

Health Skill:

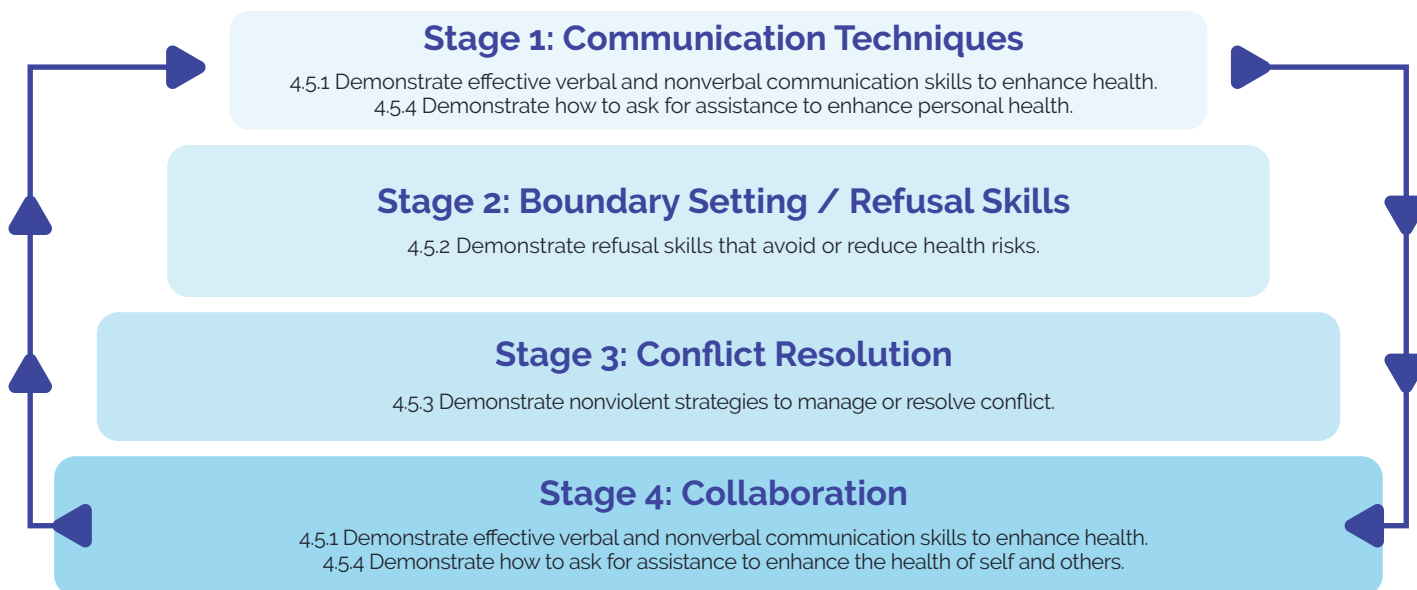


Interpersonal Communication

Background Information

The health skill, *Interpersonal Communication*, guides students to better understand, practice, and reflect on their interactions with others. By providing students with a safe space to practice strategies for healthy communication in school, students are more prepared to handle social situations throughout their life. The *Interpersonal Communication* health skill begins with practicing appropriate communication techniques, then explores healthy boundaries with strategies to uphold those boundaries, moving to examining the importance of productive conflict and conflict resolution, and ends with strategies to ensure effective collaboration. Each stage of *Interpersonal Communication* supports students to better understand themselves and their community, while working toward having more authentic, intentional communication with others.

The four stages of *Interpersonal Communication* are designed to support the growth of each student toward more complex levels of communication, beginning with the individual and ending with effective team work. The *Teaching Progression* for the four stages were developed in sequential order to ensure strategies build upon one another, leading to more inclusive, authentic, and collaborative teamwork. However, teachers can rearrange the stages as appropriate for their classroom.



NATIONAL HEALTH EDUCATION STANDARD (NHES) 4:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

National Health Education Standard Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.



Grades 3-5 Framework

In grades 3-5, students learn a variety of strategies to effectively communicate in a variety of modes. The graphic below outlines the strategies learned in each stage, beginning with *Stage 1: Communication Techniques* and ending with *Stage 4: Collaboration*. Teachers should use the strategies listed as a starting point and add strategies to meet the needs of their students.



