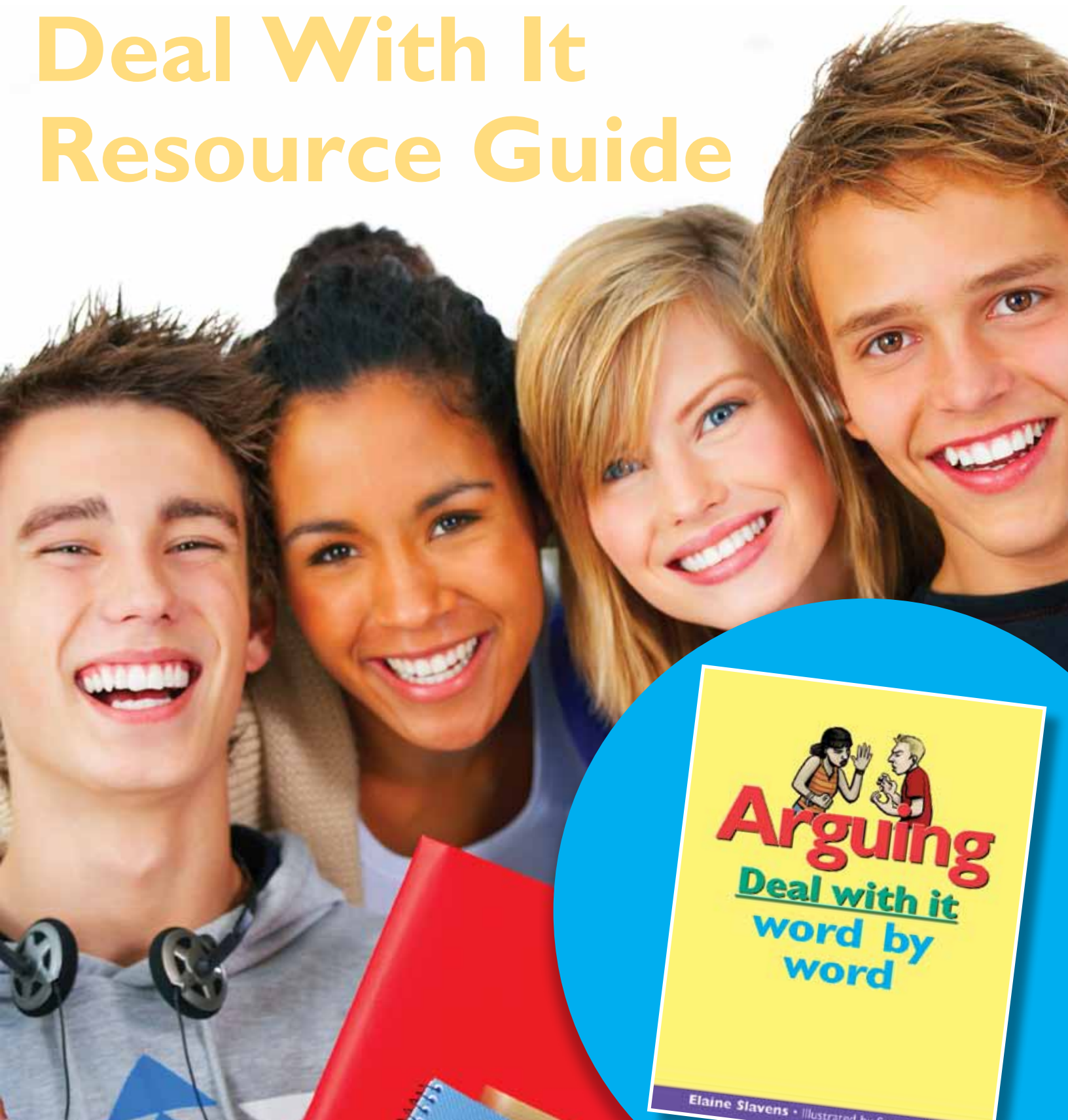


Arguing: Deal With It Resource Guide



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How to Use this Guide

This guide offers a number of informative and enjoyable discussion questions and teaching activities that allow for in-depth coverage of the causes of conflict from several angles.

