Conflict Resolution and Anger Management

APPLIED PROJECT

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By

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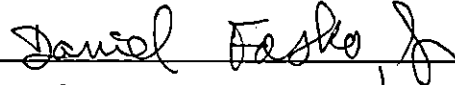Date

Abstract

Over the past decade violence in schools has become an increasing concern for students, teachers, administrators as well as parents. Many schools have taken an active approach to stop violence before it culminates into a tragic event. The author addressed the issue of whether or not teaching students anger management skills along with conflict resolution skills is an effective way to teach students how to control their anger as well as helping to stop conflicts between others, thus reducing the number of violent acts occurring in school.

This study was conducted with a sample of 55 fifth grade students in a rural eastern Kentucky elementary school. The purpose of the study was to investigate the efficacy of a school base anger management program. Behaviors were assessed at three different intervals, before implementation of curriculum, immediately after implementation, and again 30 days post implementation. Results of the study indicated that there was a significant positive impact in the experimental groups' behavior especially at the 30 days post implementation while the control groups' behavior remained relatively constant.
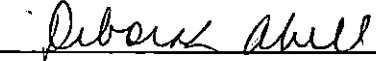
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Statement of the Problem

Over the course of the mid-1980s, violence among kindergartners through the twelfth graders has declined. In spite of this violence in schools remains a significant problem through out the United States. Based upon a national survey conducted by Kingery, Coggeshall, and Alford (1998), many students do not feel safe at school. They found that 11% of males and 11.8% of females in the seventh through twelfth grade experienced fear of physical or verbal attacks either at school or in transit between home and school. Many students reported that they had stayed home from school out of fear, with males reporting such instances more often than females. In 1998 a "Safe Schools Survey" was administered to 324 students attending an elementary school in eastern Kentucky. Sixty students indicated having been the target of a physical threat from another student during the preceding year. Physical attacks were reported on 58 surveys indicating all of these attacks were from fellow students (Cain, 1999).

Background

Anger and conflict are part of everyday living. Marion (1997) defined anger, as an emotion comprised of three components; the emotional state, the expression of the emotion, and the understanding of the emotion. Conflicts and anger arise when there is

a problem with no apparent solution. Conflicts can range from being frustrated with one's self for not understanding the school work to students displaying violent behavior. When anger is not handled effectively, especially in young students, many problems may arise. According to Smith and Furlong (1998), childhood aggression has been shown to be highly predictive of later aggression and anti-social behaviors. Smith and Furlong suggested that anger management problems in childhood are associated with numerous internalizing disorders such as depressive and anxiety based disorders and externalizing disorders such as oppositional defiant and conduct disorder.

A significant concern in education today is determining what works best in preventing school violence. Preventing, predicting the occurrence of, and coping with school violence has been the topic of numerous studies over the past five years. Underwood (1997) examined the effects of age, gender, and peer social status on children's understanding of emotions. Three hundred sixty-eight children 8, 10 and 12 years of age participated in the study. These children were shown six vignettes designed to arouse positive and negative emotions. These vignettes depicted situations that were likely to occur in the classroom. After viewing each vignette, the participants were asked to complete a questionnaire that addressed their current emotional state. Overall, results indicated negative emotions, such as anger, were expressed less often than positive emotions. When the responses were categorized by gender, it was found that girls expressed negative emotions more openly than did boys

and social status influenced emotional state with the less popular children expressing negative emotions more openly than did popular children.

The Underwood study raises some interesting issues. For example, if young children mislabel their emotions or if they are not open about their negative emotions, what implications does it have later in life regarding their ability to manage anger and resolve conflicts? Similarly, one may wonder whether teaching conflict resolution techniques and anger management skills to students may reduce their number of verbal and physical aggressive acts and whether such programs would have a long-term impact upon students ability to control their anger? If conflict resolution and anger management training are successful, will the effectiveness differ for different categories of students including students who are non-violent, potentially violent, and violent?

Literature Review

In the past 10 years many schools have adopted anti-violence or violence prevention programs. The effectiveness of such programs must be addressed before schools can justify the expenditure of resources for implementation. Effectiveness must be measured both in terms of immediate reduction of violence and in terms of lasting impact on students' behavior and emotional control. However, will these programs work and, if so, which models work the most effectively with lasting results?

One violence reduction program that has received the attention of researchers is the BrainPower Program (Hudley, Britsch, Wakefield, Smith, Democrat, & Cho,

1998). The program is founded on two fundamental assumptions: (1) aggressive children can learn to recognize that accidents occur in interactions with peers, and (2) attributional changes will reduce inappropriate retaliatory aggression thus resulting in enhanced peer relations and school adjustments for at-risk children (Hudley et al., 1998).

Hudley et al. (1998) assessed the utility of two violence prevention programs in a study that involved 384 students enrolled in third through sixth grade at four urban public schools in southern California. Students participated in a process involving a combination of teacher rating and peer sociometric nominations. Participants were rated as being aggressive or non-aggressive then assigned into one of three groups through matched random assignment. Group one received attribution retraining while group two received training in nonsocial problem solving skills. The third group served as a control group and received no training. The treatment for the attribution retraining group employed a developmentally appropriate curriculum, The BrainPower Program. This program consisted of 12 lessons in which students were instructed in the use of cognitive interpretations in social interactions. The program also included activities designed for students to apply newly acquired interpretive skills. The nonsocial problem solving skills group received traditional training in problem solving. To be effective in reducing conflict in the classroom, these students would have to transfer the problem solving skills from a nonsocial setting to a social setting. Of these three groups, only the attribution retraining group showed marked

improvement. At the end of the intervention phase teacher ratings were gathered on all three groups immediately following the treatment and again after twelve months. The attribution retraining group displayed a reduction in judgments of hostile intent by peers at both time intervals indicating that attributional retraining is useful and that attribution of intent serves an important regulatory function in displays of aggression among children.

Another program, Responding in Peaceful and Positive Ways, (Farrell, Meyer, & Dahlberg, 1996) was implemented to reduce students' involvement in violence. Farrell et al. (1996) implemented the program involving 523 sixth grade students. The students, who were predominately African –American, from single parent homes and neighborhoods where there is a high rate of crime and drug use. Students were trained in the use of a seven-step problem solving procedure. The program incorporated many opportunities for participants to rehearse their newly acquired problem solving skills.

