



## Instructor Guide

### Unit 5: Lesson 2 Resolving Social Conflict instead of Escalating It

**Lesson Objective:** The learner will be able to identify and implement strategies in two areas:  
1) self-comfort; and 2) conflict resolution.

**Time Needed:** It is flexible and depends on which activities you choose.

**Materials Needed:** *Note: Please skip ads wherever they pop up before watching videos.*

- 5-2-3 Quick Guide to Breakout Activities for Resolving Conflict
- 5-2-4 Sharing Circle Script for Resolving Conflict
- 5-2-5 Slideshow for Resolving Conflict Skills
- 5-2-6 Script for Escalating Emotions Movement Activity
- 5-2-7 Escalating Emotions Drawing Activity
- 5-2-8 Info Sheet on Resolving Conflict (a take-home resource for parents, staff and kids)
- 5-2-10 Assessment for Resolving Conflict
- Video clip from *Raya and the Last Dragon*: We Can Be Kumandra Again (1:32):
  - <https://www.youtube.com/watch?v=SsbxMYdPcF4>
- Video clip from *Descendants*: It's Going Down (3:09):
  - <https://www.youtube.com/watch?v=4Vv-zcAoer8>
- Screen on which to project video clips and slideshow
- Kid video for 5-2 Resolving Conflict instead of Escalating It
- For visual art activities:
  - Markers, pens, paper
  - Large pieces of white paper
  - Pencils and markers
- A copy of the following picture books to read aloud:
  - [The Fort by Laura Perdew](#)
  - [Enemy Pie by Derek Munson](#)
  - [Sorry! by Trudy Ludwig](#)

**Fundamental Skills or Competencies:** Self-awareness, Identifying emotions, Impulse control, Stress management, Self-compassion, Relationship building, Communication, Responsible decision-making, Personal accountability

#### Vocabulary:

Incite: (*verb*) to cause (an angry, harmful, or violent action or feeling)

## **Part One: Watch Video on Resolving Conflict**

Start by watching the ***Resolving Conflict Video for Kids***. If kids have trouble focusing, invite them to do 25 jumping jacks or another burst of intense physical activity for one minute before starting the video.

## **Part Two: Discussions on Resolving Conflict instead of Escalating It**

**Lesson Essential Question:** When we have a differing opinion or perspective, or are feeling angry or hurt, how can we work to resolve the conflict instead of escalating it?

**Introduction or Hook to Engage Students:** Tell students: “In the movie *The Descendants*, there is an ongoing battle between the children of the classic “good” fairy tale characters and the children of the fairy tale villains. Conflicts escalate, and feelings get hurt, and we see characters do unkind things to each other instead of trying to work out their differences.”

Ask students: “Can you think about a time when you wanted to hurt someone because you were angry at that person? Please don’t use names of people when you share an example.”

### **Discussion of Key Teaching Concepts about Resolving Conflict instead of Escalating It:**

#### **Key Concept One: Step 1: Stop! Use Self-Comforting Techniques to Calm Down**

- We often react impulsively when we are upset. When you are mad, it’s more likely that you will say or do mean things – or even physically lash out – at another person.
- Step back from the situation and ask for a quick time out to calm down before responding.

#### **Key Concept Two: Step 2: Think through the Conflict from Each Point of View**

- When we are angry, it’s normal to only focus on our point of view or perspective. Take some time to put yourself in the other person’s shoes.
- Was there a specific thing that caused the fight? Was it a misunderstanding? How would each of you tell the story of the conflict?

#### **Key Concept Three: Step 3: Make a Plan for Talking Wisely through the Conflict**

- Prepare to talk to the other person using language that will help resolve the conflict instead making it worse. You want to de-escalate the conflict, which means to make it smaller, not bigger.
- Use “I” sentences to describe how you feel about what happened. Don’t call the other person names or use labels. For example, it is better to say, “I felt hurt and embarrassed when you told my secret” than it is to say, “You are a bad friend and a liar.”
- Talk to the other person in private instead of in front of other people. Don’t try to talk to them in a group chat or on social media or in front of everyone at the lunch table.
- If you did something to upset your friend, focus on repairing the harm instead of defending your own actions. Ask, “How can I make it better?” instead of trying to prove your own point of view over and over. And listen to what the other person says!

### **Part Three: Activity Options**

- \*For a one-page brief summary of quick activity options, please see *5-2-3 Quick Guide to Breakout Activity Options for Resolving Conflict*.