Guide Map

This guide begins on page 3 with an introduction to the issue covered in the Deal With It book. Please be sure to read the **Before You Begin** section, which provides suggestions to help you consider the specific needs and interests of your class. It also outlines any particular scenarios presented in the Deal With It book that may be sensitive to some students.

The pages that follow correspond with the sections of the Deal With It book.

These sections are:

- A **101** section that introduces readers to a subject (See page 4 of this guide)
- An **Instigator** section that focuses on the person who instigates the conflict (See page 6 of this guide)
- A **Target** section that focuses on the person who feels victimized in the conflict (See page 8 of this guide)
- A **Witness** section with tips for those caught in between (See page 10 of this guide)

For each of these sections, you will find:

Highlights that briefly capture the main points from the Deal With It book, which you will want to review with students.

Discussion Questions that are designed to introduce students to the topics and encourage them to think critically about the topics at hand.

Teaching Activities that correspond to page numbers in the Deal With It book, and are designated as activities for Individuals (I), Pairs (P), or Groups (G).

About the Series

The **Deal With It** series is a set of 32-page books that empower **kids ages 9–12** to resolve conflict in their lives. Information is presented in an interactive and graphic style to engage readers and help spark discussion of issues. The information in this **Resource Guide** is intended to help educators plan lessons around conflict resolution using the **Deal With It** books.



Arguing: Deal with it word by word

Conflict is inevitable. As children grow up and expand their social circles, they encounter more situations in which disagreements can occur. It is important for students to understand the difference between a disagreement and an argument. Young people need guidance to make the distinction between the two and recognize that arguing is a counterproductive way to deal with disagreements.

Teaching kids that differences can be resolved in positive ways can be challenging. *Arguing: Deal with it word by word* was created to give young people the tools and strategies they need to successfully meet this challenge. This resource guide uses real-life examples and activities to help show students how to disagree constructively without arguing, while improving their social skills and giving them the power to deal with adverse situations.



Before You Begin

Here are some tips and suggestions to help you plan your arguing unit:

- Gather materials from a variety of sources, including the Guidance Office, social services organizations, articles from magazines and newspapers, and age-appropriate books.
- You may wish to invite a guest speaker to talk to your class. Having an expert on the issue of arguing or conflict resolution will signify to the students that this is a serious topic and that there are professionals out there who can help.
- Create a pre-test or use an on-line survey (such as PollDaddy.com or SurveyMonkey.com) to introduce the topic and vocabulary terms. This activity will also help you and your students to gauge their level of knowledge and experience in dealing with conflict.
- As a class, brainstorm a list of words students associate with arguing. You may need to prompt them to include positive terms such as compromise, resolution, negotiation, etc.). Post this list in the classroom and use it as a reference throughout your unit.
- Be aware that class discussions may be painful for some students as they touch on personal issues in their families. Some students may reveal more about their home life than can be dealt with in a classroom setting. You may want to alert your guidance counsellor or involve him or her in some of your class discussions.
- Students need to be aware of the subtle and more obvious differences between sharing a valid opinion and being argumentative or defiant. Try to guide the Challengers in your classroom by letting them know when it is appropriate to offer an opinion and how to do so in a sensitive and respectful manner. This approach will benefit the student and create an environment for exchanging ideas in a positive, constructive way.

Arguing 101

Highlights

- All people get into disagreements because everyone has their own personal point of view and opinion. You cannot agree with everyone all of the time.
- Disagreements can turn into arguments when:
 - ☛ someone's feelings get hurt or he or she takes it personally
 - ☛ a lot of emotion is involved or you worry about the issue for a long time
 - ☛ they involve misunderstandings, ongoing feuds, or revenge
- Conflict and arguing can lead to stress, health problems, and violence.
- People deal with arguing in different ways. You might be a Challenger who needs to win every argument, a Dodger who will avoid arguing at all cost, or a Peacemaker who acts like a referee to resolve conflicts.

