

Unit # 3 Title: Conflict Resolution – I am part of the Solution!

Lesson Title: “Re-Solutioning”: Practice Brings Out Our Best

Lesson 2 of 4

Grade Level: 7

Length of Lesson: 2 - 50 minute sessions

Note: This lesson is designed for expansion in two possible ways. The first possible expansion includes making a film to use with younger children. The second possible expansion stops short of actually making the film. Instead, it shares the work of the 7th grade students with younger students, providing the opportunity for a quasi-service learning experience for the older students, and connections with the future and education for the younger students.

Missouri Comprehensive School Counseling Big Idea:

SE.2 Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

SE.2.C.07: Practice problem-solving and conflict-resolution skills.

American School Counselor Association (ASCA) Mindsets and Behaviors:

Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

How Am I Responsible? Activity Sheet

3x5 Index cards in three colors

Scrap paper

Video equipment

How Did We Do – As a Team? (Group Assessment of Process)

Show Me Standards: Performance Goals (check one or more that apply)

| | |
|---|--|
| X | Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works |
| X | Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others |
| X | Goal 3: recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives |
| X | Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies |

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

Missouri Comprehensive School Counseling Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

| | | |
|---|---------------------------|---|
| X | Communication Arts | 1. Speaking and writing standard English 4. Writing formally and informally, participating in formal and informal presentations and discussions of issues and ideas 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas |
| | Mathematics | |
| | Social Studies | |
| | Science | |
| | Health/Physical Education | |
| X | Fine Arts | 1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts |

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write and perform one scenario demonstrating conflict resolution skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will write scripts for scenarios to be “re-solutioned.” One re-resolution scenario will be role played for whole class.

Lesson Preparation

Essential Questions: Why is personal responsibility important?

Engagement (Hook): Without saying anything, begin the lesson by playing a 1-2 minute segment of a video/DVD involving people (**NOTE:** any video will do—the process of re-winding and editing is the focus); freeze/pause the action; rewind with the picture showing and pause/freeze the beginning of the scenario.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|--|
| <p>1. Ask for volunteers to describe what they observed happening and to project what will happen next (focus on the PROCESS of playing, stopping, re-winding, starting over). Guide students in discovering:</p> <ul style="list-style-type: none"> • Actors have a script to follow. • In filmmaking, the process of editing and/or re-doing a conflict scenario makes the final result “perfect.” • In stage productions, rehearsals are held for weeks before the production opens. • In real-life-action, we don’t have the luxury of a script and editing in conflict situations—OR DO WE? <p>2. Review with students their past learning in regard to conflict resolution, e.g.,</p> <ul style="list-style-type: none"> • STAR: Stop—Think—Act—Review • Steps in the conflict resolution process. • Personal responsibility and problem ownership <p>3. Emphasize that we DO have the opportunity to stop our action in order to bring out the best – within ourselves and within the conflict.</p> <ul style="list-style-type: none"> • Humans are capable of stopping action and starting over • Each person in a challenging situation has feelings and thoughts that may differ from the other’s thoughts and feelings about the same situation. (See 6th grade 2.3 lesson) • Problem-solving and conflict-resolution skills are necessary to resolve conflict between people. • Compromise is a positive step toward working out challenging | <p>1. Several (4 or 5) students will volunteer to tell about their observation of the play, freeze, re-wind, freeze process. Compare the ability of the VCR to stop when there is a problem with our typical ways of reacting to the challenge of real-life. Contribute by considering the ways people solve conflict on television. {A sidebar: Why do the producers of movies, TV shows, and video games depict violence as a way to solve problems with another person?}</p> <p>2. Students will build on each other’s contributions by asking questions or providing more information about prior learning and solving conflicts peaceably, respectfully and productively.</p> <p>3. Students will discuss the role of feelings, compromise, and problem solving in the conflict-resolution process.</p> <p>Students will identify a time when they used courage to face-up to a conflict.</p> |

