

CONFLICT RESOLUTION (LEVEL 3)

Description:	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.
Leading question:	Can I express myself effectively and with empathy during conflicts?
Subjects:	Social-emotional learning, Literacy
Total time required:	~5 hours over 5 days
Resources required:	- Notebook/ Paper, Pencil/ pen
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 ● 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 ● Write an informal letter ● Explain the influence of popular media in one's perceptions of conflict resolution.
Supervision	Medium
Previous Learning	N/A

Day 1— Today, you will learn what conflict means and reflect on your reaction to conflicts.

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.

Time	Activity and Description
15 minutes	<p>Mind Mapping Activity: Exploring the Topic of Conflict</p> <p>Objective: To help learners understand the different aspects of conflict by creating a mind map using a set of prompts.</p> <p>Materials: Whiteboard/Blackboard or chart paper, markers, mind-mapping sheets (optional)</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Introduce the concept of mind mapping and its benefits for organizing thoughts and ideas visually.

	<ol style="list-style-type: none"> 2. Divide the class into pairs or groups, depending on the number of learners and the teacher's preference. 3. Provide a set of prompts to guide the learners in creating their mind maps. Prompts could include: <ul style="list-style-type: none"> ● What causes conflict? ● How does conflict affect people? ● What are some possible solutions to conflicts? ● How can conflicts be prevented? 4. Give the learners 5-10 minutes to create their mind maps. Encourage them to use different colours and symbols to differentiate between different ideas and branches. 5. After the time is up, ask the learners to share their mind maps with the class. This can be done by displaying them on a whiteboard, blackboard or chart paper, or by having the learners present their mind maps to the class. 6. Discuss the similarities and differences between the mind maps, and encourage the learners to share their thoughts and ideas. 7. Display the mind maps on classroom walls for future reference and as a reminder of the different aspects of conflict. <p>Note: Mind mapping sheets can be used to provide a structure for the mind map, or learners can create their own on blank sheets of paper.</p>																				
15 minutes	<p>Our Reactions to Conflict:</p> <ul style="list-style-type: none"> - 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. <table border="1" data-bbox="367 1545 1360 1816"> <thead> <tr> <th style="text-align: left;">My Response</th> <th style="text-align: center;">Usually</th> <th style="text-align: center;">Sometimes</th> <th style="text-align: center;">Never</th> </tr> </thead> <tbody> <tr> <td>Raise my voice or yell</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Blame the other</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Ignore or walk away</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Apologise</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	My Response	Usually	Sometimes	Never	Raise my voice or yell				Blame the other				Ignore or walk away				Apologise			
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	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 humour			
	Let others have their way			
	10 minutes	<ul style="list-style-type: none"> ● 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?				

15 minutes	<p>How we react during conflicts:</p> <ul style="list-style-type: none"> ▪ <i>Conflict is part of life. We can't wish it away or pretend it's not happening. It occurs in families, friendships, school, work, and our society in general. It can often make us angry and frustrated, but if managed properly, it can also strengthen relationships.</i> <p>Think-Pair-Share: Learners think about the following questions and then share their reflections with a partner before they share their observations with the rest of the class.</p> <ul style="list-style-type: none"> ▪ Think of a challenging conflict you were involved in recently. ▪ How did you react during this conflict? How did you feel? ▪ How do you usually react when confronted with a conflict? ▪ Does your reaction make things better or worse? <p><i>(In conflicts, we might feel mad and want to shout, say unkind words, kick and fight. This usually makes the situation worse).</i></p> <ul style="list-style-type: none"> ▪ How can you recognize if you are feeling really angry or upset in a conflict? <i>(heavy breathing, closed fists, tone, voice, etc.)</i> <p>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.</p>
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Day 2-

Today, you will learn about managing their emotions during conflicts.

Time	Activity and Description
10 minutes	<p>Ways to calm down: <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.</i></p> <p>Ask learners to share, if they are comfortable, of instances where this has happened to them or if they have said things they did not mean.</p> <p>Ask each pair of learners to cut out a heart made of paper. Ask one student to give it to another. The other student should crinkle the paper and return it. Get them to straighten out the heart as much as they can.</p> <ul style="list-style-type: none"> - Is it possible to bring it back to its original shape? - What is the lesson you can learn from this activity?

