

## CONFLICT AND COMMUNICATION

### Performance Standard 24A.E

Role play common causes of conflict among peers/parents and analyze the possible outcomes and consequences of the conflicts accordingly:

- *Knowledge*: Identify outcomes and consequences for conflicts.
- *Application*: Role play a common cause of conflict and possible outcomes and consequences.
- *Communication*: Communicate the conflict, intended outcome, intended consequence, type of communication shown and how it impacted the outcome of the conflict.

### Procedures

1. ***In order to demonstrate procedures for communicating in positive ways resolving differences and preventing conflict (24A)***, students should experience sufficient learning opportunities to develop the following:
  - Identify common causes of conflict among peers and parents.
  - Analyze possible outcomes and consequences of conflict.
  - Relate how positive and negative communication affect the outcome of conflict.
2. Have a class discussion about the meaning of conflict (intrapersonal and interpersonal). Discuss negative or positive communication techniques (avoidance, confrontation, communication).
3. Divide the class into groups of three or four students.
4. Discuss the scoring rubric.
5. Explain that each group will choose a conflict and role play the conflict from beginning to end.
6. Direct each student to complete each section of the Conflict Recording Sheet after each group finishes its role play.
7. Evaluate each student's performance and Conflict Recording Sheet using the "Conflict and Communication" Rubric as follows:
  - *Knowledge*: Identified outcomes and consequences for conflicts appropriately.
  - *Application*: Role played a common cause of conflict and possible outcomes and consequences effectively.
  - *Communication*: Communicated the conflict, intended outcome, intended consequence, type of communication shown and how it impacted the outcome of the conflict thoroughly.

### Examples of Student Work

- [Meets](#)
- [Exceeds](#)

### Time Requirements

- Ten minutes for each situation

### Resources

- Copies of Conflict Recording Sheet
- Copies of Role Playing Conflict Situations Sheet
- Conflict and Communication Rubric

## **CONFLICT AND COMMUNICATION**

### **ROLE PLAYING CONFLICT SITUATIONS**

**DIRECTIONS:** Each group is to discuss how to present the role-playing situation in 3 to 5 minutes. At least two persons from each group have to role-play the situation.

#### **SIBLING RIVALRY**

Your sibling (brother or sister) always wants to get more attention from your parents than you do. You think that your parents are trying to be fair and are trying to treat both of you the same way. However, your sibling always makes a big deal about anything that he or she gets and tries to annoy you and make you jealous. In this situation, you and your sibling got presents from your mother. Your sibling actually got a smaller gift, but still wants to make you think his or hers is better.

#### **CHEATING IN SCHOOL**

You have noticed one of your classmates never studies, copies other people's homework, and always cheats on tests the teacher gives every week. By cheating, the classmate usually gets the highest mark on the test, sometimes 10 points higher than the next highest mark. In this situation, your teacher announced that he is going to give a science test next week that will be very difficult. He said he will mark the tests "on the curve," meaning that the cheater's high grade could cause many students to fail this test. Some classmates want to turn the cheater in.

#### **RUMORS**

You have been spending a lot of time before and after school talking to a particular classmate. When the teacher lets you work in groups or pairs, you often choose to be in the same group as this classmate. You are just good friends, but someone in the class started a rumor about the two of you being boyfriend and girlfriend. That person has made up lies such as seeing you kiss your classmate and holding hands. The person spreading the rumor has been effective in getting people to believe the rumors.

#### **BULLY**

You like most of your classmates and get along well with them, except for one person. The bully likes to push you around and take advantage of you. The bully likes to intimidate you and keep you from playing games or sports with the others. Sometimes that person even takes things from you and doesn't return them. It seems that if you don't do something soon, the bully will make your life totally unbearable.

#### **CHORES**

Your parents ask you to do most of the chores around the house because you are the oldest child in the family. You feel that they are being unreasonable about how much they are asking you to do. You had to drop out of sports and you seldom get to go out with your friends after school because you have to go home right away. You have talked with others at school and no one else seems to have as much to do as you do.

## CONFLICT AND COMMUNICATION

### CONFLICT RECORDING SHEET

List the conflict, solutions and consequences each group role played.

CONFLICT	POSSIBLE SOLUTIONS (What could you do?)	POSSIBLE CONSEQUENCES (What could happen?)	CONFLICT WITH YOURSELF OR CONFLICT WITH OTHERS
1.			
2.			
3.			
4.			
5.			

