

Keeping Room Clean Case Learning Experience 25

[Conflict Resolution Skills Module](#)

Grade Level Range: Middle School - Adult

To the Teacher:

This learning experience is a follow-up to the High School Driving Case Learning Experience ([Conflict Resolution Skills Module](#)) and the High School Party Case LE ([Conflict Resolution Skills Module](#)). It is suggested that it not be used until students have completed the High School Driving Learning Experience ([Conflict Resolution Skills Module](#)) and the Negotiate For Needs Learning Experience ([Conflict Resolution Skills Module](#)). The purpose of this learning experience is to give students additional experience applying interpersonal conflict resolution skills.

Materials/Readings/Skill Cards Needed For This Learning Experience

1. Conflict Resolution Step 1 Questions ([Conflict Resolution Skills Module](#))).
2. Conflict Resolution Skill Card ([Conflict Resolution Skills Module](#))
3. Interpersonal Conflict Resolution Skills Observation Form ([Conflict Resolution Skills Module](#))
4. Observing & Giving Feedback Skill Card (([Conflict Resolution Skills Module](#))
5. In addition, see the *Processing: Ensuring That Students Receive Feedback, Reflect On & Analyze What They Did Well & What They Need to Do To Improve* How To Teach SES in the [How To Teach Social-Emotional Skills Module](#) for additional information about the importance of using student observers and processing after role-playing.

Keeping The Room Clean Conflict Role Play Directions

1. Present the class with the conflict (the parents' and the son's positions outlined below).
2. Distribute a copy of the Conflict Resolution Step 1 Questions ([Conflict Resolution Skills Module](#)) and the Conflict Resolution Skills Observation Form ([Conflict Resolution Skills Module](#)) to all students. They should already have copies of the Conflict Resolution Skill Card and the Observing & Giving Feedback Skill Card.
3. Divide the class into groups of 4.
4. Half of each group should answer the Conflict Resolution Step 1 Questions for the parent, and half for the son.
5. After giving them time to develop their answers randomly call on students to share their answers focusing on both the mother's and the son's true interests and needs (questions # 6 & 10 from the Step 1 Questions), what they both might be willing to do and/or give up (questions 17 & 18), and the creative solutions that will meet the true interests and needs of both the mother and the son. Also, review their scripted responses of both the son and the parent. (questions 21-24).

Procedure/Directions For Role Playing, Coaching, Observing, & Giving Feedback

1. Distribute copies of the Conflict Resolution Observation Form ([Conflict Resolution Skills Module](#)) and the Observing & Giving Feedback Skill Card (([Conflict Resolution Skills Module](#))
2. Explain that they will be role-playing, and they will have the opportunity to role-play and be a coach, an observer, and give feedback on what they observed.
3. Review the process for completing the observation form and the process for giving feedback (on the Observing & Giving Feedback Skill Card). Demonstrate how to give feedback.
4. Next, ask several groups of volunteers to role-play the “son” with you (the “parent”). Using their scripted response, they invite you into the conversation. The group selects one person to role-play while the others sit next to the “son” to coach them. If and only if the “son” gets stuck, can another group member offer suggestions? All students who are role-playing should use their copy of the Conflict Resolution Skill Card ([Conflict Resolution Skills Module](#)) to help them successfully apply the skills.
5. Have the rest of the class observe using the Conflict Resolution Skills Observation Form.
6. After each role-play, ask for a volunteer from the observers to provide feedback using the process outlined on the Observing & Giving Feedback Skill Card, including asking the “son” what he did well and what he needs to do better next time. Provide feedback to the observer.
7. Have several groups repeat this process of role-playing the “son” with you while the rest of the class observes. Volunteer observers provide feedback after the role-play. You provide feedback to each observer.
8. Next, have each group role-play with each other. Have two students role-play at a time, with the son inviting the mother into the conversation. Of the remaining two students, one acts as a coach for both the parent and the son. The fourth student observes both using the observation form.
9. After the role-play is complete, the observer gives feedback to both the parent and the son and asks them to identify one or two skills they used effectively and one or two skills they think they can improve or do more consistently.
10. After the first role-play, the parent and son should switch roles, and the observer and coach should switch roles. Repeat the process.
11. Next, have the observer and coach switch roles with the son and the parent, and repeat the process.
12. Each person in the group should have the opportunity to role-play the parent and the son, be a coach, be an observer, and provide feedback.

