

Brought to you by: [Department of Special Services](#) > [Office of Intervention and Prevention Services](#) > [Student Safety and Wellness](#) > [Conflict Resolution](#)

10 Lessons for Teaching Conflict Resolution Skills

More information at:

<http://www.fcps.edu/dss/ips/ssaw/ConflictResolution/index.htm>

Guidelines for Teaching Conflict Resolution Skills

Congratulations. SOL testing is finished! Here is a teaching packet to help your students learn conflict resolution skills. These skills are important for many reasons. Not only are they essential life skills, but they also help each individual acquire and maintain relationships, help make and maintain cohesive families, and increase the probability of attaining a job through communication and collaboration skills.

These are pro-social skills which, in turn, increase student achievement levels and improve student resiliency.

One benefit of having the skills is the enhancement of the leadership capabilities of our students, which reflect Fairfax County School Board Student Achievement Goal #2: Essential Life Skills.

These lessons support the rights mentioned in the Fairfax County Public Schools (FCPS) Student Responsibilities and Rights (SR&R), current version of Regulation 2601. "Students have a right to resolve disputes with other students or staff members in a way that is nonthreatening for all parties and that promotes positive relationships."

These lessons also support the responsibilities mentioned in the FCPS SR&R regulation. "Students are responsible for resolving disputes in an appropriate and nonviolent manner."

Each lesson is about an hour long and is designed to be interactive. Remember, it's June. Each lesson can be modified to match the developmental needs of your students.

If you have final exams or already have the month of June planned, these ten lessons on conflict resolution could be added to next year's substitute folder, woven into your lessons using your professional expertise, or used with students in alternative instructional assistance.

Thank you so much for supporting Fairfax County School Board Student Achievement Goal #2: Essential Life Skills, which charges each of us to teach our students to "possess the skills to manage and resolve conflict." After experiencing these interactive lessons, your students will come away with the knowledge and skills to resolve conflicts peacefully.

Special thanks to the visionary team

Richard Moniuszko, deputy superintendent, FCPS
Kim Dockery, assistant superintendent, Department of Special Services, FCPS
Teresa Zutter, director, Intervention and Prevention Services, FCPS
Clarence Jones, coordinator, Student Safety and Wellness Office, FCPS
Joan Packer, specialist, conflict resolution, FCPS

Special thanks go to the writing team

Joan Packer, specialist, conflict resolution, FCPS
Kristen John, peer mediation conference coordinator, FCPS
Kathleen Pablo, retired FCPS assistant principal, French teacher, peer mediation coordinator
Dan Buescher, graduate student intern in Conflict Transformation and Peace Building, Center for Justice and Peace Building, Eastern Mennonite University
Swaim Pessaud, Office of Public Private Partnerships
Nancy Colfax, Northern Virginia Mediation Service
Alayna Woodley; Rachel King; Tim Stehly; George Mason University ICAR students and interns with the Peer Mediation Partners
Izabela Solosi, Peer Mediation Partners
Brian McElhaney, Peer Mediation Partners

Lesson One: Introduction to Conflict and Types of Conflict

Benefits

- Conflict is a natural part of life.
- Learning about productive ways to handle conflict will help:
 - One's relationships.
 - Work and school environments.
 - Family units.
 - Interpersonal interactions.

Opening Energizer

Choose two students to go in front of the class and role-play the short scenario below. Encourage each person to put some emotion into the script.

A: "I was wide open under the basket! Why didn't you pass me the ball?"

B: "The coach told me to take the shot!"

Possible questions to ask the class:

- Who are the parties in the conflict?
- Are any other parties involved?
- What is each person in the conflict thinking?
- What were the parties feeling? (Students may ask the parties)
- What are each person's motivations?
- What does each person need?

If discussion is slow to start, restate the question. You might also ask the students to think back to an experience they've had.

Definition and Content

What is conflict? Ask the students to call out words that define, or are associated with, conflict. Chart these on the board. Words with negative associations should be on one side of the board, words with positive associations on the other. You may want to direct the students to form a line and ask them, one at a time, to write their word on the side of the board they think it should go on.

