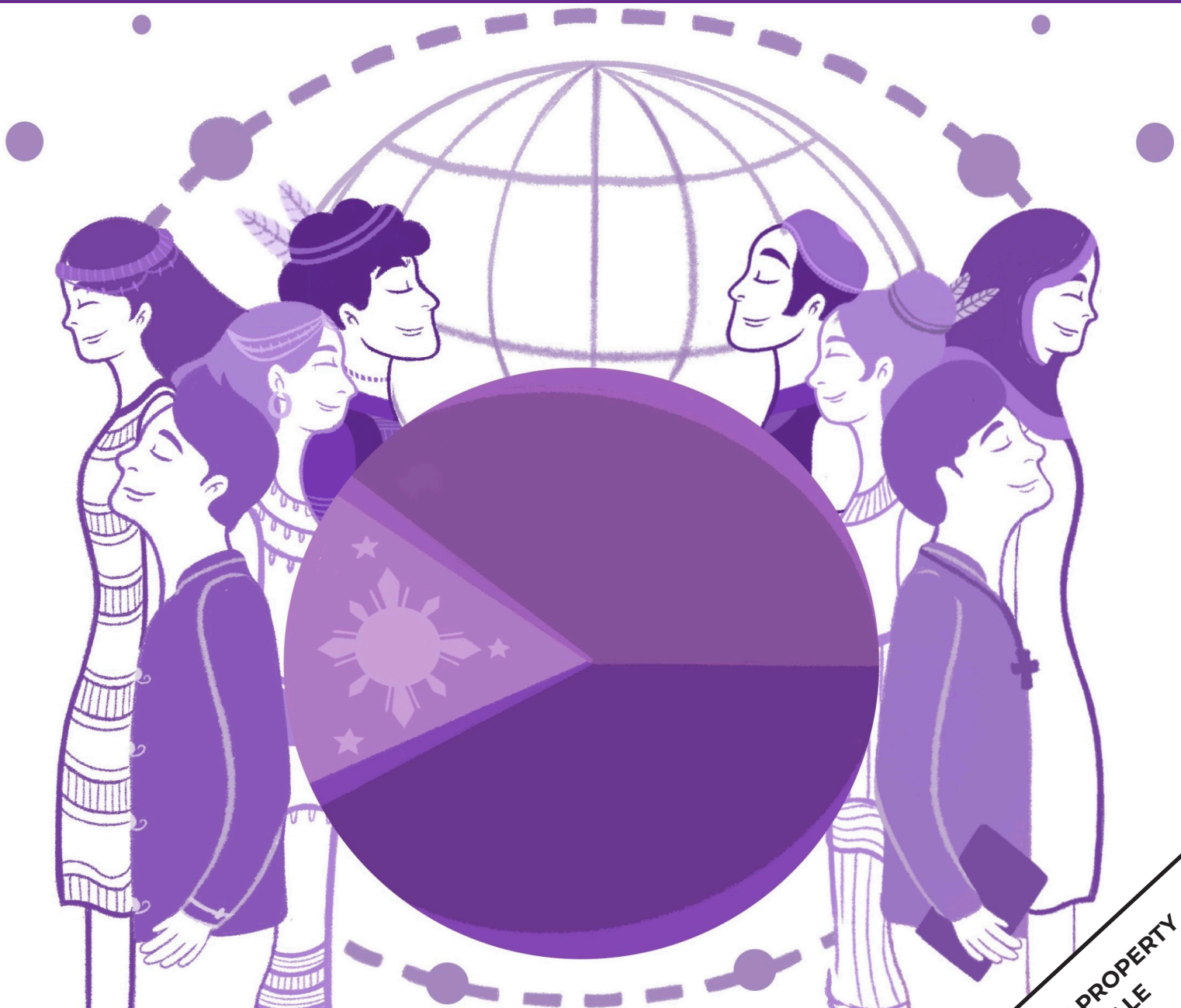


LEARNING STRAND 5 UNDERSTANDING THE SELF AND THE SOCIETY

SESSION GUIDES FOR MODULE 6:
CONFLICT RESOLUTION

ALS Accreditation and Equivalency Program: Junior High School



SESSION GUIDES

Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

**JUNIOR HIGH SCHOOL: UNDERSTANDING THE SELF AND THE SOCIETY
SESSION GUIDES FOR MODULE 6 (CONFLICT RESOLUTION)**

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 5: Understanding the Self and the Society
Session Guides for Module 6 (Conflict Resolution)

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User's Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the Session Guides of this Module entitled Conflict Resolution under Learning Strand 5 Understanding the Self and Society of the ALS K to 12 Basic Education Curriculum (BEC).

