

A Picture of Conflict

“Not only are children today living in an increasingly violent society, they are also growing up in more diverse communities...We have a responsibility to teach children how to manage conflict nonviolently and to understand and value the pluralistic societies in which we live.” Linda Lantieri & Janet Patti, Waging Peace in Our Schools

Overview

In this activity, students will explore the characteristics of conflict, gaining an understanding that conflict is a part of life that does not have to result in physical or emotional pain. Through the exploration of conflict images and scenarios, students will understand that conflicts can be deescalated, resolved peacefully, and become an opportunity for personal growth based on the choices we make and the strategies we utilize.

Grades

6 and up

Activity Type

Partners or small groups
Whole class

Materials

- Pictures of Conflicts, attached
- Image of Chinese word, attached
- How to Make Peace, handout attached
- Creating I-Statements & Sample I-Statements, attached
- Conflict Scenarios, attached

Duration

60 minutes

Procedure

Introduction to Conflict

1. As a warm-up, ask students what comes to mind when they hear the word “conflict.” Write student thoughts on the board, encouraging them to share all aspects that come to mind when considering the word (i.e. examples, emotions, associations, etc.) Once student responses have waned, further discuss:
 - How could we define conflict?
 - Does conflict have to be physical? Do conflicts always involve two or more people? What does it mean if we have a “conflict of ideas?” What about an “internal conflict?”
 - What causes conflict?
 - What elements do most conflicts seem to have in common?
 - What escalates conflict?

Pictures of Conflict

2. Tell students that they are going to be exploring conflict today in class, and that they will begin by examining some pictures of conflicts in partners or small groups. Tell the class that each partner/group will receive a picture and several discussion questions that they are to examine together. After examining the picture, students will discuss:
 - What evidence of conflict do you see in this image?
 - What could be taking place in this picture?
 - How might this conflict escalate negatively and how might the people involved be impacted?
 - Have you ever experienced or witnessed a conflict you might relate to this picture? Explain.
 - What suggestions would you have for peacefully resolving this conflict?
3. Determine how to divide students, review expectations for respectful partner/group work, pass out the pictures, and allow students to get started. After students have had 5-8 minutes to discuss their picture, have each partner/group share their picture and summarize their discussion with the class. (Teachers may want to compile copies of all the pictures into a Power Point; this will allow you to project each picture up front as students discuss it.) Ask questions to spur further thinking as students share their ideas.
4. Once all pictures have been discussed, project the attached image of the Chinese writing of “crisis.” Ask students to comment on what they see. Finally, explain that they are viewing the Chinese way of writing the word crisis and that there are two characters that make up the word crisis in the Chinese language: one of them means “danger” and the other means “opportunity.” Further discuss with students:
 - Why do you think crisis is written in this way, with both danger and opportunity included?
 - Is conflict always a bad thing? Why or why not?
 - In what ways might there actually be opportunity in crisis or conflict?
5. Discuss with students how in actuality, conflict is not always bad, and it certainly does not have to result in violence or hurt feelings. Conflict is a part of every day, normal life and we’ll never be able to avoid it. Remind students how they related to the pictures they just viewed. Also remind them how they discussed possible negative and positive outcomes based on the pictures of conflict. Whether a conflict escalates and ends negatively, or is resolved and ends peacefully, is based on the choices we make. Explain to students that it is a mature, life skill to learn how to appropriately respond to and handle conflict, since it is our response (be it in school, at work, in college, on the sports field, etc.) that often determines how a situation ends. If we learn to respond to conflict in appropriate ways, both in our classroom as well as the world beyond, we can ensure that no one comes away feeling physically or emotionally hurt or disrespected. Thus, we can actually turn conflicts in our life into opportunities for learning, growing, and changing for the better. “Too often we think that we have no control over the conflict in our lives, we feel helpless. But when we have the skills to assert ourselves in nonviolent ways, we begin to feel empowered, able to draw upon our past experiences to approach the situation differently.” (Source: *Waging Peace in Our Schools*)

Learning to Resolve Conflict Peacefully

6. Explain to students that you are going to teach them some strategies to help them deal with conflicts peacefully. Hand out the attached “How to Make Peace” sheet and go over each detail

with students. While reviewing the handout, ask questions that allow students to discuss and further process this way of thinking and behaving, such as:

