

CONFLICT RESOLUTION

PSC Note: Even though this is a series of 5 lessons, with slight modification, each lesson may be used on its own. The lessons are bundled together because each lesson addresses conflict and its resolution—together they are more effective; however, your students' needs (and your time resources) may dictate that you use one or two of the lessons alone. The Student Thinking Papers may be used as resources with other conflict resolution lessons.

Purpose: This series of 5 lessons explores conflict and its resolution. An emphasis is placed on students' current/past methods for resolving conflicts while helping them learn to evaluate the effectiveness and/or ineffectiveness of their methods. An underlying premise of the lessons is that win-win conflict resolution skills **can** be learned. Students, first, will recognize the range of conflicts they experience, then evaluate effectiveness/ineffectiveness of current methods, identify the need to learn new skills for dealing with conflicts and, finally to learn the skills of compromise and win-win conflict resolution.

Time: Five (5) 50-60 minute lessons

Group Size: Whole Class

Grade Level: 4-6

Lesson 1: Conflict is Everywhere! The focus of this lesson is learning to recognize the range of conflicts students do or might experience. Students complete a pre-assessment of their current methods of responding/reacting to hypothetical conflict situations.

Materials: [Conflict and Me: Pre-Assessment](#) Student Thinking Paper; Poster listing essential questions: *What do other people do to solve conflicts with their friends or family? What causes some people to hit others when they disagree? Does there always have to be a "winner" and a "loser" in a conflict* (post during lessons)

Lesson 2: How Do YOU Respond/React In Conflict Situations? Students complete a self-assessment of the frequency with which they use specific methods to resolve conflicts. They identify changes to make in their current methods.

Materials: [How I Handle Conflict](#) Student Thinking Paper; Poster: Essential Questions

Lesson 3: Conflict! What Are My Options? Students learn to categorize the methods resolving conflict (e.g., aggressive methods ↔ win-win methods) and evaluate the effectiveness/ineffectiveness of each method. They learn to evaluate situations by identifying the real problem, who is involved in the situation and identify options for resolving the conflicts.

Materials: [Types Of Conflicts And Resolutions](#) Student Thinking Paper; Poster listing essential questions; List of student-generated conflict situations from Lesson 1, Large pieces of chart paper and markers for groups

Lesson 4: Conflict vs. Compromise—Win-Win The focus of this lesson is "compromise" and the benefits of win-win conflict resolution.

Materials: Sign: **NO WINNERS and LOSERS**; Poster listing essential questions; student dictionaries

Lesson 5: Conflict—Let's Resolve It--Respectfully! Students learn the skills of compromise and win-win conflict resolution. They complete a post-assessment of responses/reactions to the hypothetical pre-assessment conflict situations; thus providing an assessment of change from before to after conflict resolution lessons.

Materials: Sign: **EVERYONE A WINNER!**; Poster listing essential questions; [Conflict and Me: Post-Assessment](#), completed [Conflict and Me: Pre-Assessment](#) from Lesson 1; [Pocket Guide to Win-Win Conflict Resolution](#); Student Resource.

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand : Personal And Social Development (PS)

Big Idea: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences

Concept: PS.2.B. Respect for self and others







American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions set goals, and take necessary action to achieve goals.

Link to Sample MCGP Units/Lessons (Note: The Units/Lessons listed do not include all possible related MCGP Units/Lessons—they are merely examples of how activity fits with the MCGP Guidance eLearning Units/Lessons)

4 th Grade	PS.2	Unit:	What Does It Take to Get Along w/Others?	 
5 th Grade	PS.2	Unit:	Respecting Differences in Others	 
6 th Grade	PS.2	Unit:	What Do Skills Have to Do with It?	 

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

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	CA6: Participating in...discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

See Individual Lessons

Lesson Preparation/Motivation

<p><i>Essential Question:</i> What do other people do to solve conflicts with their friends or family? What causes some people to hit others when they disagree? Does there always have to be a “winner” and a “loser” in a conflict.</p> <p><i>Hook:</i> See Individual lessons</p>
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Procedures

Professional School Counselor Procedures:	Student Involvement:
<p><i>Systematically observe students as they complete thinking papers and work with partners. Observe students’ methods of dealing with conflict in partner/small group situations and/or have difficulty completing the thinking papers. Make note of students who do not respectfully interact with others.</i></p>	<p>Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p>
LESSON 1: CONFLICT IS EVERYWHERE!	LESSON 1: CONFLICT IS EVERYWHERE!