Discussion Questions

- What are some words you associate with arguing? What do they mean? Why do you connect them to arguing?
- What emotions do you feel when you are in an argument? What could you do to change these feelings so that you do not lose your temper?
- How do you act during an argument? What physical sensations do you have in your body? How might you act differently to prevent an argument?
- How is arguing portrayed in the media, especially television? Why do you think that conflict is such an important part of drama?
- What does an argument look like? What does it sound like? What does it feel like?
- What is the difference between a disagreement and an argument? Explain your thinking.
- How can conflicts be resolved without arguing? What are some things you could do to prevent an argument in the first place?
- Do you think issues get resolved during an argument? Why or why not?
- With whom do you argue the most? What do you argue about?

Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts (I)	After students have brainstormed a list of words they associate with arguing, have them use these words to create a crossword puzzle. (You may wish to have them search the Internet to find and use a crossword-puzzle maker.) Encourage them to look up the definitions of these words to help them write their clues. When they are finished, have them challenge another student to solve their puzzle.
pp. 2–5	Social Studies/ Canada and World Studies (G)	Have students research to find out about a conflict in Canada. Encourage them to discover how and why these conflicts started and how they were or might be resolved. You may wish to have them include information on peacekeepers, negotiators, and treaties. Have students prepare a report and present their findings to the class.
pp. 6–7	The Arts (visual)/ Guidance and Career Education (I)	Ask students to read the comics and think about the four reasons for arguments presented. Encourage them to think of another reason for arguing and to create their own comic to show how the argument might be resolved in a positive way. Finished comics may be displayed in the classroom or compiled into a class book.
pp. 8–9	Language Arts (P/G)	In pairs, have students come up with three more quiz scenarios and possible responses. When they are finished, have pairs switch their questions and answer the new quiz questions. As a class, discuss the responses of the Challenger, the Dodger, and the Peacemaker and the possible outcomes in each situation.
pp. 10–11	Media Literacy/ Guidance and Career Education (I)	Have students create their own “Dear Conflict Counsellor” message or bulletin board. Ask them to write letters from the point of view of a character from a TV show or movie asking for advice about an argument they have had with another character. Have them post their letters on the board and encourage other students to respond, offering suggestions on how the situation could be resolved in a positive way. Review the responses and compare them to how these problems are solved on the TV shows or in the movies. Discuss the differences as a class.
pp. 12–13	Science/Health and Physical Education (I/G)	Ask students to review the “Did You Know?” section. Have them research to find out more about these facts and how people can help prevent health problems by dealing with anger and negative feelings in a positive way. Have students use their findings to create a poster, brochure, or slideshow to give other students tips on how to manage their feelings and avoid health problems.

