

Conflict Resolution

Month: Oct.

Week #: 6

Day: a. Mon. Time: 30 min.

Time to Take a Stand!

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Objectives/Aims

The students will: be able to differentiate between social situations in which they need to 'take a stand' and those in which they should walk away or ignore the other person.

Materials

none

Illustration

The larger boy has forcibly taken the ball away from the little girl. Should she 'take a stand' or let him get away with it?



Background

Deciding to 'take a stand' involves making both moral and ethical judgments that are contingent upon the context of the situation.

Group Activity

Say, "I'm going to describe some different social situations. In each situation you're going to need to decide if you would 'take a stand,' which means standing up for yourself, someone else or for what is right, or if you should simply walk away or ignore

the situation. After I describe the social situation, I want you to stand up if you think you should take a stand or remain sitting if you think you should walk away or ignore the situation. Whether you stand up or remain sitting, be prepared to explain the reasons behind your action. To help remind everyone, who can tell us what it means to 'take a stand'? By the way, we're not going to talk today about how to take a stand. We'll be dealing with that later."

Note: Whether a student decides to take a stand or not is at times obvious. At other times, it is dependent on the rationale that the student gives for his or her decision. Accept all reasonable answers, but don't be afraid to challenge their thinking.

Social Situations:

- you see two larger, older students picking on a younger student
- a friend tells you something that you know is a lie
- somebody accidentally bumps into you when walking by and doesn't apologize
- another student keeps 'cutting' you down by saying negative things about you
- somebody takes your spot when you get up to get a drink
- another student reaches over and keeps playing with your ear
- a friend teases you by calling you a nickname that you don't like
- a friend offers you drugs
- you see another student writing on the wall with a permanent marker
- a classmate keeps acting silly to get your attention, which you find annoying
- another student physically harms you by using violence

Social Situations: (continued)

- another student gets into your things and borrows a book of yours without asking
- a group of students are making jokes about other people's appearance or beliefs

Group Discussion Questions

1. After describing each social situation, ask a standing person why he or she thinks it is important to take a stand in this particular situation. Correspondingly, ask a seated person why he or she chose not to take a stand.

2. In each particular situation, ask the students why they think the person acted like they did. Understanding why a person acts a certain way can help us both empathize with the other person's needs and formulate an appropriate response.

Variations/Extensions

1. Ask the students to describe social situations that they have actually encountered at school.
2. Have the students act out the various social situations as people puppets.

Conclusion

Say, "After asking some of the students what they learned from these situations, say, "You can waste a lot of your time trying to chase every 'fire engine' or conflict in your life. Some situations just aren't worth the time and energy. On the other hand, there are some social situations that demand our attention if we intend to live our life with integrity."

Oct. 6 a. Mon.

Conflict Resolution: Time to Take a Stand!



**The larger boy has forcibly taken the ball away from the little girl.
Should she 'take a stand' or let him get away with it?**

Conflict Resolution

Objectives/Aims

By the end of this unit, your child will be able to differentiate between social situations in which they need to 'take a stand', know how to use the appropriate words to take a stand and know how to use an 'I statement'.

Background Information for Parents

'Taking a stand' involves making both moral and ethical judgments that are contingent upon the context of the situation. This is an extremely important skill for children to acquire and will take a lifetime to refine and perfect.

When someone does or says something that is truly destructive to himself, you, others, or the environment, it's time to take a stand. Using selective words instead of using physical force or violence is the first step in taking a stand.



Day 1

1) In the picture above, the larger boy has forcibly taken the ball away from the little girl. Should she 'take a stand' or let him get away with it?

2) If the other person is bigger than you and you feel afraid or threatened by him or her, what should you do?

3) Write 'TaS' in front of the situations when you think you should 'Take a Stand.'

- _____ You see two larger, older students picking on a younger student.
- _____ A friend tells you something that you know is a lie.
- _____ Somebody accidentally bumps into you when walking by and doesn't apologize.
- _____ Another student keeps 'dissing' you by saying bad things about you.
- _____ Somebody takes your spot when you get up to get a drink.
- _____ Another student reaches over and keeps playing with your ear.
- _____ A friend teases you by calling you a nickname that you don't like.
- _____ A friend offers you drugs from his family's medicine cabinet.
- _____ You see another student writing on the wall with a permanent marker.
- _____ A classmate keeps acting silly to get your attention, which you find annoying.
- _____ Another student physically harms you by using violence.

(over)

Background Information for Parents

Learning how to distinguish between good and bad words is also an important skill for children to acquire. 'Good' words tell us that others like us, encourage us to do more or better, and help us feel better about ourselves. 'Bad' words do just the opposite: they tear us down, make us feel bad, and hurt us.

When we are standing up for ourselves and using words, using the word 'you' in particular, and labeling another person can put that person on the defensive. In contrast, the other person is more likely to hear us if we state the problem and our feelings with an 'I' statement.

Finally, depending on their temperament and personality, people will often stand up to others by using either a silly or angry voice and disposition. When a silly voice or expression is used, people tend to not take us seriously. When we react with anger, it tends to escalate the degree of the conflict. A strong, firm voice and disposition indicate that we are serious about the matter, but respectful of the other person as well.



Day 2

1) Look at the picture. What are the boy and girl doing and saying to IKE, the Invisible Kid?

How is IKE reacting?

2) Do you believe in the saying, "Sticks and stones may break my bones, but words will never hurt me?" Yes____ No____ Depends_____ Explain your answer:

Day 3

1) One of your friends has been teasing you by calling you a name you don't like. You tried ignoring him or her, but that didn't work. Now you are going to take a stand by using an I STATEMENT. Write down the words you would say:

2) When giving this I STATEMENT, would you use a weak and silly voice, a angry and mean voice, or a strong, firm voice?

3) Say the I STATEMENT to your parent/s using the appropriate voice. P.I. _____