

Segment: Conflict Styles

Lesson Title: Lesson 1: Looking At Conflict

Grade Band: 6-12

Approximate Time to Complete: 30 minutes

Objectives: Students will be able to discuss the positive and negative aspects of conflict.

Materials/Set up:

- Conflict Worksheet (one for each student or group)
- Conflict Analysis Worksheet (one for each student, for homework)

Optional Resource:

- Online Video Clip - [Sesame Street: Robin Williams Conflict](#) (Watch 0:00-2:07)

Overview

Through class discussion students are asked to consider what the term “conflict” means to them and develop a working definition. Often people have a negative association with conflict. By inviting them to recognize both the positive and negative impacts of conflict they can see that conflict occurs at every level of community. This exercise includes group discussion, small group and individual work. The Conflict Worksheet may be completed as a small group or paired activity, or as individual work.

Instructional Plan

Introduction (Optional)

Play Online Video Clip - [Sesame Street: Robin Williams Conflict](#) (Watch 0:00-2:07). The video features Robin Williams and a Sesame Street character trying to explain the word conflict. Instead of showing disagreement, the characters demonstrate agreement. The two minute segment provides some comic relief and multi-media to accompany the lesson. The segment can be shown as the introduction to the lesson or after Step # 6.

1. Ask the class to brainstorm words they think of when they hear the word “conflict”. All responses are accepted and written on chalkboard, whiteboard or paper which all can see. Provide enough time for the group to identify more than ten descriptive words. There should be a range of terms, which would describe a

broad range of conflicts in different settings. For example, words like “hit,” “war,” “yell,” “road rage,” and “protest” all describe conflict.

2. Ask the class to quietly look at the list and think about what it reveals for them.
3. Ask, “What do you notice about these words?” Possible answers are, “There are many types of conflicts.” Or “Conflicts happen everywhere.” “People don’t get along.” If the class does not raise this idea in the discussion, highlight that most of the words on the board are negative because we usually think of conflict as a negative or harmful. Highlight a few of the negative words.
4. Ask the students, “Do you think conflict is negative and why or why not?”
5. Circle any positive words on the board.
6. Ask the class to identify other positive words related to conflict. Possible examples might be “change” or “progress.” Students may also provide examples of conflict which led to positive events in our society, such as the American Revolution, civil rights marches, or the suffrage movement.
7. Provide an example of a school-based or local conflict the students would recognize which is impacting the community. Ask, “Would you describe this conflict as leading to a positive outcome or negative?” If positive ask, “What progress or change may happen because of the conflict? If negative ask, “What would need to change to move the current situation to a more positive outcome?”
8. Pass out a copy of the “Conflict Worksheet” to each student.
9. Instruct the students to complete the Worksheet, filling in each box with a conflict of which they are aware. (Advise the students that private information about family home life or friends in school should be respected when completing the Worksheet. Generic descriptions of these conflicts are fine.)
10. Provide 10 minutes to complete the Worksheet, or until the class is ready.
11. Ask for some examples from the class for each conflict type. Remind the students that conflict is disruptive, but it is a process which can have both good and bad impacts.
12. Debrief the lesson by asking, “What did you learn about conflict today that was new for you?”

Additional Learning Opportunity

Distribute the Conflict Analysis Worksheet to each student. Ask them to find a print or web news article, cartoon, or photo describing a conflict and complete the Worksheet.

Discuss:

What might happen if you respond with positive words when a friend tells you about a conflict?

How could this way of thinking about conflict help you address conflicts?

Name _____

Date _____

CONFLICT WORKSHEET

Instructions

Fill in each box with an example of the type of conflict identified.

Small Conflict

Large Conflict

Home Conflict

School Conflict

Neighborhood Conflict

State Conflict

National Conflict

International Conflict

Name _____

Date _____

CONFLICT ANALYSIS

Instructions

Find an article (on the internet, in a newspaper, or magazine), photograph, or cartoon which describes or depicts a conflict. Use the article, photograph, or cartoon to answer the questions below. If obtained from a source other than the internet, then copy or print the article, photograph, or cartoon and attach it to this Worksheet. If obtained from the internet, then include the URL below.

What Is The Conflict About?

What Type Of Conflict Is It? (check one)

- | | |
|---|--|
| <input type="checkbox"/> Intrapersonal: conflict within an individual | <input type="checkbox"/> Interpersonal: conflict between two or more individuals |
| <input type="checkbox"/> Intergroup: conflict between organizations or groups | <input type="checkbox"/> International: conflict between nations or countries |

Who Is Involved In This Conflict?

What Does Each Of The Parties In The Conflict Want?

What Do You Think Will Happen?