Professional School Counselor Procedures:	Student Involvement:
<p>Materials: Conflict and Me: Pre-Assessment Student Thinking Paper; Poster: essential questions;</p> <p><i>Hook:</i> Pre-arrange with classroom teacher to enter into a brief argument with you about something petty and non-personal, such as limeade v. lemonade as beverage in the workroom.</p> <p>1. Transition: Introduce the series of lessons: call students' attention to poster of essential questions. Read each one and tell students that by the end of these lessons they will be able to answer all the questions.</p> <p>Write the word CONFLICT on the board and ask students to define the term (explain that argument with classroom teacher was made-up).</p> <p>2. Identify Conflict Situations: <i>Note: Students generate a list of conflict situations; the list will be used Lesson 3. Invite a volunteer to record the lists OR write student-generated situations on large pieces of chart paper. Save the list for Lesson 3.</i></p> <p>SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...all the situations you can think of that cause conflict...Likity-split responses. List the situations on the board under the word CONFLICT. Student responses may range from wars between nations to children fighting over toys.</p> <p><i>PSC Caution: It may be necessary to explain that some issues are private family conflicts and should not be included in this list; HOWEVER, you will talk with individuals in private. Follow-through after class.</i></p> <p>3. Current method of conflict resolution: Ask: How do YOU resolve conflict in specific situations? Let's find out. Distribute the Conflict and Me: Pre-Assessment Student Thinking Paper. Give students a minute or so to look over the paper. Explain directions; invite clarifying questions. Lead students through each item in Part I and Part II. <i>Observe students' responses and approach (e.g., thoughtful, hesitant, hurried) to the task as they complete the Student Thinking Paper.</i></p> <p>4. Process Part I of Conflict & Me (Responses to Situations): Invite students to talk about the situations that raised the most serious feeling of conflict for them.</p>	<p><i>Hook:</i> Listen with curiosity as teacher and school counselor argue.</p> <p>1. Read essential questions along with school counselor.</p> <p>Volunteer to define "conflict". What situations might cause conflict?</p> <p>2. Volunteer to serve as recorder OR...</p> <p>Participate in SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...what situations might cause conflict? Likity-split responses.</p> <p>3. Look over the <i>Conflict and Me</i> Student Thinking Paper; listen to the directions; ask clarifying questions about directions or situations you do not understand.</p> <p>Complete the thinking paper with the class; use integrity when responding.</p> <p>4. Volunteer to tell about the most difficult situation(s).</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>Systematically observe approaches to conflicts of opinion and listen for misconceptions in thinking about conflict in general.</i></p> <p>Objectively describe your (PSC) observations of effective/ineffective, respectful/disrespectful ways of working together (no names/respect for all positions) and provide clarification of misconceptions as appropriate and needed. Invite students to contribute their own observations and conclusions.</p> <p>Collect completed <i>Conflict and Me</i> thinking papers; tell students you will keep them until the last lesson.</p> <p>Explain that all people are different and have individual needs and desires, conflicts are inevitable when people live and work together. It is important for people to develop conflict resolution skills that respect self and others.</p> <p>9. Who wants to learn? SHOW-ME...HANDS-UP: Who wants to learn how to respectfully resolve conflicts with others? Tell students they CAN learn to achieve Win-Win outcomes in conflict situations.</p> <p>Explain that during the next 4 lessons, they will learn more about conflicts, explore how they usually handle conflict and how to peacefully and happily reach a Win-Win resolution.</p> <p>ASSESSMENT: Content: Completed <i>Conflict and Me</i> thinking papers (Steps 1-5), demonstrate students' awareness of conflict in their lives.</p> <p>ASSESSMENT: Personalization of Content: Instruct students to turn to a "shoulder-partner" and complete the sentence: Today, I learned/re-learned I ____.</p> <p>CLOSURE: Invite several pairs to tell the rest of their classmates how they completed the "I learned I ____" sentence.</p> <p>Encourage students to become self-observers between now and the next lesson—keep track of the kinds of conflict they encounter and how they choose to handle the conflict.</p> <p><i>After the lesson, review students' responses and your mental notes about approach each student took to completing the Conflict and Me survey; use results to</i></p>	<p>What do you do? Contribute to collaborative discussion.</p> <p>Give thinking paper to school counselor.</p> <p>Listen to school counselor as he or she talks about conflict. What do you think? Is there such a thing as respectfully resolving conflicts?</p> <p>9. Participate in SHOW-ME...HANDS-UP; listen with curiosity as school counselor tells the class that it is possible to achieve win-win solutions.</p> <p>ASSESSMENT: Content: Complete <i>Conflict and Me</i> with integrity.</p> <p>ASSESSMENT: Personalization of Content: Complete "I learned I" sentence with partner.</p> <p>CLOSURE: Volunteer to tell others how you finished the "I learned I ____" sentence.</p> <p>Agree to observe and keep track of conflicts and how you choose to handle them.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>adjust plans for future lessons as needed. Keep surveys until the last lesson when students will have a chance to compare/contrast how they have changed their thinking about conflict.)</i></p> <p>LESSON 2: HOW DO YOU RESPOND/REACT IN CONFLICT SITUATIONS?</p> <p>Materials: How I Handle Conflict Student Thinking Paper; Poster: Essential Questions</p> <p><i>Continue to systematically observe students' involvement with group and tasks. Listen for thoughts that indicate misconceptions about conflict. Use observations to gain more information about how students' thinking developed and, as appropriate, to correct misconceptions.</i></p> <p>Hook: Pre-arrange with 2 students to get into an argument when you enter the room; after 30 seconds or so, one says "We need someone to help us solve this!" The other says "Good Idea." Saying nothing more, both return to seats.</p> <ol style="list-style-type: none"> Transition/Review: Lesson 1: SHOW-ME...with words: Which 5 learners will tell us one thing they remember from the last lesson? Homework review: SHOW-ME...with words: what conflicts were encountered since last lesson? Resolutions used..... Introduce today's lesson. Remind students that during Lesson 1, they completed a thinking paper about how they respond to conflict. Today, they learn more about themselves and conflict. Distribute the-How I Handle Conflict Student Thinking Paper. Review the directions, invite clarifying questions and complete survey together. When <i>How I Handle Conflict</i> survey is completed, place students in groups to discuss reactions to survey and specific methods of handling conflict. Invite public sharing of ideas. 	<p>LESSON 2: HOW DO YOU RESPOND/REACT IN CONFLICT SITUATIONS?</p> <p>Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use the conventions of standard written and oral English when responding.</p> <p>Hook: Observe with curiosity about where this argument will "go."</p> <ol style="list-style-type: none"> Participate in SHOW-ME...with words—what do you remember? Participate in SHOW-ME...with words—what conflicts were encountered? How did you respond and/or resolve? Think about the methods usually used to respond to conflict. What do you want to learn today? Look over thinking paper; listen to directions, ask clarifying questions, as school counselor reads each way of handling conflict, put a mark in the column that represents the frequency each method is used. Move to assigned group; talk together about reactions to the survey: Contribute to group collaborative discussion about the survey and personal opinions/thoughts about specific items. Talk about personal opinions of survey as a whole. Was it easy? Hard? Which methods are easiest/hardest to use? <p>Develop a group summary of the ideas discussed; volunteer to summarize and publicly share 6ndividual</p>

