

## CONFLICT RESOLUTION- LEVEL 3

<b>Description:</b>	Learners will practice ways to deal with conflicts in a healthy way, learn to manage their own feelings and identify those of others to develop healthy relationships and emotional intelligence.
<b>Leading question:</b>	Can I express myself effectively and with empathy during conflicts?
<b>Age group:</b>	11-14 years old
<b>Subjects:</b>	Social-emotional learning, Literacy
<b>Total time required:</b>	7 hours over 5 days
<b>Self-guided / Supervised activity:</b>	Supervised
<b>Resources required:</b>	- Notebook/ Paper - Pencil/ pen
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Identify causes and effects of conflict</li> <li>- Practice different strategies to diffuse or resolve conflict situations</li> <li>- Understand empathy through imagining and describing the feelings and motivations of people in challenging situations</li> <li>- Explore different perspectives to understand an issue better</li> <li>- Identify and use modal verbs</li> <li>- Read a story to infer the characters' feelings and thoughts</li> <li>- Identify and use perfect and continuous tenses</li> <li>- Write a diary entry</li> <li>- Write an informal letter</li> <li>- Convert sentences from direct to reported speech</li> </ul>

### Day 1—

**Today, you will learn what conflict means and reflect on your reaction to conflicts. Also, you will be able to identify modal verbs.**

Time	Activity and Description
5 minutes	<ul style="list-style-type: none"> <li>● Learners will discuss what conflict means:               <ul style="list-style-type: none"> <li>- What comes to your mind when you hear the word “conflict”?</li> <li>- What does it mean?</li> <li>- What are some other words that mean the same in your language?</li> </ul> </li> <li>● <i>Conflict is when people have a serious disagreement because they have different points of view. Conflict can last for a long time and be difficult to solve. At some point in our lives, we all come into conflict with people. Learning how to resolve (end) conflict is an important life skill.</i></li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>● <b>Think &amp; Discuss:</b> Can you think of examples of conflicts you were involved in or know about? Why do you think conflicts happen?</li> <li>● <i>Conflict can be caused by lots of things. Some of them include:</i></li> </ul>

10 minutes

- *Not respecting differences (for example different beliefs, such as religious beliefs).*
- *stubbornness – refusing to see things from someone else’s point of view;*
- *past arguments that haven’t been sorted out.*
- Have learners tick (✓) next to the boxes to show how they would typically handle conflict with friends and family.

My Response	Usually	Sometimes	Never
Raise my voice or yell			
Blame the other			
Ignore or walk away			
Apologize			
Suggest solutions			
Complain to someone			
Forgive			
Threaten			
Look for a win-win solution			
Call others names			
Get upset or cry			
Ask an adult to help			
Use humor			
Let others have their way			

- **Reflect:** What patterns do you observe in the way you respond to conflict? Why do you think you respond in that way? Give examples.
- **Share the following story with learners:** Mohsin and Ruby are good friends. However, Ruby does not like it when Mohsin raises his voice when they fight. She feels scared and keeps quiet. She wants to share her ideas but when he yells, she feels disrespected.
  - In the example, identify the **cause** of the conflict.
  - If you were Ruby, what would you do?

15 minutes	<p><b>How we react during conflicts:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Conflict is part of life. We can't wish it away or pretend it's not happening. It occurs in families, friendships, school, work, and our society in general. It can often make us angry and frustrated, but if <b>managed properly</b>, it can also strengthen relationships.</i></li> </ul> <p><b>Think-Pair-Share:</b> Learners think about the following questions and then share their reflections with a partner before they share their observations with the rest of the class.</p> <ul style="list-style-type: none"> <li>▪ Think of a challenging conflict you were involved in recently.</li> <li>▪ How did you react during this conflict? How did you feel?</li> <li>▪ How do you usually react when confronted with a conflict?</li> <li>▪ Does your reaction make things better or worse?</li> </ul> <p><i>(In conflicts, we might feel mad and want to shout, say unkind words, kick and fight. This usually makes the situation worse).</i></p> <ul style="list-style-type: none"> <li>▪ How can you recognize if you are feeling really angry or upset in a conflict? <i>(heavy breathing, closed fists, tone, voice, etc.)</i></li> </ul>
15 minutes	<p><b>Ways to calm down:</b></p> <ul style="list-style-type: none"> <li>▪ <i>A big part of resolving a conflict is managing our emotions. Feelings like anger or frustration can make us do or say things we don't mean or will most probably regret later. There are lots of ways to help us manage these emotions. <b>Can you think of any?</b></i></li> <li>▪ Have learners think of ways to calm themselves down in such situations.</li> </ul> <p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>▪ Counting to ten. You could count loudly or in your head.</li> <li>▪ Find your happy place. Close your eyes and let your mind take you to a happy memory.</li> <li>▪ Counting items in a room is a great way to help us when we feel angry.</li> <li>▪ Give your feelings a color and explain to someone why you picked this color.</li> <li>▪ Breathing in and out. Imagine you are blowing into a balloon. Take a big deep breath in and slowly breathe out the air as if you are blowing into a balloon.</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>● Tell learners to explain their conflict to a partner and role-play it. Discuss how you think the other person in the conflict felt. How could you guess? How would you react differently if the person reacted in a different way?</li> </ul> <p><b>Activity: (Purpose: let's put ourselves in someone else's shoes)</b> Read the following scenario (<i>Suggestion: learners could role-play this scenario. You need a narrator and two actors</i>):</p>

