

CONFLICT RESOLUTION (LEVEL 1)

Description:	Learners will practice ways to deal with conflicts in a healthy way, learn to manage their feelings and identify those of others to develop healthy relationships and emotional intelligence. They will then prepare a skit or a play for their community members based on these learnings.
Leading question:	Can I express myself effectively and with empathy during conflicts?
Subjects:	Social-emotional learning, Literacy
Total time required:	~45 minutes over 5 days
Resources required:	- Notebook/ Paper, Pencil/ pen, rope
Learning outcomes:	By the end of this project, learners will be able to: <ul style="list-style-type: none"> ● Identify causes and effects of conflict. ● Practice different strategies to diffuse or resolve conflict situations. ● Understand empathy through imagining and describing the feelings. and motivations of people in challenging situations. ● Explore different perspectives to understand an issue better. ● Learn how to apologize with sincerity. ● Use art to express and communicate.
Supervision	Medium
Previous Learning	N/A

Note for the educator: This project can get personal for some learners. If you notice signs of discomfort, please proceed with another activity. Do not force a student to participate. Ensure you have their consent before asking them to share something that may trigger unpleasant memories.

Day 1

Today, you will introduce learners to the concept of conflict and conflict resolution to start building their understanding of why conflicts happen.

Time	Activity and Description
5 minutes	<p><i>During the next 5 days, you are going to learn about why conflicts happen and how to resolve them. On Day 5, you are going to invite friends/ classmates to watch you perform conflicts and resolve them, using the different techniques you have learned.</i></p> <p>See - Think - Wonder: Show the learners an image that represents a conflict (example below), then ask:</p>



- What do you see? (Point out to learners that they should describe exactly what they see, not what they think they see).
- What do you think is happening? What do you think is the reason?
- What do you see that makes you say that?
- What does it make you wonder?
- Have you ever been in a similar situation? What would we call this situation? (e.g, disagreement, conflict, etc).

5 minutes

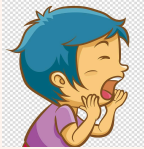
Discussion (5 minutes):






- Ask learners what comes to their mind when they hear the word “conflict”.
- Discuss what conflict means and ask if learners can think of other words that mean the same in their language.










10 minutes



Think & Discuss (10 minutes):

- Have learners think of examples of conflicts they were involved in or know about (e.g., with their sibling, parents, or friends).
- Ask why they think conflicts happen and how they usually act in a conflict.
- Have learners tick the boxes (✓) to show how they would typically handle conflict with friends and family, and decide if this is a helpful or unhelpful way to react (ask learners to add more responses to the table as these are only examples).
- Reflect on whether these responses help or not and what happens when they respond in these ways.

My Response	Usually	Sometimes	Never	Helpful/ Unhelpful
Raise my voice or yell 				
Ignore or walk away				

					
	Apologize 				
	Threaten 				
	Get upset or cry 				
	Ask an adult to help 				
10 minutes	<p>Reflect:</p> <ul style="list-style-type: none"> - Does it help when you respond like this? - What happens when you respond like this? <p>Role Play (in pairs):</p> <ul style="list-style-type: none"> - Learners act out a reaction to a presented scenario (e.g, a friend doesn't want to play with you). - Have learners work in pairs to act out a helpful/unhelpful reaction then discuss whether this reaction makes the situation better or worse. 				

10 minutes	<p>Emotions and Calming Techniques (10 minutes):</p> <ul style="list-style-type: none"> ● Explain that conflicts can make us feel angry and frustrated, but if managed properly, they can also strengthen relationships. ● Ask how learners can recognize if they feel really angry or upset in a conflict. Have learners act out through body language (e.g., heavy breathing, closed fists, tone, voice, crying, screaming, etc.). ● Discuss ways to calm down in such situations and ask learners for suggestions. ● Have learners practice some of the techniques to calm down by doing stretching exercises while deep breathing. ● Suggestions for calming techniques: <ul style="list-style-type: none"> ● Counting to ten (loudly or in your head) ● Finding your happy place by closing your eyes and letting your mind take you to a happy memory ● Counting items in a room to distract yourself ● Breathing in and out like you are blowing into a balloon. 						
5 minutes	<p>Practice:</p> <p>Learners will do some stretching exercises while deep breathing to practice some of the techniques to calm down.</p> <table border="1" data-bbox="412 1037 1446 1652"> <tr> <td data-bbox="412 1037 928 1247">Breathe in and out throughout the process.</td> <td data-bbox="928 1037 1446 1247">  </td> </tr> <tr> <td data-bbox="412 1247 928 1499">Stretch your toes forwards and backward.</td> <td data-bbox="928 1247 1446 1499">  </td> </tr> <tr> <td data-bbox="412 1499 928 1652">Bend over and hold your toes.</td> <td data-bbox="928 1499 1446 1652">  </td> </tr> </table>	Breathe in and out throughout the process.		Stretch your toes forwards and backward.		Bend over and hold your toes.	
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	<p>Stretch your shoulders up, one at a time.</p>	
	<p>Try Child's pose to relax.</p>	
<p>Closing (5 minutes):</p> <ul style="list-style-type: none"> Summarize what was covered during the day and ask learners to think about how they can apply what they have learned in their everyday lives. Encourage learners to practice the calming techniques they learned whenever they feel upset or angry. 		

