

16 Learn How to Resolve Your Conflicts

TRANSITION OBJECTIVE

Students will learn and practice a process to resolve conflicts.

RELEVANCE TO SUCCESSFUL TRANSITION

Resolving conflicts is an ongoing process. Choosing not to resolve a conflict causes resentment and future problems. Choosing to resolve a conflict takes courage and skill.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

A conflict I have is . . .

❑ STEP 2: Convene Roundtable

"To me, conflict means ____."

❑ STEP 3: Advance Organizer

"Today you will learn about conflict and the steps to resolving a problem with someone."

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CAREER MANAGEMENT: Unit 1 LESSON 16

CONFLICT RESOLUTION

The BeCool "4-Step Assertion" Plan for Dealing with Difficult People.

Step 1. Tell the person what they do that you do not like. "It really bothers me when you ____."

Step 2. Tell the person how you feel. "It makes me feel ____."

Step 3. Tell the person what you would like them to do. "I would appreciate it if you would ____."

Step 4. Ask for agreement. "OK? Is that something you are willing to do?"
(Note: This is your time to listen to their side and compromise if appropriate).
If you can't reach an agreement, tell them what you will do if you don't obtain their cooperation.

The BeCool Video Series, also available from the publisher, is an ideal supplement to this lesson.
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❑ STEP 4: Activity - 15 Minutes

Explain that we all have a person in our lives who causes problems. This is a person who often says or does something that makes you feel hurt or bad. This person may be a friend, teacher, relative, co-worker or classmate whose behavior often causes a

conflict. Explain that there is a process for conflict resolution that will change the way a problem person treats you. Show a screen image of the handout **Conflict Resolution** as you discuss the steps with the class.

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CAREER MANAGEMENT: Unit 1 LESSON 16

Solve Your Conflicts

Maria and Valerie are in the same P.E. class. Maria is always first in all of the activities. Valerie doesn't mind not being first but Maria always makes fun of Valerie. She says things like, "It's OK, Valerie, you'll never be first. Face it, you're as slow as a turtle."

Valerie laughed with the others who heard the comments. But after four weeks, Valerie didn't think it was funny anymore. She decided to talk to Maria after school one day. When they were alone, Valerie said,

(1) "Maria, it really bothers me when you make fun of me in P.E. class."

(2) "When you make comments and jokes about me, I really feel bad. At first it was funny, but now I feel that the laugh is always about me, and I don't feel like laughing."

(3) "I would appreciate it if you would stop making the jokes and comments about me."

(4) "Do you think you could stop doing this?"

But if Maria had not agreed to stop:
"If you keep making jokes, I'll just stay on the other side of the gym."

Maria was surprised and said, "I didn't realize it bothered you. Everyone always laughs. I'm sorry if I hurt your feelings. Don't worry, it won't happen again."

Valerie smiled and said, "I'm glad you said that. I want to be friends."

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❑ STEP 5: Activity - 30 Minutes

Have students read the short story **Solve Your Conflicts** about two girls who had a conflict. In pairs have students identify each of the steps in the story. After five minutes, discuss the sequence of steps in the story, starting with Step One. Have each pair report at least one of the steps to the class. Pairs continue to practice by applying the conflict resolution process to each situation on the **Resolve It** worksheet. Have students

take turns verbalizing and writing each of the steps of the conflict resolution process to solve each situation. After everyone has completed the worksheet, ask for volunteers to role-play their solutions to each of the conflict situations.

Talk with students about when conflicts become bullying. Remind students to follow the steps for responding to bullying from Lesson 3.

❑ STEP 6: Evaluate Outcomes

The easiest step for me is “_____.”

❑ STEP 7: Connecting Activity

Challenge students to resolve a conflict they are having with someone by using the five-step conflict resolution process. Have students share their experiences using the process.



CAREER MANAGEMENT: Unit 1
LESSON 16

RESOLVE IT !!

Read each situation and use the steps to conflict resolution to solve each conflict.

Serious Basketball

Alex and Jose play basketball almost every day after school. It's a fun and friendly game. But lately Alex is getting very serious. He either becomes rough and pushes Jose pretty hard or he won't want to stop playing until he is winning. Jose likes to play but Alex is taking it too seriously. What can Jose say to Alex?

- _____
- _____
- _____
- _____

Losing a Friend

Tasha and John have been good friends for five years. They live next to each other and used to talk about everything. Lately Tasha had been ignoring John at school. She was friends with a girl that John had been dating. Recently, they decided to stop going out. John is surprised at the way Tasha is treating him. What can John say to Tasha?

- _____
- _____
- _____
- _____

Swimming in Trouble

Sue and Kayla are both on the swim team. They were pretty good friends until Kayla started dating Sue's old boyfriend. Now Kayla ignores Sue. She also talks about Sue to other people on the team. When Kayla is talking to other teammates she suddenly stops when Sue walks up. Then everyone turns and looks at Sue. What can Sue say to Kayla about this situation?

- _____
- _____
- _____
- _____

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KEY WORDS

conflict

resolution

solution

explain

solve

MATERIALS AND PREPARATION

- Student Handouts: **Conflict Resolution**, page 46; **Solve Your Conflicts**, page 47; **Resolve It!**, page 48.
- Prepare to discuss conflict resolution using personal examples.
- Prepare for examples.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Speaking, Writing
- Thinking Skills: Decision-Making, Problem-Solving
- Personal Qualities: Self-Esteem, Sociability, Self-Management