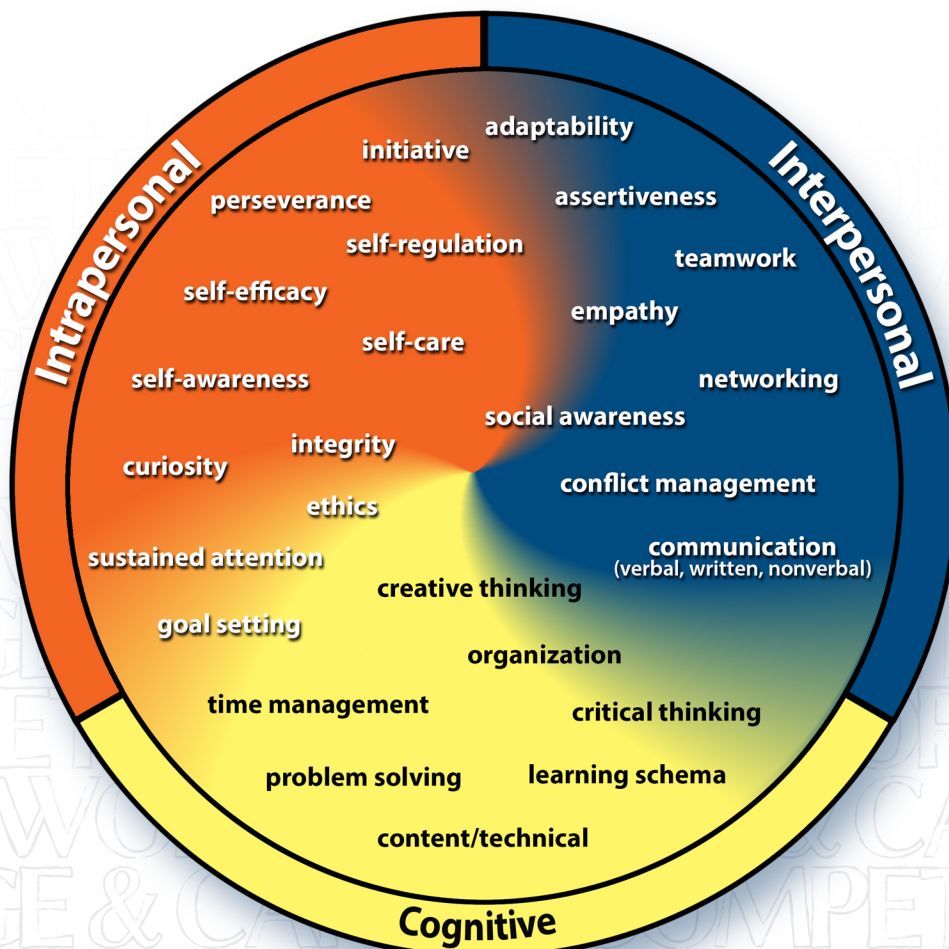


# CONFLICT MANAGEMENT

## LESSONS

### SECONDARY



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## Introduction

The *Conflict Management Lessons [Secondary]* contain eight units that build students' understanding and practice of conflict management concepts. Each unit is designed to be taught across time and contains a series of instructional activities with specific student learning targets. The lessons were developed for students in Grades 7–12, but the primary and intermediate lessons can be used with students who require additional learning support. The scenarios within the *Conflict Management Lessons [Secondary]* can be adapted for adults or students in higher education.

### Instructional Activities

Instructional activities range in length from 20 to 30 minutes and should be taught sequentially. Scenarios, guiding questions, and writing prompts are included in the activities to build students' understanding of key concepts. Students learn and practice ten Conflict Management Strategies, which help them identify how they normally respond to conflict, determine the reasons for a conflict, and determine steps they could take to resolve the conflict. The strategies can be generalized across school and home settings. The ten Conflict Management Strategies are:

1. **Explore Conflict Responses:** Understanding conflict responses helps students understand that they have a choice in how they respond to conflict and that this choice can affect the outcome.
2. **Pause and Ponder:** Stopping and thinking about conflict responses and potential outcomes during a conflict supports students in choosing appropriate conflict responses.
3. **Manage My Anger:** Identifying emotions contributing to anger helps students understand and communicate complex feelings, which improves communication.
4. **Uncover Reasons for the Disagreement:** Considering context and underlying reasons for a disagreement, such as miscommunication or misunderstanding, helps students identify next steps.
5. **Voice My Perspective:** Respectfully conveying how they perceive a conflict improves students' assertiveness and promotes meaningful interactions.
6. **Seek to Understand Perspectives:** Imagining the perspectives of others helps students develop empathy and a better understanding of context.
7. **Listen and Summarize:** Listening and summarizing what was said fosters students' understanding of others and respectful social and academic discourse.
8. **Plan My Response:** Purposefully choosing a conflict response helps students form and maintain healthy relationships.
9. **Find a Solution:** Understanding a negotiation process supports students in incorporating several Conflict Management Strategies to reach a desirable outcome for everyone involved.
10. **Help Others Find Solutions:** Mediating conflicts between others improves students' ability to listen, communicate, and problem-solve to find desirable outcomes for everyone involved.

### Teaching Resources

Many of the instructional activities within the units include a prompt for students to demonstrate their knowledge of conflict management concepts. A complementary workbook, [My Conflict Management Workbook](#), can help educators document students' growth in conflict management concepts, refine their conflict management instruction, and provide individualized feedback to students. The activities

can also be effectively taught without the workbook by asking students to respond to the prompts verbally or in writing.

You will refer to the [Conflict Management Definition](#) and [Strategies Posters](#) throughout conflict management instruction. These should be displayed in the classroom for students to reference while learning and practicing conflict management.

## Assessments

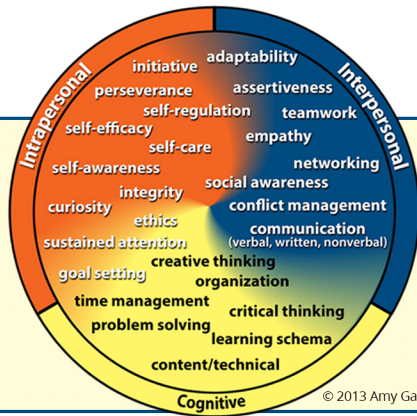
Students' growth in learning and practicing conflict management should be measured. It is important to collect baseline data related to your students' current ability to manage conflict. There are two assessment tools to measure your students' understanding and application of conflict management concepts: the *Conflict Management Knowledge Test 7–12* and the *Conflict Management Performance-Based Observation*. Both are described below and are available for immediate use at [www.cccstudent.org](http://www.cccstudent.org).

The *Conflict Management Knowledge Test 7–12* (Noonan, Gaumer Erickson, & Heger, 2024) is a curriculum-based measure that assesses students' knowledge of conflict management concepts. The test includes multiple-choice, true/false, situational judgement, and short-answer items. The knowledge test is directly aligned to the lessons and should be used as a pre/post measure prior to and after teaching the conflict management lessons. A self-reflection is also included, where students rate behaviors on a 5-point Likert-type scale from *Not Very Like Me* to *Very Like Me*. The results will help students measure their knowledge of conflict management concepts and gauge their ability to apply that knowledge. For additional information on this assessment, see page 2 of the [Technical Guide](#).

The *Conflict Management Performance-Based Observation* (Noonan & Gaumer Erickson, 2020) assesses how well students demonstrate skills to manage conflict. It is appropriate for students of any age and can show growth when combined with explicit instruction and practice. This observation tool can be used at purposeful intervals to monitor the development of each student. Based on observations across time or in specific situations, the educator rates each student's conflict management behaviors on a scale. For additional information on this assessment, see page 2 of the [Technical Guide](#).

To use the assessments, create an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website (students do not need accounts). Once students have taken the *Conflict Management Knowledge Test 7–12* or you have observed their conflict management behaviors using the *Conflict Management Performance-Based Observation*, you can view and analyze classroom and individual student results on this website. The assessment results can be used to refine instruction, and students and educators can use the results to determine growth. Additional details for launching an assessment and reviewing the results are provided on the website.

# CONFLICT MANAGEMENT



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The **College and Career Competency Framework**, developed by Drs. Gaumer Erickson and Noonan at the University of Kansas, supports educators and families in developing resilient learners who collaborate to expand skills, express their wants and needs respectfully, and apply strategies to self-regulate and persevere. Visit [www.CCCFramework.org](http://www.CCCFramework.org) to learn more about College and Career Competencies.

## STUDENT IMPACTS

Teachers providing **conflict management** instruction and classroom practice observe student growth, including:

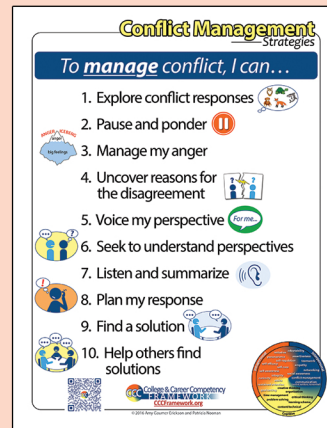
- Increased understanding of their natural response to conflict and the various methods for addressing conflict
- Increased ability to compromise and collaborate with their peers
- Prosocial behavior
- Improved communication
- Increased self-awareness and self-reflection

Research in **elementary** and **secondary** education identifies proven student impacts from teaching **conflict management**.

- Intervening as early as preschool to address conflict, aggression, and bullying is important because these behaviors can escalate into more significant aggression if left unaddressed, leading to long-term negative social skills and peer interactions as the children age (Leff et al., 2001; Levine & Tamburrino, 2014).
- Teaching **conflict management** helps students adapt to social norms used for interpreting others' verbal and nonverbal communication (Burdelski, 2020).
- Students who learn and use constructive, solution-oriented approaches to conflict may guard themselves against loneliness and symptoms of depression; conversely, students who avoid conflict may worsen their loneliness and symptoms of depression (Wang et al., 2020).
- Experts say that constructive conflict among students should occur frequently, that it is psychologically healthy, and that it can have many positive effects. These effects include bringing attention to issues, encouraging self-reflection, making relationships stronger, and improving students' abilities to work through hardships under stress (Johnson & Johnson, 2004).
- Students who train to become mediators gain skills in active listening, questioning to discover causes and motivations, interpreting nonverbal behavior, understanding multiple and differing perspectives, practicing empathy, and remaining impartial (Malizia & Jameson, 2018).

## DEFINITION

**Conflict Management** is knowing how you usually respond to conflict, the reasons behind specific conflicts, and taking steps to resolve conflicts (Noonan & Gaumer Erickson, 2017).



Students use **conflict management** strategies to make appropriate choices in conflict situations.

## RESOURCES

- **Instructional Activities** for teaching **conflict management** strategies K-12
- **Teacher Testimonial Videos** for implementing **conflict management**
- **Family Guidance** for building **conflict management** in the home
- Measure student growth in **conflict management** at [www.CCCStudent.org](http://www.CCCStudent.org)



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## Assessing Your Conflict Management Knowledge (Pretest)

**Materials** (available at [www.cccframework.org/cm-lessons-sec/#pre](http://www.cccframework.org/cm-lessons-sec/#pre)):

- *Conflict Management Knowledge Test 7–12* (online version; see pages 6–8 for the items)
- *Conflict Management Performance-Based Observation* (online version; see page 10 for the items)

**Preparation:** To record and access assessment results, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the *Conflict Management Knowledge Test 7–12*. Each assessment that you set up will have a specific code. Note the code for your test and provide that code and the link below to the students.

**Assessment Link:** [www.cccstudent.org](http://www.cccstudent.org)

**Code:** \_\_\_\_\_

### Administer the *Conflict Management Knowledge Test 7–12*

We recommend that students complete the *Conflict Management Knowledge Test 7–12* online. For the students to complete the assessment online, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the assessment, and title the pretest so that it is easy for you to identify (e.g., “2024 Conflict Management Pretest Grade 7”). On the website, the students will receive personalized reports that you can also access.

Using the copy of the assessment on the following pages as a reference, explain to the students that for Items 1–21 they will use a 5-point scale to rate how each of the statements applies to them. Each rating should be based on how they feel. For example, if students can always think about several different ways to deal with a disagreement, they will choose *Very Like Me*. Items 12, 18, and 21 are reversed scored, which means students who understand conflict management concepts will rate those as *Not Very Like Me*. Assure the students that there are no correct or incorrect answers and that everyone’s responses may be different because we all have our own thoughts and feelings. Tell the students to pause and think about how they feel about a statement before marking it. Then the students will complete the second part of the assessment, which measures knowledge about conflict management. Tell the students that they may not know the correct answers now, which is expected as they might not have learned about conflict management yet. The students will repeat the *Conflict Management Knowledge Test 7–12* after all instruction is delivered.

