

## Recognizing a Conflict before it becomes a Crisis

**Goal:** To teach participants to recognize a conflict before it becomes a crisis.

**Objective:** By the end of this session, participants will be able to:

- Articulate the meaning of “Conflict and Crisis.”
- Identify situations that can create conflicts and crisis.
- Identify at least one way to resolve conflict before it becomes a crisis.

**Time:** 1 hour

**Materials:**

1. A kitchen timer
2. small jax ball
3. small brown paper bag
4. tape
5. markers
6. index cards or paper
7. pencils

**Leader’s note-**

1. Begin passing a Sign-In sheet around before the class begins.
2. Once everyone has signed in, begin tossing the ball in the air and introduce yourself as the facilitator of the Conflict Resolution and Problem-Solving Program.

Tell participants:

1. Your name
2. Your occupation
3. Your hobbies and interests
4. What the definition and difference between conflict and crisis means: *Conflict*: is a disagreement, difference, or an argument between two people.  
*Crisis*: is a disaster, emergency, accident usually caused by a conflict.

**Leader’s Note-**

1. Call on the first participant on the sign in sheet.
2. When they respond, toss the ball to them and ask them to introduce themselves the same way you have.
3. Explain that it is important for the other students to listen to the names and hobbies of everyone in the class, this will prepare them for the, “Ice-breaker!”

### **Activity - Ice-Breaker: "Name calling"**

The purpose of this icebreaker is for participants to experience a fun activity and to become more familiar with their classmates.

#### **Leader's Note-**

1. Have the participants stand in a circle.
2. Explain to participants that they must try to say the names and hobbies of as many students as they can before passing the bag to the person next to them. (the bag will have the timer in it)

#### **Leader's Note-**

1. **Example:** If Tanya likes to paint and John likes to collect cars, the person holding the bag should state this out loud before passing the bag to the next person.
2. Set the timer for a short amount of time (20 seconds) and place it in the brown bag.
3. Give the bag to any participant to start the game.
4. The object of this game is for the person holding the bag to say all the students' names and hobbies in the circle before the timer runs out.
5. The person who has the timer in their possession when it goes off is out of the game.
6. Continue this until there are two participants left in the circle.
7. By the end of the game, the participants should know each other's names and hobbies.

### **Activity – "Note the Crisis!"**

**Leader's Note-** Prior to class, the facilitator should write on the board:

Group 1: a)  
b)

Group 2: a)  
b)

#### **Leader's Note-**

1. Tell the class they will role play scenarios concerning conflicts that lead to crises.
2. Give index cards or paper to each participant and ask them to write on their index cards:

Group 1 a)  
b)

Group 2 a)  
b)

**Leader's Note-**

1. Beside Group 1a) and 2 a), they will write the conflict in the scenarios.
2. Beside Group 1a) and 2 b), they will write the crisis in the scenarios.

**Leader's Note-**

1. Tell participants that you will break them into groups of three.
2. Give each group a scenario to role play.
3. Tell students to be creative and add to the role play. *For example, they can make it funny or add more characters.*
4. After the role play, the class will identify the conflict and the crisis in each scenario.

**Role Play 1:** John, who is 5 years old, went to a birthday party and ate candy. The candy made John hyperactive. He was jumping during the magic show while the other kids were sitting down. He tried to stick paper in other kids' ears. John wanted to play with his toy cars in the den. Jenny, who is John's older sister, told him that he should not play in the den because that is where the birthday boy's mother said none of the children should go. There was white carpet in the den. Jenny suggested that John come outside with the rest of the children and play. John said he was going to play in the den anyway. Jenny tried pulling John out of the room but he resisted. Jenny was tired of arguing with John so she let him go and walked away. John took his cars, candy, and soda into the den to play. John was so excited about his toy cars that he spilled red soda all over the new white carpet in the den.

**Leader's Note-**

1. Ask students to review the definitions of Conflict and Crisis.
2. Ask them to indicate and write on the index card, what was the conflict, and what was the crisis.

*Ex. Group 1 a) crisis b) conflict*

**Leader's Note –**

1. After the participants have finished writing their answers, ask a volunteer to tell the class their answer for Group 1 a) (*which is the conflict*).
2. Call on another student and ask their answer for Group 1 b) (*which is the crisis*).

