



“The Future Begins Today”

Project KA229 2018-1-PL01-KA229-050749

Lesson Plan

LENGTH OF TIME:

90 min.

TOPIC:

United we stand, divided we fall- interpersonal relations training.

OBJECTIVES (general):

- acquiring knowledge about solving conflicts using the methods of negotiation, arbitration, searching for an authority;
- getting to know the terms related to the topic;
- working out the rules of acting in the situation of a dispute by students.

OBJECTIVES (specific):

– a student

- can apply the terms related to conflicts solving (an arbiter, a compromise, mediation, a mediator, an authority, negotiation); knows the meaning of the above given terms and applies them in various situations;
- knows how to behave in conflictive situations and what the rules of solving conflicts are;

- in case of more serious conflicts a student looks for support from authorities or mediators.

TEACHING METHODS AND STRATEGIES:

- oral – conversation, brainstorming;
- staging / role-play;
- discussion.

ASSIGNMENTS:

- group work;
- individual work.

MATERIALS NEEDED:

- a piece of paper, size 1,5 m x 1,5 m best, felt-tip pens, a counter;
- a big piece of paper with the rules of solving conflicts;
- evaluation surveys.

PROCEDURE:

A teacher introduces students to the topic of the lesson using a technique of a guided discussion linked to a short lecture. It begins with asking the students the following questions:

- **Who have you had an argument with lately? What was the reason of the argument? How did it finish?**
- **Do you often feel angry with anybody? In what situations? Do you tell the person about your feelings? Do you try to avoid people who have different views, aims or desires than yours? Do you get aggressive and rude in the situation of a dispute with such a person?**
- **What kind of people do you have arguments with most often – with your parents, siblings, distant relatives, friends, mates? What is the most frequent reason of your misunderstandings? Do you find it hard to compromise?**

Information

An argument, a misunderstanding, a dispute– these are the words used most frequently to define behaviours resulting from the confrontation of opposing aims, convictions, views, interests or values. It happens almost every day. One person can't accept the other person's opinions, both of them inhibit each other and finally an argument occurs. Therefore it can be said that conflicts are unavoidable as a human is a social being and coexistence with others leads to misunderstandings. However, the fact we are different and have opposing views on particular matters is a positive aspect of our lives. Conflicts don't always need to be felt negatively. Sometimes due to various opinions, we may get something good and learn new things from disputes. Unfortunately, we often defend our rights blindly and get aggressive. At school we reach for force if we do not have other arguments. Such attitude results in anger, hatred and makes it more and more difficult for us to come to an agreement. Thus it is worth to learn to solve conflicts so that we can compromise and then each party may benefit something.

A teacher shows the students a board DZIAŁANIA W OBLICZU KONFLIKTU [ACTIONS TAKEN IN THE FACE OF DISPUTES] (an extract of the paper *Rozwiązywanie konfliktów. Training materials by Wyższa Szkoła Pedagogiczna TWP in Warszawa*) and asks them to assess which strategies they use most often. The teacher discusses the best actions taken in the face of disputes together with the students. The students are given a hint on the answers concerning negotiations, looking for a mediator or an arbiter (the most effective ways to end a dispute have been marked with a colour). The teacher asks the students supplementary questions:

- **when and in what circumstances should a case be passed along to an arbiter or an authority? (for instance, when a specialist's or an expert's opinion- a person who has experience in a particular field- is needed);**
- **when is it worth to pass a case along to a judicial settlement? (in a situation of a legal dispute, making a mischief, a theft, damage to health, in case one should claim damages);**

- **when can we create a coalition? (to resolve a matter important for the general public, for instance, somebody is making a dumping site just next to a playground);**
- **when is it advisable to refer to a mediator? (in situations when we can't reach a compromise with the other person ourselves);**
- **when should we negotiate directly? (in school, home matters or mate disputes).**

At this point the teacher explains the following terms: an arbiter, negotiations, a compromise, a mediator. The students are to explain their meaning with the use of a Polish dictionary.

