

To manage conflict, I can...

1. Explore conflict responses

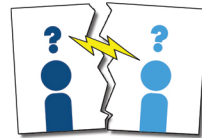


2. Pause and ponder



3. Manage my anger

4. Uncover reasons for the disagreement



5. Voice my perspective



6. Seek to understand perspectives



7. Listen and summarize

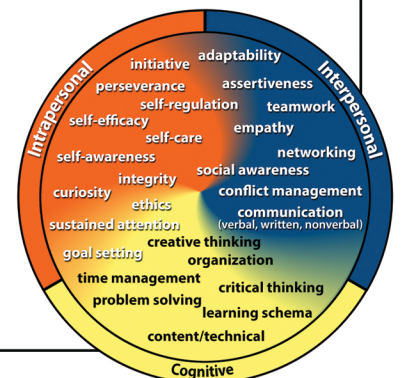


8. Plan my response

9. Find a solution



10. Help others find solutions



My Conflict Management Workbook [Secondary]

This supplemental workbook for students corresponds directly to the *Conflict Management Lessons [Secondary]* (www.cccframework.org). These activities are designed to be completed over time.

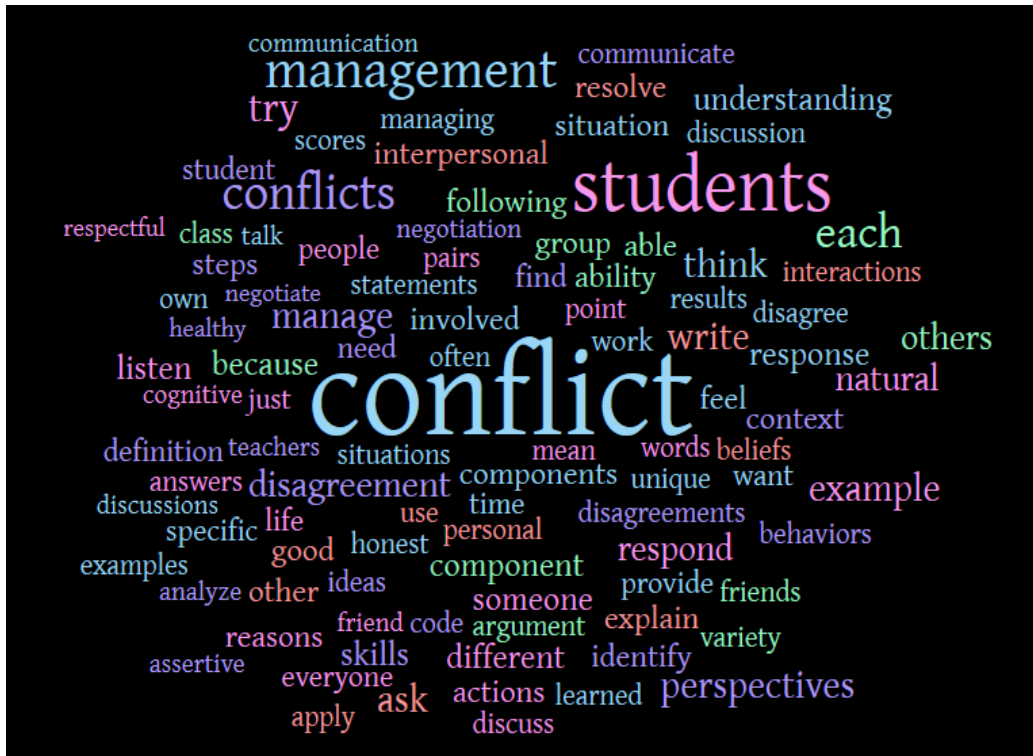


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Assessing My Conflict Management Knowledge (Pretest)

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.cccstudent.org

Code (provided by your teacher): _____

Items 1–21: As you read each item, pause and think for a moment. Then mark the response that best represents you.

Items 22–46: 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 1–21 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*.

