

RELATIONSHIPS EDUCATION

MODULE B Caring Friendships

O15 - Managing Conflict

Year 6
Spring Term: Lessons 1-2



Lesson Overview

Lessons 1-2: Managing Conflict

Engage
&
Activate

Whole Class & Paired Activities

Conflict



30 minutes

Explore
&
Explain

Whole Class & Paired Activities

Conflict corner



30 minutes

Elaborate
&
Reflect

Whole Class & Group Activities

Managing conflict



30 minutes

Evaluate
&
Review

Whole Class, Paired & Group Activities

Resolving conflict/ Optional task



30 minutes

Lesson Plan

Lessons 1-2: Managing Conflict

Aim

To recognise situations of conflict and consider ways in which conflict can be managed and resolved

Lesson Objectives

In this lesson pupils will:

Identify situations in which conflicts occur

Explore conflict resolution by considering opposing perspectives

Consider strategies for resolving conflicts

Learning Outcomes

By the end of this lesson, pupils will have:

Reviewed their approach to resolving conflict in different situations

Identified ways in which conflicts can be managed

Evaluated strategies they can use to resolve conflicts constructively

Key Vocabulary

compromise

mediator

opposition

resolution

Resources



Envelopes



Pens / Pencils



Resource sheets



Scissors

Lesson Plan

Engage
&
Activate

Lessons 1-2: Managing Conflict

Whole Class & Paired Activities

Conflict

Inform pupils that in this lesson we will **look** at conflict in friendships and **consider** ways in which conflict can be managed and resolved.

Ask pupils to **think** about what the term 'conflict' means to them.

Record responses on the board; these may include disagreements, arguments, anger, problems, fights.

Ask pupils to **identify** situations where/when conflicts can occur.

Explain that conflicts generally occur when people have differing views, opinions, needs, interests and are unable to form a compromise.

In pairs, pupils **discuss** a situation in which they had a disagreement or conflict with someone, focusing on the answers to the following questions:

- Why did the conflict occur?
- How was the conflict managed?
- On reflection, how might you have better managed the conflict?

Take feedback from pupils.

Conclude that conflicts, (be they in the form of misunderstandings, opposing views or arguments) occur in every type of relationship. By reflecting on our own attitude, behaviour and approach towards conflict we will be able to better manage conflicts in future.

Lesson Plan

Engage
&
Activate

Lessons 1-2: Managing Conflict

Whole Class & Paired Activities

Conflict

Introduce learning objectives and learning outcomes.

Discuss key vocabulary and **share** definitions. **See** below.

compromise an agreement or settlement of a dispute that is reached by each side making concessions

mediator a person who helps find a solution to a disagreement or dispute

opposition disagreement with something, often by speaking or fighting against it

resolution the act of solving or ending a problem or difficulty

Lesson Plan

Explore
&
Explain

Lessons 1-2: Managing Conflict

Whole Class & Paired Activities

Conflict corner

Explain that, generally, friendships are caring relationships that provide us with a basis for social development and emotional well-being. However, when conflict occurs with friends, this often becomes a source of stress and frustration. If we are able to resolve conflicts better, then this stress and frustration will be removed from our friendships and our friendships will be a source of comfort for us.

Explain that **one** reason conflict may occur is when **one** friend contributes more to the relationship than the other.

Ask pupils: When else may conflict occur in friendships?
For e.g., when one friend becomes jealous; when there is poor communication; when there is a lack of consideration and/or respect.

Explain that **one** way to manage conflict better is to put ourselves in our friend's shoes.

Watch the video about, 'Seeing both sides of a story' (1:32)



The screenshot shows a video player interface. At the top left, it says 'KS2'. The main title is 'Seeing both sides of a story'. Below the title, it says 'Part of PSHE and Citizenship | Conflict resolution and mediation'. The duration is '01:32'. The video thumbnail shows a group of children in a school hallway. To the right of the video, there is a 'More Clips' section with three video thumbnails: 'The different levels of anger', 'What is a peer mediator?', and 'What is bullying?'. At the bottom right of the video player, it says 'All KS2 Conflict resolution and mediation'.

