



The Workplace

March 5, 2018

Students Will Be Able To

1. *Learn Ways to Respect Individual and Group Differences*
 2. *Apply Problem-Solving and Conflict-Resolution Skills to Relationships*
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Materials

Introduction Activity – Wrapped Food Item

Activity 2 – *How Am I Responsible?* Activity Sheet

Activity 5 – Reality Town Booklets

Introduction

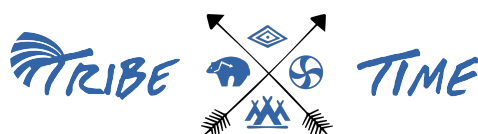
Scott Madsen came and spoke with all students two weeks ago, and had a lot say about getting the most out of life – creating your identity, chasing dreams, as well as how to approach setbacks and problems. This week's Tribe Time focuses on some of those same things, as well as how to put yourself in someone else's shoes, get along with others, and learn to approach things with a mentality and strategies that can be applied almost anywhere.

In life, much of what we learn in school will apply to the workplace. In fact, school functions a lot like work. Your boss (teachers) give you jobs (assignments) and you do them in order to get paid (grades). And just like a job, you're going to run into situations where it's easy to complain, but harder to do something about it.

To get started, put students in groups of 3 or 4 and give each group one wrapped food item (granola bar, fruit snacks, fruit roll ups, etc.). Tell the students to figure out who gets the food. Students should figure out that each one can have some food. Give students a chance to work on the problem and then discuss what strategies they used in the groups to get to a solution everyone agreed with.

Activity 1 – Up to the Challenge

Tell the students you want them to help you list any new challenges they have faced this year at PJH. Write the items students come up with on the board. If students have difficulty listing items give them some ideas or examples of challenges you are aware they may be facing. Circle the items on their list that deal with other people and their relationships with them. Review feelings, compromising, problem-solving and conflict-resolution skills. Ask the students how those items have anything to do with the relationship challenges listed on the board.





Make sure to highlight to students that with true personal responsibility, when conflict exists in a relationship, each person bears a part of the problem.

Activity 2 – Why Is It My Problem?

Using the *How Am I Responsible* activity sheet, read one or both of the situations and lead the discussion on the questions.

Activity 3 – Shoe Swap

Have students take a challenge from the first activity that they aren't currently dealing with personally. Have them close their eyes for a few minutes and picture what their life would be like with that challenge. This part can also be done in writing if it helps. Have them debrief with a partner how things in their life would be different if they were facing that challenge, and how they can help people with that challenge.

Activity 4 – Part of the Solution

Have students list all of the things (not people) they don't like about school. Write things on the board as they say them. Talk about how easy it is to complain about things we don't like, and have them pick as a tribe or in groups one of the complaints to work on a potential solution.

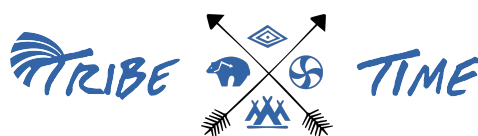
Within a given time frame, have them:

- Talk about different perspectives people will have on the problem. If it helps, have them pretend to be those people to get in their shoes and really understand why things are the way they are.
- Come up with possible solutions to the problem. From there, sort the list by how feasible they are, and by how much they have control over as students.
- For solutions that involve other people outside the group, have them make a plan to approach those people with a solution.

As time permits, debrief by discussing the process of approaching problems with the mentality of finding a solution and not just complaining. Use examples as appropriate from the list below, and feel free to only present the problem without the solution if it helps get kids talking.

Example 1: Someone comes up and tells you that you are a jerk for blocking their locker. You honestly hadn't noticed it was happening. It would have been much better if they had put themselves in your shoes, realized you might not know, asked you if they could work something out so they can get to their locker, etc.

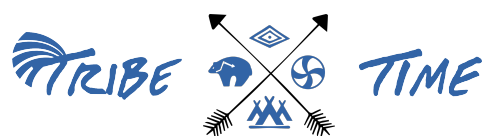
Example 2: Your parents tell you that you can't go see Black Panther this weekend. You throw a tantrum, slam the door to your room, and text all of your friends about how unfair your parents are. Instead, it would have been better to slow down and ask your parents why you can't go. Maybe they are having money issues and it's Black Panther or food in the fridge. Maybe they have to work and can't take you. Maybe they don't think you're old enough to see that kind of movie. Instead of complaining, come up with a solution. Look into the movie rating and discuss why you think you're mature enough to watch it. Go earn the money for your ticket and arrange





a ride with a friend before asking them. Offer to skip this movie and suggest maybe going to it next weekend or to another movie in a few weeks when things are settled at work.

Example 3: Your teacher gives you a bad grade on an assignment. You thought you did pretty well, so you go home and tell your parents how unfair the teacher is. Instead, you could have asked the teacher why they graded you the way they did, you could look over your work and compare it to what a friend turned in, or you could go over it with your parents and ask them to help you do better on this or the next assignment.





How Am I Responsible?

(Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead and you go to the party with that friend. Your parents find out and they ground you.

How do you feel? _____

How do you think your parents feel? _____

How can you show your parents you are willing to accept personal responsibility?

What could you have done differently? _____

How could problem-solving or conflict-resolution skills have helped in this situation?

2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? _____

How do you think your friend feels? _____

How can you show your friend you are willing to accept personal responsibility? _____

What could you have done differently? _____

How could problem-solving or conflict-resolution skills have helped in this situation?

