

RESOLVING CONFLICT

LESSON TEXT

Leviticus 19:17; Matthew 5:21-24; James 1:19-20; Ephesians 4:26-27

LESSON OBJECTIVES

- The students will explain how conflicts arise and escalate.
- The students will know how God expects us to resolve conflicts.
- The students will resolve a conflict with a friend or family member using the "KEYS" they have learned.

MATERIALS NEEDED

For each student:

- pen or pencil
- 1 sheet of construction paper

For the teacher:

- lined paper, 1 sheet for every 5 students
- concordances, 1 for every 5 students
- dictionaries, 1 for every 5 students
- extra Bibles
- Award Certificate
- small prizes for the second-place team (gum, pencils, etc.)
- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- 1 poster board
- magic marker
- scissors, 1 pair for every 2-3 students
- glue sticks
- clear adhesive paper
- markers/colored pencils

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 1 copy for each student
- Page C, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
Teacher Focus
Teacher Tips
Preclass Activity: The Peacemakers' Pizza Challenge

Starting Up

Welcome and Singing
Opening Prayer
Victories
Good News from the Kingdom

Getting into God's Word

Story: "Things Are Not Always Black or White"
Scripture Study
Activity: KEYS to Conflict Resolution

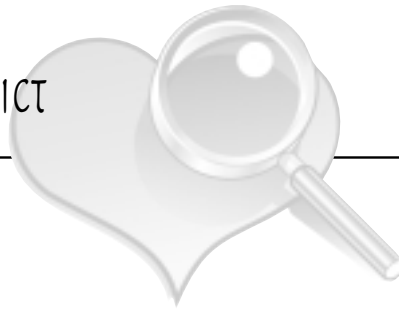
Getting It to Others

Scripture Memory: Ephesians 4:26-27
Weekly Challenge and Snack Time
Conclusion

SCRIPTURE MEMORY VERSE

"In your anger do not sin": Do not let the sun go down while you are still angry, and do not give the devil a foothold.

Ephesians 4:26-27



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Leviticus 19:17, Matthew 5:21-24, James 1:19-20 and Ephesians 4:26-27. The focus of this lesson is to teach the students God's plan for resolving conflicts. Think of ways that you have handled conflict both correctly and incorrectly, and think about what the outcome was of each. Consider your own heart on this issue. Is there any way you need to "be reconciled to your brother"? If there is, settle the matter before you teach this class. Share the victory of godly reconciliation with your students.

TEACHER TIPS

During this week, do some research on the positive and negative results of conflict. Bring to class several articles that show both the results of unresolved conflict and the positive growth that comes when conflict is handled God's way.

As a visual illustration for your class, plan a mock "conflict" between yourself and someone who is not normally in the class. Carefully plan, script and rehearse a three-to-five-minute conflict (it should be heated, but quiet and in control) which will be a surprise for your students. Your partner in this illustration should come into your class to confront you about an issue they have with you, e.g. borrowing clothes without permission, gossiping about them, owing money, etc. Be sure to resolve the argument in a godly manner (see "KEYS" in the activity section). Your goal is to help your students see that unchecked conflict is ugly, unproductive and hurtful, but, if it is resolved quickly, it can bring godly results. This conflict should take place prior to the Scripture Study section of the lesson.

You or one of your assistants should look through the book of Proverbs to create a master list of verses that deal with conflict. This will help you to quickly determine the winning group of your preclass activity.

PRECLASS ACTIVITY

THE PEACEMAKERS' PIZZA CHALLENGE

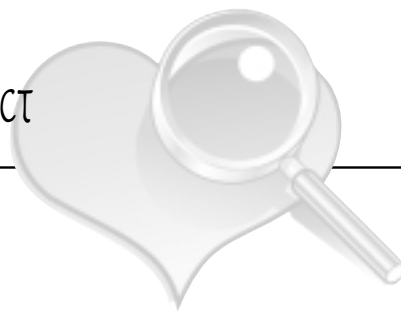
MATERIALS USED

For the teacher:

- lined paper, 1 sheet for every 5 students
- concordances, 1 for every 5 students
- dictionaries, 1 for every 5 students
- extra Bibles
- Award Certificate
- small prizes for second-place team (gum, candy, pencils, etc.)

