

TWO SIDES OF THE SANDWICH

- MAKING RIGHT CHOICES TO RESOLVE CONFLICT



OBEJECTIVE:

This lesson is about the importance of always doing what's right. Learning to use a good strategy in decision making that will help the students improve the quality of the choices they make.

MATERIALS NEEDED:

- 2 slices of bread
- Plastic knife
- Peanut butter (*or sun butter as alternate option*)
- Jelly
- Paper plate

OBJECT LESSON:

You can ask two students to help you or choose to do it yourself. (*Make sure to check for food allergies before doing this lesson*)

Spread peanut butter on one half of the sandwich and jelly on the other.



Talk to the students that nothing goes together better quite like peanut butter and jelly, and similarly, some friendships are so perfect that it's hard to imagine any conflict would arise between friends, but sometimes it does. We each have our own perspective just like the two sides of a sandwich. Tell the students that the two slices of bread are a lot like solving a conflict.

Now ask the students (or do yourself) to gently press the two sides together and then take them apart. Ask the students what happened when the two sides touched each other? (Some jelly went to the peanut butter side and some peanut butter rubbed off on the jelly side.)



It's the combination of both peanut butter and jelly that make a good sandwich. Just as peanut butter and jelly, we have to give a little from both sides to resolve an issue. We need to look at the problem from different perspectives and pick an option to solve the issue that is best for everyone.

Discuss with the class that sometimes when we get in an argument with another person and we have to solve the conflict, but it is hard to determine who is right. We need to stop and look at both sides of the situation. . When we don't consider how our actions will make others feel, we end up seeming rude, inconsiderate, and self-centered. And sometimes, we need to compromise. The decisions we make to solve the situation depend on taking a look at both sides of the problem and make the best choice. These choices may involve a choice between right and wrong, and sometimes it's not easy to know what to do.

Ask yourself...

- What does my conscience-“that little voice inside my head”-say about it?
- Could it hurt anyone – including me?
- Would it violate the Golden Rule? (How would I feel if someone did it to me?)
- Have I ever been told that it's wrong?
- Deep down how do I feel about it?
- How will I feel about myself later if I do it?
- What would adults I respect say about it?

DISCUSSION:

1. What does the word “compromise” mean?
2. What makes a decision necessary?
3. Are there usually different options you can choose in making a decision?
4. What does the word “consequences” mean?
5. Are there consequences to each option we choose?
6. How do you decide between two things when I don't like the consequences of either one?
7. How important are the consequences?
8. What values do you need to consider when making a decision?

ACTIVITY:

The Marshmallow Challenge

Overview:

The marshmallow challenge is the ultimate team building activity that will help students to learn a strategy in decision making as a group and being able to handle conflicts peacefully, appropriately, and maturely.

The challenge is pretty simple. Each team must build a freestanding structure using the materials provided, spaghetti noodles, tape, string, and a marshmallow. An instruction handout is provided in this lesson book.



Materials:

- Spaghetti (enough for 20 sticks per group)
- Masking tape
- String
- Large Marshmallows
- Scissors
- Measuring tape
- Rules

**Instructions:**

To begin, you must divide the students into small groups of 4-5 students. Then give each group 20 sticks of spaghetti, 1 yard of tape, 1 yard of string and one large marshmallow.

Once each group has all their materials, you can introduce the students to the rules of the challenge (instructions included [here](#)). Allow each group to plan how they will build their structure for 5 minutes. Make sure to remind the students to plan carefully and include everyone in the group. Additional materials will NOT be provided.

Once the group has planned their strategy, tell them they have 18 minutes to build their structure. Teams can use as much or as little of the 20 sticks of spaghetti, tape, and string provided. The team's structure must stand on its own for measure. When the time is up, measure each of the structures to see which one is the tallest. Teams touching or supporting their structure will be disqualified.

**Questions:**

- 1) Did you work together as a group to build your structure?
- 2) Did everyone agree on a method to build your spaghetti structure?
- 3) What did you like or dislike about the way decisions were made?
- 4) If there were different ideas about how the structure should be built, how did you resolve the difference in opinions?
- 5) What did you learn about solving conflict during this lesson?

Lesson Message:

Compare how solving differences in opinion while building a spaghetti structure is similar to resolving conflict in other situations.

Conflict can sometimes start out as a disagreement, and sometimes they get heated and escalate out of control.

- It can happen on the playground or just playing together in the park.
- Maybe we are working on a team project and conflict happens.

So then we need to understand how we are feeling and “slow down” or just “stop” and let ourselves become calm again. That might mean taking a deep breath, or going for a walk away from the other people.

Then we need to talk about how we feel, and really listen to others and how they feel.

- Really listening is not trying to figure out what to say next.
- You want to hear and try to understand their side of the issue.

Now, here's the hard part:

- Sometimes we have to admit that we were wrong.
- Sometimes we have to give in a little to resolve the conflict

And, sometimes we have to get help from someone else. Maybe a teacher or an adult who can help us find a way to solve our problem and get going again.