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

Next, write down your score on the knowledge test:

Multiple-choice score: ____/24 ____%

Unit 1: Introducing Conflict Management

1. I can define conflict

Remember a time in the last few months when you were angry with a friend, teacher, or parent.

What was the conflict or disagreement about?

Describe each person's perspective. In other words, what did each side want to happen (or not happen)? Why?

Did the conflict happen because of differing needs, ideas, beliefs, or goals? Explain reasons for the conflict.

Brainstorm some reasons that a conflict might occur as part of day-to-day interactions.

In a small group, discuss the meaning of the quote assigned to you. Discuss whether the quote fits your beliefs about conflict and why or why not.

Peace is not the absence of conflict, but the ability to cope with it.

—Mahatma Gandhi

Conflict is neither good nor bad. Properly managed, it is absolutely vital.

—Kenneth Kaye

Conflict is the beginning of consciousness.

—Mary Esther Harding

Raise your words, not your voice. It is rain that grows flowers, not thunder.

—Rumi

Honest disagreement is often a good sign of progress.

—Mahatma Gandhi

I like disagreement because it forces both sides to question their own opinions and why they feel that way.

—Sam Hunt

The quality of our lives depends not on whether or not we have conflicts, but on how we respond to them.

—Thomas Crum

The beginning of thought is in disagreement—not only with others but also with ourselves.

—Eric Hoffer

Disagreeing is fine as long as your brain controls your mouth.

—Marinela Reka

For good ideas and true innovation, you need human interaction, conflict, argument, debate.

—Margaret Heffernan

Conflict, when handled correctly, strengthens.

—Benjamin Watson

Conflict is good in a negotiation process ... it's the clash of two ideas, which then, all being well, produces a third idea.

—Luke Roberts

Reflection on quote: _____

2. I can explain conflict management

Reflect on your usual response to conflict.

When you experience a disagreement, do you withdraw, get in someone's face, go along with the other person even if it's not what you really think or feel, or try to work things out so everyone is happy?

How do you respond to conflict with your friend versus your sibling or parent? Is there one way you always respond, or do you respond differently depending on the person involved?

Know your usual response to conflict.

What are some examples of how we respond to conflict?

How could knowing your usual response to conflict help you manage conflict?

Know the reasons for the conflict.

How can we determine the reasons for a conflict?

How could understanding the reasons a conflict has occurred help you during an argument?

Take steps to manage the conflict.

What steps might we take to manage a conflict?

In this context, how would you define “manage”?

Watch the video *What Is Conflict Management?* (www.cccframework.org/cm-lessons-sec/#what).

How would you explain conflict management?

Why is learning to manage conflict important?

3. I can *explore conflict responses*

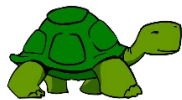


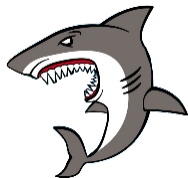

Watch the video *Explore Conflict Responses* (www.cccframework.org/cm-lessons-sec/#explore).

What are the five ways you can respond to a conflict?

What are some responses you have used during a disagreement?

How could understanding the five different ways to respond to conflict help you?

Read through the following table. Add two more possible statements to the last column for each conflict management style.

Attributes of the Five Conflict Management Styles			
	Characteristics	Goal	Possible Statements
 Avoiding	<i>I lose / You lose</i> Unassertive and uncooperative	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.	Example: "Forget about it ..." 1. 2.
 Accommodating	<i>I lose / You win</i> Unassertive but cooperative	To avoid a fight. Best if you want to keep the relationship or if you don't have much time.	Example: "Yeah, I guess that's fine ..." 1. 2.
 Compromising	<i>I win a little but also lose a little / You win a little but also lose a little</i> Somewhat assertive, somewhat cooperative	To have a chance at winning sometimes (or knowing you'll get your chance next) or to keep the relationship.	Example: "Let's meet halfway ..." 1. 2.
 Competing	<i>I win / You lose</i> Aggressive and not cooperative	Best used when you don't care about the other person or if you don't have much time.	Example: "We're going to do it my way. Period." 1. 2.
 Collaborating	<i>I win / You win</i> Assertive AND cooperative	Both parties win (but it takes more time than the other styles).	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." 1. 2.