| | |
|--|---|
| <p>situations</p> <ul style="list-style-type: none"> • Courage is required when the conflict or problem is between human beings. • Practice will help us be better prepared to say, “Wait a minute! I didn’t like the way I said that ...I’d like to start over.” • In time, and with practice, putting ourselves “in check” will become more natural in our real-life action scenarios. • R-E-S-P-E-C-T is at the heart of the motivation to bring out the best—within us and within the resolution of the conflict. <p>4. Reminder and Review of 6th grade lesson: Students will need the sixth grade 2.3 Activity Sheet <i>How Am I Responsible?</i> (If students monitor year-to-year growth by keeping completed Activity Sheets in a “portfolio”—ask them [before the lesson] to have their portfolios available for this lesson. If they do not have portfolios [and as a back-up for those who forget or can’t find portfolios], copy the 6th grade 2.3 activity sheet <i>How Am I Responsible?</i> [attached]).</p> <p>Emphasize empathy and re-storying as critical aspects of personal responsibility in the problem-solving process.</p> <p>5. Ask 3-4 students to (voluntarily) share relationship situations they have experienced since completing the activity sheet in 6th grade and the ways the process helped to “re-solution” the conflict.</p> <p>6. Peer, Parents, and Teachers: Re-solutioning conflict in relationships with Peers, Parents, and Teachers.</p> <ul style="list-style-type: none"> • Assign students to teams of two. Give each team three (3) index | <p>4. Remind students to bring their completed 6th grade GLE 2.3 activity sheet <i>How Am I responsible?</i></p> <p>5. Students will review and refresh their thinking about resolving conflicts and will volunteer to share a personal situation in which using the problem solving procedure resulted in a stronger relationship.</p> <p>6. Students will actively participate in work of team via such activity as:</p> <ul style="list-style-type: none"> • Contributing real-life conflict scenario(s) with peers, a parent, or a teacher. |
|--|---|

| | |
|---|---|
| <p>cards—one each of three different colors (e.g., yellow, green, blue),</p> <ul style="list-style-type: none"> • Students will develop three brief real-life conflict scenarios in which the solution applied is hurtful to all. The first scenario will be a real-life peer conflict, the second, a real-life conflict with a parent (or parents) and the third, a real-life conflict with a teacher. • Write the completed scenarios on the cards: <ul style="list-style-type: none"> Peer conflicts--yellow cards; Parent(s) conflict--green cards Teacher conflict--blue cards. (Note: colors are suggestions rather than mandates.) • Scenarios will be put in stacks by color, shuffled (by color), and one of each color (3 cards total) will be given to each team. <p>7. Becoming filmmakers: Join two teams together (new teams of four). From the six scenarios the new teams will have, the team will select the “best” scenario for each color (Peer, Parent, Teacher).</p> <ul style="list-style-type: none"> • Cut six slips of paper; write “Parent” on two, “Peer” on two, and “Teacher” on two. Each team will draw one slip of paper from “hat”—this will identify which of the relationships each team will use as the basis for its film. • In final analysis, enacted + re-enacted scenarios will total 11.5 minutes or less. “It’s a wrap!” will include: two scripts – one for the scenario with a non-productive and hurtful solution and the second, for the re-enacted scenario with a respectful and productive solution. The final scripts will include characters, setting, props, dialogue, and description of actions—everything that will be needed for | <ul style="list-style-type: none"> • Volunteering to write scenarios on cards. <p>7. Students will work with other team members to make decisions about what to include in scenarios</p> |
|---|---|

