

# Dinner for Two



## Teacher's guide and student worksheets

### BACKGROUND FOR TEACHERS: WHAT IS CONFLICT RESOLUTION?

Conflict resolution refers to processes, techniques and orientations that move conflicting parties to a satisfactory and non-violent resolution of their issues and concerns. Constructive conflict resolution requires an awareness and respect for one's own needs and interests, as well as an ability to understand the needs and interests of those whose actions or desires conflict with our own (empathy). It requires emotional intelligence: the ability to understand and manage our emotions; and it involves problem-solving skills: the ability to create options that will meet the needs of everyone involved. According to research, empathy, emotional intelligence and problem solving—the skills that make up conflict resolution—can be learned, and the impacts of learning this approach to life are long term. Schools are in a unique position to offer young people opportunities to learn and practise conflict resolution, and several programs and curricula have been developed to this end. The film *Dinner for Two* demonstrates key concepts of conflict resolution in an engaging and entertaining way.

### TEACHING IDEAS FOR GRADES 4–10

#### Integration into curriculum

This lesson can be integrated into any school curriculum that encourages the development of interpersonal skills such as conflict resolution, communication, listening and reflective thinking. Examples include Guidance and Career Education, Religious Education, Health Education and Family Studies.

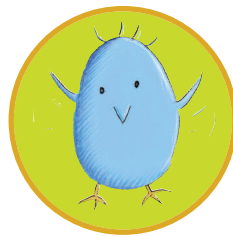
#### Focus

Students will learn to identify and recognize the negative consequences of becoming “stuck in conflict” and learn strategies that will help them understand and resolve conflict.

#### Preparing the classroom for cooperative learning

These activities work best if the classroom climate respects and supports different opinions. Cooperative warm-up activities are recommended to encourage this type of climate. Teachers may need to move desks or rearrange the room to create space for warm-up activities and small or large group discussions. Ground rules may need to be established, such as:

- no putdowns
- no interruptions
- everyone participates in all activities in some way



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## Lesson

Duration: One 75-minute lesson or two 40-minute lessons

### Teacher preparation

- View the film **Dinner for Two** with the discussion questions and/or Worksheet 1 and 2 (pages 4 and 5) in hand. Write down your own observations and add any questions/comments not included in discussion or student worksheets.
- Photocopy Worksheets 1 and 2 for students.
- Order a DVD projector for the classroom.

### Learning objectives

Students will:

1. Identify characteristics of conflict and recognize negative and positive consequences of conflict.
2. Explore ways to change the progression of the conflict BEFORE it does damage.
3. Understand the difference between competition and cooperation in interpersonal relationships and learn the benefits of cooperation.
4. Recognize different roles played out in conflict (disputants, bystanders, mediators).

## Activities

### A. Previewing Activities

1. WHAT IS CONFLICT? WORD ASSOCIATION ACTIVITY: Write “conflict” on the board or chart paper and ask the class to think of as many words as possible to describe conflict. Record all responses. Ask if these words indicate **positive** or **negative** associations with conflict (most groups will say “negative”) and then ask the group to think of some positive reasons to have conflict and how sometimes a conflict can make things better.
2. Ask students to think of (or draw a picture of) a conflict they had recently with a classmate, friend, sibling, parent, etc. Then ask: *What was the outcome of the conflict? (Was it bad or good?) If it ended badly, did you feel like you lost something important? What was it that you lost? If it ended well, why do you think things worked out? Was there someone else who helped sort things out? Did someone decide to apologize? Did the situation become unimportant for some reason?*

Explain that **Dinner for Two** dramatizes a conflict and ways to work it out.



### B. View *Dinner for Two*

### C. Post-viewing activities

#### 1. CHANGING THE DIRECTION OF CONFLICT

Ask younger viewers to retell the story to determine which elements they caught and which ones they may have missed. After you are certain that everyone understands the story, explain that some things may have been done differently, even before the frog came along, to change the outcome of the conflict to a more positive one. Have students break into groups of two to complete Worksheet 1.

You may ask students to use role-playing to create dialogue for the events in the video or to write dialogue down without role-playing. After students complete Worksheet 1, get together as a class and share how their changes would have affected the story and changed the direction of the conflict.

