



LESSON 4

Resolving Conflicts Peacefully Unit Grade 6 • Ages 11-13

TIME FRAME

Preparation: 10 minutes
Instruction: time varies 90–120 min.

MATERIALS

We Love You clip (1 min 56 sec):
<http://www.karmatube.org/videos.php?id=3122>

Other materials depend on what students create for their awareness campaign

Kindness Concept Posters: Respect, Assertiveness, Integrity & Self-Discipline

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.RI.6.1, 2, 3; CCSS.ELA-Literacy.W.6.7, 8, 9; CCSS.ELA-Literacy.SL.6.1, 1b, 2;

Colorado: Comprehensive Health S.3, GLE.1, EO.c,d,e,g; Reading, Writing and Communicating S.1, GLE.1, EO.d, e; S.4, GLE.1, EO.a,b,c

SEL: Social awareness, Responsible decision making

[Learning standards key](#)

Resolving Conflicts Peacefully Awareness Campaign

Students will be able to extend their knowledge about resolving conflicts to the larger school community, by designing an awareness campaign.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

RESPECT Treating people, places, and things with kindness.

ASSERTIVENESS Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.

SELF-DISCIPLINE Controlling one's words and actions for the benefit of self and others.

INTEGRITY Acting in a way you know to be right and kind in all situations.



The RAK paradigm is the framework for teaching and building kindness skills.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Referencing the Focusing Strategies and Problem-Solving Strategies; consider having students personalize these strategies using illustrations or creating a video.
- Creating a rubric as a class to measure the effectiveness of the project.
- Assigning roles in the project, such as researcher, note taker, graphic designer, etc. Some roles may require more than one person.
- Reviewing the Kindness Concepts (assertiveness, respect, self-discipline, integrity) as they work on this project. Students with mental health issues or those working hard on self-care already may be overwhelmed by having to complete the whole log.

Resources

Conflict Resolution Fact Sheet for Teens: http://accounselor.weebly.com/uploads/2/6/1/7/26177484/conflict_resolution_facts.pdf

Teens Crime and the Community – Helping Teens Manage Conflict: <http://www.ncpc.org/programs/teens-crime-and-the-community/monthly-article/helping-teens-manage-conflict>

Our Everyday Life: Resolving Conflict for Teens: <http://everydaylife.globalpost.com/resolving-conflict-teenagers-3304.html>

Children Caught Up in Conflict <http://www.unicef.org/sowc05/english/conflict>

Share (3 mins)

Often, young people will start a campaign to raise awareness about important issues. What are different ways that we can teach the school and larger community about resolving conflicts peacefully?

Inspire

National / Global Conflict Awareness Campaign (10 mins)

Show [karmatube.org](http://www.karmatube.org) video: *We Love You* (1 min 56 sec): <http://www.karmatube.org/videos.php?id=3122>

- What do you think about this clip?
- What is the conflict?
- What is the goal of Ronnie's campaign? What steps did Ronnie take?
- What was the outcome?
- Do you think that it is possible to promote global peace through a blog campaign?



Empower

National / Global Conflict Awareness Campaign (60-90 mins)

We are going to use our words to spread some good in our own community:

Option 1: Resolving Conflicts in the Community Campaign

Activity

1. Have students brainstorm ways they could help solve conflicts at their school. If students are having a difficult time coming up with ideas here are some suggestions:

Set up a "Peaceful Place" in the classroom or somewhere in the school to resolve conflicts. Students could decorate the space and establish rules for the place.

Volunteer to mediate disputes with other students.

Gather information from outside organizations on helping their school become a safer place where students learn to resolve conflicts peacefully. Have them assess and analyze the information they collect. Perhaps a group of students could work together to draw up a list of suggestions, actions and goals to try.

Ask the principal to make conflict resolution training available to students.

Look at websites for ideas:

Conflict Resolution Fact Sheet for Teens: http://accounselor.weebly.com/uploads/2/6/1/7/26177484/conflict_resolution_facts.pdf

Teens Crime and the Community – Helping Teens Manage Conflict: <http://www.ncpc.org/programs/teens-crime-and-the-community/monthly-article/helping-teens-manage-conflict>

Our Everyday Life: Resolving Conflict for Teens: <http://oureverydaylife.com/resolving-conflict-teenagers-3304.html>

Have students decide what conflict resolution program they want to pursue and determine how they will set up this kind of program. Allow students to have full ownership of creating this program.

Option 2: National or Global Awareness Campaign

What are some ways that 6th graders can raise awareness of national or global conflicts?

Have students discuss some global or national conflicts that they would like to learn more about and some ways they can raise awareness about these conflicts. Some ideas could include: Israeli/ Palestinian conflict, Syria, Darfur (Sudan), drug cartels in Colombia, Libya, etc.

After they finish brainstorming, students could choose one conflict to focus on as a class, or divide into teams and research different topics using some of the questions listed above to guide their research.

Then they can determine what kind of awareness campaign they want to create. For example, they could design a poster campaign, a blog, or a website. They could even create a video about what they plan to do to create awareness.



Wrap Up (5 mins)

To gauge understanding of the material, choose from the evaluation and reflection questions as discussion, or writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation

- Identify ways in which to measure the impact of the campaign.
- Have students discuss and monitor whether their campaign is having an impact on their school community.

Reflection Questions

- How do our own actions impact the larger society in which we live?
- Imagine yourself 20 years from now. What kind of a world would you want to live in? What would you teach your children about resolving conflicts peacefully?

Summary

Resolving conflicts peacefully is not just an important skill for us, but it is also an important skill for all human beings world-wide in order to ensure a more peaceful world. Each of us has a role to play to teach others what we know about resolving conflicts and to spread the word to our families, communities, and larger societies in which we live. It is our responsibility to promote peace if we want to have a more peaceful world in the future.



Act (2 mins)

Kindness Minute

Close your eyes and imagine our world 20 years from now. What do you wish it to be like? Everyone take a turn and share your wish for the future.

Kindness in Action

When you go home, observe your family members in your house and write down all the kind things you see your family members do for each other. See if you can come up with a list of 10 things. Share the list with your parent(s), caregiver or siblings.

