




Bell Ringer

When I have a conflict with someone, I usually respond by _____. I do this because _____.

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00:00:00

MMG101

1. Tell students to complete the following sentence in their journals (or give each student an index card to compose their answers. Tell them **not** to write their name on the card.

When I have a conflict with someone, I usually respond by _____. I do this because _____.

2. Have several student volunteers to share their responses to the Bell Ringer (or collect the index cards, select, and read their responses).
3. Remind students that whenever they step back and look at how they do something, as they did in today's Bell Ringer, they are practicing **metacognition**—*thinking about how they think*.



1. Briefly summarize some common responses and write on the board if . For example,

“Some of you say you want to fight back, or say something mean when you have a conflict.

Others say you want to try to work it out by talking to the person.

Do you think there is only one right way to handle conflict?”

2. Tell students that in this module, they will learn more about their own conflict styles—how they tend to respond to conflict—as well as different ways to respond to conflict.

Conflict

conflict is a struggle,
disagreement,
or quarrel



MMG101

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Conflicts and Choices

1. Introduce the vocabulary word “conflict.”
2. Ask students how they would define the word. Explain that a **conflict is a struggle, disagreement, or quarrel.**

Conflicts with Friends

Conflicts with Siblings

Conflicts with Parents

Conflicts at School

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00:00:00

MMG101

COOPERATIVE TEAM LEARNING ACTIVITY

1. Gather students into teams, and give each team a piece of **chart paper** and a marker.
2. Instruct each team to label its paper with one of these four writing topics: “*Conflicts with Friends*,” “*Conflicts with Siblings*,” “*Conflicts with Parents*,” “*Conflicts at School*.”

(If you have more than four teams, you can give the same topic to more than one team, or add “*Conflicts in the neighborhood*” as a topic. Alternatively, if you want to give students a chance to move around the room, post the four topics in four corners of the room and allow students to rotate through all four.)

Note: Be aware, as you introduce these topics, that they might possibly reveal complicated emotions that connect with **shame and trauma**: conflicts with parents, conflicts in the neighborhood and others might connect students to memories of violence in and out of the home.


3. Allow three to five minutes for students to list examples of the most common conflicts they experience in each area. (Click the icon to set the online timer.)

For example, in the “Conflicts with Siblings” category, students might write, “using my

stuff without asking.”

4. Ask teams to post their chart paper so everyone can see their answers.

How does *mindfulness* play a role in giving constructive feedback?



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Next Module **MMG101**

1. Ask students, “How does *mindfulness* play a role in giving constructive feedback, which we learned about in our last class?”

(When you are *mindful*, you are focused on what you are saying and doing, and are aware of the impact you are having on those around you.)