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




When have you responded to a conflict by acting like a shark, or competing?








How do you think responding like a shark affected the outcome?

When have you responded to a conflict by acting like a turtle, or avoiding the conflict?






How do you think responding like a turtle affected the outcome?

Read each scenario in the following table. After reading the scenario, describe what you would do for each of the five conflict responses and how each would affect the outcome. The first scenario has been completed as an example.

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.		
 Avoiding	What might you do if you chose avoiding? <i>Not say anything, go along with whatever my friend told me to do.</i>	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>
 Accommodating	What might you do if you chose accommodating? <i>Shrug my shoulders and say, "Whatever you think."</i>	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>
 Compromising	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>	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>

 Competing	<p>What might you do if you chose competing?</p> <p><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?</p> <p><i>I could get in trouble; my friend would get mad at me.</i></p>
 Collaborating	<p>What might you do if you chose collaborating?</p> <p><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?</p> <p><i>My friend might realize their actions and start listening to others; we could complete the project by working together.</i></p>
2. You got in trouble for talking in class, but you were trying to help a classmate with their homework.		
 Avoiding	<p>What might you do if you chose avoiding?</p>	<p>What would the likely outcome be?</p>
 Accommodating	<p>What might you do if you chose accommodating?</p>	<p>What would the likely outcome be?</p>
 Compromising	<p>What might you do if you chose compromising?</p>	<p>What would the likely outcome be?</p>
 Competing	<p>What might you do if you chose competing?</p>	<p>What would the likely outcome be?</p>
 Collaborating	<p>What might you do if you chose collaborating?</p>	<p>What would the likely outcome be?</p>

3. Your sibling has been picking fights with you all day.

 Avoiding	What might you do if you chose avoiding?	What would the likely outcome be?
 Accommodating	What might you do if you chose accommodating?	What would the likely outcome be?
 Compromising	What might you do if you chose compromising?	What would the likely outcome be?
 Competing	What might you do if you chose competing?	What would the likely outcome be?
 Collaborating	What might you do if you chose collaborating?	What would the likely outcome be?

Unit 2: Understanding How I Manage Conflict

5. I can explain *pause and ponder*

Are there times you wish you had responded differently to a conflict?

Describe a time when you reacted to a conflict instead of thinking through your responses.

Watch the video *Pause and Ponder* (www.cccframework.org/cm-lessons-sec/#pause).

How would you explain *pause and ponder*?

Why would it be important to practice *pausing and pondering* during a conflict?

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

According to the Conflict Management Styles Assessment, what is your preferred conflict management style?

List conflicts that you encounter in which your conflict management style would be appropriate.

List conflicts in which your conflict management style would not be the best response.

Write down three conflicts you encounter over the next few days, including detailed descriptions of the conflict, the response, and the outcome.

Conflict or disagreement	My response	Outcome
Example: My mom said I couldn't have the car on Friday, even though last week she promised I could.	<p>Even though I was upset, I thought about what to say before just blurting out something rude. I respectfully asked why she changed her mind, so I could better understand the situation, including my mom's perspective.</p> <p>She said that she had to take my brother to the dentist Friday afternoon and that I could have the car on Saturday instead but only if I would drop him off at a soccer game first.</p> <p>While I wasn't happy about the change of plans, I realized that it was necessary and that it wasn't about anything I'd said or done. It would be selfish of me to expect my mom and brother to take an Uber or cab to the dentist just because I wanted to use my mom's car for fun.</p>	<p>I told my mom that I understood why I couldn't use the car Friday, and thanked her for letting me use it Saturday instead. Now she will be able to take my brother to the dentist Friday, and I will take him to the soccer game on Saturday and then get to use the car for myself. And I will get to use the car on a day when I have more free time anyway.</p> <p>My mom thanked me for being adaptable and having such a mature response, which made me happy.</p>

Conflict or disagreement (with whom, about what)	My response (feelings and actions)	Outcome (the results for all involved)

7. I can describe Conflict Management Strategies that are my strengths

Explain the Conflict Management Strategies you have learned so far.