Professional School Counselor Procedures:	Student Involvement:
<p>ASSESSMENT: Content: Remind students that there is nothing wrong with conflict—in fact it can be a good thing—if all people involved in the conflict think “win-win”!!</p> <p>Continuing in their groups (Step 5), instruct students to discuss the argument they observed between (student a) and (student b) at the beginning of the lesson. Did they spot the clue to “win-win” resolution? What was it?</p> <p>ASSESSMENT: Personalization of Content: Explain the Reflection/Projection open-ended questions at the bottom of <i>How I Handle Conflict</i> thinking paper.</p> <ul style="list-style-type: none"> • Invite clarifying question; students complete the sentences on their own. • Instruct students to turn to a shoulder-partner in their groups and talk together about their responses to the open-ended questions. • <i>Observe and make note of those who seem to have difficulty. Invite pairs to share their ideas for change.</i> • Collect <i>How I Handle Conflict</i> thinking papers. <p>CLOSURE: For every conflict, there is a resolution. During the next lesson, the focus will be conflict resolution methods—methods already in use or methods to be used in future. In addition, students have an opportunity to practice conflict resolution in hypothetical situations.</p> <p>Tell students to continue self-observation of conflict in their lives. Encourage students to keep a journal of conflict situations, especially those that are difficult to solve.</p> <p><i>Before next lesson, review responses to survey about how conflict is handled. Note frequency of fight vs. flight responses. Review reflections (responses to sentence stems) for students’ (age appropriate) level of awareness of their ability to identify what they want to change and how to make change. In addition, review: 1) age-appropriate command of conventions of standard English; 2) ability to articulate thoughts and feelings in 1st person language.</i></p> <p>LESSON 3: CONFLICT! WHAT ARE MY OPTIONS?</p>	<p>group’s conversation; listen to other groups’ thoughts.</p> <p>ASSESSMENT: Content: Listen as school counselor talks about conflict—think about his or her statement that conflict can be good. What IS win-win?</p> <p>Continue in group; contribute to group’s conversation about the argument between the two students. Identify the win-win clue.</p> <p>Take a risk—volunteer to identify the win-win clue.</p> <p>ASSESSMENT: Personalization of Content: Listen to instructions about Reflection/Projection section of thinking paper; ask clarifying questions and complete survey on own.</p> <p>Talk with shoulder-partner about responses.</p> <p>Share ideas with classmates.</p> <p>Give thinking paper to school counselor.</p> <p>CLOSURE: Listen and think about what want to learn during the next lesson.</p> <p>Continue to be an observer of self and conflict. Write about self and conflict—especially difficult situations—in journal.</p> <p>LESSON 3: CONFLICT! WHAT ARE MY OPTIONS?</p>

Professional School Counselor Procedures:	Student Involvement:
<p>attention to “solution” as a part of the larger word “resolution”.</p> <p>Ask students to think about how (in the past) they have resolved conflicts listed in column 1.</p> <ul style="list-style-type: none"> • After they have had time to think, invite students to tell the class their methods of resolution for each conflict situation; • In column 2 (Resolution Method), write a resolution next to each conflict. <p>3. Column 3 Categorize: In column 3, indicate a category for each method: Discuss the “normalcy” of conflict in human relationships. Point out that “resolution” can mean there is a winner and a loser or two losers OR 2 winners. Write the following categories on the board:</p> <ul style="list-style-type: none"> • Aggression (AG) • Giving in (GI) • “Running-away”/avoidance (e.g., sulk, stomp-away) (AV) • Compromising (CO) • Win-Win (WW) <p>Emphasize:</p> <ul style="list-style-type: none"> • Resolutions to conflicts may be grouped in categories. • The above categories are the categories used in this lesson. <p>Explain each resolution method. Consider inviting students to role-play each of the categories.</p> <p>In column 3, indicate which of the five (5) categories each resolution method fits.</p> <p>4. Column 4 Assess effectiveness of conflict resolution methods: Review columns 2 and 3(conflict resolution methods and categories). Ask students to help you decide whether the method is effective (+) or ineffective (-). Discuss ratings as needed.</p> <p><i>(Save the copy the student-recorder made; use it in Lesson 5 to remind students of coding categories.)</i></p> <p>5. Aggression is ineffective: Matter-of-factly discuss aggression as an <i>ineffective</i> method of conflict resolution. <i>Be cautious to avoid inadvertently creating feelings of anger, shame, guilt or inner conflict within those for whom aggression may be the only culturally acceptable way to resolve conflict. At the same time, don’t avoid discussing the damage aggression as a conflict resolution method can cause</i></p> <ul style="list-style-type: none"> • Help students gain a depth of understanding of the 	<p>Prepare to add personal ideas to “Resolution” column.</p> <p>Look over the list of conflicts (column 1). How were similar conflicts resolved in the past? Contribute personal methods to column 2 “Resolution”.</p> <p>3. Listen thoughtfully to school counselor’s comments about conflict being normal. As he or she talks about the categories of methods for resolving conflicts, think about what each category means. How would you categorize the methods you most frequently use?</p> <p>Help school counselor identify the conflict resolution category for each method of resolution.</p> <p>4. Help school counselor decide if each method is effective or ineffective. Encourage classmates to help.</p> <p>5. Listen with intentionality—the intention of REALLY understanding why aggression is an ineffective method of resolving conflict.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>ways that being aggressive can be a harmful method.</p> <ul style="list-style-type: none"> Resolving conflict with aggression may lead to other problems such as family involvement, police or juvenile court involvement, and/or school administration involvement. <p>ASSESSMENT: Content: Resolving hypothetical conflict situations: Have students get into groups of 3 or 4; distribute the Types of Conflicts and Resolutions Student Thinking Paper. Read conflicts with students; assign one conflict to each group.</p> <p>Distribute a blank copy of the <i>Types of Conflicts and Resolutions</i>, a large piece of chart paper and marker to each group. Each group appoints a recorder who will write brainstorming contributions on blank thinking paper.</p> <p>Lead students in a 1-minute brainstorm of solutions to their assigned situations: remind students of brainstorming ground rules:</p> <ul style="list-style-type: none"> Likity-split and with no evaluation or judgment of contributions. generate as many methods as possible At the end of 1 minute, group members review their brainstormed list and add more ideas. <p>After resolutions have been generated, call students' attention to the questions related to the thinking paper and their group's assigned situation:</p> <ul style="list-style-type: none"> What is the real problem? Who are the parties involved in the conflict? What are two or more options for resolving the conflict? (Choose best from brainstormed list OR identify new ideas) <p>Instruct them to reach group consensus on answers to the questions. Review the categories of conflict resolution methods; group members identify the category and the related code for their group's solution(s). All members of the group sign the paper to indicate individual agreement with responses.</p> <p><i>As groups work together, observe consensus-reaching processes; make note of effective/ineffective consensus formation.</i></p> <p>Reporting out: Each group selects a reporter to report consensus answers and methods by which consensus was reached. Public sharing of consensus</p>	<p>When has aggression been experienced or used personally as a method of resolving a conflict with another person? What did it feel like?</p> <p>ASSESSMENT: Content: Work collaboratively in group to: select a recorder who will take notes; brainstorm a list of resolutions for assigned situation; work collaboratively to reach consensus on a group response to each of the three questions about the situation.</p> <p>Recorder writes the group's consensus on the blank thinking paper. Each member of group signs the paper to indicate agreement.</p> <p>Participate in brainstorming—remember the ground rules.</p> <p>Work collaboratively with other group members to reach consensus responses to each question.</p> <p>Categorize responses.</p> <p>Sign group consensus paper.</p> <p>Select a reporter (someone other than recorder) to report to the class the consensus responses of group, the category of the solutions chosen and how group</p>

