

PEACEMAKERS (LEVEL 3)

Description	Learners will understand the meaning of conflict and how to express themselves during a conflict. They will perform a skit demonstrating ways to solve conflict and maintain peace.
Leading question	How can I express myself during a conflict?
Subjects covered	English, Art, Social and Emotional Learning
Total time required	40-50 minutes a day for 4 days
Resources required	Paper, pen/ pencil, notebook
Learning outcomes:	By the end of this project, learners will be able to: Knowledge-Based Outcomes: <ol style="list-style-type: none"> 1. Making text-to-self connections while understanding conflict resolution strategies. 21 st Century Skill Outcomes: <ol style="list-style-type: none"> 1. Use communication skills to express their emotions and feelings openly. 2. Collaborate with their peers and adults to improve their performance. 3. Use their creativity skills to come up with a skit to present their learning. 4. Use their critical thinking skills to create a wheel of choice and use it.
Previous Learning	NA
Supervision required	Medium

Note: This project can get personal for some learners.

- If you notice signs of discomfort during a particular activity, please feel free to take the call to proceed with another activity.
- Do not force a learner to participate.
- Ensure you have their consent before asking them to share something that may trigger unpleasant memories.

Day 1 -

Today, you will understand the meaning of conflict and think of your reaction to conflicts. You will also understand what the project is about.

Time	Activity and Description
20 minutes	Meaning of Conflict and About the Project What do you think the term 'conflict' means?

	<ul style="list-style-type: none"> - Conflict is when people have a disagreement/ fight because they have different opinions. For example, two friends disagree on which game to play during recess. - Can you think of a time when you were involved in a conflict, whether it was a disagreement with a friend or a family member? - How did it make you feel, and how did you solve it? <p>Note: Ask learners to make a note of the word conflict and its meaning in their book. Also, inform learners that they will learn new words during this project which they need to note down in their books as they learn them.</p> <p>During this project, we are going to learn ways to resolve (or solve) conflict.</p> <ul style="list-style-type: none"> - By learning this, we will be able to help those in conflict and also express ourselves during conflict. At the end of the project, we will perform a skit to show conflict and how it can be solved based on the techniques we learn. - We will explore the Leading Question: How can I express myself during conflict? 																																
20 minutes	<p>How Do You React During a Conflict?</p> <p>Create the table in your notebook and tick (✓) next to the boxes to show how you would handle conflict with friends and family.</p> <p>Note: The first two have been ticked as an example.</p> <table border="1" data-bbox="378 930 1474 1266"> <thead> <tr> <th>My response</th> <th>Usually</th> <th>Sometimes</th> <th>Never</th> </tr> </thead> <tbody> <tr> <td>Shout and scream at the other person</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Ignore and walk away</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Complain to someone about it</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cry</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hit the other person</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Forgive the person</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Say sorry</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>After completing the table, write down a conflict you have been part of or seen and how you reacted.</p> <p>Tip: If students are unable to write about the conflict, ask them to draw the conflict.</p>	My response	Usually	Sometimes	Never	Shout and scream at the other person		✓		Ignore and walk away			✓	Complain to someone about it				Cry				Hit the other person				Forgive the person				Say sorry			
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At-home activities	Invite a few friends to come join you in class tomorrow and be part of the final performance.																																

Day 2

Today, you will learn how to resolve a fight through effective communication and start preparing for your final performance.

Time	Activity and Description
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5 minutes	<p>Recap and Agenda</p> <p>Note: Recap the meaning of conflict and the different ways in which one reacts during a conflict.</p> <ul style="list-style-type: none"> - Today we will understand the importance of clear communication and start preparing for our final performance. - Do you know what the word communication means? - The exchange of ideas, thoughts or information by speaking, writing or any other form is called communication. - Being able to ‘express myself’ means learning how to communicate thoughts and feelings, which they will be learning today.
15 minutes	<p>Communication Game</p> <p>Form a big circle and choose one person to start the game.</p> <ul style="list-style-type: none"> - The starting person will think of a sentence (Example: “The sun is shining brightly.”) and whisper it to the person on their right. - The second person whispers the message they heard to the person on their right, and so on until it goes around the entire circle. - The last person to receive the message will say the sentence out loud. <p>Let us think about the game that we played just now and answer some questions.</p> <ul style="list-style-type: none"> - What was the original message? - How did the message change as it went around the circle? - Do you think understanding the message wrongly could lead to conflict? - What does this game teach us about the importance of clear communication and listening? - Clear communication and listening to what one has to say are important parts of resolving a conflict. Let us find out how we can communicate clearly.
5 minutes	<p>Clear Communication — I Statement</p> <p>Share how you are feeling today and why. You will use the following sentence structure to answer this:</p> <p>“ I feel _____ because _____.”</p> <p>For example, I feel <u>happy</u> because <u>my teacher appreciated me</u>.</p> <ul style="list-style-type: none"> - What you just shared with your partner was an I statement. - I statements are an important part of communication. - In these statements, we use the pronoun ‘I’ at the beginning of the statement to express how you are feeling, when and why. - <i>For example, I feel angry when you scream at me because it makes me feel like you don’t respect me.</i>
15 minutes	<p>Preparation for the Final Performance</p> <p>Let us start our preparation for our final performance. For the skit, think of a conflict you want to act out. You will also write down I statements that the characters will use to express themselves during this conflict.</p> <p>You will prepare the following for the skit:</p> <ol style="list-style-type: none"> a. Conflict b. The reaction of the people in conflict

	<p>c. Using I statements to express themselves (dialogues) Example: A brother and sister who got into a fight over the TV remote and uses I statements to express themselves. Sister: I felt scared when you threw the remote on the ground because I thought you were going to hurt me with it. Brother: I felt angry when you pulled the remote from my hand because I was watching something important on the TV. Rehearse for the skit based on the conflict and dialogues you have finalised.</p>
At-home activities	Rehearse your skit and ask an adult for feedback. Make any improvements or changes based on the feedback.