- Why do conflicts such as heated arguments often escalate and get out of control so quickly? (Discuss how powerful emotions are often at play during times like this, and those powerful emotions can be hard to control. Many times, such emotions [i.e. anger, rage, frustration, etc.] are further coupled with other, underlying emotions [i.e. humiliation, jealousy, guilt, etc.] Discuss with students how it is important to try and identify what they are feeling outwardly, but also what else might be underneath that main emotion felt.)
- What are some specific ways you can “slow down the action?” (Discuss techniques such as pausing, taking deep breaths, walking away to take some time alone, getting some fresh air, etc.)
- Consider how you listen. Do you really listen when someone is explaining their side of things, or are you just thinking about what you want to say to prove your point? Why is it important to actively listen? What are the characteristics of someone who is really, actively listening? (Discuss body language, eye contact, physical and verbal cues such as nodding your head or saying “Hmmm,” asking clarifying questions, summarizing what you heard the speaker say, etc.)
- One of the most difficult, but also one of the most admirable and mature things you can do, is reflect on your behavior and be able to admit when you are wrong – to say to someone, “You are right. I’m sorry.” Why is this so hard for us to do?
- What are some examples of win-win solutions? (Try and use the pictures students worked with earlier to discuss examples of win-win solutions.)
- Why is it important to ask for help when you are involved in a conflict you can’t resolve? What is the difference in asking for help and being a “tattle-tale”?
- How might being able to handle conflicts peacefully, appropriately, and maturely benefit you throughout your entire life?

7. William Kreidler’s CAPS approach to conflict is located at the bottom of the handout and serves as a nice summary of peacefully resolving a conflict that students can easily remember. Go over each step and continue discussing:

- What are some ways you might “cool off”? (walk away, get a drink of water, breathe deeply, stretch, take a stroll, etc.)
- What does it mean to acknowledge your feelings? (As mentioned above, discuss with students that it is important they spend some cooling off time asking themselves, “How am I feeling right now? What am I really upset about?” They might think they are angry, but in actuality, their feelings may be hurt or they are embarrassed. They might feel like reacting violently, but upon examination they figure out they didn’t get much sleep last night, and actually just feel really grumpy.)
- What does it mean to “escalate” a situation? (Discuss with students how “escalate” means to increase a situation in intensity. Have students offer examples of when a situation has been escalated. For example, two students bump into one another accidentally in the hall. Rather than say excuse me, they accuse one another, yelling, “Watch where you are going!” They begin to push one another and a fight ensues.)

Exploring "I-Statements"

8. Take some time to specifically discuss what an "I-statement" is with students, as mentioned on the handout. Explain to the class that an "I-statement" is a format for sharing one's feelings about a situation without accusing the other person and resulting in their reacting defensively. Write the following statement format on the board:

- I feel _____ when you _____ because _____.

9. Explain to students that by beginning statements with "I feel" rather than "you are", our statements are less aggressive and accusing. We are still getting across how we feel, but in a way that is less likely to escalate a conflict.

Display the following two sentences for students to read and ask the class to vote on which they would find easier to hear someone say to them:

- You are always late and it's incredibly irresponsible!
- I feel frustrated when you are late because I'm left waiting all by myself.

10. Using the attached "Creating I-Statements" sentence strips, allow students to take a typical conflict comment and transform it into an "I-statement." In partners, instruct students to read the statement and determine how to better phrase it using the above I-statement format. After students have finished, have one partner read the original statement and the other partner read the newly revised "I-statement."

Allow students to further discuss:

- Why is using I-statements beneficial in deescalating conflicts?
- Why do you think it is easier to hear an "I-statement" rather than a statement accusing you of something?
- What might you find difficult about using I-statements? (Discuss how it can be hard to say how we honestly feel; sometimes this might make us feel vulnerable. It's also challenging to break the habit of how we typically speak to people during a conflict.)

Practice Resolving Conflicts

11. Explain that when there is a conflict, there is a situation or issue that needs resolving, but the resolution does not have to be negative. When trying to resolve conflicts, it helps to think about the problem, brainstorm ways to solve it, then choose the best solution to act on. Tell students that they are going to have an opportunity to practice doing this. Divide students into small groups and give each group one of the attached scenarios (There are 9 scenarios; teachers may choose to use all scenarios or select only certain scenarios.) Instruct students to read the scenario and work together to answer the corresponding questions. Students will then write a sample dialogue between the characters in the scenario in which they work to peacefully resolve the conflict. Tell students to refer back to the "How to Make Peace" handout, including the CAPS process. Also remind students to make use of "I-statements" in the final dialogue that they write.