Explore conflict responses

Pause and ponder

Which Conflict Management Strategy is easier for you?

How could you help someone who found this strategy difficult? What would you say to them?

Unit 3: Understanding Anger

8. I can explain what happens to my body when I feel angry

Describe the signals your body sent you when you had strong emotions during a disagreement.

What will you do next time you notice physiological feedback from strong emotions?

9. I can explain how to *manage my anger*

Watch the video **Manage My Anger** (www.cccframework.org/cm-lessons-sec/#manage).

How would you explain the strategy *manage my anger*?

Why is it important to *manage your anger*?

Describe a time when you became angry. What physiological feedback did you experience?

How were you able to calm yourself and *manage your anger*? What thoughts and actions helped you calm yourself?

Choose one technique that you will try to ***manage your anger*** the next time you feel angry.

Read and reflect on the following quotes:

Anger is a feeling that makes your mouth work faster than your mind.

—Evan Esar

Angry is just sad's bodyguard.

—Liza Palmer

Holding onto anger is like drinking poison and expecting the other person to die.

—Buddha

Don't say something permanently hurtful because you're temporarily upset.

—Anonymous

Describe how one of the quotes applies to what you've learned about anger.

10. I can identify feelings underneath anger



For each of the following scenarios, identify underlying emotions. Explain why you chose each underlying emotion.

- A friend asked to borrow your notes to study for the science test, and she lost them. Now you don't have any notes to help you prepare for the test. You feel extremely angry at your friend for losing your notes, but what other emotions might you be feeling, and why?

- You made plans to go to the movies with your friends on Saturday, but your mom just told you that it is your grandmother's birthday party and she expects you to attend. You feel upset with your mother for not telling you about the birthday party earlier, but what other emotions might you be feeling, and why?

- You were explaining the directions for a test to a friend, and the teacher accused you and the friend of cheating. The teacher wants to meet with you after school. You are angry at your friend because she asked you to explain the directions, but what other emotions might you be feeling, and why?

- Your brother read the essay you wrote about wanting to be an electrical engineer and said you weren't smart enough to pass the engineering classes in college. You feel angry at your brother for saying that, but what other emotions might you be feeling, and why?

Reflect on a situation within the past month when you felt angry.

Why were you angry? What underlying emotions were being masked by your anger?

Did you express your anger? How?

How would you ***manage your anger*** if the situation happened again?

Unit 4: Understanding Why the Conflict Happened

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

Watch the video *Uncover Reasons for the Disagreement* (www.cccframework.org/cm-lessons-sec/#uncover).

What do you do when you *uncover reasons for the disagreement*?

Why is it important to *uncover reasons for the disagreement*?

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

Reflect on common scenarios that you may have encountered. For each, jot down details about what happened; determine how you contributed to the disagreement with your behavior, actions, or thoughts; and identify how you felt in the situation.

Scenario	What did I contribute to the conflict in terms of behavior, actions, or thoughts (both good and bad)?	How did I feel, and why was I feeling that way?
Example: The last time I experienced conflict with a close friend	I used sarcasm, a rude tone, and plenty of eye rolling. I made sure she heard me sigh a few times too. My favorite word of the argument was “Whatever.” My thoughts were about me—how I felt, what I wanted. I didn’t stop and think about what she wanted.	I felt frustrated that we always do what she wants to do and offended that she didn’t seem to care about my feelings. She is one of my best friends, but we have different interests, and it would be nice if we did more things I was interested in.