Compared to the control group, which did not receive any training results, boys in the training group generally reported lower levels of emotional distress, restraint, suppression of aggression, impulse control, consideration of others, and responsibility. Thus, indicating boys in the training group required the necessary skills to effectively problem solve and applied these skills to their lives.

Johnson and Johnson (1996) found that minimizing the number of conflicts that occur in schools is an unattainable goal. The persistence of conflicts arises due to the student's fascination with conflict and confrontation. Given this premise, Johnson and

Johnson suggested that the proper goal of the school is to manage conflicts constructively and to avoid physical and verbal violence. To meet this goal, the researchers proposed two types of programs for implementation: (1) violence prevention programs, and (2) conflict resolution training.

There is a great diversity of conflict resolution training programs in schools, but generally they can be categorized as either cadre or total student body programs. The cadre approaches emphasize training small numbers of students to serve as peer mediators for the entire school. The responsibility for peer mediation is rotated throughout the entire student population enabling each student to gain experience as a mediator. The total student body approach emphasizes training every student in constructive management of conflicts through negotiation of conflicts and mediation of their schoolmates' conflicts.

Johnson and Johnson's (1996) Teaching Students to be Peacemakers Program uses a total student body approach. This is a 12-year spiral program in which each year all students learn increasingly sophisticated negotiation and mediation skills. Johnson and Johnson researched the effectiveness of the program in both suburban and urban schools in two different counties. They found that prior to training, most students were involved in conflicts daily. Moreover, the conflicts ended only when the student withdrew or forced the other student to submit. After training in negotiation and mediation skills, the students' conflicts tended to end more amicably with neither

student being forced to withdraw or submit. Apparently, the students had developed the required skills necessary to constructively manage conflict.

Conflict resolution training programs become discipline programs when students are not given the procedures and skills they need to regulate their own behavior (Johnson & Johnson, 1996). Training every student how to negotiate and mediate will ensure that future generations are prepared to manage conflicts constructively in career, family, community, national and international settings.

Violence prevention programs have not shown the same degree of success that has been seen in conflict resolution programs. Violence prevention programs differ from conflict resolution programs in that violence prevention programs try to stop violence before it starts while conflict resolution programs provide a way to stop violence after it has already started.

In schools today violence is already a major concern. There are several reasons for a lack of success including a lack of well-defined objectives. Many violence prevention programs have an unrealistic view of the strength of the social forces that compel students to act in violent ways. These programs underestimate the extent to which students feel that their only option is violence. Schools need to go beyond violence prevention to conflict resolution training. This is not to suggest, however, that violence prevention programs should be abandoned altogether, but rather they should be used to supplement other violence reduction programs.

A thorough review of the recent literature suggests that the success of violence prevention programs is inconclusive. Conflict resolution programs have shown only moderate success. The purpose of this study is to determine if teaching anger management techniques along with teaching conflict resolution techniques have an impact on behavior and to determine if the behavior change, if any, is relatively long lasting or persistent.

<u>Hypothesis</u>

(1)   Teaching conflict resolution and anger management techniques will have no effect on students who are judged to be a) Non-violent, b) Potentially violent, or c) Violent.

(2)   Teaching conflict resolution and anger management strategies will not have a long-term effect on behavior.

<u>Design</u>

To address these issues students were pre-tested using the <u>Scales of Independent Behavior-Revised</u> (SIB-R) to determine initial level of verbal and physical aggressive behavior. Then a program, developed by the researcher, of conflict resolution and anger management was instituted. Following conflict resolution and anger management training, students were reassessed to determine any change in the student's behavior regarding verbal and physical aggression. Students were reassessed both immediately after the treatment and then again one month later to see if any effect of training was maintained. Another group was used as a control group. This group

was also assessed prior to treatment of the experimental group, and was reassessed immediately and one month after the treatment of the experimental group. The design of the study was a 2 x 3 mixed model factorial with conflict resolution and anger management training manipulated as a between subjects variable (experimental vs. control) and time of testing manipulated as a repeated measure (pretest, immediate posttest, and delayed posttest). Measures of maladaptive behavior served as the dependent variable.

Method

Participants

The participants in this study were 55 fifth grade students, ranging in age from 10 to11 years old, enrolled at an elementary school in eastern Kentucky during the 1999-2000 school year. The participants (20 females and 35 males; 54 Caucasian and one African-American) were enrolled and randomly assigned to two groups at the beginning of the 1999 fall term. The experimental group had 27 students (9 females and 18 males) while the control group had 28 students (11 females and 17 males). Prior to participation in the study, written parental permission was obtained for each student.

Instruments

The instrument used for the pre- and post-tests was the Maladaptive Behavior

Index of the Scales of Independent Behavior-Revised (SIB-R). This section of the

SIB-R assesses three areas of problem behavior: (1) internalized problem behaviors,

(2) asocial problem behaviors, and (3) externalized problem behavior (Bruininks,

Woodcock, Weatherman & Hill, 1996).

Internalized problem behavior is defined as behaviors that can cause harm to

one's self, behavior that involves excessive repetition and unusual actions, or behavior

that reflects the individual's difficulty associating with other people or maintaining

attention (Bruininks et al., 1996). Asocial behavior is defined as behavior that is

offensive to other people because it is unusual or annoying or inappropriate in social

situations. It is also defined as behavior that reflects difficulty in following rules or

working with other people (Bruininks et al., 1996). Externalized problem behaviors

are defined as behaviors that cause physical harm to others or animals, behaviors that

deliberately break, deface, or destroy things, and behaviors that interfere with the

activities of others (Bruininks et al., 1996).

Each of these behaviors is rated according to frequency of occurrence and

severity. Scores from each of these three areas can be reported separately or together

as a general maladaptive index. Scores on the Maladaptive Index range from +10 to

–41 with a mean of 0. The Maladaptive Behavior portion of the SIB-R has been

shown to have high test-retest reliability for both school students with behavior

problems (.87) and the students without behavior problems (.88) (Bruininks et al.,1996).

The validity of the SIB-R Maladaptive Behavior Index has been assessed through a comparison with the Revised problem Behavior Checklist Scales (Bruininks et al., 1996). As can be seen in Table 1 several sub-scales from the two measures correlate reliability suggesting that the two scales are, in fact, assessing the same construct. Similarly, the Asocial and External Maladaptive Behavior Indexes correlate well with the Quay-Peterson Conduct Disorder Scale (r= -.66 and -.58, respectively). Direct studies of the construct validity of the SIB in which SIB scores would be correlated with direct, objective observations are not available. However, normative scores for different age groups increase with age as would be expected with maturation (Camp, 1989).

