

"Understanding Conflict"

Pre-session Activity

Where is the Conflict?

Materials: Paper and pencils.

Invite the children to create pictures of areas they see that are in conflict and how the conflict could have been resolved peacefully.

Also have prayer request slips available for those who want to fill out a prayer request.

Gathering Circle

- ♥ Welcome
- ♥ Share the Daily Word
- ♥ Announcements
- ♥ Collect the Love Offering

Prayer Focus

Bible Quote:

Luke 6:12

Now it came to pass in those days that He went out to the mountain to pray, and continued all night in prayer to God.

Introduce the prayer box and the prayer request slips and encourage the children to write or draw out their prayer requests and place them in the prayer box. Each class will be taking turns each week to say prayers for the requests in the box.

LESSON INTENTION

Understanding that conflict can have a win/win outcome changes how we behave when we are in conflict.

Issue: To discover how to have a win/win outcome when we are in conflict.

Unity Principle: #1 - "There is only one power and one presence in the universe, God, who is all good and active in everything, everywhere."

#5 - "I do and give my best by living the Truth I know. I make a difference."

Affirmation: Even when I am in conflict I recognize the Christ presences in myself and others.

1 2 Powers: **RELEASE:** Is the power I have to let go of how I used to view conflict and now see it as an opportunity to come closer together with the people I care about.

Early Elementary Lesson: *"What's the Problem?"*

By correctly identifying the problem we are better able to come to a peaceful conclusion.

PRAYER LEADERS: *Decide if you have time for this.*

Prayer Box Prayer

Materials: Prayer box, prayer cloth, and candle

Ask the children to help set up the prayer area. Gather them around the prayer box and invite them to share a prayer or good thoughts for the requests in the box.

Silent Unity Call

Encourage the group to choose a prayer request. Explain that Silent Unity is a place that prays 24 hours a day and we can call them anytime we want to. They will ask us for our prayer request and then will pray with us. They will continue to pray for us for 30 days.

Make a group call to Silent Unity and use the speaker phone in the CHAPLAIN'S OFFICE so all can hear. Determine what your prayer request is. 1-816-969-2000.

Important Points...

- ◆ Beliefs about conflict affect behavior.
- ◆ If we assume that conflicts will result in a win/lose outcome, behaviors such as FOULS will probably be used in order to win.
- ◆ If it's understood that a win/win outcome is possible, pro-social behaviors are more likely.

Activity..

Show the movie: "David & the Giant Pickle"

Discuss:

- ◆ What was the problem that caused the fighting?
- ◆ What people were in the conflict?
- ◆ What were their connections?
- ◆ What do they have in common? How were they different?
- ◆ How do you think each group of people were feeling?
- ◆ What are some other ways they could have handled their conflict?
- ◆ What are some conflicts that arise in your life?
- ◆ How do you handle them?
- ◆ What can we do to fight less?

Creative Expression...

Let's Get Along

Materials: Various creative materials such as: pipe cleaners, playdough, toothpicks, Styrofoam, puff balls, paper, markers, glue, etc...

Invite the children to create a scene showing how David and Goliath could have solved their differences peacefully. Invite them to share their creations.

Elementary Lesson:

"What Are Our Conflict Styles?"

There are several ways to handle conflict. We can choose what style we will use in each conflict situation we are in.

WinWin...

Materials: Small pieces of candy.

Instruct the students to form triads with students of their same gender and same height. The game requires two participants and an "observer." Have students decide who will do what. Have the two participants shake hands. While still holding hands, have them stand two feet apart, shoulder to shoulder, in opposite directions. The observer should stand a few feet back, facing the participants.

Tell the students to listen carefully, because you will give the instructions.

Instructions:

- 1. You cannot talk to your partner until this game is over.**
- 2. The object of this game is to win. You win by getting as many pieces of candy for yourself as possible.**
- 3. You can a piece of candy every time you can get the back of your partner's hand to touch your hip, and your partner gets one every time he or she can get the back of you hand to touch his or her hip.**
- 4. Do not use excessive force, or try to trip or injure our partner; remember, the game is supposed to be fun.**
- 5. The observer will tally the score for the game. The observer will decide what counts as a point; please don't argue over the score.**
- 6. The game will last about 30 seconds.**

Demonstrate with a student in a **competitive** manner. (Struggle with each other, few points.) Begin the game and stop after 30 seconds.