<https://www.bbc.co.uk/bitesize/clips/zhypyrd>

Lesson Plan

Explore
&
Explain

Lessons 1-2: Managing Conflict

Whole Class & Paired Activities

Conflict corner

Preparation: Photocopy and **cut out** scenario cards from **Resource 1a** and **place one** scenario card in **one** envelope.

Photocopy Resource 1b. One copy per pupil.

Give each pair **one** envelope and each pupil **one** copy each of **Resource 1b.**

Instruct pupils to **role play** the conflict scenario on the card given to them by:

- standing on the 'shoe prints' on **Resource 1b**
- explaining their point of view to their partner (as shown in the video)
- exchanging places with their partner
- putting themselves in their partner's shoes and considering the conflict from their partner's point of view
- reaching a resolution to the conflict

Lesson 1-2: Managing Conflict
Resource 1a


Common conflict scenario cards

Between Friends Adam wants to buy his friend Bilal an expensive Eid gift but Adam's dad disagrees, saying that Adam should not be buying expensive gifts for his friend.	Between Friends Normally, Jane plays with her friend Sara, but today she wants to skip on her own. Sara starts making fun of her as she doesn't like Jane not playing with her.
Between Friends Hamzah makes friends with a new boy that has just joined the year 6 class. This makes Yusuf very jealous as Hamzah is his best friend.	Between Friends Aisha always helps her friend Hafsa when she is having a hard time. However, when Aisha needed her help one day, Hafsa said she was too busy to help.
Between Friends Mohsin has a disagreement with his friend Abdullah one day. This makes Mohsin very angry, causing him to physically fight with Abdullah and hurt him.	Between Friends Leena and Hanan have to work on a project together. Leena wants to create a volcano whilst Hanan wants to paint Islamic art patterns. They both can't agree on what the project should be.

AMS UK v1

Lesson 1-2: Managing Conflict
Resource 1b

Putting yourself in your friend's shoes



AMS UK v1

Lesson Plan

Explore
&
Explain

Lessons 1-2: Managing Conflict

Whole Class & Paired Activities

Conflict corner

Select pairs to **perform** role-plays.

Discuss with pupils the scenarios they have just seen role-played and **ask** them to **reflect** and **feedback** on any conflicts they have had recently and whether they could have put themselves in their friend's shoes to help resolve the conflict.

Lesson Plan

Elaborate
&
Reflect

Lessons 1-2: Managing Conflict

Whole Class & Group Activities

Managing conflict

Emphasise if we manage conflict appropriately the conflict can actually strengthen our relationships and improve our understanding of each other.

Inform pupils that we will now **elaborate** further on how to manage conflict situations by setting ground rules which we will use whenever we face such situations.

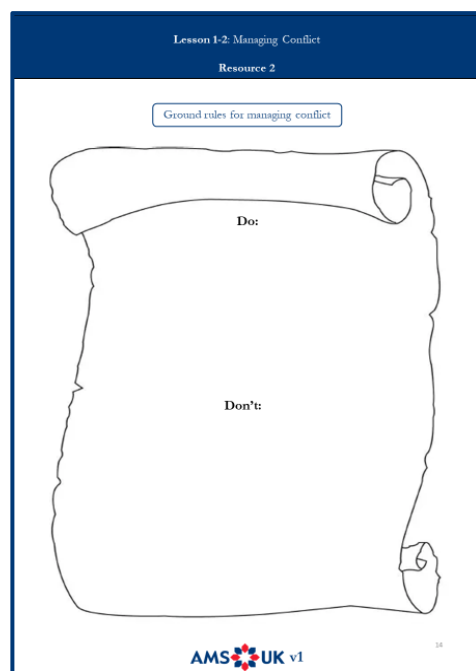
Separate pupils into groups and **hand out** a copy of **Resource 2**: Ground rules for managing conflict, to each group.