<p>5 minutes</p>	<p><i>There are lots of ways to help us manage these emotions when we are in an active conflict.. Can you think of any?</i> Have learners think of ways to calm themselves down in such situations.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> ▪ Counting to ten. You could count loudly or in your head. ▪ Find your happy place. Close your eyes and let your mind take you to a happy memory. ▪ 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. <ul style="list-style-type: none"> ● Tell learners to explain their conflict to a partner and role-play it. Discuss how you think the other person in the conflict felt. How could you guess? How would you react differently if the person reacted in a different way?
<p>20 minutes</p>	<p>Practising Mindfulness Techniques: Conflicts are a part of life and can be challenging to navigate, but by developing the skills to understand and manage our emotions, we can learn how to approach conflicts with greater understanding and empathy.</p> <p>We are going to practise 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 empathise with the emotions of others.</p> <p>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:</p> <p>"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</p>

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, 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."

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

3. **Empathy Building Activity:** 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 (***Empathy is being able to understand and share how someone else is feeling, even when you aren't in the same situation.***).

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. <i>This activity can be adjusted based on the needs and time constraints of your class.</i>
10 minutes	<p>Activity: Creating an Empathy Map Objective: To develop empathy and understanding towards others involved in a conflict. Materials: Whiteboard, markers, paper, pencils. Instructions:</p> <ol style="list-style-type: none"> 1. Introduce the concept of empathy and its importance in conflict resolution. 2. Explain what an empathy map is and how it can be used to understand another person's perspective and feelings. 3. Divide the class into pairs. 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. 5. Give each pair a sheet of paper and ask them to draw an empathy map for the chosen person. 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." 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. 8. After 10 minutes, ask the pairs to share their empathy maps with the class. 9. Discuss the common themes and differences that arise in the empathy maps. 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? 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.
5 minutes	<p>Reflection:</p> <ul style="list-style-type: none"> ● Why do you think it becomes challenging to show empathy during a conflict? ● If a conflict remains unresolved, what would the consequences be? Can all conflicts be resolved?


	<ul style="list-style-type: none"> What is the difference between making peace with another person and making peace with yourself, over a conflict? Can you think of times you have done either of them?
Homework	<p>Extension: Writing a Diary Entry</p> <ul style="list-style-type: none"> Ask: Do you know what a diary is? Do you have one? What do you write in it? Go through the structure of a diary entry: <p style="text-align: center;">Diary Entry Format</p> <p>September 11, 2022 ← Date Monday ← Day 3.00 PM ← Time</p> <p>Dear Diary, ← Salutation ← Body </p> <p>Name Signature</p> <ul style="list-style-type: none"> Imagine that you are the other person in your conflict. Using your Empathy Map, write a diary entry to explain your perspective of the conflict. Remember to use first person (<i>I, me, we, etc.</i>) Focus on how the other person would be feeling and express it in the entry.

Day 3 -

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

Time	Activity and Description
5 minutes	<p>Warm-up Activity: Mindfulness Exercise</p> <ul style="list-style-type: none"> Start the class with a mindfulness exercise to help learners focus and become present. Encourage learners to take deep breaths and relax their body. <p>Sharing Reflections:</p> <ul style="list-style-type: none"> Allow some time for learners to share reflections from their diary entry homework.
10 minutes	<p>Communication matters! <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>Activity: Active Listening Exercise</p> <ul style="list-style-type: none"> Divide learners into pairs and assign them as Student A and Student B. Instruct Student A to describe their day yesterday in the most interesting way possible within one minute.