Notes on Grade Level Progression

Activities, vocabulary, and language throughout the models are vertically aligned and build upon one another. If students require scaffolding refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.



Stage 3: Conflict Resolution

Conflict is a natural and vital part of our social interactions, and when conflict is addressed using healthy communication skills, it leads to growth and understanding. Everyone engages in conflict, and explicitly teaching specific strategies for resolving these often uncomfortable situations helps turn unproductive conflict into productive conflict. In *Stage 3: Conflict Resolution*, students explore their experiences with conflict and learn new strategies for handling different types of conflict. *Stage 3: Conflict Resolution* allows students to reflect on real-life situations. Finally, I-Statements are a crucial part of *Stage 3: Conflict Resolution* as their use allows a person to express how they are feeling without placing blame.

The Steps:



Grades 3-5 Framework

In grades 3-5, students focus on gaining control over their emotions in order to have calm and rational conversations during conflict. Students engage in more metacognitive strategies (strategies that build their awareness of how they approach conflict), identifying the ways they tend to approach conflict and reflecting on whether this is always the best way. Because the majority of conflict in school occurs during students free time, most scenarios and situational practices should focus on peer interactions during free time at school, however, teachers should consider how students can practice and think about *Stage 3: Conflict Resolution* in their daily life, beyond the school day.

Mastery of *Stage 3: Conflict Resolution* for grades 3-5 means students are able to stay calm during conflict, identify the problem, talk through conflict by using I-Statements, and reach a compromise where everyone gets what they need and/or want.



Stage 3: Conflict Resolution

The Steps:



Step 1: Stay Calm and Identify the Problem



Step Overview: Step 1 of *Stage 3: Conflict Resolution* begins with students exploring the definition of conflict and examining how they personally handle conflict in their own life. Next, students learn appropriate coping strategies to use in order to remain calm and approach the conflict rationally. Step 1 ends with students identifying the problem that led to the conflict. If both people are not calm enough to resolve the conflict or understand the real problem, students should seek help from a trusted adult. This initial step is designed to allow students to be ready to have an effective dialogue with another person during a conflict by staying calm and identifying the root cause of the issue.

Sub Skill(s):

- Define conflict
- Identify feelings
- Remain calm
- Identify problem
- Ask for help



Step 2: Talk About the Conflict

Step Overview: Step 2 of *Stage 3: Conflict Resolution* teaches students specific strategies for how to express themselves when having a conflict with another person. This step promotes dialogue between all sides and encourages students to use perspective-taking strategies to gain empathy and understanding. Students are encouraged to dialogue even when they are upset, examining the importance of understanding another person's perspective in different situations, especially when there are disagreements. Students use I-Statements to clearly explain how they would feel in different conflict scenarios. While language for I-Statements is provided, guidance for instruction on I-Statement is not addressed in grades 3-5. For ways to teach I-Statements, see *Stage 3: Conflict Resolution* in grades PreK-2. Each of these strategies allow students to better express their needs, while still listening to the needs of others.

Sub Skill(s):

- Define perspective
- Use I-Statements
- Use an assertive, not aggressive, voice



Step 3: Make a Compromise

Step Overview: To truly resolve a conflict, both sides need to come to a consensus by compromising. In this step, students practice making fair compromises that allow for both sides to feel heard, validated, and respected moving forward. Students begin the step by defining compromise and analyzing what makes a compromise balanced or fair. Students can use scenarios to determine the difference between a fair compromise and an unfair compromise. Finally, students should practice compromising with their peers by identifying what each party needs to resolve the conflict. Upon completing this step, students will be able to voice their opinions, listen to others, and create a compromise that takes both sides into account.

Sub Skill(s):

- Define compromise
- Negotiate needs and wants
 - State needs and wants
 - Decide on needs and wants
 - Make an agreement



Step 4: Look Back & Learn

Step Overview: Learning to reflect takes practice and intention. After an individual works to resolve a conflict, they then must reflect on how they feel after the conflict, and determine if additional follow up is necessary, and what they want to remember next time they are in a conflict. Building time for students to reflect is crucial in developing metacognition, which supports health skills, *Self-Management and Advocacy for Self & Others*.