## Conflict Management Knowledge Test 7–12

Student ID \_\_\_\_\_

Date \_\_\_\_\_

	Not very like me				Very like me
	1	2	3	4	5
1. I can think of several different ways to deal with a disagreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have thought about how I normally respond to conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I feel good about how I handle most conflicts or disagreements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The ways I try to resolve conflicts usually work for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I respond to different disagreements differently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. In an argument, I try to understand the other person's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When someone is upset with me, I try to find out why.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If two friends are arguing, I try to understand both sides of the argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I try to figure out if someone is arguing just because they're in a bad mood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Instead of jumping to conclusions, I try to figure out why there's a disagreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I try to understand if a disagreement is caused by a misunderstanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When I'm mad at a friend, I avoid talking to them. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I try to find win-win solutions to disagreements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When I disagree with someone, I talk about how I feel and listen to them talk about how they feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. When I'm involved in a disagreement, I stop and think about what I should say or do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. During a disagreement, I try to find a compromise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. If I'm angry with someone, I try to stay calm when we're talking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I try to win every argument, even if I lose friends over it. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. When I disagree with someone, I try to talk it through with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. When I disagree with someone, I defend my position, but I don't put the other person down in the process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. During an argument, I often say things I later regret. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Multiple-Choice

22. Choose the best definition of conflict management.
- Resolving the conflict by talking to the other person and coming to a compromise through either negotiation or mediation
  - Resolving the conflict by agreeing to what the other person wants
  - Knowing how you usually respond to conflict, the reasons behind specific conflicts, and taking steps to resolve conflicts
  - Knowing how the other people usually respond to conflict so that you can avoid it



23. Conflict management is an interpersonal skill, which means it is
- Focused on learning new information.
  - An internal process for increasing your confidence.
  - Focused on interactions between people.
  - A quality that you are born with.
24. Which of the following is NOT true?
- Anger is an ineffective emotion that should be avoided.
  - Anger is often hiding other emotions, such as feeling embarrassed.
  - Anger is a feeling, and we can and should try to understand our feelings.
  - We can choose how we express our anger.
25. Research shows that being able to manage conflicts effectively has many benefits, such as:
- All of the following
  - Improves your ability to work under stress
  - Makes relationships stronger due to increased communication
  - Encourages self-reflection
26. Negotiation includes all of the following steps EXCEPT:
- Choose the easier solution.
  - Come up with three possible solutions.
  - Listen to the other person's perspective.
  - Describe how you feel.
27. Which best describes the role of mediator?
- A tie-breaker who tells you which solution is best
  - A referee that works to understand and communicate both perspectives
  - A coach that tells you the best way to resolve the conflict
  - A teammate that is on your side in a conflict

**Categorize each of these into one of the behavior definitions given.**

28. You have a lot of homework to do, but your best friend is messaging you about a disagreement that took place at school earlier in the day. You apologize and move on so that you can get your homework done.	Collaborating	Compromising	Accommodating	Competing	Avoiding
29. You started a new job over the summer but do not get along with one of the other employees, so you schedule your shifts around when your coworker is not working.	Collaborating	Compromising	Accommodating	Competing	Avoiding
30. On a planning committee, one person wants a Hawaiian-themed dance, but you want a costume party. Together you decide on a costume party with Hawaiian decorations.	Collaborating	Compromising	Accommodating	Competing	Avoiding
31. You are babysitting a younger sister, and she refuses to get her homework done, so you threaten that you will tell your parents if she does not work on the homework.	Collaborating	Compromising	Accommodating	Competing	Avoiding
32. On a planning committee, one person wants a Hawaiian-themed dance, but you want a costume party. You play rock paper scissors to decide.	Collaborating	Compromising	Accommodating	Competing	Avoiding
33. You want to watch an action movie, but your friend wants a comedy, so together you find an action comedy to watch.	Collaborating	Compromising	Accommodating	Competing	Avoiding

34. Your sibling lost her basketball game and has been picking fights with you all day, so you let her take it out on you since you know she has had a difficult day.	Collaborating	Compromising	Accommodating	Competing	Avoiding
35. You got into a huge fight with your best friend at lunch but do not have the time to deal with the situation right now because you are studying for an upcoming exam, so you decide to think about it later.	Collaborating	Compromising	Accommodating	Competing	Avoiding
36. You are working on a group project and cannot agree on a topic but have to decide by the end of class, so you agree on your classmate's choice since a decision needs to be made quickly.	Collaborating	Compromising	Accommodating	Competing	Avoiding
37. Your best friend will not respond to your texts or phone calls, so you ask him if you did anything wrong. After hearing his perspective, you apologize for your wrongdoing but ask that he communicate problems with you in the future.	Collaborating	Compromising	Accommodating	Competing	Avoiding
38. You and your friend are trying to decide on a television show, and you say, "Whatever you want to watch is fine by me."	Collaborating	Compromising	Accommodating	Competing	Avoiding
39. Your friends all want to play soccer, but you would rather play basketball. You tell them that you won't play unless they play basketball.	Collaborating	Compromising	Accommodating	Competing	Avoiding
40. You know your friend wants to talk about feelings, so you don't respond to her texts or calls.	Collaborating	Compromising	Accommodating	Competing	Avoiding
41. Your sibling lost their basketball game and has been picking fights with you all day, so you leave your house to go over to a friend's house for the evening.	Collaborating	Compromising	Accommodating	Competing	Avoiding

### True or False

42. \_\_\_ Conflicts happen infrequently and can typically be avoided.
43. \_\_\_ Conflict happens regularly and is a natural part of life.
44. \_\_\_ Conflict management can be learned; it isn't something that just comes naturally to most people.
45. \_\_\_ Each conflict management style is appropriate in certain situations, so it is important to evaluate each conflict to determine which style is most likely to lead to the best outcome.

### Open-Ended

46. For a project, you want to design a model, but your partner wants to give a presentation. How would you approach the conflict using different styles?

After the students have completed the online assessment, a Results pages will be displayed. Remind them that there are no incorrect responses to the first 21 items and that they will have different answers because they each have their own unique feelings about things. Have the students look over Items 1–21 and identify items they rated high, indicated by checkmarks shaded in green. Ask the students to write three of these items in the table under the column *My strengths in conflict management*.

Then, have the students identify items they rated low, indicated by checkmarks shaded in pink or red. Ask the students to write three of these items in the table under the column *My areas for growth in conflict management*.

My strengths in conflict management (checkmarks shaded in green)	My areas for growth in conflict management (checkmarks shaded in pink or red)
1.	1.
2.	2.
3.	3.

Next, have the students write down their score on the knowledge test:

Multiple-choice score: \_\_\_\_\_/24          \_\_\_\_\_%

Explain to the students that they will likely improve on the knowledge test portion as they learn concepts related to conflict management. They will retake this assessment later in the year, and it will show their growth.

To access both individual and aggregated student results yourself, log back in to your account on [www.cccstudent.org](http://www.cccstudent.org), click on **My Portal**, scroll to the list of **My Assessments**, locate your assessment, and click on the **Results** button to open the teacher view for that assessment. To view the individualized reports for each student, in **My Portal** click on your assessment’s title.

The students will repeat the *Conflict Management Knowledge Test 7–12* after all instruction is delivered.

### **Use the *Conflict Management Performance-Based Observation* to observe students**

The *Conflict Management Performance-Based Observation* (see page 10) measures students’ conflict management behaviors. You will rate each student’s conflict management behaviors on a 4-point scale. We recommend that you observe and record your students’ conflict management behaviors three times per year (at the beginning, midway through, and after instruction) to see student growth and challenges.

Reflect on the past three weeks and each student’s demonstration of the behaviors listed in the observation. Use the scale to rate each student’s proficiency. If you haven’t had an opportunity to observe a behavior, select *Not Observed*. For behaviors that you haven’t observed, consider providing opportunities that allow students to demonstrate those behaviors. For example, when students are involved in a disagreement, encouraging them to try and resolve the disagreement would provide an opportunity to observe how well each student is addressing the fifth indicator, “Demonstrates negotiation and mediation strategies in conflict situations.”

To complete the *Conflict Management Performance-Based Observation*, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the *Conflict Management Performance-Based Observation*. Title the observation so that it is easy for you to identify (e.g., “2024 Conflict Management Observations Grade 7”). The website will automatically graph three observations for each student and provide both individualized reports and a class-wide summary.

## Conflict Management Performance-Based Observation

Student ID \_\_\_\_\_

Date \_\_\_\_\_

Based on observations across time or in specific situations, evaluate each student's performance. This assessment can be used at purposeful intervals to monitor the development of each student.

*Beginning*: Not yet able to demonstrate without scaffolding.

*Emerging*: Minimal or superficial demonstration; prompting likely required.

*Proficient*: Sufficient demonstration, including self-appraisal and detailed, personalized application.

*Advanced*: Independent and consistent demonstration; teaches/prompts others.

*Not Observed* is documented if there has not been the opportunity to observe the behavior performed by an individual student.

Conflict Management Sequence Indicators	Beginning	Emerging	Proficient	Advanced	Not Observed
1. Anticipates outcomes when different conflict management styles are applied to various situations (Strategy 2, <b><i>pause and ponder</i></b> ).					
2. Demonstrates understanding the context of conflicts, including the perspectives of all involved (Strategy 4, <b><i>uncover reasons for the disagreement</i></b> ).					
3. Describes the conflict management styles and identifies appropriate situations for using each style (Strategy 1, <b><i>explore conflict responses</i></b> ).					
4. Applies appropriate conflict management approaches to situations based on desired outcomes (Strategy 8, <b><i>plan my response</i></b> ).					
5. Demonstrates negotiation and mediation strategies in conflict situations (Strategy 9, <b><i>find a solution</i></b> ; Strategy 10, <b><i>help others find solutions</i></b> ).					

## Unit 1: Introducing Conflict Management

### Learning Targets:

1. I can define conflict
2. I can explain conflict management
3. I can **explore conflict responses**
4. I can identify conflict responses and ways each affects the outcome of a disagreement

### Materials (available at [www.cccframework.org/cm-lessons-sec/#u1](http://www.cccframework.org/cm-lessons-sec/#u1)):

- Conflict Management Definition Poster
- Video *What Is Conflict Management?*
- Conflict Management Strategies Poster
- Video **Explore Conflict Responses**
- A copy of the Attributes of the Five Conflict Management Styles chart for each student
- Video *Conflict Styles*

### Instructional Activities:

#### 1. I can define conflict

Inform the students that they are going to learn about disagreements, reasons they happen, and ways to resolve disagreements they experience. Inform the students that learning strategies for resolving disagreements can help them minimize their emotional reactions, learn to voice their thoughts and feelings respectfully, and avoid escalating a situation or hurting someone's feelings. Emphasize that when they learn how to use strategies to resolve a disagreement, they are practicing conflict management.

Tell the students that before they learn more about Conflict Management Strategies, it is important that they understand the term "conflict." Ask the students to write down their personal definition of the term "conflict." Once the students have developed their own definition of "conflict," ask them to share what they have written with the rest of the class. Note similarities and differences between each student's definition. Emphasize that "conflict" is defined as "a struggle or contest between people with opposing needs, ideas, beliefs, or goals."

Ask the students to remember a time in the last few months when they were angry with a friend, teacher, or parent. Give them a few minutes to jot down responses to the following questions:

- What was the conflict or disagreement about?
- Describe each person's perspective. In other words, what did each side want to happen (or not happen)? Why?
- Did the conflict happen because of differing needs, ideas, beliefs, or goals? Explain reasons for the conflict.

Ask for a few volunteers to share their responses, and point out the variety of situations students have identified as recent conflicts. Remind the students that *conflict happens regularly and is a natural part of life*. Conflict is an inevitable and frequent occurrence in human interactions, and it can be productive when handled appropriately.

Then ask the class to brainstorm some reasons that a conflict might occur as part of day-to-day interactions. Have the students work with a partner to name situations or reasons where a conflict can occur. Then ask them to share their ideas with the rest of the class.

Add reasons that are missed, such as:

- Misunderstandings

- Misunderstood humor
- Different meanings/contexts for specific words
- Unsolicited advice/suggestions
- Different importance placed on issues
- Body language
- Different levels of communication skills
- Different opinions
- Cultural differences
- Lack of trust
- Lack of commitment
- Emotionally charged situations
- Different values
- Poor listening skills

Summarize that we all have unique experiences, values, needs, and resources that make up our own unique perspective and that we communicate information from this perspective.

Divide the students into small groups and provide each group one of the following quotes to discuss. Have the students discuss whether the quotes fit their beliefs about conflict and why or why not. Then, as a class, read the quotes one by one and have each group share their thoughts.

Peace is not the absence of conflict, but the ability to cope with it.  
—Mahatma Gandhi

Conflict is neither good nor bad. Properly managed, it is absolutely vital.  
—Kenneth Kaye

Conflict is the beginning of consciousness.  
—Mary Esther Harding

Raise your words, not your voice. It is rain that grows flowers, not thunder.  
—Rumi

Honest disagreement is often a good sign of progress.  
—Mahatma Gandhi

I like disagreement because it forces both sides to question their own opinions and why they feel that way.  
—Sam Hunt

The quality of our lives depends not on whether or not we have conflicts, but on how we respond to them.  
—Thomas Crum

The beginning of thought is in disagreement—not only with others but also with ourselves.  
—Eric Hoffer

Disagreeing is fine as long as your brain controls your mouth.  
—Marinela Reka

For good ideas and true innovation, you need human interaction, conflict, argument, debate.  
—Margaret Heffernan

Conflict, when handled correctly, strengthens.

—Benjamin Watson

Conflict is good in a negotiation process ... it's the clash of two ideas, which then, all being well, produces a third idea.

—Luke Roberts

Reiterate that conflict is natural, isn't always bad, and can lead to better relationships if handled well.

## 2. I can explain conflict management

Show the students the [Conflict Management Definition Poster](#) and explain that each section of the poster represents an aspect of conflict management.

First, ask the students to reflect with a partner on their usual response to conflict. Provide them with these prompts to generate discussion:

- When you experience a disagreement, do you withdraw, get in someone's face, go along with the other person even if it's not what you really think or feel, or try to work things out so everyone is happy?
- How do you respond to conflict with your friend versus your sibling or parent? Is there one way you always respond, or do you respond differently depending on the person involved?

Debrief both questions as a large group.

Then, divide the class into three large groups and assign each group a section of the poster to discuss. One group should discuss the sentence "Know your usual response to conflict" by answering these questions:

- What are some examples of how we respond to conflict?
- How could knowing your usual response to conflict help you manage conflict?

Another group should discuss the sentence "Know the reasons for the conflict" by answering these questions:

- How can we determine the reasons for a conflict?
- How could understanding the reasons a conflict has occurred help you during an argument?

The third group should discuss the sentence "Take steps to manage the conflict" by discussing these questions:

- What steps might we take to resolve a conflict?
- In this context, how would you define "manage"?

Ask each group to summarize their discussions for the class. Emphasize that in order to learn and improve their ability to manage conflict, the students must practice each aspect.

Show students the two-minute video [What Is Conflict Management?](#)



From the video [What Is Conflict Management?](#)

After the video, discuss:

- How would you explain conflict management?
- Why is learning to manage conflict important?

Provide the students with a personal example of how you used conflict management to resolve an issue, or use the example below.