Table 1. Correlations between the SIB Maladaptive Behavior Indexes and the *Revised Problem Behavior Checklist* Scales.

SIB & SIB-R Maladaptive Behavior Indexes	Revised Problem Behavior Checklist					
	Conduct Disorder	Socialized Aggression	Attention Problems	Anxiety Withdrawal	Psychotic Behavior	Motor Excess
Internalized	-.05	.08	-.34**	-.39**	-.39**	-.21*
Asocial	-.66**	-.26**	-.35**	-.06	-.05	-.21*
Externalized	-.58**	-.07	-.22**	.12	-.06	-.30**
General	-.58**	-.10	-.39**	-.09	-.21*	-.35**

* p<.003, **p<.001
Adapted from Bruininks et al. (1996)

Procedure

Each classroom teacher was given one-hour of training on how to accurately complete the Maladaptive Behavior section of the SIB-R. After both teachers were fully trained, they completed a Maladaptive Behavior Index for each student. Each Index takes about 15 minutes to administer. The researcher scored the Maladaptive Behavior Index completed by teacher. The teacher, to reduce the potential for any bias, assigned students by the researcher during treatment. The curriculum was administered to the experimental group over the course of a four- week period. It was divided into twelve one-hour lessons three times per week.

Curriculum used was a combination of anger management techniques and conflict resolution training. It is a hands-on approach to identifying and managing conflicts in a constructive way. The curriculum allows the participant to be an active learner by incorporating extensive practice of newly learned skills. The participant learns what anger is and how to handle their own anger before violence starts. This program also teaches steps in the problem solving process so that conflicts can be broken down into more manageable steps. Complete lessons plans are found in Appendix A.

At the end of the six-week treatment the SIB-R was again used to calculate maladaptive behavior indexes on each student. A third data collection was administered again one month later.

Results

An analysis of the baseline data was conducted to establish the equivalence of

the experimental and control groups. The two groups were found to differ reliably

from one another (t(53)=2.96, p<.005). Ratings indicate that the experimental group

displayed more maladaptive behaviors than the control (-5.56 and 0.54 respectively)

before the administration of the curriculum, however casual observation of the two

groups suggests that the difference is due to the use of two different raters.

Examination of the students' pretest scores indicate that the students within each

condition were very similar thus separating them into nonviolent, potentially violent,

and violent categories would have been meaningless. The vast majority of students

would have been categorized as nonviolent with only seven and three students meeting

the criteria for potentially violent categorization in the experimental and control

conditions, respectively.

A two-way mixed model ANOVA was completed on all four of the sub-scores

for the two groups. The mean sub-scale scores for both the experimental and control

groups at pretest, posttest, and post-posttest are displayed in Figure 1. With regard to

the generalized sub-score, there was an interaction of group and time in which the

treatment appears to have significantly raised the scores of the experimental group

while the scores of the control group remained relatively stable across the testing times

[F(2,106)=20.67, p<.05]. When scores from both groups were averaged together a

reliable main effect for time of testing was noted with generalized sub-scale scores

increasing across the three testing periods [F(2,106)=10.32, p<.05]. Pairwise

comparisons of means using Tukey's post-hoc test of the difference between means

indicates that the post post-test scores were significantly higher than the pre-test and

the post-test; however, the post-test did not differ reliably from the pretest.
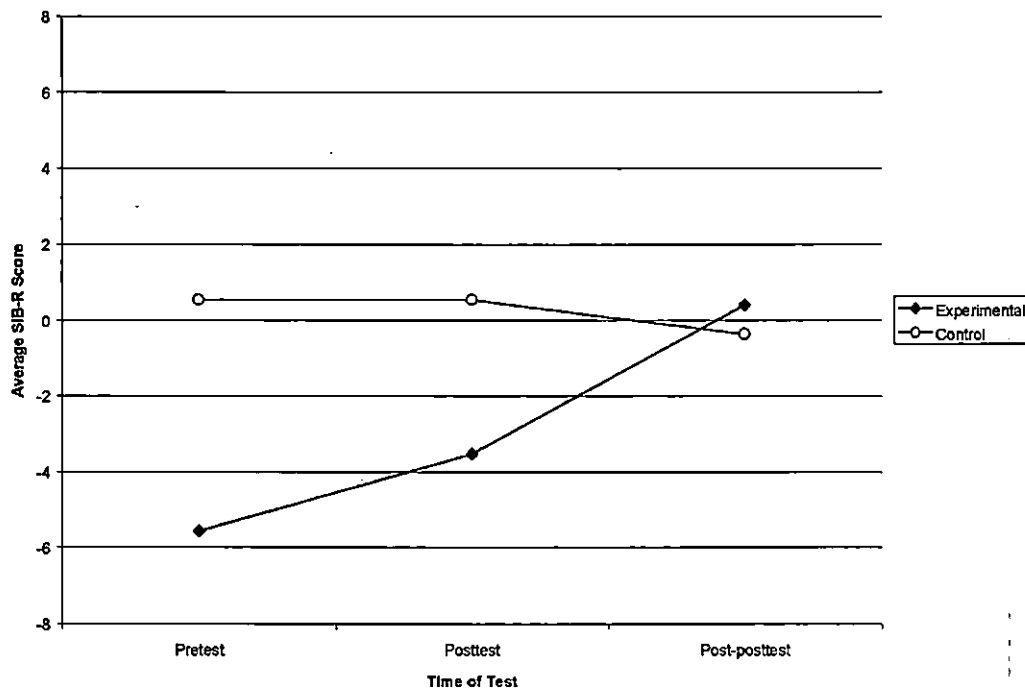

Figure 1.   Trends for the experimental and control group generalized scores
across testings.

With regard to the internalized scores, the two-way mixed ANOVA showed

there was an interaction of group and time in which the treatment had a significant

impact on the SIB-R scores of the experimental group [F(2,106)=3.80, p<.05]. The

experimental group's scores were significantly higher while the scores of the control

group remained relatively stable across testing times.