Reflection Question(s):

- Was I calm when I tried to resolve the conflict?
- Did I use I-Statements?
- Did I get everything I needed and/or wanted? Why or why not?
- What might happen next after this conflict?
- Would I make the compromise again? Why or why not?
- What do I want to remember next time I am in a similar conflict?



Teaching Tips

- Teach I-Statements to support students in expressing their feelings during conflict. See the *Language of Health Literacy* for Step 3: Explain Perspectives for I-Statement language. For more explicit instruction for the components of an I-Statement, see *Stage 3: Conflict Resolution* for grades PreK-2.
- Be careful not to convey that all conflict is bad, rather focus on the idea that conflict is normal and can lead to better outcomes and stronger relationships since it allows people to be honest about their feelings.
- Use role play to provide students the opportunity to work through conflict in low stakes environments.
- Share the steps of *Stage 3: Conflict Resolution* with other school staff, so they can use similar language when conflict occurs in their classrooms or other spaces, such as the cafeteria or playground.

See *Teaching Progression* for suggested learning activities.



Teaching Progression:



Step 1: Stay Calm and Identify the Problem

SUB SKILL(S):

- Define conflict
- Identify feelings
- Remain calm
- Identify problem
- Ask for help

GUIDING QUESTIONS:

How do I stay calm during a conflict? How can I identify a problem I have with another person?

NHES PERFORMANCE INDICATORS:

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health. (4.5.3) Demonstrate nonviolent strategies to manage or resolve conflict. (4.5.4) Demonstrate how to ask for assistance to enhance personal health.

VALUABLE VOCABULARY:

*conflict, help
coping strategies,
appropriate, problem*

Step 1: Stay Calm and Identify the Problem | Sub Skill: Define Conflict



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that people do not always get along or agree. Tell students that *when people are in disagreement*, it can be called *conflict*. Acknowledge that conflict often has a negative connotation, but share with students that we must have conflict to have growth. Explain to students that they will start to practice some of their listening and speaking strategies in more challenging situations.

Language of Health Literacy:

Conflict is _____.

Conflict can be good when _____.

Conflict can be bad when _____.

Have students watch a video or read a book that shows two characters having a conflict. Ask students the following questions:

- What do you notice about the conflict?
- How do you think the characters feel?
- Do you think the characters handled the situation appropriately?



Teaching Progression: Step 1 | Stay Calm and Identify the Problem (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that many people don't know how to handle conflict and that leads to tension. Explain that most people handle conflict through one of the following reactions: anger and aggression, avoidance, or compromise. Give students different scenarios showing typical conflict in a school setting. For each scenario, have students identify the way the characters are addressing conflict and explain if this was the best way to address the conflict. To help students deepen their understanding, ask students to suggest a different approach that could have worked better.

TEACHING NOTES:

- See the *Resource Bank* below for research on the different approaches to conflict in order to discuss with students.

Step 1: Stay Calm and Identify the Problem | Sub Skill: Identify Feelings



SUGGESTED LEARNING ACTIVITY 1:

Ask students to list emotions they have felt or could predict someone would feel during conflict. Chart and define these emotions for students in order to create a bank of feelings vocabulary.

Language of Health Literacy:

I feel _____.

I would feel _____ *in this conflict*
because _____.

TEACHING NOTES:

- See *Resource Bank* for list of feelings.
- Identifying and defining feelings is an important skill to develop social awareness. Facilitate this activity for a variety of situations when learning other health skills or other content areas.



SUGGESTED LEARNING ACTIVITY 2:

Tell students a story about a time you were experiencing a conflict and model identifying your feelings.

Have students listen to various conflicts that they could face in and out of school. Using the *Language of Health Literacy*, Ask students to identify how they would feel for each of the situations.

Debrief the activity by asking students the following questions:

- How do you typically feel when you don't agree with another person?
- Do you ever find it difficult to talk to someone when you are mad?
- What are reactions you have had in the past that you know weren't healthy reactions?



Teaching Progression: Step 1 | Stay Calm and Identify the Problem (Cont.)

Step 1: Stay Calm and Identify the Problem | Sub Skill: Remain Calm



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when engaging in conflict, it is important to remain calm. Tell students that when we get mad, sad, embarrassed, etc., it can often be difficult to think clearly. Explain to students how you feel when you get upset and provide a strategy you use to become more calm and rational. Ask students to discuss the consequences of not being calm when we enter conflict.