Students may not initially recognize many positive aspects of conflict. This exercise might be a good way to discuss some of the benefits of conflict (it is an opportunity for change, renewal of relationships, etc.).

Conflict is when two or more people want different things.

Activity 1

Types of conflict

Draw four squares on the board. Ask students to identify the types of conflict identified in the opening energizer. The types of conflict are:

- Within people (intrapersonal).
- Between people (interpersonal).
- Within groups (intragroup).
- Between groups (intergroup).

As students identify each type of conflict, write it in one of the squares. You may want to ask the students in which square they would write it.

Processing

Where do these types of conflict happen? _____
(locker room, bus stop, hallway, cafeteria, on the way to school)

Note to teacher: Students should also understand that conflict is all around and that, not only are there many different types of conflict, there are many ways of handling it as well. Depending on how we handle conflict, the outcome may change--we can influence conflict's outcome in many positive ways.

Summary Points

- Conflict is a part of life—it can be a positive part of life, an instrument of growth.
- Conflict can be good or bad depending on how we learn to deal with it.
- Every time we interact with someone there is a potential for conflict because people's needs and expectations may not be the same.
- We can even feel conflicts within ourselves and may displace these onto others unless we are careful.
- Small conflicts should be dealt with as soon as possible, so they don't grow.
- Try to identify possible hidden conflicts.
- Disagree with ideas or behavior, not people.

Lesson Two: Conflict Styles and Outcomes

Benefits

- There are many ways one can approach conflict.
- Decisions regarding conflict are based on the importance of issues and/or relationships.
- The way in which one handles conflict will directly affect the effectiveness of the conflict's outcome.

Opening Energizer

Stand in the center of the room. Introduce yourself as “the conflict” from the previous scenario in Lesson One. Each student is a member of the scenario's basketball team. Ask them to think about how comfortable they are with this conflict, and direct them to stand in relation to their comfort level with the conflict (without students leaving the room).

Processing

Go around the class and ask why they are standing there. Ask the students to sit down and discuss the following conflict styles (how people respond to conflict).

Definition and Content

Conflict Styles

- **Avoiding**--Issue and relationship both are insignificant.
- **Accommodating**--Relationship is more important than the issue.
- **Forcing**--The issue is more important than the relationship.
- **Compromising**--Cooperation is important (give a little, get a little).
- **Collaborating**--Relationship and issue are both important (takes more time).

When analyzing your conflict style in a particular situation, ask the following questions:

- How is this conflict style working for you?
- What are your needs, and are they being met?
- What outcome could using this conflict style lead to?
- Are you satisfied with the outcome of this conflict style?
- Are there situations in which you change your conflict style?
- Are conflict styles situational?
- What would it take for you to change your conflict style?
- How would using a new style affect the outcome?

Activity 1

Clenched Fist

With a partner, one student clenches his or her fist. As a team, they need to figure out a way to unclench this student's fist. Give them 30 seconds to figure it out.

Processing

- What happened?
- How did you get the person to unclench his or her fist?
- What worked? What didn't work?
- What did you do to overcome the challenges?

Definition and Content

Conflict Outcomes

- Win-Win
- Win-Lose
- Lose-Win
- Lose-Lose

Reflecting on Personal Conflict Styles

Direct students to quietly reflect on a recent conflict in which they've been a part. After one minute, share the conflict style with a partner.

Processing With Partner

- How did you approach the conflict?
- What conflict style did you use?
- Did both of you feel satisfied?
- If you could be in the conflict again, what style would you use?

Summary Points

- Conflict styles are based on the issue, the situation, the significance of the relationship, and personal values.
- The style one chooses directly affects the conflict's outcome.

Lesson Three: Different Points of View, Identifying Biases and Perspectives, Prejudice Awareness

Benefits

Understanding other's perspectives:

- Helps us have better relationships.
- Helps us to be more effective communicators.
- Opens our potential to learning and understanding others.