Instruct pupils to **devise** rules that they should 'do' and not do (**don't**) when managing a conflict.

Examples of '**do**': listening to one another; respecting the other person.

Examples of '**don't**': blame the other person; not taking responsibility; being violent or abusive and so on.

Take feedback.



Explain that all relationships and friendships have ups and downs. Sometimes, arguments or conflict may result from experiencing a bad day or other issues that have nothing to do with the actual friendship. Regardless of the reasons, friendships should never become unsafe as violence and being abusive are not options when we are in conflict.

Lesson Plan

Evaluate
&
Review

Lessons 1-2: Managing Conflict

Whole Class, Paired &
Group Activities

Resolving conflict

Read the hadith together to **emphasise** the importance of resolving conflict between friends.

The Messenger of Allah ﷺ said:

‘Shall I not inform you of something more excellent in degree than fasting, prayer and almsgiving (sadaqah)? The people replied: Yes, Prophet of Allah! He said: It is putting things right between people, spoiling them is the shaver (destructive).’

Abu Dawud

Elaborate that if we **resolve** conflict with our friends and those close to us we get reward more than performing voluntary worship such as nafl salah, fasting and sadaqah.

On the other hand, spoiling a relationship is a shaver, i.e. removes good deeds like a blade shaves hair.

Review learning by referring to learning objectives and learning outcomes.

Pose questions to check understanding and clarify misconceptions using **think, pair, share**:

- Name **two** situations when conflicts can occur.
- Why do conflicts occur? Give **two** examples.
- How can ‘standing in the shoes’ of your friend help resolve conflict?
- Name **three** ground rules to resolve conflict.
- What are the rewards for putting things right between people?

Lesson Plan

Evaluate
&
Review

Lessons 1-2: Managing Conflict

Whole Class, Paired &
Group Activities

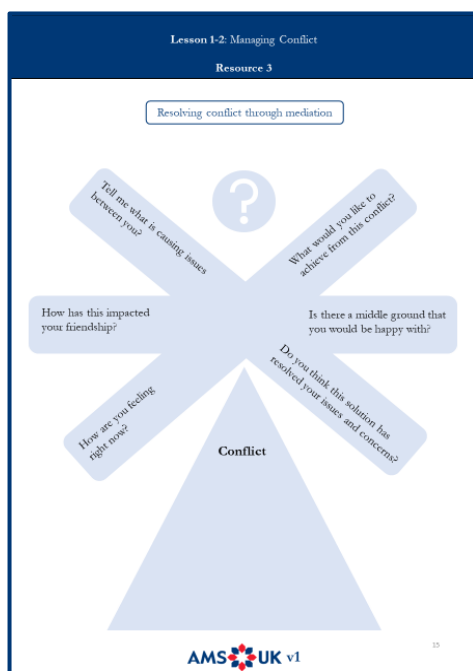
Resolving conflict

Optional Extension or Homework Task

Ask pupils in groups to think about a hypothetical disagreement or conflict they are having with a friend. **One** pupil will take on the role of mediator to **resolve** the conflict.

Pupils will **recount** the conflict to the mediator, who will **ask** mediatory questions to find out more information about the conflict in order to **support** in **resolving** it.

Pupils can use **Resource 3: Resolving conflict through mediation**, to **record** the conflict and the **use** the written mediation questions as a **guide** to their questioning.



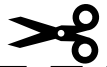
Common conflict scenario cards

Between Friends

Adam wants to buy his friend Bilal an expensive Eid gift but Adam's dad disagrees, saying that Adam should not be buying expensive gifts for his friend.

Between Friends

Normally, Jane plays with her friend Sara, but today she wants to skip on her own. Sara starts making fun of her as she doesn't like Jane not playing with her.



Between Friends

Hamzah makes friends with a new boy that has just joined the year 6 class. This makes Yusuf very jealous as Hamzah is his best friend.

Between Friends

Aisha always helps her friend Hafsa when she is having a hard time. However, when Aisha needed her help one day, Hafsa said she was too busy to help.

