

## Topic: Dealing with conflict

<b>Lesson: Strategies for handling young people's conflicts</b>	<b>KS or Year Group: KS 3</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Resource 1 - Examples of conflict</li><li>2. Resource 2 - Ways of resolving conflicts</li><li>3. Resource 3 - Conflicts to resolve</li><li>4. Resource 4 - Voting slips</li><li>5. Ballot box</li></ol>	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• Students will understand which kinds of conflicts young people face locally.</li><li>• Students will become aware of some of the ways in which these conflicts can be handled.</li><li>• Students will be able to commit to handling conflicts in certain ways in the future.</li></ul>

### National Curriculum

Key Concepts: 1.1a, 1.1b, 1.2a & 1.2c

Key Processes: 2.1a, 2.2a, 2.2b, 2.2c, 2.2d, 2.3a, 2.3b & 2.3c

Range and Content: 3a, 3e & 3f

Curriculum Opportunities: 4a, 4b, 4c & 4h

### Lesson

Students are given examples of conflicts which might occur locally and are asked to decide which are most likely to affect children of their age. They are then shown ten different ways in which conflicts might be handled and, working in groups, are asked to decide the best ways in which five specific conflicts might be resolved. At the end of the lesson, students vote for the group that they felt was most successful at conflict resolution. Time is given for students to reflect upon and discuss ways in which they might choose to handle future local conflicts which affect them.

### Starter

- Lesson objectives and outcomes are shared with students.
- Each student is given a copy of **Resource 1 - Examples of conflict** and referred to the keyword definitions at the top of the page.
- Several students volunteer to read through the sheet for the class.
- Working alone or in pairs, students complete the tick/cross exercise on the sheet.
- Students are given the chance to feedback their ideas to the class. Obviously most answers are opinion-based and thus there are no 'correct answers' as such.

### Main activity

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- Students are each given a copy of **Resource 2 - Ways of resolving conflicts**. Volunteers read to the class from the sheets.
- At this stage, students might wish to give examples of the types of conflicts which might be resolved through certain techniques. For example, telling a teacher about young local children buying cigarettes might be a successful technique. Creating a petition about having to wear school ties and jumpers in summer might be appropriate. Phoning a local MP about a litter problem might work.
- Students are put into five groups (which should take into account literacy levels). Each group chooses a group name which is made public to other students.
- Each group is given one sheet from **Resource 3 - Conflicts to resolve** (i.e. each group will have a different sheet). Using **Resource 2**, each group must decide which technique (or combination of techniques) would be the most useful in terms of resolving the conflict.
- Before they start the task, students are told that they will be given four minutes per task, after which the elected spokesperson for each group will feed back the group's ideas to the rest of the class. It is also explained that each student will vote at the end of the lesson for the group that came up with the best solutions.
- After each group has had four minutes with each conflict sheet (and has fed back), all the groups swap sheets. By the end of the activity all of the groups will thus have had the chance to resolve all five conflicts.
- An example answer for conflict 1 might be: "It was hard to choose just one way of helping to sort out the conflict because there are so many things that might work. We decided to use a variety of techniques to get the best results! We thought that one of us or one of our teachers should ring a teacher from the other school and tell them what was happening. It might also be useful for our School Council to write a letter to the bus company asking them to install cameras on the buses. In addition, we would encourage the wheelchair-users to email the local newspaper and tell them how they feel about what has been happening and why they want it stopped. If none of that worked, some of us could refuse to use buses on a Saturday until the bullying was stopped for good!"

### Plenary

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- It is explained that each student must consider carefully which group was the most successful at conflict resolution. They then write this group's name on copies of **Resource 4 – Voting slips** and post it in the ballot box. The teacher will need to decide whether or not students should be allowed to vote for their own group.
- The votes are counted by the teacher and the winning group is announced and praised.
- For the last few minutes, students are asked to sit quietly and read through **Resource 2 - Ways of resolving conflicts** again. They are asked to decide which techniques might be of use to them in the future.

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- A few volunteers are chosen to explain why they intend to use or recommend certain techniques in the near future.

### **Aim high**

- During the starter, high-achieving students should volunteer to share (and justify) their opinions about the tick/cross exercise.
- During the main, high-achieving students should explain a type of conflict that one of the techniques might be suitable for.
- During the plenary, high-achieving students should be encouraged to act as spokesperson for their group.

