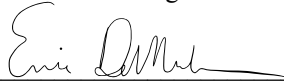**Code Orange:** Engaging Youth in Conflict Resolution Skill Practice

Praxis Project Thesis: Submitted in partial fulfillment of the requirements for the degree of Bachelor of Arts — as part of the Community, Youth, and Education Studies Major at Clark University
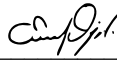
Toby Holt

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Abstract

The purpose of this study was to examine the ways that conflict resolution skills can be fostered in the development of young children through an action research project. To enact this project we invited YMCA youth members, aged 8 to 12, to participate in a six-week conflict resolution curriculum. We collected field notes on the youth members' progression through the program as well as giving them a pre and post-survey. As a result, members showed some improvements in understanding conflict and conflict styles, but ultimately, the program did not meet our expectations. These findings suggest that the implementation of conflict resolution programs should be carefully considered in after school settings.

Acknowledgements

Firstly, I would like to thank Emely Ojeda, for all your work collaborating with Eddy and I through the duration of our project as well as letting us host the project at the YMCA. Thank my praxis professor and advisor, Eric DeMeulenaere, for your guidance, understanding, and patience through these last three semesters. Thank you to Carmen Ocon for your feedback and insight in developing my learning. Thank you to the kids who were in the program, you've taught me so much more than you know. And thank you to Eddy Pagán, my partner and friend, I couldn't have accomplished this without you.

I volunteered on Mondays from 2:00 to 6:00 PM at the Boys and Girls Club (BGC) assisting in the open gym and structured athletic period. During one time, I noticed a group of four kids playing two vs two basketball. From the start, the game was chippy. The four kids were playing competitively, but there was a level of anger between the kids on each team. As the game progressed, the anger grew and started to become more physical than just hard basketball play. I tried to address the rough playing because I could tell it was escalating. The kids kept getting more and more physical until they were blatantly pushing each other. After another time of more assertive de-escalation from me, they started playing again. But soon after, the pushing started and it was clear to me that it was going to turn into a fight. I stopped the game and pulled them all aside to discuss what was happening. At first, there was a lot of shouting and getting in each other's faces. Once I separated the parties, I asked about why they were fighting with each other. The conflict began because of accidental rough contact. I tried to explain that the conflict between them should not lead to them getting physical because at the end of the day, it's basketball. Luckily, the group of four quickly made up with each other. It was great to see them dapping each other up, giving small hugs and even apologizing on their own.

If unmitigated, this conflict could have easily turned into a physical altercation, which would benefit no one. This led me to think about how conflicts occurred between people. Was there a healthier way to address and maybe prevent the escalation of youth conflicts? From this experience, I realized that the youth at the Boys & Girls Club could use some form of conflict resolution practice.

Introduction

Before running Code Orange, my experience was mitigating conflicts between small groups of youth over disagreements like the one described above. I've done this at summer camps, on teams I've coached, and with students I've worked with as an educational support person. However, I was never involved in facilitating a program specifically rooted in conflict resolution. I researched examples of different conflict resolution activities and came up with some, but I did not really know which to choose or how to design and facilitate such a program. I was struggling with how and what to implement at BGC. Luckily, I was in a weekly meeting group with a classmate of mine, Eddy Pagan. Each week we discussed how our projects were going. Eddy's original praxis idea was to form a space where non-custodial fathers could have a dialogue about the struggles they were facing. After continuously meeting, Eddy and I decided to join our projects together. While Eddy and I's original ideas were both rooted in some form of conflict, we were struggling to piece all the parts of our individual projects together. Joining was truly the best for both of us because Eddy has already had experience with conflict resolution and I had youth work experience and a site that could benefit from a conflict resolution program.

In the second semester of our praxis sequence, we found that our schedule did not coincide with the Boys & Girls Club. Both Eddy and I started new jobs halfway through the semester, so it made sense for us to go in a different direction. I started working at the YMCA of Central Massachusetts, Afterschool Program. The YMCA is a similar program to the Boys & Girls Club. Children from all over Worcester come for afterschool programming on school days. When I started to work there, I noticed very similar events that I noticed at the Boys & Girls Club. Daily, conflicts were occurring between members. These conflicts ranged from arguments between friends. fighting over equipment, and disagreements with staff. In general, these

conflicts were unmitigated by the members themselves, similar to the Boys & Girls Club. The conflicts usually led to members becoming very angry or physically fighting. Both the director, Emely Ojeda, and I agreed that conflict resolution practice was needed at the YMCA. The YMCA also provided a better opportunity for me to form relationships with the youth, as I worked four days a week for five hours as a staff member in the program rather than as a volunteer. At the Boys & Girls Club, I could never commit to that amount of time as a volunteer while also having a position at the YMCA. For three months before the start of the project, I was able to work with a group of third and fourth graders at the YMCA, beginning to form relationships and trust with the potential participants of the YMCA.

Our Perspective on Conflict

Our belief is that conflict resolution programs are beneficial for everybody. Conflict is an inherent part of all human interactions. Learning how to prevent, navigate and resolve it is an important skill for everyone. When people engage with how they and their peers approach conflict, they can form a better understanding of how people interact. An increased understanding leads to better mitigation and resolution of conflicts because people have the practice of taking a step back to examine the situation critically.

Eddy and I believed that starting conflict resolution programs early in a child's development is important because youth experience daily conflicts as they discover themselves. Forming strong conflict resolution skills early in life will lead to better mediated conflicts. Better mediated conflicts leads to less violence, punishment, stress, and forming stronger relationships with other people. This is one of the reasons why we offered our program to children in the YMCA afterschool program aged 8 to 11.

Creating Code Orange

For our praxis project, we ran an activity-based program at the YMCA Central Massachusetts that engaged youth in conflict resolution and interpersonal skill development. The program was called Code Orange. We named the project Code Orange because orange is amongst the eight colors of leadership styles in the curriculum we used called VOICES. Orange leaders know who to approach, how to approach hard situations, and know how to bring change. The goal of the activities was to allow the YMCA members to work together for a common goal, reflect on how they approach conflict, and create supportive relationships with other members.

Throughout the duration of the program, members at the YMCA participated in activities that highlight the five ways individuals respond to conflict presented in the VOICES Curriculum. Participants were asked which conflict style they best identified with. Conversations included questions in small groups that explore their knowledge of their own style of handling conflict. These questions highlight individual as well as group dynamics in handling conflict. The list of these questions are included in the methods section.

To help us make sense of our praxis project, we explored the following research questions for understanding youth conflict. Our questions were

1. How effective are conflict resolution programs in after school program settings?

2. What hurdles are there for integrating a conflict resolution program in an afterschool setting?

3. How do youth develop strong conflict resolution skills through programs in afterschool settings?

There are several ways that we investigated our research questions. To start the program, we used a pre-survey that all participants took. The purpose of the pre-survey was to see what knowledge the youth already had on conflict. During the actual activity sessions, we captured field notes to recount significant things that happened during each of the sessions. Field notes also showed us if certain members progressed or grew in their awareness of conflict over the duration of the program. A post-survey was given out during the last two sessions of Code Orange. The purpose of the post-survey was to the growth the members experienced from the project.

Review of Literature

When examining other projects like Code Orange, I drew on some outside resources that focus on conflict resolution programs and restorative justice programs. Restorative justice is another, very similar method of combating issues around violence and harm. Restorative justice promotes healing and peace in interactions between people. These resources around conflict resolution and restorative justice helped me situate my project in the field of similar programs to ours. It also helped me make sense of the gaps in which my project can explore further.

School Based Projects

When examining conflict resolution programs with youth, I begin with the implementation of these programs in school settings. David W. Johnson and Roger T. Johnson's piece, *Conflict Resolution and Peer Mediation Programs in Elementary and Secondary Schools: A Review of the Research,* gives an in-depth view of the effectiveness of conflict resolution programs in schools. Their piece argues,

(c) conflict resolution and peer mediation programs do seem to be effective in teaching

students integrative negotiation and mediation procedures; (d) after training, students

tend to use these conflict strategies, which generally leads to constructive outcomes; and

(e) students' success in resolving their conflicts constructively tends to result in reducing

the numbers of student-student conflicts referred to teachers and administrators, which, in

turn, tends to reduce suspensions. (Johnson and Johnson, 1996, p. 459)

As we can see from Johnson and Johnson's piece, conflict resolution programs in schools can

lead to a reduction in the amount of conflicts between students amongst other benefits such as an

increase in academic achievement and a more positive self image.

Similarly, Trevor Fronius et al.'s piece on *Restorative Justice in U.S. Schools: A Research*

Review discusses the history of restorative justice and how it has been implemented in schools

across the United States. Fronius et al claim that,

RJ is viewed as a remedy to the negative consequences of exclusionary punishment and

its disproportionate application. RJ proponents argue that a strict focus on "paying the

offender back," which is often the philosophy behind exclusionary punishment, can leave

the victim without closure or fail to bring resolution to the harmful situation. RJ involves

the victim and the community in the process. Such a philosophy, advocates state, can

open the door for more communication and for resolutions to the situation that do not

involve exclusionary punishments like suspension. Advocates also argue that the process

facilitates more positive relationships among students and staff (Ashley & Burke, 2009).

(Fronius et al., 2016).

Restorative justice in schools can lead to more meaningful resolution between two parties that don't involve punishment. It emphasizes positive relationship building in schools, which can lead to a lower amount of serious conflicts that induce harm.