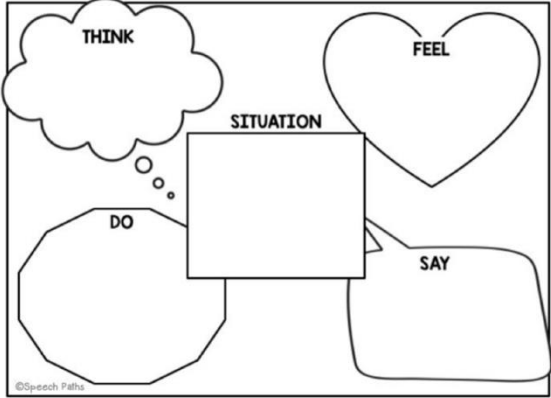
	<p>Salma made her best friend Haya a drawing of the two of them. Haya was very happy with the drawing and thanked Salma, but Salma was very upset because Haya didn't give her anything in return or make her a drawing.          "Why didn't you make me anything?" asked Salma angrily.          "I didn't think you would like something in return," said Haya sadly.          "You are not my friend anymore!" said Salma, who snatched off the drawing from Haya's hand and left.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ How do you think Haya feels when Mary gives her a drawing of the two of them?</li> <li>▪ Why do you think Salma is upset when she doesn't get something in return from Haya?</li> <li>▪ What do you think of Salma's reaction? Do you think she considered Haya's feelings?</li> <li>▪ Do you think Haya is going to forgive Salma if she apologizes? Justify.</li> <li>▪ What do you think happens after Salma walks off on her?</li> <li>▪ If you were Salam and you could have the conversation again, what would you do/ say differently? Role-play the changed scene.</li> </ul>
30 minutes	<p><b>(Purpose: Identify use and form of some modal verbs)</b></p> <ul style="list-style-type: none"> <li>● Write the following two sentences and have learners discuss the difference:             <ul style="list-style-type: none"> <li>- I swim every Monday.</li> <li>- I can swim every Monday.</li> </ul> </li> <li>● <i>The first example is a simple factual statement. The speaker participates in a swimming activity every week on Mondays.</i></li> <li>● <i>The second example uses the modal verb <b>can</b>. The meaning changes slightly. The speaker does not swim every Monday; they're saying they are capable of swimming every Monday if they need to. It's hypothetical.</i></li> <li>● <b>Can is a modal verb.</b> Modal verbs tell us something about the verb without the action taking place yet.</li> <li>● Learners discuss what other modal verbs they know, their use and how each one changes the meaning.</li> <li>● Modal verbs show us:             <ol style="list-style-type: none"> <li><b>1. Ability:</b> <ul style="list-style-type: none"> <li>- We can use <b>can</b> and <b>can't</b> to talk about someone's skill or general abilities at a specific time in the <b>present or future</b>. Example: She <b>can/ can't</b> speak English.</li> <li>- We use <b>could</b> and <b>couldn't</b> to talk about the past. Example: She <b>could/ couldn't</b> swim when she was five.</li> </ul> </li> <li><b>2. Possibility:</b> <ul style="list-style-type: none"> <li>- We use <b>may, might</b> and <b>could</b> to say that something is <b>possible</b>, but not certain. Example: We <b>may/ might/ could</b> come by car.</li> </ul> </li> </ol> </li> </ul>

	<p><b>3. Obligation:</b></p> <ul style="list-style-type: none"> <li>- We use <b>must</b> or <b>need</b> to say that it is <b>necessary to do</b> something: <ul style="list-style-type: none"> <li>▪ You <b>must stop</b> at a red light.</li> </ul> </li> <li>- We use <b>mustn't</b> for <b>prohibitions</b> – to say that it is <b>necessary to not do</b> something: <ul style="list-style-type: none"> <li>▪ You <b>mustn't make</b> any noise in the library.</li> </ul> </li> <li>- We use <b>should</b> and <b>shouldn't</b> to make <b>suggestions and give advice</b>: <ul style="list-style-type: none"> <li>▪ You <b>shouldn't</b> use unkind words.</li> </ul> </li> </ul> <p><b>Find out more about Modal Verbs in the appendix.</b></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● On chits of paper, have every 4 learners use different modal verbs to write five sentences about how they would deal with a conflict.</li> </ul> <p><b>Example:</b></p> <p>In an argument, I <b>may raise</b> my voice. But I <b>need to be</b> calm. I <b>could count</b> to 10 to manage my anger.</p> <ul style="list-style-type: none"> <li>● Shuffle all the chits. Take turns to pick out a chiti, identify the modal verb then guess who may have written it. Explain the reason behind your guess too!</li> </ul>
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## Day 2

**Today, you will learn about empathy and write a diary entry using different tenses.**

Time	Activity and Description
10 minutes	<ol style="list-style-type: none"> <li>1. Learners think about a time when they felt sad just because someone close to them was sad or when they were excited because of someone else's excitement.</li> </ol> <p><i>That is empathy! <b>Empathy</b> is being able to understand and share how someone else is feeling, even when you aren't in the same situation.</i></p> <p><b>(Suggestion: You could have the learners discuss if empathy and sympathy are the same thing and help them differentiate between sympathy and empathy. Sympathy is when you have feelings of pity for someone's misfortune.)</b></p> <ul style="list-style-type: none"> <li>● Spark a discussion with learners on the following: <ul style="list-style-type: none"> <li>- Do you think empathy is important during conflicts? Why or why not?</li> </ul> </li> </ul>