Scenario	What did I contribute to the conflict in terms of behavior, actions, or thoughts (both good and bad)?	How did I feel, and why was I feeling that way?
The last time I felt I had been wronged or betrayed by someone		
The last time I experienced conflict with a sibling		
The last time I experienced a disagreement with a parent or guardian		

Unit 5: Choosing My Actions During a Conflict

13. I can *plan my response*

Watch the video *Plan My Response* (www.cccframework.org/cm-lessons-sec/#plan).

Why is it important to *plan your response*?

What could happen if you don't *plan your response*?

Describe a time when you reacted instead of *planning your response* during a disagreement.

How did reacting affect the outcome?

What could have happened if you had *planned your response*?

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

Watch the video *Voice My Perspective* (www.cccframework.org/cm-lessons-sec/#voice).

Why is *voicing your perspective* important?

What do you do when you **voice your perspective**?

15. I can practice voicing my perspective

Practice **voicing your perspective** by thinking about a few topics you probably have strong opinions about. For each, jot down your thoughts using the templates “I feel _____ when _____” and “I think _____ because _____.”

- Cell phone use during school

- School starting at 9:00 a.m. instead of 8:00 a.m. and dismissing later

- Charging students to attend their school’s sporting events

Describe a time when you think it will be difficult for you to **voice your perspective** because someone disagrees with you.

How will you **voice your perspective** during this time? Include how you will use other Conflict Management Strategies to help you.

Unit 6: Understanding Others During a Conflict

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

Choose one of the following quotes related to empathy:

Empathy is about finding echoes of another person in yourself.

—Mohsin Hamid

In order to have understanding, you need forgiveness, compassion, and empathy.

—Rooney Mara

Empathy is choosing to see ourselves in another despite our differences.

—Vivek Murthy

Empathy begins with understanding life from another person's perspective. Nobody has an objective experience of reality. It's all through our own individual prisms.

—Sterling K. Brown

Learning to stand in somebody else's shoes, to see through their eyes, that's how peace begins.

—Barack Obama

If you look into someone's face long enough, eventually you're going to feel that you're looking at yourself.

—Paul Auster

If I do not ask the wounded person how he feels, I myself become the wounded person.