Redirection Programs: Juvenile Justice

Another notable area in which there has been an abundance of research on the effect of conflict resolution and restorative justice is through juvenile justice cases. An article named *Examining the Effectiveness of a Restorative Justice Program for Various Types of Juvenile Offenders*, written by Kathleen J. Bergseth and Jeffrey A. Bouffard (2013), show "consistently, positive results observed across various groups of youth suggest that RJ may be appropriate for a broader population of youth than it has been used with in other jurisdictions" (p. 75). Bergseth and Bouffard highlight the usefulness of restorative justice (RJ) with juvenile offenders and suggest that it even be used for older offenders with more serious situations.

After School Setting

Overall, the research on similar conflict resolution programs and restorative justice programs primarily focuses on school and juvenile justice settings rather than after school programs. This body of research overwhelmingly reveals the benefits of RJ in these contexts. But there is a lack of research on the effectiveness or employment of conflict resolution programs in after school settings, particularly with elementary aged children. After school programs function differently than schools and juvenile justice programs. Our project can help fill the gap between these different kinds of settings, highlighting the question; how effective are conflict resolution programs in after school program settings?

Conceptual Framework

When examining the concepts that were salient in my research, I draw on three concepts that help me make sense of what happened in my project. The concepts are interest, understanding, and harm.

Interest

When examining how the participants interacted with our activities and the program at large, it is important to measure if they are interested. The definition of interest I rely on is, "to excite the curiosity or attention of (someone)" (Oxford Languages, 2024). While this definition is standard of what someone would think of when the word "interest" arises, I think it is important when considering how the participants responded to the activities presented to them. I believe that having interest in learning is integral to learning that material. If youth are always disinterested in the material they learn, the meaningful connections will most likely not be present. Writer Annie Paul's article on *How the Power of Interest Drives Learning*, helps me make sense of the connection between interest and learning. From her piece, Paul says,

> When we're interested in what we're learning, we pay closer attention; we process the information more efficiently; we employ more effective learning strategies, such as engaging in critical thinking, making connections between old and new knowledge, and attending to deep structure instead of surface features. When we're interested in a task, we work harder and persist longer, bringing more of our self-regulatory skills into play (Paul, 2013).

Interest and learning are interconnected. The participants in Code Orange are a part of formal

and informal learning spaces constantly, so I believe in order to effectively learn, the participants

must be interested in the activities or the topics we go through. In my data, I will look for how

the participants showed interest through excitement, curiosity, and attention in the activities

during our sessions.

Understanding

For my research, understanding is how I make sense of how the participants interacted

with Code Orange. I look for two ways of understanding when considering my project;

understanding in general terminology, ideas and concepts, and understanding one's own ways of

navigating through the world as well as others ways of navigating the world. I believe

understanding in these ways is integral to showing how participants may or may not have grown

throughout their time in Code Orange. Understanding to me, shows that someone has gained the

knowledge necessary

The activities used in Code Orange wanted to build the understanding of how other

people navigate conflict as well as how people themselves navigate conflict. To build on this

definition, I draw on Smagorinsky's (2013) piece on students' perspectives in the classroom. In

his writing, Smagorinsky says,

> "By deliberately taking the perspective of other people who exhibit points of difference
>
> that have real ramifications in their lives, students could begin to engage emphatically
>
> with others such that they begin to share an understanding of social positioning and the
>
> ways in which students' feelings shape their subsequent development of healthy
>
> relationships and their engagement with social institutions" (p. 196)

Smagorinsky's quote does not explicitly define "understanding", I believe it summarizes how to build understanding. By taking the perspective of someone who differs for whatever reasons, one can begin to understand how that person navigates through the world. When relating this to my project, I see that understanding is a large part of progressing in the project. When youth are able to understand their own approaches to conflict and how their peers approach conflict by taking the perspective of others, I believe they can start to build meaningful skills when addressing conflict.

Harm

While conflict resolution was the focus of our project, harm was evident throughout. I define harm as physical, emotional, mental damage that is either accidental or purposeful. Harm is very common between the youth at the age we worked with in our project. Harm usually comes from conflict, sometimes on one side or either side of a conflict. I include both accidental and purposeful damage in my definition of harm because harm does not always occur when harm is intended to be placed on another, and sometimes occurs without malicious intent. The goal of our project is to reduce harm through practicing conflict resolution. Having strong conflict resolution skills can allow someone to mediate their own conflicts in life so that harm is reduced between each party. With our goal being to reduce harm through developing conflict resolution skills, I looked for instances where the participants were practicing these skills that can reduce harm. I also looked for instances where the participants had caused or been involved with conflict which led to harm.

How do they work together?

These concepts are deeply intertwined in making sense of my project. If youth show interest in the activities in Code Orange, it will foster a better sense of understanding of conflict as a whole. With mitigating harm being the main focus of the project, understanding ways yourself and others navigate conflict will aid with reducing harm.

Methods

Methodology

The methodology we're using in our project is practitioner inquiry. Higgins describes practitioner inquiry "as the systematic, intentional study by educators of their own practice" (2018, p. 3). Although based in a school setting, Higgins' definition is still beneficial for studying the impact that Code Orange had on the youth participating in the program.

Cochran-Smith and Lytle (2009) state that practitioner research is "a promising way to conceptualize the critical role of teachers' knowledge and actions in student learning, school change, and educational reform" (p. 5). Cochran-Smith and Lytle reveal the powerful ways that practitioner inquiry can enable educators to critically examine their own curricular and pedagogical intervention, which is precisely what Code Orange sought to do..

Practitioner inquiry works best for our project because we are implementing something new. Since we engaged the youth at the YMCA in something that was not already being practiced, we must research how the new program affects the members, and particularly, our role in teaching and facilitating this new program.

Site

Our praxis site was the YMCA of Central Massachusetts in Worcester. The YMCA is located on Main Street in Worcester, in the Main South neighborhood, a low-income neighborhood that has been a landing place for many generations of immigrants in Worcester. The program uses both indoor and outdoor features for the youth. The outdoor space includes a blacktop, playground, and a field. The indoor facilities include a swimming pool, basketball gym, and six classrooms made from repurposed racquetball courts. Besides the racquetball court classrooms, indoor and outdoor facilities are shared with the public/normal YMCA members with the afterschool program having priority. The participants of the club are from a variety of schools around Worcester, but primarily from the Main South neighborhood. The members range from grades Kindergarten to grade seven.

The afterschool program at the YMCA has about 150 members. These members come from a variety of schools around Worcester including but not limited to, Elm Park Community School, Woodland Academy, Chandler Elementary Community School, May Street Elementary School, Jacob Hiatt Magnet School, Columbus Park Elementary School, and Abby Kelley Charter Public School. When considering the role of conflict which was already present at the YMCA afterschool program, we see a common theme of conflict through the incident reports. The incident reports at the YMCA are legal documents that YMCA staff fill out often when a member(s) have a fight or conflict with a staff member or peer. Although there is no definitive number of how many incident reports are filled each week, my estimate would be at least one to two reports are made each day of afterschool programming. The indecent reports usually involve more serious conflicts and situations, so many of the conflicts go unreported.

For the Fall 2023 semester, I worked at the YMCA on Mondays, Tuesdays, Wednesdays, and Fridays starting in September. I was assigned to the purple room. The purple room is one of the racquetball court classrooms. The members of the room are from grades three to four and there are about seventeen total members in the room.

Participants

The participants involved in our project were eight to eleven years old (grades 3-5). Our participants arrive each day at the YMCA from 2:00 to 3:30. Upon arrival, members go into their assigned rooms where there are one to two staff. They are given a snack and some downtime until 3:00 when planned activities start. The options for activities are posted on a schedule each day. The activities include gym time, swimming, art activities, blacktop time and/or field time.

The children come from a variety of different public schools in Worcester including Abby Kelley Foster Charter School, Woodland Academy, Claremont Academy, The Goddard School of Science, Jacob Hiatt, Elm Park, and others located primarily in the Main South neighborhood. When choosing an age group to employ in our project, there were several factors to consider. First of all, the youth in this age range have a flexible schedule when it comes to picking a structured activity for the day. Secondly, we wanted our participants to start this process at an age where they could both understand the content and be reflective in the activities we ran.

Code Orange takes a prevention strategy to conflict resolution, rather than intervention. Our program seeks to mitigate potential future conflicts rather than focus on the specific conflicts at hand. Through our project, we seek to give youth the tools to mitigate conflict between themselves, hence preventing a future conflict from escalating.

Positionality

Throughout my life, I've seldom experienced serious conflict. My experience with conflict was mainly with my siblings, and even then, the conflicts never felt very threatening or harmful to my development. My experience with conflict is more from an outside perspective. My social identity as a white, cis-gender, straight man gives me privileges in my life.

In most cases, I don't share lived experiences with much of the youth I've worked and volunteered with in Worcester. When it comes to the YMCA, the majority of youth are BIPOC from low-income families. While I've definitely struggled with income for most of my life, it has certainly been a different experience than those at the YMCA. That being said, it is important to take into account the intersection of race and class when considering my positionality as well. I also did not grow up in an environment like Worcester. I grew up in Freeport, Maine, a town and a state with an overwhelmingly white population. Unlike Worcester, Freeport has a population of roughly 10,000 people situated in a rural area.

Not sharing lived experiences with the youth I'm working with has presented itself as a challenge. I'll never understand what it is like to be discriminated against for my race, class, or gender identity, as well as undergoing a continuous situation of violence in my community. Because of this, my work at the YMCA will be predominately from an outside point of view. As an outsider, it is my responsibility to learn from and actively listen to those I'm working with. This means when interacting with the space for Code Orange, I must build trust with the participants and community members at the YMCA before I enter the Code Orange space.

