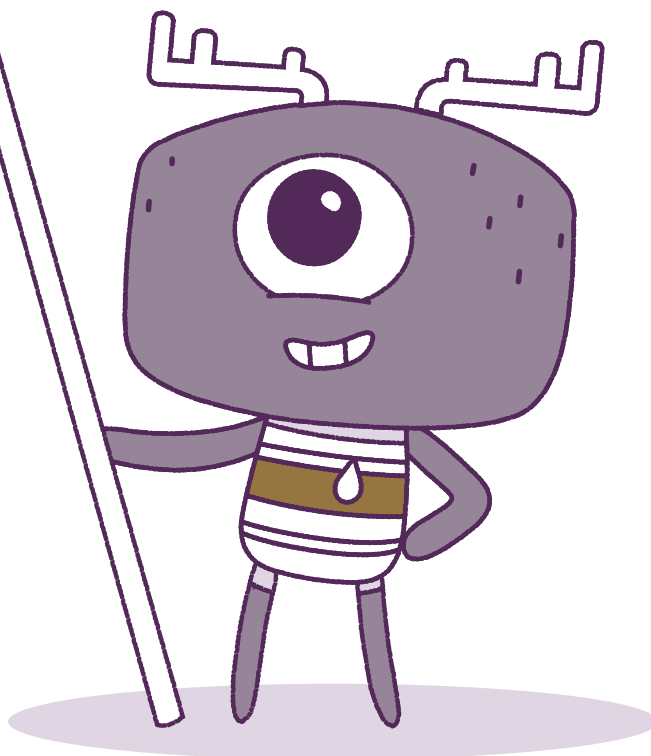




# BIG TALKS

for Little people



# LESSON 7 - CONFLICT MANAGEMENT

## LESSON AIMS

Explore more about conflict management.

## EQUIPMENT REQUIRED

**General Stationery:** Tools for drawing and writing.

**Digital Animation:** “*Bean Bag Toss*” animation.

**Internet Access:** To watch a Youtube video.

**Printout:** Conflict management poster.

**Printout:** Conflict scenarios.

**Printout:** Conflict management (blank box).  
(You will need to print x2 of this one, for use across 2 different activities.)

## CORE CONTENT

**PART 1:** Review content from last week.

**PART 2:** Conflict management poster printout.

**PART 3:** Conflict scenario activity.

**PART 4:** Conflict management (blank box) printout.

## TEACHER NOTES

In this lesson, students extend their awareness of conflict resolution and their approach to conflict management. Drawing on self-awareness skills and self-concept, students will identify motivational responses to conflict in themselves and others.

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 descriptors, whereby students:

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

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).

These learnings correlate also to AC HPE General capabilities, developing inclusive behaviours through respecting and understanding differences among others (AC9HP4P05 GC/CCP).

**Please read the recommended Teacher Sheet: ‘Restorative Mindset’, located on the ‘Big Talks...’ website.**

Over the course of the ‘Bean Bag Toss’ lessons, social-emotional learnings are extended to more complex contexts involving social conflicts and differences between individuals. Social skills and regulation are required for children to meet unavoidable conflicts in life with confidence and act appropriately and responsibly considering the experiences of themselves and others.

Drawing again on students’ growing empathies, students learn to respect and appreciate the differences between individuals as something that is normal and manageable. Care, respect and awareness are key foundational learnings for apprehending conflict, and responding ethically to these challenges as they arise.

## PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about ‘conflict-management’.

It is recommended to rewatch the ‘**Bean Bag Toss**’ animation before starting the following activities.

# LESSON 7 - CONFLICT MANAGEMENT

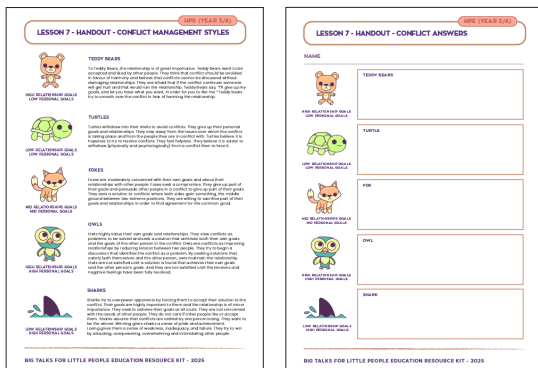
## PART 2: CONFLICT MANAGEMENT POSTER

Give each student a copy of the printout showing the animal characters and their conflict management style.

Also give them the blank version of this printout.

Prompt: Refer to any shared reading material or film the class has recently engaged with and ask students to identify which conflict management styles certain characters embody.

Also have students rewatch the animation, and have them match the “Peeps” to each animal.



## PART 2: CURRICULUM LINKS

### Personal, social and community health – Identities and change

Students learn to: plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience. (AC9HP4P02).

#### Elaboration:

Students practise and refine coping skills they can use when faced with challenges, such as positive self-talk, problem solving, mindfulness, and seeking help from others.

#### Continuum Extract:

Students build on personal abilities and achievements using feedback and self-assessment.

## PART 3: CONFLICT SCENARIO ACTIVITY

Present the conflict scenarios (support materials).



For each scenario have students propose what each animal character would do in that scenario.

Prompt: run through potential points of conflict between characters and ask students to problem solve how they might compromise.

Discuss with students how different cultures convey their values and emotions differently, inviting students to share personal experiences and their backgrounds.

## PART 3: 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).

#### General capability: Relational Awareness

Students identify how they can contribute to healthy relationships and manage challenging relationships.

#### General capability: Relational Awareness

Students apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts.

Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities. (AC9HP4P05).

#### General capability:

Students discuss the value of different needs, emotions, cultures and backgrounds.

#### Continuum Extract:

Students understand how cultural and linguistic diversity affect interactions within their community.

# LESSON 7 - CONFLICT MANAGEMENT

## PART 4: CONFLICT ACTIVITY

Once this is completed and students are familiar with the various conflict management styles and how they may present in different contexts, provide students with the printout as shown below.

Students are encouraged to identify which traits they resonate with, and with different people and situations.

Prompt: Students may write that in some settings, like school, they are a 'turtle' and withdraw from conflict. They may have anecdotes or times in other places like at home, with siblings where they respond differently, e.g. like an owl or shark.

Lesson conclusion summary:

Once students have completed their task sheet, have them add to it in a different colour in the areas in which they would like to develop skills in conflict management, such as being more assertive or allowing others to speak before making decisions.

Collect these for use and reference in the next lesson.

## PART 4: 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).

**General capability:** Relational awareness  
Students identify how they can contribute to healthy relationships and manage challenging relationships.

**General capability: Conflict resolution**

Students apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts.

**General capability: Collaboration**

Students perform designated roles within groups, appreciating everyone's contributions to a shared outcome. Students learn to: select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04).

**General capability: relational Awareness**

Students identify how they can contribute to healthy relationships and manage challenging relationships.

**General capability: relational Awareness**

Students apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts.

## TEACHER CHECKLIST

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