

## CONFLICT RESOLUTION (LEVEL 2)

<b>Description:</b>	Learners will practise ways to deal with conflicts in a healthy way, learn to manage their own feelings and identify those of others to develop healthy relationships and emotional intelligence. Using their learnings, they will perform a skit or a play for their community members.
<b>Leading question:</b>	Can I express myself effectively and with empathy during conflicts?
<b>Subjects:</b>	Social-emotional learning, Literacy
<b>Total time required:</b>	~45 minutes over 5 days
<b>Resources required:</b>	- Notebook/ Paper, Pencil/ pen/ markers, jigsaw puzzles
<b>Learning outcomes:</b>	By the end of this project, learners will be able to: <ul style="list-style-type: none"> <li>● Identify causes and effects of conflicts.</li> <li>● Practise different strategies to diffuse or resolve conflict situations.</li> <li>● Understand empathy through imagining and describing the feelings and motivations of people in challenging situations.</li> <li>● Explore different perspectives to understand an issue better.</li> <li>● Write a diary entry from a different perspective.</li> </ul>
<b>Supervision</b>	Medium
<b>Previous Learning</b>	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 learn what conflict means and reflect on your reaction to conflicts.

Time	Activity and Description
15 minutes	<p><b>Word Cloud Activity</b></p> <ul style="list-style-type: none"> <li>- <b>Objective:</b> To help learners understand the concept of conflict and expand their vocabulary related to this topic.</li> <li>- <b>Materials:</b> Whiteboard or poster paper, markers</li> </ul> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>● Begin the activity by discussing the concept of conflict with the learners. Ask them to share any experiences they may have had with conflict and how they handled it.</li> <li>● Write the word "Conflict" in the centre of the whiteboard or poster paper and draw a circle around it.</li> <li>● Divide the class into groups of 4-5 learners each.</li> </ul>

	<ul style="list-style-type: none"> <li>● Assign each group a category related to conflict, such as "Feelings," "Causes," "Solutions," "Actions," or "Consequences."</li> <li>● Instruct each group to brainstorm and come up with as many words as they can related to their assigned category. Write down their suggestions on the board or poster paper around the circle.</li> <li>● Encourage the learners to think of synonyms, antonyms, and related words, and to continue building on each other's suggestions.</li> <li>● Once the word cloud is complete, review it as a class, discussing the different words and their relationships to each other and to the main concept of conflict.</li> <li>● To add an element of competition and excitement, you could have each group present their word cloud to the class and explain the meanings behind their chosen words.</li> <li>● <b>Optional:</b> Hang the word cloud on the wall for the learners to refer to.</li> <li>● <b>Optional:</b> Ask the learners to use the word cloud to write a short story or skit that includes as many of the words as possible.</li> </ul>
15 minutes	<p><b>Jigsaw Puzzle Collaborative Problem-Solving Activity</b></p> <ul style="list-style-type: none"> <li>- <b>Objective:</b> To help learners understand why conflicts happen and to develop their critical thinking and problem-solving skills.</li> <li>- <b>Materials:</b> Two identical jigsaw puzzles with missing pieces (one puzzle for each group of learners), markers, whiteboard or poster paper</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into two groups, each with its own jigsaw puzzle of missing pieces.</li> <li>2. Instruct each group to complete their jigsaw puzzle as quickly as possible.</li> <li>3. Once each group has completed their puzzle, bring them together and ask them to compare their puzzles. They will notice that each puzzle is missing a piece that the other group has.</li> <li>4. Ask the learners to brainstorm why this might have happened. Write their suggestions on the whiteboard or poster paper.</li> <li>5. After discussing their ideas, explain that conflicts can often arise from misunderstandings, different perspectives, and a lack of communication or collaboration. Have learners brainstorm other reasons for why conflicts happen.</li> <li>6. <b>Reflect:</b> Were you or someone you know involved in a conflict? Why do you think this conflict happened?</li> <li>7. Ask the learners to think of ways they could have prevented this conflict from happening. Write their suggestions on the whiteboard or poster paper.</li> <li>8. Finally, encourage the learners to work together to create a new jigsaw puzzle using both sets of pieces. Set a timer for 5-7 minutes. This will help them practice collaboration, communication, and problem-solving skills.</li> </ol>

