

11 Practice Using a Process to Resolve Conflicts

TRANSITION OBJECTIVE

Students will learn and practice a method to use in resolving conflicts.

RELEVANCE TO SUCCESSFUL TRANSITION

Conflict is inevitable and normal. There always will be conflicts within ourselves, as well as with others. In close relationships, such as roommates or marriage partners, there will be many types of conflicts, including buying a car, having children, relocating or changing a career. Students need to be experienced in the conflict resolution process.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

Arguments are . . .

❑ STEP 2: Convene Roundtable

"The last big argument or conflict I had was about ____."

❑ STEP 3: Advance Organizer

"Today you will learn how to identify and resolve a conflict."

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LIFE MANAGEMENT: Unit 4 LESSON 11

Perceptions

"Where you stand depends upon where you sit."

-Anonymous

People often have a different perception or way that they see a situation. Name a time when you saw a situation differently from the way someone else saw it.

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❑ STEP 4: Activity - 15 Minutes

Distribute the **Perceptions** sheet face down. Ask students to follow along silently as you read the statement aloud. Students count the

number of "Fs" in the statement. Tell them to turn the paper over after 15 seconds. Record the number of "Fs" students counted. Start with three "Fs", then four, etc. Point out that even though they read the same statement, they did not all see the same thing. Repeat this activity, allowing seven seconds to look at the statement. Poll their answers and compare the results. Point out the difference in perception and explain that it is important that we recognize that our perceptions often are different than someone else's.

❑ STEP 5: Activity - 30 Minutes

Tell students that the first step to a successful compromise is to recognize that the other person may have a very different perception of the situation. To practice the steps to a successful compromise, have students brainstorm possible conflicts two adults who live together might have and write the list on the board. Explain that the handout **Compromise** is one way to solve conflicts, especially in close relationships.

Go over the handout **Compromise** to find a compromise, using the following example: "Tom wants to have a party Thursday night and his roommate, Adam, says 'No way, I have to go into work early tomorrow - I need sleep.'" On the board write the conflict: *Have a party vs. no party*. Work through the steps.

Have pairs of students practice resolving a conflict and reaching a compromise of their own. Have them select a conflict from the list on the board and work through the compromise process to find a solution. (Circulate to offer suggestions.)

Have pairs write their solution on the handout **Compromise with CLAS-AA** sheet, then share their compromise with the class. Comment on the answers to validate the students' efforts.

❑ STEP 6: Evaluate Outcomes

When I want to resolve a conflict I will need to "_____."

❑ STEP 7: Connecting Activity

Talk about a story from the perspective of a villain (for example, the story about the wicked witch in "Wicked"). Find a synopsis of the story and read it to the class and discuss. To get students started, have the class work

together to read one of the stories then tell it from the villain's point of view. Have students work in small groups to read and rewrite another story as told by the villain. Discuss the stories, focusing on different perspectives.

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LIFE MANAGEMENT: Unit 4
LESSON 11

Compromise

- Step 1** Communicate using eye contact and an open body posture.
- Step 2** Listen with respect.
- Step 3** Ask for the other person's ideas.
- Step 4** State your ideas and what you can live with.
- Step 5** Ask what the other person can live with.
- Step 6** Agree on a solution, and
 - ⇄ if both agree, go for it.
 - ⇄ if both can't agree, think about how you can compromise and ask the other person to think about how they can compromise. Then go through the steps again.

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KEY WORDS

conflict

resolution

 compromise
perspective

opinion

perception

MATERIALS AND PREPARATION

- Student Handouts: **Perceptions**, page 155; **Compromise**, page 156.
- Prepare the perceptions activity.
- Prepare to discuss compromise by brainstorming/recording ideas on the board.

SCANS FOUNDATION SKILLS

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