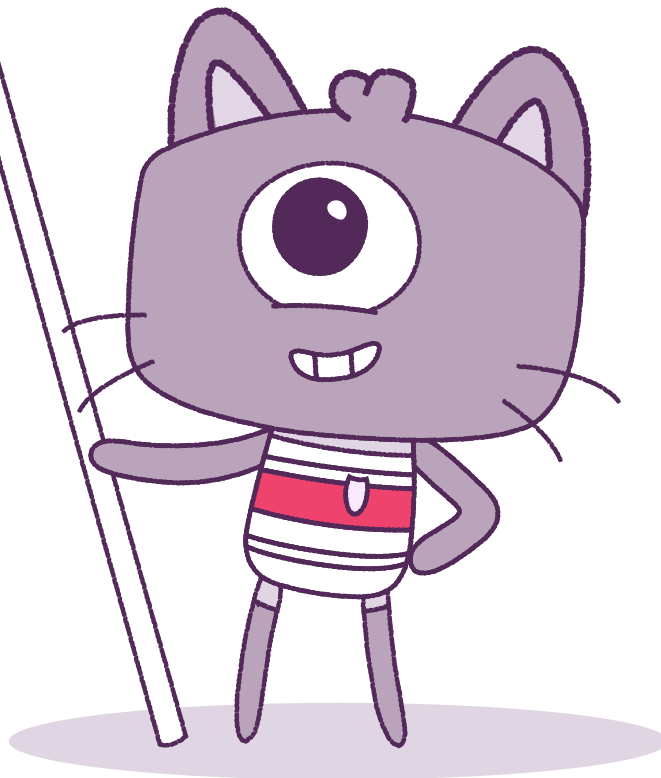




BIG TALKS for Little people

LESSON 9 CONFLICT-MANAGEMENT



LESSON 9 - CONFLICT-MANAGEMENT

LESSON AIMS

Explore more about conflict-management.

EQUIPMENT REQUIRED

General Stationery: For drawing and writing.

Digital animation: "Three Steps"

Printout: Avoid, Attack, Problem Solve.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Revisit online safety plan.

PART 3: Roleplay scenarios.

PART 4: Class discussion and poster.

TEACHER NOTES

In this lesson, students will continue to build strategies to identify, respond to and protect themselves from cyberbullying. 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 online and offline contexts.

In alignment with HPE Australian Curriculum V.9 Year 5/6 content descriptions, students will: Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

Additionally, this learning connects to content descriptors and elaborations of digital literacy, specifically: practising digital safety and wellbeing; and managing online safety (AC9HP6P08GC/CCP), and connects to content descriptors and elaborations 'Personal and social capability', ensuring that students can:

Analyse the influence that choices have on developing personal qualities and identify areas for growth (AC9HP6P01 GC/CCP).

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

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about conflict-management from last week, and re-watching the 'Three Steps' animation.

PART 2: REVISIT ONLINE SAFETY PLAN

Begin the lesson by revisiting their online safety plan from the previous lesson.

Ask students what they would do if they saw a friend being excluded, bullied or treated poorly online.

PART 2: CURRICULUM LINKS

Personal, social and community health – Personal, social and community health: making healthy and safe choices.

Students learn to analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

Elaboration (Literacy: reading and viewing)

Students discuss strategies for maintain online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour.

Continuum extract:

Students report negative or harmful online behaviour to trusted adults and know how to report it in online tools.

Students recognise when to step away from negative online social interactions.

LESSON 9 - CONFLICT-MANAGEMENT

PART 3: ROLEPLAY SCENARIOS

Display the PDF showing three characters and the attribute boxes with verbs: 'Avoid', 'Attack', and 'Problem solve'.

Discuss with students these different responses to conflict and write on the smartboard or whiteboard examples of these responses.

Ask for student volunteers to then role play online scenarios with an additional character to react, first in avoidance, second in attack, and lastly to problem solve.

Prompt: Scenarios

1. Two friends take an embarrassing picture of their friend, are laughing and then post it online.
2. One student is sent a screenshot of a private message where one friend shared a secret with someone they trusted.
3. Four friends are playing an online game, two of them keep 'kicking' one person out of the game.
4. Two friends are looking at another friend's social media account and notice a few people have been leaving mean comments.

Prompt: Swap out students for different characters to ensure maximum participation and allow students to be involved.

Prompt: 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.

PART 3: CURRICULUM LINKS

Personal, social and community health: Making healthy and safe choices.

Students learn to analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10).

General Capabilities: Ethical Understanding, students:

- Responding to ethical issues
- Explore ethical issues.
- Making and reflecting on ethical decisions
- Understanding ethical concepts and perspectives
- Explore ethical concepts.
- Examine values, rights and responsibilities and ethical norms.
- Recognise influences on ethical behaviour and perspectives.

LESSON 9 - CONFLICT-MANAGEMENT

PART 4: CLASS DISCUSSION AND POSTER

Open discussion to the audience to feedback other ways in which characters might demonstrate avoidance, attacking and problem- solving behaviours.

Collectively, develop a classroom strategy poster for conflict resolution, to display 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 4: CURRICULUM LINKS

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TEACHER CHECKLIST

☐ Have you completed the relevant activities?