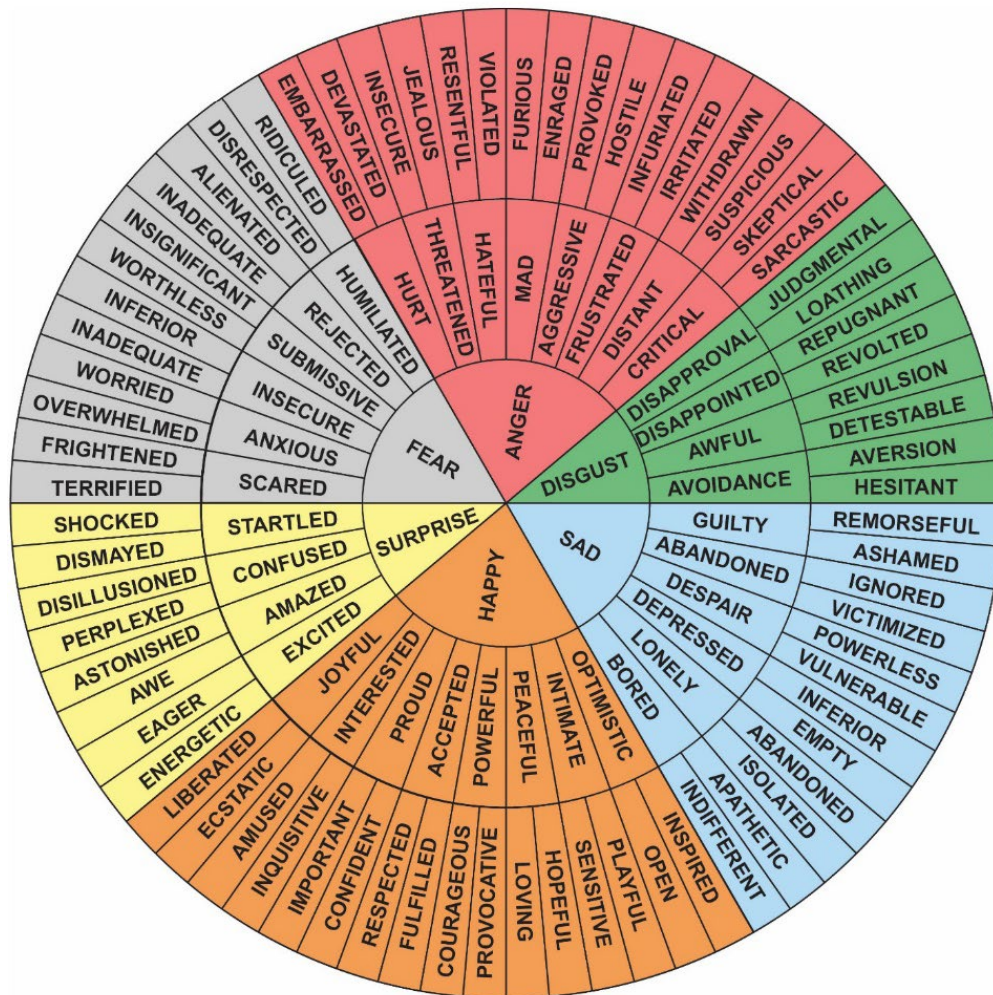
—Walt Whitman

What do you like about this quote?

How does this quote relate to empathy?

Describe a time when someone showed empathy toward you.

Feeling Words Wheel



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For each of the following scenarios, use the *Feeling Words Wheel* to identify feelings the other person might be experiencing.

Scenario	What emotions might the person be feeling, and why?
Your parent/caregiver screams, "No!" when you ask for \$10.	
Your friend posts mean thoughts about another friend.	
Your sibling avoids you to read in their room all day.	

Scenario	What emotions might the person be feeling, and why?
Your teacher seems frazzled and hasn't graded your paper. When you ask when the grade will be posted, your teacher just shrugs.	
Your close friend doesn't want to socialize with others and keeps talking about going away all summer. They aren't responding to your texts.	

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

Watch the video *Seek to Understand Perspectives* (www.cccframework.org/cm-lessons-sec/#seek).

What do you do when you *seek to understand perspectives*?

Watch the video *The Blind Men and the Elephant* (www.cccframework.org/cm-lessons-sec/#elephant).

Why did each blind man have a different perspective about the elephant?

How did their perspectives influence their perceptions?

Discuss one of the following key points about understanding another's point of view.

- Each person has a unique perspective.
- A person's perspective informs what that person experiences in each situation.
- The same message can mean two entirely different things from two different perspectives.

What does this point mean to you?

Come up with some examples of what the point looks like.

Reflect on why *seeking to understand perspectives* is important during a disagreement.

Why do we have different perspectives about things?

Why is *seeking to understand someone else’s perspective* important?

What would happen if you didn’t *seek to understand perspectives*?

18. I can practice *seeking to understand perspectives*

For each of the following scenarios, imagine that the conflict has really happened to you. Use the *Feeling Words Wheel* to answer the questions and *seek to understand perspectives*.

Your mom raises her voice and says, “No!” after you’ve asked three times to borrow her car.	What could be the reasons your mom raised her voice and said, “No”?	What emotions might she be feeling?
Your friend posted something on social media about you that isn’t true.	Why would your friend post something that was untrue?	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 drive.	Why wouldn't your brother want you to help him?	What emotions might he be feeling?
Your parents won't make your curfew later even though your friends all have later curfews.	What could be the reasons your parents won't change your curfew?	What emotions might they be feeling?
Your teacher said you couldn't retake your geometry quiz.	What could be the reasons your teacher won't let you retake your quiz?	What emotions might she be feeling?

