

# Lesson 8

## Conflict Resolution Skills

### Specific Expectations:

By the end of the course, students will:

- use assertiveness techniques to avoid escalating conflict
- demonstrate effective personal strategies to minimize injury in adolescence

### Materials:

- Overhead Projector and Overhead Markers
- TV/VCR
- Video- “Skills for Effective Relationships Part 1”
- “Skills for Effective Relationships Video – Reference” (6.3 REF)
- Role Play Guidelines for Respondent (6.4 poster)
- Conflict Resolution Skills Marking Scheme (8.1 OH/REF)
- Role Play Assignment (8.2 H)
- Peer Role Play Scenarios (8.3 H)
- Dating Role Play Scenarios (8.4 H)
- Markbook Sheet for Teachers (8.5 REF)

### Teaching/Learning Strategies:

- Remind students of the communication skills previously discussed (assertive, aggressive and passive) and the recommendation that assertive communication was a good way to solve conflicts.

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### Activity #1 (10-15 min)

- Show Part 2 of the video, “Skills for Effective Relationships,” which deals with pressures in relationships. There are a number of scenarios to choose from, each with three scenes that show **refusal**, **delay** and **negotiation** techniques (6.3 REF).
- Point out to students we started working on building their skills with partial role plays but that today they will be involved in a full role play in their groups. The purpose of trying to role play different scenarios is to practise and try out some of the skills learned to solve problems in a non-violent way. Students/teens need to manage interactions with teachers, principals, police, parents (other authority figures) peacefully. Use the analogy of driving a car - If you practise holding the wheel incorrectly (hand on top of wheel, arm out the window) and then you take lessons and are told to, hold your hands at 10 and 2 o'clock it feels awkward. Look for the opportunities to practise delay, refusal, and negotiation techniques. How do I diffuse the escalation of the situation towards violence?

### Activity #2 (30 min)

- **ASSIGNMENT:** To develop a role play from a scenario provided (or you can have students develop their own).
- **EVALUATION:** Place the “Conflict Resolution Skills Marking Scheme” (8.1 OH/REF) on the overhead projector. Discuss the evaluation. Explain to students while developing their role plays, they will need to keep in mind the types of communication, including the ones identified in the video they just watched. They will also want to consider the “Role Play Guidelines for Respondent” as outlined on the poster (6.4 Poster). (This should be displayed in the classroom.)
- Divide students into groups of three. Hand out a copy of “Role Play Assignment – delay, refusal and negotiation” (8.2 H) to each student. Read through the instructions at the top of the assignment sheet and explain the assignment. Hand out scenarios to each group (8.3 H or 8.4 H or a combination of both).

### Activity #3 (25-30 min)

- Have each group present one of their role plays. Facilitate discussion after each role play. If there is not enough time for everyone to

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present, just have a few groups present and collect the assignment sheets from all groups.

- After each role play presentation, ask the “student actors”:
  - How did you try to resolve the conflict?
  - What did each of the people in your scenario really want?
  - Is this a fair and realistic solution?

Ask the class:

1. Do you think the conflict was resolved in a positive way?
  2. Which skills were used in the role play?
  3. Can you think of other solutions?
- Teachers may use the marking scheme (8.1 OH/REF) provided to evaluate students during the presentations.
  - Summarize the activity by pointing out it is important to make sure you stand up for what you want and that you do it in such a way so that others also know what you want, but that you also consider the feelings of others.

8.1 OH/REF

# Conflict Resolution Skills

## Marking Scheme

Category	Level 1 50-59	Level 2 60-69	Level 3 70-79	Level 4 80-100
Thinking/ Inquiry	-makes decision with limited effectiveness	-makes a decision that is somewhat effective	-makes an adequate decision	-makes an appropriate/ realistic decision
Application	-uses assertiveness skills/conflict resolution skills with some effectiveness  -use of strategies is limited	-uses assertiveness skills/conflict resolution skills with some effectiveness  - uses some strategies as they relate to the issue being explored	-uses assertiveness skills/conflict resolution skills with considerable effectiveness  - good use of strategies as they relate to the issue being explored	-uses assertiveness skills/conflict resolution skills with a high degree of effectiveness  -excellent use of strategies as they relate to the issue being explored
Communication	-communicates ideas with limited clarity (limited use of voice/ inappropriate demonstration of emotions)	- communicates ideas with some clarity (attempts to use expression at significant times)	-communicates ideas with considerable clarity (uses expression to show emotions with reasonable success)	-communicates ideas with a high degree of clarity (excellent use of voice/clearly shows emotions)

[Adapted with permission from "Ontario Health & Physical Education Curriculum Support: Grades K-10," OPHEA (Ontario Physical and Health Education Association), Toronto, 2000, Grade 9 resource, Module 4, pp. 38.]