Opening Energizer

Perception Circle

Direct the students to form a circle. Choose a person to begin the activity. That person will whisper a word in the ear of the person sitting beside him or her. Once a student hears the word, that student then turns to the next person and whispers the first thing that comes into his or her mind. Repeat the process until everyone has had a turn. Before you start, remind students that each person at the end will say his or her word out loud in front of the entire group. Encourage each member of the group to pay attention to what is happening.

Process

- What did they learn from the activity?
- What is point of view? _____ (*how you see the world*)
- What is it that affects your point of view? _____ (*gender, role, time of day, birth order, finances, culture, etc*)

Definition and Content

This activity focuses on teaching the students about point of view and perception. Students learn that not everyone thinks alike! People come from different experiences, families, and backgrounds and therefore have a unique point of view or perception that may not look exactly like someone else's.

Activity 1

Read the following scenarios to the class.

- A new student sits at your usual cafeteria table.
- A student walks up to your bus stop wearing faded jeans with a lot of holes.
- A friend orders a certain type of drink: Coke, Diet Coke, or water.

After reading each above scenario, ask these two questions:

- What assumptions do we each make in these situations?
- Where do these assumptions come from?

Definitions and Content

- **Bias**--A preference that affects judgment.
- **Prejudice**--Acting on a bias; choice based on bias.

As we understand others' perceptions, we realize that we all have biases. Everyone has different backgrounds, experiences, family dynamics, etc., and so everyone has different perceptions of reality. Being aware of our unique perceptions and others around us enables us to be aware and respect others' differences.

Process

Note to teacher: Instruct students to listen with an open mind, refrain from making judgmental statements about the students' responses, and request confidentiality.

- What prejudices do you see in our building?
- What is it about you that might provoke a response in others that doesn't reflect "the real you"?
- Share a time when you've been treated in a prejudicial way.

Summary Points

- Perceptions and biases are a natural way of understanding the world we live in, but we don't need to act on them.
- Awareness of perception is the beginning of understanding that can lead to change.
- Make no assumptions; take time to get to know the person.

Lesson Four: Steps for Solving Your Interpersonal Conflicts

Benefits

- Integrating these skills into our repertoire helps us resolve conflicts more effectively.

Opening Energizer

Ask for two student volunteers.

Propose the following scenario to the class.

- **Person A:** You've recently bought a pair of expensive shoes. Your friend broke into your gym locker and wrote all over them with a permanent marker. They're ruined. You feel hurt and somewhat violated.
- **Person B:** Your friend's been bragging about his or her expensive shoes to everyone. Yesterday he or she made fun of the way you were dressed in front of your entire class. You felt humiliated and angry, and you wanted to teach him or her a lesson, so you broke into his or her gym locker and wrote all over the shoes.

Note to teacher: Make sure that you introduce this skit as the *wrong* way to solve conflict between people and that you will be asking the class afterwards to analyze what went wrong.

Person A: "Hey, why did you touch my stuff?"

Person B: "Whoa, I didn't think this would be such a big deal..."

Person A: "You're lying. You totally blew this whole thing out of proportion. Now my shoes are ruined, and they were really expensive. I'm so angry about this!"

Person B: "But you –"

Person A: (Interrupting) "I don't want to hear it. You're always putting words in my mouth."

Person B: "Who cares about the shoes? Your parents can just buy you another pair. They buy you everything else you want."

Person A: "You don't know me. You don't know my parents."

Person B: "Yeah, I do. You're all stuck-up. How does it feel to have the nasty shoes now?"

Processing

After the students are finished, ask the class for specific reasons why they thought the conflict escalated. Write these on the board. Once they've come up with a few reasons, ask the class for other options the students could have used to de-escalate the conflict. Suggest looking at the opposites of what they did wrong. As they mention suggestions close to or exactly matching the following list, write them in a separate place on the board.

