

Vocabulary for Conflict Resolution

Review the words, definitions, and example sentences on page 85 in the Activity Book with your students. To check for understanding, have students use these terms to create oral or written sentences. The definitions here are geared toward meanings in conflict resolution. If you think it is appropriate to share broader definitions for some of these words, do so.

Identifying Conflicts

This activity will help your students recognize the many conflicts they encounter every day. Before handing out copies of *Identifying Conflicts*, page 86 in the Activity Book, give some examples of some conflicts you have either faced or been aware of in the past week or so, including current events or school conflicts. Point out the frequency with which we all encounter conflicts. Then hand out copies of *Identifying Conflicts* and have students complete them independently or in pairs.

Next ask volunteers to share their information. Talk about what various conflicts seemed to have in common (between two individuals/two groups, power struggles, sharing the same resource, relationships, fairness, etc.). Also talk about the range of urgency to resolve some conflicts vs. others. For example, compare the urgency of two students needing the same book for a report vs. being threatened by someone with a knife.

Conflict Metaphor

A metaphor is a figure of speech that describes something by saying it is the same as something else, such as *Her brain is a sponge* or *Insults are arrows that pierce your heart*. We use metaphors to form a vivid mental image of something.

Review the example metaphors on *Conflict Metaphor*, page 87 in the Activity Book, to be sure students understand what a metaphor is. Then have students work in pairs or small groups to complete this activity sheet. Encourage creative, unique responses — the more personal, the more meaningful. Some examples are listed in the box on the following page.

Conflict Metaphors

car crash
 tug of war
 two clenched fists
 dividing a wishbone
 seesaw
 arm wrestling
 human birth
 forked road
 onion



Auguste Rodin's *The Thinker*

As you have each group share its metaphor with the rest of the class, ask students how **resolving conflicts** fits in with their metaphors. For example, if *conflict* is two clenched fists, *resolution* might be a relaxed wave or a "high five." If *conflict* is a seesaw, the seesaw might be resting in a neutral position to reflect compromise or an uneven position to reflect a win-lose outcome.

Repeat this exercise after students complete this unit. Ask students to compare their current metaphors with their original metaphors. How have their metaphors changed? What have they learned about conflicts?

Who Is Involved?

Review the four types of conflict on *Who Is Involved?*, page 88 in the Activity Book. Give examples or ask students to give additional examples of each type. Then have your students complete the activity sheet.

For simplicity, this activity sheet lists conflicts that are easily separated into one of the four types listed. In reality, many conflicts have more than one layer or disagreement to consider. For example, a conflict between two choir members can be interpersonal, intrapersonal, and intragroup at the same time. If appropriate, offer other examples of multiple types of conflicts and have your students identify the parties involved.

If your students easily identify the parties involved in group conflicts, ask them to identify which person for each side is the real decision-maker for each party. In most groups, the official or unofficial group leader is the one who calls the shots. In some cases, a single party might defer to someone else's opinion, such as a girl who won't make a move without

consulting her best friend. Resolving a conflict is faster and easier if you consider the actual decision-makers.

Identifying Conflict Parties

Pages 89 and 90 in the Activity Book give examples of conflicts and ask students to identify the parties involved. Review students' answers as a group. Talk about which people are directly vs. indirectly involved. Identify the decision-maker in any group involved.

What Is the Conflict About?

Knowing what a conflict is about makes it easier to think of ways to resolve the conflict. Present and discuss the chart about common sources of conflict, page 91 in the Activity Book. After students complete the activity sheet, discuss their answers as a group. A second activity sheet on page 92 offers more conflicts for additional practice.

My Psychological Needs

My Psychological Needs, pages 93 and 94 in the Activity Book, gives students a chance to define themselves in their own words. Since some of this information may be sensitive for some students, do not encourage sharing the information among the group. It is sufficient for most students to recognize that they are unique individuals who want respect, just like all other students.

Vocabulary for Cultural Influences

Page 95 in the Activity Book, presents vocabulary students need to master to understand and discuss cultural influences, especially those that relate to conflicts. Review the words, definitions, and example sentences as a group.

Cultural Influences

Effective conflict resolution needs to consider the cultural characteristics of each party. *Cultural Influences*, pages 96 and 97 in the Activity Book, helps students see themselves and others as complex beings with multiple cultural influences that impact their everyday perceptions and decisions.

Vocabulary for Conflict Resolution

Here are some important words to understand about managing conflicts or disagreements.

accommodate	to help or do a favor for someone; to agree to what the other person wants in a disagreement Beth often agrees to do things my way, so I'll accommodate her wishes this time.
collaborate	to cooperate with someone; to work together toward the same goal Both classes collaborated to clean up the litter quickly.
compromise	to settle a disagreement by having each side give up something it wanted To compromise , Luke offered to loan his sister his new CD if she promised not to take it out of their house.
conflict parties	the people or groups who are involved in a conflict The conflict parties , the museum director and the artist, agreed to meet Tuesday to try to settle their disagreement.
conflict resolution	finding an acceptable solution to settle a disagreement Conflict resolution is most successful when everyone involved feels good about the way it is settled.
issue	the subject of a disagreement; what a disagreement is about Meg's issue with Bryce is that he makes promises he doesn't keep.
outcome	the result or conclusion of a disagreement; how a conflict ends The outcome of the settlement was that both Ryan and Lisa agreed to come to rehearsals on time.
resolve	to settle a disagreement or conflict One way to resolve a conflict is to find a compromise that both sides will accept.
resource	something people want or need in order to do something Many conflicts arise because people don't want to share a resource .
values	beliefs about what is right or wrong and which life issues are important In childhood, most of us learn our values from our parents or families.

Identifying Conflicts

➔ Think of the conflicts you have had recently or known about. Write them in the chart below. Use another sheet of paper, if necessary.



What was the conflict about?	Who was involved?