<p>20 minutes</p>	<p>- List 5 ways in which we can show empathy to someone? (Eg: listen carefully, be open and honest, ask questions, appreciate differences, etc.)</p> <p><b>Creating an Empathy Map:</b></p> <ol style="list-style-type: none"> <li>Revisit your conflict from Day 1. <ul style="list-style-type: none"> <li>Now, imagine you are the other person in the conflict. In your notebook/ piece of paper, create an <b>Empathy Map</b> for the same situation, but from the other person's perspective.</li> <li>Draw the following map, identifying the situation from the other person's perspective and what the other person said, felt, thought and did.</li> </ul> </li> </ol>  <p><b>Discuss with your peers:</b></p> <ol style="list-style-type: none"> <li>How has your view of the conflict changed from Day 1?</li> <li>Now that you understand the other person's point of view, do you think you displayed empathy?</li> <li>If not, discuss what you would have done differently during the conflict. Why?</li> </ol>
<p>5 minutes</p> <p>15 minutes</p>	<p><b>Present/ Past Perfect and Present/ Past Continuous:</b></p> <ul style="list-style-type: none"> <li><b>Introducing tenses:</b> you might have noticed that when you spoke about a conflict that happened in the past you use different forms of words (verbs) than you would for something happening right now. We call these different forms of verbs "tenses".</li> <li>Tenses show us the time of the action and also tell us its status (whether it is completed or ongoing).</li> <li>Learners discuss if their language has tenses.</li> <li>Learners recall the simple tenses. <b>Simple tenses</b> show a completed action (<b>past simple</b>), habits or facts (<b>present simple</b>) or an action that will happen later (<b>future simple</b>). Learners give examples.</li> </ul>

**THRIVE SIMPLE VERB TENSES**

**PAST** Completed Action or Past State of Being

← PAST PRESENT FUTURE →

X

Ken walked to school.

**PRESENT** Repeated Action or State of Being

← PAST PRESENT FUTURE →

X X X X \* X X X X

Ken walks to school every day.

Generalizations

← PAST PRESENT FUTURE →

Ken is smart.

**FUTURE** An Action or State of Being That Will Happen

← PAST PRESENT FUTURE →

X

Ken will walk to school tomorrow.

<https://teacherthrive.com/teaching-simple-verb-tenses/>

- We will learn about two types of tenses (**present/ past continuous/ present/ past perfect**).

**Presentation:**

- Write some sentences on the board (in the present/ past perfect and present/ past continuous) and have learners identify the different parts in each sentence (subject, verb, object). Then, have learners discuss how the sentences are different.
- The **present perfect tense** is used for completed past actions or events when it is understood that **it is the present result** of the events that is focused upon, rather than the moment of completion. No particular past time frame is specified for the action/event. For example: Rihan **has cleaned** her room.
- The **past perfect tense** is used for talking about something that happened before something else. For example: Rihan **had cleaned** her room before her mom arrived.
- The **present continuous tense** is used to describe an ongoing activity in the present. For example: Rihan **is talking** to her sister right now.
- The **past continuous tense** is used to describe an ongoing activity in the past. For example: Rihan **was talking** to her sister.
- **Learn more about the form of present/ past perfect and present/ past continuous tense in the appendix.**

10 minutes

20 minutes





	<ul style="list-style-type: none"> <li>● Once you identify the tenses and correct each other's mistakes, ask your partner what they think of the diary entry you wrote.</li> <li>● Use the following prompts when you give <b>feedback</b>:</li> <li>● The diary entry is easy to read</li> <li>● It provides relevant information</li> <li>● There is an orderly flow of ideas</li> <li>● There are few or no errors in: grammar, spelling, capitalization, punctuation</li> </ul>
20 minutes	<p><b>Literacy/ Reading a Story:</b>[1][2]</p> <ul style="list-style-type: none"> <li>● Have learners read <b>Angry Akku</b> (find it in the Appendix if you cannot access the link) <a href="https://storyweaver.org.in/stories/12433-angry-akku">https://storyweaver.org.in/stories/12433-angry-akku</a></li> <li>● <b>Learners discuss:</b> <ul style="list-style-type: none"> <li>- What made Akku angry?</li> <li>- What made her anger go away?</li> <li>- Did something similar ever happen to you? What happened? How did you feel/react?</li> <li>- What do you think of Akku's father? Do you like the way he dealt with Akku? Justify.</li> <li>- What did you like and dislike about the story?</li> </ul> </li> <li>● Pair learners up and ask them to find out what makes their partner angry. Give them a chance to share what they find out too. For example, Priya gets angry when someone ignores her or interrupts her.</li> <li>● Have learners discuss how they would feel if they were in Akku's shoes and how they would react.</li> <li>● Have learners work in groups to enact what happened to Akku and their reaction.</li> </ul>


### Day 3 -

**Today, you will learn about how to resolve a conflict and write an informal letter.**

Time	Activity and Description
30 minutes	<ul style="list-style-type: none"> <li>● <i>While facing a conflict, we must learn to deal with the problem, not attack the person. When dealing with a conflict, do not think about it as 'you' versus 'me', but 'us' versus the problem. How we communicate has a huge role in resolving conflict.</i></li> <li>● <b>First</b>, ask yourself, are you ready to solve this problem?</li> <li>● <b>Second</b>, communicate your feelings honestly and remember that conflict resolution isn't about who is right or wrong, it's about understanding the other person's point of view.</li> <li>● <b>Third</b>, ask yourself what can you do to solve the problem. If you cannot come up with a solution by yourself, ask a friend or an adult.</li> </ul>