Data collection

Our data collection involved two methods:

1. Surveys: During the first session of Code Orange, the participants took a survey to gauge the knowledge they already have about conflict and conflict resolution skills. The survey questions were a combination of multiple-choice and short-response questions (See Appendix A for the full survey). We also conducted a survey at the end of our program (see Appendix B).

2. Observations/Field Notes: We observed participants during program activities and recorded these observations following each session. These notes provided insights into their behavior and interactions with each other and how each participant has developed throughout the project. Keeping records of these observations, along with records such as program attendance, and participation,provided useful data on the program's effectiveness and our pedagogical practices.

Data analysis

Our two ways of collecting data throughout this project were through surveys and field notes. When analyzing my data, I looked for how participants progressed in relation to understanding conflict and conflict styles, and the level of interest participants showed throughout Code Orange. Specifically, I tracked attendance through the different sessions to see how members built consistency through the project. I also examined the ways that the participants created harm to each other through conflicts during the sessions of Code Orange.

Findings

What Happened?

When examining different possibilities to address the dilemma of unmitigated conflicts between youth, I had a lot of trouble coming up with a solution. Much of the research I conducted was trying to find conflict resolution activities to do with young children. I didn't have much luck in this research. The resources I obtained were usually disconnected from each other. I knew I wanted my praxis project to focus on the continual conflicts the youth in my program remained engaged in, but I didn't know how to address the problem. While sharing my struggles to create a curriculum for this project with Eddy Pagan, he shared about his experiences running conflict resolution programs with youth and the VOICES curriculum he had used. As a result of this connection, we decided to partner together on this project. After two weeks of planning lessons, Eddy and I came up with a six-week long program that mostly took activities from the VOICES curriculum.

The VOICES curriculum stands for Valuing Our Insights for Civic Engagement. The curriculum is a sexual health and youth development program made by the Massachusetts Department of Public Health. VOICES goes through six different workshops including identities, perceptions & stereotypes, individual power, conflict styles, community power, and advocacy. Our project drew our curriculum from the conflict styles section and the community power. The VOICES curriculum gave us concrete activities and questions to use around conflict resolution. In general, VOICES served as a helpful guide when it came to specific practices around youth development.

Integration and recruitment at the YMCA

After the struggle of deciding on a time to do the project, we still needed to recruit

YMCA members for our research project. When Emely, Eddy, and I settled on January 23rd as

the start date, we could finally start recruiting our participants. Before the start date, I had briefly

mentioned the project to the kids in my room, but I had nothing physical to give them, so the

interest was low. We made a Code Orange flier, printed our consent and assent forms, and were

ready to start formally recruiting for the program. Our plan was to have Eddy upstairs doing

most of the recruiting. The target participants were in grades three through five, so that narrowed

down to the members from the Orange, Purple and Red rooms. The plan was for Eddy to talk to

the kids and the parents of kids from these rooms as they were getting picked up. It ensured that

both the parent and child would be present for the recruitment. This system worked quite well.

Eddy was able to talk to parents about Code Orange as the kids were gathering their stuff

together downstairs. I also felt much more comfortable with Eddy talking to the parents about

Code Orange. Eddy, himself, is a parent of children who are the same age as the YMCA after

school members. Eddy also grew up in Worcester, so we found he already had relationships with

particular parents that aided in the recruitment process. For approximately two straight weeks,

from 4:00-5:30, Eddy was at the YMCA recruiting while I worked my normal shift.

From the recruitment process, we had 13 people sign up. Luckily, everyone who signed

up for the project within the two week sign up period was able to join the program. We had a

healthy mix of ages, with five third-graders, five fifth-graders and three fifth/sixth graders

attending the program.

Lessons Plans

From the VOICES curriculum we developed ten lesson plans that we used for the ten

sessions of Code Orange. These plans follow a similar outline. The participants ate the food first

while we went over the community agreements, then we did a warm-up activity/icebreaker

which was followed by the main conflict resolution activity. Each session started around 4:00

PM on Tuesdays and Fridays and lasted approximately one hour. Originally, we had a plan for

twelve sessions for this project, but certain events like February break and snow days forced us

to cancel two sessions. Luckily, we figured there would be some scheduling issues beforehand,

so we only developed the needed ten sessions. An overview of the activities we ran and the dates

we did the sessions is in the Appendix under Appendix C. Each session, we had either pizza,

wings, or a combination of the two, usually from Blue Jeans on Park Avenue in Worcester.

<div align="center">

Progress in Code Orange

</div>

Progress in relation to understanding conflict and progress with conflict resolution skills

came in different sessions throughout Code Orange. Sessions two and three showed strides in

participants gaining conflict resolution skills. In session two, we did an activity called Stand-Up,

in which participants were paired back-to-back with the goal of standing up as a pair. In my field

notes, I note:

> This activity was mainly meant as a way to see how certain members of this group
>
> worked together. Victoria and Ava[1] were able to lock arms and partially stand up. Victoria
>
> or Ava were one of the few pairs that were able to stand up. Grace, and Isabella took
>
> more of a backseat for this activity and observed more than they participated. Nathan and
>
> Ethan struggled to stand up by themselves, but they kept trying. Although we didn't do a

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[1] All names of participants are pseudonyms to keep the participants' identities confidential.

specific conflict activity, the participants participated at a higher percentage than the

previous session. Most participants participated in some way, and those who didn't

directly participate still observed the activity by watching, or laughing while the others

tried to stand up. (Field Notes, 1/26/24)

Although the group struggled with the task, they were interested and engaged much more than

the previous session. They used interpersonal skills to work together. In particular, Isabella and

Ava, who had trouble working together in session one, showed they could work or not work with

other participants without becoming physical or getting angry.

Session three showed a high level of progress in the participants understanding conflict.

Session three was our introduction into the conflict resolution activities. The first instance from

the third session was the participants sharing what they thought conflict meant;

While the members ate, we asked them, "What other words come to mind when you hear

conflict and read this definition? Feel free to share whatever comes to your head."

Victoria was the first to speak out and said, "Fighting". Nathan was the next to speak and

said, "Arguing". Isabella, Elena, and James all shared next saying, "bullying, being nice

to people and problems". The next additions came from Marcus and Sarah were, "being

serious" and "violence". The next contributions were, "violence, nice words, parents,

opposite of nice, fighting, laughing, and physical". (Field Notes, 1/30/24).

From the pre-survey data, I saw that there was a lack of understanding of the word "conflict".

This section from my field notes shows that the group had progressed in some way in their

understanding of conflict as a term. We had a pre-written definition on the paper which said, "a

serious disagreement or argument…like a fight" (Field Notes, 1/30/24). I assumed this definition

helped the members understand conflict more. Eddy and I had also explained why we were doing

this project in the first place, referencing that we've seen conflict throughout the YMCA and hinted at examples of what conflict might look like. The sense of conflict had deepened by session three. Participants either used examples of what conflict might look like, "bullying", "violence", "fighting", and "physical" or they had some association that came to mind when they thought of conflict like, "parents", and "problems". This was a step in the right direction, with many of the participants able to make some sort of valid association or definition.

Session three also had an activity in which the participants were tasked with navigating a recent conflict. We split the group in half. Eddy took one half and I took the other. The example below is of Victoria sharing a recent conflict they were involved to our smaller group of five,

> I brought the group back together and asked, "who wants to share the conflict they were thinking of?" Victoria was the first to share. She talked about a fight she had with her cousin. The fight started as a disagreement around a game, and it escalated to a physical fight on the stairs. Victoria said her and her cousin were going back and forth pushing and hitting each other. Eventually, Victoria expressed she told her aunt what happened following the conflict. I asked Victoria, "how did you feel after the fight?" She said she was angry and hurt. I asked, "how do you think your cousin felt about the fight or about you telling her mom what happened?" She responded by saying her cousin was also upset. (Field Notes, 1/30/24)

Victoria gave the most in-depth answer and response out of the three other participants in the small group. This activity was a key moment in the project because it was the first time we had asked the participants about a conflict that they had been involved with. The participants in my group showed they understood what conflict was, and they were able to accurately identify conflict in their own lives.

In session four, our group focused on a specific conflict scenario. We had the participants respond to the scenario by writing how the scenario would make them feel on note cards. The scenario was, "Your parent(s) are 20 minutes late picking you up at the YMCA." Many different answers were written on the note cards, including "angry that they are late", "mad", "would not care". After we read aloud the note cards, I asked the group,

> Why do you think we did that activity?". Someone from the group said, "to show that we all have different opinions." Some of the others in the group seemed to nod at what Victoria had said, signifying that they agreed with Victoria. Eddy and I were pleasantly surprised by this response. Eddy and I responded with a confirmation of the participant's contribution. We built on Victoria's contribution saying that everyone has different ways of approaching conflicts, and the more we understand how people approach conflict, the better people will be at mitigating it. (Field Notes, 2/2/2024)

As one can see from the field notes, both Eddy and I were pleased and slightly surprised that Victoria had this response and that some other participants seemed to agree with Victoria. Victoria said exactly why Eddy and I chose to do that activity. Although Victoria was the only participant to give a response to our prompt, the nod of the other participants was evidence in my eyes that other participants understood the idea behind the activity. The understanding of conflict by some of the participants seemed to have deepened during this activity. They were able to identify that people have different reactions to the same scenarios/conflicts which was a main idea in Eddy and I's instruction.

