

Scientific Research and Education Network (SciREN) 2024 Lesson Plan

General Lesson Information

Title: [Constructive Conflict: Perspective Taking and Conflict Resolution](#)

Overview/Annotation- *A short summary or description of the lesson including activities and science concepts.*

In this lesson plan, students will explore the concept of perspective-taking and conflict resolution by conducting a debate. Through debating, group activities, and writing exercises, students will learn about perspective-taking, empathy, and conflict resolution. The lesson will encourage critical thinking skills and open-mindedness while promoting social and emotional learning. By the end of the lesson, students should be able to articulate the value of perspective-taking and methods to apply this skill in their personal and academic lives.

Setting or format (outdoors, in groups, lab, etc.): [Flexible](#)

[Some group work and some independent work](#)

Intended group size (if groups are used): [4 \(relatively flexible\)](#)

Intended grade level(s):

[High School \(9-12\)](#)

Approximate Time of Lesson (*Ideally break down into 20-50 minute periods*):

[One or two 50-minute periods](#)

Researcher Biography

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Brief Description of Research Interests:

The WITY Lab is devoted to understanding and supporting the well-being of teachers and their students. Our research focuses on understanding how teachers impact students' social, emotional, and behavioral development. We also research interventions aimed at supporting the health and well-being of teachers and students, such as mindfulness-based programs.

Associated Standards and Objectives

Content Standards- *List Alabama Course of Study Standards that connect to lesson*

Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- HE.4.1 Describe skills for communicating effectively with family, peers, and others to enhance health
- HE.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- HE.4.3 Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health

- HE.5.1 Examine barriers that can hinder healthy decision-making
- HE.5.2 Develop a thoughtful decision-making process in health-related situations
- HE.5.3. Justify the appropriateness of individual vs. collaborative decision-making in various situations
- HE.5.5 Recommend personal strategies to avoid violence or criminal activities

Cross-Cutting Concepts: Pattern recognition, Cause and Effect Mechanism and Prediction, Scale

Note: This lesson plan can be applied to discipline specific standards based upon how the teacher decides to utilize the lesson plan.

Primary Learning Objectives- *Sentences beginning with “Students will be able to...” that describe what students will do in the lesson that relates to how students will be assessed.*

Students will be able to:

1. Apply perspective taking skills to realistic scenarios
2. Research evidence to respond to a specific problem
3. Formulate an argument for a specific problem in their chosen area of study
4. Defend their argument in a debate setting
5. Show understanding of perspective of the other side by arguing for their side
6. Come to a consensus regarding the problem

Additional Learning Objectives- *Any learning outcomes that are not directly related to the content standards but may relate to other local or national standards*

Additional skills that students will learn are those of: emotional awareness, social awareness, negotiation, empathy and kindness, communication, perspective-taking, creativity and innovation, critical thinking, and curiosity.

Preparation Information

Total Duration- *How many minutes will the lesson last?*

One or two 50-minute class periods totaling 50 or 100 minutes

Materials and Resources- *List of materials teacher will need to gather or prepare for lesson*

None (all provided)

Technology Resources Needed- *What technology will teacher and students need for the lesson?*

Optional: access to the internet

Background and Preparation- *Description of information (science content, use of materials, etc.) teacher and/or students will need to know prior to this lesson; list steps for any preparation prior to the lesson*

Teacher should understand what conflict resolution and perspective taking look like and strategies for both. See these cool videos for more information about each:

- <https://youtube.com/watch?v=PBkDdWzXTO0>
- <https://www.youtube.com/watch?v=OI-G23HF6Sw>
- <https://www.youtube.com/watch?v=tqz7UcCgbLA>

Procedures and Activities

Step-by-step description of lesson that would allow another teacher to successfully complete the lesson (suggest possible reflection or comprehension questions along with examples of correct answers or common misconceptions)

Extended Lesson / 100-minute lesson:

First 50 minutes (roughly)

1. Define / Teach about Perspective Taking:

a. Give examples

- i. Simple examples: If Jose gets punched, how does he feel and why might he feel that way? Sam receives a cookie, how do you think he feels?
- ii. More complex examples: Duck/Rabbit, old lady/young woman, Black and blue dress vs white and gold (see attached photos), ethical dilemma about lying

1. <https://www.youtube.com/watch?v=OI-G23HF6Sw>

b. Define (emphasize that perspective taking is not altering your own opinion, it is just being able to understand the perspective of another)

- i. Perspective taking is literally “The ability to understand how a situation appears to another person and how that person is reacting cognitively and emotionally to the situation”

c. Why do we need to be able to take the perspective of others?

- i. Among other things, it reduces bias, judgement and conflict. Allows for greater ability to resolve conflicts
- d. Give strategies for perspective-taking:
 - i. Act like you are a fly-on-the wall, looking at this situation from outside
 - ii. Imagine yourself having that same experience
 - iii. Use your own past experience to understand another's situation
- e. Common misconceptions:
 - i. Taking another perspective means I must agree with it:
 - 1. No, it just involves understanding the perspective. It doesn't have to influence your agreement with it
 - ii. Isn't this just empathy?
 - 1. No, empathy is understanding and relating with how others feel, not a focused recognition of how situations appear to them.

