

How Many Sides Does a Conflict Have?

Considering Different Points of View in a Real-Life Conflict



BIG IDEAS

- › Considering the needs and feelings of each person involved in a conflict prepares you to resolve the conflict respectfully.
- › Brainstorming different ways to resolve a conflict gives you lots of options to choose from.



LEARNING OBJECTIVES

Students will:

- › Compare their perspective on a conflict with the perspectives of others involved.
- › Generate a variety of suggestions for how their conflict could be resolved.



VOCABULARY

Conflict › a situation in which it seems that different people's goals cannot fully be met at the same time

Needs › your interests in a conflict situation; what would have to happen in order for you to meet your goal

Perspective › your point of view; the way you see things

Resolve › settle a conflict; find a solution to a conflict

Respect › showing consideration for everyone's needs and feelings in choosing a solution to a conflict



CHARACTER CONNECTION

Students practice **empathy**, by thinking about a conflict in their life from someone else's perspective, and **respect**, by considering the needs and feelings of each person involved.

THEME

Resolving Conflicts Respectfully

GRADE LEVEL

4-8

TIME

45 minutes

MATERIALS

Thinking Through Your Conflict worksheet (attached); Venn Diagram (attached); Pens/pencils, highlighters; Projector and laptop for video (optional but recommended); 30-second video clip (optional but recommended), *The Simpsons – Chip Thieving Dogs*, available:

- › on our website, with this lesson plan
- › on YouTube: <http://www.youtube.com/watch?v=3W1OrcMPMb0&list=PL0123643EAC6F8CD8&feature=share&index=1>
- › on TeacherTube: http://www.teachertube.com/viewVideo.php?video_id=340248



Directions

INTRODUCTION

1. In the pre-visit lesson, *The Conflict Resolution Menu*, students brainstormed solutions to a fictional conflict. But when the conflict is actually happening, it can be harder to know what to do. To get students thinking about this phenomenon, do the following:

- › **OPTION 1: Play the video “The Simpsons – Chip Thieving Dogs” (30 seconds)**, included with this lesson plan on our website (<https://libertymuseum.org/liberty-institute/tours/overview/>). You can also access the video clip at either of the following links:

How Many Sides Does a Conflict Have? cont'd.



ACADEMIC STANDARDS

Common Core Language Arts

CCSS.ELA-LITERACY.SL.4-8.1 >

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.

PA Student Interpersonal Skills

16.1.5.A > Examine the impact of emotions and responses on view of self and interactions with others.

16.2.8.E > Evaluate problems or situations to determine when and what additional support is needed.

NJ 21st Century Life & Careers

9.1.4.A.1 > Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

- TeacherTube: http://www.teachertube.com/viewVideo.php?video_id=340248
- YouTube: <http://www.youtube.com/watch?v=3W1OrcMPMb0&list=PL0123643EAC6F8CD8&feature=share&index=1>

Ask students the following questions:

- In this video, what do Homer and the dogs both want? (Chips)
- Is there a way they could all get what they want? (Sure, they could share the chips.)
- Is the conflict being resolved effectively? (No, the dogs keep stealing the chips and Homer doesn't get any.)
- How does Homer feel in this video? (frustrated, upset, etc.) How do the dogs feel? (happy, etc.)
- It was easy for us to think of a way to resolve the conflict. Why haven't Homer and the dogs resolved it? (Because they aren't stopping to think it through and make a plan.)

> **OPTION 2:** If you are unable to play videos in your classroom, have students brainstorm for one minute on the following question: Why are conflicts hard to resolve? Have them share their ideas, and then highlight the ideas that people are often upset when they have a conflict, and that people don't always stop and think their conflicts through.

2. Ask students to think of a conflict they are involved in currently that they are unsure how to resolve. Remember, a conflict does not have to be a big, dramatic fight. A **conflict is a situation in which it seems different people's goals cannot fully be met at the same time.** Be sure to let students know they may be sharing their conflict with others.

RESPECTFUL CONFLICT RESOLUTION

3. On their visit to the National Liberty Museum, students learned that resolving conflicts respectfully is one of the most powerful things they can do, because this habit supports liberty.
4. Ask students, "**When people resolve a conflict respectfully, what kinds of things do they do?**" Get some ideas from students and keep a list on the board or a flipchart. Then ask, "**What kinds of things do they not do?**" Again, gather students' responses and keep a list (or have a volunteer keep a list).
5. Share or highlight the idea that **in order to resolve a conflict respectfully, everyone's perspective, including their needs and feelings, should be considered.**

How Many Sides Does a Conflict Have? cont'd.

NOTES

THINKING THROUGH YOUR CONFLICT

6. To help students clarify their conflict, have them complete the *Thinking Through Your Conflict* worksheet.
 - › This will help them understand who is involved in the conflict, as well as thinking critically about what each person wants or **needs**, and considering how each person might feel about the conflict. This helps students try on different **perspectives** and practice **empathy** for the other people involved in their conflict.

BRAINSTORMING TO RESOLVE YOUR CONFLICT

7. Distribute copies of the Venn Diagram (attached). For the purposes of this lesson, students will work independently to brainstorm solutions to their conflict. They should write their solutions only on one side of the Venn Diagram.
8. When students seem to be running out of ideas, poll the room to see who has three or more solutions... five or more solutions... Who has the most solutions?
9. Have students read over their list and highlight any solutions they think the other person or people in their conflict would agree to. They should copy these solutions into the center of the Venn Diagram. By leaving the other side of their Venn Diagram blank, they have created room for the other person's ideas.
10. Ask students to recall when they worked with a partner in the pre-visit lesson to brainstorm solutions to a fictional conflict. Tell students real conflicts come with built-in partners to work with. Share the following quote with students and let them share their thoughts about it:

“If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner.” —Nelson Mandela

WRAP-UP

11. Ask students to look again at their *Thinking Through Your Conflict* worksheet and put themselves in the shoes of one of the other people involved in their conflict. **What solutions do you think this person might suggest if they were working alongside you to brainstorm ways to resolve this conflict?** Have students share responses as a pair-share or exit ticket.



Extension

If students did the pre-visit activity *Do You See What I'm Saying?*, have them recall what they learned about **active listening**. If it is practical to do so, have students sit down with one of the other people involved in their conflict and interview them to find out their ideas for possible solutions, using their active listening skills.



“If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner.”

—Nelson Mandela



Thinking Through Your Conflict

Worksheet

NAME _____

WHO IS INVOLVED?	WHAT DOES THIS PERSON NEED OR WANT?	HOW MIGHT THIS PERSON BE FEELING?
Person 1:		
Person 2:		
Person 3:		
Person 4:		
Person 5:		



How Many Sides Does a Conflict Have?

Venn Diagram

NAME _____

CHECK FOR RESPECT

- Does this solution work for me?
- Does this solution work for you?
- Do I feel good about this solution?
- Do you feel good about this solution?

