

Conflict Resolution:

How to Handle Conflicts

Definition of Conflict

- Disagreements
- Different arguments
- Could be a battle or a fight

• Involves 2 people

Conflict Styles

- Conflict styles are ways in how people deal with conflicts.
- People may use one or more conflict styles depending on the context and situation.
- **Accommodating:** This is when you don't want your point of view to be heard or you don't want to give your own opinion.
- **Competing:** This is when people argue you their goals may be at odds.
- **Collaborating:** This is when people work together to find a solution that satisfies everyone.
- **Compromising:** This is when people work together to find a solution that satisfies both parties.

Conflict Hooks

- Conflict hooks are your personal triggers. These hooks are based on how your past experiences and your culture are you.
- Your hooks are based on your personal experiences.
- **Status:** This is based on your past experiences and the things that have happened to you. These hooks are based on your culture, power, and past experiences.

Conflict Resolution Activities

Perception and Points of View

Assessing Questions

- Did you feel the authority?
- Did you feel the point of view of about each person's viewpoint?
- Did these tell you?
- What insights have you gained from this activity?

Blame and Praise

Assessing Questions

- What insights have you gained from this activity?
- Do you think having assumptions about someone change their behaviour in general?
- How can I make the point and if only, why?
- Explain power dynamics. What can you do to not let try to act on these biases and assumptions?

Conflict Resolution Activities

Handling Difficult Communications and Situations Practicing Communication Techniques

Guided Inquiry

- It is always difficult and hard to communicate and when you are in conflict with someone. Always try to be open.
- Try to use the communication techniques that work for you best.

Conflict Resolution Lesson Plans

Samantha K. Jones-Woodard

Conflict Resolution Lesson Plans:

Conflict Management Training Activities Don L. Sorenson,1994 Help your middle and high school students learn to communicate and cooperate with each other Through these experiential activities students will become skillful in communicating trusting working together and managing conflicts Contains reproducible activities *Tools for Conflict Resolution* Ellen M. O'Keefe,Mary Catherine Stewart,2004-04-09 Have you been searching for a way to resolve conflict that doesn t involve a series of ten or more steps Do you think that perhaps a key to conflict resolution must come from within How can teachers and pre service teachers help their students learn and use strategies for conflict resolution Tools for Conflict Resolution is a practical method for teaching conflict resolution skills to students in grades K 12 Conflict is a part of everyone s life It is the authors belief that if each student is given tools for handling conflict and these tools are used each time conflict arises that soon students become proficient conflict managers This book begins with a chapter which introduces Peter Senge s five disciplines Personal Mastery Mental Models Shared Vision Team Building and Systems Thinking After reading this chapter the reader is able to embrace the five disciplines and begin practicing the adult level As teachers we teach from who we are The rest of the book is filled with actual lesson plans which are directly tied to the Multiple Intelligences Theory and are developmentally appropriate for students Case studies role plays skits literature songs and co operative learning activities are the primary instructional methods used to teach students conflict resolution skills An annotated bibliography is included to assist teachers in extending lessons These lessons may be taught during Social Studies as a unit on character education or could be used during a guidance class *Conflict Resolution in the Classroom Workbook* Samantha K. Jones-Woodard,2012-06-01 This workbook was designed to assist teachers by providing strategies activities and lesson plans for implementing conflict resolution skills in the pre kindergarten and elementary classroom It can be tailored to fit the needs of each individual classroom and learning style **Talk it Out** Barbara Porro,1996 Describes the six step conflict resolution process called Talk It Out developed by educator Barbara Porro to teach students to solve their own real life problems such as teasing cheating hitting and others and includes lesson plans scripts and other resource tools