15 minutes

**Our Reactions to Conflict:**

- Refer learners to the previous activity and ask them to work in pairs or small groups to come up with a list of responses they typically use in conflicts with friends and family. Then, have them group the responses into helpful and unhelpful categories.
- Reflect on whether these responses help or not and what happens when they respond in these ways.
- **Alternatively**, you can have learners think about how they usually act in a conflict then use the table below for more examples. They can tick the boxes (✓) to show how they would typically handle conflict with friends and family. Learners can add more responses to the table as these are only examples and discuss whether these responses are helpful or not.

My Response	Usually	Sometimes	Never
Raise my voice or yell			
Blame the other			
Ignore or walk away			
Apologise			
Suggest solutions			
Complain to someone			
Forgive			
Threaten			
Look for a win-win solution			
Call others names			
Get upset or cry			
Ask an adult to help			
Use humor			
Let others have their way			

- **In pairs, reflect:** What patterns do you observe in the way you respond to conflict? Why do you think you respond in that way? Give examples.

● **Share the following story with learners then have them work in pairs to discuss the table below:** Marysia and Rysiek are good friends. However, Rysiek does not like it when Marysia raises her voice during their discussions or when they have misunderstandings. He feels scared and becomes quiet. He wants to share his ideas, but when Marysia yells, Rysiek feels disrespected.

	Rysiek	Marysia
How does he/she feel?		
When does it happen?		
What does she/he need?		
What can they do?		

**Closing:** Tell learners that in the upcoming lessons, they will learn valuable skills to manage emotions during conflict situations and effectively resolve conflicts. These skills will empower and equip them with practical tools to navigate challenging situations.

## Day 2

Today, you will learn about empathy and write a diary entry.

Time	Activity and Description
20 minutes	<p>Today we will be exploring the important skills of managing and understanding emotions and empathy in the context of conflict resolution. Conflicts are a part of life and can be challenging to navigate, but by developing these skills, we can learn <b>how to approach conflicts with greater understanding and empathy.</b></p> <p><b>Ways to calm down:</b></p> <ul style="list-style-type: none"> <li>▪ <i>A big part of resolving a conflict is managing our emotions. Feelings like anger or frustration can make us do or say things we don't mean or will most probably regret later. There are lots of ways to help us manage these emotions. <b>Can you think of any?</b></i></li> <li>▪ Have learners think of ways to calm themselves down in such situations.</li> </ul> <p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>▪ Counting to ten. You could count loudly or in your head.</li> <li>▪ Find your happy place. Close your eyes and let your mind take you to a happy memory.</li> </ul>

- Counting items in a room is a great way to help us when we feel angry.
- Give your feelings a color and explain to someone why you picked this color.
- Breathing in and out. Imagine you are blowing into a balloon. Take a big deep breath in and slowly breathe out the air as if you are blowing into a balloon.

Before we begin, let's take a moment to practice some mindfulness techniques that can help us calm down and focus our minds in the midst of a conflict. By being mindful, we can become more aware of our own emotions and reactions, and better able to empathize with the emotions of others.

1. **Mindful Breathing Exercise:** Start the class with a brief mindfulness exercise to help learners calm down and focus. Have them sit comfortably in their chairs with their feet on the ground and their hands on their laps. Then, guide them through a few minutes of deep breathing, encouraging them to focus on their breath and let go of any distracting thoughts. You can use a script like this:

"Let's take a moment to focus on our breath. Close your eyes or keep them softly focused on the floor. Take a deep breath in through your nose, and slowly exhale through your mouth. Let's do that a few more times. Inhale deeply, feeling the air fill up your lungs, and exhale slowly, feeling your body relax. As you breathe, allow your thoughts to come and go without judgment. Let's continue breathing deeply and mindfully for a few more moments."

