

ANTI-BULLYING & CONFLICT-RESOLUTION LESSON

ABOUT THIS LESSON:

***Secret Saturdays* is a young adult and middle grade novel about:**

- Making tough choices,
- Keeping friendships and trust and privacy, and
- Balancing wanting to do what's right with wanting to be accepted.

While I wrote *Secret Saturdays* to be a fun read, I also wrote it to stop bullying and increase peace.

For thirteen years, I have been a Conflict Resolution Specialist (that is a fancy way of saying I train administrators, teachers, and youth to solve big and small problems). I designed this lesson to help you do that too.

GOALS:

After this lesson, students will be able to:

- Define the terms of conflict, escalate, deescalate, conflict-resolution, denial, and confrontation;
- Infer about the everyday nature of conflicts and translate root-terms in conflict-resolution into real-world scenarios;
- Relate realistic fiction to their lives to solve problems;
- Analyze and deconstruct text to compare and contrast; and
- Evaluate the value of certain behaviors.

COMMON CORE STATE STANDARDS MET:

WRITING:

Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing:

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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READING:

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LANGUAGE:

Vocabulary Acquisition and Use:

- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

MATERIALS:

- Dry erase board (or chart paper)
- Dry erase markers and eraser (or permanent markers)
- **Secret Saturdays** novel by Torrey Maldonado
- Student notebooks or looseleaf binders
- Definitions of **conflict, escalate, deescalate, conflict-resolution (problem-solving), denial, and confrontation.**

TEACHING POINT:

There are different ways to respond to a conflict. Your choices “escalate” or “deescalate” conflict in a situation.

DURATION:

45 minutes (can extend into two forty-five minute sessions).

MODELING SKILL:

1. Select two excerpts from **Secret Saturdays** by Torrey Maldonado where characters show examples of **conflict, escalating conflict, deescalating conflict, conflict resolution (problem-solving), denial, and confrontation.**

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2. Teacher elicits from students the definitions of:

conflict	escalate
deescalate	conflict-resolution (problem-solving)
denial	confrontation

3. Teacher charts those responses on chart paper.

4. Teacher highlights parts of the excerpts and models self-to-text connections by sharing personal experiences when the teacher behaved similarly to the characters and showed examples of **conflict, escalating conflict, deescalating conflict, conflict-resolution (problem-solving), denial, and confrontation.**

The purpose is for the teacher to provide the class with real-world examples of definitions within this lesson and to prompt students to personally connect with the text then share out personal examples of when students behaved similarly to the characters and showed examples of conflict, escalating conflict, deescalating.

GROUP-WORK OPTION:

If group-work is the goal, distribute copies of *Secret Saturdays* and explain to students that they will independently read an excerpt from this novel about bullying, tough choices, and being the real you.

1. Hang the pre-made charts with each chart holding these terms:

conflict	escalate
deescalate	conflict-resolution (problem-solving)
denial	confrontation

2. Divide the class into groups.

- Group 1 (**conflict** chart)
- Group 2 (**confrontation** chart)
- Group 3 (**denial** chart)
- Group 4 (**escalating conflict** chart)
- Group 5 (**deescalating conflict** chart)
- Group 6 (**conflict resolution** chart)

3. Each group with a chart as a two-fold objective. First, they must write and record how their definition is played out in the characters' behaviors. Second, they must chart self-to-text connections and support their connection by citing evidence from the book.

INDEPENDENT-WORK OPTION:

Independent-Work Option: If independent-work is the goal, distribute copies of *Secret Saturdays* and explain to students that they will independently read an excerpt from this novel about bullying, tough choices, and being the real you.

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1. Ask students to set up their notebooks according to these terms:

conflict **escalate**
deescalate **conflict-resolution (problem-solving)**
denial **confrontation.**

2. Each student has a two-fold objective. First, they must write and record how their definition is played out in the characters' behaviors. Second, they must write the self-to-text connections and support their connection by citing evidence from the book.

SHARE:

- Review. Ask students, "Was it possible for the (insert *Secret Saturdays*' character(s) names) to never experience any of those conflicts? Is it possible to never have conflict?" (Students should realize that conflict is a natural, unavoidable part of daily life. Yet, we have the choice to choose chaos or greater peace and order.)
- Ask, "Where in school do you see/experience the most conflicts? Outside and around school?"
- Ask, "What does **escalate**" mean?"
- Say, "Think about when, in the excerpt, a character did that. Please share." Ask students to share a time when they did that.
- Repeat aforementioned last two steps for **confrontation, denial, deescalating conflict, and conflict-resolution (problem-solving)**.
- Ask Students:
 - a. What pushed/influenced the characters to make certain choices to escalate or deescalate that conflict?
 - b. What pushes/influences the characters to make certain choices to escalate or deescalate that conflict?
 - c. How can you one-on-one or in a crowd practice conflict-resolution to deescalate daily conflicts?
- Close lesson with:
 - a. A reminder to students that we all have conflicts on a daily basis, conflict is a natural part of life, and we can choose to escalate or deescalate conflicts.
 - b. Teacher highlights how the author's preteen and teen life was filled with choices to either deescalate or escalate conflict. Explain that choices can steer a life toward greater peace or constant mismanagement of conflict.

EXTENSION ACTIVITIES:

Pictorial dictionaries:

Have students create pictorial dictionaries with internet-generated images or magazine-cutouts that illustrate each definition (confrontation, denial, deescalating conflict, and conflict-resolution (problem-solving) in real-world contexts.

Mural project:

Have students create murals that illustrate each definition (confrontation, denial, deescalating conflict, and conflict-resolution (problem-solving) in real-world contexts.