19. I can *listen and summarize*

Watch the video ***Listen and Summarize*** (www.cccframework.org/cm-lessons-sec/#listen).

What do you do when you ***listen and summarize***?

How would ***listening and summarizing*** help you resolve a disagreement?

Guidelines for Listening and Paraphrasing

1. Show understanding and acceptance by nonverbal behaviors: tone of voice, facial expressions, gestures, eye contact, and posture.
2. Focus on listening closely to what the person is saying.
3. Restate the other person's wants, feelings, and reasons in your own words. Start your remarks with "You want ...," "You feel ...," and "You think ..."

As a listener—do NOT:

- Give advice
- Offer solutions to a problem
- Tell the person what you would do or what you think

Adapted from D. W. Johnson & R. T. Johnson, 2005, *Teaching students to be peacemakers* (4th ed.), Interaction Book Company.

Work with a partner to practice **listening and summarizing**. Partner A will expand on the following scenarios, and Partner B will **listen and summarize** what Partner A has said. After each scenario, switch roles so that each person has several opportunities to **listen and summarize**.

Scenarios:

- Tell your partner about a conflict you had with a sibling.
- Tell your partner about a time when you felt frustrated.
- Tell your partner about a time when you felt like your opinion didn't matter.
- Tell your partner about a time when you disagreed with your parent or guardian.

After **listening and summarizing** what your partner has said, answer these questions:

What was the most difficult aspect to **listening and summarizing**? Why?

How did you feel when someone was focused on what you were saying?

What will you do the next time someone is sharing their perspective with you?

Unit 7: Finding Solutions



Find a Solution in 7 steps



Step 1: Red

Partner A voices their perspective by explaining how they feel and what they want.



Step 2: Orange

Partner B summarizes what Partner A has just said.



Step 3: Yellow

Partner B voices their perspective by explaining how they feel and what they want.



Step 4: Green

Partner A summarizes what Partner B has just said.



Step 5: Blue

Partner A shares a few ideas for resolving the conflict.



Step 6: Indigo

Partner B shares a few ideas for resolving the conflict.



Step 7: Violet

Together, both partners decide what to do next and how to resolve the conflict.

20. I can explain *finding a solution*

Watch the video *Find a Solution* (www.cccframework.org/cm-lessons-sec/#find).

Describe the process for *finding a solution*.

Why is it important to *find a solution* when you have a disagreement with someone?

Why is it important to complete each step for *finding a solution*?

21. I can practice *finding a solution*

Practice *finding a solution* in the following scenarios. With a partner, decide which character you will be. Summarize your character's perspective. Then *find a solution* by completing each of the seven steps as if you were the character.

Scenario 1:

Carrie and Juan are in a disagreement over how to divide the different assignments they need to complete for their group project. Carrie thinks the assignments should be divided equally between her and Juan, but Juan thinks that some assignments are more difficult than others. He thinks each person should take a difficult assignment and an easier assignment to make the workload for each of them more equal.

My character's perspective: _____

Scenario 2:

Katie and Joe are in a disagreement about how much to charge for their pet-sitting services. Katie wants to charge a flat fee of \$12 an hour. Joe thinks \$12 an hour is too high for pet-sitting and wants to base the price per hour on the size of the pet and the services the client is asking them to do.

My character's perspective: _____

Summarize how you *found a solution*:

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

Which steps in *finding a solution* are the easiest for you?

What are some examples of situations where you could use the strategy *find a solution*?

22. I can explain how to help others find solutions

Watch the video *Help Others Find Solutions* (www.cccframework.org/cm-lessons-sec/#help).

What was the disagreement about? What did each person want?

How did the mediator help Jordan and Brett ***find a solution***?

What would you do if you served as a mediator to ***help others find solutions***?

What are the guidelines good mediators should follow?

Why is it important to ***help others find solutions***?

23. I can practice *helping others find solutions*

Use the following prompts to review the strategies ***find a solution*** and ***help others find solutions***:

What do you do when you ***find a solution***?

