



## Assessing My Conflict Management (Pretest)

**Pretest:** Complete a short knowledge test to help you (and your teacher) get a better understanding of your current level of conflict management. As you take the test, it's important to keep in mind that you won't be graded on it. Just be reflective and honest.

**Conflict Management Knowledge Test:** [www.ccstudent.org](http://www.ccstudent.org)

**Code (provided by your teacher):** \_\_\_\_\_

**Items 1–10:** As you read each item, pause and think for a moment. Then mark the response that best represents you.

**Items 11–27:** This part measures your knowledge of conflict management, including your ability to identify actions that would be most effective in managing conflicts.

Once you've completed the *Conflict Management Knowledge Test*, be sure to keep the Results page open so you can complete the next section.

Look over Items 1–10 and identify items you rated high, indicated by checkmarks shaded in green. Write three of these items in the table under the column *My strengths in conflict management*.

Then, identify items you rated low, indicated by checkmarks shaded in pink or red. Write three of these items in the table under the column *My areas for growth in conflict management*.

<b>My strengths in conflict management (checkmarks shaded in green)</b>	<b>My areas for growth in conflict management (checkmarks shaded in pink or red)</b>
1.	1.
2.	2.
3.	3.

Next, write down your score on the knowledge test:

Multiple-choice score: \_\_\_\_\_/16      \_\_\_\_\_%

## Unit 1: Introducing Conflict Management

### 1. I can define conflict

Describe what you have learned about conflict so far.

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What are some reasons conflict can occur?

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### 2. I can explain conflict management

How would you explain conflict management?

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Why is learning how to resolve conflicts important?

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### 3. I can explore conflict responses

Attributes of the Five Conflict Management Styles			
	Characteristics	Goal	Possible Statements
 <p><b>Avoiding</b></p>	<p><i>I lose / You lose</i></p> <p>Unassertive and uncooperative</p>	<p>To feel safe. Best for situations where you don't care about the outcome or where using any of the other styles might present a threat to your well-being.</p>	<p>Example: "Forget about it ... "</p> <p>1.</p> <p>2.</p>
 <p><b>Accommodating</b></p>	<p><i>I lose / You win</i></p> <p>Unassertive but cooperative</p>	<p>To avoid a fight. Best if you want to keep the relationship or if you don't have much time.</p>	<p>Example: "Yeah, I guess that's fine ... "</p> <p>1.</p> <p>2.</p>
 <p><b>Compromising</b></p>	<p><i>I win a little but also lose a little / You win a little but also lose a little</i></p> <p>Somewhat assertive, somewhat cooperative</p>	<p>To have a chance at winning sometimes (or knowing you'll get your chance next) or to keep the relationship.</p>	<p>Example: "Let's meet halfway ... "</p> <p>1.</p> <p>2.</p>

 <p><b>Competing</b></p>	<p><i>I win / You lose</i> Aggressive and not cooperative</p>	<p>Best used when you don't care about the other person or if you don't have much time.</p>	<p>Example: "We're going to do it my way. Period."</p> <p>1.</p> <p>2.</p>
 <p><b>Collaborating</b></p>	<p><i>I win / You win</i> Assertive AND cooperative</p>	<p>Both parties win (but it takes more time than the other styles).</p>	<p>Example: "I hear your preference. Mine is different, but I think if we talk it out, we can find a way that we both agree on."</p> <p>1.</p> <p>2.</p>