Similarly, externalized scores, showed an interaction of group and time in

which treatment had a significant impact [F(2,106) =15.74, p<.05]. As is true with the

internalized scores, the experimental group displayed consistent improvement in their

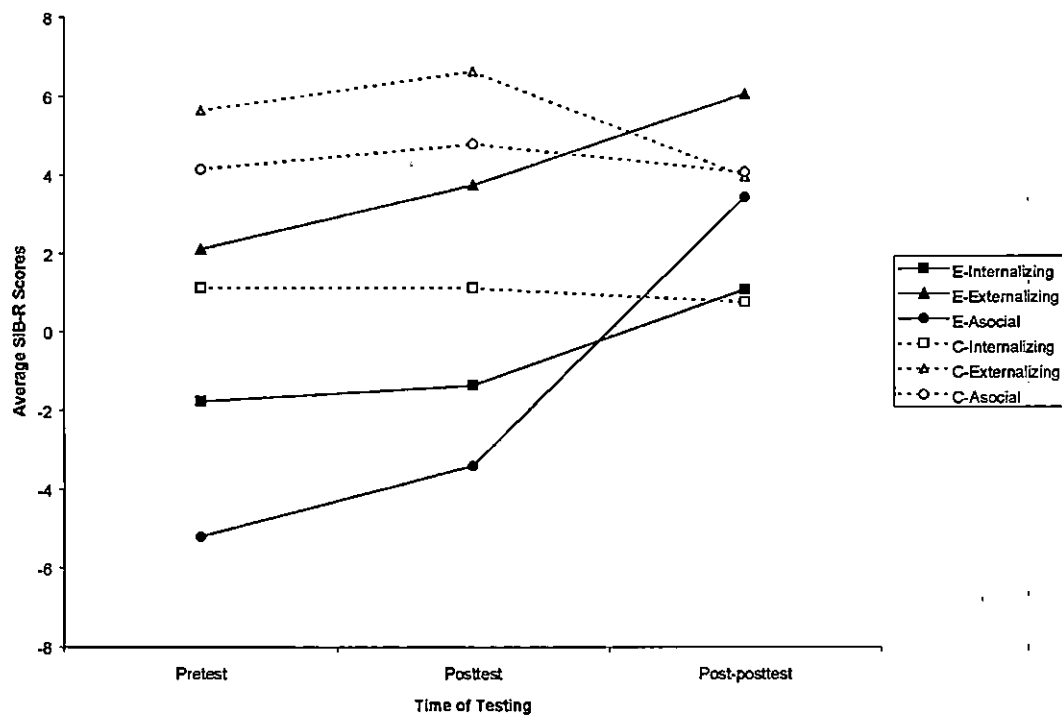externalized scores while the control group showed little change across the three

testings.

Figure 2.   Trends for the experimental and control group subscale scores across

testings.

When considering the asocial scores of both groups a significant main effect

was noted with the control group displaying higher asocial scores than did the

experimental group averaged across the three testing times [F(1,53)=9.77, p<.05].

There was also a main effect for testing time with asocial scores, significantly

increasing across the three testings. Tukey post hoc tests indicates that the post post-test differs significantly from the pre-test and the post-test; however, the post-test did not differ reliably from the pretest.

Discussion

There was an interaction between group and time for all four sub-scales of the SIB-R indicating that the experimental group's score improved from the time of pre-test to the time of post post-test. The largest gains were in the asocial scores. Typically, students displaying asocial behaviors do not follow rules or work cooperatively in groups. This improvement was linked directly to the curriculum. The curriculum used emphasized cooperative groups and allowed students to work in these groups on a daily basis, which resulted in students learning how to follow rules and work with each other to complete a task.

Another component of the curriculum that seemed to have had a lasting impact was the "Mediator of the Day". Even after the weekly lessons were over, the class continued with the conflict resolution process through a student daily mediator for conflicts occurring throughout the school day. As a result, the experimental group's scores improved from the time of post-test to the time of post post-test for both internalizing and externalizing behaviors.

According to the SIB-R scores, at the time of pre-test, the two group's scores were not comparable. This was probably due to the use of two different raters for the two groups. However, the control group's scores remained fairly consistent over the

three testings while the experimental group's scores improved over time indicating that the treatment had a positive impact, especially over time.

Treatment for this study was completed over a relatively short period of time, with posttests occurring no more than one month after the treatments completion. Clearly, further follow-up observations over an extended period of time are necessary to determine whether the program will have a lasting effect on students' behavior.

Future research might target different groups of students such as, behavior disordered, learning disabled, and at-risk students. Perhaps by focusing on these individual groups the potential benefit of the anger management program can be more fully assessed.

As violence continues to plague the schools, new and innovative curricula must be employed to help students to better manage anger and conflict. The program investigated in this study appears to be a step in the right direction.

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Appendix A

Anger Management and Conflict Resolution Curriculum

Lesson One: Getting Started

Objective(s):   The students will be able to write identifying information about themselves in order for their peers to learn something new about them.

The students will be able to identify and apply group rules to classroom situations.

Activities: The teacher will pass out the T-shirt handout and markers. Students will be asked to write their name in the middle of the shirt and decorate their shirt by writing or drawing pictures that represent themselves. (20 minutes for activity)

Teacher will first share her/his shirt to model sharing. Then teacher will call on students to share theirs. After each student shares, teacher will model one "I message". (10 min.)

Teacher will discuss briefly the agenda for the next six weeks and discuss group rules for group participation. (5 min.)
(1).   Respect others thoughts and feelings
(2).   Respect others property
(3).   Respect others opinion

Teacher will read scenarios and call on students to determine which rule is being broken. (10 min.)
(1).   Julie is sharing information about herself and Tim starts to laugh and make noises. (Answer 3 or 1)
(2).   At recess Betty and Sue were making fun of Lynn and what she shared during group time. (Answer 1)
(3).   While completing a group activity Justin and Amy were sharing markers. They both wanted the same marker so an argument began. (Answer 2)

Closure: Review the rules of the group again and briefly discuss the objectives of the next session. (5 min.)

