



## **Lesson Plan: Conflict Resolution**

*Find the best route to your destination*

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**Grade level:** High School

**Approximate time frame:** Three to four class periods

### **Introduction/rationale**

In the following lesson students will consider the influence of emotions on thinking and behavior and come to understand how managing one's emotions typically leads to better outcomes. After identifying conflicts among fictional characters and examining how the characters resolve these situations, students are encouraged to think about productive ways of resolving conflicts that occur in their own lives.

### **Instructional objectives**

Students will...

- Describe the purpose of conflict in a work of literature
- Demonstrate understanding of positive conflict-resolution skills
- Apply conflict resolution techniques to conflicts within a work of fiction
- Work collaboratively to develop a skit or video that demonstrates understanding of conflict resolution techniques

### **Curriculum Standards**

*Health:*

- Identify techniques for handling anger and resolving conflicts
- Demonstrate effective communication, negotiation, and conflict resolution for resolving potentially violent conflicts
- Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations.



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*English/Language Arts:*

- Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.
- Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.
- Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.

**Materials needed**

- Classroom copies of work of literature (novel, chapter or short story)
- Dictionary
- Pencils
- Video recording device (optional)

**Student activities/handouts:**

*The Best Route is a Shared One*  
*Adventures in Real Time*

**Student reading assignment**

*Brain Driver's Education: Operator's Guide* section: "Find the best route to your destination"

**Procedures**

Anticipatory set:

Ask students to define conflict in their own words. Assign a student to look up "conflict" in the dictionary to check the definition the class developed.

Ask class if conflict is always bad. (No.) If we think of conflict as an opportunity to make sure that all persons involved have their needs met, conflict can be a positive thing. But we have to think strategically.



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**Step-by-step instructions/activities**

1. Conflict is central to all works of fiction because of the potential for drama but also because conflict has the potential to transform a character, or at least teach him/her valuable lessons.
2. Ask the class to name some of the central conflicts in the novel or short story the class is reading. List class suggestions on the board.
3. Did the characters resolve their conflict(s) in a positive way? How would the outcome of the novel/story be different if they had?
4. Suggest that learning to solve conflicts in a positive way will help students in their everyday lives.
5. Introduce Student Activity handout “Find the best route to your destination.” Read and review strategies for resolving and learning from conflict.
6. Ask the class if these skills could have helped the novel/story characters resolve their conflict. How?
7. Choose a conflict from the list on the board and ask students if this conflict might have been resolved more positively using the strategies from the handout.

Introduce Group Project: This project will help students determine whether collaboratively resolving conflicts could solve some of the characters’ difficulties in the novel/story.

8. Divide students into groups of 4 or 5. Give each group a copy of Student Activity handout “The Best Route is a Shared One.” Students are to create a skit or video to demonstrate what might have happened if the fictional characters had been able to solve their problems using strategies outlined in the section “Find the best route to your destination” in *Brain Driver’s Education: Operator’s Guide*.
9. Monitor students’ work on the project. (It will probably take one or two class periods for groups to complete background work and develop a skit/video.)



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10. Provide students with an opportunity to present and discuss their work.
11. Provide feedback to students on the project's content and presentation.
12. Ask students if they think these problem-solving skills might help them in resolving their own conflicts. How?
13. Introduce and assign journal project using Student Activity handout "Adventures in Real Time."

**Assessment**

Use class discussion, group project, and journal assignment to assess student understanding.