	<p><b>Role-play:</b></p> <ul style="list-style-type: none"> <li>Split into pairs and enact Mohsin and Ruby’s argument for the cases below.</li> </ul> <ol style="list-style-type: none"> <li><b>Name calling, yelling, accusing, threatening</b></li> <li><b>Exaggerating and not sticking with the facts</b></li> <li><b>Bringing up past issues and other fights</b></li> </ol> <ul style="list-style-type: none"> <li>In each case, how did the communication impact the conflict?</li> <li>Have you ever done any of the above in arguments before? How do you think the other person felt?</li> </ul>								
15 minutes	<p><b>‘I’ Statements</b></p> <ul style="list-style-type: none"> <li>To communicate effectively and respectfully, we can use I-statements, which focus <b>on your own</b> feelings and experiences. It does not focus on what you think the other person has done. Here is a model you can use:</li> </ul> <table border="1" data-bbox="378 793 1375 1295"> <tr> <td data-bbox="378 793 781 890"><b>How you feel</b></td> <td data-bbox="781 793 1375 890"><b>I feel</b> angry...</td> </tr> <tr> <td data-bbox="378 890 781 987"><b>What you have that feeling about</b></td> <td data-bbox="781 890 1375 987"><b>About</b> the way you speak to me</td> </tr> <tr> <td data-bbox="378 987 781 1121"><b>Why you feel this way</b></td> <td data-bbox="781 987 1375 1121"><b>Because it makes me feel like</b> you do not respect me.</td> </tr> <tr> <td data-bbox="378 1121 781 1295"><b>What you would like to see instead</b></td> <td data-bbox="781 1121 1375 1295"><b>I would prefer</b> that you calm yourself down before saying anything to me in a fight.</td> </tr> </table> <ul style="list-style-type: none"> <li>Have learners think about their own conflict and write at least 2 ‘I’ statements they can use to share how they feel, respectfully then share them with their partner or with the class.</li> </ul>	<b>How you feel</b>	<b>I feel</b> angry...	<b>What you have that feeling about</b>	<b>About</b> the way you speak to me	<b>Why you feel this way</b>	<b>Because it makes me feel like</b> you do not respect me.	<b>What you would like to see instead</b>	<b>I would prefer</b> that you calm yourself down before saying anything to me in a fight.
<b>How you feel</b>	<b>I feel</b> angry...								
<b>What you have that feeling about</b>	<b>About</b> the way you speak to me								
<b>Why you feel this way</b>	<b>Because it makes me feel like</b> you do not respect me.								
<b>What you would like to see instead</b>	<b>I would prefer</b> that you calm yourself down before saying anything to me in a fight.								
15 minutes	<p><b>Communication matters!</b></p> <ul style="list-style-type: none"> <li><b>An important part of showing empathy and understanding the other person during a conflict lies in the way we listen to them.</b></li> </ul> <ol style="list-style-type: none"> <li>Have learners tell a partner about their day. They should pretend to be disinterested.</li> <li>Then, have learners tell another person about their day. They should be active listeners by maintaining eye contact, asking questions, etc.</li> </ol> <p><b>Discuss with learners:</b></p> <ul style="list-style-type: none"> <li>How did you feel in each case?</li> <li>What observations did you make about your partner's body language each time?</li> </ul>								


	<ul style="list-style-type: none"> <li>List 3 ways we can become active listeners while someone speaks.</li> <li><b>To manage your emotions, use calming strategies, I-statements and be an active listener.</b></li> <li>Reenact Mohsin and Ruby's conflict or yours, using the following statements:</li> </ul> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">I sense that you're feeling emotional about this topic. Is that right?</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Tell me more - I want to understand</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Let's take a breather before we think this through.</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Thank you for your honesty – I appreciate your feedback</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Let's see what we can do to make sure it doesn't happen again.</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">How can I help you in solving this issue?</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Yes, you're completely right / Yes, I am with you on that!</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">What can we do to change the situation?</div> </div> <ul style="list-style-type: none"> <li>Have learners discuss if the above sentences are helpful or not. (they help you be an active listener and be empathetic to the person you are having a conflict with.)</li> </ul>
30 minutes	<p><b>Write a Letter</b></p> <ul style="list-style-type: none"> <li>We may not always be prepared to speak to someone about an issue and would be more comfortable with penning our thoughts down.</li> <li>Have learners think about their conflict and <b>write an informal letter</b> to the other person in the format outlined below.</li> </ul>

<p><b>Sender's Address</b></p> <p><b>Date</b></p> <p><b>Greeting</b></p> <p><b>Body of the Letter</b></p> <p><b>Subscription</b></p> <p><b>Name</b></p>	<p>12, Ezdan Compound, Doha-Qatar</p> <p>21<sup>st</sup> January 2022</p> <p>Dear Tanya,</p> <p><b>Introduction</b> State the purpose of the letter. <i>Through this letter, I want to raise a concern I have about ...</i></p> <p><b>Supporting Detail</b> Write 1 or 2 reasons why the issue is important to you. Use 'I' statements. <i>I feel .... about .... because...</i></p> <p><b>Solutions</b> Write 1 or 2 solutions to the issue. <i>I would prefer if we could ... How about we... Can we think about ...</i></p> <p><b>Conclusion</b> End with a positive note. <i>Thank you for your patience. I hope that we... I am looking forward to...</i></p> <p>Sincerely, Mohsin</p> 
	<ul style="list-style-type: none"> <li>• Have learners share their letters with their partners or read them aloud and give feedback on how they can make their letters better.</li> <li>• Have learners incorporate feedback they received from their partners/classmates.</li> </ul>