Tee-Shirt Worksheet
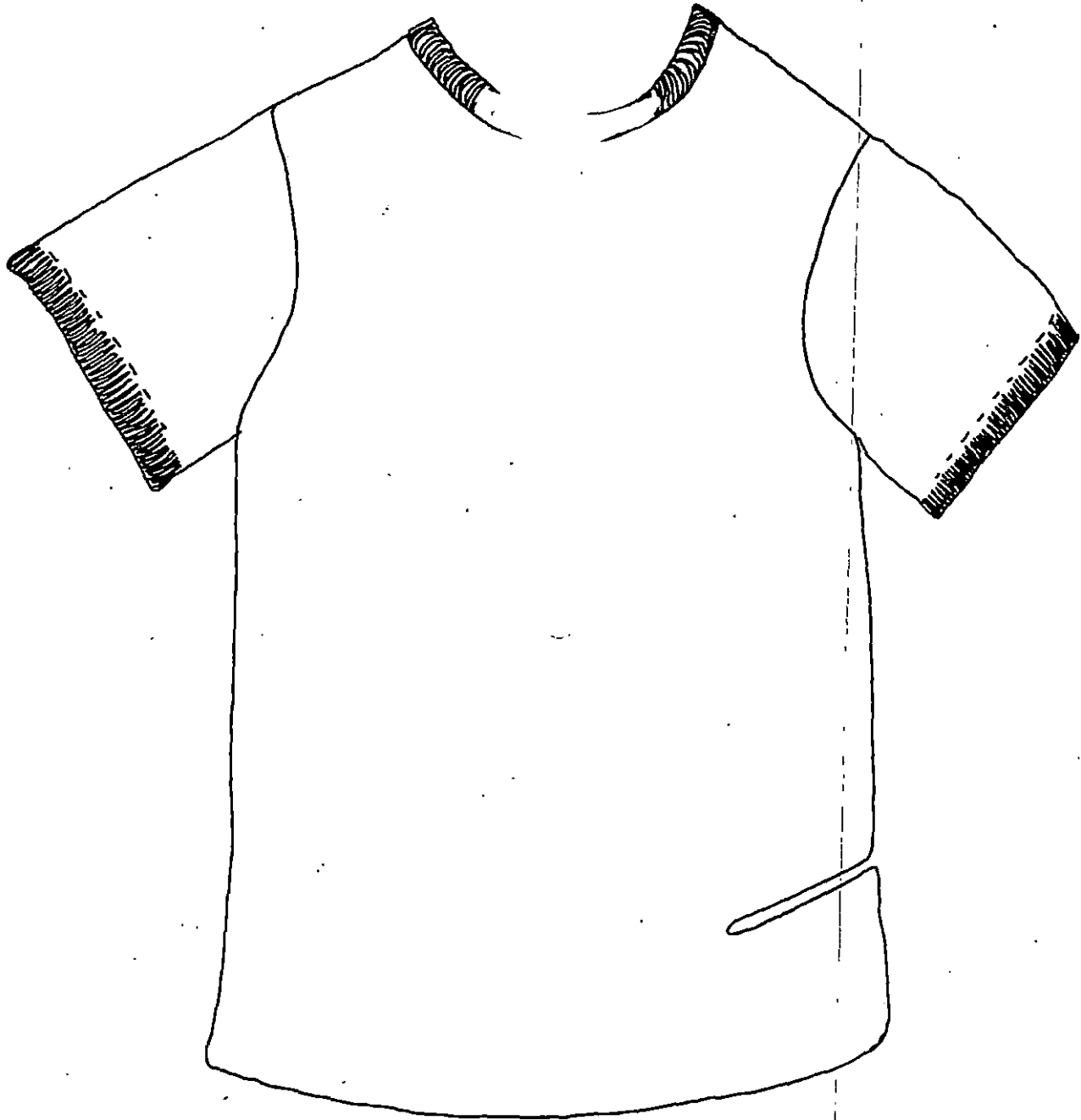
Lesson Two: How does anger feel?

Objective(s):   Students will be able to recognize physical triggers of anger through body awareness.

Students will be able to apply at least one strategy to help control their anger when they feel a physical trigger of anger.

Activities: Teacher will briefly go over session rules (see lesson one) before activity begins. (2 min.)

Teacher will ask students to close their eyes and think back to when one time that they were really angry. Teacher will ask students to replay the situation in their minds paying close attention to how their body felt during this time. (5 min.)

Teacher will ask students to disclose some of their memories and how their body felt. As students disclose, the teacher will write, using a red marker, the physical triggers on a half of chart paper. (15 min.)

Teacher will pass out hand out " Draw the trigger" and asks them to draw themselves when they were angry, what did their body feel like. (10 min.)

Students will brainstorm on ways to curb their anger when they feel these physical triggers developing within them. As students brainstorm, teacher will write, using blue marker, the ideas on the other half of the chart paper. (15 min.)

Teacher will ask students to test one new strategy of controlling their anger from the list the class made and gauge the effectiveness of it. Students will be asked to share their experience during Lesson Three. (5 min.)

Closure: Teacher will read 'Late for School" and asks questions regarding the story. Have students think about how Carl, Pete, and the Substitute could better handled their anger. (10 min.)

Teacher will pass out " 25 Healthy Ways to Express Anger" for students to use at home.

Draw the Trigger.

How angry were you?

What did you do?

1 2 3 4 5 _____

tow did you do?

Late for School*

Carl and Pete were good friends. Every morning the two boys walked to school together. One day, Carl suggested that they walk a different way, a way which would take them by an old, abandoned house that was spooky at night. Pete thought it was a good idea. However, this way of going to school took more time, and they were late to school.

When the boys walked into the classroom, their regular teacher, Mrs. James, was not there. Instead, a tall woman was directing the class. She did not see the boys come in. Carl and Pete went to their desks, took out their pencils and notebooks, and began working.

Pete reached over and nudged the girl in front of him, "Who's she?"

The girl said, "She is our substitute. Mrs. James is sick."

At that moment, the sub turned and saw Pete. "Where did you come from?" she asked. Pete replied that he had just walked into the room and was late for school. The sub told him to go to the principal's office for permission to enter class.

Pete didn't understand at all. This had never happened before, and he argued with the sub. Finally, the sub told him in an angry voice to leave the room immediately and to talk to the principal about the matter.

Pete was really mad. Why should he have to go to the office? Not only that, but the sub had said nothing about Carl who was late too. Pete felt that it was really unfair. He walked down the hall, getting even angrier thinking about the way he had been treated. Mrs. James, the regular teacher, had never sent anyone to the office for being late. Besides, why wasn't Carl sent with him?

Just as he arrived at the office, the principal walked in and said, "Well, Pete, what's the matter?"

Ask the following questions about the story.