**Example:**

When I came home from work the other day, I was very disappointed that my son had not done his chores. There were still dishes in the sink, and the garbage can was full. I raised my voice and asked him to do his chores immediately. I had reminded him before school, so he should have remembered. When he came into the kitchen, I could see that he was frustrated, and he rolled his eyes at me, which was disrespectful, and I could feel myself becoming angry. I stopped to think about what I wanted to say and do because I knew this argument was getting worse and I didn't want it to ruin my evening. I took a deep breath and tried to think about why my son would have forgotten to do his chores. I knew that he was usually very responsible and wanted to help me. I wondered if something had happened at school. I said, "I know you usually remember to do your chores. Did something happen?" When he saw that I had calmed down and was trying to understand his point of view, he also calmed down and explained what had happened. He said he had forgotten to do his science homework and the teacher had asked him to stay after school to complete it. He had just gotten home a few minutes before and planned to do his chores after he put his backpack away. We both apologized for getting upset, and I realized that the whole disagreement was a misunderstanding. By calming myself and asking a few questions, I was able to minimize the disagreement.

Summarize the activity by emphasizing that everyone experiences conflicts and that learning strategies to help communicate our thoughts and consider the other person's perspective will help us work through conflicts in a respectful and productive manner.

**3. I can explore conflict responses**

Ask the students to work with a partner and summarize what they have learned about conflict management so far. After they have worked with a partner, ask them to share their discussions with the class. If they don't emphasize the following key concepts, reinforce them during your discussion:

- Conflict is common; everyone experiences it.
- Experiencing a conflict is not a negative thing, because it can lead to a better understanding of others.
- Conflict happens for many reasons, such as misunderstandings, someone not listening, differences of opinion, and misunderstood humor.





- When you know your usual response to conflict, try and understand reasons for the conflict, and take steps to manage the conflict, you are practicing conflict management.

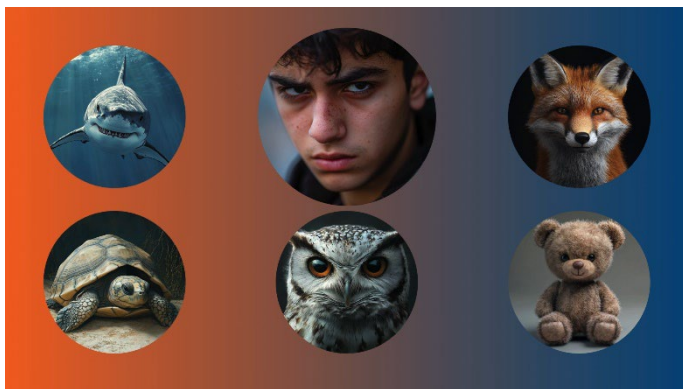
Refer to the [Conflict Management Definition Poster](#) and emphasize that part of conflict management is knowing your usual response to conflict. For example, sometimes they might yell and become angry. There are times when they might avoid talking and walk away, or they may choose to talk through the disagreement with the other person.

Explain to the students they are going to learn a strategy that will help them understand five ways to respond to conflict. These will help them choose the most appropriate response. Emphasize **explore conflict responses** on the [Conflict Management Strategies Poster](#).

Inform the students that there are five ways they can respond to a disagreement, and each response is associated with an animal:

- Avoiding 
- Accommodating 
- Compromising 
- Competing 
- Collaborating 

Tell the students that they are going to watch a short video that will explain these five conflict responses. As they are watching, they should listen closely to the different conflict responses and the animals they are associated with. Show the students the three-minute video [Explore Conflict Responses](#).



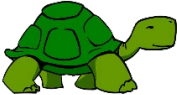




From the video [Explore Conflict Responses](#)

Afterward, ask the students:

- What are the five ways you can respond to conflict?  
[Possible responses: you can act like a shark, a turtle, an owl, a teddy bear, or a fox.]
- What are some responses you have used during a disagreement?
- How could understanding the five different ways to respond to conflict help you?  
[Possible responses: it helps me know that I have a choice in how I respond; it gives me options for responding to conflict that are better than how I have usually responded.]

Emphasize to the students that how they respond to conflict is based on how much they care about the outcome of the situation and how much they value the relationship.

Tell the students they are going to think about each response and try to determine some phrases each response might use when faced with a conflict. Give each student a copy of the [Attributes of the Five Conflict Management Styles](#) chart and ask them to individually read through the table. Then tell them to break into several small groups and add two more possible statements to the last column for each conflict management style.

<b>Attributes of the Five Conflict Management Styles</b>			
	<b>Characteristics</b>	<b>Goal</b>	<b>Possible Statements</b>
 <b>Avoiding</b>	<i>I lose / You lose</i> Unassertive and uncooperative	To feel safe. Best for situations where you don't care about the outcome or where using any of the other styles might present a threat to your well-being.	Example: "Forget about it ..." 1. 2.
 <b>Accommodating</b>	<i>I lose / You win</i> Unassertive but cooperative	To avoid a fight. Best if you want to keep the relationship or if you don't have much time.	Example: "Yeah, I guess that's fine ..." 1. 2.
 <b>Compromising</b>	<i>I win a little but also lose a little / You win a little but also lose a little</i> Somewhat assertive, somewhat cooperative	To have a chance at winning sometimes (or knowing you'll get your chance next) or to keep the relationship.	Example: "Let's meet halfway ..." 1. 2.
 <b>Competing</b>	<i>I win / You lose</i> Aggressive and not cooperative	Best used when you don't care about the other person or if you don't have much time.	Example: "We're going to do it my way. Period." 1. 2.
 <b>Collaborating</b>	<i>I win / You win</i> Assertive AND cooperative	Both parties win (but it takes more time than the other styles).	Example: "I hear your preference. Mine is different, but I think if we talk it out, we can find a way that we both agree on." 1. 2.

After the students have worked in their groups, ask each group to share their statements with the class. Emphasize that each conflict response is appropriate at times.

#### 4. I can identify conflict responses and ways each affects the outcome of a disagreement

Remind the students that they have been learning about the different ways they can respond to a conflict. Ask a few volunteers to name each response. Inform the students that they are going to continue to focus on **exploring conflict responses** by thinking about how each response would affect the outcome of a situation. Ask the students to reflect on their experiences with each response:

- When have you responded to a conflict by acting like a shark, or competing?
- How do you think responding like a shark affected the outcome?
- When have you responded to a conflict by acting like a turtle, or avoiding the conflict?
- How do you think responding like a turtle affected the outcome?





Ask for volunteers to report out.

Tell the students they are going to watch a video that will help them understand the impacts of each response. As they are watching the video, they should listen for both positive and negative aspects of each response.

Show the students the video [Conflict Styles](#). After the video, ask the students to work with a partner and determine the positive and negative aspects of each response. After they have worked with a partner, ask them to share their responses with the class. Refer back to the [Attributes of the Five Conflict Management Styles](#) chart as needed.

Tell the students they are going to use scenarios to practice identifying how each conflict response could affect the outcome of a disagreement. Explain that after reading the scenario, they will describe what they would do for each of the five conflict responses and how each would affect the outcome. The first scenario has been completed as an example you will share with the students. Then they will complete the next two scenarios in a small group.

Read Scenario 1 aloud and ask the students to brainstorm possible phrases and actions for each conflict response. Then ask the students to consider the different outcomes for each conflict response.

1. You are working on a group project, and your friend is telling everyone what to do and isn't listening to anyone's ideas.		
 <b>Avoiding</b>	What might you do if you chose avoiding? <i>Not say anything, go along with whatever my friend told me to do.</i>	What would the likely outcome be? <i>I wouldn't get to share ideas, but my friend wouldn't be mad at me for speaking up.</i>
 <b>Accommodating</b>	What might you do if you chose accommodating? <i>Shrug my shoulders and say, "Whatever you think."</i>	What would the likely outcome be? <i>We would get the project done, but I might feel bad that my friend didn't listen to others' ideas.</i>
 <b>Compromising</b>	What might you do if you chose compromising? <i>Remind them that this is a group project and say I'll do part of it but they also need to listen to others.</i>	What would the likely outcome be? <i>My friend might understand my point and let others share ideas, or they might be mad at me for reminding them it was a group project.</i>
 <b>Competing</b>	What might you do if you chose competing? <i>Raise my voice at my friend and threaten to tell the teacher if they didn't stop telling everyone what to do.</i>	What would the likely outcome be? <i>I could get in trouble; my friend would get mad at me.</i>



**Collaborating**

What might you do if you chose collaborating?  
*Politely remind my friend that it is a group project and suggest we all share ideas and vote on the one we liked best.*

What would the likely outcome be?  
*My friend might realize their actions and start listening to others; we could complete the project by working together.*

2. You got in trouble for talking in class, but you were trying to help a classmate with their homework.



**Avoiding**

What might you do if you chose avoiding?

What would the likely outcome be?



**Accommodating**

What might you do if you chose accommodating?

What would the likely outcome be?



**Compromising**

What might you do if you chose compromising?

What would the likely outcome be?



**Competing**

What might you do if you chose competing?

What would the likely outcome be?



**Collaborating**

What might you do if you chose collaborating?

What would the likely outcome be?

3. Your sibling has been picking fights with you all day.



**Avoiding**

What might you do if you chose avoiding?

What would the likely outcome be?



**Accommodating**

What might you do if you chose accommodating?

What would the likely outcome be?



**Compromising**

What might you do if you chose compromising?

What would the likely outcome be?



**Competing**

What might you do if you chose competing?

What would the likely outcome be?



**Collaborating**

What might you do if you chose collaborating?

What would the likely outcome be?

After the students have worked with their small groups and completed Scenarios 2 and 3, ask them to summarize their responses and discuss the possible outcomes for each. Emphasize that using the strategy ***explore conflict responses*** will help them understand the different ways they can choose to respond to a conflict and improve their ability to choose the best response for that situation. Remind the students that we all have times when responding to a conflict is difficult and that we may choose a response that isn't effective. Learning to think about each response and its effect on the outcome can help us improve our ability to manage conflict.

## Unit 2: Understanding How I Manage Conflict

### Learning Targets:

5. I can explain *pause and ponder*
6. I can *pause and ponder* to *explore conflict responses* in myself
7. I can describe Conflict Management Strategies that are my strengths

### Materials (available at [www.cccframework.org/cm-lessons-sec/#u2](http://www.cccframework.org/cm-lessons-sec/#u2)):

- Conflict Management Strategies Poster
- Video *Pause and Ponder*
- Video *How to Respond vs. React to Negative People!*
- A copy of the Attributes of the Five Conflict Management Styles chart for each student
- Conflict Management Definition Poster
- A copy of the Conflict Management Styles Assessment for each student

### Instructional Activities:

#### 5. I can explain *pause and ponder*

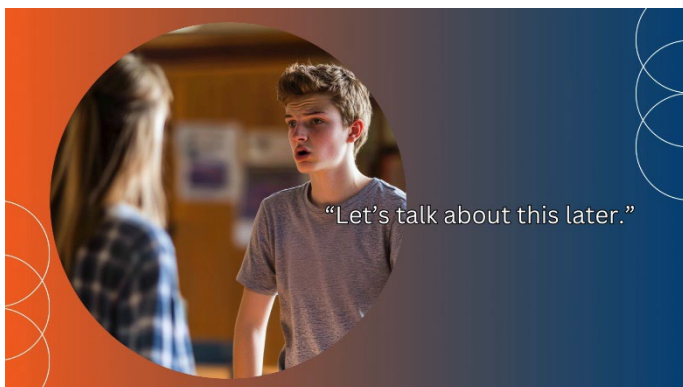
Remind the students they have been learning about conflict management and the different ways they can respond to conflict. Emphasize that how they respond to a conflict is a choice. Knowing the different ways to respond will help them determine which is the most appropriate response based on how much they care about the outcome and how much they value the relationship with the person they are in conflict with.

Explain to the students that a strategy that will help them make the best choice for their situation is *pause and ponder*. Emphasize the strategy *pause and ponder* on the [Conflict Management Strategies Poster](#) and explain that they can use this strategy anytime they need to stop and think before they say or do something. Ask the students to reflect on the following prompts and then jot down their responses:

- Are there times you wish you had responded differently to a conflict?
- Describe a time when you reacted to a conflict instead of thinking through your response.

Emphasize to the students that when they experience a disagreement and have strong emotions, it can be easy to react instead of taking the time to think through their emotions, what caused the disagreement, and what would be the most appropriate response. Practicing the strategy *pause and ponder* can help them think about the best response for a situation.

Inform the students they are going to watch a video that will help them understand the strategy *pause and ponder* better. Show the three-minute video [Pause and Ponder](#).



From the video [Pause and Ponder](#)

Afterward, ask:

- How would you explain **pause and ponder**?  
*[Possible responses: thinking before you say something, thinking about what you should do.]*
- Why would it be important to practice **pausing and pondering** during a conflict?  
*[Possible responses: it would help me calm down before I responded; it would help me choose the best response for that situation and think more clearly about the situation.]*

Inform the students that they will learn more about the importance of **pausing and pondering** by watching another video that will help them understand the strategy and ways it can improve their ability to successfully manage conflict. By watching the video, they will learn the difference between reacting and responding. As they watch, they should jot down key points that resonate with them. Show the video [How to Respond vs Reacting to Negative People!](#)

After the video, ask the students to work with a partner and summarize the key points that resonated with them from the video. Then ask them to share their conversations with the class. Conclude the activity by asking the students to complete a reflection ticket:

- Explain **pause and ponder** in your own words.
- How could responding instead of reacting help you during a disagreement?

## 6. I can **pause and ponder** to explore conflict responses in myself

Tell the students to use the [Attributes of the Five Conflict Management Styles](#) chart and work with a partner to review each style. Then ask them to recall what they learned about the strategy **pause and ponder** and ways it will help them learn to choose their responses to disagreements. Emphasize that how they respond to conflict is a choice and that their response will affect the outcome of the disagreement.

Prompt the students to think about the interactions that they've had with others recently and about their ability to manage conflicts. Have them consider some recent interactions with friends, parents, and teachers:

- How could **pausing and pondering** help you choose the best response to a conflict?  
*[Possible responses: it could help us stop and think before we say or do anything; it will help us think about how our words or actions will affect the disagreement.]*
- You can't control others, but you can control your own attitude, words, and actions. How does that knowledge help you manage conflict?  
*[Possible response: it helps us learn not to get upset when others do something we don't agree with or don't like.]*

Explain to the students that they are going to think about how they usually respond to conflict. Emphasize the first section on the [Conflict Management Definition Poster](#) and remind the students that understanding how they usually respond to conflict is part of improving their ability to manage conflict. Inform them that when they know how they usually respond to conflict, they can determine if their response is the most appropriate for that situation or if choosing another response might improve the outcome of the disagreement. For example, if you usually respond to conflicts like a shark by raising your voice and insisting on getting your way, you may not have many friends. Learning to respond like an owl and talking through a disagreement will help others understand that you care about them and want to work together during a disagreement. Learning to respond like an owl will probably result in more friendships.