8.2 H

Name: \_\_\_\_\_

# Role Play Assignment - Delay, Refusal and Negotiation

## Your task:

- Use the scenarios provided or create your own (check with teacher/youth worker for approval).
- Your group will create three role plays.
  1. the victim (respondent) uses DELAY
  2. the victim (respondent) uses REFUSAL
  3. the victim (respondent) uses NEGOTIATION
- Select a strategy that best matches a scenario. (You may choose a scenario and match more than one response to it.)
- Decide which role each person will play (i.e., victim, perpetrator, mediator, instigator, etc.)

Keep in mind you want to **RESOLVE** the conflict in a **peaceful manner**.

- Write brief responses for 3 different role plays. You may choose to write only what the victim will say.
- Practise your role plays demonstrating the conflict and the **positive** outcome.
- Complete the questions below for each role play.

1. **What is the conflict about (i.e., exclusion from a group, difference of opinion, bullying, etc.)?**

Role Play #1 \_\_\_\_\_

Role Play #2 \_\_\_\_\_

Role Play #3 \_\_\_\_\_

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**2. As the victim, what did you say, what did you do to resolve the conflict?**

Role Play #1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Role Play #2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Role Play #3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8.3 H

## Peer Role Play Scenarios

1. A friend wants you to lie about an appointment so you can leave school early one afternoon. You don't want to risk losing the trust of your teachers (you just spent a lot of effort re-building it). Your friend is pressuring you.
2. You're shooting hoops with a friend in a community park. Your friend stops a younger student riding by on their bike and demands the student's hat. The younger student appears afraid but doesn't want to hand over the hat. You recognize this as theft.
3. A group of friends that you hang out with has been criticizing your clothes and haircut, but always laugh and say, "just joking."
4. You shared a personal story with a friend and he/she said he/she wouldn't tell anyone. You later find out your friend has told a few other people.
5. A classmate borrows your iPod at break time. When they return it at the end of break, you notice something broken. The iPod is now not working properly.
6. Every time there is a test, you notice the student sitting next to you copying your answers. You don't like this person cheating and you're tired of it. You want them to do their own work.

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7. You just started dating someone your friends don't like. Now, all of your friends make excuses to avoid hanging out with the two of you. You are happy dating this person but you don't want to lose your friends.
8. You see a classmate drinking a can of pop and eating a bagel at break time. You had put your lunch in the lunch room fridge before school started. When you later go to the fridge, you notice your lunch (pop and bagel) missing. This classmate is watching for your reaction.
9. Someone in your Computer class made a web site where people "rate" you for various characteristics.
10. Someone is sending you threatening messages through e-mail but they have made up a fake e-mail address so you can't trace it. However, you think you know who it is because this person constantly makes similar threats (under their breath) when you walk by them at school.
11. You are responsible for the class "pop fund." (Students pay 50 cents for water and juices stored in the fridge - a non profit, self funding system). You notice the same student taking drinks and not paying for them.

[Adapted with permission from "Ontario Health & Physical Education Curriculum Support: Grades K-10," OPHEA (Ontario Physical and Health Education Association), Toronto, 2000, Grade 9 resource, Module 4, pp. 30.]



8.4 H

## Dating Role Play Scenarios

1. Your boyfriend/girlfriend has been avoiding you in the halls at school and you are not sure why but you have heard from others that he/she was out with someone else on the weekend.
2. Your boyfriend/girlfriend recently broke up with you. He/she stopped by to see you the other day, and came in to watch TV. While you were hanging out, he/she wanted to start fooling around. You still really like him/her, but you know that he/she does not want to get back together with you and just wants one thing.
3. Your boyfriend/girlfriend is constantly flirting with your friends and commenting on their bodies.
4. Your boyfriend/girlfriend keeps interfering in private conversations you are trying to have with your best friend.
5. Your boyfriend/girlfriend tells his/her friends how far the two of you went when you were fooling around, and now quite a few of your friends are talking about it.
6. Your boyfriend/girlfriend is constantly trying to kiss you and touch you in public. You feel uncomfortable and want it to stop.
7. You want to go out with your friends on Friday night, but your boyfriend/girlfriend wants you to spend that time with him/her.
8. When you were out of town last weekend with your parents, your boyfriend/girlfriend went to a party without you. He/she ran into someone he/she used to date and ended up kissing that person.
9. Your girlfriend/boyfriend is constantly criticizing your friends and is starting to tell you who you should/shouldn't be friends with.
10. Your boyfriend/girlfriend is always unfriendly to your younger sister.

11. You and your boyfriend/girlfriend are going to a party together.  
He/she looks at you and says, “Are you really going to wear that?”  
He/she tells you that your clothing makes you look fat.
  
12. While you are eating lunch, your boyfriend/girlfriend makes fun of you because you have really good marks. He/she continues to say that all you do is suck up to teachers and that’s why your marks are good. All your friends are around and hear the conversation and you are upset and embarrassed.
  
13. You and someone you would like to go out with are working on an assignment together. Even though you did the same amount of work, when you hand it in, he/she acts like he/she was the one that did all the work.