Language of Health Literacy:

I need to stay calm in conflict because_____.
I will _____ to stay calm when I feel _____.
_____ is a good strategy for me to stay calm during conflict because _____.



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that in order to avoid the consequences identified earlier, we must use coping strategies in the moment. Give students various coping strategies to try in the class.

After trying different strategies, have students reflect on the strategies by answering the following questions:

- Did you enjoy that strategy?
- How did the strategy make you feel?
- When might you use that strategy?

TEACHING NOTES:

- See the *Resource Bank* below for suggested coping strategies and emotion management tools.
- Provide ample time for students to practice these strategies.
- Listening strategies from *Stage 1: Communication Techniques* can help students make sure they are focusing on what the person is saying, rather than being mad.



SUGGESTED LEARNING ACTIVITY 3:

Show students a video of two people having an argument. Pause the video and have students identify which coping strategy the character should use to calm down. Once students have identified the coping strategy, ask students to demonstrate the coping strategy. Repeat this process for the rest of the video.



Teaching Progression: Step 1 | Stay Calm and Identify the Problem (Cont.)

Step 1: Stay Calm and Identify the Problem | Sub Skill: Identify the Problem



SUGGESTED LEARNING ACTIVITY 1:

Next, have students identify the problem in a conflict. Explain to students that when conflicts happen, it is important to identify the problem, so you know what to fix.

Give students several scenarios to identify the problem in the situations. Have students talk with a partner about the scenarios and identify the problem.

Language of Health Literacy:

_____ and _____ are struggling with _____.

_____ wants _____, and _____
wants _____.

_____ did _____, and this made

_____ feel _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students identifying the problem in the different scenarios.



SUGGESTED LEARNING ACTIVITY 2:

Have students think about a time that they were in a conflict with another person. Have them journal or draw out their conflict to reflect. Ask students to share their experience with a partner.

Ask students to think about the following questions:

- What was the problem?
- How did I feel?
- How did I react?
- Was my approach to this conflict effective? Why or why not?



Teaching Progression: Step 1 | Stay Calm and Identify the Problem (Cont.)

Step 1: Stay Calm and Identify the Problem | Sub Skill: Ask For Help



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that some conflicts can be scary and dangerous, which means using a coping strategy may not work or be an option.

Ask students how they should handle a conflict that could be dangerous.

Tell students that it is okay to not engage in a conflict if they feel unsafe and are too upset to calm down. Remind students that there are trusted adults they can reach out to if they feel unsafe.

Read scenarios out loud to students showing safe and unsafe conflict. Have students say out loud if they think the conflict is safe or unsafe. Continue the discussion by asking students who they could go to if they find themselves needing adult support.



SUGGESTED LEARNING ACTIVITY 2:

Show students various images of people experiencing conflict. Have students stand up if they believe that they could handle the conflict on their own and have students sit if they would ask for help. If students remain seated, ask students to identify who they would go to for help and why.

Language of Health Literacy:

This conflict is _____, I need help.

I don't feel _____, I need help.

I will go to _____ for help about _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students identifying the problem in the different scenarios.
- Modify movement to meet the needs of your students.



See *Access Valid & Reliable Resources* for guidance on supporting students to seek help.



Teaching Progression:



Step 2: Talk About the Conflict

SUB SKILL(S):

- Define perspective
- Use I-Statements
- Use an assertive, not aggressive, voice

GUIDING QUESTIONS:

How do I express how I feel during a conflict?
 How do I set firm boundaries with others?

NHES PERFORMANCE INDICATORS:

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health. (4.5.2) Demonstrate refusal skills that avoid or reduce health risks. (4.5.3) Demonstrate nonviolent strategies to manage or resolve conflict. (4.5.4) Demonstrate how to ask for assistance to enhance personal health.

VALUABLE VOCABULARY:

*I-Statements,
 aggressive,
 assertive, perspective*

Step 2: Talk About the Conflict | Sub Skill: Understand Perspectives



SUGGESTED LEARNING ACTIVITY 1:

To activate student background knowledge on perspectives, have students complete the following activity before creating a class definition.

Use images that can be interpreted in multiple ways, such as optical illusions. Ask students what they see in the image.