This module was collaboratively designed, developed, and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As an ALS Teacher/Instructional Manager/Learning Facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.

CONFLICT RESOLUTION Session Guide No. 1

I. Objectives

1. Analyze the reasons behind the misunderstanding between family members (LS5US-NM-PSI-JHS-5); and
2. Note details in materials viewed (LS1CS/EN-V-PSC-JHS-15).

II. Subject

- A. **Lesson 1:** Managing Family Conflict
- B. **Materials:** Conflict Resolution Module, manila paper, marker

III. Procedures

Introductory Activity

Before starting the session, let the learners answer “Pre Assessment activity” on page 2 of the module. Let them do the activity in a separate sheet of paper.

1. Activity

Group Activity

Before starting the session, let the learners answer “Pre-Assessment activity” on page 2 of the module. Let them do the activity in a separate sheet of paper.

2. Analysis

- a. After sharing the outputs with their partners, ask the following questions
 - How do you find the activity?
 - Do you have common answers written on the diagram?
- b. Present to the class the top causes of family conflicts. Process this and have an open discussion about it using these guide questions:
 - What are the top causes of family conflicts?

- What are the common scenarios and experiences that influence each cause?
- How do these causes affect the family members?
- What are some ways that we can do to resolve family disagreements?

3. **Abstraction/Generalization**

Ask the learners the following questions:

- a. What are the reasons behind misunderstanding between and among family and members?

4. **Application**

a. Individual Activity

- Allow the learners to do the individual activity on Sharpening Your Skills, page 8 of the module.
- Have them write their answers on a whole sheet of paper.

b. Group Activity (Pages 9)

Divide the class into 3 groups. Instruct them to do the Sharpening Your Skills activity II on page 10 of the module. Assign each group a Lenten Special to review

- Group 1 - EB Lenten Special 2018: Hating Kapatid (<https://youtu.be/A6pL1dVW2LQ>)
- Group 2 - EB Lenten Special 2018: Pamilya (<https://youtu.be/Rg09HBOjqv4>)
- Group 3 - EB Lenten Special 2018: Haligi ng Pangarap (<https://youtu.be/xwZI2aD7nRg>)

- c. After reviewing and analyzing the Lenten Specials, the group needs to prepare for an oral presentation. Let them prepare visual aids for their reporting. Be guided by the following rubric:

CRITERIA	EXCEEDS EXPECTATIONS (15)	SATISFACTORY (10)	NEEDS IMPROVEMENT (5)	SCORE
CONTENT	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows a minimal understanding of parts of the topic	
DELIVERY	Holds attention of entire audience; speaks with very acceptable volume	Holds attention of some of the audience; speaks with acceptable volume	Holds no attention with audience; speaks in low volume	
ENTHUSIASM	Shows strong interest about the topic	Shows some interest about the topic	Shows less interest about the topic	
TOTAL				

IV. Evaluation

Ask learners to answer Treading The Road To Mastery on page 12 of the module. Ask the students to answer it on a separate sheet of paper.

CONFLICT RESOLUTION **Session Guide No. 2**

I. Objectives

Analyze the factors that bring about societal conflicts (LS5US-NMPSI-JHS-8).

II. Subject

A. Lesson 2: Factors of Conflict

B. Materials: Conflict Resolution Module, manila paper, marker

III. Procedures

1. Activity

Group Activity

- a. Divide the class into groups of four. The group will work on the Trying This Out activity on page 14 of the module. Ask them to write their answers on a manila paper and present their group output in front of the class. Analysis Ask the learners to read out loud the words located on the word hunt puzzle:

2. Analysis

- a. After the presentation, process the team's behavior as they work on the task. Ask: While doing the task, was there any disagreement that happened with your groupmates? What did you do to handle the situation?
- b. Have an open discussion about "conflict". Use these guide questions as points for discussion:
 - What is conflict?
 - What are the factors of conflict?
 - What are the different categories of conflict? How can we effectively manage these?
 - Provide real-life and timely examples to illustrate each category of conflict.

3. Abstraction/Generalization

- What are the factors that bring about societal conflicts?
- How does conflict affect our relationship with others?
- As we encounter conflicts, what can we do to effectively manage them?

