METACOGNITIVE SKILLS

LESSON 11-29 ▲ DEALING WITH CONFLICT

**LEARNING GOALS/OUTCOMES**

* Define and understand conflict.
* Identify reasons conflicts arise.
* Introduce the benefits of conflict.
* Use/learn strategies to more effectively communicate their message/s.

**MATERIALS NEEDED**

* **Chart paper**
* **Markers**

**CLASSROOM ACTIVITIES**

1. **Have students stand up and find a partner** or have them face a wall if students don’t have partners. Have the students push against the hands of their partner or the wall as hard as they can with their palms facing out for about ten seconds. After time is up, ask the pair to sit together.

Ask the students what they experienced during this activity. Ask them if they noticed that the harder they pushed, the harder the other person pushed back. If they noticed that when they pushed a little harder, the other students pushed.

Explain to the students that they were communicating, both verbally and nonverbally, during the activity and that communication involves both sending and receiving messages. The communication style sends a message about your intentions for communicating and to communicate successfully, people need to be both an effective sender and an effective listener of information. Share with the students that the interaction they just shared was a conflict, whether positive or negative.

1. **On the chart or board, write the words *Conflict*, *Issues*, and *Benefits*** with enough room for students to write under each word. You may write each word as you go.
2. **Ask the pairs what they think the word “conflict” means to them and why they think conflicts happen.** After a few minutes, under the appropriate word, have the students write their definitions of conflict and reasons why conflicts happen. Share with the students that conflict is “a disagreement or clash between ideas, principles or people.
3. **Ask the students if there are any benefits of conflict.** After a few minutes, have them write the benefits on the chart paper or board.
4. **Ask the students to think about a conflict they had with someone in the last week.** Ask them to:

* Recall what the conflict was about.
* Recall why it occurred.
* Recall how they felt about the situation. If others were around, what did they do?
* Recall the decisions they made and the impact it had on the outcome.
* Think about what they would do differently.
* Think about the benefits the conflict had on their relationship

1. **Ask to share with their partners what they learned about conflict and how they think conflict impacts the decision to go to college.** Ask them how much of an effect does conflict seem to have on their life. What are the similar ideas that people here have about conflict? What are the differences?

**STUDENT PRODUCTS**

* **None**

**ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**

This lesson is designed to help students understand conflict, the impact conflict may have on them going to college, and effective ways to deal with conflict. Conflict is a disagreement in a relationship and it is sometimes difficult for teenagers to resolve their issues if they do not have the tools to effectively communicate. Make sure that when students leave the lesson they understand that:

* Conflict is defined as a disagreement or clash between ideas, principles, or people (Encarta Dictionary).
* Conflict exists in every relationship regardless of a people’s background (e.g. age, gender, ethnicity, wealth status, religion or country of origin).
* Conflict doesn’t have to be a bad thing as long it is resolved effectively. It can actually lead to personal and eventually professional growth.
* **Migrant Student Data, Recruitment and Support**

[www.msdr.org/](https://www.msdr.org/)

* **Resolution Washington**

[resolutionwa.org/](http://resolutionwa.org/)

* **National Association for Community Mediation**

[www.nafcm.org/](http://www.nafcm.org/)