Day 2 - Today, you will learn about emotions, empathy, and communication

Time	Activity and Description
15 minutes	<p>Tug of War: <i>Learners play tug of war to better understand the value of finding common ground in difficult conversations and appreciate how the other person approaches the conversation.</i></p> <p>Instructions:</p> <ol style="list-style-type: none"> Learners stand and hold the rope taut in between them. They are then told that they will be given 15 seconds to attempt to move the rope closer to their side. Each time they successfully do this, they will receive one point. Learners are instructed to track how many points they earn in the 15 seconds. <ul style="list-style-type: none"> Identify how many learners received zero points, one point, and so on. Lead a discussion on three main areas: Begin by asking how learners who received 3 points or less approached the game – was it with a win/lose mentality? Why did they think other students were playing the way they did? Some learners may have upwards of 10 points. These pairs have figured out that by working together, they can quickly move the rope back and forth between them so that each of them can score a greater number of points.

	<p>Ask these teams how they made this choice? How did they approach the game?</p> <ul style="list-style-type: none"> • If no learners figured out this ‘winning’ strategy, role-play this scenario and discuss the outcome with learners. • End the activity with a discussion that critical conversation is a two-way street and that there can be multiple ‘winners’ in conflict resolution. <p><i>(In the final performance, a group of learners could perform tug-of-war then lead a discussion with the audience on how critical conversation is a two-way street).</i></p>
10 minutes	<p>Art Therapy Activity Objective: To provide a creative outlet for learners to express and process their emotions.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Provide children with a blank canvas or paper and various art supplies, such as markers, crayons, colored pencils, and paint. 1. Ask children to think about a time when they felt a strong emotion, such as happiness, sadness, anger, or fear. 2. Encourage children to use the art supplies to express their emotions on the canvas or paper. 3. As children work on their art pieces, ask them to share their thoughts and feelings about the experience. 4. After the art pieces are complete, lead a discussion with the children about the emotions they expressed and how they feel now that they have expressed them through art. 5. Discuss how art can be a therapeutic tool for processing emotions and encourage children to use art as a way to express themselves in the future.
5 minutes	<p>Empathy Learners think about a time when they felt sad just because someone close to them was sad or when they were excited because of someone else’s excitement.</p> <p><i>That is empathy! Empathy is being able to understand how someone else is feeling, even when you aren’t in the same situation.</i></p> <p>Discussion: Spark a discussion with learners on the following:</p> <ul style="list-style-type: none"> • Do you think empathy is important during conflicts? Why or why not? • List 5 ways in which we can show empathy to someone? <i>(Eg: listen carefully, be open and honest, ask questions, appreciate differences, etc.)</i>

5 minutes	<p><i>“Being empathetic requires us to be really present “with someone” when they are in a time of need. This means we aren’t distracted by other things and we really slow down to listen to them.”</i></p> <p>After discussion, share with learners the following simple steps to help them be more empathetic. To be empathetic:</p> <ol style="list-style-type: none"> 1. Watch and listen to others. 2. Guess how they feel right now. 3. Remember how that feels. 4. Ask the person, “How are you feeling?”. 5. Show support with positive words or simple actions.
15 minutes	<p>Role Play:</p> <ol style="list-style-type: none"> 1. Divide learners into pairs and provide them with a scenario where a conflict has occurred, such as a disagreement over a toy or game. 1. Ask each pair to take turns playing both roles in the scenario: the person who needs support and the person showing empathy. 2. The person who needs support should express their feelings about the conflict and what they would like to happen to resolve it. 3. The person showing empathy should apply the five steps to empathy: watch and listen, guess how they feel, remember how that feels, ask the person how they are feeling, and show support with positive words or simple actions. 4. After each pair has had a chance to role-play, lead a discussion on how the five steps to empathy can be applied to conflict resolution. 5. Encourage learners to use the five steps to empathy in their own lives to resolve conflicts and show empathy towards others. <p>(Suggestion: If learners need more support in understanding how to act, the educator can act out one of these scenarios and ask a learner to interact with him/her.)</p> <p><i>(For the final performance, make sure you use some of the techniques you learned to demonstrate empathy).</i></p>

Day 3 -

Today, you will learn to communicate better and understand different perspectives.

