

<p>Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences</p> <p>Lesson Title: Managing Conflicts Lesson 7 of 7</p> <p>Grade Level: 12</p> <p>Length of Lesson: 30 - 45 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.2: Interacting with others in ways that respect individual and group differences.</p> <p>Grade Level Expectations (GLEs): SE.2.A.12: Exhibit the interpersonal skills to maintain quality relationships SE.2.C.12: Utilize and accept personal responsibility in relationships with others</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Pens Pencils <i>Managing Conflicts</i> worksheet <i>Alternative for Solving Conflicts</i> handout</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions

X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

<p>The student will complete the following reflection regarding the discussion about student relationships and conflicts:</p> <p>What did I learn about myself during this activity?</p> <p>Which of the 6 alternatives for solving conflicts would I like to try more often?</p>

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p>Student Self-Assessment: Students will review their responses to questions on handouts provided.</p>

Lesson Preparation

<p>Essential Questions:</p> <p>What does a quality relationship look like and how is it maintained?</p>
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What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):

Everyone gets into conflicts, whether they are with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, or a situation managed, or there was just a “clearing of the air.” Conflicts can also result in negative feelings that leave us feeling bad about ourselves and others. Has either happened to you? Share your answer with a partner.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Distribute <i>Managing Conflicts</i> worksheet.	1. Students review <i>Managing Conflicts</i> worksheet, asking for clarification where needed. Role-playing may be used as a practice opportunity.
2. Direct students to answer questions on the second page of the worksheet.	2. Students ask and answer questions.
3. Facilitate discussion regarding students’ relationships and conflicts. The questions on the second page of the worksheet will serve as prompts to “break the ice.”	3. Students participate in discussion.
4. Distribute and discuss <i>Alternatives for Solving Conflicts</i> handout.	4. Students review and discuss <i>Alternatives for Solving Conflicts</i> worksheet.
5. Direct students to answer the following (or similar) questions: What did you learn about yourself during this activity? Which of the six alternatives would you like to try more often?	5. Students respond in writing to the questions.
6. Collect and review worksheets with student responses. Use as means to identify those who may be having difficulty negotiating conflict.	6. Students will hand in responses to worksheets.

Teacher Follow-Up Activities

Journal and role-play alternatives for solving conflicts. It will reinforce learning for students if they are provided time to use the skills learned in the lesson.

Counselor reflection notes (completed after the lesson)

MANAGING CONFLICTS

Name: _____ Date: _____

Everyone gets into conflicts--with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, a situation managed, or there was just a “clearing of the air.” Conflicts can also result in negative feelings that leave us feeling badly about ourselves and others. Has either happened to you?

RESULTS OF CONFLICTS

When hassles are eventually resolved, there are three possible outcomes:

Both people feel hurt: Both people fight (physically or verbally). When this happens, the problem continues. There is no respect for self or others as a result. More than likely, there will be another fight.

One person feels hurt and the other gets his/her way: One person fights (physically or verbally). The other person quits or runs. The problem may be settled, but both people disrespect each other and themselves. The loser may seek revenge or take it out on someone or something else.

No one is hurt: No one fights or argues. Each says his or her position. Each person listens. Alternatives are used to settle the hassle. There is no “loser” or “winner” and everyone maintains respect for others and themselves.

THESE THINGS MAKE CONFLICTS WORSE

Violence (Physical or Verbal): Violence destroys any basis for compromise and ruins friendships. It rarely deals with the real problem, and usually causes more problems. People don’t often forget physical or verbal abuse.

Running Away: Running away prevents a person from really solving a problem. It just pops up again later. People who run away from problems lose the respect of others and themselves. It can become a habit. People who give in are usually taken advantage of by others.

Telling on Someone: Telling can make the problem worse. It makes others lose respect for you, and it can indicate you want others to solve conflicts and make decisions for you. However, there are times when telling IS appropriate. If a conflict has the potential of resulting in harm to you or to others it is important to get help from a responsible adult.

You and Conflict—Tell your story—Begin with a time you used violence, ran away or told on someone when it was not appropriate.

a. What was the conflict?

b. What happened? How did you handle the situation?

c. How did you feel about it?

d. How would you handle it differently if you could do it over?

Alternative for Solving Conflicts

1. **Use “I” messages**—State the problem in terms of how it makes you feel; do not place blame on the other person. Example of an “I” message: “I am really hurt when you talk behind my back.” Example of a “you” message that places blame: “You are so stupid when you talk behind my back.”
2. **Listen closely**—Let the other person know you are willing to listen to his or her side. Example: “I’m listening,” or “Go ahead; I’ll listen.”
3. **Get help**—Use others to help solve a problem. A third person can often bring a new perspective or solutions to a conflict.
4. **Make a deal**—Compromise. Being willing to give in to certain conditions if the other person is also willing can usually be done by making a suggestion.
5. **Apologize**—Let the other person know you are sorry the conflicts happened, whether you feel you are right or wrong. If you really feel as though you are wrong, you can gain respect from others by apologizing. Example: “We don’t seem able to solve this, but I am sorry you feel badly about it. I do too.”
6. **Cool it**—Dropping it is good for cooling off or avoiding no-win situations.