13. While small groups are role-playing, you can circulate to gather information about students' competency. When walking around, you can intervene to improve effectiveness, correct misunderstandings and misconceptions about the skill, and reinforce appropriate, competent use of the skill. You will need to decide whether to intervene with a specific group or wait and process with the entire class. The information you gather will help you determine whether you need to reteach and role-play the skill or whether a simple reminder will suffice.
14. After each group has completed all the role plays, bring the whole class back to process. Questions include:
- What skills did you use effectively, and what skills do you need to get better at or do more consistently?
 - Which skills were easiest and why?
 - What skills were the most difficult and why?
 - What skills do they think will be easiest to use in real life, and why?
 - What skills will you have the most difficulty with when you use them in real life and why?
 - What was it like to give feedback?
 - What was it like to receive feedback?
 - Was it easier or more difficult to give feedback or receive it? Why?
 - What would make it easier to receive feedback?
 - What would make it easier to give feedback?

The Son's Position:

My parent is a total neat freak and completely controlling regarding how they think I should keep my room. They want everything put away “in its proper place” and nothing on the floor. They want me to have all my school work and supplies neatly arranged on my desk and all my clean clothes put away. I don’t work like that. I like to have things spread out on my desk and floor where I can see them. I know where everything is, but I cannot find anything after they have me organize things and put them away. They say they would be embarrassed if anyone ever saw my room when they have people over, but I tell them to keep my door closed. But no, they want the door open because it “makes the house look bigger, “and because of the light and fresh air from my window. They said they almost stepped on my iPad on the floor last week, and nearly tripped trying to get some pots out of my closet. I don’t know why they need to keep pots and cleaning utensils in my closet. I appreciate that they wash my clothes, but I like having them in piles around the room. It saves time when I am getting dressed. They want my room perfectly picked up and my bed made before I leave for school. But I can barely make the bus as it is. I don’t have time to clean my room and make my bed before I leave for school. And besides, it is my room. I should be able to keep my space the way I want it. I don’t tell them how to keep their room.

The Parent's Position:

Our son is a slob. His room looks like a hurricane went through it. His school supplies are scattered all over the place. We don’t know how he does so well in school because he is so unorganized. The more we yell at him, the messier his room becomes. It is a real hazard. He leaves his dirty clothes on the floor and who knows what else. Just last week, I almost stepped on his iPad; if I did, it would have broken. We keep cooking and cleaning utensils in his closet, which we need to get to occasionally, and I almost tripped and fell the other day. I would be so embarrassed if people saw his room when they visit on weekends. I know I could close his door, which he would like, but having the door open gives the house a bigger feel and we like the light from his window and the breeze when it is hot. What upsets us the most is when we wash, dry, and fold his clothes and put them on his bed for him to put away, he just puts them in stacks on the floor. I get the sense sometimes that on Fridays he gathers up whatever is on the floor and puts them in the hamper. We sometimes think we are washing clean clothes, which is a waste of my time and money. He should respect our wishes. It is our house, and he should follow our rules as long as he lives here. Other than this conflict, we have a good relationship. He does well in school, participates in sports and other activities, and has friends we like. He plans on going to a local college so he will live at home for at least the next few years.

Follow-Up Learning Experiences

1. It is important to give students as much practice using these skills as possible. The following learning experiences provide students with additional practice.
2. Additional Conflict Resolution Cases Learning Experience ([Conflict Resolution Skills Module](#)). This learning experience provides additional role-playing cases.
3. Have students select conflicts they or people their age have with parents, friends, love interests, siblings, etc. Either working individually, for homework, in small groups, or with the entire class, use the same process as above. Refer back to the Conflicts I and My Peers Experience Learning Experience ([Relationship Skills & Healthy Relationships](#)) if they previously completed it.
4. Parent Conflict Resolution Project ([Parent Conflict Resolution Project Module](#)). This project allows students to practice conflict resolution skills in a real-life situation with a parent.