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| **LEAD – Lesson 6 Identifying Conflict** **Materials Needed**: |
| **Welcome** | Snacks, Water, & Name Tag |
| **Activity** **“Conflict Roundtable Discussion”** | Speaking Stick & Question List |
| **Extra Time****“Journal Entry”**  | Journals and writing utensils  |

**PLEASE ARRIVE TO SCHOOL SITE EARLY TO GO OVER ROLES!!!**

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| Objectives |
| Students will be able to: Identify and deconstruct conflicts that occur throughout their daily lives. Coaches:  Your objective in this lesson is to assist Leaders Megan, Makayla, & Mallory to create a safe space that invites students to be open and respectful as we analyze and discuss different forms of conflict we have encountered.  |

 **Welcome Students: 15-20 minutes**

**\*\*\*\*\*TODAY’S LESSON AND STRUCTURE WILL BE COMPLETELY DIFFERENT FROM ANY OTHER WEEK WE HAVE HAD THUS FAR.\*\*\*\*\***

 **Leaders, Coaches, and All Volunteers**

 In order to set the tone of this lesson and the level of maturity that will be required of all participants, we will be conducting our “welcome” in the following order:

1. We will meet all students **outside of the classroom** where students will be guided to do the following:
	1. **Boys and Girls will be separated** in two different classrooms for this lesson.

 **(BOYS room B7) (GIRLS room B4)**

* 1. Once in front of their correct classroom, students will eat their snack outside, and trash will be thrown away (**no food** inside classroom).
	2. Drink water (**water will** **be allowed** in class).
	3. Once students have their snack and water, guide them to sit on the grass while they wait for further instructions.
	4. Use the **restroom before we enter** the class because there will be no time or distractions once we start the lesson.
1. During this time, roll will also be taken and **nametags** will be passed out and completed.
2. Classroom Leaders **(Megan, Makayla, and/or Mallory)** will introduce the lesson and classroom rules to all students outside of each classroom.

\***ALL coaches** please help to quiet and focus students’ attention to these leaders while outside.

1. Classroom **Leaders (Megan, Makayla, and/ or Mallory) will then invite** quiet, “ready” students into the classroom. As students walk in, they will be asked to put their phones in their backpacks and all backpacks will be left near the entrance of the door. **STUDENTS WILL ONLY HAVE THEIR JOUNALS AND WRITING UTENSILE WHILE AT DESK**.

**\*All coaches at this point: Megan, Makayla, and/or Mallory should have told you your role prior to entering the classroom. If these roles are unclear, please see one of them for clarification.**

**Conflict Roundtable Discussion: 35-40 minutes**

 **\*\*\*\* Desks will have already been placed in a circle. Leaders, Coaches, and Students are free to choose to sit in any of these seats\*\*\*\***

**Purpose**

**Our LEAD students face many conflicts and challenges, some more so than others, but do not have the tools or space to reflect on each of these situations. By creating a safe, respectful, nonjudgmental place for students to discuss these conflicts, we hope to learn more about what our students face in their daily lives and how we can better support them through reflection and thoughtful introspection.**

 **Coaches and All Volunteers**

Leaders Megan, Makayla, and Mallory will be leading the whole class through this lesson/ discussion.

**Activity Overview for Coaches and Volunteers**

While Leaders are administering the activity, **your role is to listen and participate** in answering questions and contributing to the dialog if it pertains to your own experiences AND ONLY IF YOU ARE COMFORTABLE WITH SHARING.

**Example**

 In this activity, participants will be asked a series of “Raise your hand if you have ever experienced\_\_\_\_\_ type of conflict.” (A list of sample questions is located below. This is only provided for informational purposes, but not meant for you to memorize or go over yourself.)

**\*Some coaches have been given additional roles such as Outside Monitor. These coaches will be debriefed on their role as we go over the lesson in person prior to school ending**.

 **Leaders**

**\*Coaches, this section of the lesson is to guide the Leader; you may read it to inform yourself, but you will not be asked to memorize these steps or questions.**

**Introduction**

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1. Once all participants are seated at a desk, have students put journals and writing utensils under their desk.
2. Introduce the talking stick and explain the rules.
	1. Only the person with the talking stick has the floor to speak.
	2. If other students would like to speak next, they must raise their hand
	3. THERE IS NO TALKING OUT OF TURN WHATSOEVER. (Students who talk will be sent outside with Outside Monitor to determine their next options)
	4. EVERYONE will respect each other by listening, not talking, and not addressing other students directly. Students should also not refer to anyone by name when recalling a conflict.