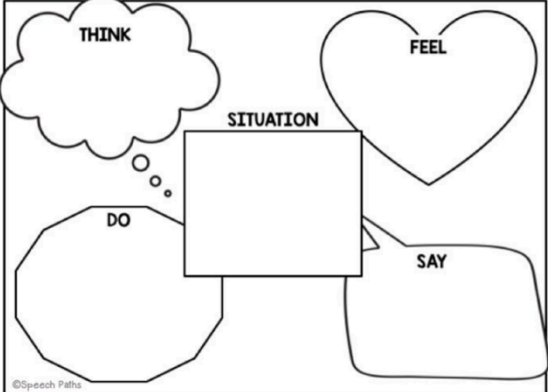
Allow 5-10 minutes for this exercise, depending on the needs of your class.

2. **Self-Compassion Practice:** After the mindful breathing exercise, introduce the concept of self-compassion and explain how it relates to empathy. Ask learners to take a moment to reflect on a time when they were hard on themselves or felt self-critical. Then, guide them through a self-compassion practice using a script like this:

"Think back to a time when you felt self-critical or hard on yourself. Maybe you made a mistake, or maybe you didn't live up to your own expectations. Whatever it was, try to bring that experience to mind now. As you think about it, notice any feelings of discomfort or tension in your body.

Now, imagine that a close friend or family member was going through the same experience. How would you respond to them? Would you be kind and supportive,

	<p>or critical and judgmental? Take a moment to imagine what you would say to them, and how you would offer them empathy and understanding. Finally, turn that same kindness and understanding toward yourself. Imagine that you are the one going through that experience, and offer yourself the same kindness and empathy that you would offer to someone else. Remember that we all make mistakes and have flaws, and that's okay. Allow yourself to feel that sense of kindness and compassion toward yourself."</p> <p>Allow 5-10 minutes for this exercise, depending on the needs of your class.</p> <p>3. <b>Empathy Building Activity:</b> After the self-compassion practice, have learners pair up and share a personal story about a time when they experienced a conflict. Encourage them to practice active listening and empathy by summarizing their partner's story and sharing how they think their partner felt during the conflict. Then, have them switch roles and repeat the exercise. Allow 10-15 minutes for this activity. Make sure learners know what empathy is (<i><b>Empathy is being able to understand and share how someone else is feeling, even when you aren't in the same situation.</b></i>).</p> <p>By starting with a mindfulness exercise and incorporating self-compassion practices, learners will be better equipped to engage in the empathy building activity and connect with others on a deeper level. <b><i>This activity can be adjusted based on the needs and time constraints of your class.</i></b></p>
20 minutes	<p><b>Activity: Creating an Empathy Map</b></p> <p><b>Objective:</b> To develop empathy and understanding towards others involved in a conflict.</p> <p><b>Materials:</b> Whiteboard, markers, paper, pencils.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Introduce the concept of empathy and its importance in conflict resolution.</li> <li>2. Explain what an empathy map is and how it can be used to understand another person's perspective and feelings.</li> <li>3. Divide the class into pairs.</li> <li>4. Ask each pair to think of a recent conflict they have experienced with someone, and to choose one person involved in the conflict to focus on for the empathy map activity.</li> <li>5. Give each pair a sheet of paper and ask them to draw an empathy map for the chosen person.</li> </ol>

	<ol style="list-style-type: none"> <li>6. Instruct the pairs to write the name of the person in the center of the paper and then divide the paper into four quadrants. The quadrants should be labeled "Says," "Does," "Thinks," and "Feels."</li> <li>7. Ask the pairs to brainstorm and write down what the chosen person says, does, thinks, and feels during the conflict in the corresponding quadrants of the empathy map.</li> <li>8. After 10 minutes, ask the pairs to share their empathy maps with the class.</li> <li>9. Discuss the common themes and differences that arise in the empathy maps.</li> <li>10. Lead a class discussion on how understanding the other person's perspective and emotions can help resolve conflicts in a positive way. Have learners discuss: Now that you understand the other person's point of view, do you think you displayed empathy? If not, discuss what you would have done differently during the conflict. Why?</li> <li>11. Conclude by emphasizing the importance of empathy and understanding in conflict resolution, and how practicing empathy maps can help us become better at resolving conflicts.</li> </ol> <div style="text-align: center;">  <p>The diagram is an empathy map template. It consists of a large rectangle divided into four quadrants by a central square labeled 'SITUATION'. The top-left quadrant is a cloud shape labeled 'THINK'. The top-right quadrant is a heart shape labeled 'FEEL'. The bottom-left quadrant is an octagon shape labeled 'DO'. The bottom-right quadrant is a speech bubble shape labeled 'SAY'. Small circles connect the central 'SITUATION' box to each of the four surrounding shapes. A small copyright notice '©Speech Patho' is visible in the bottom-left corner of the diagram.</p> </div>
5 minutes	<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Why do you think it's hard to understand how others feel when we have a fight?</li> <li>• What happens when we don't solve a problem we have with someone?</li> <li>• Do you think we can always fix problems we have with others?</li> <li>• Is it okay to sometimes try to solve a problem by ourselves and move on? Can you think of a time when you did that?</li> </ul>