3. Dissect the story with students to indicate where the conflict occurred and how it caused a crisis.
4. Refer back to the story that says the following: "Jenny, who is John's older sister, told him that he should not play in the den because that is where the birthday boy's mother said none of the children should go. There was white carpet in the den. Jenny suggested that John come outside with the rest of the children and play. John said he was going to play in the den anyway. Jenny tried pulling John out of the room but he resisted."
5. Explain to students that this argument is the conflict: John and Jenny fighting over why he should not go in the den.
6. Refer to where the story says "John was so excited about his toy cars that he spilled red soda all over the new white carpet in the den."
7. Explain to students that this is the crisis. Reveal the answer to the class as:

Group 1: a) Arguing over house rules (Conflict)  
 b) Spilling red soda on the white carpet (Crisis)

**Leader's Note-** Discuss with the class:

- How Jenny might have handled the situation differently?
- What would the students have done in Jenny's situation?

Reveal some ways Jenny could have resolved this conflict before it turned into a crisis.

- Jenny could have told a grown-up.
- Jenny could have offered to play cars with him if he came outside with her.

**Leader's Note-**

1. Tell the class that another group will be role playing a different scenario.
2. The students must find the conflict and the crisis in the story as well.

**Role Play 2:** Tim and Tina are classmates. At gym time outside, Tim asks Tina to play catch with him. Tim was throwing the ball hard and over Tina's head. Tina asked Tim to throw the ball so she could catch it but he didn't listen. This time, when Tim threw the ball, it went over the fence and broke the principal's car window. Tina screamed, "Why did you throw it so far?" Now we will both get into trouble!" Tim screamed back, "You should have caught the ball so it is your fault!" Tina and Tim argued over whose fault it was for ten minutes. Suddenly they heard their principal yell "Who threw this ball into my window!?"

**Leader's Note-**

1. Ask students to review the definitions of Conflict and Crisis.
2. Ask them to indicate and write on the index card, which was the conflict, and which was the crisis.

Ex. Group 2 a) crisis b) conflict

**Leader's Note –**

1. After the participants have finished writing their answers, ask a volunteer to tell the class their answer for Group 2 a) (*which is the conflict*).
2. Call on another student and ask their answer for Group 2 b) (*which is the crisis*).
3. Dissect the story with students to indicate where the conflict occurred and how it caused a crisis.
4. Refer back to the story where that says the following: "At gym time outside, Tim asks Tina to play catch with him. Tim was throwing the ball hard and over Tina's head. Tina asked Tim to throw the ball so she could catch it but he didn't listen."
5. Explain to students that this disagreement is the conflict: Tim and Tina disagreeing over how hard Tim was throwing the ball.
6. Refer to where the story says "This time, when Tim threw the ball, it went over the fence and broke the principal's car window. Tina screamed, "Why did you throw it so far?"
7. Explain to the students that this is the crisis. Reveal the answer to the class as:
  1. Group 2: a) Tina and Tim disagreeing over how Tim should throw the ball.  
(conflict)  
b) The ball hitting the principal's car. (crisis)

**Leader's note-**

1. Ask the class the following:
  - What should Tina and Tim have done differently?
  - What would they have done in this situation?

**Leader's note-**

1. Reveal some ways Tina and Tim could have resolved this conflict before it turned into a crisis.
  - Tim could have thrown the ball softer.
  - Tina could have changed her position so her back was not facing the cars.
  - Tina could have told Tim she will not play catch with him if he continued to throw the ball over her head.

**Leader's note-**

1. Explain to the class that they will be put into groups of 3.
2. Each team must come up with one scenario/story that displays a crisis and a conflict.

3. These scenarios should be written on index cards or paper.
4. Each team will give their story to another team, who will be performing the role play.
  - For example: Group 1 gives their story to Group 2.
  - Group 2 will role play Group 1's story.
5. After getting the scenario, each team has 20 minutes to recreate the scenario given to them in a role play.
6. Each team will perform the role play and can add to the scenario if they like.
7. After each role play, the other teams must guess what part of the story is the conflict and what part of the story is the crisis.
8. All teams must also discuss how these conflicts could have been handled differently.