

Roots Groups | Lesson Plan

Meeting 4: Conflict Resolution

Location: Marin Headlands – Rodeo Beach

Objective: Students will learn about the importance of conflict resolution and how to use various activities to acknowledge this topic.

- A. Warm-Up (30 minutes): Theme Reveal Activity
 - a. **Anger Ball-Toss**

Find a soft ball. Have the class stand in a circle. Begin by completing the sentence, "I feel angry when ...". Ask for a volunteer who is willing to restate what you just said. Toss that student the ball. That student restates what you said, then completes the sentence for herself. She then tosses the ball to someone else, who repeats what she said, then completes the sentence for himself, and so on.
- B. Activity 1 (1 hour): Nature Exploration
 - a. Nature Exploration: Students will walk/hike around the area to become familiar with the Marin Headlands. Students are free to engage in dialogue during this activity.
- C. Activity 2 (2-3 hours): Conflict Resolution – Mini Activities
 - a. **Feelings Check-In**

Pass out markers and 5x8 index cards. Ask each student to write on the card in large letters one word that describes how he or she is feeling right now. Then ask students to hold up their cards and look at the variety of responses. Point out how rare it is for different people to bring the same feelings to an experience or situation. Invite students to share why they wrote down the words that they did.
 - b. **I Represent Conflict**

Place yourself in the middle of the room and say, "Imagine that I represent conflict. Think about how you usually react when you experience a conflict personally or witness a conflict happening nearby. Then place yourself, in relation to me, somewhere in the room in a way that indicates your first response to conflict or disagreement. Think about your body position, the direction that you're facing, and the distance from conflict."
Once students have found a position relative to you in the room, ask individuals to explain why they are standing where they are. You might also want to ask, "If this represents your first reaction, what might your second reaction be, after thinking about the conflict?"
- D. Activity 3 (1 Hour): Nature Exploration
- E. Activity 4 (1-2 Hour): Conflict Resolution – Mini Activities 2
 - a. **Putting Up a Fight**

Go around the group and have students answer: "What is something you have that you would put up a serious fight for--even risk your life for--if someone tried to take it away?" (This can be a material thing, like a gold chain, or something intangible, like a good reputation.) Then ask: "Why is this so important to you?"
 - b. **"What Would You Do ...?"**

Go around the group asking each student to respond to this question: "If you saw a fight starting in the street between two people you didn't know at all, what would you do?"

c. **"When I'm in a Conflict..."**

Go around the group, asking each student to complete the sentence, "When I get into a conflict, I usually ..."

F. **Conclusion (30 Minutes): Theme Discussion & Reflection**

- a. Have students describe a time they felt they were being taken advantage of and they stood up for themselves.
- b. Members will take this time to reflect in their journals about their experiences for the day's activities.
- c. **Writing Prompts:**
 - i. What did you learn about the activities today?
 - ii. How can you take from what you learned about cooperative learning into your classroom?