#### **Activity Option 1: Watch video clip from *Descendants 2* and hold discussion.**

- Before watching, tell the children: “Uma (the girl with the turquoise hair) is threatening to make Prince Ben walk the plank if Mal (the girl with the purple hair) doesn’t give her the Fairy Godmother’s magical wand. Ben, the boy with the beanie, urges Mal to find a different solution.”
- As a group, watch the video clip of *It’s Goin Down* from *Descendants 2*:
  - <https://www.youtube.com/watch?v=4Vv-zcAoer8> (3:09).
- After watching the video, ask the kids the following questions:
  1. Uma, the girl with the turquoise hair, sings, “Make the trade or walk the plank.” Is Uma escalating the conflict or resolving the conflict? Why?
  2. Ben, the boy with the beanie, sings, “We don’t have to choose; We don’t have to light the fuse. Mal, whatever you do, it’s gonna be a lose-lose. There’s gotta be a better way.” Is Ben escalating or de-escalating the conflict? Why?
  3. Mal, the girl with the purple hair, sings, “Let’s go; pound for pound; we’re prepared to stand our ground.” Is Mal escalating or de-escalating the conflict? Why?
- Invite children to make up their own group song with choreographed dance steps to show how the conflict could have been resolved peacefully between the two groups of kids.

#### **Activity Option 2: Slideshow for Resolving Conflict Skills**

- The instructor can project *5-2-5 Slideshow for Resolving Conflict Skills* onto a screen and read through the slides with the children. There are emojis and pictures to help non-readers.
- In this slideshow, kids will learn strategies for how to talk through a conflict peacefully.
- Pause and invite the children to share thoughts, stories and observations throughout the slideshow. Remind children not to use any names of other people if they are sharing a story about how they resolved a conflict.

#### **Activity Option 3: Escalating Emotions Movement Activity: Noticing How We Feel Emotions in Our Bodies**

- In this activity, kids will identify how emotions can show up as physical sensations in the body. Learning to interpret and respond to these physical sensations can help children develop emotional intelligence and respond better to social conflict.
- The instructor will read from *5-2-6 Script for Escalating Emotions Movement Activity*. Allow approximately 20 minutes for this activity.
- Invite the kids to spread out with plenty of space in between them. They will be moving around and getting in touch with the physical sensations of emotions.
- A follow-up option (15-20 minutes) is to hold a circle where children can discuss how the movement activity felt for them. Suggested sharing circle questions:
  1. What did you notice about how you felt during this activity?
  2. Which emotion created the strongest response in you? What was it like for you?
  3. How will you respond to conflict differently if you are paying attention to your emotions?

**Activity Option 4:** Pass out copies of *5-2-7 Escalating Emotions Drawing Project*. Provide crayons or markers. Allow 15-20 minutes for this activity.

- Instructor: When you are in a conflict with someone, it is helpful to recognize what emotions you are feeling, especially when those emotions are uncomfortable.
- Using a crayon or marker, color or draw where in your body you feel the different emotions shown on the emojis. You can simply shade it in or draw something specific.
- Invite kids to circle up and share their drawings. Ask children to talk about where they feel difficult emotions in their physical bodies. Invite kids to hold up a thumb if they have experienced similar feelings as the child who is sharing.

**Activity Option 5: Reading aloud activity:** We recommend the following books that embody the themes of this lesson plan. After reading each book aloud, ask the children how it relates to the idea of resolving conflict instead of making it worse. Children may draw pictures of the story as they listen.

- [The Fort by Laura Perdew](#)
- [Enemy Pie by Derek Munson](#)
- [Sorry! by Trudy Ludwig](#)

**Activity Option 6: Physical activities for building trust and resolving conflict:**

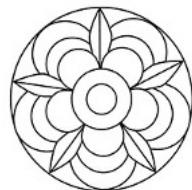
- **Trust walk:** Divide the kids into two groups. Blindfold one partner from each pair. Set obstacles around the area. Tell the kids who are blindfolded to listen to their partner's voice and listen to the instructions to safely navigate around the obstacles.
- **Action Jump Rope:** Divide kids into groups of 3. Give each group a long jump rope. Two kids turn the rope and one kid jumps. The turners take turns calling out actions ("pat your head" or "jump on one leg") for the jumper to complete while jumping over the rope. They keep shouting out actions until the jumper makes a mistake. The person who called out the action that triggered the mistake gets to be the next jumper.
- **Balloon Run Relay Race:** Form two lines. A two-person team from each line must run around a cone and back using only their stomachs or heads to hold a balloon between them. Whoever touches the balloon in their hands or lets the balloon touch the ground must stop and go back to the start to begin again. Fastest team to finish wins.

**Activity Option 7: Drama/Theater activity:** The children will create skits about this week's theme, which is *Resolving Conflict instead of Escalating It*. Below are prompts.

- **Kickball Fight:** You and a group of your friends are playing a game of kickball. During the game, a kid on one team makes fun of a kid on the other team who keeps kicking and missing the ball. The kid who was teased gets angry and starts yelling back. Both teams rush to defend their own player, and it escalates into a fight. How do you work it out using talking skills?
- **Sleepover Problems:** You are all at a sleepover birthday party for one of the most popular kids in your class. During the party, three kids go into a separate room so they can hang out by themselves, and the other kids feel left out. A few kids want to play a prank on the three kids, but others worry that this will make things worse. How can you improve the situation?

**Activity Option 8: Visual Art activity:** Kids will do art projects that help them think about ways to work cooperatively with a peer.