PREPARATION

1. During the week prior to the class, gather or borrow concordances and dictionaries so that there is one of each for every 5 students. (Adjust groups as needed, based on your class size.)
2. Purchase a gift certificate to a popular local pizza restaurant. The certificate should cover pizza and soda for the winning group of 5 students. Or, create another type of certificate (maybe one that entitles the winning team to a party at your home consisting of homemade pizza and soda).



INSTRUCTIONS

1. Before the students arrive, divide the room into areas in which groups of five students can work. Supply each work area with pens or pencils, lined paper, a concordance, a dictionary and an extra Bible. Define each group by a color, letter, Biblical name, etc., using a tabletop sign.
2. As they arrive, direct each student to one of the five work areas. Each group should have no more than five students.
3. The groups will compete to see which team can find and write down the most references to conflict/conflict resolution from the book of Proverbs. Be sure that all of your students understand how to use a concordance (they will look up the word "conflict," as well as related words such as "anger," "hatred," etc.). Have one of your assistants give guidance, but not too much! Also, remind your students that they might have a simple concordance at the end of their Bible. These can be used so that several students can look up scriptures simultaneously. Do your best to be sure that all the groups have equal strengths and resources.
4. After class begins, have an assistant look through each group's list to verify the scriptures and determine the winning team.
5. Announce the name of the winning team and award the certificate at the end of class. Award smaller prizes (gum, candy, pencils, etc.) to the second-place team.

STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, and to be especially thankful for the chance to be together. Pray that the students in the class will become excellent at resolving conflicts quickly and completely.

VICTORIES

Take the time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Would anyone like to share something they learned this week?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that the kingdom of God is worldwide, and the victories of our brothers and sisters on other continents can inspire us and spur us on.



STORY

"THINGS ARE NOT ALWAYS BLACK OR WHITE"

This story shows your students that every conflict has two sides and that the first step to resolution is to understand the other person's perspective.

MATERIALS USED

Reproducible Pages:

- Page A, 1 copy for each student

INSTRUCTIONS

1. Distribute a copy of Reproducible Page A (story) to each student.
2. Read the story aloud to the class.
3. Ask the following questions for discussion:
 - *Did this story surprise you? Why or why not?*
 - *What was the "lesson" that the teacher taught the students?*
 - *Why do we have such a hard time looking at things from someone else's point of view (perspective)?*
 - *Who are some people in your life who may have a different viewpoint than yours?*

SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- extra Bibles
- dictionary

Ask your students the following questions:

- *Who can define the word "conflict"?* Once the students have shared their ideas, open the dictionary to the word "conflict" and read the definitions. Be sure to point out that "conflict" comes from the Latin word, "conflictus" which means the "act of striking together." In other words, conflicts occur when two or more things run into each other. That is, they physically, verbally or ideologically (different ideas) collide! *What starts a conflict between two people?* (different viewpoints / different wants or needs) Stress that conflict can be out in the open or just in someone's heart.
- *Why does a conflict grow?* (pride / selfishness / both wanting to win / wanting to be right)

- *Why does a conflict get out of control?* (feel threatened / pride is attacked / refuse to admit we are wrong / SIN!)
- *Do you think conflict is ever a good thing?* (yes – different ideas lead to new solutions to problems, new inventions, new relationships, etc.)

But, conflict is only good if we understand it and learn to manage it in a positive way. To do this, we must resolve conflict the way that the Bible shows. The Bible has much to say about conflict and what we need to do about it. Have the students turn to Leviticus 19:17. Select a volunteer to read the passage aloud to the class.