Professional School Counselor Procedures:	Student Involvement:
<p>responses; process responses with the systematic observations you made while they were working (no names or other identifying data).</p> <p>ASSESSMENT: Personalization of Content: Reflection/Projection: on back of thinking paper, students write a personal (1st person) two (2) paragraph narrative. Paragraph 1 = Thoughts and feeling during the group consensus process; Paragraph 2 = Personal contribution to completion of group's task: group consensus re: questions.</p> <p>Invite voluntary public reading by students of one of their paragraphs.</p> <p>Instruct students in each group to staple their thinking papers together with the signed consensus report on top. Collect Thinking Papers</p> <p>CLOSURE: Remind students to continue self-observations of their conflict situations and how the resolve the conflicts. Tell them that during the next lesson they will learn about resolution of conflict so there are no winners and losers and everyone is a winner.</p> <p><i>Before next lesson, review the group consensus paper and the narrative reflections of each student. Note misconceptions in thinking about working collaboratively in groups. Review narratives for students' (age appropriate) ability to articulate their thoughts and feelings about their personal experiences working in their groups to identify their contributions to the collaborative accomplishment of their group's task. Note students' age-appropriate command of conventions of standard English and ability to articulate thoughts and feelings in 1st person language.</i></p> <p>LESSON 4: CONFLICT VS. COMPROMISE—WIN-WIN Take completed <i>Types Of Conflicts And Resolutions</i> thinking papers to class; distribute in Step 1. Materials: Sign: NO WINNERS and LOSERS; Poster listing essential questions; student dictionaries</p>	<p>reached consensus.</p> <p>ASSESSMENT: Personalization of Content: Follow school counselor's instructions about the content of the two-paragraph narrative. Be sure narrative: follows conventions of standard written English; uses precise language and descriptive words; is organized (e.g., ideas are organized in each paragraph); point of view is presented clearly and logically.</p> <p>Volunteer to read one paragraphs to the class. If do not volunteer, listen with curiosity to others' reflections about their experiences. Were their experiences similar to or different from yours?</p> <p>Follow school counselor's instructions, staple papers and give thinking paper to school counselor.</p> <p>CLOSURE: Commit to continuing observations of personal responses to conflict. Is there is a way to resolve conflicts so everyone is a winner? Think about answer and look forward to learning more during the next lesson.</p> <p>LESSON 4: CONFLICT VS. COMPROMISE—WIN-WIN A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas and follow the conventions of standard oral and written language in responses.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>Hook:</i> Silently walk around room with No Winners and Losers sign; post in front of room.</p> <ol style="list-style-type: none"> 1. Distribute Completed <i>Types Of Conflicts And Resolutions</i> thinking papers; make general comments: <ul style="list-style-type: none"> • Acknowledge students’ thoughtful completion of narratives; • Summarize observations; • Correct, as appropriate, patterns of misconceptions that may lead to inaccurate thinking about conflict and/or conflict resolution or about collective responsibility to help collaborative groups complete task(s). • Invite comments/question from students. 2. Review Lesson 3: SHOW-ME...WITH WORDS: Which 5 learners will tell us one thing they remember from the last lesson? SHOW-ME...with words: what conflicts were encountered since last lesson? Resolutions used? 3. Transition to Lesson: Call students’ attention to sign—ask for hypotheses about meaning—play up idea of “no winners.” Isn’t winning the goal? Discuss winners and losers in regard to conflict resolution: <ul style="list-style-type: none"> • No one wants to lose and often the winner feels badly about winning. • Neither winning nor losing is the best way to resolve a conflict—if one person wins, the other loses and in reality no-one wins in long-run. • The ideal is to achieve “win-win” outcomes—everybody wins something and nobody loses everything. • Invite students to express their agreement or disagreement with your statements. Encourage honest responses re: desire to win. 4. Write Conflict, Resolution, Alternative and Option on the board. Place students in groups of four and instruct them to use their dictionaries to find definitions of the words on board and discuss the terms. <i>Systematically observe as students work in groups. (e.g., How is task approached by individuals and group as a working unit? Is result “consensus” or “coercion?”)</i> 	<p><i>Hook:</i> Read the sign school counselor is carrying. Recall personal thoughts about the question: “Is there a way to resolve conflicts so everyone is a winner?”</p> <ol style="list-style-type: none"> 1. Look over the thinking paper school counselor returns. Ask questions and/or make topic-relevant comments about his or her observations. 2. Participate in SHOW-ME...WITH WORDS—volunteer to tell class one new idea from last lesson OR tell about a conflict encountered and how it was resolved. 3. Volunteer a hypothesis about the meaning of the “NO WINNERS and LOSERS” sign. If there is a conflict, do you want to win—always? Listen as school counselor talks about winning vs. losing in conflict situations. What are personal thoughts about the statements? Volunteer to contribute ideas about winning and losing. 4. In assigned group, collaboratively work to find definitions for the words; discuss the meanings.

