United States Department of Agriculture

National Institute of Food and Agriculture

https://nifa.usda.gov/program/4-h-positive-youth-development

National Aeronautics and Space Administration

EXPEDITIONARY SKILLS FOR LIFE

A FEDERAL PARTNERSHIP FOR **STEM** EDUCATION

LESSON PLAN: ACTIVITY 2.6
CATCHING CONFLICT TO CONQUER CONFLICT

LESSON DETAILS

AGE/GRADE LEVEL
Middle School

LEARNER OUTCOMES
Youth will identify types of conflict (content, concern and culture), develop skills to resolve cultural conflict and learn to create rules to address conflict.

SUCCESS INDICATORS
Youth will actively participate in the creation of team rules. Youth will create and perform a skit demonstrating understanding of conflict and resolution.

LIFE SKILLS
Critical thinking and innovation, collaboration, social skills

NATIONAL STANDARDS
CCSS.ELA-Literacy.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

21st Century: Learning and Innovation Skills/CRITICAL THINKING AND PROBLEM SOLVING/Solve Problems/Identify and ask significant questions that clarify various points of view and lead to better solutions

PREP TIME
15 minutes

ACTIVITY TIME
2 hours 20 minutes (all activities combined)

MATERIALS LIST
Index cards or paper and pen, white board

HANDOUTS
• Conflict Resolution Table Example
• Conflict Resolution Table
• Learner Assessment Questions

SUGGESTED SPACE
Indoors preferred, table with chairs, open area for skits

SUGGESTED TEAM SIZE
15-25 youth

INTRODUCTION INFORMATION
Share after the first task has been completed and the Conflict Table is being discussed. The teacher or facilitator will need to switch between background information and table as the discussion unfolds.

REFERENCES
The Conflict Resolution Education Connection
www.creducation.org

Conflict Resolution Education: Preparing Youth for the Future
www.ncjrs.gov/html/ojjdp/jjjournal_2001_6/jj3.html

Mediate.com Training Manual: Types of Conflict
www.mediate.com/divorce/pg17.cfm

HANDOUTS
Conflict Resolution Table (one per youth), Conflict Resolution Table Example

INTRODUCTION

Conflict is a natural event and can be necessary to move relationships and projects forward. It provides an opportunity for discussion and supports open-mindedness. Without conflicts there may not be change or innovation.

While conflict is a part of normal life, reactions to the conflict can make it a positive or negative experience. Certain behaviors should not be tolerated (bullying, harassment, or threatening behavior is unacceptable) but handling the conflict in a respectful manner can provide a positive outcome.

Conflict can arise from different situations and identifying the issue and the specific details within the conflict will allow for a reasonable solution. When a conflict arises, either the individuals involved, or an outside mediator (teacher, parent, other youth, etc.) should provide a process for resolving the conflict. The process for resolving conflict should be:

1. Identify the type of conflict

   a. **Content**—When people misunderstand or are missing information conflicts can arise. Poor communication is often the root of many content conflicts.

   b. **Concern**—When individuals believe that they will need to give up what they want/need if the other person gets what they want/need. Needs are generally either resources (money, time, material goods, etc.) or psychological (power, honesty, respect.)

CATCHING CONFLICT TO CONQUER CONFLICT, CONTINUED

c. **Culture**—When there is a clash between individuals' backgrounds, family-values, or cultural traditions. Individuals see the situation from different perspectives based on their background. Conflicts can come when one individual does not recognize the other individual's beliefs tries to get them to change.

2. Ways to resolve conflict

a. **Comprehend**—Each side explains their understanding and information is clarified.

b. **Converse**—Discuss points of view and explain why they have this view.

c. **Cooperate**—Find common areas and agree what can be changed.

d. **Change**—Make a plan for dealing with similar situations in future.

3. Create solutions for specific conflict types

a. Most content conflicts are resolved by restoring or correcting the information.

b. Concern conflict resolution works by finding common goals and providing both sides the opportunity to create a cooperative solution that satisfies some needs on both parts.

c. Conflicts based on different culture or background may not necessarily be resolved through a give-and-take cooperation but rather through encouraging acknowledgement of the others values, affirmation of respect, and a focus on teamwork and goals.

4. Create a plan for preventing and resolving conflicts in general

a. Create rules at the beginning of projects to help prevent conflicts

b. Be sure to include everyone in the rule creation process

c. Generate a list of the important criteria and goals of the team

d. Discuss ways to include cultural points of view

e. Other answers can be accepted if appropriate

ACTIVITY INSTRUCTIONS

INTRODUCTION ACTIVITY (5 MINUTES)

Ask youth to write down an example of a conflict that happened to them or someone they know on an index card. Remind youth this could be based on a real situation or be made-up but not to include names or specific information since the stories will be shared. Have youth state what the conflict was, if it was resolved and how they felt about it during and after.