- *Is conflict always out in the open (shouting or yelling) between two people? What kinds of attitudes can we have in our hearts toward another person?* (anger / hatred / jealousy / prejudice)
- *Is it less of a conflict if we don't bring it out in the open?* (no, it is just unresolved conflict)
- *What can happen when we keep conflicts bottled up inside?* (conflict grows / attitudes get worse / relationship gets more strained / avoid the other person)

Select another volunteer to read Matthew 5:21-23.

- *What sin does Jesus compare anger to?* (murder)
- *Jesus says that even if we call someone a fool, we will be in danger of the fire of hell. Why do you think Jesus takes such a serious tone about anger?* (it is unloving / ungodly / ruins relationships. [Be sure to stress that in Jesus we can be forgiven of anything. The students should begin to be convicted of the seriousness of sinning against others, but they should also be realizing that God's grace can forgive anything.])
- *How does God expect us to act toward others?* (loving / caring / compassionate / respectful)

Have the students turn to James 1:19-20, and ask another volunteer to read this passage aloud.

- *What are the two things that this passage says cause anger?* (speaking too quickly / not listening) *How does this happen?* (don't hear all the facts / don't understand the other point of view)
- *It takes a lot of discipline and control to listen well and hold our tongue. What can we do to help in this area?* (praying / asking for help / reading scriptures)
- *This passage says that anger does not lead to a righteous life. What does it lead to?* (sin in the heart / poor relationships / unhappiness, etc.)
- *Now that we know what anger and conflicts can do, how can resolve conflicts in a righteous way?*



Select volunteers to read each of the following passages: Matthew 5:23-24 and Ephesians 4:26-27.

- *What does "Do not let the sun go down on your anger" mean?* (deal with conflict immediately)
- *What does it mean to "give the devil a foothold"?* Read the definition of "foothold" from the dictionary before the students give their answers. (anger grows if not dealt with / Satan gets in and makes it bigger)
- *Why is it important to deal with a conflict when it happens or when we first feel it?* (stays small / keeps the relationship strong)
- *Why do you think it is important to settle conflicts before we worship God?* (can't be close to God with sin in our hearts)

Conflict can help us understand the viewpoints of others in a better way. It can also help us develop new ideas and solutions to problems. However, if we are not open with our feelings and hurts, or if we do not settle disputes quickly and righteously, we can cause spiritual, emotional, and sometimes physical hurts. Today's activity will give you a tool to help you resolve conflicts quickly and completely.

ACTIVITY

KEYS TO CONFLICT RESOLUTION

During this activity, your students will create a visual reminder of how God expects them to resolve conflicts.

MATERIALS USED

For each student:

- pen or pencil
- 1 sheet of construction paper

For the teacher:

- 1 poster board
- magic marker
- scissors, 1 pair for every 2-3 students
- glue sticks
- clear adhesive paper
- markers/colored pencils

Reproducible Pages:

- Page B, 1 copy for each student



fig. A

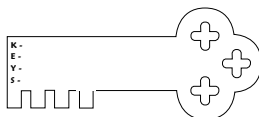
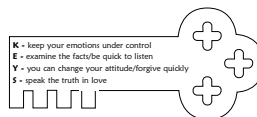


fig. B

fig. C



PREPARATION

1. Cut a large key out of poster board similar to the key on Reproducible Page B.
2. On one side of the poster-board key, copy the "front" side of the key. (See Figure A.)
3. On the other side of the poster-board key, write the four letters K, E, Y and S down the left side as shown on the "back" side of the key. Leave a blank beside each letter so the student can discover the KEYS one at a time. (See Figure B.)