Definition and Content

Hints for dealing with conflicts on a one-to-one basis

- **TAKE TIME TO COOL OFF.** Issues can't be dealt with unless emotions are worked through. In both individual and group situations, the long-term relationship is generally more important than the conflict. Also, the process of conflict resolution is as important as the content. A resolution in which one party is the winner and the other party is the loser is no resolution.
- **THINK ABOUT THE PERSON AS A PERSON.** This helps to break down role stereotypes.
- **KNOW YOUR AIM.** Knowing what is important to you in the conflict and stating it clearly makes it more likely that your needs will be met and that the conflict will be resolved.
- **TRY TO UNDERSTAND WHAT THE OTHER PERSON IS SAYING.** Listening, paraphrasing, and good feedback show concern for the other person, which, in turn, facilitates communication, defuses conflict, and lowers tension.
- **FIND SOMETHING YOU CAN AGREE ON.** Use this as a basis from which to work through the problem.
- **BE SPECIFIC WHEN YOU INTRODUCE A GRIPE.** Don't just complain. Ask for reasonable changes that will relieve the gripe. Confine yourself to one issue at a time.
- **ASK FOR AND GIVE FEEDBACK ON MAJOR POINTS.** This serves to make sure you are heard, and to assure the other person that you understand what he or she wants.
- **NEVER ASSUME** that you know what the other person is thinking until you have checked out the assumption. Do not predict how he or she will react or what he or she will accept or reject.
- **FORGET THE PAST AND STAY WITH THE PRESENT.** Changes can't be retroactive, but you can have an impact on the future.

Activity 1

Direct the class to stand in a circle. Ask for two new volunteers to act the parts of Persons A and B. Put them in the center of the circle. Direct them to begin the scene again, this time using the class's suggestions and the steps for resolving interpersonal conflict. As people in the outer circle think of ways to incorporate the new steps they've learned into the scene, they may tap an actor on the shoulder and take his or her place. The previous actor will then rejoin the outer circle.

Processing

After the exercise is over, ask students to work with a partner and reflect on a conflict they've had with someone else. How could they have used these new steps? Would these have de-escalated the situation? Why or why not?

Summary Points

- Remember that these steps are always available to you during a conflict.
- They often help de-escalate the situation.
- These steps also help you to see the other person's point of view or perspective.
- Their perspectives might be different than your own.

Lesson Five: Nonverbal Communication Skills

Benefits

- Improved relationships.
- Increased understanding of others.
- Higher awareness of different communication styles.
- Better awareness of self and how we communicate with others.
- Become a more critical consumer of mass media.
- Improved ability to resolve conflicts.
- Better feelings and ability to relate to others.

Opening Energizer

Direct students to pair up, and ask student pairs to stand back to back. One person will talk for 30 seconds about what he or she did last weekend while the other person listens. Then the two will change roles. Students can't look at each other, make physical contact, or ask each other any questions.

Processing

- What did this feel like?
- Did this way of speaking feel natural? Why or why not?
- Did you feel like you missed anything in what the other person said?
- Is it important to see the other person as you're talking to them? Why or why not?

Definition and Content

Nonverbal communication can include the following:

- Facial expressions
- Posture
- Eye contact
- Leaning forward
- Nodding
- Open body posture
- Hand gestures
- Appropriate encouragers (*uh-uh, oh, no, ok, yeah*)
- Showing empathy

Activity 1

Ask for two volunteers. Explain to them that the class will observe them having a conversation about their plans for the summer. Ask these students to wait outside the room (or in any place out of hearing range) for a few seconds. While they're out of hearing range, explain to the rest of the class that they'll be observing the body language of both volunteers. Ask the volunteers to come back inside. The class forms a large circle around them, and the volunteers proceed with their conversation.

Processing for the class

- What body language did you see?
- What was the effect of that language?
- What kept the other person talking?
- What shut the other person down?
- How do you know that the listener was actually listening to the person speaking?

Processing for the two volunteers

- When you were talking, what did the other person do to make you want to talk more?
- When you were talking, what did the other person do to make you stop talking?

