RESOLUTION OF CONFLICT
Examining Conflicts to Develop Emotional Management Skills

Summary
The resolution of conflict model is a cooperative learning method specifically designed to give students structure to develop empathy and identify and manage emotions through conflict. Students start this structure by identifying the feelings of the participants in a conflict and the reasons for those feelings. Then learners further empathize as they start to look at reactions and their effects, what could and should take place, and potential consequences. Next, they connect and relate their observations to similar situations they may be familiar with in their own lives. They end by making more inferences, evaluating the course of action chosen, identifying alternative solutions, and making generalizations. Ultimately, this empathic structure allows students to grasp how the participants of a conflict are feeling and can help them identify and offer alternatives to managing their own emotions.

Prep: 15 - 45 minutes  Class Time: 90 - 120 minutes
1 LIST FACTS of the CONFLICT
- Provide students with a specific conflict and supporting information in the form of articles, videos, charts & graphs, etc. They can also choose their own conflict as a class or group, and find their own supporting information through research.
- In small groups, have students list all the facts pertinent to the conflict, including the major actions of the participants.
- Ensure students rely on facts—not assumptions by referencing the sources.
- Provide a method for students to record relevant facts through their observations or prior research, which they can refer to throughout the process (e.g. whiteboard, graphic organizer, large paper pad, etc.).

2 REASONS, FEELINGS, REASONS
- In groups, have students identify the 1. reasons for the actions, 2. the feelings of participants, and the 3. reasons for those feelings.
- Provide sufficient time for students to discuss each of these separately. If you’re using a worksheet or whiteboard, it may be helpful to break each one into a separate task, box on a graphic organizer, column, etc.
- Encourage students to focus their discussions on looking for an explanation of the “why” behind behaviors and feelings.

3 PROPOSE RESOLUTIONS
- Provide the learners sufficient time to brainstorm, discuss, and propose potential resolutions then choose the one they think is best and why.
- Have students review and discuss possible effects of the chosen solution.
- Some possible questions to ask:
  o How would that make everyone feel?
  o Why would the people feel that way?
  o Is it possible to be fair to everyone?
- Again, it may be helpful to separate these two tasks to ensure students can develop the most feasible resolution.

4 SIMILAR SITUATIONS
- Now, give students time to relate this conflict to similar situations they may be familiar with.
- In these similar situations, have the students discuss how the participants felt and why.

5 EVALUATE the DECISION
- Give students time to further evaluate their decision and then look for alternate solutions.
- Give students time to imagine the effects of the action chosen.
- Then give them time to discuss alternate solutions and their impact.

6 MAKE GENERALIZATIONS
- Have students make generalizations about their observations.
- How might people in similar situations behave?

CONSIDER THIS
The emphases of this model are on students’ ability to articulate their own views and see the situation from the perspective of others. They will begin to realize that often others literally have not seen or heard exactly what they have. Also, because of views held previously, others may not interpret what they have seen or heard in the same way. These are complex ideas, even for adults, but they are the foundation of resolving conflicts in a constructive manner.