INSTRUCTIONS

1. Have the students look at front side of the poster-board key. This side shows the memory verse and the letters K, E, Y and S at the bottom.
2. Discuss with the students what each letter could stand for when resolving a conflict. After listening to some ideas for each letter, write the corresponding "key" beside each letter, discussing the meaning of each:
K = Keep your emotions under control
E = Examine the facts / Be quick to listen
Y = You can change your attitude / Forgive quickly
S = Speak the truth in love
 NOTE: The finished key will look like Figure C.
3. Give each student a copy of Reproducible Page B (keys) and a piece of construction paper.
4. Have the students decorate the front and back pieces of the keys, then cut them out. Also have them put their names on their keys.
5. Then have them trace and cut a third key from their sheet of construction paper, using one of their key pieces as a pattern.
6. Have the students glue the construction paper key between the front and back pieces to provide stability.
7. When they have glued the pieces together, they may cover both sides with clear adhesive paper. This will provide durability, allowing the keys to be used as a bookmark or to be hung on the wall as a reminder of how to resolve conflict in a Biblical way. (To cover the key, cut two rectangles out of the adhesive paper. Make these rectangles large enough to cover both sides of the key with at least 1/2 inch at each edge. Then cut out the key, making sure both sides of adhesive have sealed around the key for at least 1/4 inch.)



SCRIPTURE MEMORY

"In your anger do not sin": Do not let the sun go down while you are still angry, and do not give the devil a foothold.

Ephesians 4:26-27

MATERIALS USED

Reproducible Pages:

- Page C, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page C (Memory Verse).
2. Have the students say the memory verse together aloud several times.

WEEKLY CHALLENGE

Think of a person with whom you need to resolve a conflict. This may be an open conflict or something that you feel in your heart that keeps you from feeling close to the person. Using the KEYS you learned in class, work to resolve the conflict, and share with that person what you have learned. Pray daily for both yourself and your partner, and call to encourage your partner daily.

Ask your parents or your preteen teachers or leaders if you need help.

Remember: Do not tell your partner the name of the person.

WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you explain to them the challenge for the week. Share some of the articles on conflict resolution that you brought to class, and point out the positive impact of resolving conflict, versus the negative effects of unresolved conflict.

This week can be an incredible opportunity for the students to resolve conflicts that have driven a wedge between them and a family member or friend. During this last segment of the class, divide the class into pairs. (Match up students who may not work together often.) While they are in pairs, they should each decide on one person that they are going to pray about and approach this week in an effort to resolve a conflict that has kept them from being close. This can be a friend at school, a family member or another preteen in their class. This may be an open conflict or something they feel in their heart that keeps them from feeling close to the person. (The students are NOT to tell the name of the person—to avoid temptation to gossip.) They should try to resolve the conflict using the KEYS they have learned, and then they should share with the person why they are trying to resolve the conflict.

Both preteens should then pray for each other as they attempt to resolve the relationship by using the KEYS. The purpose of "buddying-up" is for the partners to hold each other accountable during the week for making a sincere effort to resolve the conflict with the person. Encourage the partners to call each other daily for support, encouragement and challenge. This can be a great relationship builder between the "buddies," and it will encourage the students to learn the principles discussed in today's class.

If they need specific help, encourage them to talk with their parents, preteen teachers or their leaders.

CONCLUSION

End the class with a prayer.

RESOLVING CONFLICT

Family
LESSON 4
(SUPPLEMENT)

LESSON TEXT

1 Samuel 25:1-42;
Matthew 5:21-24

LESSON OBJECTIVES

- The students will identify positive and negative conflict resolution in the story of David, Nabal and Abigail.
- The students will demonstrate through role playing, how to resolve a specific conflict.
- The students will resolve a conflict with a friend or family member using the KEYS they have learned.

MATERIALS NEEDED

For each student:

- pen or pencil
- 1 sheet of 8½" x 11" paper

For the teacher:

- 4 pieces of heavy paper or cardboard, 12" x 12"
- magic marker
- tape
- dictionary
- extra Bibles

Reproducible Pages:

- Page D, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
Teacher Focus
Teacher Tips
Preclass Activity: Comic Strip Conflict
Starting Up
Welcome and Singing
Opening Prayer and Review
Great News Sharing

Getting into God's Word

Scripture Study
Activity: Godly Conflict Resolution

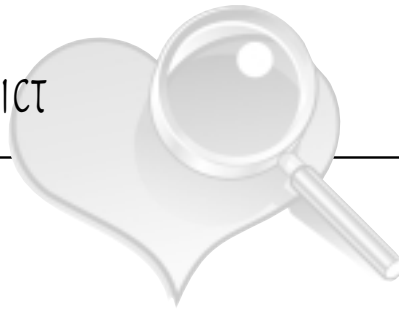
Getting It to Others

Scripture Memory: Ephesians 4:26-27
Weekly Challenge and Snack Time
Conclusion

SCRIPTURE MEMORY VERSE

"In your anger do not sin": Do not let the sun go down while you are still angry, and do not give the devil a foothold.