The Challenger

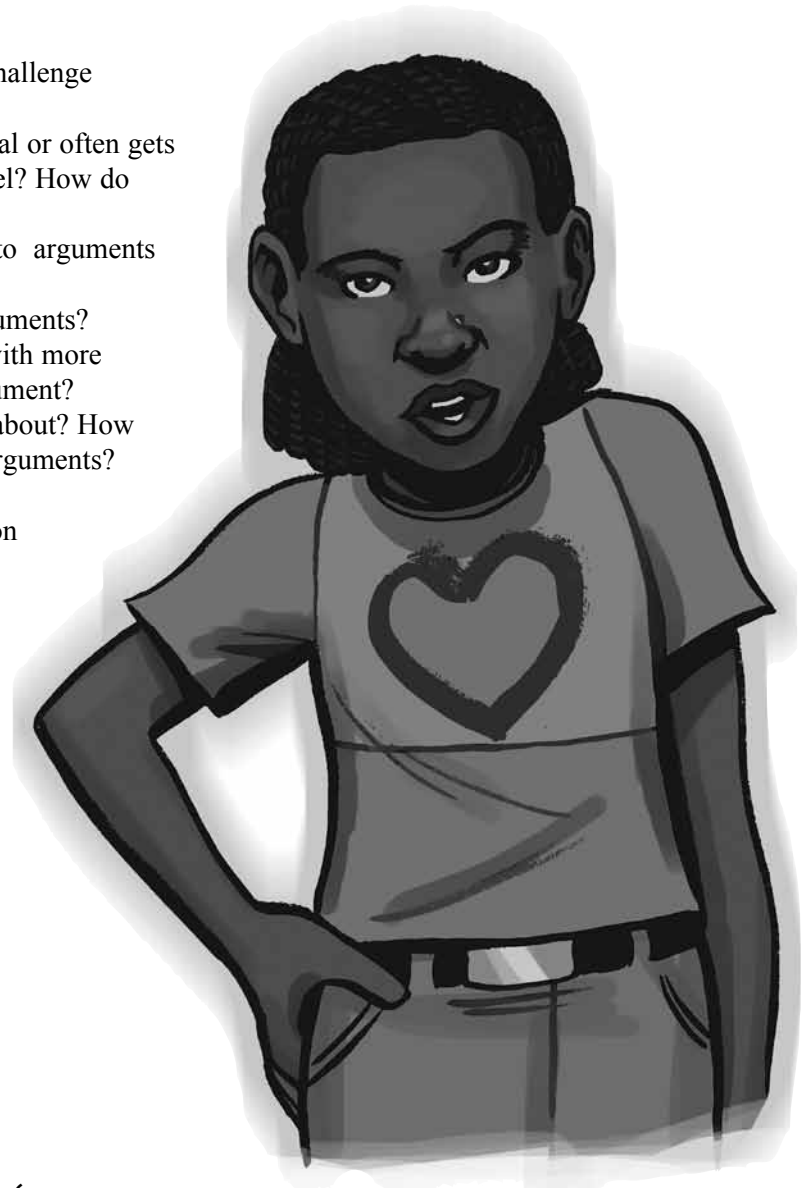
Highlights

The Challenger is someone who picks arguments or always has to win them once they start. Challengers may have trouble controlling their emotions or feel the need to control other people.

- The Challenger might start or continue an argument by:
 - bulldozing over other people's feelings and opinions by trying to intimidate them
 - bringing up old issues and problems
 - attacking his or her opponent's personality, views, or values
 - dismissing a problem or issue as not worth his or her time or energy
 - blowing an issue or problem out of proportion
- You can help resolve conflicts instead of perpetuating them by trying to:
 - calm down and not take your anger or frustration out on others
 - understand other people's points of view to reach a mutual agreement
 - talk to a trusted adult about why you might be getting into arguments

Discussion Questions

- Why do you think someone might want to challenge everything everyone says?
- Do you know someone who is confrontational or often gets into arguments? How does this make you feel? How do you deal with this person and your feelings?
- Why do you think some people might get into arguments more often than others?
- Do you find yourself getting into lots of arguments? Are there particular people who you argue with more than others? How do you feel during an argument?
- What do you, or people close to you, argue about? How do discussions about these topics turn into arguments? Does arguing ever solve the problem?
- List some situations where voicing an opinion may be desirable and appropriate. What is the difference between having an opinion and being opinionated? How might you express your opinion in such a way that you don't offend anyone?
- What traits might the Challenger share with a good leader? How could these traits be used to help develop leadership skills?