## CONFLICT AND COMMUNICATION

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (average of 4.0)
- Meets standard (average of 3.0 – 3.9)
- Approaches standard (average of 2.0 – 2.9)
- Begins standard or absent (average of 1.0 – 1.9)

	<b>Conflict Recording Sheet</b>	<b>Role Play</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Successfully able to complete Conflict Recording sheet (all 10)</li> <li>• Able to identify at least 2 outcomes and consequences for each conflict</li> <li>• Information given was logical and well thought out</li> </ul>	<ul style="list-style-type: none"> <li>• Audience able to understand the:               <ul style="list-style-type: none"> <li>○ Conflict</li> <li>○ Intended outcome</li> <li>○ Intended consequence</li> <li>○ Type of communication shown and how it impacted the outcome of the conflict</li> </ul> </li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Successfully able to complete most of the Conflict Recording sheet (at least 8)</li> <li>• Able to identify at least 2 outcomes and consequences for each conflict listed</li> <li>• Information given was logical</li> </ul>	<ul style="list-style-type: none"> <li>• Audience able to understand most of the areas in the role play:               <ul style="list-style-type: none"> <li>○ Conflict</li> <li>○ Intended outcome</li> <li>○ Intended consequence</li> <li>○ Type of communication shown and how it impacted the outcome of the conflict</li> </ul> </li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Successfully able to complete some of the Conflict Recording sheet (at least 5)</li> <li>• Able to identify at least 1 outcome and consequence for each conflict listed</li> <li>• Some information was not logical or showed little thought</li> </ul>	<ul style="list-style-type: none"> <li>• Audience able to understand some of the areas in the role play:               <ul style="list-style-type: none"> <li>○ Conflict</li> <li>○ Intended outcome</li> <li>○ Intended consequence</li> <li>○ Type of communication shown and how it impacted the outcome of the conflict</li> </ul> </li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Successfully able to complete little of the Conflict Recording sheet (less than 5)</li> <li>• Able to identify at least 1 outcome and consequence for some of the conflicts listed</li> <li>• Some information was not logical or showed little thought</li> </ul>	<ul style="list-style-type: none"> <li>• Audience able to understand few of the areas in the role play:               <ul style="list-style-type: none"> <li>○ Conflict</li> <li>○ Intended outcome</li> <li>○ Intended consequence</li> <li>○ Type of communication shown and how it impacted the outcome of the conflict</li> </ul> </li> </ul>
<b>Score</b>		

Write out the conflict, outcome and consequence each group role played.

DESCRIBE THE CONFLICT	POSSIBLE OUTCOMES	POSSIBLE CONSEQUENCES	INTRAPERSONAL OR INTERPERSONAL
1. your sibling is jealous of you.	you could get in a big fight. <del>could</del> <del>could</del> like each other.	getting grounded you and your sibling will never talk again	interpersonal
2. someone is cheating on the test causing you to fail.	the cheater could get a higher grade/mark. you could fail.	grounded you could get a lower grade/mark	intrapersonal
3. people are spreading rumors.	the school board could find out. you could get grounded by your parents.	detention suspension grounded expelled	intrapersonal
4. someone is bullying you.	fight could start physically, could get involved	you could get hurt someone else could get hurt.	interpersonal
5. your parents are over working you.	you could get really tired. you could get sick	lose your friends cause you never around. lower grade cause of too much work	interpersonal

Write out the conflict, outcome and consequence each group role played.

DESCRIBE THE CONFLICT	POSSIBLE OUTCOMES	POSSIBLE CONSEQUENCES	INTRAPERSONAL OR INTERPERSONAL
1. Sibling Rivalry The younger brother got a smaller gift, but still says the elder, saying his present is better.	The brothers will always fight and argue about their presents. The older brother will get angry.	If they solve this conflict, they will be better brothers. If they don't solve this conflict, they will always fight and everything will be worse.	Interpersonal
2. Cheating in school Someone is always cheating on a test but the best grade and that is not fair.	Some people's grades will go down for the science class. Kailey will always be the best grade and that is not fair.	Kailey's grade will go down if the teacher finds out. She will also learn how to study by herself and be a better student.	interpersonal
3. Rumors Someone is spreading fake rumors about you and someone else.	The friends will always be uncomfortable around each other. They will drift away.	The rumor person will continue to spread these rumors, making it worse. If they are stopped they will learn the wrong they have done.	interpersonal
4. Bully The two boys keep on bullying you.	The person who is getting bullied will be alright with themselves. The person will take forever on their clothes, hair etc.	The Bullies will get in trouble and get suspended or detention. The bullies will be more mean to the person because he is mad.	intrapersonal
5. Chores One person is always stuck with all the chores.	The other kids will never learn how to do chores. Abigail will never be able to do her own stuff.	The mom will realize what's wrong and pay more attention.	intrapersonal