How is ***finding a solution*** different than ***helping others find solutions***?

Describe the role of a mediator.

In a group, create and perform a skit to demonstrate mediation skills. First, share a recent conflict you've experienced or witnessed where **helping others find solutions** would have been helpful. The situation could be related to school, family, friends, etc.

Next, as a group, choose one of the conflicts as the basis for the skit. Develop the script with three characters. Scripts should include well-chosen details and well-structured event sequences. Scripts must also display the context/perspectives of those involved in the conflict (e.g., wants, feelings, and reasons), the steps in **helping others find solutions**, and a conclusion where the mediator helps others successfully. The goal is that someone without an understanding of **helping others find solutions** or mediation can watch the skit and understand this approach to conflict management and can observe the steps.

As other groups perform, use the following checklist and reflection questions to evaluate the skit:

Helping Others Find Solutions Skits: Observation Checklist and Reflection Questions

- ____ The situation was detailed and clear.
- ____ The situation was realistic (it could really happen).
- ____ The result was realistic and represented the compromising or collaborating styles of conflict management.
- ____ The negotiators both agreed to accept the mediator's assistance.
- ____ The mediator provided ground rules, and everyone followed them throughout the process.
- ____ The mediator facilitated the negotiators and effectively used the seven steps of **finding a solution**.
- ____ The negotiators worked together to identify possible solutions and choose the one that was most beneficial for all involved.

Reflection Questions:

What strengths did the mediator display?

How could the mediator have improved in helping the people involved negotiate solutions?

Unit 8: Conflict Management—Putting It All Together

24. I can explain how to use the Conflict Management Strategies

Analyze the following scenarios. Then write a brief summary of how you would respond in each scenario, including the strategies you would use and how each strategy would help you. Consider all aspects of the scenario, including different perspectives, reasons for the conflict, and the feelings of each person involved.

Scenario 1: Your volleyball coach benches you after you serve the ball into the net. One of your teammates still on the court has hit the ball into the net on two of her serves.

Scenario 2: You have had several disagreements with one of your classmates in the last couple of weeks, and each time, you have left the situation still feeling frustrated because you are always the one who has to give in. Today you are working with this classmate on a group project, and he is insisting that your group use his idea for the assignment.

Scenario 3: A classmate makes fun of you when you shoot an air ball in gym class.

Scenario 4: Your friend’s been in a bad mood lately and takes it out on you. You ask about playing video games later, and he shouts, “Leave me alone!” and walks away.

Scenario 5: You want to borrow your mom’s car, but your mom says that since you left a big mess in her car the last time you drove it, you aren’t allowed to use it for the next two weeks.

Scenario 6: Your friend Cara posted a mean comment about Brittany, another mutual friend. Brittany is furious and is saying mean things about Cara to you.

Scenario 7: Each of your siblings wants to watch a different TV show in the same place at the same time. They started out discussing the issue calmly, but now they are screaming at each other, and you’re concerned that it’s going to become a physical fight soon.

25. I can identify Conflict Management Strategies

Match each 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 then restate what they said.



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.

Reflect on and answer these questions:

Which Conflict Management Strategy do you use most often? Provide an example of when you used it.

Which Conflict Management Strategies are difficult for you?

What ideas do you have for practicing the Conflict Management Strategies you find difficult?

Assessing My Conflict Management Knowledge (Posttest)

Posttest: Complete a short knowledge test to help you (and your teacher) get a better understanding of your current level of conflict management.

Conflict Management Knowledge Test: www.cccstudent.org

Code (provided by your teacher): _____

For Items 1–21, pause for a moment to think about how you’ve managed conflict over the past month.

Items 22–46 test your knowledge of conflict management concepts, 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 your Results page open to complete the next activity.

Looking over your results, answer the following questions:

How do Conflict Management Strategies help me?

Looking at my score for Items 22–45 on the posttest, what have I learned about conflict management?

What questions do I have about conflict management?