#### Day 4 -

**Today, you will learn how to apologize sincerely and effectively.**

Time	Activity and Description
30 minutes	<ul style="list-style-type: none"> <li>• <i>During conflicts, we may realize we did something wrong. It is important to apologize, ask for forgiveness, and promise not to repeat that mistake in the future.</i></li> <li>• <b>Discuss with learners:</b> <ul style="list-style-type: none"> <li>▪ <b>How do you usually apologize to someone?</b></li> <li>▪ <b>How do you know if an apology is sincere or not?</b></li> </ul> </li> <li>• Think about your conflict. Is there anything you would like to apologize for (<i>a mistake, the way you reacted, the words you said, etc.</i>)? <b>OR</b> think about any other person you want to apologize to.</li> <li>• Write a note in the following format to say 'sorry' to them, sincerely.</li> </ul>

	<div style="border: 1px solid black; padding: 10px;"> <p>1. I'm sorry for <i>Be specific and recognize what you did that was wrong</i></p> <p>2. This was wrong because <i>Show you understand how you hurt the other person</i></p> <p>3. In the future I will <i>Find a positive statement for what you can do instead</i></p> <p>4. How can I make it better? <i>Make an offer of how you could make amends</i></p> <p>5. Will you forgive me? <i>Ask for the other person's forgiveness</i></p> </div> <div style="text-align: right; margin-top: 20px;">  <p style="background-color: #f0e68c; padding: 5px; display: inline-block;">If you can, give the note to the person!</p> </div>
30 minutes	<p><b>Drawing activity:</b></p> <p>In this activity, each learner draws on a piece of paper then switches the sheet with their partners.</p> <ul style="list-style-type: none"> <li>● Each learner gets a piece of paper and draws on it for 1 minute. After 1 minute, learners switch the sheet with their partners.</li> <li>● Have every two learners continue each other's drawing for another minute and switch again. Do 4 rounds of this.</li> <li>● <b>Discuss:</b> <ol style="list-style-type: none"> <li>1. Does the final drawing match what you initially thought the drawing would be? How did you feel when you built off your partner's drawing?</li> <li>2. How does this apply to two people working together to solve an issue?</li> </ol> </li> <li>● It's okay when people have different ideas from us. Each one of us sees the world differently and although this could cause arguments, it's also what makes each one of us unique. To reach common ground, sometimes we need to <b>compromise</b>.</li> <li>● Ask learners if they know what it means to compromise and if they can give examples.</li> <li>● <i>Compromise is when people agree to give up on a bit of something they might want to meet somewhere in the middle and find a fair solution to a problem.</i></li> <li>● Do you compromise? Why is it important to compromise?</li> </ul>

