

Connect!

LEARNING ACTIVITIES TO STRENGTHEN ASSETS

I



Peaceful Conflict Resolution

WRITTEN AND COMPILED BY:

SAGE PLATT, ELLEN SERFUNSTINI, JILL PAPPAS, AND KATHLEEN RIGGS



Authors

SAGE PLATT, MA	4-H Mentoring Program Coordinator
JILL PAPPAS, MED	Executive Director of Elementary Education, Rock Hill Schools- South Carolina
ELLEN SERFUSTINI, MS CFCS	USU Extension Associate Professor/County Director Family & Consumer Sciences/4-H
KATHLEEN RIGGS, MS CFCS	USU Extension Professor/FCS & 4-H Youth

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RILEY HOWARD	Technical Editor; USU Extension Iron County Office Manager
SARA SCHWARTZ	Technical Editor; USU Extension Iron County Office Program Assistant
CAROL ANN DOWNS	YFP Program Accountant
KEVIN KESSLER	USU Extension Faculty; Educational Consultant; YFP State Director
CRAIG DART	YFP State Mentoring Specialist
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Kathleen Riggs: (435)586-8132; kathleen.riggs@usu.edu
Ellen Serfustini: (435) 636-3236; ellen.serfustini@usu.edu

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Introduction

THE CONNECT! I LEARNING ACTIVITIES TO STRENGTHEN ASSETS

Curriculum is based on strengthening the “Developmental Assets” of Youth. These 40 “Developmental Assets” as identified by the Search Institute of Minneapolis have proven to be crucial building blocks that youth and families need in order to succeed in life.

Throughout the country, organizations and schools recognize that these assets can be built and strengthened in our youth with the quiet revolution termed “mentoring.” A mentor is defined as a “wise and trusted friend; or someone that shows the way.”

In the 1997 Summit on America’s Future, leaders from all across the country hailed mentoring as one of the necessary solutions to help ensure a stable future for America’s Youth. They were supported by research proving that mentoring works. Goals were set to find and enlist two million mentors by the year 2000. That goal has been met!

Volunteer mentors come with a variety of education and experience. Asking mentors to work in a structured program to build or strengthen “Developmental Assets” in youth without prior training, raises serious concerns. In order for meaningful interaction to occur between mentors and youth, a basic asset-related curriculum was needed. **CONNECT! I** was developed out of this need.

CONNECT! I is designed to give meaningful interaction during the time mentors spend with their youth. It is designed to be flexible enough to be conducted informally on a one-on-one basis, or it can also be used during family trainings or family activity nights. The activities are designed to help the youth develop life-long competencies based on the “Developmental Assets” model.

From the volunteer/mentor perspective, **CONNECT! I** is a readily available, concrete set of materials and activities that can be prepared and used quickly. **CONNECT! I** will help mentors effectively meet the individual needs of each youth.

Using This Book: To The Mentor

Each of the Units/chapters in this curriculum is dedicated to one of the “40 Developmental Assets” as identified by the Search Institute. The Individual units or chapters are designed to: 1) identify the asset or quality that you, would like to work on with your youth, 2) give specific instructions for fun, active learning activities, and 3) follow up with concrete discussion questions that will help the youth achieve higher level thinking and processing skills. Each unit is self-contained. Activities can be printed off for use to be used individually by one or several sets of mentors and their youth.

Goal And Objective Page

Following the title page is a goal and objective page. This page lists the asset or quality, followed by the goal the youth is expected to meet if successfully achieving that quality. Each goal is broken into three concrete objectives for you and your youth to work on. To the right of each objective is a list of activities that can be completed by you and your youth.

Activity Page

The activity pages are written so that at a quick glance, you can see:

1. Topic of the activity
2. Whether the activity is better as a one-on-one or as a whole group activity
(This is indicated by the two-people graphic or the group graphic)
3. Time required to complete the activity
4. Necessary materials
5. How to set up the activity
6. Detailed directions to conduct the activity
7. Discussion topics to focus and reinforce the purpose of the activity
8. Specific questions to guide the youth’s thinking and processing

Checklist Page

Following each set of activity pages, is a Checklist page. After completing the activities, use this page to evaluate the progress your youth is making on a particular asset. Mentally answer the questions. If the youth is not ready to move on to the next objective, additional activity and resource suggestions are included.

Handouts

At the end of each set of activities there will be a copy of any related activity sheets or handouts to be copied for the youth. Make as many copies of this material as you need for your youth.