2. Research:

- a. Divide the students up into groups of 4, and have each group choose a problem (see below for example problems)
- b. For each group, have the students pick a viewpoint to argue from
- c. Once they select their side, have them write down (~5 minutes) their arguments / justify why they chose the side they are on.
- d. After the students have selected a viewpoint and committed to it by writing down their arguments, **switch their side, and have them argue from the other perspective****
 - i. Provide the students with some questions to structure their argument from that will be used in the debate (questions are topic specific so are up to teacher discretion. Some examples are included below in the "Debate" section)

Second 50 minutes (roughly)

3. Debate:

- a. Exact structure up to teacher discretion
- b. Goal: have students reach a consensus using perspective taking and conflict resolution skills taught previously.
- c. *Potential debate topics and questions:*
 - i. *Dilemma 1: The local town is considering a proposal to convert a local park that currently contains a playground, running track, and arboretum into a housing development to address the shortage of affordable living spaces in the community.*
 - 1. *Side a: Committee advocating for the housing initiative*
 - 2. *Side b: Friend of the Park group advocating for the preservation of the park*
 - ii. *Dilemma 2: Was the US justified in dropping atomic bombs?*
 - 1. *Side a: It was justifiable, the "traditionalist" approach*
 - 2. *Side b: Not justifiable, the "revisionist" approach*
 - 3. *Questions to consider:*

- a. *Examine the military necessity of using atomic bombs to end the war in 1945.*
 - b. *Evaluate the Japanese decision to unconditionally surrender on August 15th, 1945.*
- iii. *Dilemma 3: A celebrity has just been convicted of killing multiple people. These crimes are enough to get them sentenced to death. Evaluate the nature of this sentence. Is it justifiable?*
 1. *Side a: Justifiable, government's position*
 2. *Side b: Not justifiable, organizations that oppose:*
<https://executinggrace.com/orgs>
 3. *Questions to consider:*
 - a. *To what extent can extreme criminals be redeemed?*
 - b. *Evaluate the effectiveness of alternative methods to dealing with extreme criminals.*
- iv. *Dilemma 4: A local student is forced to take a difficult math class that causes them chronic stress. This class also doesn't appear relevant to their future goals as a therapist. Should this student be forced to take the math class?*
 1. *Side a: Yes, they should take the class, i.e. the side of the law / curricula in place*
 2. *Side b: No, they shouldn't take the class, national organization arguing for the altering and optimization of school curricula*
- v. *Dilemma 5: Florida wants to put in a high-speed train to connect communities, but the train line would run through areas that have a lot of crossings so there are lots of safety concerns. What is the best way to proceed?*
 1. *Side a: Train is worth it,*
 2. *Side b: Train is not worth it*
- vi. *Other dilemmas that could be interesting to discuss:*
 1. *Humanity dilemma:*
 - a. *Human cloning dilemma*
 - b. *Intelligence / Humanity of AI*
 - c. *Humanity of Animals / Animal-ness of humans*
 2. *Using nuclear Power vs not*

4. Reflect:

- a. Reflect on class activity (examples below):
 - i. How did it feel to prepare for your initial side of the situation?
 - ii. How did it feel to switch sides? Were you successfully able to adopt the perspective of another person?
 - iii. Did you find your opinion changed by taking another perspective? Why or why not?

- iv. Are you satisfied with the consensus? Could you find an alternative solution that would be better for all?
- b. Apply to personal life:
 - i. Free response 1-paragraph reflection (examples below)
 1. Where might these strategies be helpful in your life?
 2. Where do you have trouble seeing from the perspective of others?
 3. Are there any problems with taking another's perspective?

If doing the shortened version, exclude the research portion of the class.

Great resource to find potentially interesting historical dilemmas:

<https://www.historydilemmas.com/>

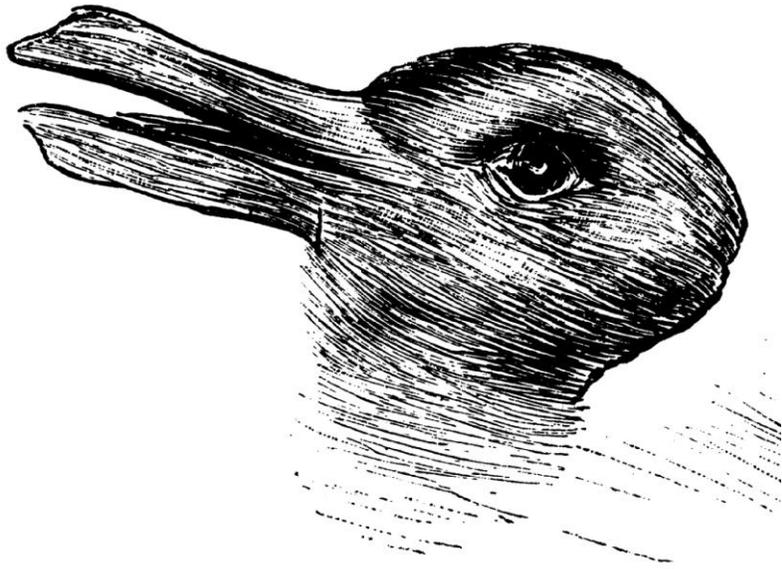
Optional amendments:

- *Keep the whole class together to discuss one question*
- *Ask the students to brainstorm situations and write them on the board*
- *For math teachers– have students calculate their own statistics / own evidence and cite their data*

Attachments- *Any materials for the lesson such as video links, worksheets, etc., listed here*

<https://www.youtube.com/watch?v=OI-G23HF6Sw>

Duck / Rabbit Illusion:



Old Woman / Young Lady Illusion:



Black and Blue vs White and Gold dress



Dress explanation: <https://www.youtube.com/watch?v=AskAQwOBvhcst>