Session six and seven were planned to be the peak of the conflict activities in Code Orange. These two sessions were the introduction into the five conflict styles that people usually use when dealing with conflict. The five styles were Appease, Fight, Assertive, Dissociate, and

Flight. We put poster paper up around the room of the five styles with the definitions of each style under the word. The activity was for the participants to go around the room and read each conflict style and definition. Then, we asked the group to choose one conflict style that they felt they best identified with when dealing with conflicts in their own lives. In my data, I note,

> Isabella, Ethan and Marcus went up to fight. Victoria, Grace, and Elena went to dissociate. Eddy and I went to Assertive. We had each clump of participants stay at the conflict style they chose. We asked the Fight group why they thought that fight was the best conflict style. Isabella said, "I will fight somebody if they are having problems with me." Marcus said "If someone is trying to start something with me, I'm going to fight back." Victoria, who chose to dissociate, said that she tries to avoid conflict. (Field Notes, 2/16/24).

This data is from session six. In session seven, the participants were tasked again with choosing a conflict style, but this time, there some differences in what the participants chose and the questions Eddy and I asked;

> Isabella went back to Fight along with Olivia and Sarah. Elena, Lucas and Victoria went to Flight. Eddy asked a question while the whole group was huddled around the Fight poster. He asked, "Would you use the same conflict style (Fight) with a police officer?" Olivia quickly responded with a "No", along with Lucas. Sarah initially responded saying she would fight the police officer. Eddy and I were surprised and I said, "You would fight a police officer?" Sarah seemed to rethink for a second while the others spoke. Isabella said, "If you fight a police officer, you will get arrested or in jail." Eddy then asked, would you use the same style with your mom?" Sarah spoke and said, "No, I wouldn't

fight my mom, she's nice." Eddy explained that people use different conflict styles based

on the person they are interacting with. (Field Notes, 2/20/24)

From both of these sessions, I took away several things. Firstly, the participants were able to

identify what conflict style they most identified with, even though it changed for Elena and

Victoria from Dissociate to Flight. This showed me a higher level of understanding conflict than

knowing what the definition of conflict meant. The participants were able to reflect on their own

experiences where they've had conflict and address which specific style they used over time.

They were also able to share why they thought that specific style was what they should be using.

Secondly, the participants were able to see that some conflict styles worked better in certain

scenarios. This was evident through Olivia and Lucas's response to whether they would use the

same conflict style with a police officer. Isabella's comment, "If you fight a police officer, you

will get arrested or in jail", showed a transition in which conflict style she would have chosen

based on how people have different relationships with different people. Sarah's response about

her not fighting her mom also showed me that she was thinking about how she would use

different conflict styles with different people, even though she seemed to have a disconnect about

whether she would've used Fight with a police officer. I did wish that we were able to expand on

Sarah's contribution, but we were already losing the engagement of the participants.

The next two sessions, eight and nine, were our last sessions with conflict activities.

These two sessions were focused on role playing the different conflict styles. Eddy and I felt like

we could transition to a more advanced version of the conflict styles activity after sessions six

and seven. The activity for these sessions was a combination of all the activities we had done

throughout the previous sessions. Each participant was tasked with pairing up with another

participant and choosing a different conflict style than their partner. I said a scenario and the

partners needed to role play the conflict using the conflict styles. Most of the participants in session eight were hesitant and struggling to use the different conflict styles. So I was one of the people using one conflict style and had another participant practice using another while the rest of the group watched. From session eight,

> The scenario we focused on was someone taking a crayon from someone else. I demonstrated with Lucas. The participants watched while standing and sitting across the room. I told Lucas to use the fight-conflict style for the scenario. I was going to use the flight style for this scenario. Lucas took the crayon from me and I asked quietly and conservatively if he, "could please give me the crayon back". He yelled, "No!". I shifted my body language backward moving away from Lucas and said softly "Okay, could I please have it back?" Lucas said, "No, it's my crayon!" I moved backward again and started to move away from him across the room. The other participants were laughing during this scenario. After I had physically moved away from Lucas, I moved back towards him indicating the role play was over. I asked the group about what they noticed from the roleplay. Victoria said, "You look scared," when talking to me. (Field Notes, 2/23/24)

This scenario showed that Lucas correctly used the Fight conflict style with me in the roleplay. She was able to identify how to address the scenario with a Fight conflict style. Victoria was also able to identify a characteristic of the conflict style I used. The others who didn't directly participate in the roleplay showed that they were listening. In my opinion, laughter is a way that people can show they are listening.

> Another conflict roleplay scenario from session eight occurred between me and Olivia;

I asked the group if anyone else wanted to do the scenario of the fight-conflict style and the assertive conflict style. Olivia chose to use the fight-conflict style for the scenario. I asked if anyone would use the assertive style and no one wanted to, so I did the scenario again. Olivia was smiling and took the crayon from me. I said calmly, "Can I please have the crayon back?" Olivia said, "No, it's mine", while slightly chuckling. I responded with, "Olivia, I understand that you want the crayon, but I was using it and you took it from me, could you please give it back?" Olivia again replied, "No, I want it! I'm not going to give it to you" My response back was, "How are we going to make both of us happy with this outcome? We both want the crayon so how are we going to get what we want?" The conversation ended after my part because Olivia was going to keep trying to take the crayon. In the last sentence I spoke, I was trying to hint at a concept that we would introduce next session, compromise. (Field Notes, 2/23/24)

In this roleplay, Olivia correctly demonstrated a way the Fight conflict style is used. She was refusing to bargain with me and kept arguing about the crayon. I felt very confident that the participants understood the conflict style of Fight from this session. In this scenario, I tried to vaguely introduce the idea of a compromise. I should have followed up on the idea of compromise that session, but our time was running low.

For session nine, we had the participants do the role plays with each other, but still with the rest of the group watching. Olivia and Ava practiced a Fight-Fight conflict as well as Victoria and Isabella. All four of the participants showed again they understood how the Fight conflict style is used. Another instance arose during the ninth session which wasn't conflict roleplay, but rather an actual conflict between Eddy and Olivia. From my field notes, I wrote,

Olivia had found a spark plug outside when she was getting on the bus to go to the

YMCA afterschool. Eddy and I knew that a used spark plug was not a safe thing for a

child to have, so Eddy asked Olivia if she could give him the spark plug. She refused

saying that she found it and that she wanted to keep it. Eddy said, "Please give it to me,

those aren't safe" to which Olivia replied, "Ugh! I want to keep it". At this point, the rest

of the group's attention was on Eddy and Olivia's disagreement. I then stepped in and

said, "Hey, this is a real life conflict scenario. Eddy wants one thing and Olivia wants

another. How do both people get what they want?" Olivia frowned at me after my

comment and said, "I don't care, I found it" I then said, "I think I need to get the director

(Emely) if you won't give us the spark plug because it is not a safe thing for a child to

have." Olivia then hesitantly gave Eddy the spark plug. (Field Notes, 2/27/24)

This conflict was a great summary of the project's effectiveness overall. In this conflict, Eddy

and I, and Olivia both want different things. All of us want the spark plug. Olivia most likely

thinks the spark plug is interesting, and Eddy knows that the spark plug could potentially be

dangerous for a child. Olivia uses mostly the Fight conflict style in this conflict while Eddy uses

a combination of Assertive and Fight. When I said my comment, "Hey, this is a real life conflict

scenario. Eddy wants one thing and Olivia wants another. How do both people get what they

want?" I note that Olivia didn't want to make a compromise about the spark plug at first when

she frowned at me and said she didn't care. After another comment from me, Olivia gave Eddy

the spark plug, but the conflict did not conclude as I would've hoped. It wasn't evident to me that

Olivia didn't understand Eddy and I's reasoning for wanting the spark plug. She expressed she

didn't care about compromising, and only gave the spark plug to Eddy when the director of the

program was mentioned. This conflict ended with a punitive approach because Olivia only gave

the spark plug to Eddy when the threat of calling the director was involved which would have probably gotten Olivia in some sort of trouble. This specific conflict relates to the whole project because it highlights an area the project fell short of, real life applicability of conflict resolution skills. While many of the participants gained knowledge and skills in conflict resolution, I didn't see evidence that they could apply the skills to their real life interactions.

When examining all the moments of progress throughout each session of Code Orange, I can see that there was some knowledge and skills gained in conflict resolution. The participants were able to understand conflict as a concept and examples in real life, they were able to share and reflect on experiences where they had conflict, they were able to understand how different people address conflict through conflict styles, and they were able to use different conflict styles based on different conflict scenarios. This is evident through the activities where the participants shared their experience with conflict, choosing and explaining why a conflict style would be better or worse, and beginning to understand how people approach conflicts differently.

However, there were several factors that influenced this data. While it is clear that participants did gain knowledge at the time of instruction, I can not say that this knowledge was retained by the participants. An example of this came in session nine, through the conflict with the spark plug. One of the reasons for the lack of applicability was that Eddy and I didn't connect the skills we were trying to foster in Code Orange to the participants' real lives effectively. It often felt like we didn't have the time or the focus to expand and discuss the activities we ran during Code Orange. The activities we ran could have been followed up by more discussion about how to apply these skills in real life, but unfortunately there was a lot of time that was devoted to mediating intergroup conflicts and trying to get participants engaged in the activities that took away from our discussion and analytical time.

For the next section of my findings, I dive into why Code Orange was not as successful as I had hoped it would be and key takeaways I received from the project. While some participants seem to have gained knowledge throughout their time in the program, others seemed to be at the same place they were at the start of the program. Building consistency, intergroup conflict leading to harm, building interest, and the conflicting structure of Code Orange vs the YMCA ultimately had the greatest impact on Code Orange.

Why didn't it work?

