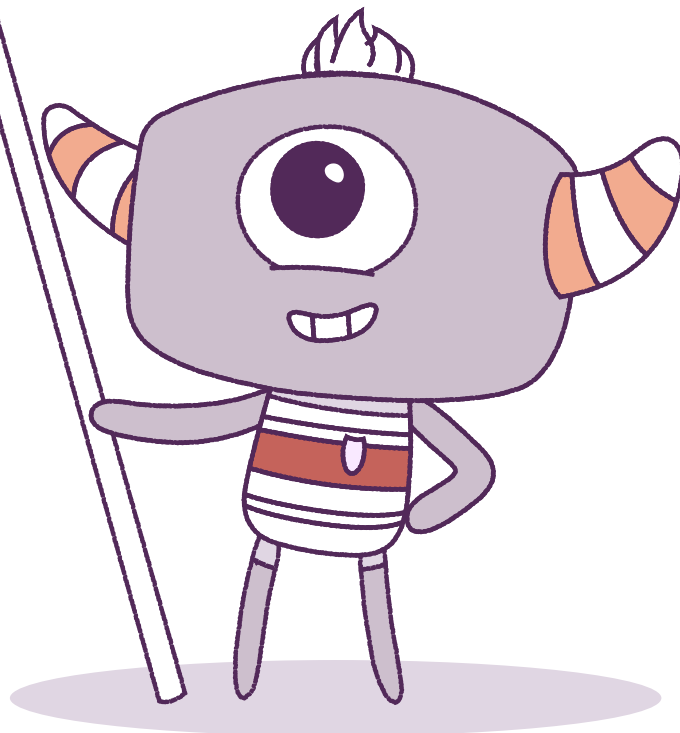




BIG TALKS for Little people

LESSON 6 CONFLICT MANAGEMENT



LESSON 6 - CONFLICT MANAGEMENT

LESSON AIMS

Understand conflict management.

EQUIPMENT REQUIRED

Digital animation: "Bean Bag Toss"

General Stationery: Tools for drawing and writing.

Bean bags: For a bean bag activity.

Printout: Character printout.

Printout: Attribute box printout.

These learnings correlate also to AC HPE General capabilities, developing their awareness of empathy through relational awareness (AC9HP4P04 GC/CCP).

Please read the recommended Teacher Sheet: 'Trauma', located on the 'Big Talks...' website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about self-concept.

CORE CONTENT

PART 1: Review the content from last week.

PART 2: Play bean bag toss.

PART 3: Watch animation, "Bean Bag Toss" & character printout.

PART 4: Attribute box printout & roleplay scenarios.

PART 5: Class strategy poster.

TEACHER NOTES

Building from previous learnings in both friendship, relational awareness, and self-concept, in this lesson students begin to explore conflict, conflict management and conflict resolution.

In alignment with HPE Australian Curriculum V.9 Year level content descriptions, students will: Select, use, and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04).

Additionally, this learning connects to the content description, whereby students:

Explain how and why emotional responses can vary and practise strategies to manage their emotions (AC9HP4P06).

And also:

Students predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them (AC9HP4P04).

LESSON 6 - CONFLICT MANAGEMENT

PART 2: PLAY BEAN BAG TOSS

Begin the lesson by gathering students either outside or indoor in a space where they can play a short round with their peers of 'Bean bag toss' or a similar activity.

Have students work in groups, taking turns to toss a bean bag in a bucket from a specified distance and record scores. Increase the difficulty of the game after short increments, taking turns in different roles: bean bag thrower and referee.

Note: Model the game after the animation to be shown in this lesson.

After playing a few rounds, regroup students in the classroom space to discuss scores and how students felt about their scores.

Prompt: make a word wall or list of students' emotional responses, i.e., Excited, proud, frustrated, annoyed, or any other emotions that arise.

Offer other emotions observed if not volunteered by the students after sharing, asking if those feelings resonate with anyone.

PART 2: CURRICULUM LINKS

Personal, social and community health: Interacting with others.

Students learn to select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04).