### Day 3

Today, you will learn about how to resolve a conflict and write an informal letter.

Time	Activity
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5 minutes	<p><b>Warm-up Activity: Mindfulness Exercise</b></p> <ul style="list-style-type: none"> <li>● Start the class with a mindfulness exercise to help learners focus and become present.</li> <li>● Encourage learners to take deep breaths and relax their body.</li> </ul>
10 minutes	<p><b>Communication matters!</b> <i>An important part of showing empathy and understanding the other person during a conflict lies in the way we listen to them.</i></p> <p><b>Activity: Active Listening Exercise</b></p> <ul style="list-style-type: none"> <li>● Divide learners into pairs and assign them as Student A and Student B.</li> <li>● Instruct Student A to describe their day yesterday in the most interesting way possible within one minute.</li> <li>● Instruct Student B to listen to Student A, but pretend to be uninterested.</li> <li>● After one minute, instruct learners to switch roles and repeat the exercise.</li> <li>● Have the pairs reflect on their experience and answer the following questions on the worksheet: <ul style="list-style-type: none"> <li>● How did you feel when you were describing your day to an uninterested partner?</li> <li>● How did you feel when you were pretending to be uninterested?</li> <li>● What observations did you make about your partner's body language?</li> <li>● What could you do to make your partner feel more engaged and interested in what you are saying?</li> </ul> </li> </ul>
25 minutes	<p><b>Expressing Emotions and Needs</b></p> <p><b>Objective:</b> To develop communication skills that allow learners to express their emotions and needs effectively.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li><b>1. Introduction: Discussion</b> <ul style="list-style-type: none"> <li>● Ask learners to share a time when they had a strong emotional reaction to something and how they behaved in response.</li> <li>● Ask the learners to think about what they could have done differently to communicate their emotions and needs effectively.</li> </ul> </li> <li><b>2. Activity: I-Statements Exercise</b> <ul style="list-style-type: none"> <li>● Explain that I-Statements are a way to communicate our feelings and needs in a non-threatening way, which helps to prevent misunderstandings and conflicts.</li> <li>● I-statements focus <b>on your own</b> feelings and experiences. It does not focus on what you think the other person has done. Here is a model you can use:</li> </ul> </li> </ol>



	<table border="1"> <tr> <td data-bbox="415 218 781 289"><b>How you feel</b></td> <td data-bbox="781 218 1256 289"><b>I feel</b> angry...</td> </tr> <tr> <td data-bbox="415 289 781 394"><b>What do you have that feeling about</b></td> <td data-bbox="781 289 1256 394">the way you speak to me</td> </tr> <tr> <td data-bbox="415 394 781 499"><b>Why do you feel this way</b></td> <td data-bbox="781 394 1256 499"><b>Because it makes me feel like</b> you do not respect me.</td> </tr> <tr> <td data-bbox="415 499 781 655"><b>What you would like to see instead</b></td> <td data-bbox="781 499 1256 655"><b>I would prefer</b> that you calm yourself down before saying anything to me in a fight.</td> </tr> </table>	<b>How you feel</b>	<b>I feel</b> angry...	<b>What do you have that feeling about</b>	the way you speak to me	<b>Why do you feel this way</b>	<b>Because it makes me feel like</b> you do not respect me.	<b>What you would like to see instead</b>	<b>I would prefer</b> that you calm yourself down before saying anything to me in a fight.	
<b>How you feel</b>	<b>I feel</b> angry...									
<b>What do you have that feeling about</b>	the way you speak to me									
<b>Why do you feel this way</b>	<b>Because it makes me feel like</b> you do not respect me.									
<b>What you would like to see instead</b>	<b>I would prefer</b> that you calm yourself down before saying anything to me in a fight.									
5 minutes	<p><b>Closing Activity: Communication Challenge</b>  <b>Materials:</b> Blindfolds  <b>Objective:</b> To show that communication is essential in resolving conflicts.  <b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Pair up learners and have one student wear a blindfold while the other student gives them instructions on how to draw a simple picture (e.g. a smiley face, a house) or the blindfolded person will try to navigate an obstacle course with the guidance of their partner who cannot touch them or the obstacles.</li> <li>2. The student giving instructions should only use verbal communication and cannot touch the drawing or the blindfolded student.</li> <li>3. After 5 minutes, have the pairs switch roles.</li> <li>4. Debrief the activity by asking learners how communication was important in completing the task and what challenges they faced.</li> </ol>									