Professional School Counselor Procedures:	Student Involvement:
<p>Invite someone from each group to read the group's definition of one of the words. Ask for consensus agreement from rest of class. Instruct students to write consensus definitions in their notebooks and keep the definitions in mind during future activities.</p> <p>5. Relate a story about a minor conflict between friends that escalated because of their failure to use an effective method of resolution. Highlight/exaggerate needless and absurd results of the conflict. Which category fits the resolution?</p> <p>Ask groups to identify what the persons involved could have done differently to minimize the problem. Write their ideas on the board.</p> <p>6. Introduce the word "Compromise": 1. (noun) a settlement of a dispute by each party giving up some demands; 2. (verb) to adjust or settle differences by means of a compromise. (http://www.wordcentral.com/cgi-bin/student?book=Student&va=compromise)</p> <p>Illustrate the concept with a simple story in which an obvious compromise solution presents itself. For example, two teachers simultaneously discover a large packet of stickers in the teachers' workroom "Free Box". Each wants to claim the stickers for distribution to his or her students. Ask each group to identify a consensus compromise and report it to rest of the class.</p> <p>7. Continuing in group, instruct students to talk together about how they have used compromise to solve conflicts in their lives. Invite volunteers to tell the rest of the class one of the ideas generate in their groups.</p> <p>ASSESSMENT: Content: SHOW-ME... WHIP-AROUND*: "Compromise is ____."</p> <p>Remind students about "Pass with Responsibility" option: Passing is "OK"—student must take responsibility for saying something like "I pass today"—goal is to hear every student's voice and (ultimately) for EVERY student to contribute/say something—no excuses, everyone's idea is important!</p> <p>* <i>Whip-around=a quick trip around the circle/group/class with students each completing the sentence—encourage quick and short statements from EVERY</i></p>	<p>Decide who will read the group's definition of one of the words to the class. Volunteer. Participate in consensus-reaching; write definitions in notebook; remember the definitions.</p> <p>5. Listen to situation school counselor describes. What category fits the resolution method? Was the conflict worth the result?</p> <p>In group, identify a conflict resolution method that the parties involved in the conflict could have used to resolve conflict before it turned "mad." Contribute to the class list.</p> <p>6. Add the word "Compromise" and its definition to the other words about conflict resolution in notebook.</p> <p>Collaboratively identify a possible compromise to resolve the conflict with respect for each person. Tell the rest of the class the group's suggestion. Encourage others to contribute their good ideas.</p> <p>7. Talk with group members about times compromise was used to resolve a real-life conflict. Was the compromise effort successful/unsuccessful? Volunteer to tell about group's use of compromise</p> <p>ASSESSMENT: Content: Participate in "SHOW-ME... WHIP-AROUND: complete the sentence: "Compromise is ____."</p> <p>Remember the "Pass-With-Responsibility" option (ok to pass—must say [something like] "I choose to pass for now"). It is important for each voice to be heard!</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>student—repetition is OK..</i></p> <p>ASSESSMENT: Personalization of Content: SHOW-ME...THUMBS UP OR DOWN: Is compromise easy? Up = Yes; Down = No. Invite volunteers to “Tell me more....”</p> <p>CLOSURE: The self-observation for this lesson is to make note of situations in which a compromise is made. Ask them to record their thoughts/feelings. For example: What was it like to compromise? Was it a real compromise—or did you give in to another’s uncompromising demands—or they to yours?</p> <p>LESSON 5: CONFLICT—LET’S RESOLVE IT—RESPECTFULLY! Materials: sign: EVERYONE A WINNER!; Poster listing essential questions; <i>Types of Conflicts and Win-Win Resolutions</i>; <i>Conflict and Me: Post-Assessment</i>, completed <i>Conflict and Me: Pre-Assessment</i> from Lesson 1; distribute in Step 3; <u>Pocket Guide to Win-Win Conflict Resolution</u>; Student Resource</p> <p><i>Prior to lesson: Arrange with two budding young actresses or actors to 1) role-play a conflict when you come into the room and 2) during Step 4 of the lesson, demonstrate win-win conflict resolution. (Strive for role-players who ordinarily are NOT able to use win-win methods.) Teach and rehearse procedures with them (see Step 4 of lesson).</i></p> <p>Hook: When you enter room, role-players begin conflict. When you say “TIME”, they sit down next to each other (so they are ready to demonstrate win-win resolution in Step 2). Ask: “Who will identify the category of conflict resolution that fits the method chosen by our role-players?”</p> <p>1. Review Lesson 4: SHOW-ME...WITH WORDS: Which 5 learners will tell us one thing they remember from the last lesson? Another 5 learners: SHOW-ME...WITH WORDS: tell us about compromises you made since last lesson. Another 5 learners: SHOW-ME...WITH WORDS: Since the last lesson: What was it like for you to make compromises (e.g., Was the other person willing to compromise? Were you hesitant to initiate compromise?)</p> <p>Acknowledge the difficulty of compromise,</p>	<p>ASSESSMENT: Personalization of Content: Participate in SHOW-ME...THUMBS UP OR DOWN. Is Volunteer to tell school counselor more about the reason thumb pointed up or down.</p> <p>CLOSURE: Commit to be a self-observer—record thoughts/feelings about compromises made.</p> <p>LESSON 5: CONFLICT—LET’S RESOLVE IT—RESPECTFULLY! A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use the conventions of standard written and oral English in responses.</p> <p>Hook: WOW! Why are those two “conflicting” when the school counselor is right there? Volunteer to identify the category of the conflict resolution method.</p> <p>1. Participate in SHOW-ME...WITH WORDS: volunteer to contribute an answer to one of school counselor’s questions.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>especially when we are used to conflicting until one person wins and the other person loses.</p> <p>2. People have to learn how to compromise. Compromise is successful when parties involved agree to:</p> <ul style="list-style-type: none"> • Identify and focus on the problem, not the person. • Respect everyone involved—don’t blame, boss, criticize, or hurt the other person. • Both parties must listen to the other person’s views first. • Propose solutions that allow both parties to get what they want. <p>3. WIN-WIN conflict resolution. Hold up the NO WINNERS AND LOSERS sign used during <i>Hook</i> in Lesson 4. Ask students to read it out loud; then, add the words “EVERY ONE A WINNER” to the sign.</p> <p>Distribute the student resource: <i>Pocket Guide to Win-Win Conflict Resolution</i>. Tell students to follow along as you read and briefly explain each step. Ask students to “hold” their questions until the demonstration of each step (Lesson Step 4):</p> <ul style="list-style-type: none"> • All parties enter conflict resolution with desire to find a win-win resolution to conflict; • All parties listen to the other perspective(s); • They identify the REAL problem; • Each party proposes compromise solutions; • Reach Consensus; decide on a solution; • All parties implement the solution for a specified amount of time (e.g., 3 days); • After the specified period of time, all parties evaluate the effectiveness of the solution and make changes if necessary. • The cycle begins again. <p>4. Guidelines For Conflict-Resolution: Making it work <i>Role-players from the Hook situation, demonstrate application of the Win-Win process to resolve their conflict. Prior to lesson, coach them to ask for a mediator (you). The role of the mediator is to facilitate the process and support all parties. A mediator is especially important as students are learning the Win-Win process.)</i></p> <p>Review the <i>Hook</i> conflict situation. Invite role-players to come to the front of the room (remind them to speak loudly enough for all to hear).</p>	<p>2. Listen as school counselor talks about compromise; think about the new ideas he or she is presenting and how they can help resolve future conflicts.</p> <p>3. Read the “NO WINNERS AND LOSERS” sign with classmates. Listen with wonder as school counselor talks about “EVERY ONE A WINNER”: How can that be?</p> <p>Follow along as school counselor reads and explains each step.</p> <p>4. Role-Players from <i>Hook</i> demonstrate application of each step in the win-win conflict resolution process to resolve their conflict.</p> <p>Recall conflict situation enacted during the <i>Hook</i>.</p> <p>Step 1: Think about the role of a mediator and a</p>