PEACEFUL CONFLICT RESOLUTION ASSET #36

GOAL: The youth resolves conflicts non-violently.

OBJECTIVES

The youth will:

	PAGE
Learn what conflict is, how it differs from violence, and define the benefits of peaceful conflict resolution.	Activity 1 Burning Friction 6
	Activity 2 Conflict vs. Violence 7
Identify sources of personal conflict and select useful skills to feel peaceful and calm.	Activity 1 Draw a Picture 9
	Activity 2 Rising H2O 10
Recognize the value of resolving interpersonal conflict by practicing mediation skills.	Activity 1 Lemon or Lemonade 12
	Activity 2 Dividing the Pie 13

Burning Friction

GOAL: The youth resolves conflicts non-violently.

Objective

The youth will learn what conflict is, how it differs from violence, and define the benefits of peaceful conflict resolution.

Materials

- Twine
- A piece of wood (preferably a stick or a thick dowel) about 18-20" long.

Activity (10-20 minutes)

- Have a youth hold the two ends of the stick or dowel. A second youth will hold each end of a piece of twine and rub the twine against the stick to create friction. Eventually burn marks will appear or the twine will break (that is what you want to happen.) Now break the stick in half.
- Talk about possible ways conflict can be avoided.

Discuss

- Talk about how the friction (conflict) between the twine and stick relate to the youth and their relationships with others.

Ask

- What kind of conflicts occurs gradually like this one?
- Once friction happens, how can you stop it?
- What are some of the benefits of peacefully resolving a conflict?
- What are some ways you can resolve conflicts peacefully?
- Have each youth who is willing, share how they deal with conflict (if appropriate).
- How is conflict different from violence?
- What are some of the positive things that come from violence? (There are none!)
- What good can come out of the conflict? (Think hard.)
- Can either be avoided? What are the signs?
- What are some ways conflicts and violence can be avoided?.

Conflict vs. Violence

GOAL: The youth resolves conflicts non-violently.

Objective

The youth will learn what conflict is, how it differs from violence, and define the benefits of peaceful conflict resolution.

Materials

- The movie Princess Bride
- Pen/pencil
- Paper

Activity (45-60 minutes)

- Have the youth watch the portion of the movie when Buttercup goes to see the Prince whom she is supposed to marry. He is at his desk and she comes in and talks to him. They have a conflict and she leaves.
- Next, fast forward the movie to the part where the Spaniard confronts the six fingered man and begins chasing him until his death..

Discuss

- What are some differences between violence and conflict?
- Have the youth list characteristics of each.
- Discuss how some conflict can be a good thing; for example, competition, brainstorming, etc.

Ask

- What are some of the positive things that come from violence? (There are none!)
- What “good” can come out of conflict? (Think hard).
- What are some of the ways that they can be avoided?
- What is conflict and how is it portrayed in the movie?
- What are some examples of conflict being portrayed through verbal and non-verbal communication between Buttercup and the Prince?
- What are some examples of conflict being portrayed through verbal and non-verbal communication between the Spaniard and the six fingered man?

Peaceful Conflict Resolution

GOAL: The youth resolves conflicts non-violently.

After completing activities 1 and 2, is the youth ready to move on?

1. Can the youth define “conflict”?	YES	NO
2. Can the youth verbally list ways to recognize when a conflict occurs	YES	NO
3. Can the youth distinguish the difference between conflict and violence?	YES	NO
4. Does the youth understand the results of violence?	YES	NO
5. Can the youth list some benefits that he/she would have by resolving conflicts peacefully?	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

More Activities

- Take any newspaper and have the youth look through it to find examples of conflict. Talk about what caused it and how it could have been resolved.
- Go with the youth to watch a sporting event. Look for conflict and competition.

Follow-Up Questions

- What is conflict?
- How is conflict different from violence?
- What are some signs of conflict?
- Does “bad” always come out of conflict?
- When can conflict be a good thing?
- Is violence ever a good thing?
- Does violence ever solve anything?
- How can it be avoided?

Additional Resources

- [Talking With TJ: Leader Guide Conflict Resolution Series](#) Developed by Hallmark Corporate Foundation in cooperation with Boys & Girls Clubs of America, Girl Scouts of the USA, and 4-H—the Extension System’s youth development program. (Muller + Company, Kansas City, Missouri, 1994).
- [CONFLICT: Skills for Confronting & Resolving “Difficult People At Work”](#) prepared by the National Institute of Business Management.