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Section	Subject Area	Activities
pp. 14–15	Science/Guidance and Career Education (I)	Have students research to find out about a scientist who challenged conventional thinking (e.g., Frederick Banting and Charles Best, Wilder Penfield, etc.). Encourage them to find information about the conventional thinking of the times and how this scientist challenged society with their ideas. Have students present their findings to the class, including information on how the scientist found a way to present their ideas so that others would understand and accept them.
pp. 14–15	Language Arts (G)	Have students work in small groups to review the letters and responses. Ask them to choose one of the scenarios and write a letter to the characters involved, giving them suggestions on what they might say to help avoid arguments in the future. Ask groups to present their ideas and discuss them as a class.
pp. 16–17	Language Arts/ Guidance and Career Education (I)	Have students take the quiz and think about their responses. Ask them to write a journal entry about how they feel when they are in an argument and to include strategies for how they might deal with conflict in a more positive way. Encourage students to revisit their strategies and add to them as they learn more throughout the unit.
pp. 18–19	Media Literacy (I/G)	Tell students that they are going to investigate the role of the Challenger in the media. Have them use the descriptions on pp. 18–19 as a guide for the kinds of behaviours they will be looking for. Ask them to create a chart on which they will record the name of the TV program, the character, the role of the character in the program, how they act during confrontations, and whether their actions are portrayed in a positive or negative way. Have students complete the chart over the course of a week. Ask students to share their findings with the class and discuss whether or not characters in the media are good role models for resolving arguments.
pp. 18–19	The Arts (visual) (I/G)	Have students create a poster or slideshow encouraging people to follow the “Do’s and Don’ts” on p. 19. Ask them to present their posters or slideshows to the class, encouraging them to explain how they will convince others to avoid arguments.

The Dodger

Highlights

- The Dodger is the person who will do almost anything to avoid arguments or who always backs down and does not express his or her opinion.
- The Dodger might bottle up his or her emotions or need support to express them.
- Instead of fighting back or giving up, you can learn to resolve disagreements and avoid confrontations by:
 - making eye contact and keeping an open posture
 - encouraging other people to state their opinion in their own words
 - clarifying to make sure you understand the other person's perspective
 - restating or summarizing the problem to make sure you are on the same page
 - reflecting and showing that you understand how the other person is feeling

Discussion Questions

- Do you know someone who is the Dodger? What does he or she do to avoid confrontation? How do you think he or she feels when someone picks an argument with him or her?
- Do you offer your opinions during class discussions? How does it feel when you speak up in class? Does everyone feel the same way? Why might some people avoid giving their opinions in class?
- Why would someone choose to avoid an argument rather than telling someone else how they feel? Explain your thinking.
- Do you have friends or family members that never disagree with you or anyone else? What is it like to talk with to them? Do you ever get frustrated that they do not stand up for themselves?
- Do you feel comfortable voicing your opinion if you disagree with someone? Why or why not?
- What might you do if you express an opinion and the other person insists that they are right without really hearing you? How could you avoid a confrontation without fighting back or giving up?
- How might you tell if someone is agreeing with you just to avoid an argument or if he or she actually shares your opinion?