Summary Points

- Many times, nonverbal cues are more important than what is actually being communicated.
- Paying close attention and observing the nonverbal cues tells you a great deal about what is really happening.
- Check in to see if the verbal and nonverbal cues match. If not, ask the speaker to clarify.

Lesson Six: Communication

Identifying good and poor listening skills and learning active listening techniques (e.g., paraphrasing, summarizing, clarifying, encouraging, listening for feelings)

Benefits

- Improved relationships.
- Increased understanding of others.
- Higher awareness of different communication styles.
- Better awareness of self and how we communicate with others.
- Improved ability to analyze mass media.
- Improved ability to resolve conflicts.
- Better feelings and ability to relate to others.
- To help each participant learn and practice active listening skills.

Definition and Content

- **Active listening and encouraging:** Eye contact, nodding, face the speaker, listen for main points, try hard to understand what the other person is saying, identify feeling, lean in to speaker, ask open-ended questions, paraphrase content.
- **Paraphrasing:** In your own words, explain what the other person said.
- **Summarizing:** Paraphrasing plus stating feeling.
- **Clarifying:** Asking open-ended questions to understand better.
- **Listening for feelings:** Through observation and listening, identify the feelings.

Activity 1

Fishbowl Activity

Direct two students to stand in front of the room. Ask one student to talk about something that happened recently; the second student listens. Instruct the class to watch and observe the listening student. Each student will do each role for one minute.

Processing (pull the answers out of the students)

What did you see the listener doing to encourage the talking student?

Examples of active listening: _____, _____, _____

What did you see the listener doing to shut down the communication?

Examples of poor listening: _____, _____, _____

What were the specific strategies used:

Active listening _____

Paraphrasing _____

Summarizing _____

Clarifying _____

Activity 2

Four-Part Listening

1. Divide into groups of five.
2. One person tells about a conflict for one minute.
3. Four listeners:
 - One listens for facts, using paraphrasing.
 - One clarifies values and issues.
 - One listens for feelings, summarizing content and sensitive language.
 - One observes body language.
4. The listeners tell the storyteller what they heard or observed, and the storyteller gives feedback to the listeners (briefly).
5. Do this activity five times so that each participant plays every role.

Processing

- Which is harder to listen for or observe—facts, values, feelings, or body language?
- How did it feel to be listened to that attentively?
- Why is it important to differentiate between statements of fact, feelings, and values and to observe body language?
- Compare the first activity to the second. Which went better? What struggles did you have? Reflect on what you've learned.

Summary of Points

- More is conveyed in conversations than most people hear.
- Dig deeper, look for issues.
- Check the nonverbal cues with what is being said.
- Listen for what is not being said.
- Active listening takes work.
- Focus on the speaker and not on what your response is going to be.

Lesson Seven: Effective Questioning Techniques

Benefits

- To understand types of questioning and practice effective questioning.
- Help understand, identify, clarify, and learn the other person's issues, needs, and perspective.

Opening Energizer

Hot Seat Activity (Part 1)

1. Direct the students to form a circle.
2. Choose a person to begin the activity.
3. Tell the volunteer to move his or her chair into the middle of the circle
4. Students in the circle are allowed to ask the student in the hot seat any question related to the agreed-upon topic under discussion.
5. The student in the hot seat may choose to pass on any question.
6. After the third question, a new student sits in the hot seat.
7. After an agreed-upon time frame (ten minutes) has passed, the activity is over.

Processing

When the activity is finished, ask which type of questions got a more thorough response.

- Closed-ended questions _____ (usually elicits a brief response or one-word answer)
- Open-ended questions _____ (open-ended questions cannot be answered with a yes, no, or very brief response)

Definition and Content

Effective questioning--three quick tips

1. Is this an open-ended question?
 - a. Does it give people a chance to tell more about what happened in their own words?
 - b. Examples include...how, help me understand, explain, etc.
2. Does this question sound like you are accusing the person?
 - a. Example: why; why may be interpreted as probing or accusing.
3. After the person answers your question, did you use active listening, repeating facts and feelings about the answer?