12. Once students have had 10-15 minutes to discuss their scenario and write their dialogue, have each group read their scenario to the class then share the dialogue they created. Have the class evaluate what occurred in each dialogue through further discussion:
- What was the conflict in this scene? Could something like this occur at our school? Meaning, is this a realistic conflict people your age may engage in?

- What strategies did those involved in the dialogue use to try and work the conflict out peacefully?
- If the students had not employed these strategies, what negative results may have occurred?
- Even if you are feeling hurt or angry, why is it still important to try and work things about? (Discuss with students how in actuality, agreeing to work things out is easier. Working something out means you don't have to waste all your energy throughout the minutes, hours, days, etc. being upset with someone or holding a grudge. Also, discuss how sometimes we might be upset about something someone else did, when in actuality the other person didn't even mean to be mean or disrespectful.)

13. Once all dialogues have been shared and debriefed, further discuss:

- When you all were brainstorming possible solutions, how did you decide which might work best? What components need to be in place for a solution to work?
- Why do so many conflicts get escalated, rather than deescalated and resolved peacefully? Why are middle school students so worried about appearing vulnerable or "losing face?" Why is it important that we look at conflict differently – not as a competition, but as an opportunity to learn, grow, and come out a better person?
- What does it take to truly resolve a conflict?
- Why is learning to work things out in a mature and peaceful manner such an important skill to learn now?

14. Have students brainstorm a list of unnecessary conflicts that waste time in a classroom. Discuss a few of the conflicts in detail:

- How and why do conflicts such as this develop?
- What could be changed to either avoid this conflict or prevent violence?
- How is this conflict a waste of time?
- Why do conflicts like this occur in school?
- What needs to change to eliminate such unnecessary conflict?

15. As an optional homework assignment, have students reflect upon the following quote, connecting it to what they have learned about conflict:

"Everything can be taken from us but one thing, which is the last of the human freedoms – to choose one's own attitude in any given set of circumstances, to choose one's own way." *Viktor Frankl, Holocaust survivor*

Resources

Waging Peace in Our Schools, by Linda Lantieri and Janet Patti

Conflict Image 1



1. What evidence of conflict do you see in this image?
 2. What could be taking place in this picture?
 3. How might this conflict escalate negatively and how might the people involved be impacted?
 4. Have you ever experienced or witnessed a conflict you might relate to this picture? Explain.
 5. What suggestions would you have for peacefully resolving this conflict?
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Conflict Image 2



1. What evidence of conflict do you see in this image?
2. What could be taking place in this picture?
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4. Have you ever experienced or witnessed a conflict you might relate to this picture? Explain.
5. What suggestions would you have for appropriately resolving this conflict?

Conflict Image 3



1. What evidence of conflict do you see in this image?
2. What could be taking place in this picture?
3. How might this conflict escalate negatively and how might the people involved be impacted?
4. Have you ever experienced or witnessed a conflict you might relate to this picture? Explain.
5. What suggestions would you have for appropriately resolving this conflict?

Conflict Image 4



1. What evidence of conflict do you see in this image?
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3. How might this conflict escalate negatively and how might the people involved be impacted?
4. Have you ever experienced or witnessed a conflict you might relate to this picture? Explain.
5. What suggestions would you have for appropriately resolving this conflict?

Conflict Image 5



1. What evidence of conflict do you see in this image?
 2. What could be taking place in this picture?
 3. How might this conflict escalate negatively and how might the people involved be impacted?
 4. Have you ever experienced or witnessed a conflict you might relate to this picture? Explain.
 5. What suggestions would you have for appropriately resolving this conflict?
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Conflict Image 6



1. What evidence of conflict do you see in this image?
2. What could be taking place in this picture?
3. How might this conflict escalate negatively and how might the people involved be impacted?
4. Have you ever experienced or witnessed a conflict you might relate to this picture? Explain.
5. What suggestions would you have for appropriately resolving this conflict?

Conflict Image 7



1. What evidence of conflict do you see in this image?
 2. What could be taking place in this picture?
 3. How might this conflict escalate negatively and how might the people involved be impacted?
 4. Have you ever experienced or witnessed a conflict you might relate to this picture? Explain.
 5. What suggestions would you have for appropriately resolving this conflict?
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Conflict Image 8



1. What evidence of conflict do you see in this image?
2. What could be taking place in this picture?
3. How might this conflict escalate negatively and how might the people involved be impacted?
4. Have you ever experienced or witnessed a conflict you might relate to this picture? Explain.
5. What suggestions would you have for appropriately resolving this conflict?