Professional School Counselor Procedures:	Student Involvement:
<p>Step 1: All parties enter conflict resolution with desire to find a win-win resolution to conflict <i>Role-players ask for a mediator. The mediator (you) asks the critical question: “(Student A), do you want to work to find a win-win solution even though you won’t get everything you want? (Yes!); “(Student B), do you want to...? (Yes!).</i></p> <p>Step 2: All parties listen to the other perspective(s) <i>(Use a large piece of chart paper both parties can see the other person’s perspective of current situation)</i></p> <ul style="list-style-type: none"> • Student A, describe the situation from your perspective: what happened before and during the conflict? • Student B, describe the situation from your perspective: what happened before and during the conflict? <p>Step 3: They identify the REAL problem. <i>(What is the problem from each student’s perspective? Use a big piece of chart paper to write each person’s interpretation of the problem.)</i></p> <ul style="list-style-type: none"> • Listen and encourage each other to talk—eye contact, nodding, encouraging; NO blaming or criticizing, rolling eyes or any other sign of disapproval or disagreement • Sometimes, what we think is the problem is not the real problem. “He took my scissors!” may be what the person <i>says</i> is the problem—when REAL problem is “I thought he was my friend and would not do something mean to me”. • Support students as they are learning to tell others what is bothering them without blaming, bossing, or criticizing. <i>(If no agreement—there may be something going on in the relationship that prevents a resolution at this time).</i> <p>Step 4. Each party proposes compromise solutions. <i>(Use chart paper to list proposed compromises)</i></p> <ul style="list-style-type: none"> • All parties brainstorm solutions together—no comments/judgments about any ideas. During brainstorming all ideas are valid. • Review brainstormed solutions—toss out ideas that any individual can NOT live with. • Evaluate remaining ideas—mark the ones that are “ok” with everyone. <p>Step 5: Reach Consensus; decide on a solution.</p> <ul style="list-style-type: none"> • Put solution in writing. • All parties sign or initial to indicate commitment. <p>Step 6: All parties implement the solution for a specified amount of time.</p>	<p>trusted person who could be mediator.</p> <p>How does mediator get agreement from each party?</p> <p>Step 2: How does writing each party’s perspective of the situation help the process?</p> <p>Step 3: Why is Step 3 important even though we have observed the conflict?</p> <p>Step 4: Why is “evaluation” of ideas a “NO-NO”?</p> <p>Why does one of my good ideas have to be “tossed-out” just because the other person doesn’t like it?</p> <p>Step 5: Why do we have to put solution in writing AND sign it? We both said “I agree”.</p> <p>Step 6: What if I decide I don’t like the solution?</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • All parties agree to the implementation timeline • The timeline is added to the written agreed-to solution. • All parties sign or initial timeline to indicate commitment. <p>Step 7: After the specified period of time, all parties evaluate the effectiveness of the solution and make changes if necessary.</p> <ul style="list-style-type: none"> • At end of trial period, parties evaluate the solution together: What is making it work (or not work)? • If win-win solution is working, celebrate success of working collaboratively to resolve the conflict. • If adjustments are needed... <p>Step 8: Begin the cycle again.</p> <p>ASSESSMENT: Content: Working in pairs, students create and role-play resolution of hypothetical conflict situations. Role-plays must include the steps in the win-win conflict resolution process (as appropriate). <i>(PSC Note: If time is an issue, assign each pair one of the steps to demonstrate. Students then present their role-plays in order of the step to be demonstrated.)</i></p> <p>ASSESSMENT: Personalization of Content: Students complete the <i>Conflict and Me: Post-Assessment</i> Student Thinking Paper. When completed, distribute the <i>Conflict and Me: Pre-Assessment</i>. Allow students time to review their before and after responses. (Optional: Use student thinking paper <i>Pre To Post Data Comparison Tables: Individual Data</i> for students to record and compare Part I and Part II pre-/post-results)</p> <p>Part I (Post-Assessment): Complete the procedures for coding responses (post-assessment) together. Guide students as they code their pre and post responses in Part I. <i>If using the optional thinking paper Pre To Post Data Comparison Tables: Individual Data, guide students as they record Pre to Post data results in the tables and complete their observations about the data..</i></p> <p>When coding process is complete, invite volunteers to comment on changes or any other aspect of the pre-/post-assessments.</p> <p>Part II: (Use table created in Lesson 1 for Part II pre-assessment data). Compare pre-/post-assessment</p>	<p>Step 7: Who evaluates the effectiveness of a solution? Can the mediator help?</p> <p>Step 8: What is purpose of starting the cycle again???</p> <p>ASSESSMENT: Content: Working with a partner, collaboratively identify a conflict situation to role-play. Follow school counselor’s instructions: Use the <i>Pocket Guide to Win-Win Conflict Resolution</i> and plan a demonstration of the 8 steps in win-win conflict resolution OR a demonstration of one of the steps in the process.</p> <p>ASSESSMENT: Personalization of Content: Complete the <i>CONFLICT AND ME: POST-ASSESSMENT</i> Student Thinking Paper.</p> <p>Part I (Post-Assessment) Diligently follow instruction for coding Part 1 of post-assessment thinking paper. Review the <i>Conflict and Me: Pre-Assessment</i> completed during the first lesson. Code responses and compare change. (If your class is using Pre To Post Data Comparison Tables: Individual Data, enter data in tables as school counselor instructs.)</p> <p>Part II: Compare pre-/post-assessment responses to statements 3 & 4. Volunteer to contribute to</p>