**Day 5-**

**Today, you will learn how to report speech and pretend to be in a courtroom!**

Time	Activity and Description																																								
30 minutes	<p><b>Direct/ Indirect Speech:</b></p> <ul style="list-style-type: none"> <li>There are many occasions in which we need to describe an event or action that happened, and very often that includes repeating what someone said (like when you shared your conflict).</li> <li>Have learners share examples of what the person they are in conflict with said.</li> <li>In order to describe what people said there are two different types of speech – <b>direct speech and indirect speech</b> (or reported speech).</li> <li>Write the following example on the board (or use examples shared by learners):</li> </ul> <p>→ <b>Sentence:</b> I enjoy spending time with friends.            → <b>Direct Speech:</b> She said, "I enjoy spending time with friends."            → <b>Indirect Speech:</b> She said that she enjoyed spending time with friends.</p> <p><b>What differences do you observe between direct and indirect speech?</b></p> <ul style="list-style-type: none"> <li><i>Direct speech is used to repeat or quote the exact words spoken. When we use direct speech in writing, we place the words spoken between quotation marks (" ") and there is no change in these words.</i></li> <li><i>Reported or indirect speech is used to report what someone said without speech marks and without necessarily using exactly the same words</i></li> </ul> <p><b>While converting direct to indirect speech, make the following changes:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Verb Tenses</th> <th colspan="2">Pronouns</th> </tr> <tr> <th>Direct</th> <th>Indirect</th> <th>Direct</th> <th>Indirect</th> </tr> </thead> <tbody> <tr> <td>Present Simple</td> <td>Past Simple</td> <td>I / my</td> <td>he, she/ his, her</td> </tr> <tr> <td>Present Continuous</td> <td>Past Continuous</td> <td>mine</td> <td>his, hers, mine</td> </tr> <tr> <td>Future with 'will'</td> <td>Future with 'would'</td> <td>you</td> <td>me/he/she/we/they</td> </tr> <tr> <td></td> <td></td> <td>We / us / our</td> <td>they / them / their</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Place and Time</th> </tr> <tr> <th>Direct</th> <th>Indirect</th> </tr> </thead> <tbody> <tr> <td>here</td> <td>there</td> </tr> <tr> <td>this</td> <td>that</td> </tr> <tr> <td>now</td> <td>then</td> </tr> <tr> <td>today</td> <td>that day</td> </tr> <tr> <td>tomorrow</td> <td>the next day</td> </tr> <tr> <td>Yesterday</td> <td>the previous day</td> </tr> </tbody> </table> <p><b>Activity: Report what Ruby says in direct and indirect speech:</b></p>	Verb Tenses		Pronouns		Direct	Indirect	Direct	Indirect	Present Simple	Past Simple	I / my	he, she/ his, her	Present Continuous	Past Continuous	mine	his, hers, mine	Future with 'will'	Future with 'would'	you	me/he/she/we/they			We / us / our	they / them / their	Place and Time		Direct	Indirect	here	there	this	that	now	then	today	that day	tomorrow	the next day	Yesterday	the previous day
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	<ul style="list-style-type: none"> <li>- I feel scared when Mohsin raises his voice.</li> <li>- I will speak to him about it tomorrow.</li> <li>● Have learners share more sentences and convert them from direct into indirect speech. <b>(You can find more examples in the appendix)</b></li> </ul> <p><b>Activity to practice reported speech:</b></p> <ul style="list-style-type: none"> <li>● Have learners use scrap paper to write yes/no questions, wh-questions, a request, a piece of advice, etc.</li> <li>● Once they are done, have them put all the paper together to make a big snowball then throw it around the classroom for a minute or so before you ask who has the snowball to take one of the papers and report what is written on it. Continue until there's no paper left!</li> </ul>
1 hour	<p><b>Activity: Become a Lawyer</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Courtroom setting (can be created by learners using cardboard and other materials)</li> <li>● Scripts for different court roles (judge, plaintiff, defendant, lawyer, witness, etc.)</li> <li>● Case scenario for learners to act out that involves a dispute that can be resolved through conflict resolution.</li> </ul> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>● Begin by introducing the concept of a court and the role it plays in the justice system. Explain that a court is a place where people can go to have their disputes resolved in a fair and impartial manner.</li> <li>● Discuss the different roles that people play in court, such as judges, plaintiffs, defendants, lawyers, witnesses, and jurors. Explain the responsibilities and duties of each of these roles and how they work together to ensure that justice is served.</li> <li>● Provide examples of each of these roles and their responsibilities, such as a judge overseeing the proceedings and ensuring that the trial is conducted fairly, a plaintiff presenting their case and seeking compensation, a defendant presenting their side of the story and defending themselves against the plaintiff's allegations, and a lawyer representing the plaintiff or defendant and making arguments on their behalf.</li> <li>● Encourage learners to ask questions and discuss their thoughts on the different roles in court.</li> <li>● Divide the class into groups and assign each group a different court role. Have each group use the letters they wrote about the conflicts they had and use it as a case scenario. Have learners act out the trial in a courtroom setting. After the trial, discuss the outcome and the roles that each group played in the trial.</li> </ul>







	<ul style="list-style-type: none"> <li>● Have the learners act out the trial, paying attention to the use of conflict resolution techniques such as communication and negotiation.</li> <li>● After the trial, discuss the outcome and the effectiveness of the conflict resolution techniques used.</li> <li>● Encourage learners to ask questions and discuss their thoughts on the trial and the use of conflict resolution.</li> </ul> <p><b>Role:</b></p> <ul style="list-style-type: none"> <li>● <b>The lawyer must</b> defend their position in the conflict using the <b>Empathy Map</b>. Good lawyers use facts (not emotions) and raise questions to convince the jury why they are right. Once done, they must do the same for the other person in the conflict. Remember to <b>use Direct and Indirect Speech</b> correctly.</li> <li>● Typically, a jury consists of 10 to 12 members who take a vote and decide if someone is guilty or not in a legal case based on evidence. However, we learnt that conflicts are not about who is right or wrong, it is about solving a problem. <b>So, in this courtroom, jury members must</b> discuss how each person should have reacted to solve the conflict effectively.</li> <li>● <b>The Judge must</b> <ul style="list-style-type: none"> <li>⇒ set the time limits/ break time for the session.</li> <li>⇒ give a verdict on whether the solution presented by the jury will resolve the conflict or not.</li> <li>⇒ ask questions to the lawyer for clarification.</li> </ul> </li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Observe learners participation and engagement during the court enactment</li> <li>● Ask learners to reflect on the trial and their assigned roles, and discuss their thoughts on the use of conflict resolution in resolving disputes in a brief written assignment or discussion.</li> </ul> <p><b>Reflect:</b></p> <ul style="list-style-type: none"> <li>● How has your view of your conflict changed?</li> <li>● Are you confident in your ability to raise concerns effectively?</li> </ul>
15 minutes	<p><b>(Purpose: Reflection)</b></p> <p>This is your time to reflect on what we have learned and done during the past few days. Use the following questions as a guide for your response:</p> <ul style="list-style-type: none"> <li>- Which part was the most interesting?</li> <li>- Which part was the most challenging or difficult?</li> <li>- What are some of the questions that popped into your head, and you are still thinking about and would like to explore?</li> <li>- How do you plan to use what you have learned?</li> </ul>