Hot Seat Activity continued (Part 2)

Continue the hot seat activity. This time as the questions are asked, ask the students to identify if each question is closed-ended or open-ended.

Processing

How do you know the difference between open-ended and closed-ended questions?
What change can you make to shift a closed-ended question to an open-ended question?

Hot Seat Activity continued (Part 3)

This time, ask for only open-ended questions. If the respondent answers with a closed-ended answer, ask a follow-up question that is open-ended.

Processing

How does this activity connect to, or enhance, the curriculum or give quality to more effective questioning?

Summary Points

- Open-ended questions tend to elicit more information and more detail.
- Open-ended questions help to thoroughly investigate the issues.
- Open-ended questions help clarify feelings.
- Remember, the intent of a question may not get the response you expected; therefore, restate the question or ask it in a different way.
- There is no perfect question.
- Good questioning techniques are an art, not an exact science, and depend on the speaker's response.

Lesson Eight: How to Handle Difficult Conversations

Understanding empathy, I-messages, reframing, de-escalation, tips on ways to handle difficult conversations, and confrontation techniques.

Benefits

- Be aware and recognize your own feelings.
- Be able to de-escalate situations.
- Be able to improve relationships.
- Be able to speak from your own perspective.
- Be more confident and assertive.
- Use as a drug prevention strategy.
- Is a part of being a good citizen.
- Be able to demonstrate leadership abilities.

Opening Energizer

Think of a time when you were a brand new student or sitting all alone. How did you feel? Get a volunteer to write responses on the board.

Processing

- Have you heard of empathy? What does it mean?
Empathy _____ (*is the ability to put yourself in someone else's shoes*).
- Through this experience, understanding empathy, how does this help you see others in similar situations?
- It gives you the opportunity to experience the feeling, which now allows you to feel someone else's feelings. It's the ability to relate and connect with others.

Activity 1

Direct students to choose partners. One student has gotten bumped by the other; all the books go flying. The person who bumped into you walked away. What do you do? What are your options? How are you feeling?

Definition and Content

Here are some possible techniques to use in handling difficult conversations/situations:

- First, calm down and take a deep breath.
- Listen to understand the other person's point of view and where they are coming from, trying not to assume or judge.
- Speak from your own perspective.
- Remember that it takes two people to maintain a conflict. Consider what you contribute to the conflict.
- Think win-win. How can we work together?
- You can only be responsible for **yourself** and change the way **you** respond to the situation.

Some specific communication techniques:

- **I Statements:** stating what you need from your point of view:
I feel ____ (name the feeling) ____
when ____ (describe the behavior) ____
because ____ (provide the reason) ____
I need ____ (tell what would make it better for you) ____.
- **Reframing:** changes negative or hostile language to neutral language.
Example: You are so stupid. Reframe: You made a mistake on the math test.
- **Confrontational techniques:**
Start with a positive statement. "I enjoy our friendship."
Explain the issue or situation. "I'm hurt that you talk behind my back."
Finish with a positive statement. "I want to continue our friendship."

Activity 2

Let the students choose a possible scenario. Possible options include:

- Sitting in the cafeteria.
- Sitting on the bus.
- A friend starting to spend more time with another friend and leaving you out.

With a partner, choose one of the above scenarios or make up your own. Direct students to practice using the above three techniques (I-statements, reframing, and confrontational techniques).

Processing

- After using these techniques conscientiously, what were the end results?
- How were you feeling about yourself?
- Did it help you get what you wanted? Did it help improve the relationship?

Summary of Points

- If you are not satisfied with the outcome from past difficult conversations and situations, you will continue to get the same results if you use the same patterns of behavior.
- Trying a new conflict resolution technique will help you get a new result and possibly help you feel better about yourself.