1) How do you think Pete was feeling as he walked to the office? When he saw the principal?

2) What do you think the substitute teacher was feeling when Pete was arguing with her? When Pete angrily left the room?

3) How do you think Carl was feeling while the sub was talking with Pete?

4) After Pete returns to the classroom, how might he feel towards the substitute? Towards Carl? How might his feelings affect his school work?

5) If Pete felt angry, should he be ashamed for feeling mad?

After student responses, say or paraphrase: Anger is a normal reaction when we believe we've been treated in a wrong way by someone. The things we do when we're angry can be good or bad, but anger itself is not good or bad - it's just a feeling.

Ask students if incidents like this one just described ever happen to them and how they feel when they do. Help students identify situations that make them angry. These can be with peers or adults.

After going around the group and eliciting problem situations, say or paraphrase: Our body lets us know when we're starting to get angry. It's important to notice the signals it's giving us. It's our body's way of telling us that an anger explosion is building up and we need to get things under control.

When we start to get angry, our body releases adrenaline and starts pumping it into our organs and muscles. Some people know they're starting to get angry because

- they notice that their heart starts beating really fast;
- they notice they breathe more deeply;
- they get sweaty palms or headaches; and
- some people actually "see red" when they're angry.

25 HEALTHY WAYS TO EXPRESS ANGER

Be careful not to say or do anything to hurt yourself or anyone else.

1. Tell someone you're angry.

2. Talk to yourself in the mirror about your anger.

3. Hit a pillow.

4. Jump up and down.

5. Cry.

6. Hit the floor with a rolled-up newspaper.

7. Smash play dough or clay.

8. Hit a bed with your fist.

9. Yell "I'M SO ANGRY!!!"

10. Tear and crumple up newspapers, magazines, or old phone books and fill a garbage bag.

11. Go into a safe room to get some "space."

12. Walk away.

13. Lie on a bed with your feet in the air. Kick your feet back and forth and yell "AHHHHH!" or "I'M ANGRY!!!"

14. Take a small towel and use to hit a couch or chair while saying "I'm so angry!"

15. Play an angry song on the piano.

16. Beat a drum.

17. Do an angry dance.

18. Bounce or kick a ball.

19. Dig in dirt.

20. Go swimming; hit the water.

21. Throw rocks into a pond, lake, or ocean.

22. Get a hug.

23. Rake leaves or shovel snow.

24. Run.

25. Swing.

Lesson Three: Handling Anger Effectively

Objective(s):   Students will be able to demonstrate through role-play various strategies to remain calm when feeling anger triggers.

Activities: Teacher will call upon students to share their strategy critic from last lesson. If strategy did not work students will brainstorm on what other strategy might have worked for that situation. (10 min.)

Teacher will from class into working groups of four or five. Each group will be given a scenario. Each group's task is to read and discuss possible strategies for defusing the situation. (15 min.)

Each group then role -plays their scenario incorporating their group's strategies. (15 min.)

Scenarios:

(1). Melissa and Kathy were in the bathroom and Kathy said something to Melissa that hurt her feelings and made her mad. What should Melissa do?

(2). Bob and Chuck were walking down the hall. Chuck said something as he passed Bob. Bob thought he was talking down to him and got mad. What should Bob do?

(3). At lunch Julia said something about Carrie to their group of friends. Carrie was embarrassed and got mad. What should Carrie do?

(4). On the bus two students start to argue. How can this be solved peacefully?

(5). At recess a group students were playing ball. One student wanted to play, however, instead of asking he takes the ball from one of the players and starts running around the playground with it. How can this problem be solved peacefully?

(6). In gym class students were jumping rope. One student felt the person turning the rope was turning too fast. She asked the person to slow down but the other person said she wasn't turning too fast. How can this problem be solved peacefully?

(7). During work time in the class, Bob wanted to borrow Susan's scissors. Instead of asking her he grabbed them out of her hand. How can this problem be solved peacefully?

Closure: Students will be asked to try another strategy for handling anger in the course of the week. (2 min.)

Lesson Four: Rational and Irrational Beliefs

Objective(s):   Students will be able to distinguish between a rational and an irrational belief.

Students will be able to replace irrational beliefs with rational beliefs.

Activities: The teacher will introduce the activity by writing the words *rational* and *irrational* on the board. The teacher will explain that irrational beliefs don't make good sense, whereas rational beliefs do. For example, demanding your best friend to carry your books between every class is irrational while a rational belief may be wishing your best friend would carry your books but realizing your best friend won't carry your books between every class. (5 min.)

Through class discussion have the class explain why beliefs are irrational and how might these beliefs lead to anger. (15 min.)

I must be perfect.
Everyone should always like me all the time.
I can't help the way I feel; it's someone else's fault if I'm unhappy.
It's awful if everything doesn't always go the way I want it to.
I shouldn't have to work too hard at anything.
I can't make mistakes.
I can't stand to be criticized.
Everyone and everything in this world should be fair.

Form class into working groups of four or five. Pass out "Rational or Irrational Beliefs List". Each group will discuss the list and decide if each is a rational or irrational. After every group is finished teacher will facilitate discussion of each item on the list letting students brainstorm on the irrational beliefs and changing them into rational beliefs. (20 min.)

Teacher will pass out "Erase the Irrational Worksheet" and will allow students to work in pairs to change the irrational belief into a rational belief. After worksheet has been completed, class will discuss the answers. (15 min.)

Closure: Review what rational and irrational beliefs are and how irrational beliefs can lead to anger. Remind students that irrational beliefs can be changed into rational beliefs. Challenge students to start replacing their irrational beliefs with rational beliefs in their own lives. (5 min.)

Rational or Irrational Beliefs List

1. I've never had any friends.

2. No one ever asks me to go anywhere.

3. I wish I could have a new stereo.

4. If I can't go to the skating party, I'll die.

5. If she is really my friend, she should always sit by me and not by other kids.

6. My parents never let me do anything.

7. It would be nice if he would invite me to stay overnight, but just because he hasn't, that doesn't mean he doesn't like me.

