

Conflict Resolution

Month: Oct.

Week #: 6

Day: d. Thur. Time: 30 min.

Say it Strong and Firm

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Objectives/Aims

The students will learn to stand up for themselves and state their grievances in a strong, firm voice.

Materials

none

Illustration

Harry is upset with his friend Tess and he's telling her using the same words, but in three different ways. I wonder which way she'll listen to?

Background

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.



Group Activity

1. Review 'I' statements.

2. Say, "Once again, I'm going to tell you a story using 'I' statements. It's about a student, Harry, who's very upset with his friend Tess. She's been bragging that she's a better reader than him and it's been hurting his feelings. I'm going to tell this story three times in three different ways. Listen carefully to my voice, watch my facial expressions and general body posture. Think about which way would be the best."

The 1st way: [yelling, angry voice; shaking fist and stomping feet; angry expression] I am very mad and hurt, Tess! I don't like it when people put me down by bragging about how well they do something!

The 2nd way: [firm, strong voice; firmly planted feet and squared shoulders; serious expression] I am very mad and hurt, Tess. I don't like it when people put me down by bragging about how well they do something.

The 3rd way: [soft, silly, almost apologetic voice; dancing feet and rounded shoulders; smiling or silly expression] I am very mad and hurt, Tess (giggle, giggle). I don't like it when people put me down by bragging about how well they do something (giggle, giggle).

3. After answering the Group Discussion Questions, split the students into pairs. Have them stand facing each other. Tell one person that they will be *A* and the other person that they will be *B*.

Group Activity (continued)

Have *A* and *B* take turns experiencing the three different ways of expressing a concern or problem (e.g. angry, serious or silly). Reiterate the conclusions reached through the Group Discussion Questions.

Group Discussion Questions

1. What was different about these three ways?
A: One was angry, one was firm and the other was silly.
2. What did you notice about actor's voice tone and level? ... facial expression? ... posture?
3. Which way did you like the best and why?
A: The firm way because a person would take what the actor was saying seriously and not laugh or get angry.
4. What did you learn from this activity?
A: How you say something can be just as important as what you actually say.

Variations/Extensions

Conclusion

Say, "The kind of voice tone, facial expression, and posture you use when you are standing up to someone else is very important. Remember to plant your feet firmly on the ground, square your shoulders and say it with a strong and firm voice!"

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Conflict Resolution: Say it Strong and Firm



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