

# Conflict Resolution Unit

## Overview of a Six-Day Unit

**Problem** What are essential skills for resolving conflicts peacefully?

**Concept** Development of Conflict Resolution Skills

### Outcomes

Students will:

- ☆ behave in ways that promote effective interactions with others.

### Indicators

Students will:

- ☆ be able to identify feelings;
- ☆ develop empathy and an appreciation of differences;
- ☆ identify alternative ways to handle feelings;
- ☆ evaluate their behavioral choices;
- ☆ demonstrate a variety of solutions to conflict;
- ☆ understand the dynamics of conflict; and
- ☆ demonstrate problem-solving skills.

### Lessons

- ☆ Day One: Origins of Conflict
- ☆ Day Two: Stop and Stay Cool
- ☆ Day Three: Roadblocks
- ☆ Day Four: Solutions to Conflict
- ☆ Day Five: "I" Messages
- ☆ Day Six: The Peace Path

*Each lesson is roughly 20 minutes in length.*



# Origins of Conflict

Conflict Resolution Unit—Day One

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## Outcomes

Students will:

- ☆ behave in ways that promote successful interactions with others.

## Indicators

Students will:

- ☆ demonstrate cooperative behavior;
  - ☆ understand the origins of conflict.
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## Benchmarks

Students will:

- ☆ define conflict and identify origins of conflict.

## Products or Assessments

- ☆ Journal entries
  - ☆ Homework
  - ☆ Self-report and observation
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## Materials

**For Teacher:**

- Chart paper
- Markers
- *Best Day of the Week* by Nancy Carlsson-Paige\*
- Conflict Elevator

**For Students:**

- Homework: Origins of Conflict

**For Teams:**

- Pencils
- Paper

*\*Page references stated in Reading the Story begin on the first page of the story text.*

## Advance Preparation

Write the following vocabulary words on the board: “conflict,” “elevate,” “behavior.”

## Agenda

Today we will talk about conflict and how our behavior can elevate a conflict.

## Listening Comprehension

### Story Introduction

Look at our book’s cover. The title is *Best Day of the Week*. What do you think this story is about? Look at the children. How do you think they feel? Why? This story is about two best friends and how they handle conflicts that come up between them. Let’s read the story to find out what causes their conflicts.

### Reading the Story

Read *Best Day of the Week*, pages 1–18 (stop at the end of the sentence: “She wanted to tell Calvin he was a mean and stupid boy.”). As you read, stop at the pages listed below to ask predictive and summative questions that will motivate the children to recall story details.

**Page 1:** Calvin feels tired when he first wakes up until he remembers what?

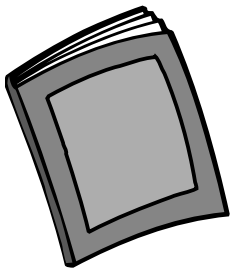
**Page 2:** What is Calvin excited about?

**Page 7:** What caught Angela’s attention on the way to school?

**Page 11:** All day long, Angela and Calvin thought about playing with the card table. Were they both thinking about playing the same game? What did Calvin want to play? What did Angela picture playing? Can you see a possible conflict coming?

**Page 14:** After they got the table set up, what did they both say at the same time?

**Pages 16 & 18:** What behaviors made the argument grow bigger (elevate)?



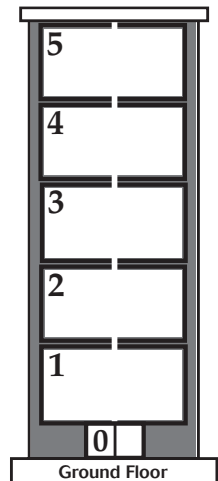
*Best Day of the Week*  
by Nancy Carlsson-Paige

## Active Instruction

- Ask the class to define “conflict.” [*When two or more people have a dispute or a disagreement over something—a problem.*]
- Ask the following questions:
  - **What conflict do Calvin and Angela have in *Best Day of the Week*?** [*They both want to play different games with the new table they have found.*]
  - **What kind of feelings do the children have when they have a conflict?** [*Angry, hurt, sad, confused, bad.*]
- Explain that everyone has conflicts; conflicts are natural. **We are all the same in some ways and different in some ways. Sometimes our differences cause conflict. We have to learn to appreciate one another and cooperate to get along.**
- Explain that conflict does not have to be bad; conflicts can produce new ways of doing things and help you learn about yourself and others.
- Refer the students back to page 16 when Angela and Calvin find that they both really want to play a different game. Ask the children how a conflict is like an elevator. [*It can go up or down.*]
- Draw the elevator chart on the board, on chart paper, or on an overhead.
  - Ask the class what makes the conflict go up or down. [*Behavior—everything you do or say.*]
  - Explain that every behavior in a conflict can make the conflict bigger (going up the elevator) or smaller (going down the elevator).

## Teamwork

- Have the students sit in teams. Then, ask them to discuss and write a list of behaviors that they think caused Angela and Calvin’s conflict to elevate.
- As teams report, write their ideas on the elevator chart.
- Ask the class to describe the feelings the children had as the conflict went up the elevator. Write these on the elevator.