8. I'm such a terrible basketball player. If I go out onto that floor, everyone will laugh and make fun of me.

9. If I make a mistake on this test, it doesn't mean I'm a dummy.

10. Everyone should say nice things to me.

11. I wish I had more friends.

12. If I have to sit next to him, I might as well quit school.

13. I really don't like her, but if I have to be her partner I guess I can stand it.

14. Just because I lost in arm wrestling, everyone is going to make fun of me and call me a wimp.

15. If my mom yells at me, it just means she's had a bad day, not that she doesn't love me.

16. There's no way I can wear my sister's hand-me-down clothes to school. Everyone will make fun of the way I look.

17. If I have to be in a class with those kids, I might as well quit school.

18. I would like to go skiing over spring break like some of the other kids, but I understand my parents can't afford it.

Lesson Five: What is Conflict?

Objective(s):   Students will be able to recognize internal conflicts, conflicts between people, and conflicts between groups of people or nations.

Students will be able to recognize conflicts are part of everyday life and realize how their conflicts are solved are up to them.

Students will be able to brainstorm strategies for resolving conflicts peacefully.

Activities: Teacher will introduce the lesson by reading The Wise Men and the Elephant. After the reading, students will work in pairs to discuss how the wise men could have discovered what an elephant really looks like. Pairs will share their discussion with the class. (20 min.)

Teacher will define conflicts as a natural part of life being unavoidable. Teacher will describe three types of conflicts: internal, between people, and between groups of people or nations. Class will brainstorm on how these conflicts are alike and different. (15 min.)

Teacher will call on students to name some conflicts that happen frequently in the school setting. Students will discuss how these conflicts have been resolved in the past. If the conflict has been resolved peacefully, teacher will write that strategy on the board. If the conflict had to be referred to a teacher or principal, teacher will facilitate discussion on what other strategies could have been implemented. Those will also be written on the board. (15 min.)

Teacher will pass out "Strategies for Resolving Conflicts" and read it with the students. Teacher will direct students to use one of these strategies to resolve a conflict this week and report on how it worked the next session. (5 min.)

Closure: Teacher will review with students what conflicts are and the different types of conflicts. Teacher will review the strategies for resolving conflicts peacefully. (5 min.)

THE WISE MEN AND THE ELEPHANT

Conflict is as old as time itself. People have always tried to make sense of their world and understand each other. At times, this is difficult because not all people see a problem in the same way. As you read this old Indian tale see if you can discover the cause of the wise men's misunderstanding.

Once upon a time, there were six wise men who lived together in a small town. The six wise men were blind. One day, an elephant was brought to the town. The six men wanted to see the elephant, but how could they?   "I know," said the first man. "We will feel him!" "Good idea," said the others. "Then we'll know what an elephant is like."
So the six men went to see the elephant.
The first one touched the elephant's big, flat ear. He felt it move slowly back and forth. "The elephant is like a fan," the first man cried.
The second man felt the elephant's legs. "He's like a tree," he cried.
You're both wrong," said the third man. "The elephant is like a rope."
This man was feeling the elephant's tail.
Just then the fourth man pricked his hand on the elephant's sharp tusk.   "The elephant is like a spear," he cried.
"No, no," cried the fifth man, "He's like a high wall."
As he spoke he felt the elephant's side.
The sixth man was holding the elephant's trunk. "You are all wrong," he said. "The elephant is like a snake."
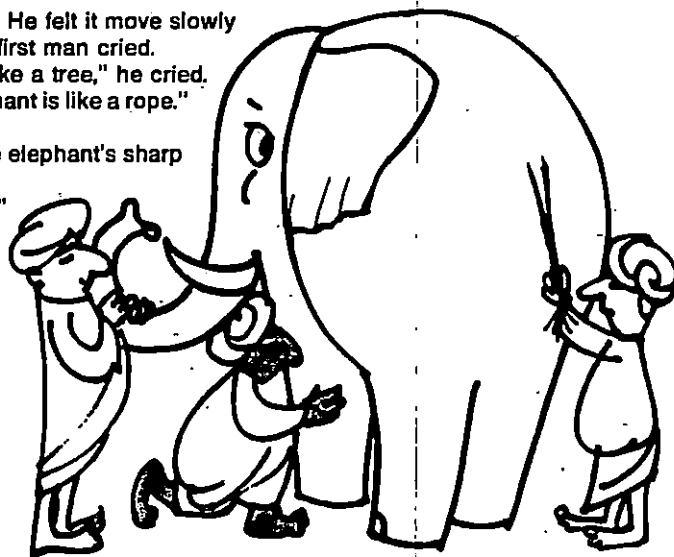"No, no, like a rope."
"Snake!"
"Wall!"
"You're wrong!"
"I'm right!"
The six blind men shouted at each other for an hour. And they never found out what an elephant was like.

You probably laughed as you read this story. What was the problem?
You're right! Each man could "see" in his mind only what his hands could feel. As a result each man was *sure* that he had the truth and knew what an elephant looked like. No one wanted to *listen* to what the others had to say.
Were the Wise Men really wise?
These men had a *conflict* based on differences in *perception* (what they thought they "saw"). Fortunately, their conflict did not end in violence. But, unfortunately, they still did not know what an elephant looked like.
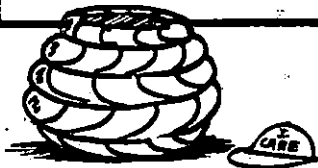
YOUR CHALLENGE!

How could the wise men have discovered what an elephant really looks like? Rewrite the ending.

When resolving a conflict, it is important to remember:

You both have feelings and it is difficult to communicate when you feel angry, hurt, frightened, sad.

You both have the problem and both must work together to resolve it.
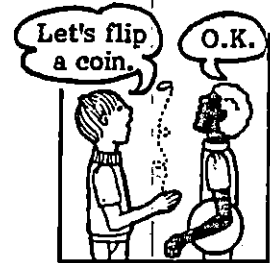
You both have a point of view and neither of you is 100% right or wrong.

Everyone is not out to get you. Solve conflicts as a friend, not an enemy.

Fight fair.

Many conflicts can be resolved by simple strategies. Learn them, use them. Soon they will become an "automatic" part of your behavior.

SHARE
People's feelings become more important than things.

CHANCE
Luck decides who wins. Both sides must agree to accept the "flip of the coin," the "draw of the straw," etc.

TAKE TURNS
Everybody wins.

COMPROMISE
Both give up something and both get something.

POSTPONE
Put off resolving the conflict until you are more in control.

HUMOR
A good laugh works miracles. Remember to laugh at the problem and not the person.

APOLOGIZE
"I'm sorry" doesn't mean "I'm wrong." It lets the other person know that you are sorry about the situation.