	<ul style="list-style-type: none"> ● Instruct Student B to listen to Student A, but pretend to be uninterested. ● After one minute, instruct learners to switch roles and repeat the exercise. ● Have the pairs reflect on their experience and answer the following questions on the worksheet: <ul style="list-style-type: none"> ● How did you feel when you were describing your day to an uninterested partner? ● How did you feel when you were pretending to be uninterested? ● What observations did you make about your partner's body language? ● What could you do to make your partner feel more engaged and interested in what you are saying? 								
25 minutes	<p>Expressing Emotions and Needs</p> <p>Objective: To develop communication skills that allow learners to express their emotions and needs effectively.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Introduction: Discussion <ul style="list-style-type: none"> ● Ask learners to share a time when they had a strong emotional reaction to something and how they behaved in response. ● Ask the learners to think about what they could have done differently to communicate their emotions and needs effectively. 2. Activity: I-Statements Exercise <ul style="list-style-type: none"> ● 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. ● I-statements focus on your own feelings and experiences. It does not focus on what you think the other person has done. Here is a model you can use: <table border="1" data-bbox="415 1346 1256 1780"> <tr> <td data-bbox="415 1346 781 1419">How you feel</td> <td data-bbox="781 1346 1256 1419">I feel angry...</td> </tr> <tr> <td data-bbox="415 1419 781 1518">What you have that feeling about</td> <td data-bbox="781 1419 1256 1518">About the way you speak to me</td> </tr> <tr> <td data-bbox="415 1518 781 1627">Why you feel this way</td> <td data-bbox="781 1518 1256 1627">Because it makes me feel like you do not respect me.</td> </tr> <tr> <td data-bbox="415 1627 781 1780">What you would like to see instead</td> <td data-bbox="781 1627 1256 1780">I would prefer that you calm yourself down before saying anything to me in a fight.</td> </tr> </table>	How you feel	I feel angry...	What you have that feeling about	About the way you speak to me	Why you feel this way	Because it makes me feel like you do not respect me.	What you would like to see instead	I would prefer that you calm yourself down before saying anything to me in a fight.
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	<ul style="list-style-type: none"> ● Apply: Have learners think about their own conflict, or a situation when someone made them upset, either with a classmate or a sibling, and use the 'I' statement to share how they feel, then share the statements with their partner or with the class. <p>3. Discussion: Effective Communication</p> <ul style="list-style-type: none"> ● Ask learners to share how they felt after completing the I-Statements exercise. ● Discuss how I-Statements can help us to communicate more effectively and prevent conflicts. ● Ask learners to share how they can use I-Statements in their daily lives. <p>4. Conclusion: Reflection</p> <ul style="list-style-type: none"> ● Ask learners to reflect on how they can use effective communication skills to express their emotions and needs in a healthy and respectful way. ● Encourage them to practise using I-Statements in their interactions with others. 											
20 minutes	<p>Write a Letter</p> <ul style="list-style-type: none"> ● Sometimes, we may not always be prepared to speak to someone about an issue and would be more comfortable with penning our thoughts down. ● Have learners think about their conflict and write an informal letter to the other person in the format outlined below. <div data-bbox="386 1045 966 1690" style="border: 1px solid black; padding: 10px;">  <table border="0"> <tr> <td style="background-color: #e0e0e0; padding: 5px;">Sender's Address</td> <td>12, Ezdan Compound, Doha-Qatar</td> </tr> <tr> <td style="background-color: #e0e0e0; padding: 5px;">Date</td> <td>21st January 2022</td> </tr> <tr> <td style="background-color: #e0e0e0; padding: 5px;">Greeting</td> <td>Dear Tanya,</td> </tr> <tr> <td rowspan="4" style="background-color: #e0e0e0; padding: 5px;">Body of the Letter</td> <td> <p style="font-size: small; color: blue;">State the purpose of the letter.</p> <p>Introduction <i>Through this letter, I want to raise a concern I have about</i></p> <p style="text-align: center;">...</p> <p style="font-size: small; color: blue;">Write 1 or 2 reasons why the issue is important to you. Use 'I' statements.</p> <p>Supporting Detail <i>I feel about because...</i></p> </td> </tr> <tr> <td> <p style="font-size: small; color: blue;">Write 1 or 2 solutions to the issue.</p> <p>Solutions <i>I would prefer if we could ...</i> <i>How about we...</i> <i>Can we think about ...</i></p> </td> </tr> <tr> <td> <p style="font-size: small; color: blue;">End with a positive note.</p> <p>Conclusion <i>Thank you for your patience. I hope that we... I am looking forward to...</i></p> </td> </tr> <tr> <td> <p style="background-color: #e0e0e0; padding: 5px;">Subscription</p> <p style="background-color: #e0e0e0; padding: 5px;">Name</p> <p>Sincerely, Mohsin</p> </td> </tr> </table> </div> <ul style="list-style-type: none"> ● Have learners share their letters with their partners or read them aloud and give feedback on how they can make their letters better. 	Sender's Address	12, Ezdan Compound, Doha-Qatar	Date	21 st January 2022	Greeting	Dear Tanya,	Body of the Letter	<p style="font-size: small; color: blue;">State the purpose of the letter.</p> <p>Introduction <i>Through this letter, I want to raise a concern I have about</i></p> <p style="text-align: center;">...</p> <p style="font-size: small; color: blue;">Write 1 or 2 reasons why the issue is important to you. Use 'I' statements.</p> <p>Supporting Detail <i>I feel about because...</i></p>	<p style="font-size: small; color: blue;">Write 1 or 2 solutions to the issue.</p> <p>Solutions <i>I would prefer if we could ...</i> <i>How about we...</i> <i>Can we think about ...</i></p>	<p style="font-size: small; color: blue;">End with a positive note.</p> <p>Conclusion <i>Thank you for your patience. I hope that we... I am looking forward to...</i></p>	<p style="background-color: #e0e0e0; padding: 5px;">Subscription</p> <p style="background-color: #e0e0e0; padding: 5px;">Name</p> <p>Sincerely, Mohsin</p>
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	<ul style="list-style-type: none"> • Have learners incorporate feedback they received from their partners/classmates.
5 minutes	<p>Optional Activity: Communication Challenge</p> <p>Materials: Blindfolds</p> <p>Objective: To show that communication is essential in resolving conflicts.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 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. 2. The student giving instructions should only use verbal communication and cannot touch the drawing or the blindfolded student. 3. After 5 minutes, have the pairs switch roles. 4. Debrief the activity by asking learners how communication was important in completing the task and what challenges they faced.

