


CONFLICT RESOLUTION- LEVEL 1

Description:	Learners will practice ways to deal with conflicts in a healthy way, learn to manage their own feelings and identify those of others to develop healthy relationships and emotional intelligence.
Leading question:	Can I express myself effectively and with empathy during conflicts?
Age group:	6-7 years old
Subjects:	Social-emotional learning, Literacy
Total time required:	7.5 hours over 5 days
Self-guided / Supervised activity:	Supervised
Resources required:	- Notebook/ Paper - Pencil/ pen - rope
Learning outcomes:	<ul style="list-style-type: none"> ● Identify causes and effects of conflict ● Practice different strategies to diffuse or resolve conflict situations ● Understand empathy through imagining and describing the feelings and motivations of people in challenging situations. ● Explore different perspectives to understand an issue better ● Develop the art of making apologies ● Use art to express and communicate

Day 1




Today, you will learn what conflict means and reflect on your reaction to conflicts.

Time	Activity and Description
20 minutes	<p><i>In the next 5 days, you are going to learn about why conflicts happen and how to resolve them. On Day 5, you are going to invite your family members and friends to watch you perform conflicts and resolve them, using the different techniques you have learned.</i></p> <p>See - Think - Wonder: Show the learners an image that represents a conflict</p>  <ul style="list-style-type: none"> - What do you see? (Point out to learners that they should describe exactly what they see, not what they think they see). - What do you think is happening? What do you think is the reason? - What do you see that makes you say that? - What does it make you wonder?

10
minutes

- Learners will discuss and share what conflict means:
 - What comes to your mind when you hear the word “conflict”?
 - What does it mean?
 - What are some other words that mean the same in your language?
- *Conflict is a strong disagreement or a bad feeling between two people . Conflicts can be hard to resolve. We all have disagreements with other people at some point in our life. Conflict resolution is an important life skill that must be learned.*
- **Think & Discuss:** Can you think of examples of conflicts you were involved in or know about? It could be with your sibling, parents or friends. Why do you think conflicts happen?
- Have learners tick (✓) next to the boxes to show how they would typically handle conflict with friends and family, then decide if this is a negative or positive way to react.

My Response	Usually	Sometimes	Never	Positive or Negative
Raise my voice or yell 				
Ignore or walk away 				
Apologize 				
Threaten				

					
	<p>Get upset or cry</p> 				
	<p>Ask an adult to help</p> 				
<p>20 minutes</p>	<p>● Reflect:</p> <ul style="list-style-type: none"> - How does it feel when you react like this with a friend/family member? What do you think their reaction is? - Why do you think you respond in that way to handle the conflict? <p>How we react during conflicts:</p> <ul style="list-style-type: none"> ▪ <i>Conflict is part of life. We can't wish it away or pretend it's not happening. It occurs in families, friendships, school, work, and our society in general. It can often make us angry and frustrated, but if managed properly, it can also strengthen relationships.</i> <p>Role Play (in pairs) Share the following scenario with the learners: Your friend doesn't want to play with you</p> <ul style="list-style-type: none"> ▪ Respond to this scenario by acting out a negative reaction. ▪ Does this reaction make things better or worse? ▪ Respond to this reaction by acting out a positive reaction? How did you feel? <p>Think & Discuss: How do you usually react when confronted with a conflict?</p> <p><i>(In conflicts, we might feel mad and want to shout, say unkind words, kick and fight. This usually makes the situation worse).</i></p> <ul style="list-style-type: none"> ▪ How can you recognize if you feel really angry or upset in a conflict? Learners can act out through body language (<i>heavy breathing, closed fists, tone, voice, crying, screaming, etc.</i>). 				

20
minutes

Ways to calm down:

- *A big part of resolving a conflict is managing our emotions. Feelings like anger or frustration can make us do or say things we don't mean or will most probably regret later. There are lots of ways to help us manage these emotions. **Can you think of any?***
- Have learners think of ways to calm themselves down in such situations.


Suggestions:



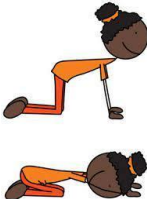
- Counting to ten. You could count loudly or in your head.
- Find your happy place. Close your eyes and let your mind take you to a happy memory.
- Counting items in a room is a great way to help us when we feel angry.
- Breathing in and out. Imagine you are blowing into a balloon. Take a big deep breath in and slowly breathe out the air as if you are blowing into a balloon.

● **Practice:**

Learners will do some stretching exercises while deep breathing to practice some of the techniques to calm down.



