

Y4

LESSON 4
YOUTH
V.1



social

THINKING ABOUT CONFLICT

YOUTH LESSON 4: SOCIAL PEACE 1

TIME REQUIRED

1 1/2 hours

TEACHER PREPARATION

To prepare for this lesson...

- Read the “[5 Spheres of Peace](#)” NPA Framework focusing on the social peace sphere
- Read the [Teacher’s Guide](#) for preparation and reflection questions

MATERIALS

- Paper
- Pencils
- Markers
- Whiteboard or poster paper
- Graphic novel template

LEARNING GOALS

- Students will experience processes that can be used to help solve interpersonal conflicts in peaceful ways

LEARNING OBJECTIVES

- Through reflection and discussion, the students will examine processes that are helpful in solving conflicts peacefully
- Through the collaborative experience of brainstorming and acting, students will become familiar with a three-step conflict resolution process

INTRODUCTION

Peace in the social sphere can be understood in the context of relationships. Often students can tell you what they think social peace looks like: helping someone in need, hugging your sister or brother, spending time with someone special. Many students have a difficult time envisioning how peace can be built in the midst of conflict. Conflict in the typical classroom usually leads to a disciplinary action by an authority figure. These actions have the potential to stunt students’ problem-solving capacities, teaching them to rely on authority figures or institutions to change circumstances for them. When students learn practices for resolving conflicts they build skills to listen to one another, resolve differences peacefully, and hopefully over time transform conflict rather than only resolve it. One way to support the development of these skills is through the establishment of a peace place within the classroom. A peace place, where students can go to openly problem-solve, sets the tone for open communication and collaboration rather than competition or domination. A quiet corner with two chairs and a table is ideal. Students can decorate the corner with posters of the simple three-step conflict resolution process introduced in this lesson. If you cannot provide a peace place within the classroom, reviewing the conflict resolution steps presented here through the follow-up activities will reinforce these concepts and empower students to resolve conflicts peacefully inside and beyond the classroom walls.

GUIDING QUESTIONS

- What does it mean to have peace between people?
- What does peace between people look like?
- How can peace be built between two people if they have a conflict?

OPENING DISCUSSION

If students completed Youth Lesson 1, reference the relationship web that was created to answer the questions below. If students did not complete lesson 1, split students into small groups and give each group a large piece of butcher paper. Tell students to brainstorm together what they think peace looks like between two people. Students can use pictures and words to express their ideas. Tell students to try and give specific examples about individual's behaviors and actions toward one another. When students are finished have them share their thoughts with the class. As student groups are sharing ask some of the questions below:

What kind of actions are people engaged in? How do people feel when they experience peace with each other? How do individuals communicate when they experience peace in their relationships? How do they show one another they care? Make a list of the peace processes students identify from their brainstorm or their relationship web (from lesson 1) on the board.

ACTIVITY 1: THINK ABOUT CONFLICT

1. Have students think of a conflict they engaged in recently. Pass out the graphic novel template. Instruct students to use each box to draw the actions that were taken during the conflict. Ask students to include as much of the dialogue and actions as possible. If students are uncomfortable drawing a personal experience, they can draw a hypothetical conflict.
2. Once students have finished their graphic stories ask them the following questions:

Do they think the conflict was resolved peacefully? Why or why not? Do they wish it might have been resolved differently? When the students are finished with their drawings, have a few students volunteer to share their experiences. Ask students if the conflict was resolved in a preferred way, what do they think helped the process? What did each person do to help the situation? Reference the list of peace processes students had created on the board. If a new process is discussed add it to the list. If one that has already been mentioned, for example "listening," then reference that process and bring it to the student's attention that it is on the board.

If they do not think the conflict was solved peacefully, what happened that prevented a positive outcome? Based on the list of peace processes on the board, are there some actions that could have been taken to change the outcome?

3. If time permits, give students an extra copy of the graphic novel template. Have students redraw certain boxes of the conflict in order to create a peaceful outcome.

RESOURCES

- [Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Servicing Organizations, and Community and Juvenile Justice Systems, by Donna Crawford](#)

ACTIVITY 2: INTRODUCING CONFLICT RESOLUTION

1. Explain to students there are many different ways to resolve conflicts peacefully. Sometimes it is difficult in the middle of a conflict to remember the peace processes we discussed earlier. One way to remember these processes is by thinking of three steps or the three words that start with "T."

T-one is "Take time": take time to calm down if you are upset, take some deep breaths and get some space before you respond. Sometimes taking a break and coming back to a problem later gives us more clarity and helps us emotionally prepare to resolve the conflict.

T-two is "Talk and listen": talk about what happened and how you felt. This works best when both people give each other time to talk and take turns listening to each other's point of view. Thinking about the other person's perspective and

feelings can give you ideas on how to solve the problem. If you are still really upset about the situation go back to T-one and take another break or ask a teacher or friend to come and mediate.

T-three is “Think and Solve”: think together about possible solutions to your conflict. If one person does not agree, keep thinking of more solutions until you come to an agreement. A mediator can help you think of alternatives.

Ask students to share their thoughts on how these steps might help solve a conflict peacefully.

ACTIVITY 3: PRACTICE CONFLICT RESOLUTION

Break up students into small groups to create “conflict resolution sketches.” Students will use one of the conflicts they drew in the graphic story and resolve this conflict using the three Ts. Give students 20 minutes to create their sketch and practice acting out the steps.

CLOSING

Request student groups to present their sketches to the rest of the class. Students can explain their drawings and thoughts about representing the steps of the conflict resolution process.

FOLLOW-UP ACTIVITIES

It is important for students to practice using peace processes and the conflict resolution steps in order to integrate these processes into their daily lives. Activities to introduce conflict resolution, like the one above, are essential to laying a foundation for students, however, without consistent modeling of these steps the information will not be used. Some ways of integrating these steps into the classroom routine include:

- Modeling these steps through story telling
- Create a peace place in the classroom with the conflict resolution steps posted where students can go to solve their conflicts
- Have students re-write conversations in stories or books using the conflict resolution process
- Have students write scripts to silent movies which help resolve conflicts
- Practice other skills such as active listening, expressing emotions, perspective-taking
- Learn more about conflict resolution such as win-win situations and different approaches to solving and transforming conflict

REGISTRATION, FEEDBACK & ACKNOWLEDGEMENTS

Use of this curriculum is free – no registration is required. However, we encourage you to take 3-5 minutes to complete our [registration/feedback form](#) so we may know how and where the curriculum is being used, what is most effective, and how we can continue to improve it.

*This curriculum was developed by [Tony Jenkins](#) and [Tiffany Jenkins](#). Reproduction and distribution is permissible and encouraged, however credit should be given to the authors and the [National Peace Academy](#).

CONFLICT STORIES (GRAPHIC NOVEL TEMPLATE)

Directions: Use each of the boxes below to draw events that occurred during a conflict. Include actions and dialogue. Don't forget to draw how the conflict was resolved.