## Day 4 -

Today, you will hone your conflict resolution skills.

Time	Activity and Description
10 minutes	<p><b>Active Listening Practice:</b></p> <ul style="list-style-type: none"> <li>● Review the importance of active listening and the steps involved</li> <li>● Hand out cheat cards to each pair</li> <li>● Have learners sit in pairs</li> <li>● One person will speak for one minute while the other listens actively</li> <li>● After one minute, switch roles and repeat</li> <li>● Use the timer to keep track of the speaking time</li> <li>● <b>Reflection:</b> Have the learners share their experiences with the class</li> <li>● Discuss what they learned and how it felt to be listened to actively</li> <li>● Emphasise the importance of active listening in building strong relationships with others</li> </ul> <p><b>Cheat cards:</b></p> <ol style="list-style-type: none"> <li>1. Stop what you're doing and be fully present with the person speaking.</li> <li>2. Focus on what the person is saying by listening carefully and paying attention to their body language and tone of voice.</li> <li>3. Encourage the person to keep talking by using open-ended questions like "Tell me more" or "How did that make you feel?"</li> <li>4. Respond in a kind and compassionate way, showing that you understand their point of view.</li> </ol>
30 minutes	<p><b>Conflict Characters:</b></p> <p><b>Objective:</b> To teach learners problem-solving skills and conflict resolution through a fun and interactive game.</p> <p><b>Materials:</b> Game dice, whiteboard/blackboard/flipchart, conflict resolution handout.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Use the whiteboard/blackboard/flipchart to create a list of different conflict resolution strategies that the learners suggest.</li> <li>2. Next, introduce the game dice. Each learner will roll the dice twice to determine their character and the conflict they will be working with.</li> <li>3. Once the learners have their characters and conflicts, they will pair up with a partner to create a story about the conflict.</li> <li>4. The learners will use the conflict resolution handout to find possible solutions to their conflict. They will take turns listening to each other's perspectives and working together to find a solution that works for both parties.</li> </ol>

5. Encourage the learners to be creative and use their problem-solving skills to come up with unique solutions to their conflicts.
6. Once the pairs have come up with a solution, have them share their story and solution with the larger group. Use this as an opportunity to discuss different approaches to conflict resolution and how we can work together to find solutions that work for everyone.
7. To conclude the activity, have the learners reflect on what they learned about conflict resolution and identify strategies they can use in future conflicts.

**Here are some options for what could be written on the game dice for the activity:**

First person is:

1. a girl who is very funny
2. a boy who doesn't like to do sports
3. a person who has many interests
4. a person who loves to sing
5. a person who is always late
6. a person who is very organized

Second person is:

1. a girl who reads many books
2. a boy who doesn't like to do sports
3. a person who has many interests
4. a person who loves to draw
5. a person who is very talkative
6. a person who is shy

What happened to them:

1. they want the same thing
2. one person got a better mark but they cheated
3. they have different opinions on something important
4. they accidentally broke something
5. they both want to be friends with the same person
6. they both want to play the same game during recess

**Here is an example of what could be included in the conflict resolution handout:**

Step 1. Calm down

Take a deep breath and try to calm down before trying to resolve the conflict. If you need to, take a break and come back to the situation later.