**4. I can identify conflict responses and ways each affects the outcome of a disagreement**

Scenario	 <b>Avoiding</b>	 <b>Accommodating</b>	 <b>Compromising</b>	 <b>Competing</b>	 <b>Collaborating</b>
<p>1. You are working on a group project, and your friend is telling everyone what to do and isn't listening to anyone's ideas.</p>	<p>What might you do if you chose avoiding?  <i>Not say anything, go along with whatever my friend told me to do.</i></p> <p>What would the likely outcome be?  <i>I wouldn't get to share ideas, but my friend wouldn't be mad at me for speaking up.</i></p>	<p>What might you do if you chose accommodating?  <i>Shrug my shoulders and say, "Whatever you think."</i></p> <p>What would the likely outcome be?  <i>We would get the project done, but I might feel bad that my friend didn't listen to others' ideas.</i></p>	<p>What might you do if you chose compromising?  <i>Remind them that this is a group project and say I'll do part of it but they also need to listen to others.</i></p> <p>What would the likely outcome be?  <i>My friend might understand my point and let others share ideas, or they might be mad at me for reminding them it was a group project.</i></p>	<p>What might you do if you chose competing?  <i>Raise my voice at my friend and threaten to tell the teacher if they didn't stop telling everyone what to do.</i></p> <p>What would the likely outcome be?  <i>I could get in trouble; my friend would get mad at me.</i></p>	<p>What might you do if you chose collaborating?  <i>Politely remind my friend that it is a group project and suggest we all share ideas and vote on the one we liked best.</i></p> <p>What would the likely outcome be?  <i>My friend might realize their actions and start listening to others; we could complete the project by working together.</i></p>
<p>2. You got in trouble for talking in class, but you were trying to help a classmate with their homework.</p>	<p>What might you do if you chose avoiding?</p> <p>What would the likely outcome be?</p>	<p>What might you do if you chose accommodating?</p> <p>What would the likely outcome be?</p>	<p>What might you do if you chose compromising?</p> <p>What would the likely outcome be?</p>	<p>What might you do if you chose competing?</p> <p>What would the likely outcome be?</p>	<p>What might you do if you chose collaborating?</p> <p>What would the likely outcome be?</p>



## Unit 2: Understanding How I Manage Conflict

### 5. I can explain *pause and ponder*

*Pause and ponder* means \_\_\_\_\_

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One example of a situation where I could practice the strategy *pause and ponder* is \_\_\_\_\_

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I will use effort to remember to *pause and ponder* by \_\_\_\_\_

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### 6. I can *pause and ponder* to explore conflict responses in myself

My preferred conflict management style is \_\_\_\_\_

A conflict management style I would like to work on is \_\_\_\_\_

How can I practice this conflict management style?

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### 7. I can name a Conflict Management Strategy that is my strength

Which Conflict Management Strategy is easier for you? For example, are you good at naming and explaining each of the five conflict management responses, or are you better at *pausing and pondering* when you experience a conflict?

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If the strategy ***explore conflict responses*** is easier for you, how would you help someone become better at understanding each type of response?

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If the strategy ***pause and ponder*** is easier for you, how would you help someone better understand what this is and how to do it?

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## 10. I can identify feelings underneath anger



Think about each of the following scenarios. Use the Anger Iceberg to name three possible emotions, other than anger, that you could experience if you were in this situation.

- Your mom forgot you had soccer practice after school and scheduled a haircut for you instead. When you had to get your hair cut instead of going to soccer practice, you raised your voice and said, "You make me so mad!" What other emotions might you be feeling?

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- You had been planning on playing basketball with your friend after school. You even brought your own basketball to school, but he told you that you couldn't play after school because he forgot he had already invited another friend. You felt so mad at your friend for canceling, but what other emotions might you be feeling?

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- Your teacher asked you to stay in from recess because you forgot to do your homework. You missed out on playing with your friends. You felt angry at your teacher for making you stay in the classroom to complete your homework, but what other emotions might you be feeling?

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- You are working on a science project with your friend, but she hasn't done any of the work, and it's due next week. You are angry at your friend for not doing her share, but what other emotions might you be feeling?

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- Your brother read the essay you wrote about wanting to be a drone designer when you grow up, and he said that wasn't a real job. You felt so angry at him, but what other emotions might you be feeling?

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## Unit 4: Understanding Why the Conflict Happened

### 11. I can explain why *uncovering reasons for the disagreement* is important

In the video *The Blind Man & the Elephant*, what was the problem?

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How did touching the elephant in different places cause the problem?

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### 12. I can practice *uncovering reasons for the disagreement*

For each of the following scenarios, *uncover reasons for the disagreement* by thinking about what was said or done that may have been misunderstood.

- Your friend was very excited about scoring the winning basket during the basketball game. He said, "I can't believe I won the game for the team!" You shrugged your shoulders and said, "You were just lucky—that's all," and now he is angry with you. How did your words or actions contribute to the disagreement?

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- Your sister asked to borrow your iPad. You rolled your eyes and said, "I guess." Even though you let her use your iPad, she told your mom that you were upset with her. How did your words and actions contribute to the disagreement?

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- Your friend wanted to copy your math homework. Instead of explaining that you didn't want to let her copy it, you lied and told her you didn't do it. She saw you hand it to your teacher, and now she isn't speaking to you. How did your words or actions contribute to the disagreement?

