**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Education and Training |
| **Course** | Instructional Practices in Education and Training |
| **Lesson/Unit Title** | Can’t We All Just Get Along? Conflict Resolution Strategies |
| **TEKS Student Expectations** | 130.164. (c) Knowledge and Skills  (1) The student communicates effectively.  (C) The student is expected to demonstrate effective verbal, non-verbal, written, and electronic communication skills  (4) The student interacts effectively in the role of an educator.  (A) The student is expected to demonstrate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Review steps to solving conflicts in different situations * Brainstorm solutions to personal and workplace conflicts * Be provided with various opportunities to demonstrate effective communication skills – verbal, non-verbal, written, and electronic |
| **Rationale** | What are appropriate methods of conflict resolution? Conflict is an inevitable part of life. The way that we handle conflict in personal and professional settings will shape our lives and the perceptions that others have of us. Learning to manage conflict is difficult because emotions often control our reactions during conflict. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall** | **Communication:** The process of sending and receiving messages from others  **Conciliatory:** To make (someone) friendlier or less angry  **Conflict:** A disagreement, dispute, or fight between people with opposing points of view  **Conflict resolution:** The process of settling a conflict by cooperating and problem solving  **Defensive:** Behaving in a way that shows that you feel people are criticizing you  **Empathy:** The skill of thinking about what it would be like in another’s place  **Interpersonal Skills:** The ability to relate to others in a socially appropriate, meaningful way  **Leadership:** The ability to motivate others to cooperate when completing a common task  **Mediation:** Intervention between conflicting parties to promote reconciliation, settlement, or compromise  **Resolution:** The act of finding an answer or solution to a conflict or problem  **Teamwork:** Learning to effectively communicate, resolve conflicts and develop negotiation skills  **Techniques:** Methods of doing some task or performing something |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**   * Basket   **Supplies:**   * Cardstock * Magazine pictures of people and situations that show conflict * Copies of handouts   **PowerPoint:**   * Can’t We All Just Get Along? Conflict Resolution Strategies   **Technology:**   * Free iPad App:   Conflict Resolution Education Activity Calendar This teaching and learning app promotes conflict resolution in educational settings.<https://itunes.apple.com/us/app/conflict-resolution-education/id532827414?mt=8>  **YouTube:**   * In the Mix: Peer Mediation — A Process of Respect (Excerpt) We visit a diverse small city school that has a variety of pro-active student-centered programs in place. When a fight breaks out in the cafeteria, two boys choose to participate in peer mediation rather than face the administration.<http://youtu.be/4gQ0ZLdHlHM> * 10 Hot Tips – Managing Conflict 10 Hot Leadership Tips Series – Managing Conflict<http://youtu.be/mqkm788-Jk8>   **Graphic Organizers:**   * Slide Presentation Notes * Steps to Resolve Conflicts   **Handouts:**   * Article Evaluation * Conflict Resolutions * Conflict Resolution Scenarios * Word Chain Activity |
| **Anticipatory Set** | **Prior to class:**  Become familiar with PowerPoint, handouts, and activities.  Print and cut apart the Conflict Resolution Scenarios and Job-Related Conflict Scenarios on cardstock. The cards will be placed in a basket and used in an activity during the appropriate times. Some cards have been left blank so that other scenarios may be added.  **Before class begins:**  Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) as you have available on a table in front of the room.  As students enter the classroom, allow them to observe the images of people who are in a conflict with others.  Ask students the following questions:   * Have you ever had a disagreement with another person? * How did you resolve that disagreement? * Were you able to compromise and settle the disagreement? * What are some other ways to practice constructive conflict resolution? * Can you recall the last conflict you had with an individual? * Did you resolve it? How was it resolved? * What happens if there is conflict at a place of employment? * How do you normally handle conflict?   Lead a discussion about conflict and how it affects individuals.  Students will practice leadership skills: Communication, teamwork, decision making and problem solving with this activity.  **Human Knot**  Directions:   * Have the group stand in a circle * Everyone must reach in with both of their hands and grab somebody else’s hand. They must be holding hands with two different people. This creates the “human knot” * Everyone must work together to untie the knot without letting go of any hands. They will need to step over or duck under each other * In the end, they will be untied into one large circle or sometimes two small circles   Lead a discussion with the following questions:   * How does this activity relate to “real life?” * Did you experience any conflict during this activity? * Why do you think I had you participate in this activity? * Where might this situation occur in the future? * Why is it important to have plenty of information before making decisions? * What did you learn about your own skill in communicating with others? * Did you make any mistakes that you can learn from? |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Introduce lessons, objectives, terms, and definitions.  