Have students discuss their perspectives with a partner. Once students finish explaining, guide students to talk about the following questions:

- Why did people have different understandings and explanations for the image?
- What is perspective?
- How can our perspective of something change the way we think about it?

Language of Health Literacy:

Perspective means _____.
I feel _____, and _____ feels _____.
I see _____ (this way), and _____ see(s) _____ (this way).
_____ feels _____ because _____.
If I were in the same situation, I would feel _____ because _____.

TEACHING NOTES:

- The images should be unfamiliar and look different depending on the student's vantage point or background. See the *Resource Bank* below for examples of images to show the class.



Teaching Progression: Step 2 | Talk About the Conflict (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Introduce students to the concept of perspective-taking. Perspective-taking is the ability to see a situation from another person's point of view. Show students various images of people being included or excluded. Have students name the perspective of each person in each image. Then, have students state how they would feel in the situation.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students practicing perspective taking.

Step 2: Talk About the Conflict | Sub Skill: Use I-Statements



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when people are in a conflict, they are often not agreeing because they have different perspectives on a situation. Explain to students that there are strategies they can use to clearly explain their perspective and hear the perspective of others in the conflict. Tell students that during a conflict they should use I-Statements to express their ideas. Explain that using I-Statements avoids making the other person feel attacked and defensive.

Give students examples of 4-5 different conflicts. Have students write I-Statements for the people in the situations.

Language of Health Literacy:

*I feel _____ when _____
because _____.*

TEACHING NOTES:

- Remind students of the active listening strategies they learned in *Stage 1: Communication Techniques*. Using active listening strategies to hear I-Statements allows us to better understand the perspective of another person.
- Model and provide *Language of Health Literacy* to support students' I-Statements.



Teaching Progression: Step 2 | Talk About the Conflict (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Give students a script of two students arguing over the use of a common resource, such as the basketball court or swing set. The script can be an example of how to have a productive conversation about a conflict or an example of how not to have a productive conversation. Have the students name the problem and underline where the two characters say how they feel.

Ask the students the following questions:

- What was the problem?
- Was the situation safe?
- How did the characters handle the problem?
- Do you think they were using the right language to express themselves or not? Explain.



SUGGESTED LEARNING ACTIVITY 2:

Have students think about a conflict in their own life that did not go well. Have students summarize the conflict to a partner. Next, have students rewrite the conflict using I-Statements. After students recreate their conflicts, have them share their revised conflict with their partners. To extend the activity, have students act out the "before" conflict without I-Statements and the "after" conflict with I-Statements.

Have students discuss the following questions:

- How did I-Statements make the conflict more productive and manageable?
- What is still missing to resolve your conflict?

Step 2: Talk About The Conflict | Sub Skill: Use An Assertive, Not Aggressive, Voice



SUGGESTED LEARNING ACTIVITY 1:

Tell students that when they express their opinions and feelings, they need to be aware of their voice. Explain to students the difference between an aggressive voice and an assertive voice. Read outloud examples of an aggressive tone and an assertive tone. As you read different examples, have students move to one side of the room if they think the voice was assertive, and the other side if they think the voice was aggressive.

Language of Health Literacy:

I should use an assertive voice when stating how I feel because _____.

I should not use an aggressive voice when stating how I feel because _____.

TEACHING NOTES:

- Remind students of the voice techniques practiced in *Stage 1: Communication Techniques*.
- Make sure your examples are responsive to the cultural backgrounds of your students. Some people, because of a range of biases (e.g., gender, race, native language), are perceived as more aggressive. Discuss these differences with students and allow them to share their own experience.



Teaching Progression: Step 2 | Talk About the Conflict (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Have students stand in a circle and practice saying phrases in assertive or aggressive voices.

Ask the following questions to debrief:

- What is the difference between an aggressive and assertive voice?
- Which voice should you use during a conflict?
- Why is it not as effective to use a quiet or shy voice?

TEACHING NOTES:

- Be aware that often society will interpret someone's tone as more aggressive depending on different markers of identity, such as race and gender. Discuss this with your students as needed.



Teaching Progression:



Step 3: Compromise

SUB SKILL(S):

- Define compromise
- Negotiate needs and wants
 - State needs and wants
 - Decide on needs and wants
 - Make an agreement

GUIDING QUESTIONS:

How do I reach a compromise with a person when we disagree? What makes an agreement fair and balanced? Do I have to get everything I want for a situation to be fair?