<p><b>Additional enrichment activities:</b></p>	<ul style="list-style-type: none"> <li>- <b>Empathy scenario cards:</b> Show or ask learners to read different scenarios on <b>cards</b> and think about how the people would feel and what they could do to help the person feel better. <b>Follow the model here:</b> <a href="https://www.teachstarter.com/us/teaching-resource/a-walk-in-my-shoes-empathy-task-cards-us/">https://www.teachstarter.com/us/teaching-resource/a-walk-in-my-shoes-empathy-task-cards-us/</a></li> <li>- <b>For more fun activities on reported speech, check the following resources:</b> <a href="https://www.teach-this.com/grammar-activities-worksheets/reported-speech">https://www.teach-this.com/grammar-activities-worksheets/reported-speech</a></li> <li>- <b>For more fun activities on the present continuous, check the following resource:</b> <a href="https://www.tefl.net/elt/ideas/grammar/present-simple-continuous/">https://www.tefl.net/elt/ideas/grammar/present-simple-continuous/</a></li> </ul>
<p><b>Modifications for simplification</b></p>	<ul style="list-style-type: none"> <li>- If learners are not familiar with tenses in English, you could only explain present and past simple only or any two tenses you think they would be able to understand at their level.</li> <li>- If reported speech is too difficult for your learner's level, you could instead practice making sentences in present/ past simple and present/ past continuous.</li> <li>- If the learner is unable to write their own letters, then encourage them to verbally share what they would include in their letters.</li> </ul>

## Appendix

### 1. Modal Verbs

Purpose	Modal		Example
<b>Ability</b> 	Present Ability	<b>can /can't</b>	Mia <b>can dance</b> well.
	Past Ability	<b>could</b>	He <b>could read</b> Arabic fluently.
<b>Possibility</b> 	Least Likely  Most Likely	<b>may</b>	Ali <b>may be</b> late to class.
		<b>could</b>	We <b>could go</b> to the park if it doesn't rain.
		<b>might</b>	You <b>might miss</b> the bus if you don't hurry!
<b>Obligation</b> 	Good to do  Obey	<b>should</b>	You <b>should exercise</b> daily.
		<b>ought/ need to</b>	We <b>ought to practise</b> the speech. We <b>need to revise</b> this concept.
		<b>have to</b>	They <b>have to train</b> harder to win.
		<b>must</b>	We <b>must follow</b> the traffic rules.
<b>Intention</b> 	First Person ( <i>I</i> )	<b>shall</b>	I <b>shall find</b> a way to solve the issue.
	Second/Third person ( <i>She, He, They, etc.</i> )	<b>will</b>	Nira <b>will work</b> on her essay until it is perfect.

### 2. Writing - composition

Learners should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and subheadings]

- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

### 3. Direct into indirect speech example:

<b>TENSE CHANGES IN REPORTED SPEECH</b>	
<b>Direct Speech</b>	<b>Reported Speech</b>
<b>Present Simple</b> She always wears a coat.	<b>Past Simple</b> He said (that) she always wore a coat.
<b>Present Continuous</b> I'm looking for my keys.	<b>Past Continuous</b> She said (that) she was looking for her keys.
<b>Present Perfect</b> She has written three letters for her friend.	<b>Past Perfect</b> He said (that) she had written three letters for her friend.
<b>Past Simple</b> My friend gave me a bar of chocolate.	<b>Past Perfect</b> He said (that) his friend had given him a bar of chocolate.
<b>WILL</b> I will finish my report in two days.	<b>WOULD</b> He said (that) he would finish his report in two days.
<b>CAN</b> I can speak English.	<b>COULD</b> She said (that) she could speak English.
<b>MAY</b> I may invite them to dinner.	<b>MIGHT</b> She said (that) she might invite them to the dinner.
<b>MUST</b> I must go to the bank and get some money.	<b>HAD TO</b> She said (that) she had to go to the bank and get some money.
<b>HAVE TO</b> I have to submit this assignment by 3 pm tomorrow.	<b>HAD TO</b> She said (that) she had to submit this assignment by 3 pm tomorrow.

## 4. Angry Akku



### Angry Akku

Author: Vinayak Varma  
Illustrator: Vinayak Varma

Level 2



When the last school bell rang, all the children laughed and screamed with joy.

All, except Akku. **Akku was ANGRY!**



"Akku! Akku! Look at the pretty sunflowers!" said Appa, as they rode through a field.

"GRRMPH! They're TOO YELLOW! They're making my eyes hurt!" said Akku.

3/17

"Akku! Akku! Look! Look at all the monkeys!" said Appa, pointing at the roof of their house.

"CHEEE!" said Akku. "SHOOO! Go AWAY! SHOOO!"



4/17



5/17

"Here, drink some buttermilk," said Appa. "It'll cool you down."

"HRRRM!" said Akku. "I DON'T WANT ANY!"

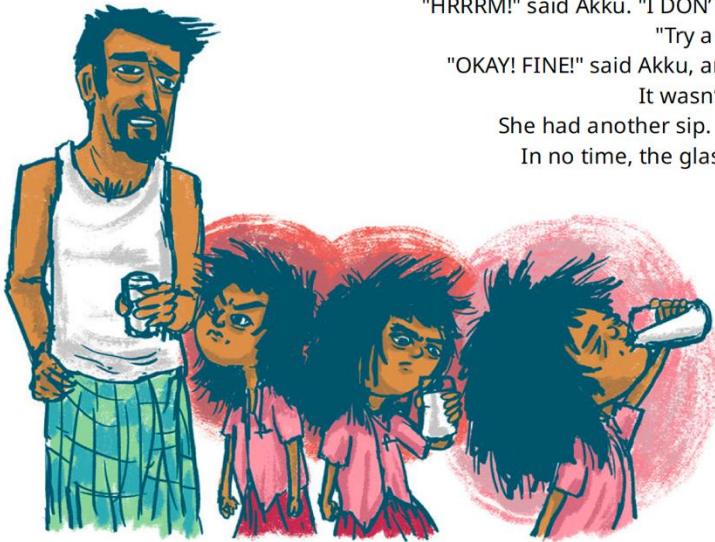
"Try a sip, at least?"