Professional School Counselor Procedures:	Student Involvement:
<p>responses for Agree/Disagree statements. Ask for a show of hands—agree/disagree for each statement. Write results on board along with the results from Lesson 1. Compare and invite comments about changes in group responses.</p> <p><i>If using the optional thinking paper Pre To Post Data Comparison Tables: Individual Data, guide students as they record individual Pre to Post data results in the tables and complete their observations about the data.</i></p> <p>Tell students you will be reviewing their papers to determine the effectiveness of the lessons and what things to emphasize the next time you use these lessons.</p> <p>Before collecting thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If it's not "OK," write "PLEASE DO NOT SHARE" at top of paper. Collect papers.</p> <p>CLOSURE: Remind students to keep the <i>Pocket Guide to Win-Win Conflict Resolution</i> readily available.</p>	<p>conversation about results.</p> <p>(If your class is using Pre To Post Data Comparison Tables: Individual Data, enter data in tables as school counselor instructs.)</p> <p>If you want your responses to be private between you and your school counselor, write "PLEASE DO NOT SHARE" at top of paper. Give pre-and post-assessment thinking papers to school counselor.</p> <p>CLOSURE: Decide where to keep the win-win pocket guide so it is available when a difficult conflict situation comes up.</p>

Classroom Teacher Follow-Up Activities

<p>Provide classroom teacher with a brief overview of the lessons and copies of materials used during lesson.</p> <p>Summarize Systematic Observations: Identify persistent misconceptions about conflict; hypothesize about how students' thinking developed; identify strategies to correct misconceptions. Identify overall process of consensus formation in groups—was it a result "consensus" or "coercion"? Identify students who had difficulty with any aspect of lesson, e.g., students who chose not to participate in discussions and/or were hesitant or resistant to writing about conflict, students who refused to accept ideas of others. Identify students whose methods of dealing with conflicts of opinion in partner/small group situations indicated aggression OR passivity. Identify students who "hid" in the classroom—they appeared to be engaged in task, but are not—e.g., a visor pulled over eyes allows student to look like he or she is working in the group, student may appear to be completing thinking papers; however he or she doodled instead.</p> <p>Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of inability to resolve conflict with respect for everyone's ideas and feelings. Consider whether difficulty is a challenge of "will" (e.g., attitude) and/or "skill" (e.g., lack of oral/written communication skill) OR if the inability to resolve conflict is indicative of a more serious issue (e.g., feeling of powerlessness in life).</p> <p>**If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?</p> <p>Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about conflict resolution, Responsive Services involvement (e.g., individual/group counseling or parental involvement).</p>

CONFLICT AND ME: PRE-ASSESSMENT

Name: _____ Class: _____ Date: _____

Part I Directions: Answer each question with integrity—honestly and thoughtfully. The purpose of this survey is for you to learn more about you and how you respond/react in conflict situations. Use words or pictures to tell what you do/how you feel in each situation. (Ignore shaded areas for now.)

Part II (below chart) includes 4 statements with which you may agree or disagree.

Conflict Situation	What I Usually Do:	Code	+/-	How I Feel	+/-
1. When someone blames me for something I didn't do...					
2. When someone pushes me or hits me for no reason...					
3. When someone steals my belongings...					
4. When someone "puts me down or makes fun of me..."					
5. When someone tells me to do something I don't want to do...					
6. When someone talks behind my back and says things that are lies...					
7. When someone calls me a name...					

Part II Directions: Write "**A**" if you agree or "**D**" if you disagree with each of the statements:

- _____ 1. As long as there are people, there will be conflict.
- _____ 2. Conflicts can be as small as arguments or as large as wars.
- _____ 3. There will always be a winner and a loser in a conflict situation.
- _____ 4. Conflicts can be resolved without violence.