Day 4 – Exploring how conflicts are resolved

Time	Activity and Description
10 minutes	<p>Activity: Active Listening Practice</p> <p>Objective: To review the importance of active listening and practise active listening skills.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Begin by discussing the importance of active listening and the steps involved. Highlight the benefits of active listening in building strong relationships with others. 2. Hand out cheat cards to each pair of learners. 3. Have learners sit in pairs. 4. In each pair, one person will speak for one minute while the other listens actively. 5. After one minute, switch roles, and repeat. 6. Use the timer to keep track of the speaking time. 7. Once both learners have had a chance to speak and listen actively, have them reflect on their experiences with the class. 8. Discuss what they learned and how it felt to be listened to actively. 9. Emphasize the importance of active listening in building strong relationships with others. <p>Cheat cards:</p> <ol style="list-style-type: none"> 1. Stop what you're doing and be fully present with the person speaking.

	<ol style="list-style-type: none"> 2. Focus on what the person is saying by listening carefully and paying attention to their body language and tone of voice. 3. Encourage the person to keep talking by using open-ended questions like "Tell me more" or "How did that make you feel?" 4. Respond in a kind and compassionate way, showing that you understand their point of view.
30 minutes	<p>Conflict Resolution Skills:</p> <p>Objective: To teach learners problem-solving skills and conflict resolution through a fun and interactive game.</p> <p>Materials: Game dice, whiteboard/blackboard/flipchart, conflict resolution handout.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Use the whiteboard/blackboard/flipchart to create a list of different conflict resolution strategies that the learners suggest. 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. 3. Once the learners have their characters and conflicts, they will pair up with a partner to create a story about the conflict. 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. 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. <p>By playing this game, learners will learn important problem-solving and conflict resolution skills while having fun and being creative. It's a great way to teach learners how to work together to solve problems and build strong relationships with their peers.</p> <p>Here are some options for what could be written on the game dice for the activity:</p> <p>First person is:</p> <ol style="list-style-type: none"> 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 organised

	<p>Second person is:</p> <ol style="list-style-type: none"> 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 <p>What happened to them:</p> <ol style="list-style-type: none"> 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 <p>Here is an example of what could be included in the conflict resolution handout:</p> <p>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.</p> <p>Step 2. Reflect Think about what happened and why there is a conflict. Write down what happened and how you feel about it.</p> <p>Step 3. Listen to both sides 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 Brainstorm possible solutions to the conflict. What options are available to both people? Discuss what would work best for both people and what won'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>
10 minutes	<p>What influences how we react to conflict?</p> <p>Different people perceive and react to conflicts differently. Discuss with the learners: Where do you think we get our understanding of conflict? Is it through our parents? Through movies? etc.</p> <p>Many people believe that what we see on TV and in the movies affect how we handle our problems. Deep-dive into the role of media in shaping one's view of conflict:</p> <p>- How is conflict portrayed in movies, in the news? What about music?</p>