 **(This is not an intervention or “bashing” of any student or group of people)**

1. Confirm that everyone is clear on the rules and the format.

**(Leader asks question, student raises hand, leader picks a student who would like to share, Leader asks questions that help support reflection, and then leader can pick other students who would like to share or moves on to another question)**

**TOPICS TO AVOID DURING ACTIVITY!!!**

* + Harassment and/or stalking of any kind
	+ Anything that talks about past trauma
	+ Anything to do with Afghanistan
	+ Anything political or religious
	+ Topics that project your own biases or stereotypes

**Questions List**

* **Raise your hand if you have ever** **heard your neighbors arguing.**
	+ How did you know they were arguing?
	+ Were you worried for one of your neighbors?
	+ Were you scared of one of your neighbors?
* **Raise your hand if you have ever felt unsafe to walk home.**
	+ What about your area makes you feel unsafe?
	+ What types of conflicts have you encountered when walking home?
* **Raise your hand if you have ever argued with your teacher or seen someone**

**argue with the teacher.**

* + Do you believe the student was being treated fairly?
	+ Do you believe the teacher was being treated fairly?
	+ How did this conflict end?
* **Raise your hand if you have ever seen a fight at school.**
	+ What did you do when this happened?
	+ Did you know anyone involved?
	+ Do you know what the consequences were for the people involved?
	+ How often do fights happen at your school?
	+ Why do you think this fight happened at school?
* **Raise your hand if you have ever seen a fight outside of school.**
	+ What did you do when this happened?
	+ Did you know anyone involved?
	+ Do you know what the consequences were for the people involved?
	+ How does this make you feel? Safe in your neighborhood?
* **Raise your hand if you have ever seen someone you know be arrested.**
* Why do you think this happened?
* **Raise your hand if you feel safe at school.**
	+ When does this feeling occur the most?
	+ Does this ever keep you from focusing in your class?
	+ Does this ever make you feel like you don’t want to come to school?
* **Raise your hand if you do not feel safe in your community.**
	+ When does this feeling occur the most?
	+ Does this ever keep you from going outside or walking home?
	+ Does this make you feel like you want to move?
* **Raise your hands if you have ever felt like you were being picked on or bullied by someone perceiving you as different.**
	+ How often does this happen?
	+ What do you do when situations like this arise?
	+ Have adults ever witnessed this happening and intervened?
	+ Have adults witnessed this happening and ignored it?
* **Raise your hand if you have ever argued with a friend.**
	+ Are you still friends?
	+ Why do you think this situation happened?
* **Raise your hand if you have ever had a dream or goal that you kept to yourself because you thought you wouldn’t be supported.**
	+ Did this make you rethink your dream or goal?
* **Raise your hand if you are a different person at school versus when you are at home.**
	+ In what ways are you different?
	+ Why do you feel like you need to change the way you act?
* **Raise your hand if you feel like you have more opportunities here than in other places.**
	+ In what ways do you agree or disagree?
	+ How does this change the way you set goals?
* **Raise your hand if you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**For Boys Only**

* **Raise your hand if you feel like fighting someone is the only way to resolve a conflict.**
	+ Why do you feel this way?
	+ Who makes you feel this way?
* **Raise your hand if you have ever talked down to someone because you thought you were smarter.**
	+ How did this situation conclude?
	+ How did this make you feel afterward?
	+ Have you seen others act this way?
	+ How about with a girl?
* **Raise your hand if you have ever wanted to do something...but chose not to because of how you would be treated?**

**For Girls Only**

* **Raise your hand if you have ever been talked down to by someone.**
* How did you respond to this situation?
* Was anyone one around when this happened?
* How do you feel when a boy talks down to you?
* What have you done in this situation?
* **Raise your hand if you have been in a situation where someone would not stop bothering you even after you asked them to.**
	+ **Do you see this conflict differently if it was a girl vs. A boy?**
	+ **How do you respond differently?**
* **Raise your hand if you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Closing: Journal Reflection – 5-10 minutes**

\*Coaches continue as a participant and write in your journals.

 **Leader**

**Directions**

1. For the next 5-10 minutes all participants will use this time to reflect in their journals. Students can also use this time to write down any stories they wanted to share with you that they were unable to share with the class.
2. Students may leave even if we are ahead of time.

**Closing Words**

1. **\*Today we identified and deconstructed conflicts that we face in our daily lives. This is the start of our new unit. In the coming weeks we will cover tools and methods on how we can support ourselves when conflicts arise.**

**\*Thank all participants for being open, willing to share, willing to listen, treating this**   **topic with care and compassion, for seeking to understand while being respectful**  **of our own truths…** 