HOW I HANDLE CONFLICT

Name: _____ Class: _____ Date: _____

Directions: Place a check mark in the column that indicates how often you use each conflict resolution method. Complete the sentences at the bottom of the page when you have completed the survey.

When I am in a conflict I:	All of the time	Most of the Time	Some of the Time	Not Very Often	Never
1. Threaten the other person					
2. Reach a compromise					
3. Apologize					
4. Fight it out physically					
5. Pretend to agree					
6. Get help from someone else					
7. Avoid the person					
8. Change the subject					
9. Talk it over, calmly					
10. Endure and hope it will get better					
11. Ask for a mediator (listens/helps both)					
12. Try to forget, ignore, or hide it					
13. Walk away and try to talk it over later.					
14. Whine or complain until I get my way					
15. Try to understand the other person's point of view					
16. Admit that I am wrong					

RESOLVING CONFLICT: REFLECTIONS/PROJECTION/ACTION PLAN

I learned I _____

If I could change one thing about the way I handle conflict in general, it would be _____

I want to change the way I resolve conflict with _____

In order to make the change(s) I want to make, I must _____

TYPES OF CONFLICTS AND RESOLUTIONS

Directions: Working in groups, answer the first two questions (a & b) for your group's assigned conflict situation. Then, for 1 minute, brainstorm resolutions. Generate as many resolutions as possible for the conflict. From your brainstormed list, select two or more of the options that are likely to solve the conflict in a win-win way (neither party loses). Write your options as your group's response to "c" OR create new win-win solutions.

Lucinda and Anna both like Hector. Beverly tells Anna that Lucinda has been talking about her to Hector. Anna spreads the word that she is going to confront Lucinda after school.

- a. What is the real problem?
- b. Who are the parties involved in the conflict?
- c. What are two or more options for resolving the conflict?

John is cheating on the spelling test and his answers fall on the floor in front of his friend Nadim's desk. The teacher walks by and picks up the paper and accuses Nadim of cheating.

- a. What is the real problem?
- b. Who are the parties involved in the conflict?
- c. What are two or more options for resolving the conflict?

Towanda's mother makes her baby-sit for her brothers whenever she is busy or has to run errands. Her teacher has been on her back because she doesn't get her homework done. Towanda does not have any quiet time to do her homework. Towanda is also unhappy about not having any free time in the evening.

- a. What is the real problem?
- b. Who are the parties involved in the conflict?
- c. What are two or more options for resolving the conflict?

STEPS TO WIN-WIN CONFLICT RESOLUTION

***EVERYONE WON'T GET WAY;
EVERYONE HAS A SAY!***

1. All parties enter conflict resolution with desire to find a win-win resolution to conflict;
2. All parties listen to the other's perspective;
3. They Identify the real problem;
4. Each party proposes compromise solutions;
5. Reach consensus; decide on a solution;
6. All parties, implement the solution for a specified amount of time (e.g., 3 days);
7. After the specified period of time, all parties evaluate the effectiveness of the solution and make changes if necessary.
8. The cycle begins again.

**EVERYONE LISTENS AND IS LISTENED TO!
EVERYONE IS A WINNER**

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7. After the specified period of time, all parties evaluate the effectiveness of the solution and make changes if necessary.
8. The cycle begins again.

**EVERYONE LISTENS AND IS LISTENED TO!
EVERYONE IS A WINNER**

CONFLICT AND ME: POST-ASSESSMENT

Name: _____ Class: _____ Date: _____

Part I Directions: Answer each question with integrity—honestly and thoughtfully. The purpose of this survey is for you to learn more about you and how you will respond/react in conflict situations—from now on. Use words or pictures to tell what you will do/how you will feel in each situation

Conflict Situation	From Now On, I:	Code	+/-	How I Will Feel	+/-
1. When someone blames me for something I didn't do...					
2. When someone pushes me or hits me for no reason...					
3. When someone steals my belongings...					
4. When someone "puts me down or makes fun of me...					
5. When someone tells me to do something I don't want to do...					
6. When someone talks behind my back and says things that are lies...					
7. When someone calls me a name...					

Part II Directions: Write "A" if you agree or "D" if you disagree with each of the statements:

- _____ 1. As long as there are people, there will be conflict.
- _____ 2. Conflicts can be as small as arguments or as large as wars.
- _____ 3. There will always be a winner and a loser in a conflict situation.
- _____ 4. Conflicts can be resolved without violence.

PRE TO POST DATA COMPARISON TABLES: INDIVIDUAL DATA**Table 1: Part I: Categorizing Methods of Conflict Resolution**

Method of Resolving Conflict:	Pre: x	Post: x
<i>Aggression (AG)</i>		
<i>Giving in (GI)</i>		
<i>"Running-away"/avoidance (AV)</i>		
<i>Compromising (CO)</i>		
<i>Win-Win (WW)</i>		

When I reviewed the data comparing my methods of resolving conflict before the lessons and after the lessons, I noticed I _____.

The data tell me that: _____.

Table 2: Part I: My Feelings about My Methods

Feelings: Count the number of + and - responses on the pre-assessment—enter in Pre x column; repeat for Post-x column.	Pre x	Post x	Pre to Post Change:
Positive Feelings (+)			
Negative Feelings (-)			

When I reviewed the data comparing my feelings about my methods of resolving conflict before the lessons and after the lessons, I noticed I _____.

The data tell me that: _____.

Table 3: Part II: Agree/Disagree Statements

<i>Statement</i>	<i>Agree</i>		<i>Disagree</i>		<i>IDK*</i>	
	Pre-Lessons	*Post-Lessons	Pre-Lessons	Post-Lessons	Pre-Lessons	Post-Lessons
#1						
#2						
#3						
#4						

*IDK = I Don't Know; **Pre = Before ***Post=After

When I reviewed the data comparing my agreement/disagreement/I don't know responses to the statements before the lessons and after the lessons, I noticed I _____.

The data tell me that: _____.