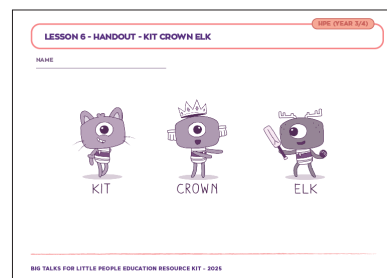
Movement and physical activity: Moving our bodies. apply and adapt movement strategies to achieve movement outcomes. (AC9HP4M02).

Students explain how and why emotional responses can vary and practise strategies to manage their emotions. (AC9HP4P06).

PART 3: WATCH ANIMATION & CHARACTER PRINTOUT

Together as a class, proceed to view the short animation 'Bean bag toss'. Organise students into small groups to discuss what was happening in the animation.

Prompt: Use the accompanying printout for lesson 6 to assist so students can record, and all share their ideas. Use the same template on the smartboard to then have groups discuss their ideas as a whole class. Bring attention to what each character in the story is feeling, what their needs are in this scenario, and how they might be able to express their needs.



PART 3: CURRICULUM LINKS

Personal, social and community health: Interacting with others.

Students predict and reflect on how other students might feel in a range of challenging situations, and discussing what they can do to support them (AC9HP4P04).

Students explain how and why emotional responses can vary and practise strategies to manage their emotions. (AC9HP4P06).

Elaboration:

Students explain how and why emotional responses can vary and practise strategies to manage their emotions.

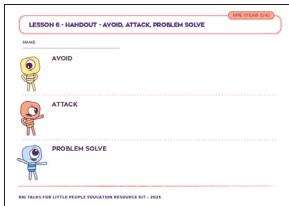
Continuum Extract:

Students explain the influence that their own behaviour has on the emotional responses of others.

LESSON 6 - CONFLICT MANAGEMENT

PART 4: ATTRIBUTE BOX PRINTOUT & ROLEPLAY SCENARIOS

Display the slide showing three characters and the attribute boxes with verbs: 'Avoid', 'Attack', and 'Problem solve'. Discuss with students these different responses to conflict.



Ask for student volunteers to then role play the scenario with an additional character to react, first in avoidance, second in attack, and lastly to problem solve. Prompt: Swap out students for different characters to ensure maximum participation and allow students to be involved.

An additional student can be included as the 'Director', prompting the characters with 'Lights... camera...action!' and 'Cut!', when they think the scenario can be concluded. Open the discussion to the audience to discuss other ways in which the characters might demonstrate avoidance, attacking and problem-solving behaviours.

PART 4: CURRICULUM LINKS

Students explain how and why emotional responses can vary and practise strategies to manage their emotions. (AC9HP4P06).

Elaboration: Students analyse scenarios and identify possible triggers and warning signs to predict emotional responses.

Continuum Extract: (Emotional awareness) Students explain the influence that their own behaviour has on the emotional responses of others. (Emotional regulation) Students manage and moderate emotions in familiar contexts, using provided strategies.

Elaboration: Students explain the strategies characters in texts use to identify and manage their emotions before deciding top act.

PART 5: CLASSROOM STRATEGY POSTER

Collectively, develop a classroom strategy poster for conflict resolution, to be displayed in the classroom. Refer to the model for conflict resolution below as a guide, but tailor to the class context.

Model for conflict resolution:

1. STOP. CALM DOWN. COOL OFF.

Turn attention inward. Notice the pain, body reaction.

2. SAY WHAT'S BOTHERING YOU

Communicate using "I" statements. Do not blame, attack, use put-downs or negative body language.

3. EACH REITERATES WHAT THE OTHER PERSON SAID

Brings clarity and empathy.

4. TAKE RESPONSIBILITY

Responsibility is internal and present-future orientated. What can each person do to improve things in the future?

5. BRAINSTORM SOLUTION

Find one that satisfies all parties.

6.AFFIRM, FORGIVE OR THANK

Acknowledge the effort made to overcome the natural tendency to fight or withdraw.

PART 5: CURRICULUM LINKS

Students explain how and why emotional responses can vary and practise strategies to manage their emotions. (AC9HP4P06)

Continuum Extract:

Students consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option.

TEACHER CHECKLIST

- ☐ Have you completed the relevant activities and shown the digital animation?