	<p>- Is it always an accurate representation? - Is violence glorified or just a representation of what happens in reality?</p> <p>Optional: As a home assignment, ask learners to choose one scene from a TV show or movie that shows characters addressing a problem in unhealthy ways. Then, using their knowledge of conflict resolution, they should note points on the following:</p> <p>- Describe the conflict - How are the characters handling the conflict? - What's the overall message viewers may be getting about how to solve problems?</p>
5 minutes	<p>Closing:</p> <ol style="list-style-type: none"> 1. Recap the objectives and steps of today's activities. 2. Ask the learners to share their experiences and feedback from the activities. 3. Discuss how they can apply these skills in their personal lives. 4. Have the learners write down one thing they learned and how they plan to use it in the future. 5. Emphasise the importance of continued practice and improvement of these skills.

Day 5-

Today, you will research and prepare for a debate on the topic of displaying unhealthy ways of dealing with conflict in popular media

Time	Activity and Description
1 hour	<p>Research and Preparation for Debate (15 minutes)</p> <ul style="list-style-type: none"> ● Teacher introduces the debate topic 'There should be a ban on displaying unhealthy ways of dealing with conflict in popular media.' ● Teacher explains the format and rules of the debate. ● Learners work in groups to research and develop their arguments for or against the ban on displaying unhealthy ways of dealing with conflict in popular media. ● Teacher provides feedback and guidance as needed. ● Learners practise their public speaking and presentation skills by rehearsing their arguments and receiving feedback from their peers and the teacher. <p>Debate Preparation and Practice (20 minutes)</p> <ul style="list-style-type: none"> ● Learners continue to practise and refine their arguments and rebuttals. ● Teacher facilitates peer review and feedback sessions to help learners improve their arguments. ● Learners practise active listening skills by providing feedback to their peers. <p>Debate time (20 minutes)</p>

- The teacher assigns groups to argue for or against the ban.
- Each group presents their arguments and responds to their opponents' arguments.
- The teacher facilitates the debate and ensures that all learners have an opportunity to speak and participate.
- After each group has presented their arguments, the class engages in a discussion to reflect on the debate and evaluate the effectiveness of each group's arguments.

Reflection and Evaluation (5 minutes)

- learners reflect on their performance and identify areas for improvement.
- Teacher provides feedback on the learners' performance and identifies areas for improvement.
- learners write a reflection on what they learned from the PBL and how it can be applied to their daily lives.

Debate Structure:

1. Opening Statements (2 minutes per group)
 - Group A argues in favour of the ban on displaying unhealthy ways of dealing with conflict in popular media.
 - Group B argues against the ban.
2. Rebuttal (2 minutes per group)
 - Group A responds to Group B's opening statement and counters their arguments.
 - Group B responds to Group A's opening statement and counters their arguments.
3. Cross-Examination (2 minutes per group)
 - Group A asks Group B a question related to their argument.
 - Group B responds to the question and asks Group A a question related to their argument.
 - Group A responds to the question and the process continues for a set amount of time.
4. Closing Statements (2 minutes per group)
 - Group A summarises their argument and restates their position on the topic.
 - Group B summarises their argument and restates their position on the topic.
5. Reflection and Evaluation (Class Discussion)
 - The teacher leads a class discussion to reflect on the debate and evaluate the effectiveness of each group's arguments.
 - learners share their opinions and engage in respectful dialogue with their peers.

	<ul style="list-style-type: none"> The teacher provides feedback on the learners' performance and identifies areas for improvement. <p>Assessment:</p> <ul style="list-style-type: none"> Participation and engagement during the debate (20%) Use of persuasive techniques, effective use of evidence, and respectful dialogue (50%) Peer review and feedback (20%) Reflection on the debate and identification of areas for improvement (10%)
10 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 you are still thinking about and would like to explore? - How do you plan to use what you have learned?

Additional enrichment activities:	- Empathy scenario cards: Ask learners to make different scenarios on cards , 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.
Modifications for simplification	- If the learner is unable to write their own letters, then encourage them to verbally share what they would include in their letters.