Draw a Picture

GOAL: The youth resolves conflicts non-violently.

Objective

The youth will identify sources of personal conflict and select useful skills to feel peaceful and calm.

Materials

- Pencil/pen
- 2 pieces of 8 1/2" x 11" paper for each youth

Set Up

- Draw a two-story house, with six windows, a front door, a chimney, and a walkway to the front door, a garage on the left side, and a tree to the right side. Do not show this to anyone until the youth draw their pictures.

Activity (20-25 minutes)

- Tell the youth to "draw a picture of a house." Don't give any more instructions. Next, have everyone, you included; show their pictures to everyone else.

Discuss

- Have the youth list ways to avoid misunderstandings.
- Comedians and sitcoms thrive on poor communication. Discuss some other humor that uses confusing communication—include some comedians—an example would be Abbot and Costello's Film "Who's on First."
- Describe a situation where unclear communication caused a problem for you, a family member, or a friend.

Ask

- Why aren't any of the houses exactly alike?
- "Why aren't your houses like mine if I told you what to draw?"
- "Can't you follow directions? Your houses should be like mine."
- How can poor communication cause conflict?
- What are some ways this can be avoided?
- What happens at home when directions/instructions aren't very clear?
- How can misunderstandings cause you or someone else to become angry?
- What are some ways to deal with anger caused by misunderstandings?

Rising H₂O

GOAL: The youth resolves conflicts non-violently.

Objective

The youth will identify sources of personal conflict and select useful skills to feel peaceful and calm.

Materials

- Deep cooking pan or container to hold a drinking glass
- Small jar or drinking glass
- Pitcher full of water
- Paper and pencil

Set Up

- Set drinking glass in pan, and get remaining supplies.

Activity (10-20 minutes)

- Have one or two of the youth try to fill the jar or glass to the very rim without it spilling over. If it is not quite to the rim, have them pour more in. They can't stop until it spills over or it is exactly at the rim. Most likely it will spill over.

Discuss

- Have a youth share some techniques to calm down.
- Have the youth make a list of ways he/she can be calm in a personal conflict situation.

Ask

- What happens if the jar or glass becomes too full?
- When we start to get angry some of the feelings we have are: butterflies in stomach, breathe faster, want to cry or yell, want to hit or kick someone or something, or think mean or bad thoughts.
- How do you calm yourself?
- Some of the signs of anger/conflict are: yelling, calling names, telling lies, throwing something, using bad language, spreading rumors, stealing, putting someone else down, hitting, pushing, kicking, refusing to talk to others, blaming someone else, etc.
- How does conflict in your life relate to the water rising and eventually spilling over? (The water represents how we feel inside.)
- How can we get rid of some of the water in the glass without it spilling over?
- How do you deal with others when they are angry with you?

Peaceful Conflict Resolution

GOAL: The youth resolves conflicts non-violently.

After completing activities 1 and 2, is the youth ready to move on?

1. Does the youth understand how misunderstanding and poor communication can cause conflict?	YES	NO
2. Can the youth identify or list some ways to improve their own communication skills?	YES	NO
3. Can the youth list or identify sources of their own personal conflict?	YES	NO
4. Can the youth list or identify specific signs of conflict and anger?	YES	NO
5. Can the youth identify things to do so he/she can feel calm in a conflict situation?	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

More Activities

- Go to a local drugstore or chain store that has a pharmacy and take both your blood pressures. Walk up and down the aisles for a few minutes and take it again to see the change.
- Visit a coach, or a dance teacher, or health instructor. Have them discuss health, conflict, and being calm.

Follow-Up Questions

- What happens when we do not have clear communication?
- What are some sources of personal conflict? How should we deal with these sources?
- What feelings occur in conflict situations?
- Why is clear communication so important?
- What are some steps that we can take to make sure that we communicate clearly?
- What does it mean to be calm/ peaceful?
- What are some ways to calm yourself down?
- How might staying in control help you avoid conflict?

Additional Resources

- Teaching Students To Be Peacemakers by David W. Johnson and Roger T. Johnson, (Interaction Book Company, 1995).
- Elementary Perspectives: Teaching concepts of Peace and Conflict by William J. Dredler, (Educators for Social Responsibility, Cambridge, MA 1990).

Lemon or Lemonade?

GOAL: The youth resolves conflicts non-violently.

Objective

The youth will recognize the value of resolving interpersonal conflict by practicing mediation skills.

