

GRADES 6 - 8

CONFLICT RESOLUTION

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Foreword

Conflict is a part of everyday life. Unfortunately, many people lack the skills to resolve conflict fairly. Teaching students conflict resolution skills can not only turn conflict into a positive experience for everyone involved, it can also create a caring school atmosphere, promote problem-solving skills, and encourage peace.

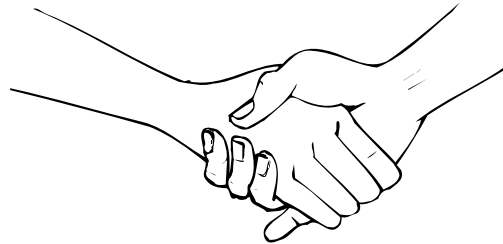
The practical activities in *Conflict Resolution* will help students understand how to resolve conflict successfully, and allow them to practice skills and strategies to COMMUNICATE, NEGOTIATE, and CONSOLIDATE conflict resolution procedures.

Titles in this series:

Conflict Resolution, Grades K – 2

Conflict Resolution, Grades 3 – 5

Conflict Resolution, Grades 6 – 8



Contents

Teacher's notes	04 – 07
Agreement form	08
Understanding conflict	
What is conflict?	10 – 11
What escalates conflict?	12 – 13
Prejudice	14 – 15
Communication and feelings	
Identifying feelings.....	16 – 17
How would you feel?	18 – 19
Responses to conflict	20 – 21
Being a good listener	22 – 23
Communication	24 – 25
Communication activities	26 – 27
"I" statements.....	28 – 29
What makes you angry?	30 – 31
Human rights	32 – 33
Empathy	34 – 35
Team building	
What makes a good team?	36 – 37
Teamwork evaluation	38 – 39
Team-building activities	40 – 41

Conflict resolution skills

Steps for resolving a conflict	42 – 43
Conflict resolution	44 – 45
Conflict role-plays	46 – 47
Conflict resolution evaluation	48 – 49

Negotiation

What is negotiation?	50 – 51
Discussing needs	52 – 53
Brainstorming solutions	54 – 55
Problem solving	56 – 57
Problem-solving activities	58 – 59
Evaluating negotiation.....	60 – 61

Peer mediation

Peer mediation steps.....	62 – 53
Peer mediation – 1	64 – 65
Peer mediation – 2.....	66 – 67
Peer mediation – 3.....	68 – 69
Peer mediation evaluation.....	70 – 71

Peace

Peaceful island?	72 – 73
What does peace mean to you?.....	74 – 75

Tolerance

What is tolerance?	76 – 77
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Appendix 1:

Conflict resolution skills template.....	78
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Communication and feelings - Being a good listener

Teacher information

Ask the students to think about any conflicts they have been involved in over the past month. What was the cause of the problem? Some students may state that the cause of the problem was a misunderstanding or miscommunication—the other person “didn’t listen.”

Listening is an important skill that needs to be learned and practiced. Many people only “half” listen as they are thinking about what they might say when the speaker stops. Some people don’t wait for the speaker to stop and interrupt him or her in the middle of a sentence.

Discussion points

- Why is it important to be a good listener?
- What can happen when you don’t listen to someone properly?

Additional activity

Give each student a blank sheet of art paper. Find a picture of a detailed scene and describe it to the class. Be specific; for example, “The dog is on the left of the tree and in front of the bush.” Continue giving instructions. When the students have completed their art, show them the original drawing. Compare their drawings to yours. Did they listen carefully?

How to be a good listener

- *Look at the speaker.*
- *Listen without interrupting.*
- *Do not offer advice or give suggestions unless asked.*
- *Ask questions to find out more.*
- *Show that you understand by nodding, making eye contact, and using facial expressions.*
- *Repeat what you have heard in your own words (paraphrase).*

Indicator

- Identifies the steps to becoming an active listener.

Being a good listener



1 Have you ever heard someone say (or said yourself), "You hear me but you never listen to me!"? What do you think is the difference between hearing and listening?

2 Is there someone you share your ideas, thoughts, and feelings with? Is that person a good listener? What do you think makes a person a good listener? List your ideas.

Don't interrupt with a story of your own.



One quality of being a good listener is being able to paraphrase (repeat what someone has said using different words). Good listeners do this to show the speaker that they understand what he or she is saying. (They don't give their opinions unless they are asked.)

3 Read the passage below and give examples of how you could paraphrase each statement. The first one has been done for you.

(a) A friend comes and sits down next to you during lunch looking agitated. She tells you that she has just had a disagreement with her brother.

"He's a buffoon! He always assumes that because I'm the youngest, I have to do what he says!"

"You're upset because he tells you what to do."

(b) *"He told me I have to take his basketball gear home with me because he is going to a friend's place after school. Now I have to carry two bags home!"*

(c) *"Not only that, he wants me to tell Mom and Dad that he is at John's house when he is actually going to Brodie's! He knows I hate lying!"*

(d) *"I am so angry at him but I just go along with everything he says!"*



4 Being a good listener also means offering your advice and suggestions when they are asked for. What would be your advice for "your friend" having a conflict with her brother?

5 Do you consider yourself to be a good listener? Yes No (If you are not sure, ask a friend.)