"OKAY! FINE!" said Akku, and tried a sip.

It wasn't all that bad.

She had another sip. And another.

In no time, the glass was empty.



6/17



"Would you like a vada?" asked Appa.

"FFEHH!" said Akku.

"Just one little bite?"

"Okay, FINE!" said Akku, and took a bite. It was quite good.

She took another bite.

And another.

In no time, the plate was empty.

7/17



"Good girl," said Appa. "Now will you tell me why you're so angry?"

"NO!" said Akku.

"Was it something I did?"

"NO!"

"Was it something Amma did?"

"NO!"

"Did something bad happen in school today?"

"MAYBE!"

"Oho."

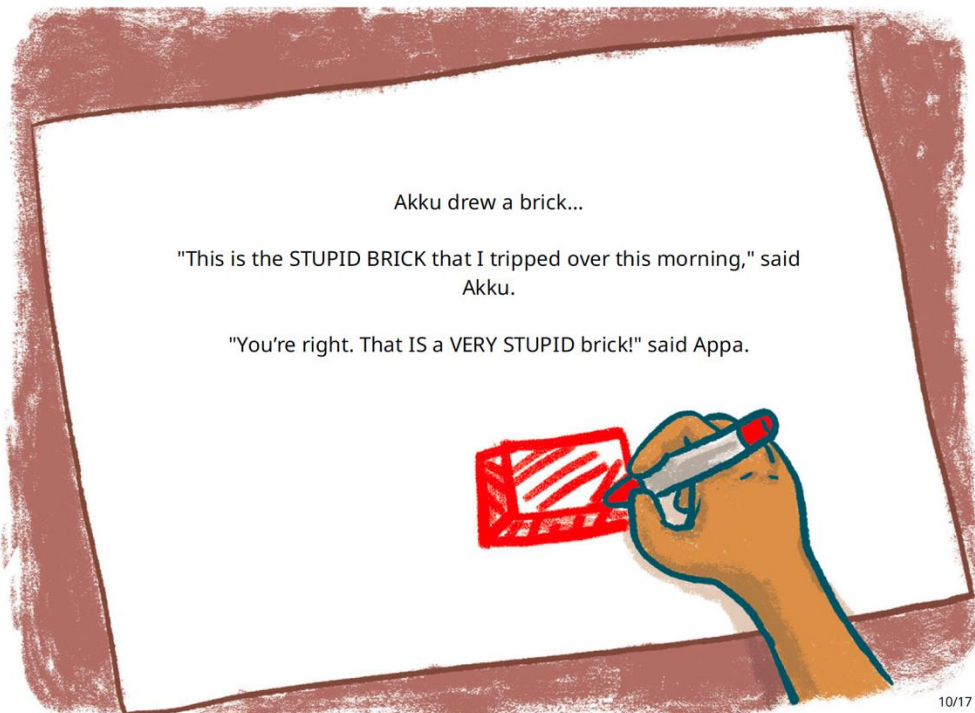
8/17



"Would you like to draw it?" asked Appa. "Here's a nice sheet of paper and some crayons."

"Okay, FINE!" said Akku.

9/17



10/17





And Akku drew a boy...

"This is Bikku, a VERY BAD BOY! He laughed when I fell down!" said Akku.

"You're right," said Appa. "He shouldn't have laughed at you."

11/17



And Akku drew an idli...

"This is my idli," said Akku. "It fell out of my lunch box when I tripped over the STUPID BRICK!"

12/17



And Akku drew a crow...

"This is the VERY BAD CROW that flew off with my idli," said Akku.

"The crow must have been very hungry," said Appa.

13/17



And Akku drew her teacher...

"This is my teacher, Amala Miss," said Akku. "She helped me up when I fell down. And then she hugged me."

"That's nice of her," said Appa.

"And then she pinched my cheeks. I DON'T LIKE IT when my cheeks are pinched."

"Oho! That must have HURT, no?"

"A little bit. But I'm okay now."

"That's good."

14/17



"See how well you draw, Akku?" said Appa.

"You're a real artist! Will you draw something for Amma too?"

"OH-kay!" said Akku, and started drawing some more. "This is a little white mouse... and this is a boat... and this is a coconut tree..."

15/17



"And this is a sunflower... and this is your cycle, Appa... and this is a dog... and this is a frog..."

In no time, Akku had forgotten all about the STUPID BRICK that made her trip and fall. And about the BAD BOY who laughed at her. And about the IDLI-STEALING CROW.

**And Akku even forgot about being ANGRY.**

16/17



### **10 Things to Do If You Feel ANGRY like Akku:**

1. Laugh loudly and jump around with your arms in the air!
2. Slowly - very, very slowly - breathe in, and breathe out!
3. Drink some water! Or buttermilk!
4. Eat a piece of fruit! Or a vada!
5. Tell a grown-up about how you're feeling!
6. Write about how you're feeling!
7. Draw it out! Paint it!
8. Play with a pile of clay!
9. Make up a song about your anger! Sing it aloud!
10. Dance like a monkey!