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- Your friend dropped the baton during the relay race at the track meet. You laughed at him, and he yelled back, “You’re a jerk!” How did your words or actions contribute to the disagreement?

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- Your friend scored higher than you on the science quiz. You said, “Wow, how did you do that? Did you cheat?” She yelled at you and told you to quit being rude. How did your words or actions contribute to the disagreement?

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- You were helping your younger brother with his math homework. Every time he made a mistake, you said, “Not again. I already taught you this!” He became frustrated and doesn’t want your help anymore. How did your words or actions contribute to the disagreement?

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- You knew that your friend had soccer practice, so you didn’t invite her to hang out with you after school. She just texted you and called you a snob for not inviting her. How did your words or actions contribute to the argument?

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## Unit 5: Choosing My Actions During a Conflict

### 13. I can *plan my response*

For each of the following scenarios, decide *when* you want to respond and *how* you want to respond to the conflict. Decide *when* to respond by choosing the red light moment, yellow light moment, or green light moment. Then decide *how* to respond by acting like a turtle, a teddy bear, a fox, a shark, or an owl.

- You forgot to complete your math homework, so the teacher has asked you to stay in from recess to do it. You feel angry and frustrated because you want to go to recess. Your fists are clenched, and there are tears in your eyes. You want to shout at the teacher.

- Is this a red, yellow, or green light moment? How do you know?

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- After you calm down, which type of response to this conflict will you choose? Why do you feel that is the best response?

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- You asked your friend to wait for you so you could go in the same group to lunch, but he forgot. You feel disappointed, but some of your other friends are in your group, so you don't worry about it too much.

- Is this a red, yellow, or green light moment? How do you know?

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- Which type of response to this conflict will you choose? Why do you feel that is the best response?

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- You told your sister that she wouldn't ever be as good at playing piano as you because she doesn't practice as much as you. After you told her this, her face became red, and she is glaring at you.

- Is this a red, yellow, or green moment? How do you know?

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- After allowing her to calm down, which type of response to this conflict will you choose? Why do you feel that is the best response?

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- You told your friend you can't wait to be a starter for the basketball game on Friday. He yelled at you and said, "Quit bragging," and stomped away. He knows this is one of your goals, and he has really hurt your feelings.

- Is this a red, yellow, or green light moment? How do you know?

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- Which type of response to this conflict will you choose? Why do you feel that is the best response?

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#### 14. I can explain how to *voice my perspective*

Think of a recent conflict you have experienced. Practice using the three templates to ***voice your perspective*** in that conflict.

1. I think \_\_\_\_\_  
\_\_\_\_\_



because \_\_\_\_\_  
\_\_\_\_\_

2. I feel \_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_  
\_\_\_\_\_

3. I want \_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_  
\_\_\_\_\_

### 15. I can practice voicing my perspective

Practice **voicing your perspective** by thinking about a few topics you may have strong opinions about. For each topic, write down what you think, how you feel, and what you want.

Topic 1: \_\_\_\_\_

I think \_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_  
\_\_\_\_\_

I feel \_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_  
\_\_\_\_\_

I want \_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_  
\_\_\_\_\_

Topic 2: \_\_\_\_\_

I think \_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_  
\_\_\_\_\_

I feel \_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

I want \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

Topic 3: \_\_\_\_\_

I think \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

I feel \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

I want \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

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## Unit 6: Understanding Others During a Conflict

### 16. I can explain empathy and describe how I could show empathy

Write a paragraph about when you felt the same way as the character in the poem *First Day*.

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### 17. I can explain why *seeking to understand perspectives* is important

When have you had a different perspective than your friend?

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Why do you think you both felt different about the topic?

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How will you use the strategy *seek to understand perspectives* the next time you can't understand why a disagreement has occurred?

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**18. I can practice *seeking to understand perspectives***

Your mom raises her voice and says, "No!" after you've asked three times if a friend could come over after school.	What could be the reasons your mom raised her voice and said, "No"?	What emotions might she be feeling?
Your friend is spreading rumors about you that aren't true.	Why would your friend be spreading rumors about you?	What emotions might he be feeling?
Your friend is avoiding you and won't talk to you.	What are some reasons your friend might not be talking to you?	What emotions might she be feeling?
Your brother said he doesn't want your help in learning to play basketball.	Why wouldn't your brother want you to help him?	What emotions might he be feeling?
Your dad won't let you have your phone until you have completed your homework each night.	What could be the reasons your dad has taken your phone away?	What emotions might he be feeling?
Your teacher said you couldn't go out to recess until you finished your work.	What could be the reasons your teacher is making you finish your work?	What emotions might she be feeling?