4. Application

a. Activity 1 Individual Activity

- Ask the learners to do the individual activity on “Sharpening Your Skills”, page 18 of the module. Let them write their answers on a whole sheet of paper.

b. Activity 2 Group Activity

- With the same groupings, let them do the Sharpening Your Skills group activity on page 19 of the module. Use manila paper to create the diagram. Let them present their works in front of the class. .. Be guided by the following rubric:

CRITERIA	EXCEEDS EXPECTATIONS (15)	SATISFACTORY (10)	NEEDS IMPROVEMENT (5)	SCORE
CONTENT	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows a minimal understanding of parts of the topic	
DELIVERY	Holds attention of entire audience; speaks with very acceptable volume	Holds attention of some of the audience; speaks with acceptable volume	Holds no attention with audience; speaks in low volume	
ENTHUSIASM	Shows strong interest about the topic	Shows some interest about the topic	Shows less interest about the topic	
TOTAL				

IV. Evaluation

Ask learners to answer Treading The Road To Mastery on page 21 of the module. Ask them to answer it on a separate sheet of paper

CONFLICT RESOLUTION **Session Guide No. 3**

I. Objectives

1. Formulate appropriate solutions to address societal conflicts (LS5USNM-PSI-JHS-S-9).

II. Subject

- A. **Lesson 3:** Developing Conflict Resolution Skills
- B. **Materials:** Conflict Resolution Module, manila paper and markers, audio-visual devices

III. Procedures

A. Introductory Activity

Pair-Think-Share. Let the learners find their partners. Each will answer this question and share it with his/her partner.

Recall a moment in your life when you had encountered conflict with a close friend. What did you do to resolve it?

1. Activity

- a. Ask the learners to answer Trying This Out activity on page 24 of the module. Have them write their answers on their notebooks.

2. Analysis

- a. Ask these questions after learners answer the activity
 - How do you feel after answering the activity?
 - What did you discover about yourself?
- b. Have an open discussion that talks about conflict resolution to the class. Use these guide questions as points for discussion.
 - Why is it important that we recognize conflict and examine possible resolution?
 - What abilities shall we possess for successful conflict resolution? How can we practice these abilities?
 - What are the guidelines for positive conflict resolution?

- Provide real-life situation to illustrate each guidelines.

3. **Abstraction/Generalization**

Ask the following questions:

- a. How can we formulate appropriate solutions to address a societal issue?
- b. What abilities do we need to possess for positive conflict resolution?

Application

Activity 1 – Situation Analysis

- Let the learners do the individual activity on Sharpening Your Skills, page 28 of the module. Ask the learners to write their answers on a whole sheet of paper.

Activity 2 – Picture Analysis

- Divide the class into four groups. Ask the learners to do the Sharpening Your Skills group activity on page 29 of the module.
- Each group has an assigned picture to analyze. Refer to these guide questions:
 - a. What evidence of conflict do you see in this image?
 - b. What could be taking place in this picture?
 - c. How might this conflict grow negatively and how might the people involved be affected?
 - d. Have you ever experienced or witnessed a conflict which resembles the situation in this picture? Explain.
 - e. What suggestions would you have for peacefully resolving this conflict?
- After analyzing the picture, each group will prepare for an oral presentation. Remind the groups to prepare for visual aids for the reporting.

SESSION GUIDE 3

1.



2.



3.



4.



IV. Evaluation

Let the learners answer the activity on page 31, Treading the Road to Mastery.

PRE-ASSESSMENT

PAGE 2

1. Conflict
2. Resolution
3. Family
4. Relationship
5. Negotiate

LESSON 1: MANAGING FAMILY CONFLICT

TRYING THIS OUT

PAGE 4

Possible answers:

1. Favoritism
2. Financial Concerns
3. Tasking of Household Chores
4. Quarreling

SHARPENING YOUR SKILLS

PAGE 8

Possible answers:

A.

1. They are having communication problems because instead of doing a family game night together the members prefer to have fun alone using their gadgets.
2. Possible Answer: They should apply the Agree to Negotiate Approach so that as one family they could discuss their issue and address it in one sitting.

B.

1. The siblings are having conflict because they are competing for their parents' attention.
2. The siblings should listen to one another and listen to the explanations of their parents on how they can deal with each other in a healthy way.

TREADING THE ROAD TO MASTERY

PAGE 12

Situation 1: Eca and his brother Josh once owned a car bought by their mother. Less than a year before they can finally complete the payment, Eca received the news that the car was taken by the bank. It turned out her brother has been missing payments for 3 months without telling her and their mother. They just agreed that Josh will pay Eca for her contributions but months passed and she never received any amount. After a year, Josh got another car for his own family without paying Eca first which led to a confrontation.

Possible Answer: Money and communication

Situation 2: Ruth already has her own family but they were still staying with her parents and siblings. One day, her husband posted things against her siblings which made Ruth's brother, Danny, really angry. Instead of talking to her husband about his mistake, Ruth went to her brother and made a scene.

Possible Answer: Communication and attention

Situation 3: Nick's parents believed that he will be the one to help his family and provide assistance to his younger siblings because their eldest sister already got a family to support. He has religiously been providing financial help to his family ever since he started working. When his parents found out that he was having a relationship with his workmate, his father did not like it and his eldest sister confronted him and her girlfriend to tell them to stay away from each other.