As youth finish their stories, share the Conflict Resolution Table.

This table will be used as the structure for providing more information on conflict. Once youth are done with the task, ask them to hold onto their examples for now and explain the table.

ACTIVITY 1: CONFLICT RESOLUTION TABLE (60 MINUTES)

Review Background Information.

1. Provide youth with information on the types of conflicts: Content (Information), Concern (Need), and Culture (Value.) Provide examples for clarification.

2. Discuss the four general steps to resolution: Comprehend, Converse, Cooperate, and Change. Define vocabulary where necessary.

3. Provide specific examples of possible solutions based on conflict type: (Content—information; Concern—cooperation; and Culture—respect.)

4. Help youth discuss how they might create an environment that could help to prevent conflict and resolve conflicts that arise. Write their answers on the board or other area visible by all.

5. Have youth ask questions and continue discussion until youth understand all terminology.

6. Have youth share their conflict examples one at a time. After a student has read their example ask for suggestions on classification and resolution. Guide youth to the correct heading. Continue until all the youth have shared and each youth has completed their table. See example table in the handouts.

CATCHING CONFLICT TO CONQUER CONFLICT, CONTINUED

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ACTIVITY 2: REFLECTIVE SKIT (30 MINUTES)

Divide youth into small teams (teams are based on conflict type; more than one team can be used for each type if needed). Task each team to create a scenario conflict to demonstrate their category. They must also come up with two possible solutions for conflict resolution.

Have teams act out their conflict, pausing to have the whole group identify the conflict before moving on to the resolution scenarios. Have teams ask the group if the teams' solutions were satisfactory or not. Discuss and answer questions.

DEBRIEF ACTIVITY (20 MINUTES)

• When you started this activity, what did you see as the causes of the conflict?

• In what ways did the other teams see the causes of the conflict differently?

• Did your understanding of the causes of the conflict at the end of the roleplay? How? Why?

• Is it helpful for all members of the team to share a common understanding of the causes of the conflict? Why or why not?

• How could you apply the ideas we discussed to another situation(school, sports, club, family, etc.)?

• Would this process work if conflicts occur between youth and adults?

• Why is it important to remember that each person has a different cultural background and viewpoint?

• Is it helpful for all members of the team to share a common understanding of the causes of the conflict? Why or why not?

• In real life situations how can you take what you learned in this activity and apply it? Share examples.

APPLIED CHALLENGE (25 MINUTES)

Youth develop rules for a real-life scenario that is important to them.

• Have students youth select a current situation they are in or will be involved with in the near future at school or home where conflict occurs or may occur.

• Youth may complete on their own or work with other members youth on the situation.

• Students Youth will complete the Conflict Resolution Table for their situation:

   • Complete Example, Comprehend, Converse, Cooperate, and Change columns for a current personal situation where applicable.

   • Complete Example, Cooperate and Change columns for a future scenario. (Students Youth might need help identifying possible conflicts for future situations.)

• Youth generate a list of rules or guidelines, based on the Change column in their table for their situation. Examples: Respect everyone's opinion, be open to learning others' viewpoints, etc.

• Optional: Youth apply rules or guidelines to the situation and report and reflect on the situation.

INSTRUCTOR'S NOTES

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TYPES OF CONFLICT RESOLUTION

WHAT	EXAMPLE	COMPREHEND	CONVERSE	COOPERATE	CHANGE
Content (Info) Concern (Need) Culture (Value)	Misinformation or interpretation Material or psychological Beliefs, traditions, and family values	Sides explain their understanding/ clarify information	Discuss viewpoints and explain why they have this view	Find common areas and focus on mutual goals	Make plans for similar situation in future
Content	Susan was 30 minutes late for the club meeting on Wednesday. Beth confronted her when she arrived and told her she should not have been late.	Susan explained she remembered the meeting but couldn't find the time in her planner. Beth said that she told everyone at the last meeting that the meeting would start at 2:30pm.	Susan said that she has a hard time remembering things that people tell her. Beth said that since she told everyone at the last meeting, they all should have known the start time.	Beth needs to have all members on time to meetings. It's important for all club members to show up on time. Different people remember things differently	Beth can announce times during meeting but follow up with a text or email reminder. The club can create a shared calendar with dates and times.

EXAMPLE

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