Tell the students that we usually respond to conflicts in different ways depending on who is involved in the conflict. For example, you may always respond to disagreements with your sibling by acting like a shark, but when you have a disagreement with a friend, you might usually respond like a turtle because

you are afraid of upsetting the other person. Ask the students to describe how they usually respond to conflicts in various situations:

- How do you usually respond to conflicts with siblings?
- How do you usually respond to conflicts with friends?

Tell the students that they are going to take an assessment that will help them determine how they usually respond to conflict. We recommend that students complete the [Conflict Management Styles Assessment](#) online. For the students to complete the assessment online, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the assessment.

Explain to the students that they should **pause and ponder** before responding. For example, for Item 1, the students should ask themselves how often they “discuss issues with others to try to find solutions that meet everyone’s needs.” If they rarely do that, they will circle 1, for *Rarely*.

After the students have completed the online assessment, a Results page will be displayed, showing their preferred conflict management style.

Alternatively, give each student a copy of the [Conflict Management Styles Assessment](#). After the students have responded to each item, they score their assessment by totaling the numbers of points for each style. The style with the highest number of points is their preferred conflict management style.

Ask the students to record their preferred style. Then ask the students to get into groups based on their preferred conflict management style and collaborate as a group to determine when their preferred conflict management style is appropriate and when they would want to use a different conflict management style. Ask each group:

- List conflicts that you encounter in which your conflict management style would be appropriate.
- List conflicts in which your conflict management style would not be the best response.

After the students have had time to respond to the prompts, ask a spokesperson from each group to describe situations where their preferred conflict management style would be appropriate and situations where the style would not be the best option. Explain that no specific style works best in every situation; each one has pros and cons and can be useful depending on the situation. Summarize the activity by reminding the students to **pause and ponder** and **explore conflict responses** in themselves to determine if they are using the most effective conflict response.

Challenge the students to write down three conflicts that they encounter over the next few days, including detailed descriptions of the conflict, their response, and the outcome. This will help them better understand how they are responding to conflict in daily life and start to see how their responses affect the situation’s outcome.



Conflict or disagreement	My response	Outcome
<p><b>Example:</b> My mom said I couldn't have the car on Friday, even though last week she promised I could.</p>	<p>Even though I was upset, I thought about what to say before just blurting out something rude. I respectfully asked why she changed her mind, so I could better understand the situation, including my mom's perspective.</p> <p>She said that she had to take my brother to the dentist Friday afternoon and that I could have the car on Saturday instead but only if I would drop him off at a soccer game first.</p> <p>While I wasn't happy about the change of plans, I realized that it was necessary and that it wasn't about anything I'd said or done. It would be selfish of me to expect my mom and brother to take an Uber or cab to the dentist just because I wanted to use my mom's car for fun.</p>	<p>I told my mom that I understood why I couldn't use the car Friday, and thanked her for letting me use it Saturday instead. Now she will be able to take my brother to the dentist Friday, and I will take him to the soccer game on Saturday and then get to use the car for myself. And I will get to use the car on a day when I have more free time anyway.</p> <p>My mom thanked me for being adaptable and having such a mature response, which made me happy.</p>
Conflict or disagreement (with whom, about what)	My response (feelings and actions)	Outcome (the results for all involved)

## 7. I can describe Conflict Management Strategies that are my strengths

Show the students the [Conflict Management Strategies Poster](#). Ask them to take turns with a partner explaining each of the Conflict Management Strategies they have learned so far: **explore conflict responses** and **pause and ponder**.

After the students have reviewed the strategies, discuss the following questions:

- Which Conflict Management Strategy is easier for you?
- How could you help someone who found this strategy difficult? What would you say to them?

Once the students have discussed the strategy, ask them to choose the Conflict Management Strategy that is easier for them and write about themselves using the strategy during a conflict. For example, a student who considers the strategy **explore conflict responses** a strength might write about themselves identifying the different conflict responses in a television show. Ask them to share what they have written with the rest of the class. Point out that classmates have different strategies they considered a strength. When we know the strategies that we do well and those that are more difficult, it helps us know how to help others and know what we need to focus on ourselves as we are learning conflict management.

## Unit 3: Understanding Anger

### Learning Targets:

8. I can explain what happens to my body when I feel angry
9. I can explain how to *manage my anger*
10. I can identify feelings underneath anger

### Materials (available at [www.cccframework.org/cm-lessons-sec/#u3](http://www.cccframework.org/cm-lessons-sec/#u3)):

- Video *Brain Basics: Anxiety for Kids*
- Conflict Management Strategies Poster
- Video *Manage My Anger*
- Video *5 Anger Management Techniques*
- A copy of the Anger Iceberg for each student

### Instructional Activities:

#### 8. I can explain what happens to my body when I feel angry

Remind the students that they have been learning about conflict management and that in [Unit 2, Activity 6](#), they determined their usual response to conflict. Inform them that when they experience conflicts and disagreements, it is likely that they will also experience strong emotions, like frustration and anger. Tell the students that the next few activities will focus on understanding anger and what happens to our body when we experience strong emotions. Reinforce the fact that anger is a normal emotion that needs to be acknowledged and explored. Explain these key points about anger and facilitate student discussion in small groups:

- Everyone gets angry and has the right to feel angry.
- Anger is a feeling, and though we cannot always help how we feel, we can and should try to understand our feelings.
- We can choose how we express our anger.

Allow time for small groups to report out, summarizing their discussion and conclusions.

Explain that when we begin to experience strong emotions, our body responds by sending us signals. These signals are called physiological feedback and include a racing heart, sweaty palms, or shortness of breath. This is our body's way of telling us that we are experiencing strong emotions. When we learn to recognize those signals, we can do things to minimize physiological feedback from our body so that it doesn't get in the way of our thinking or communicating.

Provide the students with the example below, which emphasizes physiological feedback and actions that can be used to manage emotional reaction.

#### Example:

When I was in high school, I had a goal to make the varsity basketball team. My best friend also had the same goal. We practiced together as often as we could and gave each other feedback on how to improve. During our sophomore year, there were a few openings on the varsity team, and we both decided to try out for the team. She made the varsity team, and I didn't. I overheard her telling one of the older girls that I was sure I would make the team, and she thought it was funny that I didn't.

I felt so angry at her. My heart was pounding, and I felt short of breath. I wanted to yell and cry at the same time. I knew that I was having strong emotions and that if I tried to confront her, it wouldn't go well because I was so emotional. I decided to walk home and talk to my mom about the situation that evening. As I was walking, I started thinking through my emotions and how I wanted to

respond to my friend. I realized that although I thought I was angry, I was actually hurt that she would say something so mean about me. I started to plan what I was going to say and even practiced it a few times with my mom that night so I felt confident and able to explain myself clearly.

I called my friend and said, “Congratulations on making the team. Can we talk about something that happened after the tryouts?” After she agreed, I said, “I overheard you talking to someone else, and you said you thought it was funny that I didn’t make the team. Can you help me understand why you would do something so hurtful?” She was silent for a while and then apologized. She said that it was a mistake and that she was trying to fit in with the older girls and didn’t mean what she had said. We talked some more and decided to not talk about each other. Because I was able to recognize the physiological feedback my body was sending me, I knew that I needed to take some time before I responded to my friend so I could convey my feelings clearly.

After providing the students with a personal example, discuss what happens when we experience strong emotions:

- When have you experienced strong emotions and noticed the signals your body was sending you?
- What were the signals? What did you do?

Explain that when they experience signals from their body, they can take deep breaths, walk away from a disagreement, or visualize something positive, but it’s important to recognize when they start to experience physiological feedback so they use calming techniques to manage their emotions.

Inform the students that they are going to watch a video that explains what happens to our body when we experience strong emotions. As they are watching, they should listen for what happens to our brain and what we can do when we experience strong emotions. Show the video [Brain Basics: Anxiety for Kids](#). Afterward, discuss what happens to the body and the brain when we experience strong emotions:

- What happens to our brain when we experience strong emotions?  
*[Possible responses: the smart part of our brain shuts down, and that makes it hard to concentrate or think clearly; our brain doesn’t know the difference between real danger, like a bear, and feeling stressed.]*
- What are some things you can do when you notice signals from your body, like a racing heart?  
*[Possible response: take a few deep breaths and think about the best way to respond, or take a walk.]*

Emphasize that it is important to recognize when our body sends us signals so that we can minimize those signals and continue to think or communicate clearly. Tell the students that learning to recognize the signals their body is sending them is the first step in improving their ability to manage their emotions and manage conflict.

Ask the students to think about the last time they experienced a conflict and had strong emotions. Tell them to complete a reflection ticket using these prompts:

- Describe the signals your body sent you when you had strong emotions during a disagreement.
- What will you do next time you notice physiological feedback from strong emotions?

## 9. I can explain how to *manage my anger*

Tell the students that now that they know about anger and how it affects their body and their brain, they are going to learn a new Conflict Management Strategy, **manage my anger**. Emphasize the strategy on the [Conflict Management Strategies Poster](#). Tell the students they are going to watch a video that will help them understand how to **manage their anger**. Show the three-minute video [Manage My Anger](#).



From the video [Manage My Anger](#)

Afterward, debrief the video:

- How would you explain the strategy **manage my anger**?  
*[Possible response: it's knowing when you become angry, recognizing the signals from your body, and understanding what you can do to minimize the signals and emotions.]*
- Why is it important to **manage your anger**?  
*[Possible responses: it helps you think clearly; it keeps the physiological feedback from taking over and interrupting your thinking; it helps you avoid making a situation worse by saying and doing something you regret.]*

Ask the students to work with a partner and discuss a time when they became angry and were able to calm themselves. They should use these questions to guide their discussion:

- Describe a time when you became angry. What physiological feedback did you experience?
- How were you able to calm yourself and **manage your anger**? What thoughts and actions helped you calm yourself?

After the students have had a few minutes to work with their partners, ask them to share their discussions with the whole group. Emphasize the variety of calming techniques students already know and use.

Tell the students they are going to watch a video to explore a few more calming techniques they can use in situations where they experience any type of strong emotion. Tell the students that as they are watching, they should jot down notes about the anger management techniques from the video. Show the students the video [5 Anger Management Techniques](#). After the video, discuss what students learned about each anger management technique. The five anger management techniques in the video are:

1. Deep breathing
2. Talking about it
3. Journaling
4. Drawing
5. Positive thinking

Have the students choose one technique (either from the list above or the suggestions that the class generated) that they will try to **manage their anger** the next time they feel angry.

Summarize the activity by asking the students to complete a brief reflection ticket. Ask students to read and reflect on the following quotes and then describe how one of the quotes applies to what they've learned about anger.

Anger is a feeling that makes your mouth work faster than your mind.  
—Evan Esar

Angry is just sad's bodyguard.

—Liza Palmer

Holding onto anger is like drinking poison and expecting the other person to die.

—Buddha

Don't say something permanently hurtful because you're temporarily upset.

—Anonymous

## 10. I can identify feelings underneath anger

Remind the students that they have been learning about anger and what happens to their body and their brain when they experience strong emotions like anger and frustration. Explain that anger is a complex emotion. There are times when they may think they are angry, but when they think more deeply about the situation and their emotions, they often realize that there are other emotions underneath anger, like hurt, disappointment, or embarrassment.

Explain that learning to think about our emotions and the situation that caused us to experience strong emotions will help us understand our emotions and communicate them more clearly to others. Remind the students that they have learned how to identify when they are experiencing strong emotions by being aware of their body's signals. They have also identified calming techniques they will use the next time they experience anger. This is the first part of **managing their anger**. The second part includes focusing on identifying emotions underneath their anger. One way to begin the process of identifying their underlying emotions is to:

- Think to yourself, "I feel angry, but there may be other emotions underneath my anger fueling it."
  - Take a minute and ask yourself, "What else am I feeling?"
- Think to yourself, "Maybe I understood something wrong, and something else is going on. My perception could be inaccurate."
  - Spend a couple minutes asking yourself, "Is there another way to look at this situation? Do I have all the information? Have I perceived everything correctly?"

Inform them that they can also compare anger and the emotions associated with it to an iceberg. An iceberg looks small from the surface of the water, but there is more to it underneath the water. When we have disagreements, we usually look and feel angry, but when we reflect on the situation and what caused our emotions, we realize that there are other complex emotions inside.

Provide each student with a copy of the [Anger Iceberg](#):



Ask them to work with a partner and review the emotions on the iceberg by naming synonyms and describing a time when they experienced each emotion. After the students have had time to review the emotions on the [Anger Iceberg](#), explain that you will read some scenarios to them and they should work with their partner to identify underlying emotions. After each scenario, ask the students to summarize their discussions and explain why they chose each underlying emotion.

- A friend asked to borrow your notes to study for the science test, and she lost them. Now you don't have any notes to help you prepare for the test. You feel extremely angry at your friend for losing your notes, but what other emotions might you be feeling, and why?
- You made plans to go to the movies with your friends on Saturday, but your mom just told you that it is your grandmother's birthday party and she expects you to attend. You feel upset with your mother for not telling you about the birthday party earlier, but what other emotions might you be feeling, and why?
- You were explaining the directions for a test to a friend, and the teacher accused you and the friend of cheating. The teacher wants to meet with you after school. You are angry at your friend because she asked you to explain the directions, but what other emotions might you be feeling, and why?
- Your brother read the essay you wrote about wanting to be an electrical engineer and said you weren't smart enough to pass the engineering classes in college. You feel angry at your brother for saying that, but what other emotions might you be feeling, and why?

After the scenarios, explain that when we feel angry or see anger in others, what is likely occurring is one or more of the emotions under the water (e.g., guilty, worried, hurt). Anger is the secondary emotion that happens above the water, often more visible to others, masking the underlying emotions.

Emphasize that to **manage your anger**, it is necessary to notice the underlying emotions hidden under anger, which can help you manage and reduce conflict and create more peaceful resolutions. Remind the students that anger is an *emotion* but that aggression is a *behavior* we have control over.