Possible Answer: High expectations and money

LESSON 2: FACTORS OF CONFLICT

TRYING THIS OUT

PAGE 14

Synonymous to the word conflict:

Clash

Disagreement

Fight

Struggle

SHARPENING YOUR SKILLS

PAGE 18

1. What was the conflict about?

Possible Answer: One (1) groupmate is uncooperative

2. Where did the conflict take place?

Possible Answer: Classroom

3. Who were involved?

Possible Answer: Me and Kim

4. What did you notice about the actions, words, or emotions of people involved in the conflict?

Possible Answer: We began by giving silent treatment to one another and then it worsened into exchanges of heated arguments

5. How did you resolve the conflict?

Possible Answer: We decided to do our work and remain civil to one another

TREADING THE ROAD TO MASTERY

PAGE 21

Scene 1: Conflict with a coworker: Patricia was absent for three days because of a family emergency. When she reported back to work, she noticed that some of her workmates were ignoring and avoiding her. During their break time, her close friend Janet told her that their officemate Rina told their boss that Patricia was pregnant.

Possible Answer: Differences in experiences and interests

Scene 2: Conflict in a community: Tessie was the one in charge of the distribution of food packs in their village. When she was done, one of her neighbors shouted at her and accused her of favoritism because Tessie skipped their house. Tessie explained herself saying that she only followed a list given to her and thought that the neighbor already received theirs.

Possible Answer: Misinformation and miscommunication

Scene 3: Conflict between two groups: Nina's friends stayed overnight at her dorm because they needed to finish their research paper. It was already past 8 o'clock in the evening when another group of dormers started singing in the next room. They thought the other group would stop at around 10 PM but they continued singing at 11:30. One of Nina's classmates went to the next room and asked if they could stop but the girls got offended.

Possible Answer: Negative emotions and behavior

LESSON 3: DEVELOPING CONFLICT RESOLUTION SKILLS

SHARPENING YOUR SKILLS

PAGE 28

1. *Possible Answer:* This situation shows that I and my best friend truly have different judgments about shoplifting. I would still raise my point and make him / her realize that shoplifting is wrong because it's against the law but if he/ she still insists that is correct, then I would give him/ her time to think about it, before we discuss it again.
2. *Possible Answer:* Even though I can no longer understand our Math lessons I will remain calm and go over with my textbook reading. I will just talk to my teacher after the class for further clarification.
3. *Possible Answer:* Instead of directly saying to them that what they are saying is wrong I will still politely ask them how would they feel if someone makes fun of them as well? Is it still okay with them? I will not let them continue their wrongdoing, instead, I will educate them gradually.

TREADING THE ROAD TO MASTERY

PAGE 31

Situation 1: Your brother works all day as a call center agent and has a part time job at night. While he was taking a call one evening, he found out that his wife and her ex-boyfriend were still communicating. This caused your brother to outrage.

Possible Answer: We need to confirm first if they are having an affair. The best thing we can do at that time is to allow his wife to explain herself and let them talk as a couple. As our brother's family, we will remind him to calm down first and to not be consumed by his anger because that might influence him to make unwise decisions.

Situation 2: A good friend of yours borrowed your homework during recess

time. While you were checking papers during English class, you noticed that the paper you were assigned to check had exactly the same answers as yours. When you checked the name of the owner, you were surprised that it was the girl that your friend was courting. You had this feeling that your friend borrowed your homework and let the girl he was courting to copy all your answers.

Possible Answer: I need to remind myself to keep my cool. The first thing that I will do is to ask the owner of the paper if she got the answer from someone since she is the person I am already talking to by that time. Next, I will ask my good friend what he did with my homework when he borrowed it. I will give him the chance to admit what he did and enlighten me with a good reason why he was able to do such a thing.

Situation 3: Your mother borrowed Aling Cely's big pans to cook for your birthday. Because she was so busy, she forgot to return them when she finished cooking. The next day, your youngest sister told you that she saw an insinuating post of Aling Cely pertaining to people who do not know how to return things they borrowed. Your mom felt annoyed because she thought it was for her.

Possible Answer: The best way to address the issue is to confront the right person directly. I will suggest to my mother to think of something she can give to Aling Cely so that she will have a reason to visit her. I will remind her to be patient and prudent in talking to Aling Cely and tell her honestly about how she felt about the post. We will also tell her that we are open to dialogue and that she is welcome if she wants to express something to us that makes her heart heavy.

REACH THE TOP

PAGE 34

1. D
2. D
3. C
4. A
5. C
6. D
7. B
8. C
9. C
10. B

ANSWER KEY

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