Teaching About International Conflict and Peace Merry M. Merryfield,Richard C. Remy,1995-03-30 Designed especially for preservice teachers this book links substantive current scholarship on major topics in the management of international conflict with exemplary instructional methods in social studies education Through vignettes and case studies of actual classroom practice the reader learns from experienced teachers how they integrate different instructional methods to achieve content goals The book contains an appendix on resources that provides additional information on organizations instructional materials computer networks and other scholarly work that can help teachers improve their instruction on international conflict management Teaching About International Conflict and Peace can make a significant difference in preparing social studies teachers to help their students acquire knowledge and understanding of how the peoples of the

world have dealt with international conflict in the past and how increasing global interconnections provide new alternatives for the management of international conflict in the present and future **Ready-to-Use Conflict-Resolution Activities for Elementary Students** Beth Teolis,2002-01-15 For K 6 teachers and counselors here are over 100 step by step lessons and illustrated activities that give students the tools and empathy they need to solve conflicts peacefully and feel like winners The wide variety of lessons and activities that will appeal to all students are organized into four sections Conflict Resolution Activities for Educators helping the teacher model appropriate behaviors through 12 self empowerment activities Building the Groundwork for Conflict Resolution 29 activities to help students build their own positive identity and deal with inner directed anger Conflict Resolution Activities for Your Classroom 69 activities develop children s conflict solving skills and reduce their anger toward others Conflict Resolution Acitivites for Your School 19 activities including those that alert students to bullies and what can be done to prevent bullying **Conflict Resolution Education** Donna K. Crawford,1996

Teaching about Conflict, Nuclear War and the Future John Zola,Reny Sieck,1984-01-01 Designed for teachers of students in grades 5 12 the guide provides over 25 lesson plans and 45 student handouts for teaching units on conflict nuclear war and future studies In the first unit students define conflict learn conflict related vocabulary illustrate knowledge of conflict types through the use of cartoons recognize common elements of conflict role play conflict situations perceive situations from varying viewpoints discover conflict resolution strategies and acquaint themselves with the Cuban Missile Crisis and the concept of escalation The nuclear war unit introduces students to moral dilemmas related to conflict and nuclear war topics nuclear war vocabulary differing views regarding nuclear strength speculations on the future of the nuclear arms race possible effects of nuclear war and civil defense Students locate member nations of NATO and the Warsaw Pact learn about the nuclear weapons freeze through debate express personal opinions related to nuclear war and brainstorm reasons for pursuing a hopeful future In addition to lesson plans and student handouts reproductions of documents related to nuclear war topics are included In the final unit on future studies students envision a post nuclear holocaust world compare personal futures with futures of the world recognize the effects of rapid changes speculate on jobs and skills needed in the future consider possible future problems participate in decision making activities and debates and synthesize previous lessons Each lesson plan lists objectives grade level time requirements materials procedures and follow up activities LH Resources in Education ,1985 **Wheat and Rye Flows from Nebraska Origins** Dale G. Anderson,Sterling Breuer,Nebraska.

Agricultural Experiment Station, Lincoln,1971 **Creating the Peaceable School** Richard J. Bodine,Donna K. Crawford,Fred Schrumpf,2002 This widely used conflict resolution programme is designed for use with upper elementary and middle school students Through the conflict resolution strategies of mediation negotiation and group problem solving students learn to recognise manage and resolve conflicts in peaceful non coercive ways This guide includes 63 learning activities and step by step teaching procedures **Lesson Plan and Record Book** Teacher Created Resources,2000-02

Encyclopedia of Conflict Resolution Heidi Burgess, Guy M. Burgess, 1997-11 The Contemporary Legal Issues series addresses a wide variety of current controversial legal topics. Each book gives readers a practical understanding of a particular topic as well as sources for further information. Each title includes An overview of the topic, Approximately 200 comprehensive entries on concepts, court decisions, people and organizations, Bibliography, table of cases and index.