Summarize the activity by asking the students to complete a brief reflection ticket about a situation within the past month when they felt angry. Explain that there is no wrong example; it could be anything, from someone bumping into them in the hallway to having someone steal from them to being blamed for something they didn't do.

Have students answer the following questions:

- Why were you angry? What underlying emotions were being masked by your anger?
- Did you express your anger? How?
- How would you **manage your anger** if the situation happened again?

Collect and review the tickets to help identify students' levels of self-awareness of their conflict management skills and their understanding of the strategy **manage my anger**.

## Unit 4: Understanding Why the Conflict Happened

### Learning Targets:

11. I can explain why *uncovering reasons for the disagreement* is important
12. I can practice *uncovering reasons for the disagreement*

Materials (available at [www.cccframework.org/cm-lessons-sec/#u4](http://www.cccframework.org/cm-lessons-sec/#u4)):

- Video *Uncover Reasons for the Disagreement*

### Instructional Activities:

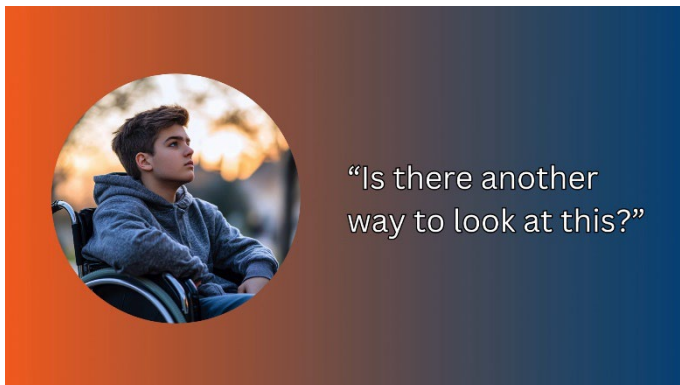
#### 11. I can explain why *uncovering reasons for the disagreement* is important

Remind the students that they have been learning about conflict and strategies to manage it. They have learned about anger and how there are often other emotions underneath anger. Review the three strategies they have learned thus far:

- **Explore Conflict Responses:** Understanding conflict responses helps students understand that they have a choice in how they respond to conflict and that this choice can affect the outcome.
- **Pause and Ponder:** Stopping and thinking about conflict responses and potential outcomes during a conflict supports students in choosing appropriate conflict responses.
- **Manage My Anger:** Identifying emotions contributing to anger helps students understand and communicate complex feelings, which improves communication.

Explain that now they will focus on thinking about why a disagreement has occurred, which will help them understand what to do to resolve the issue. There are many reasons conflict can occur, including misunderstandings, miscommunication, and difference of opinion or perspective. When you stop and think about why a disagreement may have occurred, you are *uncovering reasons for the disagreement*.

Tell the students they will watch a video to help them understand this strategy and the reasons that it is an important part of conflict management. Show the three-minute video [Uncover Reasons for the Disagreement](#).



From the video [Uncover Reasons for the Disagreement](#)

Afterward, discuss:

- What do you do when you *uncover reasons for the disagreement*?  
[Possible responses: you stop and think about why the conflict happened; you ask yourself, “What did I say or do that could have been confusing? Could I have misunderstood the other person? Is there another way to look at this?”]
- Why is it important to *uncover reasons for the disagreement*?  
[Possible response: so you can think about how to resolve the disagreement, think about what is best to say and do in that situation, and understand the other person better.]

Summarize that to ***uncover reasons for the conflict***, we need to think about what things, people, or conditions are influencing the conflict. You take time to think about **exactly what happened and where there may have been a misunderstanding**. You ask yourself these three questions:

- What did I say or do that could have been confusing?
- Could I have misunderstood the other person?
- Is there another way to look at this?

Explain that self-awareness is part of ***uncovering reasons for the conflict***. Self-awareness means thinking about how we could have contributed to the conflict.

- What am I contributing to this situation in terms of behavior, actions, or thoughts (both good and bad)?

Tell the students to think of a time when they experienced a conflict due to a misunderstanding. Ask them to turn to a partner and describe the situation. Then ask the students to explain the strategy ***uncover reasons for the disagreement*** to the same partner and why it is important. After a few minutes, ask the students to summarize their discussions, and emphasize that thinking about why a disagreement has occurred will help them make a more informed decision about how to resolve the disagreement.

## 12. I can practice ***uncovering reasons for the disagreement***

Remind the students that they have been learning how to ***uncover reasons for the disagreement***. Ask them:

- Why is it important to think about exactly what happened and where there may have been a misunderstanding?

Emphasize that thinking about the reasons for the disagreement includes asking yourself questions like:

- What am I contributing to this situation in terms of behavior, actions, or thoughts (both good and bad)?

Tell the students that they are going to practice ***uncovering reasons for the disagreements*** by reflecting on common scenarios that they may have experienced. Explain that you will provide them with a scenario and that they should jot down details about what happened; determine how they contributed to the disagreement with their behavior, actions, or thoughts; and identify how they felt in the situation.

Provide the students with the example scenario completed for you in the following table. Then read each scenario aloud, allowing the students time to jot down their thoughts. After the students have completed each scenario, ask them to work with a partner and review their responses.

Scenario	What did I contribute to the conflict in terms of behavior, actions, or thoughts (both good and bad)?	How did I feel, and why was I feeling that way?
<b>Example:</b> The last time I experienced conflict with a close friend	I used sarcasm, a rude tone, and plenty of eye rolling. I made sure she heard me sigh a few times too. My favorite word of the argument was “Whatever.” My thoughts were about me—how I felt, what I wanted. I didn’t stop and think about what she wanted.	I felt frustrated that we always do what she wants to do and offended that she didn’t seem to care about my feelings. She is one of my best friends, but we have different interests, and it would be nice if we did more things I was interested in.



The last time I felt I had been wronged or betrayed by someone		
The last time I experienced conflict with a sibling		
The last time I experienced a disagreement with a parent or guardian		

Summarize the activity by reminding the students that when they experience conflict, it's important to examine events that led up to the disagreement. It is likely that we have misunderstood parts of what has happened, and we may have contributed to the disagreement through our own words and actions. The next time they experience a disagreement, they should ***uncover reasons for the disagreement*** by thinking about the context and how they may have added to the disagreement.

## Unit 5: Choosing My Actions During a Conflict

### Learning Targets:

13. I can **plan my response**
14. I can explain how to **voice my perspective**
15. I can practice **voicing my perspective**

### Materials (available at [www.cccframework.org/cm-lessons-sec/#u5](http://www.cccframework.org/cm-lessons-sec/#u5)):

- Attributes of the Five Conflict Management Styles chart
- Conflict Management Strategies Poster
- Video *Respond vs React*
- Video **Plan My Response**
- Conflict Management Definition Poster
- Sticky notes
- Video **Voice My Perspective**

### Instructional Activities:

#### 13. I can **plan my response**

Review the different conflict responses by referring to the [Attributes of the Five Conflict Management Styles](#) chart. Ask the students to describe example words and actions for responding like a turtle, a teddy bear, a fox, a shark, and an owl when they experience a disagreement. Remind the students that there are times when it is appropriate to respond like each animal. When they don't care about the outcome of a situation, they might choose to respond like a teddy bear. When they feel very strongly about the outcome and don't care about the friendship with the other person involved, they might choose to respond like a shark.

Explain to the students that when they respond to a disagreement like a shark, it may be because they have *reacted* to the situation instead of thinking about the best way to communicate their feelings. When they react to a situation, they immediately say or do something. Unlike reacting, when you respond to a disagreement, you think about the context and your feelings and then plan how you will respond. You use the strategy **plan my response**.

Emphasize the strategy **plan my response** on the [Conflict Management Strategies poster](#) and tell the students that they will watch a video that will help them understand the difference between reacting and responding. Show the video [Respond vs React](#). After the video, discuss the difference between responding and reacting:

- Describe the difference between responding versus reacting to a disagreement.  
*[Possible responses: responding is thinking before you act; reacting is acting on something immediately with no thought.]*
- What is the benefit of responding instead of reacting?  
*[Possible responses: it gives you time to think about what you will say or do; you make better decisions when you take time to think; you communicate better when you respond.]*

Emphasize to the students that using the strategy **plan my response** is one way to avoid making a disagreement worse by saying and doing things they might regret. When they **plan their response**, they think about what they are feeling. Then they determine the best way to communicate their feelings respectfully by planning what they will say and do. They plan if they will respond like a turtle, a teddy bear, a fox, a shark, or an owl.

Emphasize to the students that how they respond to conflict is a choice and that they want to think carefully about that choice. They can use questions like:

- How am I feeling right now? Is this a good time to respond to the disagreement?
- How much do I care about the outcome?
- How much do I care about my relationship with the other person?

Show the two-minute video [Plan My Response](#).



From the video [Plan My Response](#)

After the video, ask:

- Why is it important to **plan your response**?  
*[Possible responses: so we don't make the argument worse, so we avoid saying and doing things that we might regret.]*
- What could happen if you don't **plan your response**?  
*[Possible response: you could make an argument worse, say things you didn't mean, and damage your relationships with others.]*

Tell the students that **planning their response** also includes thinking about *when* they will respond to a disagreement. It's not necessary to respond immediately in most situations, and understanding that they can take time to plan their response will help them manage conflict more effectively. Explain that when they determine the best time to respond to a disagreement, they focus on the following questions:

- How am I feeling right now?
- Is this a good time to respond to the disagreement?

Ask the class to brainstorm a list of situations when it isn't ideal to react to a disagreement. The list might include:

- When you feel extremely angry and can't manage your emotions
- When you feel sad and can't think clearly
- When the other person is extremely angry or sad and can't express their emotions appropriately
- When the setting isn't appropriate

After the class has brainstormed situations when it isn't ideal to respond to a disagreement immediately, ask the students to complete a brief reflection ticket where they reflect on a disagreement where they reacted instead of **planning their response**.

Ask the students to respond to these prompts:

- Describe a time when you reacted instead of **planning your response** during a disagreement.
- How did reacting affect the outcome?
- What could have happened if you had **planned your response**?

Summarize the activity by reminding the students that **planning their response** will help them think about their feelings, plan what to say and do, and avoid saying and doing things that they might regret. Waiting until everyone in the argument has calmed down will allow them to come to an agreement that is more favorable for everyone.

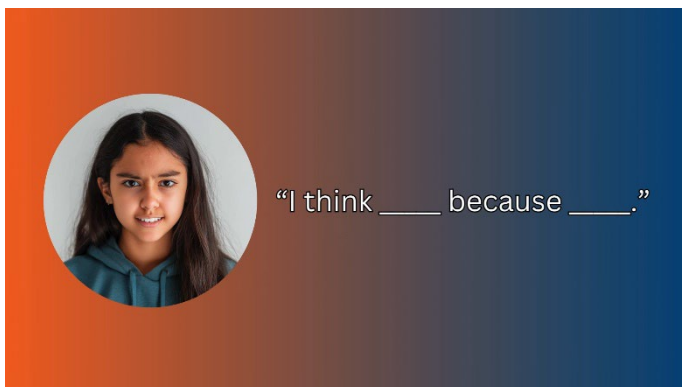
#### 14. I can explain how to **voice my perspective**

Remind the students that they have been learning how to manage conflict by applying the Conflict Management Strategies during disagreements. Tell the students they are going to play a game to review each of the strategies they have learned. In preparation for the game, ask the students to write each of the Conflict Management Strategies they have learned on a sticky note. The strategies they should write are **explore conflict responses**, **pause and ponder**, **manage my anger**, **uncover reasons for the disagreement**, and **plan my response**.

During the game, there will be a Partner A and a Partner B. Partner A will have a sticky note on their forehead with a strategy written on it that they have not seen. Partner B will describe the strategy until Partner A names it correctly. Partner B then places a sticky note on their forehead, and Partner A provides the description.

After the game, show the students the [Conflict Management Definition Poster](#) and remind them that they have been learning about the third aspect for conflict management, taking steps to manage the conflict. Using the strategy **plan my response** will help them understand why the disagreement has occurred and avoid reacting without thinking through the situation. Explain that they are going to learn another strategy to help them share their thoughts, called **voice my perspective**. Emphasize this strategy on the [Conflict Management Strategies Poster](#).

Tell the students that an important piece to planning their response is being able to respectfully explain their thoughts and reasoning. Once they have **planned their response** to the disagreement, they can use the strategy **voice my perspective** to clearly communicate their thoughts. Show students the two-minute video [Voice My Perspective](#).



From the video [Voice My Perspective](#)

After the video, discuss:

- Why is **voicing your perspective** important?  
[Possible responses: so the other person understands your perspective, so you can begin to resolve the issue.]
- What do you do when you **voice your perspective**?  
[Possible response: you use the templates “I feel \_\_\_\_ when \_\_\_\_” and “I think \_\_\_\_ because \_\_\_\_,” and you calmly explain your thoughts and reasoning.]

Summarize the activity by emphasizing that students can use the templates “I feel \_\_\_\_\_ when \_\_\_\_\_” and “I think \_\_\_\_\_ because \_\_\_\_\_” anytime they need to **voice their perspective**. Learning to **voice their perspective** even in situations where there is not a conflict will help improve their communication with others.

### 15. I can practice voicing my perspective

Remind the students they have been learning how to take steps to resolve a conflict and how to **voice their perspective**. Ask them to recall the sentences they can use when **voicing their perspective** to help them communicate clearly and respectfully how they feel and what they want (“I feel \_\_\_\_\_ when \_\_\_\_\_” and “I think \_\_\_\_\_ because \_\_\_\_\_”).

Inform the students that **voicing their perspective** can be difficult, especially if they know that the other person disagrees, but to resolve a conflict, it’s important that everyone **voices their perspective** because it helps them understand each other and find ways to begin resolving the conflict.

Explain to the students that they are going to practice **voicing their perspective** by thinking about a few topics they probably have strong opinions about. Explain that they will all have different perspectives about the topics and different reasons for agreeing or disagreeing with the topic.

Provide the students with the following list of topics or ask the class to generate their own list topics where they have various opinions.

