Peers as Partners in Learning – Middle School
Lesson Plan 3.3: Conflict Resolution

Approximate time to allow: (120-150 minutes)

Unit

Removing Barriers and Conflicts

Lesson

Conflict Resolution

Standards Supported in this Lesson	Rubric Essential Concepts
ELA.K12.EE.1.1 ELA.K12.EE.4.1 ELA.8.C.4.1 ELA.8.C.5.2 ELD.K12.ELL.SI.1 HE.68.SUA.5.2 SS.7.CG.3.13	Belonging for Students with Disabilities Impact of Language Promoting Access, Involvement, and Progress Problem Solving Process

Essential Questions

- What is conflict and how can it look in various settings?
- What is the Four-Step Problem Solving Plan and how can it be applied to finding a solution to conflicts?
- How is the language you use important in responding to conflict situations?
- How can your understanding of problem solving be applied to real life situations that arise during the course of the school day?

Learning Objectives

Students will:

- Understand and define conflict and discuss in various contexts.
- Recognize and identify parts of the 4-step problem solving plan.
- Utilize "I" statements in response to conflicts that may arise.
- Apply problem-solving skills to sample conflicts that may arise on school campus.

*Lessons 3.2, 3.3 and 3.4 are intended to be sequential, as concepts build on each other.

Technology/Materials

- Four Conflict Outcomes
- Conflict Image resources
- Creating "I" Statements
- How to Make Peace a.k.a. Conflict Resolution Strategies handout
- Four step problem solving
- MS Reflective Journal Entry Prompts and Vocabulary

Lesson Steps

1. Four-Step Problem-Solving Process
    a. Purpose: To pose guiding questions to assist with problem-solving a conflict.
    b. Directions:
        i. Start student discussions with the following questions:
            1. When someone says something hurtful or insensitive to you, what's a good way to confront them without starting a fight?
            2. Have you ever said something in the heat of an argument that you later regretted? What happened? How could you have handled it differently?
            3. Are conflicts always bad? Why or why not?
        ii. Chart student responses to define as a classroom what conflicts are in each scenario and how conflict can look in various settings. Show students the Chinese symbol of conflict and explain how the two symbols mean "danger" and "opportunity." How can this be reflected in conflicts?
        iii. Have students consider the concepts of "Winners" and "Losers." Does there have to be a winner or loser? Show students the Four Outcomes graphic that illustrates the possible solutions to a conflict (Win-Win, Win-Lose, Lose-Win, and Lose-Lose). Discuss possible scenarios for each one.
        iv. Introduce Picture Walk activity to brainstorm possible solutions to scenarios shown in pictures (students work in pairs or groups of 3). Print photos with questions and post around the room. Do they see danger, or opportunity, or both? How do the Four Outcomes relate to this picture? Students pose ideas and suggestions on sticky notes or on own paper as they circle the room.

2. Methods for De-escalating Conflict
    a. Purpose: To provide students with strategies to prevent or slow down conflicts.
    b. Directions:
        i. Engage students in creating "I" statements to help with making peace:
            1. "I feel _____ when you _____ because _____. "
        ii. Hand out sample "I" statements and have students pair up and discuss the given situations. Brainstorm how they can utilize "I" statements to help address conflict situations in a manner that shows empathy and can lead to a quicker resolution.

iii. Have students complete "I" statements for at least 3 scenarios from Activity 1 independently. Have students share out "I" statements that they independently formulated relating to the different picture scenarios presented. Were the "I" statements enough? What other suggestions were on student lists from Activity 1?

iv. Provide students with the Conflict Resolution Strategies Handout. Allow ample time for students to read strategies and identify overlapping ideas that they had identified for the scenarios in Activity 1. Discuss:

1. Who can share an overlap with their suggestion and the one on the handout?
2. Did others have different overlapping ideas? Why do you think this is so?
3. What suggestions are on the handout that no one identified? Are they appropriate in the scenario? Why or why not?
4. What other observations can they make regarding reduction of conflict?
5. How does this activity relate to their work with peers?

3. Introduce Four-Step Problem Solving Process
    a. Purpose: To provide students with predictable steps to solve problems.
    b. Directions:
        i. Pose the question: "What is the difference between a conflict and a problem? How about conflict resolution and problem solving? Do the four outcomes apply to both conflicts and problems? Note student understanding of the terms and ways to resolve them.
        ii. Remind students that they have learned how to resolve a clash or disagreement between individuals (conflict) and now they are going to shift focus to resolving a problem (usually on-going and longer-term) that might exist as a result of not addressing the underlying issues that cause conflict.
        iii. Present students with the Four-Step Problem-Solving Plan Outline. Walk through the example given with direct instruction, so that students can see the process. Then, choose a classroom-based minor problem and problem-solve together, using the four steps.

4. How Does This Apply to PPL?
    a. Purpose: Provide a starting point for student projects.
    b. Directions:
        i. Say "Now that we have spent time talking about character traits, conflict, resolving conflict, and utilizing language to help combat conflict, it is time to reflect on how you can utilize this understanding to support your student(s) with a disability. Given what you currently know, what are some conflicts you may already be aware of or that could arise working directly with a student with a disability? How can you reflect on creating solutions and applying what you have learned today if conflicts arise when working with students with disabilities? Are there underlying problems that are causing this conflict?"

ii. Teacher splits students into groups of 2-4 to discuss conflicts and possible solutions related to students with disabilities. Students work as a group to jot down various conflicts and solutions that students could encounter.
iii. Ask students to complete the 3-5 paragraph Reflection Journal activity.

Assessments

Formative:
- Student discussions.
- Participation grade in picture walk activity with partner/group.

Summative:
- Conflict Resolution activity.
- Reflection Journal prompt.

Considerations

- Printout of 4 step problem solving blank framework.
- Individual pictures printed out for picture walk.
- Individual "I" statement.