Conflict Image 9



1. What evidence of conflict do you see in this image?
 2. What could be taking place in this picture?
 3. How might this conflict escalate negatively and how might the people involved be impacted?
 4. Have you ever experienced or witnessed a conflict you might relate to this picture? Explain.
 5. What suggestions would you have for appropriately resolving this conflict?
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Conflict Image 10



1. What evidence of conflict do you see in this image?
2. What could be taking place in this picture?
3. How might this conflict escalate negatively and how might the people involved be impacted?
4. Have you ever experienced or witnessed a conflict you might relate to this picture? Explain.
5. What suggestions would you have for appropriately resolving this conflict?

Conflict Image 11



1. What evidence of conflict do you see in this image?
 2. What could be taking place in this picture?
 3. How might this conflict escalate negatively and how might the people involved be impacted?
 4. Have you ever experienced or witnessed a conflict you might relate to this picture? Explain.
 5. What suggestions would you have for appropriately resolving this conflict?
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Image of Chinese Word



Name: _____

How to Make Peace

- ▶ **Slow down the action.** Many fights and arguments get out of control very fast. Before reacting, think.
- ▶ **Listen well.** Don't interrupt. Hear the other person out. It helps to paraphrase or state in your own words what you hear the other person saying.
- ▶ **Give the other person the benefit of the doubt.** In a conflict between two people, each person has feelings, each person has a point of view. You may not agree with the other person, but try to understand where s/he is coming from. Ask open-ended questions to get information about how the other person sees things. Try to listen with an open mind. If you see that you have done something wrong, don't hesitate to apologize.
- ▶ **Acknowledge the other person's feelings.** When people believe they've been listened to, they generally become less angry and more open to listening to what the other person has to say. Statements like "I can see you're angry" or "You really feel strongly about this" tend to diffuse anger and open up communication.
- ▶ **Be strong without being mean.** Express your needs and your point of view forcefully, without putting the other person down. Use I-messages to communicate how you are feeling rather than you messages that put the blame on the other person. Name-calling, blaming, bossing, and threatening tend to block communications and escalate conflict.
- ▶ **Try to see a conflict as a problem to be solved, rather than a contest to be won.** Attack the problem, not the other person. Try to get away from fighting over who's right and who's wrong. Ask instead: What do I need? What does the other person feel they need? Is there a way we can both get what we want?
- ▶ **Set your sights on a win-win solution.** In a win-win solution, both parties get what they need and come away happy. This requires good listening on both sides and creative thinking. If a win-win solution is not possible, you may have to settle for a compromise, where each person gets something and each gives up something. A compromise is a lot better than violence.
- ▶ **If you don't seem to be getting anywhere in solving a conflict, ask for help.** Of course, you'll need agreement from the other person that help is needed and you'll have to agree on who the third party should be. But a third party can be helpful. Try to find someone who is a good listener. Tell the third party their role is to help the people in conflict talk with each other, not to take sides.
- ▶ **Remember that conflict, handled well, can lead to personal growth and better relationships.** Try to see the conflict as an opportunity. Working through the conflict with a friend can lead to greater closeness. Hearing other points of view can introduce us to new ideas and increase our understanding of ourselves and other people.
- ▶ **The true heroes of today's world are not the Rambos.** They are those men and women who have the courage and intelligence to deal with conflict in creative, nonviolent ways.

Source: Tom Roderick, *Educators for Social Responsibility Metro*

For a quick way of remembering how to make peace, use the CAPS approach!

- C** **Cool off.** Take some deep breaths and acknowledge your feelings.
- A** **Agree to work it out.** Show a willingness to solve the problem by not escalating it further. Let the other person know you are ready to discuss the issue(s).

P **Point of view on the problem;** Using “I” statements, explain how you feel and give your point of view.
S **Solve the problem.** Brainstorm solutions, decide how to implement a win-win solution.

Source: William Kreidler, Conflict Resolution in the Middle School

Creating I-Statements

1. You knocked over our project and now it's ruined. You are such an idiot!

×

2. You went behind my back and said mean things about me. You are a traitor.

×

3. You are a liar. You told me you would help me with my homework and you never showed up!

×

4. You're picking on me. I wasn't the only person talking in class, so why are you only giving me detention?

×

5. You need to shut-up. I can't do my work when you are over there talking all the time.

×

6. You left your lunch trash all over the table. You're a slob and I'm tired of picking up after you.

×

7. You think all these stupid jokes you tell are funny, but I don't like it when you joke with me.

×

8. You need to watch where you are going. Every day you bump into me when you try to get to your locker and I'm sick and tired of having a sore shoulder.