- Cell phone use during school
- School starting at 9:00 a.m. instead of 8:00 a.m. and dismissing later
- Charging students to attend their school’s sporting events

Allow the students a few minutes to jot down their thoughts about each topic using the templates “I feel \_\_\_\_\_ when \_\_\_\_\_” and “I think \_\_\_\_\_ because \_\_\_\_\_.” Then ask the students to rotate through different partners and take turns **voicing their perspective** on each topic.

After the students have **voiced their perspective** on each topic, discuss the importance of **voicing their perspective** respectfully, especially when someone disagrees with them.

- How did you feel when **voicing your perspective**?  
[Possible responses: nervous that somebody might disagree with me; I liked explaining myself to another person.]
- Describe a time when you observed someone not **voicing their perspective** respectfully (e.g., during a sporting event, political debates, arguments between friends).
- What was the outcome of not **voicing their perspective** respectfully?  
[Possible responses: it escalated the situation; no resolution was ever reached; both people remained upset]

Ask the students to complete a brief reflection where they predict a time that it will be difficult to **voice their perspective**. They should respond to these prompts either verbally or in writing:

- Describe a time when you think it will be difficult to **voice your perspective** because someone disagrees with you.
- How will you **voice your perspective** during this time? Include how you will use other Conflict Management Strategies to help you.

Ask volunteers to share their reflections. Then summarize the activity by reminding the students that communicating what they think and why is an important step in resolving a disagreement. They should remember to use the strategy **voice my perspective** to help them communicate clearly and respectfully during a disagreement.

## Unit 6: Understanding Others During a Conflict

### Learning Targets:

16. I can explain empathy and describe how I could show empathy
17. I can explain why *seeking to understand perspectives* is important
18. I can practice *seeking to understand perspectives*
19. I can *listen and summarize*

### Materials (available at [www.cccframework.org/cm-lessons-sec/#u6](http://www.cccframework.org/cm-lessons-sec/#u6)):

- Video *Show Empathy*
- Anger Iceberg
- *Feeling Words Wheel*
- Video *Seek to Understand Perspectives*
- Video *The Blind Men and the Elephant*
- Conflict Management Strategies Poster
- Video *Listen and Summarize*

### Instructional Activities:

#### 16. I can explain empathy and describe how I could show empathy

Remind the students that they have just learned how to **voice their perspective** respectfully during a disagreement. They know how to use the templates “I feel \_\_\_\_\_ when \_\_\_\_\_” and “I think \_\_\_\_\_ because \_\_\_\_\_” to help them communicate their perspective.

Explain to the students that another important part of resolving the conflict is to consider the other person’s thoughts and feelings. When you think about what the other person may be feeling and you can understand their feelings, you are showing empathy.

Show the students the video about the Assertiveness Strategy [Show Empathy](#). After the video, discuss:

- How would you describe empathy?  
*[Possible response: thinking about how another person feels and understanding them because you have felt that way before.]*
- What are some things you can do to help understand the other person and show empathy?  
*[Possible responses: look for clues in their facial expressions or body language; ask them questions; try to summarize their feelings by saying, “It seems like you are feeling \_\_\_\_\_. Is that correct? Do I understand you correctly?”]*

Remind the students that the emotions we show on the outside are sometimes different than the ones we feel on the inside, like with the [Anger Iceberg](#). Tell the students they can also use the [Feeling Words Wheel](#) to help them identify the other person’s feelings.

Tell the students they are going to work with a partner and choose a quote related to empathy. Use the quotes below or ask the students to find their own quotes.

Empathy is about finding echoes of another person in yourself.  
—Mohsin Hamid

In order to have understanding, you need forgiveness, compassion, and empathy.  
—Rooney Mara

Empathy is choosing to see ourselves in another despite our differences.  
—Vivek Murthy

Empathy begins with understanding life from another person’s perspective. Nobody has an objective experience of reality. It’s all through our own individual prisms.

—Sterling K. Brown

Learning to stand in somebody else’s shoes, to see through their eyes, that’s how peace begins.

—Barack Obama

If you look into someone’s face long enough, eventually you’re going to feel that you’re looking at yourself.

—Paul Auster

If I do not ask the wounded person how he feels, I myself become the wounded person.

—Walt Whitman

Once they have chosen a quote, they should discuss how the quote is related to empathy. Use these prompts to generate meaningful discussions:

- What do you like about this quote?
- How does this quote relate to empathy?
- Describe a time when someone showed empathy toward you.

After the students have had time to work with their partners, ask each group to share their reflections. Summarize the activity by emphasizing to the students that showing empathy is part of understanding the other person. When they try and understand the other person during a disagreement, they can learn more about why the disagreement has occurred and what they can do to resolve it.

Show students the [Feeling Words Wheel](#) or provide them with a copy of it and explain that when you **uncover reasons for the disagreement**, it is important to think about the other person’s feelings. Tell the students that the feelings on the inner circle are basic emotions, like mad or sad, and as we progress through the other layers, the emotions become more complex.

As a large group, discuss the following scenarios and brainstorm responses to the questions. For each scenario, the students imagine that the conflict is occurring in their lives and use the [Feeling Words Wheel](#) to help them identify feelings the other person might be experiencing.

Scenario	What emotions might the person be feeling, and why?
Your parent/caregiver screams, “No!” when you ask for \$10.	
Your friend posts mean thoughts about another friend.	
Your sibling avoids you to read in their room all day.	
Your teacher seems frazzled and hasn’t graded your paper. When you ask when the grade will be posted, your teacher just shrugs.	
Your close friend doesn’t want to socialize with others and keeps talking about going away all summer. They aren’t responding to your texts.	

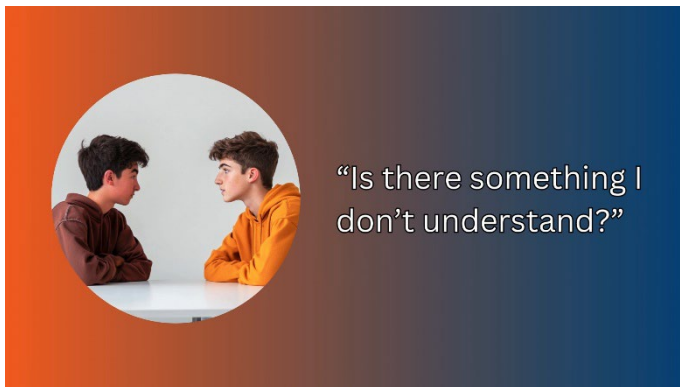
For an additional activity that supports students in learning how to show empathy, see [Assertiveness Lessons \[Secondary\]](#), Unit 4, Activity 12.

## 17. I can explain why *seeking to understand perspectives* is important

Inform the students that they have been learning about how to understand others during a disagreement. They have learned how to show empathy toward the other person by thinking about the other person's feelings.

Ask the students to describe a time when they had a disagreement with someone and they couldn't understand why the other person was upset or what they were feeling. After the students have shared their reflections, explain that ***seeking to understand perspectives*** will help them understand the other person and reasons a disagreement has occurred. When you ***seek to understand perspectives***, it is similar to empathy, but you focus on trying to understand their perspective and how that contributed to the disagreement. Understanding another person's perspective helps you know more about why the disagreement has occurred and how to resolve the disagreement.

Show the students the three-minute video [Seek to Understand Perspectives](#).



From the video [Seek to Understand Perspectives](#)

Afterward, ask:

- What do you do when you ***seek to understand perspectives***?  
*[Possible responses: you think about what the other person might be feeling; you ask them questions to help you understand.]*

Emphasize that each person has their own unique perspective and this influences the disagreement. Explain that a perspective can be your opinions about something or the way you experienced something. For example, you may have had a bad experience with learning to ski, and now you dislike skiing because of that experience. Your friend, however, has a different perspective about skiing because they enjoyed learning to ski with family.

Show students the video [The Blind Men and the Elephant](#) to illustrate differences in perspective. Ask the students to write down some thoughts about the story, and then facilitate a class discussion:

- Why did each blind man have a different perspective about the elephant?  
*[Possible responses: they each experienced the elephant differently; they touched it in different places, and that gave them all different perspectives.]*
- How did their perspectives influence their perceptions?  
*[Possible responses: their perspective shaped how they thought about the elephant and what they thought it could do.]*

Emphasize that humans tend to view their own partial experiences or information as the whole truth while dismissing other people's perceptions. This tendency often prevents an accurate understanding of the whole truth, which is often best understood by incorporating multiple perspectives. Explain that to



improve our conflict management skills, we should make efforts to understand situations better from multiple perspectives rather than just our own.

Tell the students that these are some important things to know about understanding another's point of view:

- Each person has a unique perspective.
- A person's perspective informs what that person experiences in each situation.
- The same message can mean two entirely different things from two different perspectives.

Divide the students into three groups and assign each group one of the key points above about understanding another's point of view. Give groups time to discuss what their point means to them and come up with some examples of what it looks like. Debrief as a class, having each group share their explanation and examples. Conclude the activity by asking the students to reflect on why **seeking to understand perspectives** is important during a disagreement. Ask them to answer these questions verbally or in writing:

- Why do we have different perspectives about things?
- Why is **seeking to understand someone else's perspective** important?
- What would happen if you didn't **seek to understand perspectives**?

After the students have written or discussed the questions, ask them to share their reflections about why **seeking to understand perspectives** is important. Summarize the activity by reminding the students that learning to manage conflict and resolve disagreements includes thinking about the other person and how they experienced the disagreement.

### **18. I can practice seeking to understand perspectives**

Ask the students to work with a partner to review the Conflict Management Strategies they have learned so far. Partner A will describe the strategy, and Partner B will explain why the strategy is important for managing conflict. The strategies they should discuss are **explore conflict responses, pause and ponder, manage my anger, uncover reasons for the disagreement, voice my perspective, seek to understand perspectives, and plan my response.**

Remind the students they have been learning how to resolve disagreements by understanding another person's perspective. When you **seek to understand perspectives**, you show respect to the other person by accepting that they might feel different than you during a disagreement.

Tell the students they are going to practice the strategy **seek to understand perspectives** by thinking about the other person's thoughts and feelings and trying to identify their perspective. When you seek to understand perspectives, you ask questions like "Can you tell me how you are feeling?" or "Is there something I don't understand?" to help you understand their point of view.

Tell the students that when they **seek to understand perspectives**, they can first ask themselves a few questions:

- What could be the reasons the person said or did that?
- What emotions might they be feeling?

Then you can ask the other person questions like "Can you tell me how you are feeling?" or "Is there something I don't understand?"

Explain to the students that you will read a scenario. For each scenario, the students should imagine that the conflict has really happened to them. You will ask them questions related to the scenarios, and they should use the [Feeling Words Wheel](#) to help them answer the questions and **seek to understand perspectives.**

**Scenarios:**

Your mom raises her voice and says, “No!” after you’ve asked three times to borrow her car.	What could be the reasons your mom raised her voice and said, “No”?	What emotions might she be feeling?
Your friend posted something on social media about you that isn’t true.	Why would your friend post something that was untrue?	What emotions might he be feeling?
Your friend is avoiding you and won’t talk to you.	What are some reasons your friend might not be talking to you?	What emotions might she be feeling?
Your brother said he doesn’t want your help in learning to drive.	Why wouldn’t your brother want you to help him?	What emotions might he be feeling?
Your parents won’t make your curfew later even though your friends all have later curfews.	What could be the reasons your parents won’t change your curfew?	What emotions might they be feeling?
Your teacher said you couldn’t retake your geometry quiz.	What could be the reasons your teacher won’t let you retake your quiz?	What emotions might she be feeling?

Conclude the activity by reminding the students that when there is a conflict, ***seeking to understand perspectives*** will help them understand why the other person said or did something. Emphasize that when they don’t agree with another person or when they don’t understand the actions or words of another person, they should think about the other person’s thoughts and feelings and then ask questions like “Can you tell me how you are feeling?” or “Is there something I don’t understand?” When they can understand each other during a conflict, they can work together to resolve the conflict.

**19. I can listen and summarize**

Remind the students that they have been learning how to think and ask about the other person’s perspective during a disagreement. Ask the students to explain how they would ***seek to understand perspectives*** during a disagreement.

Tell the students that thinking and asking about how the other person feels and how they experienced the disagreement is an important part of resolving conflict. Another important aspect to resolving a disagreement is learning to ***listen and summarize*** what the other person has said when they explain their thoughts and feelings. ***Listening and summarizing*** what the other person has said is a strategy that will help them understand the other person’s perspective. Emphasize the strategy ***listen and summarize*** on the [Conflict Management Strategies Poster](#) and explain that when they have a disagreement with someone, it is important that each person has the opportunity to explain their thoughts, feelings, and actions. ***Listening and summarizing*** helps you understand the other person and shows that you respect their perspective.

Show students the three-minute video [Listen and Summarize](#).



From the video [Listen and Summarize](#)

After the video, ask:

- What do you do when you **listen and summarize**?  
*[Possible response: you make eye contact, listen carefully, and use your own words to explain what the other person said.]*
- How would **listening and summarizing** help you resolve a disagreement?  
*[Possible responses: it helps us understand why the conflict started; it helps us know what the other person wants or needs in order to resolve the conflict.]*

Emphasize that when they use the strategy **listen and summarize** to understand the other person, they should: 1. make eye contact with the other person, 2. listen carefully, and 3. use their own words to repeat back what was said. They can use phrases like “It sounds like ...” or “In other words ...” to help them summarize what the other person said.

Review the Guidelines for Listening and Paraphrasing to the students and ask them to reflect on the guidelines, especially about not giving advice, offering solutions, or telling the person what to do or what you think.

### Guidelines for Listening and Paraphrasing

1. Show understanding and acceptance by nonverbal behaviors: tone of voice, facial expressions, gestures, eye contact, and posture.
2. Focus on listening closely to what the person is saying.
3. Restate the other person’s wants, feelings, and reasons in your own words. Start your remarks with “You want ...,” “You feel ...,” and “You think ...”

As a listener—do NOT:

- Give advice
- Offer solutions to a problem
- Tell the person what you would do or what you think

Adapted from D. W. Johnson & R. T. Johnson, 2005, *Teaching students to be peacemakers* (4th ed.), Interaction Book Company.