# Dinner for Two



## 2. COMPETITION VERSUS COOPERATION

Write the following on the board or chart paper:

COMPETING: I Win/You Lose “My way or the highway.”	COOPERATING: I Win/You Win “Let’s both try to get what we need!”
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Ask the group to give examples of competition and cooperation in the rain forest and/or in everyday life (in the classroom, on the playground, in sports, in the family). Then lead the class in exploring the benefits/downsides of competition and cooperation. Point out the dilemma the chameleons face when they limit themselves to competition. (The more they compete, the more they lose!) *Were there opportunities for the chameleons to reach a cooperative solution before the frog intervened? Why didn't the chameleons take advantage of them? What are some reasons that people might get stuck in a losing situation?*

Have students complete Worksheet 2 (as a writing or role-playing exercise). Afterwards, as a class share the results of their “cooperative” role-play. (You could ask them to perform the role-plays for the whole group to see what win/win solutions were possible.)

## 3. CONFLICT ROLES

Show the film a second time, asking the group to observe all the parties directly or indirectly involved in the conflict. Ask: *Which animal(s) played the roles of disputant (individual in conflict); innocent victim; town crier/gossip; opportunist; on-looker; mediator (someone who tries to help others sort out a “win/win” solution)?*

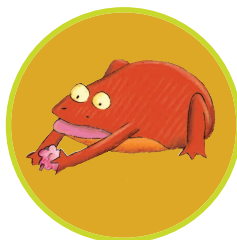
Ask students to think of a real conflict in which they have been involved and/or have them to write a reflective paragraph on the role they normally play in a dispute. *Is it a role that fuels the conflict, maintains it or helps resolve it?*

### D. Closing reflections

Ask students to hand in worksheets and to regroup for a closing discussion. Invite students to share one thing they learned from the film about conflict and/or conflict resolution.

### Suggested assessment and evaluation

- Completion of worksheets.
- Participation in previewing activities.
- Participation in large group discussion.
- Evaluation of worksheets and reflective discussion to determine if learning objectives were successfully met.



# Dinner for Two



Name: \_\_\_\_\_

## Worksheet **1** Re-directing Conflict

1. Divide the first four scenes of the film **Dinner for Two** into “scenes” or “action points” and label the scenes according to the main action points in the film.

SCENE ONE

SCENE TWO

SCENE THREE

SCENE FOUR

2. Choose one of the first few scenes (above) and write (or role-play) a 6-line dialogue between the two chameleons. What might they be saying to each other?

SCENE

CHAMELEON 1:

CHAMELEON 2:

CHAMELEON 1:

CHAMELEON 2:

CHAMELEON 1:

CHAMELEON 2:

3. Now, re-write the scene above or role-play a NEW dialogue, using DIFFERENT words that may help to CHANGE the outcome of the conflict and RESOLVE the conflict to everyone's satisfaction.

SCENE

CHAMELEON 1:

CHAMELEON 2:

CHAMELEON 1:

CHAMELEON 2:

CHAMELEON 1:

CHAMELEON 2:

Summary:

What things can you do and what words work best to help STOP conflict from getting out of control? Write your response on a separate piece of paper or on the back of this worksheet.

# Dinner for Two



Name: \_\_\_\_\_

## Worksheet **2** Cooperation and Competition

COMPETING:  
I Win/You Lose  
"My way or the  
highway."

COOPERATING:  
I Win/You Win  
"Let's both try to get  
what we need!"

Consider the following situation:

**You leave your place in the lunchroom line-up to help a younger child open the door. When you return, one of your classmates refuses to let you back in the line.**

Role-play or write down a dialogue that might happen between you and the classmate. First, use a competitive (I win/you lose) approach, then use a cooperative (I win/you win) approach. Try your best to come up with a workable WIN/WIN solution.

### COMPETITIVE DIALOGUE:

CLASSMATE: \_\_\_\_\_  
YOU: \_\_\_\_\_  
CLASSMATE: \_\_\_\_\_  
YOU: \_\_\_\_\_  
CLASSMATE: \_\_\_\_\_  
YOU: \_\_\_\_\_

### COOPERATIVE DIALOGUE:

CLASSMATE: \_\_\_\_\_  
YOU: \_\_\_\_\_  
CLASSMATE: \_\_\_\_\_  
YOU: \_\_\_\_\_  
CLASSMATE: \_\_\_\_\_  
YOU: \_\_\_\_\_

Were you able to get to a win/win solution? What are the difficulties?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_