Building Consistency

Before we started Code Orange, Eddy and I knew the program would be best if the participants were able to build consistency in the program. The activities and sessions that Eddy and I had planned were aimed at having the majority of the participants in the group come twice a week to practice conflict resolution skills. However, it was difficult to get consistent attendance from the participants. In particular, Sophia, Elena, James, Ethan, and Nathan attended about half or less than half of the sessions. James, Marcus, and Ethan left two or three of the sessions they did attend early because they wanted to go to the gym. Most of the reasonings for the low amount of attendance was from parent dismissal before the project or during the project. In sessions 2, 6, 7, 8, and 9, we had half or less than half of the total number of participants. A priority of our instruction was to have consistent attendance.

We wanted to have the children build consistency through a routine with the program and gradually become more familiar with the space. However, this is very difficult to do when there is limited and inconsistent attendance. The activities were interconnected, so if a participant missed a week, they would fall out of the rhythm of Code Orange. This was evident particularly

in our last few sessions. The last few sessions were focused on developing skills with the five conflict styles. If a participant missed a session, they would miss an important lesson that connected to later sessions. This was particularly evident in our last four sessions of instruction; 6, 7, 8, and 9. Session 6 and 7 introduced a new idea, the conflict styles. The original plan was to spend one day on the conflict styles. However, we only had five out of thirteen of the participants for the most important session. Almost 2/3rds of the group lost the instruction time which meant we needed to devote more time in future sessions for those who missed session 6.

Another form of missed attendance was the voluntary aspect of Code Orange. Code Orange was not required for any of the members to join or stay in the project. But Eddy and I did express in the first session that if a participant decided to not participate in Code Orange, they wouldn't be allowed back in. We did not stick to this agreement. There were many instances that the youth decided to not go to Code Orange that day because they wanted to participate in another activity or they didn't want to be a part of the program for that day. Ava missed two sessions because she expressed she didn't want to go. Lucas also missed two sessions because he went outside or to the gym. Sophia missed an abundance of sessions because she didn't want to go, but then decided to come back. Ethan, Marcus, and James left half-way through two sessions because they wanted to go to the gym. Because there were a high number of participants that had missed a lot of sessions because of choice, I decided to somewhat lift the rule of participants not being welcomed back into the project if they choose to leave. The original idea behind the rule was to discourage participants from leaving the project for one day in which they had another activity planned, but I didn't foresee the choice aspect as being as big a hurdle as it was.

When making sense of why the attendance from the participants was inconsistent, I can see it was mostly related to how afterschool programs are structured. Starting with the parent

dismissal aspect, we see that one of the main purposes of afterschool programs is for students to have a supervised place to go after school. Of course, after school programs provide academic support, positive social environments and physical activity for students in addition to supervised time, but these programs do not have the same expectations as a school. Parents can pick up their child at any time because there is no expectation for how long a child should be at an afterschool program. The YMCA didn't expect or require the after school members to stay for any amount of time, so when a project is introduced that has a structured time each week, adjusting to that for parents seemed to be difficult. The program was also structured to be six weeks long, so Eddy and I expected the participants to not have 100% attendance. But the degree at which parents dismissed their children right before the start or during the project time was much higher than I anticipated. I believe that the reasons for the missed attendance were not a form of resistance to the project by the participants or the parents. I believe it was merely a scheduling conflict. For example, one of the participants could have a parent that gets out of work at 4:15 then goes to pick up the participant from the YMCA on their way home. It could be a burden for the parent to pick their child up closer to 5:00 for any number of reasons.

When reflecting on what I could've done differently in this area, I feel I could have worked with Eddy to urge parents to pick up their children after five on Tuesdays and Fridays. I didn't feel very comfortable doing this by myself. I reflected on my positionality, thinking who was I, a white Clark student not from Worcester, asking parents to change their family schedules because of the project I'm running, saying that this project could benefit the parents' children. Even though I knew this project could benefit the youth I worked with, it felt as though this project was still for myself in some ways. It felt like the project was a requirement for some course I had to do, and to ask families to change their schedules felt like I wanted to do myself a

favor rather than a mutual benefit for both me and the youth participating in the project. It was an issue of positionality on my part that I wished I handled differently. I should have reached out to Eddy and Emely to try and solve the dilemma. In summary, the dismissal area of attendance proved to be a barrier to the success of building consistency for many in our project. I believe the attendance issue was much more random and accidental than anything else, but it should've been handled differently by me.

When reflecting on the attendance issue of participants choosing a different activity than Code Orange, I refer back to the structure of the YMCA and most afterschool programs. After School programs are not supposed to be as structured as school time is. After School programs should be a place where there is some structure into what activities a youth can participate in, but a youth's time should be mostly theirs to decide what to do. In general, I believe that youth need a break from the cycle of structure, listening, and doing that is common in schools. Connecting this idea to my project, it seems as though the participants who chose to do another activity over Code Orange didn't want to have to be a part of a structured space. In the gym, the members can run around for a whole hour, they can play basketball, soccer, they can play games or they can simply do nothing, the choice is theirs. But in Code Orange, there were much more expectations of what a participant was supposed to do, so it makes sense that a large number of participants chose something other than Code Orange after going to school for six to seven hours each day. We chose to lift the "if you leave you can't come back" rule because of the low amount of attendance we were getting. We also figured that some instruction was better than no instruction.

As the issues building consistency were largely due to differences in structure between Code Orange and the YMCA, the next section will dive into more findings about the role of structure in the YMCA and afterschool programs.

Role of Expectations and Structure at the YMCA vs Code Orange

As mentioned in the "Building Consistency" section, the expectations of the YMCA were different than those of our project. One of the main reasons I think this project was not as successful as it was intended to be was because it was held at an afterschool program, which has a different structure than our project tried to have. After school programs usually function in a less structured way than school does, which is not a negative thing. I think that it is vital to have after school programs be less structured to give kids a break from the common rigidness of school. At the YMCA, the members arrive between 2:00 and 3:00 each day. They receive a snack during this time and also have some free time in this block. At 3:00, each group does some sort of activity. The activities range from going to the gym, doing an art project, playing bingo, or going outside. During these activity times, there is usually no explicit instruction on what the children are supposed to do. The staff allow the members to somewhat structure their own time. The members draw, play board games, use their computers or just talk to each other. When we go to a separate location, like the gym, studio A, or outside, the members' time is usually theirs. When considering how a program like Code Orange fits into the YMCA expectations, we didn't consider the differences in expectations that the different programs required. Code Orange functioned as a group instruction program in which the participants would be led by Eddy and I through activities. In a way, Code Orange was slightly more structured than a gym class, but not as structured as a traditional classroom. We expected that the participants would be able to listen to instructions and be respectful to others participating in the project. This did not happen in an abundance of sessions.

In our first session, we made community agreements as a group. We knew we needed the Code Orange space to have different expectations than the YMCA from the beginning, but we did not anticipate the struggle it would be to hold the group to these expectations. The community agreements we made were a collaborative effort. The agreements drafted by Eddy and I were "no swearing, no hitting, don't be disrespectful, and no name calling" (Field Notes, 1/23/24). The contributions from the kids were "no gossip, no talking over others, no screaming, let others share, be kind, don't leave the room without asking, and don't persecute others for religious beliefs" (Field Notes, 1/23/24). We thought this was a good list of agreements, especially because so many of the agreements did align with the rules of the YMCA. During our first session we also highlighted what the purpose of the community agreements was, "I told the group that we expected everyone, including ourselves, to follow these agreements each session. We plan to go over the agreements at the start of each session" (Field Notes, 1/23/24). At the time, Eddy and I felt good about the expectations we had set with the group. It seemed like we were heading in the right direction. However, we failed to address how the structure of the Code Orange would differ from the YMCA in our community agreements.

While the first three sessions of Code Orange seemed to have an upward theme, the remaining sessions were spotty when it came to expectations. Session four was a particularly interesting case when it came to reflecting on the difference in expectations between Code Orange and the YMCA. From my field notes I wrote,

> Sarah and Olivia were laughing with each other and Sarah was out of her seat while I was addressing the group. James and Marcus both told Sarah and Olivia that they were "annoying." I assumed James and Marcus said this because they wanted the activity to progress and I couldn't explain the next steps with them talking. Eddy and I had to keep

reminding them to stop talking over others and talking about other stuff with each other.

During the activity, Sarah was distracting others from writing by talking to them and

taking their pencils. I asked her if she was going to write something. After the question,

she started to write on the index card. I mainly wanted to redirect Sarah so she didn't

distract others in the group. I wasn't as concerned if she gave an in depth answer to the

prompt. (Field Notes, 2/2/24)

The situation with Sarah highlighted the difference in expectations between Code Orange and the

YMCA that made the project difficult to get through at times. Both Olivia and Sarah struggled to

listen to Eddy and I's prompts. Sarah in particular had a harder time listening in session four. I

noted that the result of Sarah not listening was the other participants getting distracted,

sometimes indirectly and directly. For the most part, the attention of most of the participants was

on Sarah when she was out of her seat and talking to others while taking pencils. This led me to

believe that the other participants were distracted and they wouldn't be able to give their full

attention to the activity.

When making sense of Sarah's situation, I infer that not listening is most likely a form of

resistance to being a part of Code Orange that day. Referencing the community agreements, the

expectation was that there was "No talking over others" (Field Notes, 1/23/24). In this situation,

Sarah was talking over Eddy and I. It could also be seen as being disrespectful to Eddy and I and

the other participants as well because she was delaying the activities instruction, hence wasting

the participants time. Seeing as how there are few spaces in which whole group instruction

similar to school is used at the YMCA, it may have been difficult for Sarah to adjust to these

expectations of not talking over others or distracting others because her common experience at

the YMCA didn't require her to sit down and listen to someone explain an activity. The Code

Orange program expected the participants to be able to go from a less structured space to a more structured place for an hour, and then go back to a less structured place. The participants often seemed to interact with the space more similarly to how they navigated their time at the YMCA after school program rather than according to the Code Orange community agreements.