Ephesians 4:26-27



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on 1 Samuel 25:1-42 and Matthew 5:21-24. The focus of this lesson is to teach the students God's plan for resolving conflicts. Think of ways that you have handled conflict both correctly and incorrectly, and think about what the outcome was of each. Consider your own heart on this issue. Is there any way you need to "be reconciled to your brother"? If there is, settle the matter before you teach this class. Share the victory of godly reconciliation with your students.

TEACHER TIPS

The students learned in their Core Lesson that there are several keys to godly conflict resolution:

- K = Keep your emotions under control
- E = Examine the facts / Be quick to listen
- Y = You can change your attitude / Forgive quickly
- S = Speak the truth in love

Be sure that you understand these, as they will be helpful in understanding the conflict and resolution in the story of David, Nabal and Abigail.

You should allow a little extra time for the Weekly Challenge and Snack segment of the lesson. The challenge of resolving a conflict may prove a bit daunting to your students, especially if the conflict is in their heart only. Give advice, encouragement and suggestions, possibly role-playing a few situations that will help your students begin the conversation. As the students prepare for the discussion with this person, encourage them to pray and to trust that God will give them the words they need to settle the situation in a righteous way.

PRECLASS ACTIVITY

COMIC STRIP CONFLICT

The students will consider the types of words and attitudes that start conflict, and they will create a comic strip depicting a conflict they have experienced during the week or a possible conflict someone could experience.

MATERIALS USED

For each student:

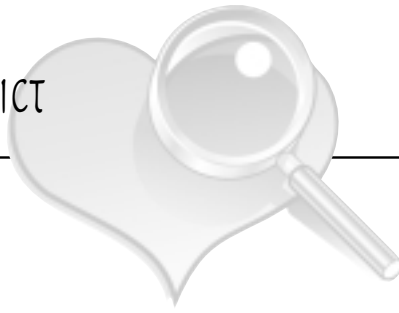
- pen or pencil
- 1 sheet of 8½" x 11" paper

For the teacher:

- 4 pieces of heavy paper or cardboard, 12" x 12"
- magic marker
- tape

Reproducible Pages:

- Page D, 1 copy for each student



PREPARATION

1. On each piece of cardboard, draw a picture of a face depicting one of the following traits that often produce conflict: anger, whining, selfishness, stubbornness (or choose some other traits). These sketches do not need to be works of art, but rather facial caricatures that are very expressive, making it obvious to the students that Mike is "mad," that Wendy is a "whiner," etc. If needed, get someone to make the facial sketches for you or copy the sample ones given at the bottom of page 11. Some examples are: Mad Mike, Whining Wendy, Selfish Sue and Stubborn Steve. You may also come up with your own. The objective is to create pictures that project the image of someone who may be involved in, or at the beginning of, a conflict.
2. On the day of the class, post the faces in different spots around the room.
3. Fold each sheet of 8½" X 11" paper into fourths. Cut out four "word balloons" for each student from the folded paper.

INSTRUCTIONS

1. As they enter the class, give each student four word balloons, and a pen or pencil.
2. Direct the students to write a "conflict statement" for each character, i.e. a statement that might lead that person into a conflict with someone else. For example, Wendy Whiner might say to another girl "Why don't you pick me first when we choose teams? Aren't we best friends?" The students should write their statements in the word balloons, using one for each character.
3. Once they have completed their word balloons, the students should tape each phrase to the poster of the character who would say it.
4. Give each student a copy of Reproducible Page D (comic strip). Tell the students to create a conflict resolution comic strip, depicting either an imaginary conflict someone might have or a conflict they have had and how it was resolved.
5. Ask several of the students to volunteer to share their comic strips with the class.

STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Open with a student praying for each student to be working on resolving conflicts with those close to them, and to be thankful for God's forgiveness and his love for us.
- Have one student recite the memory verse for this lesson: Ephesians 4:26-27.
- Have a student briefly review the previous lesson (Core Lesson).

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief, so that as many as possible can share.



SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- extra Bibles
- dictionary

As part of the Core Lesson, your students learned about the ways that conflicts begin and how they escalate, as well as the keys to godly conflict resolution. Using the story of David, Nabal and Abigail, your students will see both the right and wrong ways to settle a conflict.

Have the students turn in their Bibles to 1 Samuel 25:1-42. As this is a long chapter, you should select different volunteers to read the passage as it is broken down below.

Today we are going to read about a conflict that took place in the Old Testament. The story of David, Nabal and Abigail will show us the right and wrong ways to resolve conflict.

Read verses 1-3.

- *What are some of the things that are noted about Nabal's and Abigail's characters?* (Nabal – surly, bad tempered, rude, mean; Abigail – intelligent, beautiful) *How do you think these two would do in resolving conflict?*
- *What do we know about David?* (wise / strong / handsome / heart for God) *How do you think David would handle conflict?*

Read verses 4-9.

- *What does David want from Nabal?* (food for his men) *Why could this cause a conflict with Nabal?* (Nabal was rude and mean / probably wouldn't want to give his food away)
- *Does David start out with the right attitude?* (yes – sends greetings and blessings, is humble and respectful)
- *What did David expect from Nabal?* (help) *Why?* (David's men helped Nabal's men earlier)

Read verses 10-11.

- *What is Nabal's attitude toward the request?* (selfish / not helpful / not hospitable) *Do you think Nabal really didn't know who David was?* (it's possible, but David was well known)
- *Whose interests did Nabal care about?* (his own) *Did he try to see David's perspective?* (no)

Read verses 12-13.

- *How does this conflict grow?* (David becomes unrighteous)
- *What are some of the things you see come out of David's character?* (anger / revenge / pride)
- *Why do you think David reacted this way? Usually, he was close to God and righteous.* (thought he was owed something / only saw his needs / his pride was challenged)
- *What does David decide to do?* (kill all Nabal's men)

Read verses 14-19.

- *How does Abigail react when she is told of the conflict that is about to take place?* (calm / level-headed / not emotional)
- *What was the most important thing that Abigail did?* (listened to her servant)
- *Why do you think she wanted to do something to avoid the conflict?* (to save her husband's life and the lives of his men / to save their land and livestock / because she did not want to make an enemy of the powerful David / she simply wanted to thank David and treat him in a righteous way)

Read verses 20-22.

- *As Abigail approaches with the food, David and his men are coming toward her. Has David's attitude changed?* (no) *Is it getting worse?* (yes) *Why?* (he is thinking about it over and over / anger is growing in his heart / wants to retaliate)

Read verses 23-25.

- *What is important about Abigail's attitude as she approaches David?* (humble / willing to be wrong / takes the blame / respectful)
- *Will this attitude help her to resolve the conflict?* (yes)

Read verses 26-31.

- *Which of the keys is Abigail using in this passage?* (speaking the truth in love)
- *Abigail humbly shows David how his thinking is wrong. She does not accuse him; instead, she reminds him about his loyalty to God and love for God. Helps him see his sin in a righteous, respectful way.*
- *Is it easy to bring people back to God when they are in the middle of a conflict? Why not?* (tempers are flaring / pride / not thinking clearly)
- *What do you think helped Abigail to do this?* (knew what God wanted / had a righteous heart / probably prayed first)



Read verses 32-35.

- *What is David's response to Abigail?* (heart changes / repents of his attitude / is humble)
- *Is the conflict over?* (yes—both David and Abigail have stopped it) *How do you think Nabal would feel about this?* (angry / outraged)

Read verses 36-38.