### **Assessment**

In order for students to achieve certain levels within the lesson, the following should be considered:

#### **LEVEL FIVE:**

Students can understand that people's rights can sometimes be in conflict in their local area.

Students can accept that what seems fair to one person can seem unfair to someone else.

#### **LEVEL SIX:**

Students can politely challenge other students' strategies for resolving certain conflicts.

Students can use persuasive language to convince other students that their choice of conflict resolution techniques is appropriate.

#### **LEVEL SEVEN:**

Students can empathise with (and thus represent the views of) two real or imaginary groups in the local community who are in conflict.

Students can assess the implications on the local community of certain conflict resolution techniques.

#### **LEVEL EIGHT:**

Students can hypothesise about ways in which their local community might benefit from the employment of some of the techniques discussed today.

Students can ask the teacher challenging questions about local conflicts that they have heard about through the local news.

### **Summary of key learning**

- Students can name some of the conflicts that young people might face in their local area.
- Students can appreciate ways in which conflict resolution techniques might benefit them in the future.

## Resource 1 – Examples of conflict

**conflict** = a disagreement between people (this can be verbal or physical).



A lot of Y7 students face conflicts in their daily life. Maybe you have experienced a conflict in the last few months. Maybe one of your friends or an older brother or sister has.

Realising that you are involved in a conflict can be tough enough. Working out how to deal with it can be even harder! How good are you at dealing with conflicts?

### YOUR TASK

First, let's look at the examples below.

Put a **tick** next to the situations that might affect year-7s.

Put a **cross** next to the situations that might not affect year-7s.

1. The local retirement home is raising prices for its residents.
2. A supermarket wants to build on the local park.
3. Parents in the local community are trying to ban hooded tops.

## Strategies for handling young people's conflict

4. The local pub is extending its licensing hours.
5. The local MP is campaigning for the youth club to shut down so that the building can be used for adult evening classes.
6. There are some new immigrant children in the local area who are being racially abused.
7. All school children are banned from the local newsagents unless they are with a parent or carer.
8. The recycling bins at the local school are being removed because they keep getting vandalised.
9. A local magistrate decides that anyone who leaves graffiti in the area should be asked to pay a very large fine.
10. People who are found at the local shops for more than ten minutes after 9pm are moved on by the police.
11. The local art club is changing its night from a Monday to a Saturday.
12. Some people are posting threatening letters through doors near you which tell people to stop talking to local Christians in the area.
13. A local road where a lot of drivers are caught speeding is going to have its speed limit cut to 20mph.
14. A local charity arranges to provide free laptops for all female students.
15. All the trees on a local street are cut down by the council, meaning that lots of birds lose their habitat.

## **Resource 2 – Ways of resolving conflict**

### **How can young citizens try to resolve local conflicts?**

**go on strike**

(refuse to do something/go somewhere)

**organise a petition**

(a piece of paper with lots of signatures on it. this piece of paper explains that all the people who have signed it disagree with something)

**explain politely that you disagree**

(and say why)

**phone someone who could help**

**do some research about what your rights are**

**write a letter to someone who could help**

**get a good education**

(so that you can change things when you're older)

**get family or teachers involved**

**email someone who could help**

**raise some money through a special event**

### Resource 3 – Conflicts to resolve

- 1.** At your school there are some pupils who use wheelchairs. Some children from a nearby school have started bullying these wheelchair-users on a public bus (every Sunday).

*What are you going to do to make sure that this conflict is resolved?*

- 2.** A few young adults have started 'taking over' the swings at the local park. They are using them to smoke cigarettes and drink cans of beer every evening. Lots of younger children in your area are scared to use the swings.

*What are you going to do to make sure that this conflict is resolved?*

- 3.** The local baker has put up a sign saying that she will not serve children under the age of 16 unless they are accompanied by an adult. She says that she cannot trust children because of cakes being stolen in the past.

*What are you going to do to make sure that this conflict is resolved?*

- 4.** The local MP is trying to stop local children from getting lifts to school because he believes that it is unhealthy for children to be driven everywhere.

*What are you going to do to make sure that this conflict is resolved?*

- 5.** A local teacher has written to a newspaper and is demanding that pupils should stop bringing mobile phones to school (because of text bullying).

*What are you going to do to make sure that this conflict is resolved?*

### Resource 4 – Voting slips



In my opinion, the best group at resolving conflict was:  
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because they .....  
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