



Problems and Conflict Resolution


Relationship Realities, Module 4





AGENDA




1. Brainstorm: Think about the last conflict you were involved in. What was the issue? How did you solve it?



2. As a class, resolve the conflict in Scenario 1 using the SCOPE-IT strategy.



3. Working with a partner or small group, resolve the conflict in Scenario 2 using the SCOPE-IT strategy.



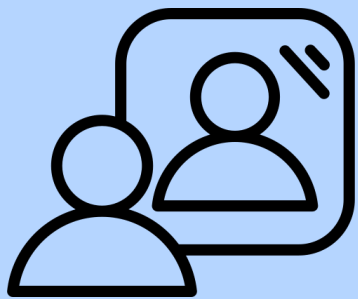
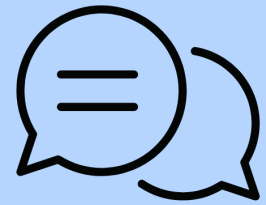
4. Reflect: Has there ever been a time when you've been grateful for the understanding or learning that was the result of the conflict?



BRAINSTORM



Think about the last conflict you were involved in. What was the issue? How did you solve it?



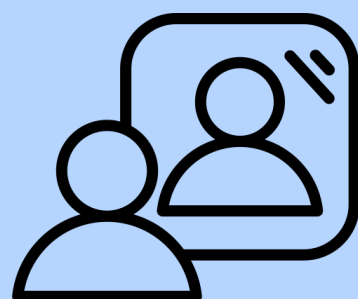
DISCUSS



Share your responses from the brainstorm section.

Guiding Questions:

- What was the conflict about?
- Who was the conflict with?
- What solutions did you come up with?
- Did the conflict get resolved?



DIVE IN



SCOPE IT!

Strategy

Stop and take some deep breaths.

Consider how we are feeling and why.

Options – what can we do?

Plan – what are the steps?

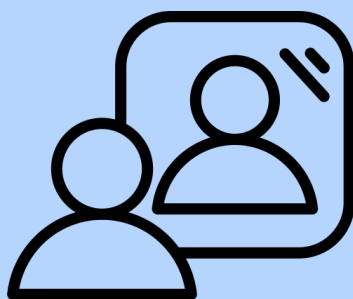
Evaluate the outcome.

Insights: How can I use what I've learned? What do I know about myself now?

Transform: Is that consistent with the person I want to be? If not, what do I need to do differently?

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emozi HIGH SCHOOL




ACTIVITY



Working with a partner or small group, resolve the conflict in Scenario 2 using the SCOPE-IT strategy.

Guiding Questions

1. What precisely is the conflict?
2. What are potential solutions to solve the conflict?
3. What obstacles might we encounter?

 **High School**

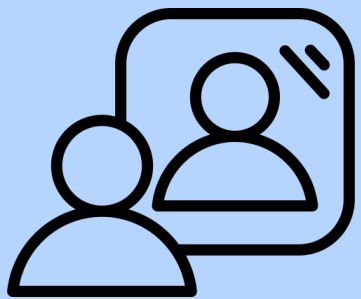
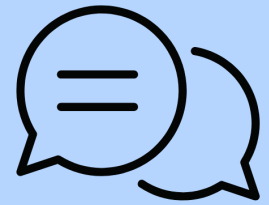
Worksheet

Name: _____ Date: _____

Conflict Resolution

SCOPE-IT!	Scenario 1: All your friends are going out on Saturday night, but you have to study for the ACT.	Scenario 2: A bunch of friends have reserved a hotel room for a post-prom party. Your parents only let you go if adults are present.
Stop and take some deep breaths. Identify the precise problem.	I really want to go out with my friends but I also need to do well on this test.	
Consider how you are feeling and why.	I haven't been able to hang out with my friends in forever! But if I don't do well, I might not get into the school I want to attend.	
Options: What can you do? What obstacles might get in the way?	I could go out and come home early and study. But I might not want to come home once I'm out. I could study for a while and then come home, but I might be focused on going out instead of studying.	
Plan: What are the steps?	Doing well on the test will help me achieve my goal. Going out won't.	
Evaluate the outcome.	I'm sorry that I missed out on a fun time, but I'm glad I focused on achieving my goal.	
Insights: How can I use what I've learned?	Next time I'll try to organize something after the test!	
Transform: Is that consistent with who I want to be?	Being with my friends is important, too. I'm OK with my decision.	

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REFLECT



Has there ever been a time when you've been grateful for the understanding or learning that was the result of the conflict? For example, maybe a conflict helped you develop a new understanding about something or maybe you made a new friend as a result?



Extend & Enrich

Engineering design challenges are a great way to provide students with an opportunity to hone their conflict resolution skills. A crucial part of the design process is problem solving with team members so their project is successful. If time allows, students can engage in one of the engineering design challenges listed below. These challenges are flexible in both timeline and materials. Teachers can set specific limits for the challenges based on their schedule and the needs of their students, and they can use materials that are readily available.

- Build race cars using upcycled household materials such as food boxes, soda bottle caps, etc.
- Construct a boat that holds the greatest number of pennies without sinking.
- Design a device to protect an egg from breaking when dropped from a predetermined height.
- Construct the tallest tower possible using pasta (or toothpicks or popsicle sticks) and marshmallows.
- Use a website simulation tool to simulate the spread of a disease.

For additional ideas, visit: www.teachengineering.org.



Home Connection



High School

Home Connection

Problems and Conflict Resolution

Dear _____,

I'm excited to share that your student has been learning about conflict resolution in class. We introduced the SCOPE-IT strategy, a helpful tool for finding solutions to conflicts. The steps of this strategy are:



We emphasized the importance of first identifying the precise conflict before exploring potential solutions and considering possible obstacles. Students practiced applying this strategy through various scenarios, working individually and in groups to find effective resolutions.

Please discuss this question with your student: Can you explain the SCOPE-IT strategy and share an example of how you might use it to resolve a conflict? This will help reinforce their learning and encourage them to apply these skills in real-life situations.

Please do not hesitate to reach out with any questions or concerns.

Best,

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Professional Development



Take 5 minutes to consider: Are there ways you can authentically incorporate conflict resolution into your classroom community?





Lesson Complete!