Step 2. Reflect

Think about what happened and why there is a conflict. Write down what happened and how you feel about it.

Step 3. Listen to both sides

	<p>Give each person a chance to express their thoughts and feelings. Person 1 should explain what they believe happened and how they feel about it. Then, Person 2 should do the same.</p> <p>Step 4. Find possible solutions</p> <p>Brainstorm possible solutions to the conflict. What options are available to both people? Discuss what would work best for both people and what wouldn't work. Once a solution is agreed upon, try it out and see if it resolves the conflict. If it doesn't, try another solution until the conflict is resolved.</p>
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### Day 5-

Today, you will perform conflicts, employing all the techniques you have learned in conflict resolution.

Time	Activity and Description
20 minutes	<p><b>Prepare for the final event</b></p> <ul style="list-style-type: none"> <li>● 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"> <li>→ Every skit/ play should present a different conflict.</li> <li>→ In each skit, different outcomes should be represented:</li> </ul> </li> <li>● <b>Lose-Lose</b> The conflict escalates and both people 'lose'.</li> <li>● <b>Win-Lose</b> The conflict is resolved with only one person winning and the other person losing.</li> <li>● <b>Win-Win</b> The conflict leads to an understanding between both people and results in both 'winning'. <ul style="list-style-type: none"> <li>→ Make sure you show different reactions to each conflict (helpful and unhelpful) and ways to calm down.</li> <li>→ Use 'I statements' in responding to conflicts.</li> <li>→ Employ active listening.</li> </ul> </li> <li>● You are going to encourage participation from the audience and ask them to discuss the conflict and what can be done to resolve it.</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul> <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> <p>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).</p> <p><b>Criteria for skits:</b></p> <ol style="list-style-type: none"> <li><b>Creativity:</b> The skits should be creative and original.</li> <li><b>Character Development:</b> The characters in the skits should be well-developed and believable, and their actions and reactions should be consistent with their personalities.</li> <li><b>Dialogue:</b> The dialogue in the skits should be natural and realistic, and it should reflect the way people actually speak in conflict situations.</li> <li><b>Collaboration:</b> The skits should be a collaborative effort, and each member of the group should have a role to play.</li> <li><b>Timing:</b> The skits should be between 5-10 minutes long, so that all groups have an opportunity to present their skits.</li> <li><b>Engagement:</b> The skits should be engaging and entertaining, and they should hold the audience's attention throughout the performance.</li> <li><b>Use of Props:</b> The skits should make effective use of props and costumes to enhance the performance and create a more immersive experience for the audience.</li> </ol>
30 minutes	<p><b>Performing Conflicts:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Start the show!</li> <li>Encourage participation from the audience.</li> <li>Discuss the conflict and what could be done to resolve the situation.</li> <li>Suggest that audience members step into the play and act out the potential solutions.</li> </ul> <p><b>Collect feedback on:</b></p> <ul style="list-style-type: none"> <li>Performance: What went well and what could be improved?</li> <li>What could be better overall?</li> </ul>
15 minutes	<p><b>Reflection:</b></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"> <li>- Which part was the most interesting?</li> <li>- Which part was the most challenging or difficult?</li> <li>- What are some of the questions that popped into your head, and you are still thinking about and would like to explore?</li> <li>- How do you plan to use what you have learned?</li> </ul>
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<b>Additional enrichment activities:</b>	<ul style="list-style-type: none"> <li>- <b>Empathy scenario cards:</b> Ask learners to make different scenarios on <b>cards</b>, based on real-life situations with a question related to how the conflict can be solved. Shuffle the cards and distribute them. Upon receiving a card, they should note down how to address the conflict at the back of it. Learners can collect their cards in their free time.</li> <li>- You can refer to activities mentioned in Level 3 of this project.</li> </ul>
<b>Modifications for simplification</b>	If the learner is unable to write their own diary entries, then encourage them to verbally share what they would include in them.

## ASSESSMENT CRITERIA

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

- Identify causes and effects of conflicts.
- Practise 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.
- Write a diary entry from a different perspective.
- Perform a skit or play for t