Distribute graphic organizer Slide Presentation Notes so that students may take notes during the slide presentation.  Introduce PowerPoint Can’t We All Just Get Along? Conflict Resolution Strategies. Allow time for questions and class discussion.  Using Slide Presentation Notes, students will have an opportunity to reflect, review, and respond to the information pertaining to the PowerPoint. They will write a summary of questions, topics or statements which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How is this going to help you in the future?   Allow for questions and answers to check for understanding.  Videos included in the PowerPoint presentation:   * In the Mix: Peer Mediation — A Process of Respect (Excerpt)  We visit a diverse small city school that has a variety of pro-active student-centered programs in place. When a fight breaks out in the cafeteria, two boys choose to participate in peer mediation rather than face the administration.<http://youtu.be/4gQ0ZLdHlHM> * 10 Hot Tips – Managing Conflict 10 Hot Leadership Tips Series – Managing Conflict<http://youtu.be/mqkm788-Jk8>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing students with a copy of the notes or a fill-in-the-blank note sheet to follow along with instruction * pairing up students with elbow partners who can assist them with verbal and written responses to the lesson |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | Distribute Conflict Resolutions handout. Tell the students that there are choices they make when they are involved in a disagreement or a conflict. Every choice they make has a consequence. Learning about conflict resolution, or learning about how to work things out peacefully without fighting, running away, or going against their own beliefs, can keep them safe from violence, make them feel good about themselves and help them learn to respect others. On the handout, they are to describe an incident or problem that occurred to them, their family, and a friend or at the workplace and complete the chart with the appropriate information. Please be aware of personal issues so inform students they may opt to change the names on the handout.  Allow students time to complete the activity. Discuss the handout as a class so that they may share their information.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * working with a peer tutor * participating in a small group/classroom |
| **Independent Practice/**  **Laboratory Experience with Special Education Modifications/ Accommodations** | Distribute graphic organizer Steps to Resolve Conflicts and discuss the importance of solving conflict problems at home, school and in the workplace with your students.  Place the Job-Related Conflict Scenarios cards in a basket. Some cards have been left blank so that other scenarios may be added.  Divide the class into groups of four, and allow one person from each group to pick a card from the basket.  Students should brainstorm possible solutions to the scenarios and document their ideas on the graphic organizer.  Solutions to the conflict scenarios will be presented in the Lesson Closure section.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing specific websites or articles from which students can obtain their research information * providing students with a checklist or rubric to help them organize and complete all steps of the process |
| **Lesson Closure** | Review lesson plan objectives, terms, and definitions.  Each group can discuss the scenarios that they chose and how they solved the conflict by following the steps to resolve conflicts.  Distribute Word Chain Activity handout. Provide students with a topic/lesson title for the activity and a word or terms related to the topic. Have students write the word in the first chain link. Instruct students to think of a word related to the topic that BEGINS with the LAST letter of the word you provided. Their task is to continue adding topic-related terms to the chain links until all links have been completed. An example has been provided for you, as well as a blank template for your use. |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | Assessments during the lesson:   * Conflict Resolutions * Steps to Resolve Conflicts   Students will write a one-page reflection of what they have learned from this lesson and how they will apply it to their lives, now and in the future. Content of reflection may include that conflict resolution is a journey and requires continual evaluation and readjustment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * assisting students with research for assignments * modifying assignments if IEP calls for modification * giving students copies of slide presentations for study |