Making Things Right Ron Claassen, 2015-02-10 Making Things Right is designed to be used in several ways: 1. To train students to become mediators and peacemakers in their classroom and at home and as peer mediators for their school. 2. To train students to understand and participate in a restorative justice discipline structure in the classroom based on the book *Discipline That Restores: Strategies to Create Respect, Cooperation and Responsibility in the Classroom* by Ron and Roxanne Claassen. 3. To train parents who want to understand and use a constructive conflict management strategy in their families. Making Things Right is divided into three sections. The first section consists of the lesson plans for each of thirty two activities. The second section is called Projections and Handouts, larger print makes them easier to read when projected. The third section consists of the Student Folder Items. The time listed for each activity is an approximation and provided to help the teacher determine how they want to combine or use individual activities to fit their time frames. Making Things Right is designed to be used both for whole class trainings in which lessons are taught on a daily basis spread over several days for one to two weeks and for two day student mediator training seminars. Our preference is to use the lessons with the entire class so all have the skills and strategies to be peaceful problem solvers. It is especially helpful for educating students about the theory, skills and strategies used in *Discipline That Restores* also by Ron and Roxanne Claassen. *Discipline That Restores* gives teachers and administrators the knowledge and skills for implementing restorative justice discipline in the classroom and school. It is important for students to have as much knowledge of this structure and process as their teachers and school administrators so all are better able to constructively resolve conflicts together. Lessons are designed to help students learn and become equipped to understand and implement conflict and peacemaking theory, skills and strategies. Students will learn some theory and be encouraged to develop their own theories for why we are interested in learning about new strategies for problem solving and they will participate in lessons that will teach a specific process to use for problem solving and peacemaking as individuals in relationship with others and as mediators. Making Things Right provides activities that build student understanding of the mediation process and gives students a chance to practice the process through roleplay. This training will enable students to develop practical skills that will help them respond constructively to conflicts in many areas of their own lives as well as help others. Punishment for misbehavior causes resentment to grow and what appears as evil intent is a consequence of that resentment. Punishment damages relationship at least a little and sometimes a lot. We have discovered that the most effective way to respond to misbehavior is to gain the cooperation of each person involved. It is rare that misbehavior involves only one person, then to sit down with them and help them solve the problem. Responding this way

transforms an otherwise destructive event into a teaching and learning situation for everyone involved and builds relationship Personal experience has shown that students kindergarten and above can understand and respond constructively students grade four and above can readily understand and use these concepts in their own interpersonal conflicts and as mediators Roxanne used this curriculum for many years with her 8th grade students and with parents Many have used this curriculum to train high school students All teachers make some adaptations to best use it with their audience

Conflict Resolution Mary Bronson Merki,2003 **Elementary Classroom Management: Lessons from Research and Practice** Carol Simon Weinstein,Jr. Mignano, Andrew,2007 Stressing the need to build caring supportive relationships with and among students this trusted text offers research based guidance on effective classroom management It addresses current concerns about student motivation and helps prospective and beginning teachers develop a philosophy of classroom management that focuses on building connections with students and creating safe caring classrooms The text profiles five master teachers grades K 1 3 4 and 5 in very different school settings as they create classrooms that are orderly and productive humane and caring The integration of the thinking and the actual management practices of five real elementary teachers into discussions of research based management principles prompts readers to connect theories with actual results Further the text demonstrates how real teachers can adapt to any circumstances physical room constraints curriculum requirements challenging behaviors and still be successful **Middle and Secondary Classroom Management: Lessons from Research and Practice** Carol Simon Weinstein,2007 By integrating the thinking and the actual management practices of four real secondary teachers into discussions of research based management principles this introductory text helps readers connect theories with actual results Further the text demonstrates how real teachers can adapt to any circumstance physical room constraints curriculum requirements challenging behaviors and still be successful **Creativity and Collaborative Learning** Jacqueline S. Thousand,Richard A. Villa,Ann Nevin,2002 Using cooperative and partner learning models this newly revised book illustrates how professionals can enhance their powers of creativity to facilitate learning and respond to academic and behavioral challenges preK 12 **Resources in Education** ,1997 **Conflict Resolution in Early Childhood** Edyth J. Wheeler,2004 For courses in the Guidance and Management of Young Children This text examines the nature of conflict among 2 to 8 year olds from a research based constructivist ecological perspective integrating themes of caring building classroom community connecting curriculum involving family and community and responding to the current educational climate The author thoroughly discusses children s conflicts emphasizing that peer and community culture make up the foundation for preventing and resolving conflict and advocates teaching conflict resolution skills via a three layer cake of understanding management and resolution Coverage presents ways to create a caring classroom both in physical environment and curriculum to work with other adults in a child s life and to implement peer mediation Throughout the material stresses the need to understand all children in light of applicable theory and current best practice in culturally

responsive and inclusive classrooms

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