- **Two-person sketch:** Divide kids into pairs. Give each pair two large pieces of blank paper and markers. One child will describe an imaginary person, including their clothes, while the second child draws the person based on the first child's description. Then they switch roles.
- **Cooperative mandalas:** Divide kids into new pairs. Explain that they will be working together to create mandalas. A mandala is a large outline of a circle with smaller circles drawn inside it. Inside each circle, kids can draw patterns of smaller shapes, dots, or lines. It might take at least two sessions – one to draw mandalas and a second to color them. Remind kids that they will have to compromise on how the designs look. Link to download and print free mandala templates for younger kids: <https://coloringhome.com/free-printable-mandala-coloring-pages-for-kids>.



**Activity Option 9: Hold a full group Sharing Circle to discuss Resolving Conflict.**

- Please use the complete guided script for facilitators labeled *5-2-4 Sharing Circle Script on Resolving Conflict*. Allow 20-35 minutes for this activity, depending on how many rounds you complete and how large the circle is.

#### **Part Four: Assessment**

If you want to do a formal assessment at the end, hand out one printed copy to each child of *5-2-10 Assessment for Resolving Conflict*. Ask the children to answer the questions and do the written exercise. For primary students, you can talk through this assessment as a discussion or have them draw pictures.

**Assessment:** Have students answer these questions. (The correct answer is indicated in bold.):

- 1). A good strategy for resolving a conflict is to:
  - a) Post about it on Instagram and ask for support
  - b) Call the other person names so they can see how mad you feel
  - c) Ask a friend to serve as the go-between
  - d) Focus on repairing the harm instead of justifying your actions**
- 2). True or False: You only have the urge to hurt someone after an inciting event where they intentionally did something to you.
  - a) True
  - b) False**
- 3). Draw or describe a situation that shows how you might resolve a conflict with a friend after you had an argument

**Closure:** Remind the students to use healthy resolution strategies to de-escalate conflict. The three steps are:

- 1) Stop and comfort yourself instead of taking retaliatory action
- 2) Think through the conflict to better understand why you are upset
- 3) Engage in restorative, private conversations to resolve the conflict

## **Part Five: Additional Pop Culture Story Analogies for Exploration**

### Spider-Man Conflict Resolution vs. Escalation Scenario

In *Miles Morales: Spider-Man # 1*, Spider-Man (Miles Morales) is investigating a burglar alarm, and arrives at the scene to find a group of armed robbers loading their truck with stolen technology. Just as Spider-Man intervenes, the infamous supervillain, the Rhino, charges onto the scene. When the Rhino realizes that Spider-Man is also there, he attempts to proactively avoid conflict by asking Spider-Man to go home and play video games rather than get into a fight. However, Spider-Man opts to go on the offensive, and begins to attack the unwilling Rhino. The Rhino once again pleads with Spider-Man to cease fighting, stating that he had not yet done anything wrong. After Spider-Man engages in further physical hostilities, the Rhino concedes the battle (even though he had the upper hand), allowing Spider-Man an opportunity to calm down. Once calmed, the Rhino tells Spider-Man that he is there looking for his lost niece, whom he believes has been abducted by the very same armed robbers that were loading stolen goods onto their truck. What would have been different had Spider-Man taken a moment to talk with the Rhino first, rather than assume that he was automatically up to no good because of his criminal past? How could Spider-Man have applied the three steps to conflict resolution in this situation?

### Harry Potter Conflict Resolution vs. Escalation Scenario

As we learned in lesson 5-1 (Bullying vs Social Conflict), Harry Potter and Ron Weasley encountered a social conflict about whether or not Harry submitted his name to the Triwizard Tournament in *Harry Potter and the Goblet of Fire*. (Harry's best friend, Ron Weasley, accuses Harry of lying to him when Harry insists that he doesn't know how his name was entered).

If Ron had stopped to think it through, he would have realized that he was struggling with **internal conflict**. Ron has always felt jealous of Harry's fame, and it was this jealousy that caused him to lash out and take a hurtful action (accuse Harry of being a liar).

The conflict escalates, and Hermione gets drawn into it as well. The boys try to use her as a go-between, but it doesn't work, and Hermione is too smart to take sides. Often, in the real world, kids do take sides, and then conflict *really* escalates. Ultimately, Ron realizes that Harry was telling the truth, and he acknowledges that fact in a face-to-face conversation with Harry.

However, Ron still resists talking about his deeper insecurities about Harry's fame, and so we see a big resurgence of Ron's internal conflict in *Harry Potter and the Deathly Hallows*. Ron and Harry fight, and in his anger, Ron escalates the conflict by abandoning Harry and Hermione in the countryside as they are on a quest to find the deathly hallows and stop Voldemort. It is only after Ron returns to help save Harry's life that he is forced to confront his deep insecurities. Once he can admit to Harry that he is jealous, the feelings dissipate (disappear), and the social conflict between the boys is fully resolved.

### **Supplemental/Extended Reading:**

1. *The Unbeatable Squirrel Girl #1-7* by Ryan North and Erica Henderson
2. *Miles Morales: Spider-Man # 1* by Saladin Ahmed, Javier Carron, and David Curiel