<p>Breathe in and out throughout the process.</p>	
<p>Stretch your toes forwards and backward.</p>	

	<p>Bend over and hold your toes.</p> 
	<p>Stretch your shoulders up, one at a time.</p> 
	<p>Try Child's pose to relax.</p> 
10 minutes	<p>Reflect: How will you react when you face a conflict in the future? <i>(Keep note of the different conflicts you discussed today and ways to calm down because you are going to use these in your final performance).</i></p>

Day 2

Today, you will learn about emotions, empathy, and communication

Time	Activity and Description
20 minutes	<p>Tug of War: Learners play tug of war to better understand the value of finding common ground in difficult conversations and appreciate how the other person approaches the conversation.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Learners stand and hold the rope taut in between them. 2. They are then told that they will be given 15 seconds to attempt to move the rope closer to their side. 3. Each time they successfully do this, they will receive one point. 4. Learners are instructed to track how many points they earn in the 15 seconds.

	<ul style="list-style-type: none"> ● Identify how many learners received zero points, one point, and so on. Lead a discussion with three main areas of discussion: ● Begin by asking how learners who received 3 points or less approached the game – was it with a win/lose mentality? What were their assumptions about how the other person approached the game? ● Some learners may have upwards of 10 points. These pairs have figured out that by working together, they can quickly move the rope back and forth between them so that each of them can score a greater number of points. Ask these teams how they made this choice? How did they approach the game? If no learners figured out this ‘winning’ strategy, role-play this scenario and discuss the outcome with learners. ● End the activity with a discussion that critical conversation is a two-way street and that there can be multiple ‘winners’ in conflict resolution. <p><i>(In the final performance, a group of learners could perform tug-of-war then lead a discussion with the audience on how critical conversation is a two-way street).</i></p>
15 minutes	<p>Activity: Emotion Charades Purpose: Learners have to first acknowledge their feelings before they move to dealing with others’.</p> <p>This game requires flashcards of emotions (you can write down a list of feelings, cut them into individual pieces, and put them into a jar/ box).</p> <ul style="list-style-type: none"> - One learner takes a card from the deck representing an emotion. - The learner acts out the emotion for the other players to guess without using words. - Learners try to connect that feeling to a previous experience or tell when they feel this way. - All learners take turns.
15 minutes	<p>Empathy Learners think about a time when they felt sad just because someone close to them was sad or when they were excited because of someone else’s excitement.</p> <p><i>That is empathy! Empathy is being able to understand how someone else is feeling, even when you aren’t in the same situation.</i></p> <p>Discussion: Spark a discussion with learners on the following:</p> <ul style="list-style-type: none"> ● Do you think empathy is important during conflicts? Why or why not? ● List 5 ways in which we can show empathy to someone? <i>(Eg: listen carefully, be open and honest, ask questions, appreciate differences, etc.)</i>

10 minutes	<p><i>“Being empathetic requires us to be really present “with someone” when they are in a time of need. This means we aren’t distracted by other things and we really slow down to listen to them.”</i></p> <p>After discussion, share with learners the following simple steps to help them be more empathetic. <i>(They can write down these steps on colored cards/posters and hang them on the board or wall.)</i> To be empathetic:</p> <ol style="list-style-type: none"> 1. Watch and listen to others. 2. Guess how they feel right now. 3. Remember how that feels. 4. Ask the person, “How are you feeling?”. 5. Show support with positive words or simple actions.
20 minutes	<p>Role-play: Elbow Exchange</p> <p>Share the following scenarios with the learners:</p> <ul style="list-style-type: none"> - Salma forgot her school lunch at home. - A new student is walking in for her first day at school. - Ahmed tripped and fell during P.E. <ul style="list-style-type: none"> ● Learners discuss each scenario with an elbow partner (a partner that is nearest to the learner) and role play the scenario; one person who needs support and the other showing empathy applying the 5 steps the educator mentioned before. ● Ask learners about each step to make it easier for them to respond, “What do you see, How does he/she feel, do you remember how this feels... etc.) <p>(Suggestion: If learners need more support in understanding how to act, the educator can act out one of these scenarios and ask a learner to interact with him/her.)</p> <p><i>(For the final performance, make sure you use some of the techniques you learned to demonstrate empathy).</i></p>

Day 3 -

Today, you will learn to communicate better, understand different perspectives and resolve a conflict

Time	Activity and Description
30 minutes	<p>Drawing activity:</p> <p>In this activity, each learner draws on a piece of paper then switches the sheet with their partners.</p> <ul style="list-style-type: none"> ● Each learner gets a piece of paper and draws on it for 1 minute. After 1 minute, learners switch the sheet with their partners.