Teaching Activities

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Section	Subject Area	Activities
pp. 20–21	Language Arts/ The Arts (visual) (I)	Have students read and discuss the “Do’s and Don’ts” section. Ask them if they can add any more tips to this list. Have each student create a PowerPoint® presentation to encourage other students to follow these tips to deal with confrontation in a positive way. Encourage students to enhance their presentations with photos, sound effects, or even short video clips. Have them present their slideshows to the class.
pp. 20–21	Language Arts/ The Arts (visual) (I/G)	Have students create brochures, flyers, or bookmarks to illustrate the “Do’s and Don’ts.” Ask students where they think the best places would be to display their brochures to make sure their message reaches as many students as possible. Make copies of their brochures and place them in these locations.
pp. 22–25	The Arts (drama)/ Guidance and Career Education (P)	Have students work in pairs to choose one of the situations in the quiz to role-play for the class. Ask each pair to demonstrate two perspectives on the situations: the first one illustrates a mishandled situation, and the second one shows how the situation could be handled in a more constructive manner. After each play, discuss the results with the class.
pp. 22–25	Language Arts/ The Arts (drama) (I)	Have students work in small groups to take the quiz. Encourage them to think about how the different characters might feel during the situations. Have them choose one of the scenarios and write a dialogue in which one of the characters attempts to resolve the conflict without an argument. Students may wish to act out their dialogues for the class.
pp. 22–25	Language Arts/ Mathematics (I/G)	Have students use the quiz questions as the basis for a survey. Ask them to add a fourth option, so that the respondents can offer their own solutions. Have each student survey at least three people from outside their classroom. Once they have their surveys complete, ask them to compile their data in a spreadsheet for analysis and graphing. Have them present their findings and discuss them as a class.
pp. 26–27	The Arts (drama)/ Guidance and Career Education (I/G)	Have students brainstorm situations that could result in an argument. Write down the students’ suggestions on pieces of paper and have students randomly choose one and act it out. Ask students to volunteer suggestions on how they might resolve the situation before it turns into an argument.
pp. 26–27	Language Arts/ Canada and World Studies (I)	Have students research to find out about famous pacifists, such as Mahatma Ghandi, Leo Tolstoy, Martin Luther King Jr., Te Whiti-o-Rongomai, or Thich Nhat Hanh. Ask them to write a short biography of their pacifist and what actions he or she took to change other people’s thinking. Encourage them to include a list of strategies that their pacifist used that other students could apply to other situations to resolve conflict in a positive way and avoid arguments.