Conflict Elevator

- **What happens as our feelings go up the elevator?** [*We lose control, do things that make the conflict bigger.*]

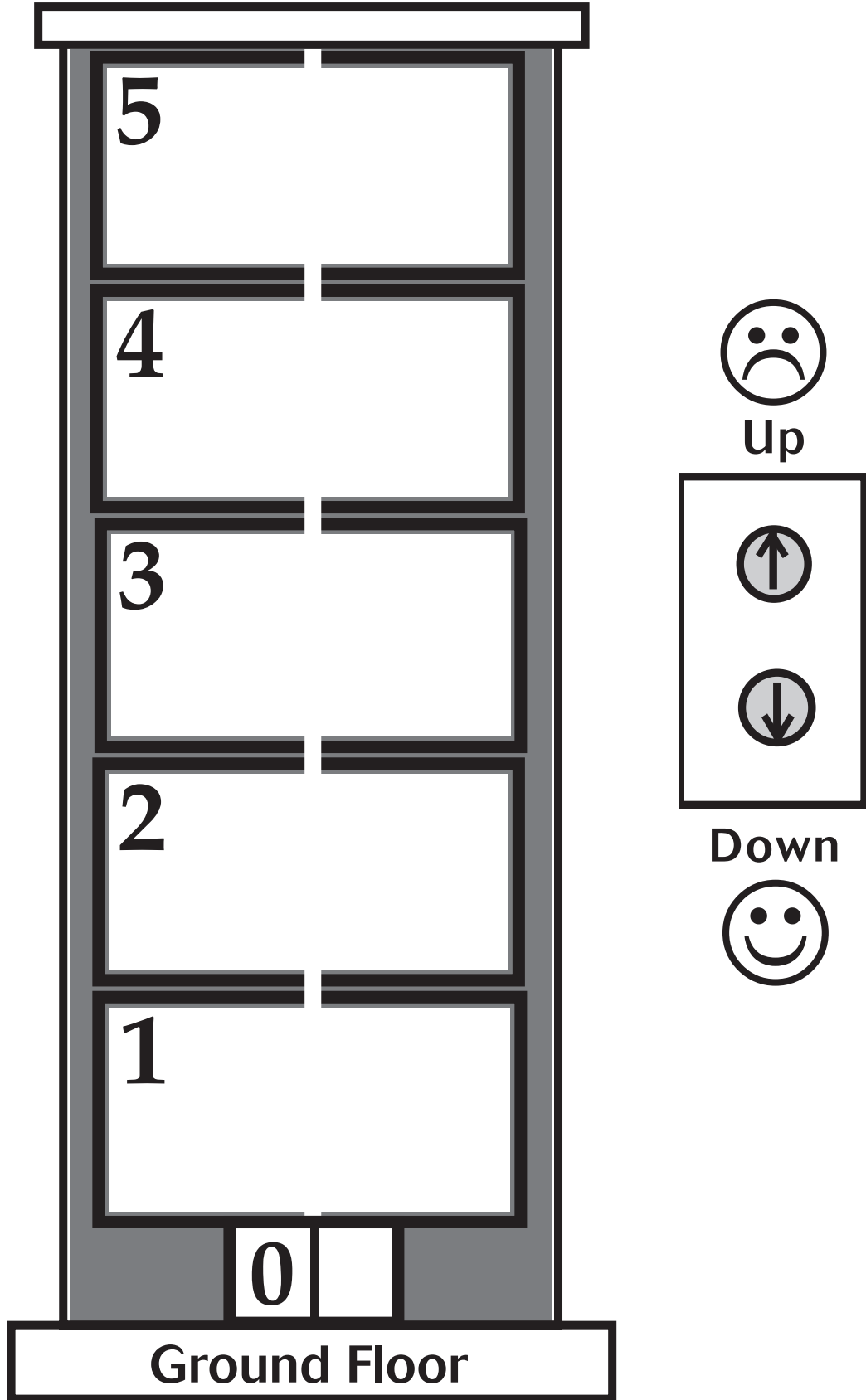
## Time for Reflection

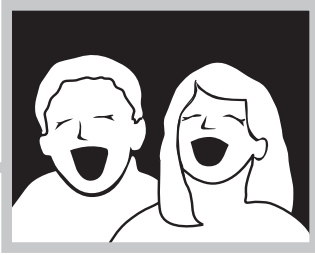
- Discuss that conflict is natural; everyone has conflicts because we all have different wants, needs, ideas, and ways of doing things. **Our behaviors—what we do and say—can make our conflicts bigger or smaller. We can feel angry and hurt by our conflicts, or we can use them to learn about ourselves and others and learn new ways of doing things.**
- Tell the students that during the rest of the week, and throughout the year, we will continue to learn ways to keep conflicts from elevating.

## Extend and Connect

(Optional Activities)

1. Have the students interview their partners about a time when they had a conflict. Ask them to practice their listening skills and write a short paragraph about their partners' experiences.
2. Have the students use the Conflict Elevator to graph conflicts from stories they have read or movies they have seen.
3. Have the students identify conflicts in classroom activities, and use the Conflict Elevator to graph the behaviors and feelings associated with those conflicts.
4. Discuss the conflicts in current events, and identify the causes of those conflicts.





# Getting Along Together

Name: \_\_\_\_\_

## Homework: Origins of Conflict

1. Clip an article about a present-day conflict from the newspaper or a magazine. Share it in class. Discuss why solving conflicts peacefully is important not only in the classroom but also throughout the world.
2. Fill in the web with things that make you angry.