- *What was Nabal doing while Abigail was working things out with David?* (throwing a party) *Did he care at all that he had insulted David?* (no)
- *Sometimes, there are people who will not want to see a conflict resolved. They will either ignore it or push it further. What is the wisest thing to do with this type of person?* (walk away, don't tell them any more—e.g. do what Abigail did)
- *Who finally dealt with Nabal?* (God) *We need to understand that when we do our best to handle things righteously, God will take care of everything else.*

Read verses 39-42.

- How did God bless Abigail for her righteousness? (married David / got a great husband)

We have seen that God blesses us when we handle and resolve conflict his way. This story shows us an example of one person who couldn't handle conflict correctly, and he received his punishment from God. We have also seen how a repentant heart can quickly change a conflict that is growing into one that is ending. Finally, we have seen that when we handle conflict God's way, as Abigail did, the conflict ends quickly and easily, and God blesses those who seek a righteous resolution.

ACTIVITY

GODLY CONFLICT RESOLUTION

Using the characters and quotes from the preclass activity, the students will now role-play some of the conflicts they attributed to the characters.

INSTRUCTIONS

1. Divide the class into 4 groups by numbering off 1 through 4. Assign each group one of the characters (Whining Wendy, etc.) from the preclass activity.
2. Have each group role-play an imagined conflict situation, based on one of the word balloons that has been pasted on the poster. All the students in the group should agree on the conflict to be used.
3. Give each group 5-8 minutes to script and practice a conflict and a resolution for their character.
4. The students should use the principles for resolving conflict (KEYS) in their role-play. Each conflict should include:
 - Describing the conflict situation clearly so that the class understands it
 - Acting out the situation
 - Handling the situation incorrectly
 - Handling the situation correctly using the KEYS
5. Have each group perform their play for the class.
6. As each group finishes, ask the other class members the following questions:
 - What did you learn?
 - *Would you have done anything different to resolve the conflict?*



Mad Mike



Whining Wendy



Selfish Sue



Stubborn Steve

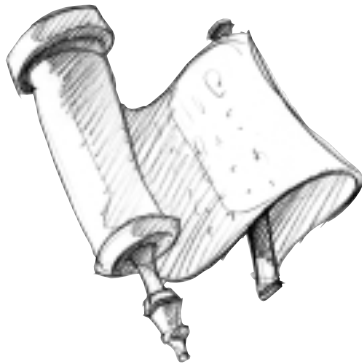
SCRIPTURE MEMORY

"In your anger do not sin": Do not let the sun go down while you are still angry, and do not give the devil a foothold.

Ephesians 4:26-27

INSTRUCTIONS

Review the scripture memory verse for the week, saying the verse aloud as a class several times. Remind the students to be practicing at home.



WEEKLY CHALLENGE AND SNACK TIME

As your students eat their snack, remind them of the challenge for the week.

Using the KEYS to conflict resolution, the students are to resolve a conflict with a friend or family member this week. Each of the students has been paired with a partner, and the partners should be encouraging each other daily in this effort, as well as praying for their conflict and their partner's conflict to be resolved quickly and completely.

The students are not to tell their partners the name of the person with whom they are seeking resolution (to avoid the temptation to gossip).

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

Think of a person with whom you need to resolve a conflict. This may be an open conflict or something that you feel in your heart that keeps you from feeling close to the person. Using the KEYS you learned in class, work to resolve the conflict, and share with that person what you have learned.

Pray daily for both yourself and your partner, and call to encourage your partner daily. Ask your parents or your preteen teachers or leaders if you need help. Remember: Do not tell your partner the name of the person.