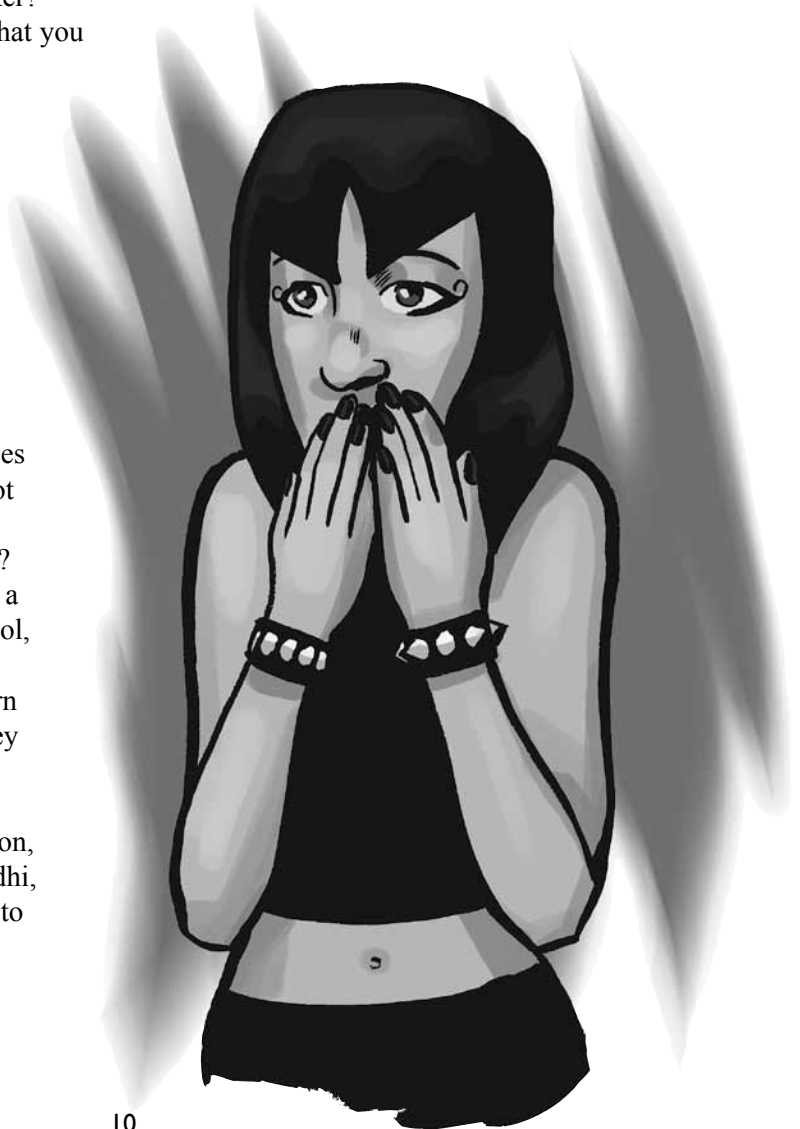
The Peacemaker

Highlights

- The Peacemaker is a witness to arguing who has the opportunity to help mediate the situation.
- Effective Peacemakers see conflict as an opportunity to improve relationships, find solutions, and make sure everyone's needs are met.
- You can be an effective Peacemaker by:
 - setting a good example for others by treating people with respect
 - helping people who are arguing to calm down
 - being an empathetic listener and offering support
 - trying to identify the problem and the emotions behind it
 - offering lots of solutions and trying to find a compromise that works for everyone

Discussion Questions

- How would you define peacemaker? What do you think are some of the qualities of a Peacemaker? Explain your thinking.
- Do you know anyone who seems to be a Peacemaker? What makes him or her a Peacemaker? Give some examples of behaviour that you have seen that would belong to a Peacemaker.
- Do you think that everyone has to choose to be a Peacemaker, a Dodger, or a Challenger all the time? Why or why not? What other options do you have to avoid arguments?
- Is it possible to have every conflict resolved by a Peacemaker? Which types of situations might require a Peacemaker? In which types of situations might a Peacemaker not help resolve the issue?
- Would you like to be a Peacemaker? Why or why not? How might being a Peacemaker help you at home, school, or work?
- Do you think that anyone could learn to be a Peacemaker? How might they achieve this?
- Can you think of any famous Peacemakers? (e.g., Lester B. Pearson, Martin Luther King, Mahatma Gandhi, Nelson Mandela) What did they do to help resolve conflict?



Teaching Activities

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Section	Subject Area	Activities
pp. 28–29	Language Arts / Guidance and Career Education (G)	Have students work in small groups to find out about peer mediation or conflict resolution programs that are available in their school or community. Ask students to create a flyer or brochure to tell other students about these programs and how they can get involved. Encourage students to present their findings to other classes.
pp. 28–29	Social Studies/ Media Literacy (I/G)	Play the Peacemaker Radio Minute from Histori.ca for students. Ask them to think about how the producer used the dialogue to establish the situation and explain the history. Have students listen to it again and see if the Peacemaker in the Radio Minute followed the “Do’s and Don’ts” on p. 29. If time permits, have students script their own Radio Minute dramatizing a situation in which a Peacemaker uses the “Do’s and Don’ts” to help resolve an argument.
pp. 30–31	Language Arts (G)	Point out to students the first bullet in the “Did You Know?” section. Divide the class into two groups and have them debate the statement: Disagreements are the same as arguments. Give students time to discuss and establish their position and then have the two groups debate the issue. When they are finished, encourage students to discuss what techniques they used to express their opinions without getting angry and resorting to arguing.
pp. 30–31	Language Arts/ Guidance and Career Education (I/G)	Have students write a journal entry about how a Peacemaker might resolve a situation. Ask students to think of a situation that might result in an argument, using the ones presented in the quiz as a starting point. Have them write out steps on how they would make sure they understood both sides of the issues and then brainstorm a list of possible solutions that would work for everyone involved. Encourage students to use this entry as a reference when they find themselves in conflict situations.

Additional Resources

- www.4children.org/chdev.htm#ang: The Action Alliance for Children Site contains articles on teaching anger management and conflict resolution.
- www.education-world.com: The Education World website provides strategies for dealing with anger managements issues in the classroom.
- www.emints.org/ethemes/resources/S00001717.shtml: The eMINTS website includes teaching tips and activities promoting conflict resolution skills.
- www.PollDaddy.com: PollDaddy.com provides a free tool to create surveys and polls.
- www.SurveyMonkey.com: SurveyMonkey.com allows you to quickly and easily create surveys.

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