

10 Learn a Process to Resolve Conflicts

TRANSITION OBJECTIVE

Students will practice resolving conflicts by using the conflict resolution process with real life scenarios.

RELEVANCE TO SUCCESSFUL TRANSITION

Students need to understand the importance of compromise and reaching agreement when making decisions with others. Compromise and agreement can be difficult. This is especially important in personal or work relationships. Practice will help students prepare for these situations.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I can compromise . . .

❑ STEP 2: Convene Roundtable

"It is easy to come to an agreement with someone if you ____."

❑ STEP 3: Advance Organizer

"Today you will learn to effectively make a decision with another person."

152



LIFE MANAGEMENT: Unit 4 LESSON 10

Can We Agree?

Jesse and Andrea received a gift of \$1,000. They have only been married for eight months and they need and want many things.

Some of the things they need include furniture, a refrigerator and a car. Some of the things they want are new clothes, a vacation and money to go out to dinner and the movies.

Jesse has been working very hard. He has not had a vacation in two years. Their honeymoon was only four days long. He wants a one-week vacation at the beach.

Andrea really wants new clothes. Before they were married she enjoyed dressing in style. Both of them know they need a new car. The old one constantly needs expensive repairs.

After listening to the skit, **Jesse and Andrea**, answer these questions:

1. What was their final decision?
2. How did their decision include both their needs and their wants?
3. What were the steps they used to make their final decision?
4. Do you think their decision was a fair compromise?
5. Name three decisions you are trying to make that will need a compromise.

© Used by permission of the James Stanfield Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM

152

respect. Go over the handout **Can We Agree?** with the class and have students read the questions to prepare for the discussion about the skit. Next, have pairs dramatize the conversation between Jesse and Andrea by reading the skit **Jesse & Andrea**. Provide assistance for students with weak reading skills by pairing them with a strong reader or an adult who will read to them.

Circulate through and offer encouragement to groups. Select one group to *perform* the skit for the class. After seeing the skit, have students work in pairs to answer the five questions at the bottom of the handout **Can We Agree?**. Discuss the questions, as well as the win-win compromise, between Jesse and Andrea with the class.

❑ STEP 4: Activity - 45 Minutes

Review positive communication techniques with the class, including: 1) eye contact, 2) open body posture and 3) listening with

153



LIFE MANAGEMENT: Unit 4 LESSON 10

Jesse & Andrea
Skit

With a partner, act out the skit. Jesse & Andrea, using effective non-verbal communication skills, such as eye contact, open body posture and listening with respect.

Jesse: This one thousand dollars is a problem, Andrea. I'm ready to put it in the bank and forget about it. It's making us argue too much.

Andrea: Jesse, we need so many things. I want to use the money to buy some of the things we need.

Jesse: I don't know what to do with the money. I guess I'm worried mostly about the car.

Andrea: The car has been doing OK. I feel like we deserve to have something for ourselves for once.

Jesse: I don't want to argue about this again. Let's put our ideas on paper. Then, we can talk about all of the things we could do with the money.

Andrea: OK, get the paper and pencil. I'm ready to talk about it.

Jesse: I'll start the list with a vacation, a car and going out together.

Andrea: All I want to add are, new clothes, a refrigerator and furniture.

Jesse: OK, now let's look at what we feel we can give up. Then, we'll talk about what we don't want to give up. I can wait on a new car because I know we have to save more money for a new car.

Andrea: My turn. Well, I can wait on furniture for a while longer. We can wait until the old refrigerator stops running. My Mom said we could use her small one when this one quits.

Jesse: It looks like we've cut the list down to a vacation for me and clothes for you. We have enough money for both. But we also need to start saving for a car.

Andrea: This is hard! I still don't know what we should do with the money. I know it seems selfish. But I really need some clothes for work. I have to go in and out of the building all day. I need something warm to wear.

Jesse: I really want to get as much as we can from this money. I know you need new clothes. If you could get one new thing, what would it be?

© Used by permission of the James Starfield Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM

153

❑ STEP 5: Evaluate Outcomes

When compromising or making a joint decision it is important to “_____.”

❑ STEP 6: Connecting Activity

Have students talk with a class member about an argument or negative situation they had with their family or a friend. Work to come up with a decision that allows everyone to win.

154



LIFE MANAGEMENT: Unit 4 LESSON 10

Jesse & Andrea
Skit, page 2

Andrea: I have been wanting a new sweater to go with my blue pants. It would keep me warm, too. What else should we do with the money?

Jesse: Well, we need a good car. But I know we have to save more money for that. If I could have one thing right now, it would be a trip to the beach. We could stay at a cheap hotel for around \$50 a night and bring our own food.

Andrea: So, we could go to the beach for the weekend without spending a lot of our money. Then, we would still have money left over to go towards a car.

Jesse: If you found a sweater for under \$40, we could take a weekend trip and still save about \$700 for a car.

Andrea: I think this will work. I'm glad we didn't have a big fight over it. It was a good idea to write it down. We were able to see it more clearly.

Jesse: Yeah, I really didn't know if it would work. I learned the steps we used in my training class at work. It's called compromising. We practiced the steps. But it was all about work stuff, like sharing the equipment or splitting up job tasks.

Andrea: I guess it works pretty well. I could use it at work, too. Beth works next to me. She always has a better idea for doing things. I usually just back down, but I feel bad when I give in to her ideas.

Jesse: Let me go over the steps so you'll be ready the next time Beth does that. It's called, CLAS - AA (CLAS-double A).
Communication - eye contact & open body posture
Listen with respect
Ask for the other person's ideas
State your ideas and what you can live with
Ask what the other person can live with
Agree on a win-win solution

Andrea: So, I just need to remember CLAS-double A. This is great. I'll try it.

© Used by permission of the James Starfield Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM

154

KEY WORDS

joint decision

agreement

positive communication

compromise

MATERIALS AND PREPARATION

- Student Handouts: **Can We Agree?**, page 152; **Jesse & Andrea**, pages 153-154.
- Prepare to discuss the art of compromise. Become familiar with the skit.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening, Speaking
- Thinking Skills: Decision Making, Problem Solving
- Personal Qualities: Self-Esteem, Sociability, Integrity/Honesty