has tremendous costs for individuals and for the society in which we live. Violent behavior is always a choice. Peace starts with each of us and sometimes we need to take the first step. As Gandhi once said, "We must be the change we wish to see in others."

Jigsaw Puzzle Activity

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JIGSAW INSTRUCTIONS

Directions:

Two students within each group should receive one of the following. Directions should be read quickly and silently by the student before beginning the activity.



Jigsaw Directions

The player that removes the puzzle pieces from the envelope and scatters them around the playing space where all players can see will begin play. This player has five seconds to find a puzzle match. If he/she does not make a match, the next player to his/her right has five seconds to make the next match. If he/she does make a match, the next player to his/her left begins with five seconds to make the next match. Continue timed play until the puzzle has been completed. The player with the most puzzle matches wins.



Jigsaw Directions

The player that removes the puzzle pieces from the envelope and scatters them around the playing space where all players can see will begin play. Once this player finds a match, the player to his/her right will make the next match. Play continues counterclockwise until the puzzle is complete. The group that finishes the puzzle first wins.

Conflict Interview

1. Describe one conflict that you have experienced. (Include - the source of the conflict and who was involved)



2. When thinking about this conflict were there any ways to predict the conflict and if so what signs indicated a conflict was about to occur?
3. Was there any way to avoid this conflict (why or why not)?
4. How was the conflict resolved?
5. Were you pleased with the way the conflict was resolved (why or why not)?

Reflection Questions:

Do you agree with how the conflict was resolved?

Were nonviolent strategies used and if so, were they effective?

How would you resolve this conflict?

Conflict in the News

1. Who was involved in the conflict?

2. Describe any possible predictors of the conflict.



3. Was it possible to avoid this conflict – why or why not?

4. How was the conflict resolved?

5. How do you think each individual feels about the resolution to the conflict?

6. How would you recommend resolving this conflict using nonviolent strategies?