Day 3 –

Today, you will learn about the wheel of choice and how to use it. You will also continue your preparation for the final performance.

Time	Activity and Description
5 minutes	<p>Recap <i>Note:</i> Recap what communication is and how expressing feelings using I statements is an important part of solving fights/conflicts.</p> <ul style="list-style-type: none"> - Today, we will learn other ways in which we can solve fights/conflicts. - You will also start preparing for your final presentation today.
15 minutes	<p>Wheel of Choice It is important to understand that you have a ‘choice’ that you can make during conflict and there are various things that you can do. Let us find out more about this!</p> <ul style="list-style-type: none"> - A wheel of choice looks like a pie chart, with 6-8 pieces that have ideas or solutions for what to do in a given situation. - They help you make decisions about how to handle conflicts. - Think of what you have learned in the previous class to help create the wheel of choice. An example has been given. <p>Notes:</p> <ul style="list-style-type: none"> - Help students create the wheel of choices. Teachers can ask students to think of various situations of conflict and how they were solved. For example, <ol style="list-style-type: none"> How do you resolve a conflict with your brother/sister? What do you do when you see your classmates fighting? What do you do if you disagree with someone elder in your family?

WHEEL OF CHOICES



	<ul style="list-style-type: none"> - Please note that the 'I message' mentioned on the wheel of choice is the same as 'I statements.'
15 minutes	<p>Preparation for the Final Performance</p> <p>Continue to add to your performance by adding how to use the wheel of choice to solve the conflict and maintain peace.</p> <p>The final skit would have</p> <ol style="list-style-type: none"> Conflict The reaction of the people in conflict Using I statements to express themselves Using the wheel of choice to solve the conflict and maintain peace <p><i>Optional: Draw the wheel of choice on a chart paper and present it during your performance.</i></p> <p>Notes:</p> <ul style="list-style-type: none"> - Learners have already prepared a,b, and c in the previous class. They will work on point d. - An example has been given in Appendix 1 for the teacher.
At-home activities	<ul style="list-style-type: none"> - Invite your family and friends to come watch your final performance. - Continue your rehearsal for the skit. - Share your skit with an adult and receive feedback from them. They can use the following guiding questions to give feedback: <ul style="list-style-type: none"> - Is the conflict being solved by using the wheel of choice? - What did you like about the conflict and solution?

Day 4 –

Today, you will perform their skit for an audience.

Time	Activity and Description
5 minutes	<p>Recap and Final Preparation</p> <p>Note: Recap the wheel of choice they created in the previous class and ask learners to get ready for their performance.</p>
25 minutes	<p>Performance</p> <p>Come forward and perform your skit.</p> <p>You will be acting out a situation of conflict and how the wheel of choice helps resolve the conflict.</p> <p>Note: Appreciate learners for their efforts and ask the audience to share their thoughts and appreciation for the performance.</p>
10 minutes	<p>Reflection</p> <p>Reflect on what you have learned and done in the past few days and your confidence in your ability to resolve future conflicts. Use the following questions to conduct the reflection:</p> <ul style="list-style-type: none"> - Which part was the most interesting? - Which part was the most challenging?

	<ul style="list-style-type: none"> - What are some techniques you would use to handle a conflict? - Do you think you would be able to express yourself during conflict? - What are some of the questions you have, that you are still thinking about and would like to explore?
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Additional enrichment activities:	<ul style="list-style-type: none"> - Learners can create a conflict resolution manual to keep in their school library. This manual would help learners healthily resolve conflicts.
Modifications for simplification	<ul style="list-style-type: none"> - In case learners find it difficult to come up with ideas, give prompts and examples to help them think. - If your learners are unable to write complete sentences in English, encourage them to draw pictures to show their ideas.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Frame 2-3 sentences using I statements to express their thoughts and feelings.
- Create a wheel of choice with at least 3-4 techniques to use to resolve conflict.
- Use the wheel of choice to resolve conflict during their performance.

APPENDIX 1

An example of conflict and use of wheel of choice for the skit:

Conflict:

A brother and sister fight over a TV remote.

Reaction:

The sister pinches her brother and hurts him.

The brother throws the remote in anger.

Using I statements to express themselves:

Sister: I felt scared when you threw the remote on the ground because I thought you were going to hurt me with it.

Brother: I felt angry when you pulled the remote from my hand because I was watching something important on the TV.

Using the wheel of choice:

They apologise to one another and decide to do some other activity together other than watching TV. (They use apologising and engaging in another activity/taking a break from the wheel of choice.)