×

9. You are driving me crazy by tapping your stupid pencil all the time.

×

10. There is no way I am working in a group with you this time. Last time, all you did was make me do all the work. You're lazy!

×

11. You never say please or thank you, and I do a lot to help you out.

×

12. You were late to practice again today and all of us had to waste our time waiting on you. Why don't you grow up?

Sample I-Statements

1. You knocked over our project and now it's ruined. You are such an idiot!
I felt angry when you knocked over our project because we spent a ton of time on it.
2. You went behind my back and said mean things about me. How could I ever be friends with you? You are a traitor.
I feel betrayed when you talk about me behind my back because friends don't treat friends like that.
3. You are a liar. You told me you would meet me after school to help me with my homework and you never showed up!
I felt really upset when you forgot to meet me after school because I was really counting on you to help me with my homework.
4. You're picking on me. I wasn't the only person talking in class, so why are you only giving me detention?
I feel like you were being unfair when you gave me detention because I wasn't the only person talking.
5. You need to shut-up; I can't do my work when you are over there talking all the time.
I feel distracted when you talk during class because I can't focus on my work while you are having a loud conversation.
6. You left your lunch trash all over the table. You're a slob and I'm tired of picking up after you.
I feel taken advantage of when you leave your trash on the table because I always have to clean it up, along with my own trash.
7. You think all these stupid jokes you tell are funny, but I don't like it when you joke with me.
I feel insulted when you make jokes about me because it seems like they are meant to be mean rather than funny.
8. You need to watch where you are going. Every day you bump into me when you try to get to your locker and I'm sick and tired of it.
I feel disrespected when you bump into me every day because you never say excuse me.
9. You are driving me crazy by tapping your stupid pencil all the time.
I feel frustrated when you tap your pencil on your desk because the noise is really distracting to me.
10. There is no way I am working in a group with you this time. Last time, all you did was make me do all the work. You're lazy!
I feel nervous about working with you in a group because last time it seemed like I did all the work.
11. You are ungrateful. You never say thank you and I do a lot to help you out.
I feel underappreciated when you don't thank me because I think I help you out a lot.
12. You were late to practice again today and all of us had to waste our time waiting on you. Why don't you grow up?
I feel frustrated when you arrive late because all of us have to waste our time as we wait on you.

Scenario 1

Jose and Mark were working on putting together a model rocket. Jose accidentally knocked it over and several pieces came unglued. Mark, frustrated that so much work and time has now gone to waste, begins to yell at Jose. "You idiot! We'll have to start all over now!" Jose responds, "It was an accident and you better get your finger out of my face!"

- What is the conflict in this scenario?
 - Brainstorm a list of possible solutions to resolve the conflict.
 - Review the list and place a check beside the positive solutions (ideally, these will be "win-win" solutions.)
 - Circle the solution you imagine would work best.
 - Write a sample dialogue that might occur between Jose and Mark as they work to peacefully resolve this conflict. Be prepared to read your dialogue to the rest of class.
-

Scenario 2

Emmanuel and Robert are on the same soccer team and have been friends since elementary school. Today in the cafeteria, someone told Emmanuel that Robert had been talking about him behind his back. Allegedly, Robert said that Emmanuel was the worst player on the soccer team and that the team would win more games if it weren't for him. Emmanuel is furious that Robert would say this about him. When he sees Robert walking up to say hello, he wants to hit him.

- What is the conflict in this scenario?
 - Brainstorm a list of possible solutions to resolve the conflict.
 - Review the list and place a check beside the positive solutions (ideally, these will be "win-win" solutions.)
 - Circle the solution you imagine would work best.
 - Write a sample dialogue that Emmanuel might have with Robert as they work to peacefully resolve this conflict. Be prepared to read your dialogue to the rest of class.
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Scenario 3

Katlin sits behind Roger in Math class. Katlin has noticed that anytime Roger is concentrating on figuring out a math problem, he taps his pencil against his desk constantly. It is driving Katlin crazy and making her very frustrated. Since she is so distracted by the tapping, she can't concentrate on her own work.

- What is the conflict in this scenario?
 - Brainstorm a list of possible solutions to resolve the conflict.
 - Review the list and place a check beside the positive solutions (ideally, these will be "win-win" solutions.)
 - Circle the solution you imagine would work best.
 - Write a sample dialogue between Katlin and Roger, as Katlin tries to peacefully resolve this conflict. Be prepared to read your dialogue to the rest of class.
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Scenario 4

Janet and DeQuan were assigned to be partners for completing a social studies project, which involves teaching a lesson to their classmates on the Industrial Revolution. They were initially both very excited about the project, but Janet really wants to do a Power Point presentation followed by a game to teach their classmates. However, DeQuan thinks performing a skit will be more interesting and educational for the class. They begin to argue about which idea is better.