	<ul style="list-style-type: none"> • Have every two learners continue each other’s drawing for another minute and switch again. Do 4 rounds of this. • Discuss: <ol style="list-style-type: none"> 1. Does the final drawing match what you initially thought the drawing would be? How did you feel when you built off your partner’s drawing? 2. How does this apply to two people working together to solve an issue? • It’s okay when people have different ideas from us. Each one of us sees the world differently and although this could cause arguments, it’s also what makes each one of us unique. To reach common ground, sometimes we need to compromise. • Ask learners if they know what it means to compromise and if they can give examples. • <i>Compromise is when people agree to give up on a bit of something they might want to meet somewhere in the middle and find a fair solution to a problem.</i> • Do you compromise? Why is it important to compromise? 								
15 minutes	<p>Communication matters!</p> <p>I’ Statements</p> <ul style="list-style-type: none"> • To communicate effectively and respectfully, we can use I-statements, which focus on your own feelings and experiences. It does not focus on what you think the other person has done. Here is a model you can use: <table border="1" data-bbox="378 1203 1377 1703"> <tr> <td data-bbox="378 1203 781 1297">How you feel</td> <td data-bbox="781 1203 1377 1297">I feel angry...</td> </tr> <tr> <td data-bbox="378 1297 781 1392">What you have that feeling about</td> <td data-bbox="781 1297 1377 1392">About the way you speak to me</td> </tr> <tr> <td data-bbox="378 1392 781 1528">Why you feel this way</td> <td data-bbox="781 1392 1377 1528">Because it makes me feel like you do not respect me.</td> </tr> <tr> <td data-bbox="378 1528 781 1703">What you would like to see instead</td> <td data-bbox="781 1528 1377 1703">I would prefer that you calm yourself down before saying anything to me in a fight.</td> </tr> </table> <p>Apply: Have learners think about their own conflict, or a situation when someone made them upset, either with a classmate or a sibling, and use the ‘I’ statement to share how they feel, then share the statements with their partner or with the class. (Suggestion: use the feelings cards used in <i>Emotion Charades in Day 2.</i>)</p>	How you feel	I feel angry...	What you have that feeling about	About the way you speak to me	Why you feel this way	Because it makes me feel like you do not respect me.	What you would like to see instead	I would prefer that you calm yourself down before saying anything to me in a fight.
How you feel	I feel angry...								
What you have that feeling about	About the way you speak to me								
Why you feel this way	Because it makes me feel like you do not respect me.								
What you would like to see instead	I would prefer that you calm yourself down before saying anything to me in a fight.								

<p>30 minutes</p>	<p>Active Listening: After learners are able to express their feelings respectfully, it's time they learn how to actively listen to others and engage in meaningful conversations to help resolve a conflict.</p> <p>Presentation:</p> <div data-bbox="477 537 1287 865" data-label="Diagram"> <p style="text-align: center;">Active Listening in a Conflict</p> <p style="text-align: center;"> 1. Stop 2. Breathe 3. Listen 4. Respond </p> </div> <ul style="list-style-type: none"> ● Learners take enough time to observe the figure carefully and express their thoughts about it. ● Educator goes over the 4 steps of active listening and explains them in a simplified language: <ol style="list-style-type: none"> 1. To be empathetic and actively listen to someone, you first need to stop what you're doing (watching tv or texting), and be fully present with those who are in need. 2. To focus, you need to breathe in so you slow down and concentrate with them. 3. Once you're fully present, it's time you allow your friends to say what's on their mind. All you need is to really just listen. You might say something like "tell me more" to get your friend to really talk about whatever is upsetting them. 4. Finally, try to respond in a kind and compassionate way. One great question to ask is: "How do you feel about it?" or "What can I do to help you?" or "You are right, I agree with you."
<p>20 minutes</p>	<p>Apply: Snow Fight Learners build up on the previous conflict they shared with their classmates (the I-statements).</p> <ul style="list-style-type: none"> - Help learners remember the last conflict they talked about. - To make it a fun pairing, every learner writes his/her name on a piece of paper, they fold or crumple it into a small ball. - Ask them to gently snow-fight using the crumpled papers. After 30 seconds of snow fighting, everyone picks a ball and pairs up with the learner whose name is on the paper.

	<ul style="list-style-type: none"> - Later everyone shares his/her conflict/I-statements to his/her partner, and the one who listens tries to apply the 4-step process of active listening. - Learners don't have to actually solve the conflict; instead, they listen with empathy and without judgement. <p>Reflect: Ask learners about the class, what they learnt, what they liked and didn't.</p> <p><i>(Keep note of the different techniques you learned. You will use them to show how to resolve conflicts in your skits).</i></p>
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Day 4 -

Today, you will learn how to apologize sincerely and effectively and prepare for the final event (Performing Conflicts)

Time	Activity and Description
30 minutes	<p>Apologies: <i>During conflicts, we may realize we did something wrong. It is important to apologize, ask for forgiveness, and promise not to repeat that mistake in the future.</i></p> <ul style="list-style-type: none"> ● Discuss with learners: <ul style="list-style-type: none"> ▪ How do you usually apologize to someone? ▪ How do you know if an apology is sincere or not? ● Think about your conflict. Is there anything you would like to apologize for (<i>a mistake, the way you reacted, the words you said, etc.</i>)? OR think about any other person you want to apologize to. ● Have a look at the following format to say 'sorry' to them, <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ol style="list-style-type: none"> 1. I'm sorry for <i>Be specific and recognize what you did that was wrong</i> 2. This was wrong because <i>Show you understand how you hurt the other person</i> 3. In the future I will <i>Find a positive statement for what you can do instead</i> 4. How can I make it better? <i>Make an offer of how you could make amends</i> 5. Will you forgive me? <i>Ask for the other person's forgiveness</i> </div> <div style="text-align: right; margin-right: 20px;">  <p>If you can, give the note to the person!</p> </div> <p>sincerely.</p>

	<ol style="list-style-type: none"> 1. I'm sorry for: Be specific and recognize what you did that was wrong. 2. This was wrong because: show you understand how you hurt the other person. 3. In the future I will: Find a positive statement for what you can do instead. 4. How can I make it better: Make an offer of how you could make amends. 5. Will you forgive me? Ask for the other person's forgiveness. <p>Have learners act out scenarios of sincere apology and use the different strategies they learned.</p>
1 hour	<p>Prepare for the final event</p> <ul style="list-style-type: none"> ● For Day 5, you are going to invite your community members (including family and friends) to watch you perform! ● Now that you have learned what causes conflicts and how to resolve/ deal with conflicts, you need to work in groups to perform skits or plays to act out a scenario where there is a conflict: <ul style="list-style-type: none"> → Every skit/ play should present a different conflict (4-6 skits). → Make sure you show different reactions to each conflict (positive and negative reactions) and ways to calm down. → Use 'I statements' in responding to conflicts. → Employ active listening. → Use different format to say sorry/ apologize sincerely. → One of the skits could be to play 'tug of war' to show the audience that there can be multiple 'winners' in conflict resolution. ● You are going to encourage participation from the audience and ask them to discuss the conflict and what can be done to resolve it. ● Some of the plays could have an open-end and you could have the audience members step into the play and act out the potential solutions.

Day 5-

Today, you will invite your family and friends to see you perform conflicts, employing all the techniques you have learned in conflict resolution.

Time	Activity and Description
20 minutes	Learners take this time to practice their skits before the arrival of family and friends.
30 minutes	<p>Performing Conflicts:</p> <ul style="list-style-type: none"> ● Invite your community members (including family and friends) to watch you perform! ● Start with sharing a brief summary of what you have learned during the week and how it has helped you change your approach to conflicts. ● Start the show! ● Encourage participation from the audience.

	<ul style="list-style-type: none"> ● Discuss the conflict and what could be done to resolve the situation. ● Suggest that audience members step into the play and act out the potential solutions. <p>Collect feedback on:</p> <ul style="list-style-type: none"> - Performance: What went well and what could be improved? - What could be better overall?
15 minutes	<p>Reflection:</p> <p>This is your time to reflect on what we have learned and done during the past few days. Use the following questions as a guide for your response:</p> <ul style="list-style-type: none"> - Which part was the most interesting? - Which part was the most challenging or difficult? - What are some of the questions that popped into your head, and you are still thinking about and would like to explore?

Additional enrichment activities:	<p>Reading a Story:</p> <ul style="list-style-type: none"> ● Read aloud the story Angry Akku: https://storyweaver.org.in/stories/12433-angry-akku ● Learners discuss: <ul style="list-style-type: none"> - What made Akku angry? - What made her anger go away? - Did something similar ever happen to you? What happened? How did you feel/react? - What do you think of Akku's father? Do you like the way he dealt with Akku? Justify. - What did you like and dislike about the story? ● Pair learners up and ask them to find out what makes their partner angry. Give them a chance to share what they find out too. For example, Priya gets angry when someone ignores her or interrupts her. ● Have learners discuss how they would feel if they were in Akku's shoes and how they would react. ● Have learners work in groups to enact what happened to Akku and their reaction.
Modifications for simplification	