



## Teaching Progression:



### Step 3: Agree or Get Help

#### SUB SKILL(S):

- Agree on what is fair
- Get help, if needed

#### GUIDING QUESTIONS:

How do I make an agreement with someone during a conflict?  
Who should I ask for help if I can't solve a conflict?

#### NHES PERFORMANCE INDICATORS:

(4.2.1) Demonstrate healthy ways to express needs, wants, and feelings. (4.2.2) Demonstrate listening skills to enhance health. (4.2.3) Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. (4.2.4) Demonstrate ways to tell a trusted adult if threatened or harmed.

#### VALUABLE VOCABULARY:

*agree, disagree, help, balanced, fair*

### Step 3: Agree or Get Help | Sub Skill: Agree On What Is Fair



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the third step to *Stage 3: Conflict Resolution* is to try to reach an agreement with the other person or get help, if needed. Tell students that when two people have a conflict, they need to work together to come up with something they can both agree to do. This makes both people happy and ready to move forward.

Place students in small groups (2-3). Give groups one piece of paper and art materials. Tell students that they need to create a specific image (perfect day, best place to play, best animal). Give students up to five minutes to create their picture. Tell students that they must work together to agree on what the image should look like. Walk around to monitor student interactions. Ask students about their work to understand who is making decisions in groups.

Once groups are finished, ask students the following questions:

- How did your group decide what to draw?
- Did you ever have to not get your way so the group could agree?

#### Language of Health Literacy:

\_\_\_\_\_ is fair.

\_\_\_\_\_ is not fair.



## Teaching Progression: Step 3 | Agree or Get Help (Cont.)



### SUGGESTED LEARNING ACTIVITY 2:

Tell students that if we get into a conflict with another person, our goal should be to figure out solutions and agree on something that will make both people happy. Define *agreement*. *Agreement* means *both people in the conflict get something they need*. Show students a scale and discuss the term *balanced*. Explain to students that when an agreement is *balanced*, it is *a win-win situation for both people*. Read a scenario that demonstrates an agreement. Show students using the scale how the two sides are getting different things from the agreement. When a person in the story receives something that addresses their concern, place an object, such as a marble, to their side of the scale. Continue this process until both sides of the scale are balanced.



### SUGGESTED LEARNING ACTIVITY 3:

Place students in small groups (2-3). Give each group a drawing of a scale. Read a story of people in conflict that shows an agreement. When students hear a person in the story get something they need or want, have them write or draw pictures on both sides of the scale for what each person is getting.

After the story, ask students the following questions:

- Is this agreement balanced and fair?
- Why does this agreement make both people happy?
- Why do you think this will work?

### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student discussion.
- If materials are available, use manipulatives that students can sort to show a fair and balanced agreement.

## Step 3: Agree Or Get Help | Sub Skill: Get Help, If Needed



### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they may need to ask for help if they can't reach an agreement. Remind students that they aren't trying to tell on the other person, but they may need to get help if the issue is dangerous, emotional, or confusing.

Read students scenarios showing people in different conflicts. Have students decide if the student in the scenario should work it out or get help. Have students move to different sides of the room or stand up / sit down to show their opinion. Encourage students to explain their reasoning with partners.

Ask students the following questions to increase their critical thinking about the scenarios:

- Why should they try to work it out?
- How would you feel in this situation?
- What could happen if they don't ask for help?

### Language of Health Literacy:

*I need help to \_\_\_\_\_.*

*We need help to \_\_\_\_\_.*

*We feel \_\_\_\_\_, and we need \_\_\_\_\_. Can you please help?*



See *Stage 1: Communication Techniques* to support students in asking for help.