- What is the conflict in this scenario?
- Brainstorm a list of possible solutions to resolve the conflict.
- Review the list and place a check beside the positive solutions (ideally, these will be "win-win" solutions.)
- Circle the solution you imagine would work best.
- Write a sample dialogue between Janet and Ricardo as they work to peacefully resolve this conflict. Be prepared to read your dialogue to the rest of class.

Scenario 5

Yesterday at lunch, Joseph took Brian's cookie. By the time Brian realized his desert was missing, Joseph had already gobbled it down. When Brian questioned Joseph about his food, Joseph laughed and said, "Sorry – but I bought you a cookie last week. Remember? You owed me one." Brian didn't say anything else to Joseph, but he has been furious and holding a grudge against Joseph since then. Even though they are good friends, he's not sure he can even sit near Joseph today at lunch after the way he acted like it was not a big deal to take his food.

- What is the conflict in this scenario?
- Brainstorm a list of possible solutions to resolve the conflict.
- Review the list and place a check beside the positive solutions (ideally, these will be "win-win" solutions.)
- Circle the solution you imagine would work best.
- Write a sample dialogue between Janet and Ricardo as they work to peacefully resolve this conflict. Be prepared to read your dialogue to the rest of class.

Scenario 6

Caleb and Jason are walking in the hall and accidentally bump into one another. Caleb turns to Jason and tells him to watch where his is going. Jason stops and responds, telling Caleb that he better watch where *he* is going. The two boys face off in the hall.

- What is the conflict in this scenario?
- Brainstorm a list of possible solutions to resolve the conflict.
- Review the list and place a check beside the positive solutions (ideally, these will be "win-win" solutions.)
- Circle the solution you imagine would work best.
- Write a sample dialogue that might occur between Caleb and Jason as they work to peacefully resolve this conflict. Be prepared to read your dialogue to the rest of class.

Scenario 7

During language arts, the class is in the library conducting research for a paper they have to write on famous writers. There is one computer left open. Leslie and Misha both walk up to it at the same time and grab the chair. They both say that they really need time on the internet for some research.

- What is the conflict in this scenario?
- Brainstorm a list of possible solutions to resolve the conflict.
- Review the list and place a check beside the positive solutions (ideally, these will be "win-win" solutions.)
- Circle the solution you imagine would work best.
- Write a sample dialogue that might occur between Leslie and Misha as they work to peacefully resolve this conflict. Be prepared to read your dialogue to the rest of class.

Scenario 8

Christina has been feeling sad and depressed, and feels like each day things get worse. She feels like she isn't smart, isn't pretty, and believes she must be a big disappointment to everyone around her. Her friends keep asking her what's wrong, but she is afraid to explain how sad she feels. Even her parents and teachers have commented to her about the changes they've noticed, asking why she's become so quiet and withdrawn. Christina is afraid that if she shares how depressed she is with anyone, they'll just tell her to "get over it" or even worse, confirm that she is a big disappointment.

- What is the conflict in this scenario?
- Brainstorm a list of possible solutions to resolve the conflict.
- Review the list and place a check beside the positive solutions.

- Circle the solution you imagine would work best.
- Write a sample monologue that might occur in Christina's conscience as she tries to resolve her internal conflicts. Be prepared to read your dialogue to the rest of class.

Scenario 9

Melissa and Raquel are talking about their report card grades on the way to class. Both girls are disappointed that they didn't get the A that they wanted in Science. They are both chatting about how bad they are at science and how both of them prefer language arts. As they get ready to enter class, Melissa mumbles under her breath, "Dummies say what." Raquel, not having heard Melissa, says "What?" Melissa starts to laugh. A few other students who heard her joke giggle also. Even though Melissa was joking, Raquel is hurt since she feels like Melissa is calling her stupid due to her report card grade.

- What is the conflict in this scenario?
- Brainstorm a list of possible solutions to resolve the conflict.
- Review the list and place a check beside the positive solutions.
- Circle the solution you imagine would work best.
- Write a sample monologue that might occur as Raquel tells Melissa how she feels and tries to peacefully resolve this conflict. Be prepared to read your dialogue to the rest of class.