When looking at how things could have gone differently, I think clearly specifying what each agreement actually looked like could have been more effective when combatting violations to the agreements. For example, if the "Don't be disrespectful" had examples of what being disrespectful looked like (not taking other people's belongings, listening to staff when prompted, etc.), it could have been easier to say a participant is being disrespectful for a specific reason.

Referencing the "Building Consistency" section again, it was very hard to convince the youth to go to Code Orange when the time could be theirs. This expands on the idea of conflicting structures between the YMCA and Code Orange. It also connects to my next thought; Code Orange would have been more effective in a school setting. I say this because of the structure of schools. As I've mentioned, schools are more structured than both the YMCA and the Code Orange program. If we placed Code Orange, without changing it, in a school setting, the interest in Code Orange and the activities would most likely be much higher. Students at school have to follow a structure that has them sitting, listening, and working for the majority of the day. While I hope there is a lot of engaging learning in this school process, it is still more structured than Code Orange. If Code Orange was an option for the same participants in school, I'm guessing they would have a much higher level of interest in Code Orange because they would be choosing between schoolwork or an activity program. In this situation, the participants would be going from a primarily more structured space to a less structured place. It is a similar comparison to students going to lunch or recess; students receive a break from the expectations

in the classroom. I'm implying that youth would seek a less structured place if given the opportunity in a more structured place, and when that situation is reversed, youth had trouble going to a more structured space.

Conflicts and Harm in Code Orange

Ironically, one of the main inhibitors to the success of Code Orange was the conflicts between the participants in the project. There were several outcomes to these conflicts in Code Orange. One of these outcomes was a disruption in the progression of Code Orange. Another one of these outcomes was harm. Harm between the members of the YMCA was the original need that we chose to address with our project. Our goal was to reduce harm through this project through the practice of conflict resolution skills. However, harm between members was still prevalent in our Code Orange sessions.

When considering the types of conflicts that occurred in the actual Code Orange sessions, we can see a variety of conflicts between members of similar and different ages and roles in the group. The first example of conflict which led to harm occurred in the first session of Code Orange. It was the first day and I wanted the participants to know each other's names because they were coming from several different age groups that don't always interact daily at the YMCA. When going around and saying each of our names, I noted in my field notes,

> There was a dispute between Olivia and Nathan. Nathan said, "Who would name their
> kid Olivia?" in a mocking fashion while we were saying our names. Although I initially
> did not hear Nathan's comment, I noticed Olivia was crying in her seat a few minutes
> later. I asked her what was wrong and she told me what Nathan had said while raising her
> voice and scrunching her eyebrows (Field Notes, 1/23/24).

It was clear to me that Nathan had caused harm to Olivia by his comment about her name. Nathan had made fun of Olivia's name which triggered an emotional response by Olivia. Olivia was angry and sad about the comment. Olivia involvement in the rest of the session was impacted by the harm caused as well. Olivia's affected involvement in the rest of the session was evident through her attitude for the remainder of session one and her responses on the pre survey. When referring to Olivia's attitude, I wrote,

> Olivia and Lucas in particular expressed they were frustrated that the food had not been served yet. Olivia said, "When are we going to eat the food? You said you were going to give it to us!" I responded by saying we would do the pre survey first and then eat. Olivia responded by saying, "come on!" and frowned.

There are two reasons I believe Olivia was upset at this time. The first being that she might have been hungry and had expected to eat first. The second being her previous conflict with Nathan in which she became sad and angry. In her pre survey, Olivia wrote "NO" for every question. If you reference the pre survey under Appendix A, you can see that only question seven has a yes or no option for a response. It was clear that Olivia was resisting being a part of Code Orange during the first session. Although Olivia could have been influenced by several factors, such as hunger, I believe the distress caused by the dispute at the beginning of the session affected her involvement for the rest of the session. The only resolution that occurred from this dispute between Nathan and Olivia was that Nathan talked to the director about the comment after the session. This theme of conflict between the members was concurrent in many of the future sessions, leading to some type of harm.

The most significant moment of conflict leading to harm occurred in our fifth session. Our fifth session started out promisingly with only one participant who was not in attendance.

We first started by going over the community agreements as we were eating pizza and wings from Blue Jeans. Ethan, James, and Marcus all told Eddy and I that they had gym time scheduled during the Code Orange time, so we came to an agreement that the three of them would leave at 4:30 or when we were done with the activity, whichever came first. Because we knew the trio were leaving, we adjusted the schedule so that we would do the main conflict resolution activity first. The activity was an important one for our project. It prompted the participants to sit down across from each other in a line so that each participant had a partner. The next step was for Eddy and I to ask a question about a conflict, the first one being, "when was the last time you got into a fight or saw a fight?" (Field Notes, 2/9/24). After each question, we asked the participants to move over one seat to share with a different partner. In response to Eddy and I telling them they had to change partners after every question, "Olivia gave a sigh, Nathan said, "Do we have to?" and James said, "But they're so annoying!" Although I can't recall my exact words, the gist of what I responded with had to do with telling the group that it was good to be paired with people you are not always interacting with. (Field Notes, 2/9/24). From my perspective, it was clear that some participants were opposed to being paired with different people. Having worked at the YMCA with these specific youth for months, I knew that Olivia did not interact with Nathan or James often. Even before we began, the activity already had strain because of some of the participants not wanting to talk to other participants. Either way, we started through the activity and most people were sitting with somebody that they were either in a group with (Red, Purple, Orange), or they were paired with someone I've seen them commonly interact with at the YMCA. We progressed through the first question decently well with the majority of the participants sharing a time that they saw a fight between different students at their schools. As I mentioned earlier, Ethan, James and Marcus were all wanting to go to the gym and they kept

asking Eddy and I if they could go. When we responded by saying it was not 4:30 yet, they would become upset and say things like, "Come on!", and "Oh my god!" (Field Notes, 2/9/24). The asking to leave kept happening during the activity. In addition, Sarah and Olivia were out of their seats making noises and laughing with each other which prompted Eddy and I to delay the activity to combat their disruptions. Because we said the trio could go to the gym either at 4:30 or after the activity was over, the delays by Sarah and Olivia angered James and Marcus because it infringed on how fast the activity went. From my field notes, I wrote,

> The next event in the session was a conflict between James, Marcus, and Olivia. Olivia said that James and Marcus should not keep asking to leave the room to James and Marcus. James told Olivia that she was being annoying because she wasn't listening. These comments started an argument between Olivia on one side and Marcus and James on another. Lucas and Sarah quickly took Olivia's side and started to argue with Marcus and James. Eddy and I had told them to repeatedly stop arguing with each other and move farther away from each other, to which neither group responded. Nathan and Ethan took the side of Marcus and James and started making comments to Olivia and Lucas about how they were annoying and little kids. Eddy took Ethan, Nathan, James and Marcus out of the room to separate the two groups. I spoke to Sarah, Olivia and Lucas while the rest of the group was still in the room. I told them that this kind of arguing cannot happen in this program. I said, "you guys keep "poking" at each other which made both sides angry". Olivia said that the group was being annoying because they kept asking to leave, to which I responded by saying it wasn't her responsibility to deal with them wanting to leave and that she was being annoying to them too by not listening to Eddy or I. I also told Sarah, Olivia, and Lucas that when they fool around during the activity, it will only

make the other participants more angry and upset. Olivia, Sarah, and Lucas showed me

they understood what I said by nodding and we concluded the talk.

When examining this conflict, there are several questions I asked myself. The first question was

how did the conflict affect the activity and the other participants in the group? The conflict

happened only about three questions into the activity, and the activity was struggling to progress

before the conflict because of many of the participants being hesitant to be partnered to each

other. The purpose of the activity was for the participants to practice sharing their experiences

with conflict and their reactions to it. Unfortunately, the activity was cut short and the questions

we did discuss were often overshadowed by certain participants complaining about being

partnered with someone they didn't want to be with, or participants asking and becoming angry

about going to the gym. When examining the participants who were not a part of the conflict, I

can see that their time was somewhat wasted in relation to the activity because of these reasons.

The next question I asked myself when examining this data was "Why did this conflict

happen?" I believe there was a build up on both sides of this conflict through previous sessions.

To give more insight, Ethan, James and Marcus all chose to come to Code Orange when they had

the gym scheduled for session four. The trio did not ask to leave as much as they did during

session four, but it was clear they did not want to be involved in Code Orange when they had

their gym time scheduled. Because of Eddy and I's rule that once you left Code Orange

voluntarily (not because of dismissal or absence from the YMCA), you could not return, the trio

made a deal with us to come for part of the session, although they were not happy. This

unhappiness with their choice was built upon in session five in which they had two times in a

row where their gym time was infringed upon, so it was clear to me that they were upset before

we even started the activity. On the other side, Sarah and Olivia in the previous session had not

been listening well during the activity time:

> After the activity was finished, the participants were free to go. However, I pulled Sarah
>
> and Olivia aside because I felt we needed to talk about what had happened during the
>
> session. I told them that it was very difficult to have someone who is distracting and
>
> talking over others in this project. I told them if the pattern continued, we couldn't have
>
> the pair back in the program because it was hurting the other participants' participation.
>
> Sarah and Olivia were smiling and responded by nodding and saying "ok" (Field Notes,
>
> 2/2/24).

Having partners that switched each question paired these two individuals with each other again,

so they started similar disturbances that had already previously impacted Code Orange. From the

previous sessions, I could see that the participants involved already had some tension and

resentment for being a part of Code Orange that most likely influenced the larger conflict

between the group.

