

Title: Sort it Out	Catchphrase: Engage Without Rage - Kia tau te rangimārie	Value: Responding to Conflict
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Health & PE	English
<p>HEALTHY COMMUNITIES AND ENVIRONMENTS Students will;</p> <ul style="list-style-type: none"> • L2: <i>Rights, responsibilities, and laws; People and the environment:</i> Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments <p>RELATIONSHIPS WITH OTHER PEOPLE Students will;</p> <ul style="list-style-type: none"> • L2: <i>Interpersonal skills:</i> Express their ideas, needs, wants, and feeling appropriately and listen sensitively to other people and affirm them. • L3: <i>Interpersonal skills:</i> Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these. 	<p>LISTENING, READING, AND VIEWING Students will;</p> <ul style="list-style-type: none"> • L2: Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. • L3: Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

<p>Values: Students will be encouraged to value...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Excellence <input checked="" type="checkbox"/> Innovation, inquiry, and curiosity <input type="checkbox"/> Diversity <input type="checkbox"/> Equity <input type="checkbox"/> Community and participation <input type="checkbox"/> Ecological sustainability <input checked="" type="checkbox"/> Integrity <input checked="" type="checkbox"/> Respect 	<p>Key Competencies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using Language, Symbols and Text <input checked="" type="checkbox"/> Thinking <input checked="" type="checkbox"/> Participating and Contributing <input checked="" type="checkbox"/> Relating to Others <input checked="" type="checkbox"/> Managing Self 	<p>Other Cm Links</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Arts: <i>Visual Arts</i> Developing practical knowledge & Developing ideas. (Comic strip art)
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	Spazzy Graphics	Catchphrase	Story - Tiger, Mouse, Owl and the Fire	Illustration - Be Balanced	
Activities	<ul style="list-style-type: none"> • Discussion prompts • Brainstorm • Continuum worksheet 	<ul style="list-style-type: none"> • Discussion prompts • Poster • Role-play 	<ul style="list-style-type: none"> • Discussion prompts • Behaviours worksheet • Re-tell 	<ul style="list-style-type: none"> • Discussion prompts • Balance worksheet 	

Activity Breakdown

The activities are grouped with the videos released, however are not exclusive to those videos.

Photo Slop Scenario

- Brainstorm: *We are learning about conflict and what it means to ourselves and others.*

Either as a group or individual* students brain dump all thoughts, ideas, opinions about CONFLICT. (See attached worksheet - a)

Some prompt questions could include:

Words that mean the same as conflict.

What sort of things cause conflict?

How do people behave in conflict?

*If you do this exercise as individuals it's important to come together and share with the larger group.

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see and hear.*

Either as a large group, several small groups or pairs, allow students to respond to these prompts for discussion. (See attached sheet - b)

- How Big? *We are learning that there are 'levels' of conflict, and therefore levels of responsiveness.*

Students cut and paste the 'issues' in ranking order of seriousness/severity. (See attached worksheet - c)

Students have group chats about what each individual came up with and justifications for these.

Catchphrase

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see and hear.*

Either as a large group, several small groups or pairs, allow students to respond to these prompts for discussion. (See attached sheet - d)

- Poster: *We are learning to promote a healthy response to conflict.*

Students design and create a poster promoting the catchphrase, "Engage without Rage".

- Role-play: *We are learning the different reactions/responses to conflict and their benefits or disadvantages.*

Pairs/Groups of students are given/create scenarios of conflict and role play the reactions and responses, namely - aggressive, passive and assertive.

Possible scenarios could include:

Who's turn; on the playstation, doing the dishes, picking up dog poo?

A good friend is wanting to borrow a favourite item of yours.

Someone else has eaten the last packet of chips you were saving for later.

Mum want's you to tidy your room, but you're

Your friend want's to play one game and you want to play another.

A classmate has spread a bad rumour about you that's not true.

A good friend has shared, with other people, a secret you told them.

Your neighbour is copying all your work.
If time and space allows give opportunity for groups to share with the larger group.

Story - Tiger, Mouse, Owl and the Fire

• Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see and hear.*
Either as a large group, several small groups or pairs, allow students to respond to these prompts for discussion. (See attached sheet - e)

• Who's What? *We are learning to identify the behaviours of an aggressive, passive or assertive character.*
Students select the behaviours expressed by the different characters and place them with the correct character. (See attached worksheet - f)

• Comic Strip: *We are learning to simplify a story into a comic strip representation.*
Students need to select the key parts of the story and illustrate these in sequence, so the comic makes sense and the story is re-told.

Resources:

Dave McDonald, comic artist, gives a demonstration of comic art [here](#).

Medialoot has free printable comic strip templates for download [here](#).

Illustration - Be Balanced

• Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see and hear.*
Either as a large group, several small groups or pairs, allow students to respond to these prompts for discussion. (See attached sheet - g)

• Where am I at? *We are learning about our own reactions to conflict and ways we can become more assertive.*
Students use the worksheet to identify which end of the scales they lean towards when reacting to conflict and then identify what elements of assertiveness they can adopt to help them respond to conflict. (See attached worksheet - h)



"Drawing Comics is Easy (Except When It's Hard) by Alexa Kitchen