Ask the students:

- Why is it important when we are **listening and summarizing** to NOT tell the person what you think?  
*[Possible responses: so they don’t feel judged, so that the conversation stays focused on them.]*
- Why is it important when we are **listening and summarizing** to NOT tell the other person what to do?  
*[Possible responses: you could give the wrong advice; they should make their own decisions.]*

Tell the students that they are going to practice **listening and summarizing** what the other person has said. Ask the students to work with a partner. Partner A will expand on a scenario you will provide, and Partner B will **listen and summarize** what Partner A has said by following the guidelines. After each scenario, the students will switch their roles so that each person has several opportunities to **listen and summarize**.

**Scenarios:**

- Tell your partner about a conflict you had with a sibling.
- Tell your partner about a time when you felt frustrated.
- Tell your partner about a time when you felt like your opinion didn't matter.
- Tell your partner about a time when you disagreed with your parent or guardian.

As the students are **listening and summarizing**, circulate around the room to assess how well they are applying the guidelines, including making eye contact, listening carefully, and summarizing what the other person has said. After the students have completed the activity, facilitate a class-wide discussion about their experiences:

- What was the most difficult aspect to **listening and summarizing**? Why?
- How did you feel when someone was focused on what you were saying?
- What will you do the next time someone is sharing their perspective with you?

Conclude the activity by reminding the students that **listening and summarizing** is an important aspect to conflict management. Explain that it helps you understand the other person's perspective and shows that you respect them.

## Unit 7: Finding Solutions

### Learning Targets:

20. I can explain *finding a solution*
21. I can practice *finding a solution*
22. I can explain how to *help others find solutions*
23. I can practice *helping others find solutions*

### Materials (available at [www.cccframework.org/cm-lessons-sec/#u7](http://www.cccframework.org/cm-lessons-sec/#u7)):

- Conflict Management Definition Poster
- Video *Find a Solution*
- *Find a Solution in 7 Steps*
- Video *Two Girls and an Orange*
- Video *Help Others Find Solutions*
- Large chart paper

### Instructional Activities:

#### 20. I can explain *finding a solution*

Remind the students they have been practicing the strategy *seek to understand perspectives* to learn about why disagreements happen. Ask a few volunteers to explain what to do when using the strategy *seek to understand perspectives* and why it is an important aspect of conflict management. Explain that they have also practiced understanding the reasons for the conflict by showing empathy and *listening and summarizing*.

Review the [Conflict Management Definition Poster](#) and emphasize that students have learned about their usual response to conflict and ways to identify the reasons for the conflict. Explain that the next strategies and activities will focus on taking steps to resolve the conflict. Emphasize that all three aspects of conflict management are important for students to understand and practice to become better at managing conflicts. Tell the students that when they take steps to resolve the disagreement, they use the strategies *find a solution* and *help others find solutions* to begin resolving the conflict.

Ask the students to think about the last time they had a conflict. Maybe it was with a friend, a family member, or an adult. Ask:

- How was the disagreement resolved? What steps were taken to resolve the situation?
- Did each person get what they wanted or needed?

Ask a few students to share their reflections. Then explain that *finding a solution* is part of learning conflict management. When you *find a solution*, you follow a process to think and talk about what you want to happen and what the other person wants to happen.

Tell the students that when they think about how they want to resolve a conflict, they can use the strategy *plan my response*. Remind the students that they have learned to think about when and how they should respond to a conflict. There are times when they might decide to walk away from the conflict or avoid talking about it, especially if they don't care what happens next. There are also times when each person involved needs to calm down, so trying to resolve the conflict immediately would be ineffective.

When you care about the outcome of a conflict and need or want to resolve it, you will need to work with the other person to *find a solution*. *Finding a solution* involves listening to each other, considering each person's perspective, and then collaboratively deciding on how you want to resolve the issue.

Emphasize that working through disagreements will usually make the relationship with the other person stronger.

Tell the students they are going to watch a video that will help them learn more about how to find a solution. Show the three-minute video [Find a Solution](#).



From the video [Find a Solution](#)

Afterward, discuss the strategy:

- Describe the process for **finding a solution**.  
*[Possible response: you take turns explaining how you feel and what you want, you both share ideas for resolving the issue, and you both agree on what to do next to resolve the issue.]*
- Why is it important to **find a solution** when you have a disagreement with someone?  
*[Possible responses: so you can end a conflict, so you can move on and stop arguing.]*

Tell the students that each person takes turns **voicing their perspective**. Each person also **listens to and summarizes** what the other person has said to ensure there are no misunderstandings. For example, if you and your friend were having a disagreement about which football game you were going to watch on TV, you might tell them, “I feel excited to watch the Colts play tonight because there is a chance they will make the playoffs. I prefer to watch the Colts.” Your friend would summarize what you have said by saying something like “It sounds like you are excited to watch the Colts play this weekend because they are likely to continue on.” Emphasize that summarizing is using your own words to explain the important parts of what the other person has said.

Show students [Find a Solution in 7 Steps](#) and remind the students that when they use the strategy **find a solution**, there are seven steps to the process and each step is represented by a color of the rainbow, starting with red.

Explain each of the seven steps:

## Find a Solution in 7 steps

The diagram illustrates the 7-step process for finding a solution, using a rainbow as a visual metaphor. Each step is represented by a person icon and a speech bubble icon, with a specific color assigned to each step. The steps are: 1. Red (Partner A voices perspective), 2. Orange (Partner B summarizes), 3. Yellow (Partner B voices perspective), 4. Green (Partner A summarizes), 5. Blue (Partner A shares ideas), 6. Indigo (Partner B shares ideas), and 7. Violet (Both partners decide next steps).

**Step 1: Red**  
Partner A voices their perspective by explaining how they feel and what they want.

**Step 2: Orange**  
Partner B summarizes what Partner A has just said.

**Step 3: Yellow**  
Partner B voices their perspective by explaining how they feel and what they want.

**Step 4: Green**  
Partner A summarizes what Partner B has just said.

**Step 5: Blue**  
Partner A shares a few ideas for resolving the conflict.

**Step 6: Indigo**  
Partner B shares a few ideas for resolving the conflict.

**Step 7: Violet**  
Together, both partners decide what to do next and how to resolve the conflict.

Ask the students to work with a partner and discuss each step for **finding a solution**. Ask the students to reflect on the process of **finding a solution** after they have worked with a partner:

- Why is it important to complete each step for **finding a solution**?  
[Possible response: so that each person has the opportunity to be heard, share ideas, and decide what to do.]

Emphasize that when they **find a solution**, it's important to follow each step of this process. When they don't follow each step, they are less likely to resolve the disagreement in a way that gives each person what they want. Tell the students that they will watch a video where two girls are arguing over an orange. They follow some of the steps for **finding a solution**, but they also miss several steps. Tell the students that as they are watching, they should identify the steps the girls did well and the steps they didn't do for **finding a solution**.

Show the video [Two Girls and an Orange](#). Afterward, discuss:

- Which steps for **finding a solution** did the girls do?  
[Possible response: they both said what they wanted.]
- Which steps did they miss?  
[Possible response: they missed all of the other steps; they didn't explain why they wanted the orange, share ideas for resolving the conflict, or agree on what to do next.]
- Why is it important to complete each step of **finding a solution**?  
[Possible responses: because it can help you understand each other and get what you both want; if the girls had completed each step, they would have both been able to get what they wanted.]

Summarize the activity by reminding the students that they can learn to resolve their disagreements on their own. When they want to resolve an issue in a way that maintains their relationships and results in a favorable outcome for each person, they should use the strategy **find a solution**.

## 21. I can practice *finding a solution*

Tell the students they are going to review the seven steps for **finding a solution** by working with a partner and pretending they have an orange they both want, like in the video [Two Girls and an Orange](#), from Activity 20. Rather than wasting the orange and neither one of them getting what they want, they are going to practice **finding a solution** to come up with a way to resolve the disagreement over who gets the orange. Remind the students to **voice their perspective** to explain their reasons for wanting the orange. They can also use [Find a Solution in 7 Steps](#) to help them work through the process with a partner.

After the students have reviewed the steps for **finding a solution** by practicing with partner, ask them to share the various solutions they identified with their partner.

Explain to the students that they will practice **finding a solution** a few more times by using some scenarios they may have experienced. Tell them that you will read a scenario and they will work with a partner to decide which character each person will be. Then they will follow the steps for **finding a solution** by completing each of the seven steps as if they were the character. They will **voice their perspective** as their character, **listen and summarize** what the other person has said, and then share ideas for resolving the conflict.

### Scenario 1:

Carrie and Juan are in a disagreement over how to divide the different assignments they need to complete for their group project. Carrie thinks the assignments should be divided equally between her and Juan, but Juan thinks that some assignments are more difficult than others. He thinks each person should take a difficult assignment and an easier assignment to make the workload for each of them more equal.

### Scenario 2:

Katie and Joe are in a disagreement about how much to charge for their pet-sitting services. Katie wants to charge a flat fee of \$12 an hour. Joe thinks \$12 an hour is too high for pet-sitting and wants to base the price per hour on the size of the pet and the services the client is asking them to do.

As the students are working, circulate around the room and provide guidance and support as needed. Once the students have worked their way through the process of **finding a solution**, ask them to share their resolutions with the whole group. Then ask them to reflect:

- What was the most difficult part of the process for **finding a solution**?
- Which steps in **finding a solution** are the easiest for you?
- What are some examples of situations where you could use this strategy?

Conclude the activity by reminding the students that it is important to complete each step for **finding a solution**. Emphasize that when they use the strategy **find a solution**, it can help them resolve their disagreements on their own and in a way that can be beneficial to everyone involved in the disagreement.

## 22. I can explain how to *help others find solutions*

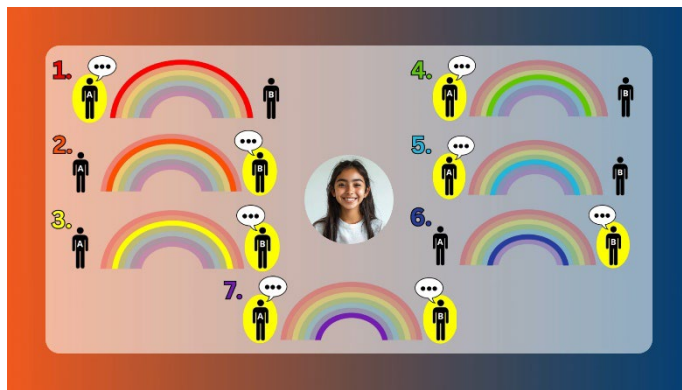
Review the [Conflict Management Definition Poster](#) and emphasize that the students have been learning about how to take steps to manage a conflict. Ask the students to work with a partner and review the process for **finding a solution** using the colors of the rainbow.



Explain to the students that collaboration and compromise conflict management responses are often the most difficult but also the most beneficial for resolving a conflict and strengthening a relationship. They practiced collaborating and compromising when they learned to follow the steps for **finding a solution**, but sometimes this can be challenging, so it's often helpful to have a neutral third party support this process.

The strategy we use when others need our help to resolve an issue is called **help others find solutions**, and it is often referred to as mediation. Tell the students that **helping others find solutions**, or mediation, is a conflict management method used when people have a disagreement that they can't resolve on their own, so a neutral third party helps them find a solution that works for everyone involved. Emphasize that the mediator is neutral (impartial) and works on behalf of both sides to find a solution that benefits everyone.

Show students the four-minute video [Help Others Find Solutions](#). As they are watching, they should identify the mediator and determine what she does to **help others find solutions** when they are having a disagreement about their lab report in science.



From the video [Help Others Find Solutions](#)

Afterward, discuss the strategy:

- What was the disagreement about? What did each person want?  
*[Possible responses: they were arguing over who would do each part of the lab report; each person wanted to do a specific part.]*
- How did the mediator help Jordan and Brett **find a solution**?  
*[Possible responses: she asked each person to share their feelings and explain what they wanted to happen; she listened to each person's perspective; she helped them brainstorm solutions to the problem.]*

Ask the students to take a few minutes to brainstorm a few guidelines that they think would be important for a mediator to follow, keeping in mind what they've learned so far about effective conflict management and negotiation. These guidelines might include things like:

- Be a good listener
- Have good ideas for solving problems
- Work to understand others

As the students are brainstorming guidelines, write their ideas on chart paper under the heading *Mediator Guidelines*. Then discuss the guidelines in the following chart and determine if any should be added to the chart paper.

### What the mediator does

**Make sure that both parties want to solve the problem** and are willing to try to find compromise. Those in conflict should have a safe space and a private, confidential environment in order to discuss their disagreement/differences.

**Before the people in the conflict meet, gather some information from everyone involved.** Meet with each person separately to get a summarized version of events (their story). Actively listen (empathize, paraphrase, nod, etc.). Be sure to ask questions in order to understand the roots of the problem.

As you bring everyone together to discuss the issue, **introduce ground rules**, such as no fighting/blaming/insults/threats, no interrupting, speak truthfully.

Help each person **voices their perspective** by describing their wants, feelings, and reasons. Ask follow-up questions to prompt clarification as needed and limit interruptions. Help each person **seek to understand perspectives**.

Limit blaming and accusing statements and refocus each person as needed to communicate their wants and feelings.

Help each side state the other's point of view by **listening and summarizing**.

Help brainstorm multiple creative solutions that benefit everyone involved. Encourage ideas and expansion of concepts. Offer examples when people are stuck. Be supportive yet challenge people to expand their ideas to benefit others.

Restate the agreement in a somewhat formal way, focusing on stating what each person will do. Reiterate that each person is committing now to this course of action. Have each person verbally state, "I agree."

Then explain to the students that when we **help others find solutions**, we follow the same process we used for the strategy **find a solution** with the colors of the rainbow. The only difference is that there is a mediator who helps those involved in the disagreement complete each step and discuss the process of **helping others find solutions**. Tell the students to work with a partner and take turns answering these questions:

- What would you do if you served as a mediator to **help others find solutions**?  
[Possible response: you would listen to each person's perspective, remind each person to **listen and summarize**, and help them brainstorm ideas for resolving the disagreement until they agree on what they will do.]
- What are the guidelines good mediators should follow?  
[Possible response: you need to remember to be a good listener, follow the process for **finding a solution**, and complete each color of the rainbow.]
- Why is it important to **help others find solutions**?  
[Possible responses: to help others get along, to help others resolve their disagreement, to help others understand that we can all work together.]