THINGS ARE NOT ALWAYS BLACK OR WHITE

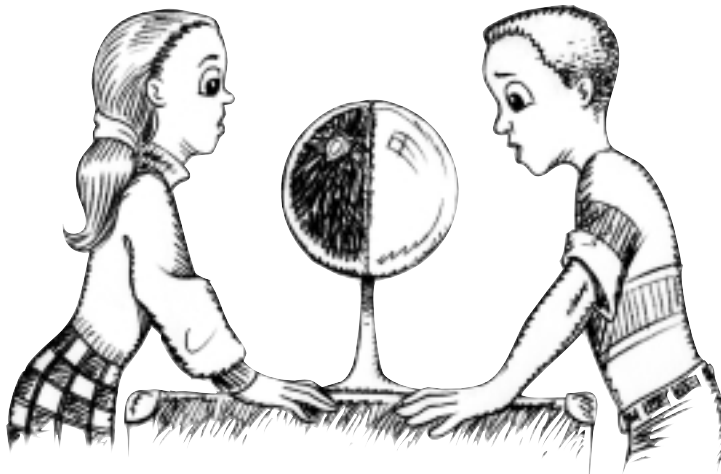
When I was in elementary school, I got into a major argument with a boy in my class. I have forgotten what the argument was about, but I have never forgotten the lesson I learned that day.

I was convinced that *I* was right and *he* was wrong—and he was just as convinced that *I* was wrong and *he* was right. The teacher decided to teach us a very important lesson. She brought us up to the front of the class and placed him on one side of her desk and me on the other. In the middle of her desk was a large, round object. I could clearly see that it was black. She asked the boy what color the object was. “White,” he answered.

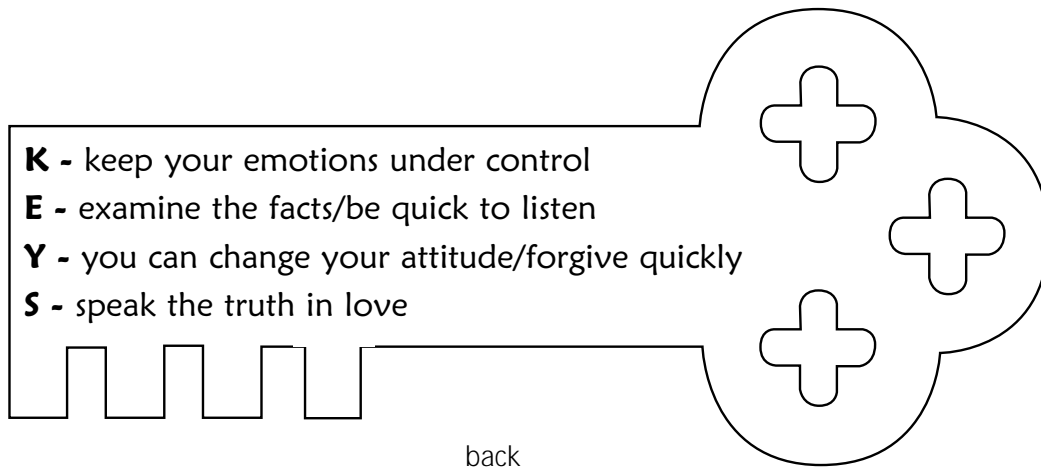
I couldn’t believe he said the object was white, when it was obviously black! Another argument started between my classmate and me, this time about the color of the object.

The teacher told me to go stand where the boy was standing, and told him to come stand where I had been. We changed places, and now she asked me what the color of the object was. I had to answer, “White.” It was an object with two different-colored sides, and from his viewpoint it was white. Only from my side was it black.

My teacher taught me a very important lesson that day: You must stand in the other person’s shoes and look at the situation through their eyes in order to truly understand their perspective.



Judy Paxton, “Things Are Not Always Black or White,” *Chicken Soup for the Kids’ Soul*, eds. Jack Canfield, Mark Victor Hansen, Patty Hansen and Irene Dunlap (Deerfield Beach, Florida: Health Communications, Inc., 1998), 131-132.



SCRIPTURE MEMORY VERSE

"In your anger do not sin": Do not let the sun go down while you are still angry, and do not give the devil a foothold.

EPHESIANS 4:26-27

WEEKLY CHALLENGE

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COMIC STRIP

Using any of the characters given to you by your teachers, make up a comic strip story showing how they got into a conflict and how they resolved the conflict.

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