| | |
|---|--|
| <p>production of the scenarios.</p> <ul style="list-style-type: none"> • The following steps will be followed: <ul style="list-style-type: none"> ▪ All team members read and write “first thoughts” about story line, the characters and conflict resolution. <p>**This is a good place to end the lesson for this day to be continued on another day.</p> <p>Ask each student to think about his or her team’s scenario and to write “first thoughts” before the next class.</p> <p>DAY TWO:</p> <p>8. Review Day One and “homework” task: Writing “First Thoughts (above).</p> <ul style="list-style-type: none"> ▪ “First Thoughts” will be shared with Team and, as appropriate, incorporated into the team discussion and decision-making about the development of each scenario. The application of skills learned in prior lessons will be a part of this discussion. ▪ Scenario dialogues will be developed with all team members contributing. ▪ Cast of characters and descriptions will be developed; characters will be cast in roles. ▪ Read-through(s)—Once scripts are developed and the cast of characters known, scenarios will be read through by characters to get the feel of the flow and to modify scripts as needed. After each read, team members will talk about scenario and problem solving processes depicted in scenario. ▪ Blocking of action and character movement. After several oral read-throughs and additional modifications made to scripts, action will be blocked. During this “step” movement of the characters in each scenario is determined. ▪ Rehearsals will provide additional | <p>8. Students will have their “First Thoughts” written and ready to discuss with team members.</p> <p>Students will work collaboratively, cooperatively and cheerfully with other Team Members to develop scenarios for production.</p> |
|---|--|

| | |
|--|--|
| <p>opportunity for modifications to occur.</p> <p><i>Please note: time availability will determine how much of the above will be implemented and whether or not the filming will actually take place. The strategies leading to the filming can be used to develop an understanding the relationship between “practicing” and the “re-solutioning” of a conflict/problem-solving situation. Practice in a safe environment makes it easier to re-solution conflict situations as they arise in real life.</i></p> <p>9. Becoming problem solvers in the process of filmmaking: It is inevitable that conflicts and problems to be solved will emerge during the process of students working as a team. Establish the process of “meta-processing” as a required part of any team meeting. Learning to view “meta-processing” as an expected part of the team’s agenda—first item as well as last—will help students develop skills to work positively with conflict when it occurs. Positive and productive problem solving fosters relationships that promote self-respect and respect for others AND greater team productivity (see Group Assessment Process [attached]).</p> <p>10. Filmmaking? Maybe Yes; Maybe No. If you must end this lesson before the scenarios can be filmed, gain closure by having students “act out” scenarios in your classroom as well as in the classrooms of early learners. Use the checklist provided as a means for self-assessment, peer assessment and educator assessment.</p> | <p>9. Students will demonstrate courage by taking the risk to initiate and/or participate in meta- processing with the mind of a researcher—open curiosity.</p> <p>10. Students will participate in assessment event as enactors or observers.</p> |
|--|--|

Teacher Follow-Up Activities

The opportunities for collaboration with the classroom teacher are endless. For example, if the counselor has provided the classroom teachers with an overview of curriculum framework and this lesson, the teacher will be able to use the concepts and skills developed during the

Counseling Lesson(s) when relationship issues occur within the classroom.

Counselor reflection notes (completed after the lesson)

| |
|--|
| |
|--|

How Am I Responsible? (Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead and you go to the party with that friend. Your parents find out and they ground you.

How do you feel? _____

How do you think your parents feel? _____

How can you show your parents you are willing to accept personal responsibility?

What could you have done differently? _____

How could problem-solving or conflict-resolution skills have helped in this situation?

2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are not spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because they are too worried about things happening at home.

How do you feel? _____

How do you think your friend feels? _____

How can you show your friend your willing to accept personal responsibility? _____

What could you have done differently? _____

How could problem-solving or conflict-resolution skills have helped in this situation?

HOW DID WE DO – AS A TEAM?
Group Assessment of Process

This group assessment is intended to provide team members with a method to objectively monitor productivity of team. The “Think-Pair-Share” process will be used. Think about questions individually. Talk about responses with a partner. Share responses with the whole group.

Goals for this Work Session (to be specified at the beginning of a work session):

Goals were accomplished **Yes** **No** **Partially**

Explanation:

Examples of accomplishments:

Level of Participation:

I felt listened to:

My contributions:

I listened to others:

Other team members listened to all other team members:

What I liked/appreciated about our team work:

What I would change if I were doing this over:

In order to make change, I need:

It would help me to be more productive if: