

LET'S AGREE TO DISAGREE

Focus Area:	College and Career Readiness
Elevate Propel:	Unit 1: Week 9, Lesson 1 Week 10, Adventure (U1: W9-L1; W10-A)
Lesson Duration:	50 minutes

OVERVIEW

Elevate students will be able to define conflict resolution and understand the value of strengthening their conflict resolution skills as it benefits their relationships. They will also be able to practice the steps to conflict resolution for different areas of their life.

ELEVATE OBJECTIVES

Critical Thinking

- Define conflict resolution-resolving an issue or disagreement with someone.
- List steps to conflict resolution.

COMMON CORE OBJECTIVES

- **CCSS.ELA-LITERACY.SL.7.1.D** - Acknowledge new information expressed by others and, when warranted, modify their own views.

EXPLORE / ACT-TARGETED STANDARDS

- **ELA** – Revise vague nouns and pronouns that create obvious logic problems.

7 AREAS OF A WHOLE PERSON

- Social, Intellectual

40 DEVELOPMENTAL ASSETS

- **Commitment to Learning** – School Engagement

Materials

- Computer with sound, internet and projection
- YouTube Video-“*Conflict Resolution: How To Settle Your Differences Fairly*”

https://www.youtube.com/watch?v=ig_Q34kGsKg

Preparation

- Room Set-Up: Desks set up in pairs or in a U
- Write the Elevate Objectives on the board
- For Week 9 Adventure:

Strategies and Best Practices Used

- Think-Pair-Share
- Inquiry-Based Learning
- Journaling

Suggestions for Supplemental Learning

- Consider allowing students to write a poem about the value of learning and mastering conflict resolution skills.

Warm-Up/ Think-Pair-Share

5 minutes

Team Teaching

-  #1: G
-  #2: BW
-  #3: A

BELL WORK:

- Lead Teacher welcomes students as they enter and pairs them up with a partner to discuss the following questions:
 - o *Think about a time when you were really angry with someone. How did you resolve things?*
 - o *How do you normally handle things when you have an issue with someone?*
- Allow students 3-4 minutes for partners to work together and then call on several students to share each others' responses.

Video

10 minutes

Team Teaching

-  #2: L
-  #3: A
-  #1: A

MINI-LESSON: STEPS TO CONFLICT RESOLUTION

Lead Teacher Says: *"Conflict is when you have a serious argument or disagreement with someone. Conflict is a normal part of life and we must embrace it as an opportunity for growth. When we don't handle conflict well, it can cause great harm to a relationship. When handled in a respectful, positive way, conflict provides an opportunity to strengthen the bond between two people. These skills can help you resolve differences in a healthy way and build stronger, more rewarding relationships that can benefit you at home, in school, and even in your future jobs/careers. Let's look further into how you can start."*

- Pull up the "Conflict Resolution: How To Settle Your Differences Fairly" YouTube video. https://www.youtube.com/watch?v=jg_Q34kGsKg
- Have students take notes of each of the steps mentioned. See list below for full list of steps on resolving conflict:
 - o *Stop and recognize your feelings*
 - o *Take a few deep breaths; count backwards from 10*
 - o *Calmly express your point of view while allowing others to express theirs*
 - o *Pay attention by making eye contact and nodding*
 - o *Make sure you are actually listening*
 - o *Think of the other person as your partner, not your enemy*
 - o *If things get intense, call another person you trust to mediate*
- When the video is done, have a few students share some of their written notes.

ACTIVITY: PRACTICE, PRACTICE, PRACTICE!

Role-Play

30 minutes

Team Teaching

Lead Teacher Says: *"In order to get better at any skill, it's all about practice. Let's put into practice the steps that the video mentioned together. You will be doing so by role-playing a scenario with conflict in it and applying the steps you just learned."*



#3: L
#1: A
#2: ONE

- Have a student volunteer come to the front to write on the board.
- Ask the students “What are different types of people you have relationships with now and/or in the future?”
- As students start sharing their answers, the student volunteer can write them on the board.
- Different types of people they can/might mention are:
 - a) Parents
 - b) Siblings
 - c) Teachers
 - d) Coaches
 - e) Neighbors
 - f) Coworkers
 - g) Bosses
 - h) Friends
 - i) Boyfriend/Girlfriend
 - j) Husband/Wife
- Divide the students up into 7 to 8 groups. Assign one of the different types of people they listed to each group.
- Each group will create a scenario that has a conflict between them and their assigned type of people.
- Each group will role-play the negative way to handle conflict in that scenario and the positive way to handle conflict using the steps mentioned in the video. Give students 10 minutes to prepare.
- Have each group role-play their presentation once time is up.

Wrap Up, Class Discussion

5 minutes

Team Teaching



#1: L
#2: G
#3: A

WRAP-UP: Class Discussion

- Wrap up by asking them the following to discuss as a class:
 - o *How can learning conflict resolution get us closer to our future goals?*
- Have a few students share their response.

COLLEGE & CAREER WEEK 10 ADVENTURE

College Tour
Time Varied by
College Visit

Team Teaching



#3: L

#1: A

ACTIVITY: COLLEGE TOUR

Lead Teacher Says: “College is a great option for many but it is one thing to learn about college and another to experience it. This week, we will get an opportunity to visit a college campus for a tour. This is your chance to embrace the idea of going to college and to envision yourself a college student.”

- This will take preparation in connecting with a local, specific college that is able to do tours at this time. If it is challenging to attempt a live college tour, consider doing a virtual college tour.
- The goal is for students to see most of the college and to see an example of room and board. Students should have a better understanding of the lifestyle of a college student through this tour.
- Connect with any current students of the college to be able to give their first hand experience and feedback to our students.
- Close the activity by asking students the following questions:
 - o What was the most surprising thing you learned today?
 - o Can you envision yourself attending this college? If so, why? If not, why not?
 - o What do you believe it will take to get accepted into college?