Time	Activity and Description
40 minutes	Activity: Feelings Pictionary

	<p>Objective: To help children understand and practice active listening skills by drawing and guessing different emotions.</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Whiteboard or large paper ● Markers or colored pencils ● Emotion cards (these can be made by writing different emotions on index cards) ● Timer <p>Instructions:</p> <ol style="list-style-type: none"> 1. Introduction (5 minutes): Start the activity by introducing the concept of active listening to the children. Explain that active listening means giving someone your full attention and showing that you care about what they are saying. Ask if anyone knows how to actively listen, and if so, what it means. 2. Warm-up (5 minutes): Play a quick game of "I Spy" to help the children focus and get ready for the activity. For example, "I spy something green," "I spy something with wheels," etc. 3. Feelings Pictionary (10 minutes): Explain to the children that they will be playing a game of Feelings Pictionary. Demonstrate the game by picking an emotion card from the hat and drawing a picture of that emotion on the whiteboard or large paper. For example, if the card says "happy," draw a smiley face. Then, ask the children to guess what emotion you drew. Explain that each child will take a turn picking an emotion card and drawing the emotion while the others guess. 4. Active Listening Practice (10 minutes): Once each child has had a turn drawing an emotion, explain that now it's time to practice active listening. Divide the children into pairs and give them each a timer. Explain that one child will be the speaker and the other will be the listener. The speaker will have one minute to talk about something that is bothering them or something they are excited about, while the listener practices active listening by using the four steps: (1) stop what you're doing, (2) be fully present, (3) allow your friend to say what's on their mind, and (4) respond in a kind and compassionate way. Once the minute is up, the listener will summarize what they heard and the speaker can confirm or clarify. 5. Reflection (5 minutes): Once the pairs have finished, bring the children back together and ask them to reflect on their experience. Ask questions such as: What did you like about the game? What was challenging? How did it feel to actively listen? How did it feel to be listened to? What did you learn about
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	<p>active listening? Was it easy to just listen to what the other person had to say or were you tempted to provide solutions?</p> <p>6. Closing (5 minutes): End the activity by summarizing the key points of active listening and encouraging the children to practice this skill in their daily lives. You can also announce the winners of the Feelings Pictionary game (e.g. the child who guessed the most emotions correctly).</p> <p><i>(Keep note of the different techniques you learned. You will use them to show how to resolve conflicts in your skits).</i></p>
10 minutes	<p>Drawing activity:</p> <p>In this activity, each learner draws on a piece of paper then switches the sheet with their partners.</p> <ul style="list-style-type: none"> ● Each learner gets a piece of paper and draws on it for 1 minute. After 1 minute, learners switch the sheet with their partners. ● Have every two learners continue each other's drawing for another minute and switch again. Do 4 rounds of this. <ul style="list-style-type: none"> ● Discuss: <ol style="list-style-type: none"> 1. Does the final drawing match what you initially thought the drawing would be? How did you feel when you built off your partner's drawing? 2. How does this apply to two people working together to solve an issue? ● It's okay when people have different ideas from us. Each one of us sees the world differently and although this could cause arguments, it's also what makes each one of us unique. To reach common ground, sometimes we need to compromise. ● Ask learners if they know what it means to compromise and if they can give examples. ● <i>Compromise is when people agree to give up on a bit of something they might want to meet somewhere in the middle and find a fair solution to a problem.</i> ● Do you compromise? Why is it important to compromise?

Day 4 - Today, you will hone your conflict resolution skills.