AVOID
Sometimes it's not worth the bother. Let the other person have it.

GET HELP
People who may be counted on for a fair decision include friends, parents, teachers, religious leaders,

STRATEGIES FOR RESOLVING CONFLICTS

TAKE TURNS · SHARE · CHANCE · POSTPONE · AVOID · GET HELP · APOLOGIZE · HUMOR · COMPROMISE · **FIGHT FAIR**

YOUR CHALLENGE!

List three conflicts that students your age have. Make cartoons to solve each conflict using some of the above strategies.

Lesson Six: Introducing the Problem Solving Steps

Objective(s):   Students will be able to identify the six steps for problem solving.

Activities: Teacher will call on students to report on how well their conflict strategy worked for them from the previous lesson. If the strategy didn't work students will brainstorm on how it could have been handled differently. (10 min.)

Teacher will introduce the six steps for problem solving. (40 min.)

(1).   Acknowledge the problem – ignoring the problem doesn't make it go away.

(2).   Analyze the problem and identify what each person wants

If you jump to conclusions before analyzing, conclusions are misdirected with wasted time and energy, causing discouragement and frustration.

The objective is not to search for cause, but the purpose is to discover factors that produce the difficulties, and identify the needs that must be met in order to solve the problem to satisfy all persons needs.

(3).   Use brainstorming to generate a range of possible alternatives - During this step refrain from criticizing, judging, or ridiculing

(4).   Evaluate each alternative and select the most promising one – this is the heart of the decision making process. Using the list, assign ratings, weigh pros and cons of each option. Select the one that meets the most needs of all participants.

(5).   Implement the option selected

(6).   Evaluate the outcome

Closure: Teacher will briefly review the six steps in the problem solving process. (2 min.)

Lesson Seven: Reviewing Problem Solving Skills

Objective(s):	Students will be able to apply the steps for problem solving to a hypothetical situation to resolve conflicts.
Activities:	Students will work in groups of four or five to make a poster displaying six problem-solving steps to be used as visual aids in the classrooms and hallway. (30 min.)
	Each group will share their poster with the class. (20 min.)
Closure:	Teacher will review the problem solving steps with students. (5 min.)

Lesson Eight: Applying the Problem Solving Steps for Conflict Resolution

Objective: Students will be able to apply the steps for problem solving to a hypothetical situation.

Activities: Student groups of four or five will use the problem solving process to come up with a hypothetical conflict and solution. Groups will analyze each step and write down their group's discussion. (30 min.)

Each group will share their conflict and solution with the class. (30 min.)

Closure: Teacher will review the problem solving steps with the students. (5 min.)

Lesson Nine: Role of Mediator in the Conflict Resolution Process

Objective: Students will be able define a mediator.

Students will be able to apply using a hypothetical situation a mediator's role in the problem solving process.

Activities: Teacher will define a mediator and his/her role in solving conflicts using the problem solving process. (10 min)

Teacher will ask two students to come up with a hypothetical conflict and the teacher will model being the mediator going through each step. (20 min)

Teacher will ask three other students to role-play a conflict with one of them being the mediator. As students role-play teacher will reinforce mediation skills by interjecting when needed. (10 min.)

Closure: Teacher will again review the role of a mediator in the conflict resolution process.

Lesson Ten: Mediator for the Day

Objective: The students will be able to mediate a conflict between two peers.

Activities: The teacher will review with the students the six problem solving steps. (10 min.)

The teacher will choose one student to be the "Mediator for the Day". Teacher will explain that all minor conflicts will be referred to the mediator. Each day there will be a new mediator so that everyone will receive a chance to be the "Mediator for the Day". (15 min.)

The students will break into new groups of three and practice mediation skills by coming up with a hypothetical situation and using the process to resolve it. Teacher will walk around room and help any groups that may need it. (25 min.)

Closure: Students will ask any questions regarding "Mediator for the Day".

Lesson Eleven: Review

Objective: Students will review information from past lessons in order to answer questions regarding anger management and conflict resolution.

Activities: Teacher will ask how the "Mediator of the Day" is going and ask if there are any new questions or problems regarding the mediation process. Teacher will make out a schedule so everyone will have a turn to be mediator.(10 min.)

Teacher will ask students questions from past lessons. Teacher will use the "Jeopardy" answers as a guide. Jeopardy answers are with Lesson Twelve. (35 min.)

Closure: Teacher will explain tomorrow is the last conflict resolution class however, the "Mediator of the Day" will continue for the rest of the year and as questions arise students should refer them to their teacher. (5 min.)

Lesson Twelve: Jeopardy

Objective: The students will be able to answer questions on anger management and conflict resolution.

Activities: The teacher will break the class into groups of four or five depending on class size. Each group will be asked to elect a score-keeper for their team. The teacher will explain the rules of Jeopardy.

(1)   The answer given must be stated in question form.

(2)   The team must work cooperatively to come up with the correct answer however, only one person at a time can state the answer.

(3)   The answer given must be a team effort-everyone on the team must participate.

The teacher will display the categories and money value on the overhead. Teams will pick a number between 1 and 50 to decide what team goes first.

Once the game is played all the way through teams add up their scores. The whole game usually takes around 45 min. to complete.

Closure: Teacher will explain this is the last formal lesson however, as questions arise their classroom teacher will be the first resource to use. Remember the Mediator of the Day when conflicts occur. Ask if there are any questions. (5 min.)

Conflict Resolution Jeopardy

Category 1 – Anger

100   The feeling of being out of control.

200   Two physical trigger of anger.

400   Three ways to express anger appropriately.

500   One health problem as a result of not handling anger effectively.

Category 2- Conflict

100   When people can not agree on a solution.

200   Conflict among yourself.

400   Three types of conflict.

500   An example of each type of conflict.

Category 3 – Steps

100   Number of steps in the conflict resolution process

200   The step where the brainstorming solutions begin.

400   After going through the process and a tried solution does not work the mediator does this next.

500   The six steps in the conflict resolution process.

Category 4- Rational or Irrational

100   People feel the way they do based on this.

200   A belief that is realistic and makes sense.

400   This belief is responsible mainly for conflicts.

500   An example of a rational and irrational belief.

Category 5 – Challenge

100   The three rules of the class

200   Three conflicts students your age might encounter.

400   The person who helps resolves conflicts.

500   An example of someone breaking each of the classroom rules.