**19. I can *listen and summarize***

For each of the following three stories, summarize in your own words what the character has said.

1. Cinderella: My name is Cinderella, and I am having a disagreement with my sisters. They always make me do the chores and never invite me to do fun things with them. It makes me feel sad and left out. They are going to a dance this evening, and I would really like to be invited, but because they don't do their share of the chores, I probably won't have the chores finished in time to go to the dance.

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2. Pinocchio: My name is Pinocchio, and my friend has really hurt my feelings. He made fun of my long nose by calling me "Long Nose Nocchio," and now other kids at school are calling me that too! He has been a good friend to me, and I want to continue to be friends with him, but I am so angry about what he did. I don't know what to do.

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3. Snow White: My name is Snow White, and I am really upset with my roommates. There are seven of them, so our house is very crowded. The main issue is that they are rude. One of them falls asleep every time I try to talk to him. Another one is constantly sneezing, and he doesn't cover his mouth when he sneezes. I want to get along with my roommates, but their poor manners are making me extremely frustrated.

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## Unit 7: Finding Solutions

### 20. I can explain *finding a solution*

Write down the steps in the process of *finding a solution*.

Step 1, **Red**: \_\_\_\_\_

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\_\_\_\_\_

Step 2, **Orange**: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Step 3, **Yellow**: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Step 4, **Green**: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Step 5, **Blue**: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Step 6, **Indigo**: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Step 7, **Violet**: \_\_\_\_\_

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**21. I can practice *finding a solution***

What was the most challenging part of the process for *finding a solution*?

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Which part of *finding a solution* was the easiest for you?

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Describe the outcome you and your partner both agreed on?

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What are some examples of situations when you could use the strategy *finding a solution*?

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**22. I can explain how to *help others find solutions***

Brainstorm guidelines for mediators to *help others find solutions*.

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**23. I can practice *helping others find solutions***

To practice the strategy *help others find solutions*, use this scenario:

Stella and Chelsea are in an argument over whose turn it is to be captain of the football team during recess. Stella has been captain every day this week because she has been the first person on the football field each day. Chelsea’s class is further down the hall, so she always get to recess after Stella’s class, and it is unlikely that Chelsea will ever be the first person on the football field. Chelsea feels that it is unfair for the same person to be the captain each day. Stella feels like whoever gets to the football field first should be the captain because that is the rule they have followed since second grade.

With two partners, decide who will be Stella, Chelsea, and the mediator. Spend a few minutes thinking about your character’s perspective, including how they might feel and why they might feel that way. Then create “I feel” and “I want” statements for your character. After you have created your statements, the mediator can begin the process of *helping others find solutions*. If you are the mediator, you will want to review the guidelines and help the others follow the steps.

Stella

I feel \_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_  
\_\_\_\_\_

I want \_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_  
\_\_\_\_\_



Chelsea

I feel \_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_  
\_\_\_\_\_

I want \_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_  
\_\_\_\_\_





## 25. I can identify Conflict Management Strategies

Match the Conflict Management Strategy to its description.



1. **Explore conflict responses**

a. I can think about what has caused the disagreement.



2. **Pause and ponder**

b. I can calm myself when I have strong emotions.



3. **Manage my anger**

c. I can work with the other person to resolve the disagreement.



4. **Uncover reasons for the disagreement**

d. I can respectfully explain my feelings and what I want during a disagreement.



5. **Voice my perspective**

e. I can explain the different ways to respond to conflict.



6. **Seek to understand perspectives**

f. I can mediate when others have difficulty resolving a disagreement.



7. **Listen and summarize**

g. I can listen closely to what the other person has said and explain how they feel.



8. **Plan my response**

h. I can plan what I want to say and do during a disagreement.



9. **Find a solution**

i. I can try and understand how the other person feels during a disagreement.



10. **Help others find solutions**

j. I can stop and think about how I will respond to the conflict.

## Assessing My Conflict Management (Posttest)

Reflect on your conflict management. Describe your strengths and your areas for growth.

Strengths in conflict management	Areas for growth in conflict management
1.	1.
2.	2.
3.	3.