

High School Party Conflict 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](#)). It is suggested that it not be used until students have completed the High School Driving Learning Experience and the Negotiate For Needs Learning Experience ([Conflict Resolution Skills Module](#)). It is assumed that students have become somewhat skilled in using these interpersonal conflict-resolution skills, as well as in observing and giving feedback. 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. Observing & Giving Feedback Skill Card ([Conflict Resolution Skills Module](#))
4. Conflict Resolution Skills Observation Form ([Conflict Resolution Skills Module](#))

In addition, see the *Processing: Ensuring That Students Receive Feedback, Reflect On & Analyze What They Did Well & What They Need to Do To Improve* in How To Teach SES ([How To Teach SES Module](#)) for additional information about the importance of using student observers and coaches and the importance of processing after role-playing.

High School Party Conflict

A parent and their adolescent daughter are fighting over whether the daughter can go to a party. The parents' position is that she cannot go because they don't know her new friend or their parents. The daughter's position is that she wants to go to the party. Many, but not all of her friends, are going.

High School Party Conflict Role Play Directions

1. Present the class with the conflict: *A parent and their adolescent daughter are fighting over whether the daughter can go to a party. The parents' position is that she cannot go because they don't know her new friend or their parents. The daughter's position is that she wants to go to the party. Many, but not all of her friends, are going.*
2. Distribute a copy of the Conflict Resolution Step 1 Questions 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 ([Conflict Resolution Skills Module](#)).
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 daughter.
5. After giving them time to develop their answers randomly call on students to share their answers focusing on both the parents' and the daughter's true interests and needs (questions # 6 & 10 from the Conflict Resolution 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 parent and the daughter. Also, review their scripted responses of both the parent and the daughter (questions 21-24).

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

Distribute copies of the Conflict Conversations Observation Form ([Conflict Resolution Skills Module](#)) and the Observing & Giving Feedback Skill Card ([Conflict Resolution Skills Module](#)).

1. Explain that they will be role-playing and have the opportunity to role-play, be a coach, an observer, and give feedback on what they observed.
2. 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.

Next, ask several groups of volunteers to role-play the “daughter” with you (the “parent”). Using their scripted response, they invite you into the conversation. The group selects one person to role-play while the other group members sit next to the “daughter” to coach them. If and only if the “daughter” 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 use the skills.

3. Have the rest of the class observe using the Conflict Resolution Skills Observation Form.
4. 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 “daughter” what she did well and what she needs to do better next time. Provide feedback to the observer.
5. Have several groups repeat this process of role-playing the “daughter” with you while the rest of the class observes. Volunteer observers provide feedback after the role-play. You provide feedback to each observer.
6. Next, have each group role-play with each other. Have two of them role-play at a time, with the daughter inviting the parent into the conversation. Of the remaining two students, one acts as a coach for both the parent and the daughter. The fourth student observes both using the observation form.
7. After the role-play has been completed, the observer gives feedback to both the mother and the daughter and asks the parent and the daughter to identify one or two skills they did effectively and one or two skills they think they can improve or do more consistently.
8. After the first role play, the parent and the daughter should switch roles, and the observer and coach should switch roles. Repeat the process.
9. Next, have the observer and coach switch roles with the daughter and the parents, and repeat the process.
10. Each group member should have the opportunity to role-play the parent and the daughter, be a coach, observe, and provide feedback.
11. 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 use of the skill, and reinforce the appropriate and competent use of the skills. 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 if you need to reteach and role-play how to use the skill or whether a simple reminder will suffice.

15. 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?

Follow-Up Learning Experiences

It is important to give students as much practice using these skills as possible. The following learning experiences provide students with additional practice.

Keeping the Room Clean Case Learning Experience Learning Experience [Conflict Resolution Skills Module](#)

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.

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.