I think the most significant factor in this conflict was the differing ages and genders of

the participants involved. Ethan, James and Marcus all identify as boys. Sarah and Olivia

identify as girls. When considering this fact alone, it is interesting to analyze how gender could

have played a role in the conflict between the two sides. When considering the ages of the two

groups, the boys were all older than the girls, with up to three years of difference in age between

the two groups. The older group was commenting on how the younger group was annoying,

which I believe to be a common phrase that older youth tell younger youth. There seemed to be a

hesitancy particularly between the older boys in the group and the younger girls, with those two

groups being at the forefront of not wanting to be partnered with certain people in the project. I

believe this factor to be specifically important as a theme and takeaway for the project. The theme of the younger participants not wanting to interact with the older participants and vice versa was evident in even the last session. In this session, it was the older boys that were disrupting the group while the younger girls were becoming annoyed. There was a clear divide between these two demographics in our program that carried on until the very end.

While Eddy and I did thoroughly examine what ages we wanted to run Code Orange with, I did not reflect on how the different ages and genders of participants could have potentially led to intergroup conflict. When forming the project, we had thirteen participants signed up and everyone was able to join. There was no "weeding" through participants based on age or gender in the recruitment stage because we didn't have enough members signed up to be required to turn participants away from the program. Further considering my role in the mediation between the older boys and younger girls in the group, I wished I had addressed the gap between them early on and made it an example for our instruction. What I mean by this is that I wish I had recognized the difference earlier and based our conflict resolution instruction on the real conflicts we had in the group. This could have better addressed the harm caused in the group. It also could have shown more applicable examples of how to use some of the skills we were using in Code Orange in real life, something that the participants seemed to struggle with while in the program.

Before starting the program, Eddy and I had all the activities from VOICES and our own activities that we planned out for each session. It was our view that the best way to address the issue of frequent conflict at the YMCA was through the activities in our plan, so we didn't make too many adjustments in our lessons. I believe this was one of the main shortcomings of the instructional portion of the project not sticking with the participants. To elaborate, I failed to

address the actual conflict that occurred in Code Orange as examples and ways to structure the lessons/activities. I was caught up in following a plan because plans are always easier for people to follow. This idea also connects to my position as a staff at the YMCA. In addition to running the program at the YMCA, I was also working before, during and after the program. This meant I had responsibilities as both a staff and a co-facilitator of the program. This was a challenge for me to juggle the responsibility. On Code Orange days, I usually felt overwhelmed because I was running around trying to get the kids back in time from one place so I could go get others to go to the project right after. I was also legally required to be in the group with the participants because volunteers are not allowed to be alone with the YMCA members. With the overwhelming feeling I often had trying to get the participants from one place to another while juggling my own everyday group, a plan was a set thing. A plan was something I could rely on being the same, so when the overwhelming feelings came, I stuck to the plan.

Were the Participants Interested?

While the participants did show high interest in most of the warm-up activities, they did not show the same level of interest in the conflict resolution activities. I claim that the interest was mostly low during the conflict resolution activities. In order to accurately judge what interest looked like to me, I drew on one of the warm-up activities that I believed had high interest from the participants. The warm-up was about self-control. We introduced the activity by having the members stand in two lines facing each other. Each member was partnered with another member. We said, "for this activity, we want you to practice keeping your composure. Each of you has a partner. When we say 3, 2, 1, turn, you and your partner will turn towards each other and try your hardest not to smile or laugh. The first one to smile or laugh will be out. The game will end when one of you is the final one to not smile or laugh. From my Field Notes, I wrote,

All of the participants participated. From the start of the first round, about half of the participants were smiling before the round had even started. When we said to turn, two of the participants immediately started laughing out loud. Most of the group smiled or laughed after five seconds. After the first round, Emely joined in the activity. In the next round, I noticed the participants who had just gotten out were watching the participants who were still in and smiling. We said three, two, one, turn.. Half of the participants were out again. The volume in the room was very loud and from what I saw, everyone's eyes were on the final two participants. Again, we said 3, 2, 1, turn and they turned. Ava won and never smiled during the activity.

From this warm-up activity, it was clear to me there was a high level of interest from the participants. Some of the factors that told me there was high interest was even after the participants got out of the activity, they were mostly watching the rest of the group, smiling and interacting with what happened with the participants still involved in the activity. In general, the level of interest in this warm-up was something I wish stayed present throughout the conflict resolution activities in Code Orange, but the high interest was almost always during the warm-up activities.

Transitoning to an example of a low interest conflict resolution activity, I drew on our sixth session. In the sixth session, we introduced the conflict styles activity in which participants were tasked with reading through the conflict styles and definition sheets posted across the room, then were tasked with picking a conflict style that they best identified with. From my field notes, I wrote,

While some of the participants spent one to two minutes reading through and asking questions about the definitions, others like Ethan went around to each poster for about six

seconds and moved away. Ethan then started to play with beads in the room while the rest

of the participants were still reading through the posters. We did this for a minute more

and then we gathered them back. (Field Notes, 2/16/24)

Further commenting on Ethan's involvement in session six, I note,

When addressing the whole group, I noticed that Ethan was walking around the room

while the others in his group were at the Fight conflict style. He also was picking up stuff

like the beads and throwing them across the room. We asked him to stop throwing the

beads to which he stopped. While the other participants were sharing why they chose

their conflict style, Ethan started to pick stuff up and throw it again. We asked him again

to stop, to which he did. (Field Notes, 2/16/24)

From Ethan's time in this session, I gauged he had a low amount of interest in the conflict

resolution activity we were doing. The way Ethan moved so quickly through the posters told me

that he wasn't very interested in reading them, or he was a very quick reader in comparison to his

peers. Another way I saw Ethan showing low interest was him throwing the beads while the

facilitators and other participants were discussing. I saw it as a form of resistance to being a part

of the activity. I didn't think he was interested so he didn't want to respond to the prompt and

chose to spend his time doing something else. The reason I pointed out Ethan's situation was

because I think it applied to a lot of the other sessions of Code Orange. In this case, Ethan

showed me that he was not interested in the activity. When examining the other sessions, I see a

similar theme of low interest with many participants in the conflict resolution activities.

I noted what high interest looked like through the warm-up activity and what low interest

looked like in the conflict resolution activity. While some of the participants showed signs of

higher interest in some of the conflict resolution activities, many showed similar characteristics

of low interest in the activities. When participants were distracted from the activity, distracting others, not attentively listening, and/or focused on another thing (i.e. throwing beads), this showed me they were not as interested.

When making sense of the interest level in Code Orange, I understand why it was mostly low. From the beginning, Eddy and I knew it could be difficult to engage the participants in our project. We knew that it would be difficult to convince the participants to choose Code Orange over another space that would normally be more fun. Because of this, we tried to incorporate more intriguing warm-up activities in Code Orange and have the conflict resolution instruction mainly be through activities rather than lessons. We didn't want to make Code Orange feel like school because we knew most children don't want to have more school-like instruction after going to school all day. In addition to having activity based lessons where the participants would usually be moving around and interacting with each other, we bought food for every session. Before the first session even began, the participants were asking me about the food. During the project, members of the YMCA who weren't in the program would constantly ask me to give them food. I believe the food was one of, if not the main driver for participants to keep coming back to Code Orange. Without the food, it would have been even more difficult to convince the participants to participate in the program. Ultimately, the overall low level of interest the program received at times hurt the learning that could have occurred for some of the participants.

Conclusion

Summary

The beginning of our project formed from my time observing conflicts between members of the Boys & Girls Club and the members of the YMCA of Central Massachusetts. After struggling to materialize our projects independently, Eddy Pagàn and I combined our projects. While I had experience working with youth and a site for the project, Eddy had experience in conflict resolution programming with older youth. We brought our skills sets and experience together through this project and set out with a goal to address how members of the YMCA addressed conflicts between their peers and staff.

Through the formation of the project, I investigated three research questions;

1. How effective are conflict resolution programs in after school program settings?

2. What hurdles are there for integrating a conflict resolution program in an afterschool setting?

3. How do youth develop strong conflict resolution skills through programs in afterschool settings?

In terms of the first question, I concluded that the program was somewhat effective. There was some knowledge gained through Code Orange. The participants were able to understand most terms and definitions of terms and ideas relating to conflict. They also showed the beginning of understanding their own conflict styles as well as other conflict styles. However, I argued that the knowledge gained showed a lack of real life applicability and retention from most of the participants. This suggests that our program was partially effective in an afterschool setting.

Transitioning to the second question, I concluded that there were several hurdles for integrating a conflict resolution program in an afterschool setting. Building consistency, intergroup conflict leading to harm, capturing the interest of participants, and the conflicting structure of Code Orange vs the YMCA were all hurdles to the success of integrating a project in an afterschool setting. This suggests that these factors should be carefully considered and thought out when implementing similar programs.

The third question is similar to the first question but it focused on how the youth developed strong conflict resolution skills. I concluded that through some of the activities, specifically when the youth were directly interacting with each other, the highest level of participant contribution and involvement occurred. This suggests that activities in which youth directly interact with each other, like the roleplay activities, are a way the youth showed a stronger grasp of conflict and conflict resolution in the field notes.

Collective Analysis

We see that all the findings come together when considering my third research question, how effective are conflict resolution programs in after school program settings? Addressing structure, building consistency, showing interest, incorporating participants' experiences into the program (addressing the harm) should all be considered when making a conflict resolution activity program in an afterschool setting. Setting clear expectations will lead to the ability of building consistency because the participants will have a better idea of what to expect in the program. If participants show they are interested in the activities and ideas of the program, it will allow for more understanding and learning. Incorporating participant experiences, such as

incorporating conflict situations that actually occurred between the participants, could also help

with the participants interest in the activities the program runs.

