

EXAMINING CONFLICT

Purpose: This lesson helps students gain understanding of how they, as individuals, can contribute to a positive peer culture that discourages behaviors such as physical conflict, name-calling, bullying and rumors. Students learn to: define conflict; identify indicators of conflict; identify sources of conflict for high school students; identify ways that uninvolved parties contribute to exaggerating a conflict; identify the steps to take before becoming involved in a conflict and ways to help decrease the level of conflict.

Time Required for Lesson: 50 minutes

Grade Level: 12

Missouri Comprehensive Guidance

Strand: Personal and Social Development

Big Idea: PS.2: Interacting with others in ways that respect individual and group differences.

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

ASCA Standards

Domain: Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 12 Unit: Interacting w/Others in Ways That Respect Individual & Group Difference

Concept: PS 2. B.



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

X	Goal 1: gather, analyze and apply information and ideas 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	Goal 2: communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 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	Goal 4: make decisions and act as responsible members of society 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

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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

Students write a paragraph about how traits such as honesty, cooperation, respect, humanity, responsibility, and self-esteem are related to resolving conflict in a positive way.

Lesson Preparation

Essential Questions: What traits can help resolve conflict?

Engagement (Hook): State: As you graduate from high school, you might encounter situations that require you to resolve conflict. Are you prepared to resolve conflicts?

Procedures

Professional School Counselor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Ask for a volunteer to role play an argument with you. See Counselor Sheet for argument scenario. 2. Ask students the following questions: a) what just happened? b) What feelings and thoughts did you have about the argument? c) Was this interesting to watch? Why? d) What usually happens at school when something like this happens in the hall? 3. Write the following objectives on the board: a) Define “conflict” b) List three indicators of a conflict c) List five sources of conflict for high school students d) List two ways that uninvolved parties contribute to exaggerating a conflict e) Name the first two steps to take before becoming involved in a conflict f) List four ways to help decrease the level of conflict. Answer the questions and discuss with students. 	<ol style="list-style-type: none"> 1. A student volunteers to role-play. Students observe the exchange between the volunteer and counselor. 2. Students answer questions regarding the argument scenario and discuss with the group. 3. Students answer questions and share similarities and differences.

<p>4. Define conflict as a disagreement or opposing point of view. Explain that it can be verbal or physical and that verbal conflict can lead to physical conflict. Ask students to list the verbal and physical signals of conflict. Examples: raised voices, shoving or physical altercation, angry facial expressions, and threatening.</p> <p>5. Ask students what typically happens when a crowd watches a conflict. Suggest that onlookers yell encouragement to spur and spread the story, adding to make it more exciting.</p> <p>6. Explain that each person is responsible for avoiding conflict. In order to avoid conflict, encourage students to first stop, and then think. Explain that these two steps should be done in any decision-making situation. List on the board and explain the following ways to reduce conflict: a) mediate b) reason, c) leave the situation and d) ask an adult to intervene.</p> <p>7. Ask students to write a paragraph that addresses the objectives outlined in step 3 above.</p>	<p>4. Students list and share verbal and physical signals of conflict.</p> <p>5. Students explain what happens when a crowd watches a conflict.</p> <p>6. Students discuss the ways to reduce conflict.</p> <p>7. Students write a paragraph that addresses the objectives outlined in Step 3 above.</p>
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CONFLICT DIALOGUE

Student: "I'll write the objectives on the board."

School Counselor: "No! We have to have a little discussion first and decide on the objectives together."

Student: "We always have to do it your way. I get sick of this stuff."

School Counselor: "Well, you never want to try a new way."

Student: "Hey! You want to do this alone?"

School Counselor: "I would do a better job myself."