

LESSON PLAN • SPEAKING + READING + WRITING

Resolving Conflicts Respectfully

Moving from blame to a workable agreement

LEVEL	DURATION	CLASS
B1-B2	60 minutes	Older teens / adults

Objectives

By the end of the lesson, students will be able to:

- Recognize language that escalates or reduces a conflict.
- Practise an I-statement and a neutral summary.
- Negotiate a specific agreement with a follow-up date.

Materials

Student worksheet (pages 3–4), board or shared screen, pens; optional timer. All reading texts and scenarios are original fictional classroom examples.

Language focus

I-statements, problem definition and compromise

1. Warm-up (5 minutes)

Put "You never listen" and "I feel ignored when I am interrupted" on the board. Ask which is easier to respond to calmly.

- Pairs share a short example; take two or three responses without putting anyone on the spot.

2. Language preparation (8 minutes)

Teach a four-part structure: when + I feel + because + I would prefer. Remind students to avoid "always" and "never" accusations.

- Students choose two useful expressions from the language bank on page 4 and rehearse them in pairs.

3. Reading for meaning (10 minutes)

Give students the fictional case on page 3. Read independently, then underline the main problem and the response. Ask learners to explain the case in one sentence.

- Do not provide the answer key yet; invite two different summaries.

TEACHER PLAN • CONTINUED

Teaching sequence

Resolving Conflicts Respectfully · B1-B2 · 60 minutes

4. Guided practice (12 minutes)

Students complete the five-item vocabulary match and four reading questions on page 3. Check in pairs first, then review answers as a class.

- Ask for the sentence or detail in the reading that supports each answer.
- For faster groups, ask whether the characters could have chosen another respectful solution.

5. Communicative task (15 minutes)

Use the role-play on page 4. Give each participant one minute to prepare their position; complete the discussion and agree on an action.

- Two teammates disagree about who should present a group project. Both feel their contribution has been ignored.
- If working in threes, an observer records one effective expression and one suggestion for improvement.
- Learners present their agreed decision briefly to another pair.

6. Writing and feedback (7 minutes)

Students complete the page 4 writing task (90–110 words). Prioritize a clear point and practical example over perfect grammar.

- Ask students to underline one target-language expression and check whether their proposal answers the prompt.

7. Exit ticket (3 minutes)

Each learner writes one sentence explaining what they would change in the case and why. Collect two examples or ask for a volunteer summary.

Differentiation and classroom care

Support: allow preparation notes and sentence frames; pair less confident speakers with supportive peers. Stretch: require a counterargument, a limitation or a measurable next step.

For threatening, abusive or unsafe situations, encourage seeking appropriate adult or professional help rather than negotiating alone.

Assessment

Look for (1) accurate understanding of the case, (2) two appropriate topic expressions, (3) respectful turn-taking, and (4) a specific, justified recommendation.

Optional extension / homework

Rewrite three accusatory sentences as I-statements.

STUDENT WORKSHEET • 1/2

Resolving Conflicts Respectfully

B1-B2 | Read the case, work with key vocabulary, and check your understanding.

A. Read the case

Fictional classroom case study

Two neighbors share a small garden behind their apartment building. Salma grows vegetables in one corner, and Jon enjoys meeting friends there on weekends. One evening Jon's visitors accidentally step on several young plants. Salma sends an angry message: "You have no respect for anybody!" Jon feels attacked and replies that the garden belongs to everyone. A third neighbor offers to help them talk. First, Salma explains what happened and why the plants matter to her.

Jon repeats her concern to make sure he understands. Then he explains that he did not notice the new planting area. They agree that Jon will help replace the damaged plants and that Salma will mark the vegetable bed clearly. They also agree to review the arrangement in two weeks. The damaged plants cannot be repaired immediately, and neither person feels completely happy. However, the neighbors have moved from blame to a specific plan and a way to check whether it works.

B. Vocabulary match

Match the words (1–5) to the definitions (A–E). Write the correct letter.

WORD	DEFINITION
1. escalate ____	A. something that starts a strong reaction or argument
2. neutral ____	B. a later check to see what happened
3. trigger ____	C. to become more intense or serious
4. solution ____	D. a way to deal with a problem
5. follow-up ____	E. not taking sides or adding blame

C. Check your understanding

1. What caused the conflict?

2. Which message escalated it?

3. How did Jon show he was listening?

4. What made the agreement specific?

STUDENT WORKSHEET • 2/2

Speak, decide, write

Resolving Conflicts Respectfully · B1-B2

D. Role-play and decision

Two teammates disagree about who should present a group project. Both feel their contribution has been ignored.

ROLE A

Student A: use an I-statement to explain your concern and suggest a fair split.

ROLE B

Student B: summarize what A says and explain your own needs without blaming.

Your decision: Write one agreement with clear actions and a follow-up time.

Useful language

- When that happened, I felt...
- So your main concern is...
- Could we try...?
- Let us check again on...

E. Writing task

Write a 90-110-word follow-up message after the discussion. Summarize both concerns and the agreement. Use the lines below or continue on separate paper.

F. Reflection

Which phrase helped you communicate respectfully or clearly? What would you improve next time?

TEACHER KEY

Answers and teaching notes

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B. Vocabulary matching

1 C · 2 E · 3 A · 4 D · 5 B

C. Reading comprehension — suggested answers

1. Visitors accidentally damaged young plants.
2. "You have no respect for anybody!"
3. He repeated Salma's concern.
4. Replacing plants, marking the bed and checking after two weeks.

D. Speaking task — success criteria

Write one agreement with clear actions and a follow-up time.

- Each speaker states a concern without personal attacks.
- The pair acknowledges at least one trade-off or limitation.
- The final decision names a specific action or safeguard.

E. Writing — sample response

Thanks for discussing the presentation calmly. I understand that both of us want our work to be recognized. I felt frustrated when we decided the speaking roles without talking first, and I know you had prepared some parts already. We agreed that I will introduce the project and you will explain the results. We will practise together on Thursday and check whether the timing feels fair. If one part still feels difficult, we can raise it during the practice session rather than waiting until the presentation. I hope this plan gives us both a chance to contribute and reduces stress.

Teacher reminder

For threatening, abusive or unsafe situations, encourage seeking appropriate adult or professional help rather than negotiating alone.

Further practice

Rewrite three accusatory sentences as I-statements.