| **References/**  **Resources** | **Images:**   * Microsoft® Clip Art: Used with permission from Microsoft®.   **Textbook:**   * Sasse, C.R. (2004). *Families today*. New York: Glencoe/McGraw Hill.   **Websites:**   * About.com Communicate: Improve Your Relationships with Effective Communication Skills.<http://stress.about.com/od/relationships/ht/healthycomm.htm> * About.com How to Handle Unresolved Conflict in Your Family.<http://stress.about.com/od/relationships/qt/unresolved.htm>   **YouTube:**   * In the Mix: Peer Mediation — A Process of Respect (Excerpt) We visit a diverse small city school that has a variety of pro-active student-centered programs in place. When a fight breaks out in the cafeteria, two boys choose to participate in peer mediation rather than face the administration.<http://youtu.be/4gQ0ZLdHlHM> * 10 Hot Tips – Managing Conflict 10 Hot Leadership Tips Series – Managing Conflict<http://youtu.be/mqkm788-Jk8> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Ask students to repeat your instructions back to you to be sure they know what is expected of them before each new phase of the lesson * Discuss vocabulary in detail and make sure everyone has a firm grasp on it before moving forward with the lesson * Use graphic organizers and visuals to explain the lesson in detail * Print fill-in-the-blank handouts of the PowerPoint notes for students to follow along with the lesson * Provide note-taking assistance using Article Stop and Jot |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Assign students to read about conflict resolution. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * Conflict Resolution Mistakes to Avoid<http://stress.about.com/od/relationships/ht/healthycomm.htm> * How to Handle Unresolved Conflict in Your Family<http://stress.about.com/od/relationships/qt/unresolved.htm> * Overcome Your Fear of Confrontation and Conflict<http://humanresources.about.com/od/conflictresolution/a/confrontation.htm>   Encourage students to connect reading and their life experiences or prior knowledge. |
| **Quotes** | Conflict can and should be handled constructively; when it is, relationships benefit. Conflict avoidance is “not” the hallmark of a good relationship. On the contrary, it is a symptom of serious problems and of poor communication.  **-Harriet B. Braiker**  He who fights is powerless, but he who loves is power itself.  **-Eric Micha’el Leventhal**  We who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface hidden tension that is already alive.  **-Martin Luther King Jr.**  Be quick to resolve conflicts before they mature to become wars. The energetic crocodile was once a delicate egg!  **-Israelmore Ayivor** |
| **Writing Strategies** | **Journal Entries:**   * Conflicts can be resolved by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The steps for conflict resolution include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Peer mediation is the process to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * A conflict resolution strategy can include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**  RAFT Writing Strategy   * Role – Teenage son or daughter * Audience – Parents * Format – Letter * Topic – How to effectively resolve conflicts within the family |
| **Communication 90 Second Speech Topics** | * The most challenging part of resolving a conflict with my parent(s) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Resolving conflicts at the workplace are important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * I can practice resolving conflicts by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity** | * Distribute Article Evaluation handout. Choose three newspaper or magazines articles that are the result of conflict situations. Summarize each report and identify at least two situations that may have contributed to each conflict from the list on the handout. * Ask students to write down classroom conflicts they have observed at their field-based site. Have them work in teams of three, acting as two students and a teacher to apply the conflict management steps listed above. Provide opportunities for all groups to resolve the same problem. Let them compare results and discuss different solutions to the same problems. * Assign students a project to include technology to create a classroom communication, such as a comic strip or video. |
| **Family/Community Connection** | Invite a communications specialist to speak to the class on the importance and impact of nonverbal communication. |
| **CTSO connection** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  National Program – STOP the Violence: The FCCLA Students Taking on Prevention (STOP) the Violence program empowers youth with attitudes, skills, and resources in order to recognize, report and reduces youth violence.  **Star Event:**  Leadership – An individual event – recognizes participants who actively evaluate and grow in their leadership potential. Participants use the Student Leadership Challenge and supporting materials to investigate their leadership ability and develop a mentorship relationship to further their leadership development. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see <http://www.ysa.org/>  Example: Create a multimedia presentation on conflict resolution that students can share with an elementary school in their district. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)