ACTIONS TAKEN IN THE FACE OF DISPUTES:

- **avoiding a conflict, preventing it**
- **not noticing a conflict as long as it is possible;**
 - **the change of a definition of a situation, convincing ourselves and others that nothing wrong has happened;**
- **postponing, waiting out;**
- **quitting aims and desires**
- **giving up without fighting;**
- **giving up after the fight;**
- **losing a fight;**
- **looking for support**
- **referring to an authority in order to receive help and support;**
- **referring to other people in order to build a coalition;**
- **referring to a third party so that it could settle who is right;**
- **referring to an arbiter so that it could settle a dispute;**
- **taking legal action;**
 - **Taking the fight to destroy an opponent,**
 - **Treating a conflict as a problem to solve**
 - **negotiating directly;**

- looking for a mediator as a third party who may support the process of conflict solving.

The teacher places a chart containing the rules of solving conflicts on the blackboard and offers the students to role play two situations which show the stages of an argument and aiming at ending a dispute applying negotiations or mediation. Initially the two chosen students take the roles of two friends having an argument (the students choose the reason of a dispute). They act out a situation of a misunderstanding and the moment they are supposed to quarrel, the teacher stops the staging. The other students are asked to make comments about this situation. They are asked the following questions:

- how can this dispute be solved?**
- What does it need from the two parties?**

The end of the staging is role played based on the hints from the students taking the roles of a mediator/ a negotiator (the teacher controls the whole situation to show the struggle to compromise).

The next staging is about a situation in the school hall or in one of the classrooms. The students choose the reason of a dispute. The course of the task is the same.

The rules of conflicts solving:

- 1. Don't think about yourself and the other person in terms of a fight and victory as in this way each of you shall lose. The most important thing is to focus on the problem which has caused an argument. It is necessary to reveal and consider it to be able to find a way from this difficult situation.**
- 2. Try to adjourn a dispute and look at yourself and the other person through the eyes of someone else, someone who is listening to a quarrel. Stop talking, count to ten, start breathing slowly, for example, with diaphragmatic breathing. Think about how you could be taken by a stranger. Don't quit your arguments, but try to explain everything carefully.**
- 3. Listen calmly to the arguments given by the other person. Try to understand what they think and analyse it. It may turn out you have done something wrong at the beginning.**

4. Don't use curses, threats, slanders and never offend and threaten the other person. Use the proper language and don't manipulate the other person.
5. Be honest and authentic. Speak clearly and simply about what you feel showing respect to others.
6. To finish the class, the teacher offers a didactic game devised by J. Cieřla in: *Konflikty w klasie. A didactic game entitled Mądre słowa, przyjazne gesty,* an article: *Psychologia w Szkole 4/2014*. To conduct a game we need a big piece of paper size 1,5 m x 1,5 m best. The whole class draws the route from start to finish with squares with the diameter of 5 cm. We insert positive terms in them, for example, "You are a good friend", "I like you", "We can always agree", "Let's talk first", „United we stand" and so on. We can also draw pictures and symbols, such as: a smile, shaking hands, two people huggins each other and so on. It is up to the students' imagination what is in the squares. It is a typical board game where we need a dice, but only one counter for everybody. After placing it on the start square, the first player throws a dice and moves it as many squares as the dice shows. Once the move is finished, the other players read out the slogan loudly or make the drawn gesture – the recipient is the student making the move. Everybody must do it, even the ones who disagree with the player. Thanks to this they can look at a friend they had negative feelings about in a different way (qout.).
7. The lesson finishes with an evaluation survey.

An evaluation survey

1. An assessment of the lesson appeal	very good	good	poor
2. An assessment of the amount of knowledge related to the topic acquired by a student	very good	good	poor

3. An assessment of the way of getting knowledge across to the students by the teacher	very good	good	poor
4. Which part of the lesson I liked the most			

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