Navigating the sometimes conflicting structures of different programs has proven to be a

challenge. In addition, the afterschool program setting poses several challenges to engaging

youth in projects with the goal of learning, like Code Orange. By the time the members go to an

afterschool program, they have already gone through six to seven hours of school which had

rigid expectations. Trying to capture the interest of the members in a project that has similar

learning themes to school can be a challenge because students are most likely tired from

attending school all day and want a break from the rigid structure. Additionally, there are several

constraints from varying structures of the conflict resolution program being more rigid than the

after school program.

Theoretical implications

A theoretical implication that arose from this thesis is how more structured programs

function in less structured programs with youth. Building on this idea, after school settings are

usually less structured than school. This paper largely explores how a program with more

structure functions in a less structured space. There should be more research into the idea of

program structure with youth and how to carefully navigate the differences.

Another implication that arose from this research is that conflict starts at young ages and

that there should be more research on elementary age children in relation to conflict. In this

program, it is seen that memorable conflicts occur early on in children's lives, as early as eight

years old. While the bulk of research outside of this paper highlights the experience of secondary

aged children in conflict resolution or restorative justice programs, this paper suggests a need for

more research on younger youth in similar programs.

The final implication that arose from this paper is how to structure conflict resolution programs in afterschool spaces. The findings suggest that the program's initial expectations should be clear and continuously built upon for the duration of the program. Another important addition this paper includes is the importance of building consistency in conflict resolution programs. Furthermore, conflict resolution programs should prioritize the needs and lived experiences of its participants to be more effective and empowering.

In conclusion, this paper can help as a guide to understanding both how conflict resolution projects work with elementary aged children and how to structure conflict resolution programs in afterschool settings, two areas that have a lack of research in the field.

Implications for practice

If we could do this project again, I would change some things. There are several factors that I did not consider before and during the project. The first factor is the importance of emphasizing the expectations that the program will require. If I were to do it again, I would have clearly explained how this project will be different from the rest of the YMCA time. I would have explained that the behavior expectations and the way the members interact with the space would be different. The expectations would be focused on at the beginning of each session to remind the participants that they are in a different space. This could have healed some of the difficulties when it came to disruptive behavior and participants choosing something else besides Code Orange.

Building on the expectations as well as incorporating more real life applicability to the activities would have been more effective. I highlight that I should have included the real conflicts that occurred in Code Orange into the programming. By including these conflicts as points for instruction and learning, it would have better mediated the conflicts and shown more

applicability to the participants' everyday experiences. Connected to this, I would have the spectators of the conflict provide insight and contributions to ways they think the conflict could be solved. Centering the participants as the facilitators of conflict could lead to participants feeling like they have more agency in the Code Orange space.

Another important practice implication is capturing the interest of participants. As I mention in my conceptual framework and my findings, when youth are interested in their learning, they will have the capacity to better retain the information and ideas that are trying to be fostered. Focusing on the interests of who you're working with will be important in implementing a conflict resolution program at an afterschool setting. Finding the interests of participants can be difficult, but centering the participants as collaborators, where they can have say into what the activities focus on and how the program is structured will allow the participants to take some control over the space. By contributing to what the program activities look like, the interest of participants will most likely increase because they are able to have input in what the activities look like.

When examining the implications this project has on my future, I look to my future career as a teacher. There were many aspects and difficulties from this project that are concurrent with aspects I took from my development as a teacher. The first aspect was the importance of classroom agreements and clear expectations. As I've mentioned, the community agreements and expectations were not very solid during Code Orange, leading to more disruptive behavior and disinterested participants. This theme is similar in classrooms. Expectations of behavior and classroom structure are very important to develop as teachers. Another aspect of this project that I will take into my teaching is the importance of student centered learning. This came up as an issue in the lesson plan and interest in the activities in our project. I argued that our program

overall didn't take the participant needs into the project. We had the same plan from the beginning and it wasn't really working. In teaching, centering the student and the student's needs is also vital to effective teaching. The students should feel relevance and interest in what they are learning. They should be a collaborator in the learning rather than a vessel for information to be dumped on. This project highlights the importance of centering the student in learning.

Limitations

One of the main limitations in this project came through our data in relation to how I could measure skills gained in conflict resolution. The field notes I took could only be from the sessions in Code Orange. This means that I couldn't speak of the time of the participants outside of the one hour period, twice a week. If I were able to speak about the participants' time outside of the space and how they addressed conflict in spaces other than Code Orange, it would have made examining the potential progress easier because Code Orange was a very specific place in time. To better judge the progression, I feel like we would need to see how the participants address conflict when they aren't in the group.

Another limitation for me was EEC (Early Education and Care) regulations while running the project. When the participants needed to leave the room for anything like water or the bathroom, I had to take them because of EEC regulations. In addition, I couldn't leave Eddy alone with the participants because of EEC regulations for volunteers. This made the project difficult to progress at times because if someone needed to leave the room for a reason, I would have to get another staff member who was already busy or take the whole group of thirteen to one place. This was a hurdle in moving from activity to activity because the participants would often be thirsty or need to go to the bathroom but couldn't because of the regulations.

A limitation to the research was the neglect of interviews. In the future, I believe including interviews with the participants could be a valuable asset in the research. Interviews would allow for a space of sharing beyond the large group setting and could get more honest contributions from the participants. This form of data collection could make it easier to access the progress and understanding of conflict by the participants. Interviews could also be useful to gauge the participants' comfortability with the program space and areas for improvement or expansion that they want to share.

Closing

Although this project did not live up to my expectations, I believe there was a lot of good. The participants did show some growth overall in the project, and it was an introduction to many about conflict. I also formed stronger relationships with many of the participants in Code Orange through the project time and learned a lot about myself and how I approached dilemmas that occurred in the project. Reflectivity was the main piece of learning I received from this project. I learned to always be reflective on my positionality, my practice, and my role in the spaces I am a part of.

This paper can be a helpful guide to those who seek to start conflict resolution programs of their own, specifically in afterschool settings. It highlights what to consider when implementing similar projects as well as potential areas of change. It is still my belief that conflict resolution skills are important for all youth to practice.

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Appendix

Appendix A

Pre-survey questions:

1. What do you think a conflict is? Please describe it in your own words.

2. How do you feel when you have a conflict with a friend or family member?
   - A. Angry
   - B. Sad
   - C. Confused
   - D. Nervous
   - E. Other (please specify): _____

3. What do you think is the best way to solve a disagreement with someone?
   - A. Talk it out
   - B. Walk away
   - C. Get help from a grown-up
   - D. Ignore it
   - E. Other (please specify): _____

4. Can you name one thing you hope to learn about managing conflicts in our group?
   - A. How to talk calmly
   - B. How to make friends
   - C. How to play games
   - D. I don't know yet
   - E. Other (please specify):_____

5. Imagine a situation where you and a friend both want to charge your tablets at the same time and only have one charger. How would you handle this situation?
   - A. Fight over the charger
   - B. Let my friend charge first
   - C. Keep the charger to myself
   - D. Tell your parents
   - E. Other (please specify): _____

6. What do you think the word "compromise" means?
   - A. Getting your way
   - B. Finding a solution that makes both people happy
   - C. Ignoring the problem
   - D. Giving up

7. Have you ever felt like you didn't get a chance to share your thoughts or feelings during a disagreement? If Yes, please explain by writing.
   - A. Yes
   - B. No

Appendix B

Post-Survey Questions:

1. Did you have any conflicts or disagreements outside of our group since you started? If yes, can you share one situation and tell us how you handled it differently after being in our group?
   - A. Yes
   - B. No
Write here:

2. How has your understanding of conflicts changed since participating in the group?
   - A. I understand conflicts better now
   - B. My understanding is about the same
   - C. I understand conflicts less now

3. What is one new thing you learned in the group about managing conflicts?
  - A. How to talk calmly
  - B. How to make friends
  - C. How to play games
  - D. I didn't learn anything new
  - E. Other (please specify):_____

4. On a scale of 1 to 5, how confident are you now in handling conflicts (1 being not confident at all, 5 being very confident)?
  - A. 1
  - B. 2
  - C. 3
  - D. 4
  - E. 5

5. Did you use any of the skills you learned in our group outside of our group meetings? If yes, please share a brief example.
  - A. Yes
  - B. No

6. Can you name one or two ways that you think you've become better at managing conflicts since participating in the group?
  - A. Yes
  - B. No
Write them here:

7. How do you think you can help others when they have a conflict or disagreement, based on what you've learned in our group?
  - A. By listening to them
  - B. By telling them what to do
  - C. By ignoring them
  - D. I don't know yet

Appendix C

Date	Activities
1/23/24 Session 1	**Warm up** - Get partner across midline **Pre-survey** **Make community agreements**
1/26/24 Session 2	**Stand-Up warm up** **Program overview**
1/30/24 Session 3	**Straight face warm up** **Drafting the definition of conflict** **Small group conflict sharing**
2/2/24 Session 4	**Pass catch warm-up** **Notecard scenario activity**
2/9/24 Session 5	**Navigating a recent conflict activity**
2/16/24 Session 6	**Famous Names Warm-up.** **Introduction to Conflict Styles activity**
2/20/24 Session7	**Reviewing Conflict Styles activity.**
2/23/24 Session 8	**Where the wind blows warm-up.** **Role-playing conflict styles activity.**
2/27/24 Session 9	**Role-playing conflict styles activity.**
3/1/24 Session 10	**Post-Survey** **Explaining next steps for Eddy and I.**