Lesson Nine: Problem Solving and Decision Making

Benefits

- Acquire essential life skills.
- Learn to assess personal strengths and abilities.
- A way to identify resources.
- A positive way to follow a course of action, identify and analyze a problem, select and test a solution, and evaluate results.
- A way to learn from your mistakes.
- A structured way to change.
- Making healthful and safe life choices.
- Teamwork involving cooperation and collaboration are employability skills.

Opening Energizer

Brainstorming Uses of Masking Tape

1. Show students a roll of masking tape.
2. Ask them to suggest as many uses as possible for the roll of tape in three minutes, without stopping to judge, critique, or reword the suggestions.
3. One facilitator (fast writer) will record the responses on chart paper or the black or white board.
4. At the end of five minutes, review the list with the students.

Processing

- How did this activity help you collaborate and work as a team?
_____ (not allowed to judge, critique, or interrupt)
- Did you work as a team? Did you feel included in the team?

Definition and Content

D–Define the problem.

E–Educate yourself and identify alternatives.

C–Consider consequences and pros and cons of each.

I–Identify your choice.

D–Develop a plan to implement your decision.

E–Evaluate your decision.

Activity 1

- Teams of five will market and/or develop the product (the masking tape).
- Choose your top five answers from the brainstormed list on the board.
- Each team of five will present in front of the class and explain the process they used.

Processing

- How did you come to a group decision?
- How did you decide on these top five?
- Explain how you got to these top five.

Summary of Points

- Creativity takes time and imagination.
- The benefits and quality of the outcome are worth the extra time and effort.
- To have quality teamwork, each member needs to use effective listening, questioning techniques, cooperation, and collaboration.

Lesson Ten: Building Relationships, Developing a Win-Win Outcome Through Communication and Collaboration

Benefits

- Helps to use effective communication skills.
- Helps to identify common ground.
- Help to identify and clarify personal issues and needs.
- Helps to understand the other person's point of view.

Opening Energizer

There is only one orange left on the teacher's desk. Two students have expressed an interest in the orange. One wants to take the orange home to use the zest to make icing for a cake. The other student really loves the orange juice. The teacher cuts the orange in half and gives half to each person.

Process

- Analyze the situation together as a class.
- What could the students have done differently?
- What could the teacher have done differently?
- What are the specific skill sets that each of the parties could have used to identify and express their needs and thereby coming to a win-win outcome.

Definition and Content

Collaboration: a way in which two or more people try to resolve a conflict.

1. Identify the problem.
 - a. Talk about the real concerns and identify the issues or needs.
2. Focus on the problem (try to keep the behavior out of it and don't take it personally).
 - a. Do so without blaming or attacking the other person).
 - b. Identify and clarify issues and needs.
3. Listen with an open mind and try to first understand the other person, then seek to be understood.
4. Brainstorm solutions with no judging.
5. Evaluate solutions.
 - a. Think win-win.
 - b. Identify positives and negatives of each.
 - c. Possibly combine solutions and/or modify them.
 - d. Be creative!
 - e. Ask reality testing questions--"what ifs?"
6. Agree upon a solution.
7. Come up with a plan to carry out the solution.

Activity 1

Think of a conflict using the above content; solve the conflict with a partner. Some possible conflicts include:

- Electronics (your friend is playing, you are watching).
- One of your friends is ignoring you.
- You are going to the high school or college of your dreams and your friend is going to his or her safe school. You had previously agreed to attend the same high school or college.
- A friend consistently asks to borrow your homework.
- Choose a conflict of your own, and, with your partner, solve the conflict using the conflict resolution techniques.

Processing

- How did the process work for you?
- Were there any difficult moments?
- Were you able to use any previously learned techniques? If so, how did they work for you?
- Can you think of any previous experiences in which you could have used this process? Share with your partner.

Summary Points

- Depending on your comfort level and conflict style, you will choose one communication skill over another.
- When analyzing outcomes in a conflict, you have options for using new communication skills.
- These options will ensure better outcomes, possibly win-win outcomes for both parties.
- This skill set builds healthier relationships.
- Having these options increases one's confidence level and ability to deal constructively with conflict.