Summarize the activity by emphasizing that when we **help others find solutions**, we need to be good listeners, set guidelines before beginning the process, and be knowledgeable of the steps for **helping others find solutions**. Tell the students they will practice being mediators in the next activity.

### 23. I can practice *helping others find solutions*

Remind the students that they have been learning how to resolve disagreements by using the strategies ***find a solution*** and ***help others find solutions***. Ask the students to work with a partner and use the prompts to review the strategies ***find a solution*** and ***help others find solutions***:

- What do you do when you ***find a solution***?  
[Possible response: you work with the other person to follow a seven-step process that helps both of you resolve the disagreement.]
- How is ***finding a solution*** different than ***helping others find solutions***?  
[Possible responses: ***finding a solution*** doesn't involve a mediator; when you ***help others find solutions***, you serve as the mediator and follow guidelines for helping them resolve the issue.]
- Describe the role of a mediator.  
[Possible responses: a mediator is an unbiased party that helps facilitate the process of finding a solution.]

Debrief as a group. Tell the students they will create and perform a skit to demonstrate mediation skills. Explain that the purpose of this activity is for students to teach the strategy ***help others find solutions*** to other students. You might want to record a couple of the skits to show to other classes and/or use in future years.

Have the students individually brainstorm recent conflicts they've experienced or witnessed where ***helping others find solutions*** would have been helpful. The situations could be related to school, family, friends, etc. Then divide the students into groups of three and ask each student to describe their scenario within their group. After each group member has shared, have each group choose one of the conflicts as the basis for a skit.

After they have chosen the conflict, they will develop skits with three characters. Scripts should include well-chosen details and well-structured event sequences. Scripts must also display the context/perspectives of those involved in the conflict (e.g., wants, feelings, and reasons), the steps in ***helping others find solutions***, and a conclusion where the mediator helps others successfully. The goal is that someone without an understanding of ***helping others find solutions*** or mediation can watch the skit and understand this approach to conflict management and can observe the steps.

After the students have developed their skits, ask each group to perform theirs in front of the class while the rest of the class uses the following checklist and reflection questions to evaluate the skits:

#### ***Helping Others Find Solutions Skits: Observation Checklist and Reflection Questions***

- \_\_\_ The situation was detailed and clear.
- \_\_\_ The situation was realistic (it could really happen).
- \_\_\_ The result was realistic and represented the compromising or collaborating styles of conflict management.
- \_\_\_ The negotiators both agreed to accept the mediator's assistance.
- \_\_\_ The mediator provided ground rules, and everyone followed them throughout the process.
- \_\_\_ The mediator facilitated the negotiators and effectively used the seven steps of ***finding a solution***.
- \_\_\_ The negotiators worked together to identify possible solutions and choose the one that was most beneficial for all involved.

**Reflection questions:**

- What strengths did the mediator display?
- How could the mediator have improved in helping the people involved negotiate solutions?

After each skit, provide positive, specific feedback by emphasizing key points. Emphasize the importance of ***finding a solution*** and ***helping others find solutions*** in managing conflict.

## Unit 8: Conflict Management—Putting It All Together

### Learning Targets:

24. I can explain how to use the Conflict Management Strategies
25. I can identify Conflict Management Strategies

### Materials (available at [www.cccframework.org/cm-lessons-sec/#u8](http://www.cccframework.org/cm-lessons-sec/#u8)):

- Chart paper
- Conflict Management Matching Game
- Conflict Management Strategy Cards

### Instructional Activities:

#### 24. I can explain how to use the Conflict Management Strategies

Inform the students that they have learned all ten Conflict Management Strategies but will need to practice each of them at school, at home, and in extracurricular settings to become even better at managing conflict.

Tell the students they are going to think about specific situations when applying the Conflict Management Strategies would be important and determine which specific strategies would be most helpful in each situation. Explain that they will analyze several scenarios. You will give them five minutes to analyze each scenario. While they are analyzing the scenarios, they should decide which of the ten strategies could be applied and why they would be helpful. Then they will write a brief summary of how they would respond in each scenario, including the strategies they would use and how each strategy would help them. After five minutes, they will move on to the next scenario.

**Scenario 1:** Your volleyball coach benches you after you serve the ball into the net. One of your teammates still on the court has hit the ball into the net on two of her serves.

**Scenario 2:** You have had several disagreements with one of your classmates in the last couple of weeks, and each time, you have left the situation still feeling frustrated because you are always the one who has to give in. Today you are working with this classmate on a group project, and he is insisting that your group use his idea for the assignment.

**Scenario 3:** A classmate makes fun of you when you shoot an air ball in gym class.

**Scenario 4:** Your friend's been in a bad mood lately and takes it out on you. You ask about playing video games later, and he shouts, "Leave me alone!" and walks away.

**Scenario 5:** You want to borrow your mom's car, but your mom says that since you left a big mess in her car the last time you drove it, you aren't allowed to use it for the next two weeks.

**Scenario 6:** Your friend Cara posted a mean comment about Brittany, another mutual friend. Brittany is furious and is saying mean things about Cara to you.

**Scenario 7:** Each of your siblings wants to watch a different TV show in the same place at the same time. They started out discussing the issue calmly, but now they are screaming at each other, and you're concerned that it's going to become a physical fight soon.


After the students have analyzed each scenario, ask them to talk about each scenario in small groups. They should provide their classmates with feedback related to how well they addressed each strategy and explained how it could be applied in each situation.

Summarize the activity by emphasizing to the students that conflict happens every day and that when they apply the Conflict Management Strategies, it can help them navigate the disagreement more effectively. Explain that when the students learn to handle conflict appropriately, it can lead to better communication and stronger relationships with others.

## 25. I can identify Conflict Management Strategies

Explain to the students that they are going to complete the [Conflict Management Matching Game](#) to review the strategies.

Ask the students to individually complete the matching game. Then have them compare their answers with a partner and discuss any differences. Review the correct answers as a whole group, clarifying content for any misunderstandings.

<p><b>Answer Key</b></p> <ol style="list-style-type: none"> <li>1. <b>Explore conflict responses: e</b></li> <li>2. <b>Pause and ponder: j</b></li> <li>3. <b>Manage my anger: b</b></li> <li>4. <b>Uncover reasons for the disagreement: a</b></li> <li>5. <b>Voice my perspective: d</b></li> <li>6. <b>Seek to understand perspectives: i</b></li> <li>7. <b>Listen and summarize: g</b></li> <li>8. <b>Plan my response: h</b></li> <li>9. <b>Find a solution: c</b></li> <li>10. <b>Help others find solutions: f</b></li> </ol>	<p style="text-align: center;"><b>Conflict Management Strategies Matching Game</b></p> <p><b>Directions:</b> Draw a line from the Conflict Management Strategy on the left to its matching description on the right.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Explore conflict responses</li> <li>2. Pause and ponder</li> <li>3. Manage my anger</li> <li>4. Uncover reasons for the disagreement</li> <li>5. Voice my perspective</li> <li>6. Seek to understand perspectives</li> <li>7. Listen and summarize</li> <li>8. Plan my response</li> <li>9. Find a solution</li> <li>10. Help others find solutions</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>a. I can think about what has caused the disagreement.</li> <li>b. I can calm myself when I have strong emotions.</li> <li>c. I can work with the other person to resolve the disagreement.</li> <li>d. I can respectfully explain my feelings and what I want during a disagreement.</li> <li>e. I can explain the different ways to respond to conflict.</li> <li>f. I can mediate when others have difficulty resolving a disagreement.</li> <li>g. I can listen closely to what the other person has said and then restate what they said.</li> <li>h. I can plan what I want to say and do during a disagreement.</li> <li>i. I can try and understand how the other person feels during a disagreement.</li> <li>j. I can stop and think about how I will respond to the conflict.</li> </ol> </td> </tr> </table> <p style="font-size: small; text-align: center;">© 2024 Noonan &amp; Gaumer Erickson <span style="float: right;"></span></p>	<ol style="list-style-type: none"> <li>1. Explore conflict responses</li> <li>2. Pause and ponder</li> <li>3. Manage my anger</li> <li>4. Uncover reasons for the disagreement</li> <li>5. Voice my perspective</li> <li>6. Seek to understand perspectives</li> <li>7. Listen and summarize</li> <li>8. Plan my response</li> <li>9. Find a solution</li> <li>10. Help others find solutions</li> </ol>	<ol style="list-style-type: none"> <li>a. I can think about what has caused the disagreement.</li> <li>b. I can calm myself when I have strong emotions.</li> <li>c. I can work with the other person to resolve the disagreement.</li> <li>d. I can respectfully explain my feelings and what I want during a disagreement.</li> <li>e. I can explain the different ways to respond to conflict.</li> <li>f. I can mediate when others have difficulty resolving a disagreement.</li> <li>g. I can listen closely to what the other person has said and then restate what they said.</li> <li>h. I can plan what I want to say and do during a disagreement.</li> <li>i. I can try and understand how the other person feels during a disagreement.</li> <li>j. I can stop and think about how I will respond to the conflict.</li> </ol>
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Tell the students to take a few minutes to reflect on and answer these questions:

- Which Conflict Management Strategy do you use most often? Provide an example of when you used it.
- Which Conflict Management Strategies are difficult for you?
- What ideas do you have for practicing the Conflict Management Strategies you find difficult?

After the students have written their answers, facilitate a brief class discussion. Emphasize that learning conflict management takes effort and practice. When they remember to use the Conflict Management Strategies and practice them while they are working in groups, interacting with friends, or finding it difficult to understand another person’s perspective, they will become better at conflict management.

**Optional Activity:** Make one set of note cards with the names of the Conflict Management Strategies, one strategy per card. Make another set of cards with the definitions of the strategies, one definition per card. Hand out all the cards (you’ll have 20). (Or download and print the [Conflict Management Strategy Cards](#).) Have the students move around the room, matching the names of strategies to their definitions.

## Assessing Your Conflict Management Knowledge (Posttest)

**Materials:** A computer or tablet for each student

**Preparation:** To record and access assessment results, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the *Conflict Management Knowledge Test 7–12* again as a posttest. Note the code for your test and provide that code and the link below to the students. The items on the posttest are the same as those on the pretest.

**Assessment Link:** [www.cccstudent.org](http://www.cccstudent.org)

**Code:** \_\_\_\_\_

### Re-administer the *Conflict Management Knowledge Test 7–12*

Explain to the students that they will each be taking the *Conflict Management Knowledge Test 7–12* a second time. The multiple-choice items will measure their knowledge of conflict management concepts. Comparing the results of the second section to their pretest results will demonstrate how much their understanding has increased.

For Items 1–21, encourage the students to pause for a moment after reading each item to think about their ability over the last couple months to manage conflict.

Tell the students that Items 22–46 test their knowledge of conflict management concepts and potential ways to effectively build conflict management.

Give the students time to complete the assessment (approximately 15 minutes). Tell them that after submitting their answers, they should stay on the Results page for the next activity.

### Reflect on posttest results

Give the students some time to individually review their posttest results. Have they learned more about conflict management? After reviewing the questions that they missed, do they understand why their answers aren't correct, or are there some questions that are still confusing?

Ask the students to respond to the following questions:

- How do Conflict Management Strategies help me?
- Looking at my score for Items 22–45 on the posttest, what have I learned about conflict management?
- What questions do I have about conflict management?

While the students are individually reviewing their posttest results, briefly review the full-class results in the teacher view on [www.cccstudent.org](http://www.cccstudent.org), including comparing them to the overall pretest results. Emphasize learning and overall growth as a class. Celebrate the students' successes in learning and practicing conflict management. Reteach conflict management concepts as needed.

Provide numerous opportunities during the year for the students to practice conflict management. Coach the students to apply Conflict Management Strategies in class and extracurricular activities. Conflict management is a skill that we all practice and continue developing throughout our lives.

## Conflict Management Activity Crosswalk

This table shows the location of each Conflict Management Strategy within the three grade bands of the *Conflict Management Lessons [Primary, Intermediate, and Secondary]*. Regular font indicates that the strategy is addressed but is not the primary purpose of the activity. Bold font indicates that the strategy is a primary focus of the activity.

Strategy	Primary Activities	Intermediate Activities	Secondary Activities
 <p>Explore Conflict Responses</p>	<b>3, 4, 6, 7, 24, 25</b>	<b>3, 4, 6, 7, 24, 25</b>	<b>3, 4, 6, 7, 25</b>
 <p>Pause and Ponder</p>	<b>5, 6, 7, 9, 13, 25</b>	<b>5, 6, 7, 13, 25</b>	<b>5, 6, 7, 25</b>
 <p>Manage My Anger</p>	<b>9, 10, 25</b>	<b>9, 10, 25</b>	<b>9, 10, 25</b>
 <p>Uncover Reasons for Disagreement</p>	<b>11, 12, 16, 25</b>	<b>11, 12, 25</b>	<b>11, 12, 16, 25</b>
 <p>Voice My Perspective</p>	<b>14, 15, 20, 21, 22, 23, 25</b>	<b>14, 15, 17, 20, 21, 22, 23, 25</b>	<b>14, 15, 20, 21, 22, 23, 25</b>
 <p>Seek to Understand Perspectives</p>	<b>17, 18, 19, 25</b>	<b>17, 18, 19, 25</b>	<b>17, 18, 19, 25</b>
 <p>Listen and Summarize</p>	<b>19, 20, 21, 22, 25</b>	<b>19, 20, 21, 22, 25</b>	<b>19, 20, 21, 22, 25</b>
 <p>Plan My Response</p>	<b>13, 25</b>	<b>13, 25</b>	<b>13, 14, 20, 25</b>
 <p>Find a Solution</p>	<b>20, 21, 25</b>	<b>20, 21, 25</b>	<b>20, 21, 25</b>
 <p>Help Others Find Solutions</p>	<b>22, 23, 25</b>	<b>22, 23, 25</b>	<b>22, 23, 25</b>

Noonan, P. M., Gaumer Erickson, A. S., & Heger, E. (2024). *Conflict management lessons* [Teacher lessons and student workbook]. College & Career Competency Framework. [www.cccframework.org/competency-lessons-and-student-workbooks](http://www.cccframework.org/competency-lessons-and-student-workbooks)