Ask the students to sit down in a circle after they have had a minute to laugh and relax.

Ask the observer how many pieces of candy each student won. (Most partners will have competed and struggled against each other. A few may have discovered that they could win more through collaboration. Distribute candy to each student. Give some to the observers as well for their help.

Important Points...

- ◆ Beliefs about conflict affect behavior.
- ◆ If we assume that conflicts will result in a win/lose outcome, behaviors such as FOULS will probably be used in order to win.
- ◆ If it's understood that a win/win outcome is possible, pro-social behaviors are more likely.

Discuss...

Many people think that conflict is bad, but, depending on how you deal with it, conflict can be positive.

1. Write the word "CONFLICT" on chart paper.
2. Ask students to brainstorm synonyms for conflict (war, disagreement, ect). If the student mentions feelings (anger, sadness, etc), or issues ("when someone takes my stuff"), acknowledge that feelings and issues are part of conflict and will be discussed later.
3. Write synonyms on piece of paper and summarize student's ideas.
4. Refer students to the sheet attached. Explain that often in a conflict people are focused on who is right and who is wrong. That can lead to more conflict. It is more constructive to think of conflict as a signal that a problem exists. To solve the problem, a change must occur.
5. **Read "DAVID & GOLIATH"** . Ask the students to point out any conflicts they notice.
6. Explain that all these conflicts do exist and we will explore them.

Ask...

- ◆ What is the conflict?
- ◆ How did each side handle it?
- ◆ What was the outcome?

Creative Expression...

Act It Out

Materials: None

Using the story explored above:

- ◆ First help the students identify the 3 elements that are part of most conflicts –
the **issue**: The problem that caused the conflict
the **relationship**: The connection between the people involved
the **emotion**: What the people in the conflict are feeling

- ◆ Invite them to choose a conflict in the story above and identify the elements listed above.
- ◆ Invite the students to then act out the conflict as it is written and then act it out using a win/win solution.
- ◆ Finish by asking the students to think of a personal conflict they have had recently and identify the 3 elements. Invite them to replay the conflict ending with possible win/win solutions.
- ◆ Ask them: how these skills can be used by world leaders to create win/win solutions for everyone.

Uniteen Lesson: *"Conflict Styles"*

There are several ways to handle conflict. We can choose what style we will use in each conflict situation we are in.

Win/Win..

Materials: Small pieces of candy.

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Discuss...

Many people think that conflict is bad, but, depending on how you deal with it, conflict can be positive.

7. Write the word "CONFLICT" on chart paper.
8. Ask students to brainstorm synonyms for conflict (war, disagreement, ect). If the student mentions feelings (anger, sadness, etc), or issues ("when someone takes my stuff), acknowledge that feelings and issues are part of conflict and will be discussed later.
9. Write synonyms on piece of paper and summarize student's ideas.
10. Refer students to the sheet attached. Explain that often in a conflict people are focused on who is right and who is wrong. That can lead to more conflict. It is more constructive to think of conflict as a signal that a problem exists. To solve the problem, a change must occur.
11. **Read "DAVID & GOLIATH"** . Ask the students to point out any conflicts they notice.
12. Explain that all these conflicts do exist and we will explore them.

Ask...

- ◆ What is the conflict?
- ◆ How did each side handle it?
- ◆ What was the outcome?

Creative Expression...

Act It Out

Materials: None

Using the story explored above:

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- ◆ Finish by asking the students to think of a personal conflict they have had recently and identify the 3 elements. Invite them to replay the conflict ending with possible win/win solutions.
- ◆ Ask them: how these skills can be used by world leaders to created win/win solutions for everyone.

Prayer Circles

This can be done in individual classrooms or the group can come back together at the end of class time. Assign someone to speak aloud a prayer from the heart.

Invite everyone to form a circle and join hands and then invite each person to state a simple prayer affirmation (they may pass if they need to.)

Prayer Circle Affirmation: ***Even when I am in conflict I recognize the Christ presences in myself and others.***

Close with the Prayer for Protection.

Understanding Conflict

- 1. When there is a conflict, the people involved focus on who is right or wrong, good or bad. That kind of thinking can lead to more conflict.**
- 2. It is better to think of conflict as a signal that a problem exists. To solve the problem, a change must occur.**
- 3. When everyone involved in a conflict is satisfied with the outcome, we call that a win/win solution.**