Materials

- Chalkboard, dry erase board or chart to write on
- Lemon (optional)

Activity (20-30 minutes)

- Hypothetical situation: “You walk into the kitchen to find your two younger sisters fighting over a lemon. Both want it and refuse to let the other have it.”
- Discuss the five different styles or approaches of mediation skills:
 - 1. Collaboration**—people work together to find an alternative where every person gains. A true Win/Win situation.
 - 2. Avoidance**—exactly what it says, people avoid conflict at all costs. Lose/Win
 - 3. Accommodation**—one person always gives in and “accommodates:” the other in the conflict. Lose/Win
 - 4. Competition**—neither side will give up until they win. Win at all costs. Win/Lose
 - 5. Compromise**—both parties are willing to meet in the middle, therefore, each side loses a little. Lose/Lose

Discuss

- Help the youth discover that the best skill for mediation is collaboration.
- Collaboration takes intuition and imagination.
- By further questioning, you might find that one wanted the lemon to make lemonade, while the other wanted the peel to make a dessert. The conflict would be resolved by simply spending more time to understand the situation. Ask questions, use your imagination!

Ask

- What are the five styles of conflict resolution?
- Which one is best to use? Why?

Dividing the Pie

GOAL: The youth resolves conflicts non-violently.

Objective

The youth will recognize the value of resolving interpersonal conflict by practicing mediation skills.

Materials

- A treat (pie and milk go along with the lesson)

Activity (20-30 minutes)

- **Hypothetical situation:** “Imagine that there is only one piece of pie and a glass of milk sitting on the counter waiting to be eaten. You and your brother or sister both notice the food, and both of you want to eat it.”
 - What could you do to avoid an argument?
 - Have the youth discuss some options. Then review with them the 5 different styles or approaches of mediation skills.
- 1. Collaboration**—people work together to find an alternative where every person gains. A true Win/Win situation.
 - 2. Avoidance**—exactly what it says, people avoid conflict at all costs. Lose/Win
 - 3. Accommodation**—one person always gives in and “accommodates:” the other in the conflict. Lose/Win
 - 4. Competition**—neither side will give up until they win. Win at all costs. Win/Lose
 - 5. Compromise**—both parties are willing to meet in the middle, therefore, each side loses a little. Lose/Lose

Discuss

- Help the youth discover that the best skill for mediation is collaboration. Collaboration takes intuition and imagination. Now knowing this, how might they be able to collaborate to get the pie and milk. One suggestion is to probe further by asking questions. By doing so, you might find out that one is actually thirsty and would rather have just the milk, while the other only wants the pie. There are always alternatives.
- Have the youth come up with other situations that require collaboration.

Ask

- How could using these skills help you in conflict situations?
- When would you want to use the other styles?

Peaceful Conflict Resolution

GOAL: The youth resolves conflicts non-violently.

After completing activities 1 and 2, is the youth ready to move on?

1. Can the youth remember the 5 styles of mediation skills?	YES	NO
2. Can the youth tell the difference between the 5 styles of mediation skills?	YES	NO
3. Can the youth verbally list some of the steps needed for collaboration?	YES	NO
4. Did the youth list specific ways he/she could resist negative peer pressure?	YES	NO
5. Does the youth exhibit a desire to practice mediation skills?	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

More Activities

- Visit a court room or a city meeting. Watch how people talk to each other and try to solve problems.

Follow-Up Questions

- What are the five styles of conflict resolution?
- Which one is best to use? Why?
- How could using these skills help you in conflict situations?
- When would you want to use the other styles?
- How does open and clear communication play a key role?
- What are some advantages to applying these skills?
- How does asking more questions help resolve conflict?
- How does misinformation make the conflict worse?

Additional Resources

- Creative Conflict Solving for Kids Grades Four, Five, Six, and Seven by Fran Schmidt, Alice Friedman, and Judy Bachoy (Peace Education Foundation 1900 Biscayne Boulevard, Miami, FL 33132-1025 1985-1991).
- Circles of Learning by David W. Johnson, Robert T. Johnson, & Edythe



Utah's Youth and Families with Promise Program (YFP) is designed to address youth problems through early intervention with at-risk youth, ages 10-14, and their families. YFP is a mentoring program designed to reduce and prevent delinquent behavior. The program addresses three goals:

- 1) improve academic performance
- 2) increase interpersonal competence
- 3) strengthen family bonds.



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