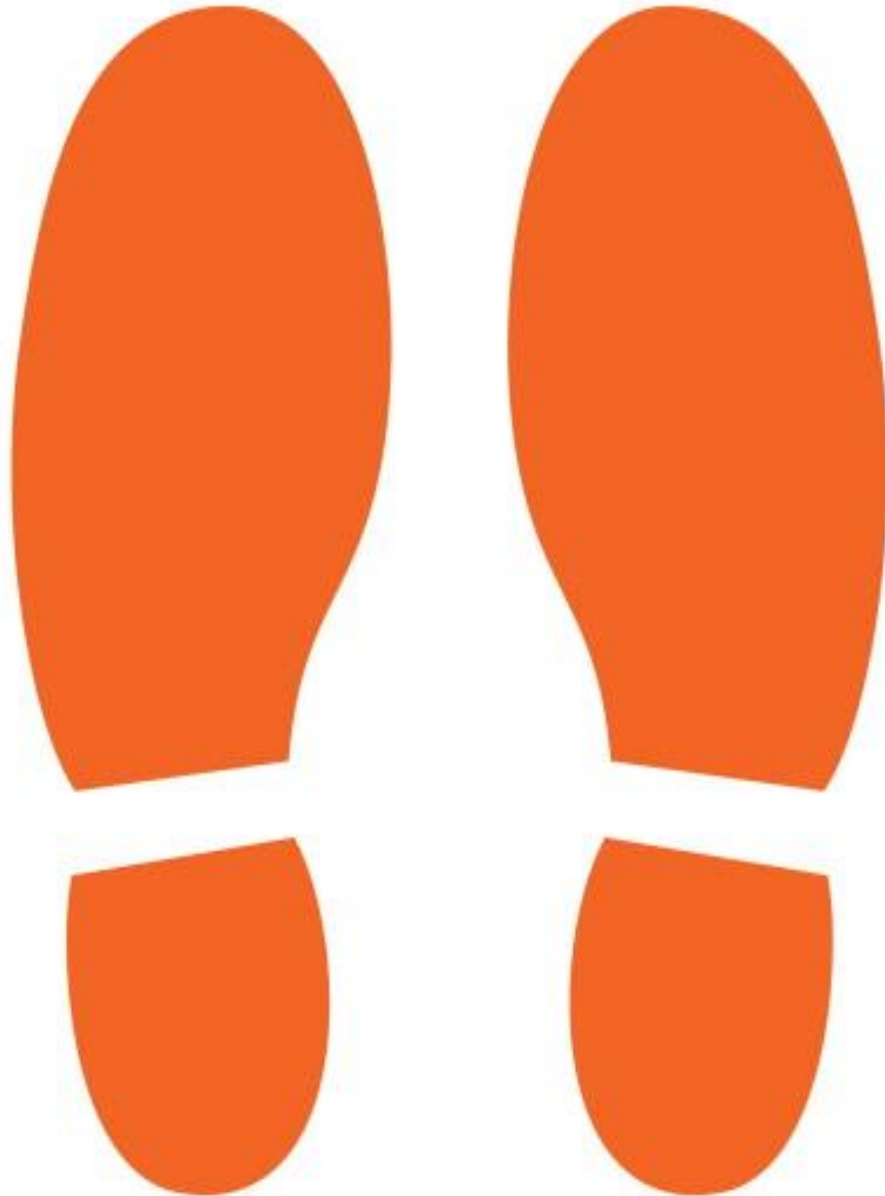
Between Friends

Mohsin has a disagreement with his friend Abdullah one day. This makes Mohsin very angry, causing him to physically fight with Abdullah and hurt him.

Between Friends

Leena and Hanan have to work on a project together. Leena wants to create a volcano whilst Hanan wants to paint Islamic art patterns. They both can't agree on what the project should be.

Putting yourself in your friend's shoes



Ground rules for managing conflict

Do:

Don't:

Resolving conflict through mediation

