

Conflict Resolution Rubric

Conflict Resolution Rubric			
Beginning	Emerging	Applying	Integrating
<ul style="list-style-type: none"> ➤ Hold others in unconditional positive regard ➤ Paper, Rock, Scissors used as a strategy to resolve simple conflict ➤ Look for common ground ➤ Program Agreements referenced during activities 	<ul style="list-style-type: none"> ➤ What's Up? utilized to give students a voice, ask for suggestions ➤ Presents students with variety of strategies to resolve conflict ➤ Students appear willing to resolve conflict ➤ Students practice listening empathetically to one another ➤ Understand difference between "who" and "what" 	<ul style="list-style-type: none"> ➤ Makes a "Peace Table" available for youth to resolve conflict utilizing answers to these questions: <ul style="list-style-type: none"> ○ Why am I feeling (angry, hurt, unhappy?) ○ What do I want to change? ○ What do I need to do to let go of the unhappy feelings I have? ○ Whose problem is this really? ○ What is the unspoken message I infer from this situation? ➤ Students use "I messages" to express themselves ➤ Students "map" the conflict to broaden perspective ➤ Works with students on strategies to manage emotions—uses words to express fear, hurt, frustration, etc. 	<ul style="list-style-type: none"> ➤ Win-win strategies embedded in the conflict resolution strategies ➤ Transforms conflict into opportunity

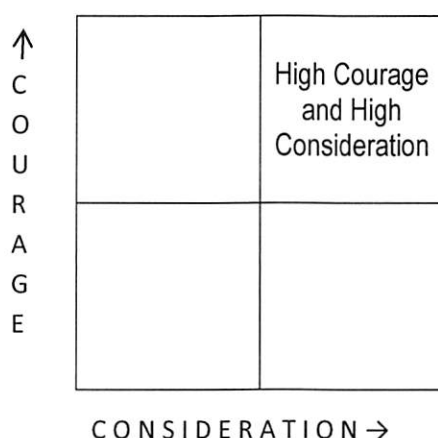
Conflict Resolution Strategies and Activities

Walk Away

Walking away doesn't always feel good. As human beings when we face conflict we will either fight or take flight. What are some things that students can do to walk away and yet still not feel cowardly,

Covey tells us that finding a win-win solution requires that we combine both courage and consideration if we are to be successful. Sometimes walking away when the feelings are raw and tempers are flared, gives you a chance to get your emotions under control and then come back together to have a conversation.

This is what the Courage and Consideration grid looks like:



Concept from 7 Habits of Highly Effective People

When youth are in the upper right hand corner, they will share the thoughts they have in a considerate manner, being sure to both express themselves clearly and listen carefully.

Use "I Messages"

Heroes

Speaking in an "I message" requires courage. Before looking at the formula for the "I message" talk with youth about being a hero and how they can be a hero by speaking up for themselves.

Ask students, "What is a hero?" (Someone who commits an act of remarkable bravery, great courage, and strength of character)

"Who is one of your heroes?" Compare the definition of a hero with your hero.

"What makes that person a hero? Do kids have power to make a positive difference in their own lives?"

I Messages

An "I-message" or "I-statement" is a statement about the feelings, beliefs, values etc. of the person speaking, generally expressed as a sentence beginning with the word "I", and is contrasted with a "you-message", which often begins with the word "you" and focuses on the person spoken to. To speak in "I messages" the youth needs to practice beginning an "I message" by saying:

- "I feel..."
- "I am sad..."
- "I enjoy ..."

The next part of the message identifies when the feeling occurs

- I feel left out when I am not picked to be on the team...
- I am sad when others ignore me...
- I enjoy being part of a group...

In the final part of the "I message" the youth should say what he/she wants.

- I feel left out when I am not picked to be on the team. I would like to play with everyone else.
- I am sad when others ignore me. I would like for people to say "hello" to me and have a conversation.
- I enjoy being part of a group. I would like to continue to be part of the team.

The goals of an "I" message" is to share what the person is feeling. These messages should:

- avoid using "you" statements that will escalate the conflict
- respond in a way that will de-escalate the conflict
- identify feelings
- identify behaviors that are causing the conflict
- help individuals resolve the present conflict and/or prevent future conflicts.

Find a Compromise

Finding a compromise requires that youth work together with one another to achieve a common goal. The activity below can facilitate this.

Making Music

1. Divide student into four groups. Tell them they are going to make music. One group claps, one group whistles, one group taps on their seats, and one group makes shushing sounds with their mouths (like cymbals).
2. Each group plays their sound when you point to them. The object is for each group to get itself coordinated into something that sounds good without talking to the other members of the group.
3. In order to accomplish this, they have to listen to what each other is doing and adjust.
4. Point to each group one at a time, letting each group get their act together. Then start adding the groups together allowing time for them to adjust what they're doing until they start to sound good. Eventually you will have all the groups going at once in a well-coordinated concert.
5. When the concert is over, ask students what made this activity fun and why it required cooperation to make it work.

Listen to the other person to determine what they are saying, and then see if you can find “common ground”