Time	Activity and Description
15 minutes	<p>Activity: "I Statements"</p> <p>Objective: To teach children how to express their feelings and needs in a constructive way during conflicts.</p>

	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Tell children that they will be practicing using "I statements" to communicate their feelings and needs. 2. Demonstrate an example of using "I statements" to express your feelings and needs during a conflict. For example, "I feel sad when you take my toy without asking. Can you please ask me first next time?" 1. Practice (10 minutes): Have the children pair up and practice using "I statements" to express their feelings and needs during conflicts. Encourage them to come up with their own examples of conflicts and to use "I statements" to communicate their feelings and needs. 2. Discussion (5 minutes): After the children have had a chance to practice, bring the whole group together to discuss what they learned. Ask questions such as: What did you find challenging about using "I statements"? How did it feel to express your feelings and needs in a constructive way? Did using "I statements" help to resolve the conflict? Why or why not?
35 minutes	<p>Activity: The Problem-Solving Circle</p> <p>Objective: To help children learn how to identify and solve conflicts in a peaceful and respectful way.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. The Circle (5 minutes): Have the children form a circle and toss a ball or stuffed animal to each other. Explain that when someone catches the ball, they will share a problem they have experienced, such as "My sister took my toy without asking." Then, the child will pass the ball to another child who will listen and offer a solution to the problem. 1. Problem-Solving (10 minutes): After each child shares their problem, the group will work together to brainstorm possible solutions. Encourage the children to listen actively and respectfully to each other's ideas and to build upon each other's suggestions. 2. Time Limit (5-10 minutes): Set a timer for a designated amount of time, such as 5 or 10 minutes. During this time, the children will work together to choose the best solution and come up with a plan of action. The plan should be clear, specific, and realistic. 3. Reflection (5 minutes): After the time limit is up, bring the children back together and ask them to reflect on their experience. Ask questions such as: What did you learn about problem-solving? What strategies worked well? What strategies could be improved? How did it feel to work through a problem in a peaceful way?

	4. Closing (5 minutes): End the activity by summarizing the key points of problem-solving and encouraging the children to practice these skills in their daily lives.
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Day 5-

Today, you will invite your friends to see you perform conflicts, employing all the techniques you have learned in conflict resolution.

Time	Activity and Description
25 minutes	<p>Prepare for the final event</p> <ul style="list-style-type: none"> ● Now that you have learned what causes conflicts and how to resolve/ deal with conflicts, you need to work in groups to perform skits or plays to act out a scenario where there is a conflict: <ul style="list-style-type: none"> → Every skit/ play should present a different conflict. → In each skit, different outcomes should be represented: ● Lose-Lose The conflict escalates and both people 'lose'. ● Win-Lose The conflict is resolved with only one person winning and the other person losing. ● Win-Win The conflict leads to an understanding between both people and results in both 'winning'. <ul style="list-style-type: none"> → Make sure you show different reactions to each conflict (helpful and unhelpful reactions) and ways to calm down. → Employ active listening. → Use a different format to apologize sincerely. ● You are going to encourage participation from the audience and ask them to discuss the conflict and what can be done to resolve it. ● Some of the plays could have an open end and you could have the audience members step into the play and act out the potential solutions.

	<p>Request 2 volunteers to enact the 3 cases in front of the class and ask the class to share their own inputs too.</p> <ul style="list-style-type: none"> Learners can create invitation cards for their schoolmates, staff, and community members to watch their skits. Challenge learners to make the invites bi-lingual (Polish and Ukrainian).
15 minutes	<p>Performing Conflicts:</p> <ul style="list-style-type: none"> Invite your community members to watch you perform! Start with sharing a brief summary of what you have learned during the week and how it has helped you change your approach to conflicts. Start the show! Encourage participation from the audience. Discuss the conflict and what could be done to resolve the situation. Suggest that audience members step into the play and act out the potential solutions. <p>Collect feedback on:</p> <ul style="list-style-type: none"> Performance: What went well and what could be improved? What could be better overall?
5 minutes	<p>Reflection:</p> <p>This is your time to reflect on what we have learned and done during the past few days. Use the following questions as a guide for your response:</p> <ul style="list-style-type: none"> Which part was the most interesting? Which part was the most challenging or difficult? What are some of the questions that popped into your head, and you are still thinking about and would like to explore?

Additional enrichment activities:	<ul style="list-style-type: none"> Cooperative Jenga: learners take turns removing blocks from a Jenga tower and have to work together to keep the tower from falling. This is a fun way to reinforce the idea that working together can help us solve problems and avoid conflicts. Reading a Story: Read aloud the story Emotions Come and Go: https://storyweaver.org.in/stories/162851-emotions-come-and-go?mode=read
Modifications for simplification	If learners are unable to write, they can express themselves verbally or through drawings.

ASSESSMENT CRITERIA

By the end of the project, a majority of my students were able to:

- Identify causes and effects of conflict.
- Practice different strategies to diffuse or resolve conflict situations.
- Understand empathy through imagining and describing the feelings. and motivations of people in challenging situations.
- Explore different perspectives to understand an issue better.
- Learn how to apologize with sincerity.
- Use art to express and communicate.
- Perform a skit or play for their community members.