NHES PERFORMANCE INDICATORS:

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health (4.5.3) Demonstrate nonviolent strategies to manage or resolve conflict.

VALUABLE VOCABULARY:

compromise, fair, negotiate, needs, wants, agreement

Step 3: Compromise | Sub Skill: Define Compromise



SUGGESTED LEARNING ACTIVITY 1:

Tell students that the third step in conflict resolution is to compromise. Explain that when two people disagree, they both want different things. To resolve the conflict, the two people need to come up with a compromise. Define the word *compromise* for students. *A compromise is an agreement that allows both people to get something they need and/or want and is fair and balanced for each person.*

Language of Health Literacy:

Compromise is _____.

Compromise is important to resolve conflict because _____.

TEACHING NOTES:

- Use other definitions as needed to support student understanding.



Teaching Progression: Step 3 | Compromise (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

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. Place objects on each side of the scale when a character gets something they need to show the balance in the compromise.

Step 3: Compromise | Sub Skill: Negotiate Needs And Wants



SUGGESTED LEARNING ACTIVITY 1:

Model for students how to come to a compromise. First, state needs and wants. Share with students that when they first state their needs and wants, they aren't making any decisions. They are just each taking time to state what is needed or wanted to resolve the conflict. Then, talk through how to decide which needs and wants can be met and which ones cannot. Lastly, summarize what was agreed by both parties.

Give students a prompt to practice making compromises, such as splitting food, sharing time playing a new game, or taking turns with their siblings picking TV shows. First, instruct students to state what they want or need. Then, instruct students to practice working through each need and want to determine if it can be done. Lastly, students should summarize the agreement.

Ask students the following questions to debrief the scenario:

- Who wins in a compromise?
- Why can compromises sometimes be challenging?

Language of Health Literacy:

I want _____.

I need _____.

I think we should _____. What do you think we should do?

I really want _____, and I would be ok if I didn't get _____.

I don't agree with _____, but I did like your idea to _____.

_____ is really important to you, and _____ is really important to me.

We can _____, but we can't _____.

We both agree to _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in reaching a compromise.
- Encourage students to think and reflect during the process about fairness and whether or not it is a win-win situation for both parties.



Teaching Progression: Step 3 | Compromise (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Tell students that they are going to work in small groups to create the tallest structure in the class. Explain to students that they must all agree on the plan before they can begin building. Tell students that they must have at least one idea from each student in their plan. If they choose to change their plans, they must pause and rewrite the plan before moving forward.

At the end of the activity, ask students the following questions:

- Was it easy to compromise?
- What challenges did you face?
- How did using questions help you compromise?

TEACHING NOTES:

- Give students a limited amount of time to create their structure and provide groups with the same building materials.
- Model and provide the *Language of Health Literacy* to help them compromise throughout the group work.
- Provide feedback to students as necessary.



Teaching Progression:



Step 4: Look Back & Learn

REFLECTION QUESTION(S):

- Was I calm when I tried to resolve the conflict?
- Did I use I-Statements?
- Did I get everything I needed and/or wanted? Why or why not?
- What might happen next after this conflict?
- Would I make the compromise again? Why or why not?
- What do I want to remember next time I am in a similar conflict?

VALUABLE VOCABULARY:

*compromise,
reflection*

GUIDING QUESTIONS:

How do I feel after a conflict? What worked and didn't work when resolving a conflict?

NHES PERFORMANCE INDICATORS:

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health. (4.5.3) Demonstrate nonviolent strategies to manage or resolve conflict.



SUGGESTED LEARNING ACTIVITY:

Ask students questions that will help them understand the importance of looking back on the information they found and what they learned. For example ask the following questions:

- Was I calm when I tried to resolve the conflict?
- Did I use I-Statements?
- Did I get everything I needed and/or wanted? Why or why not?
- What might happen next after this conflict?
- Would I make the compromise again? Why or why not?
- What do I want to remember next time I am in a similar conflict?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you were in conflict with someone and how you worked to resolve this conflict.
- Provide multiple opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: writing, partner discussion, whole-class discussion, and one-on-one conferencing.



Assessing Stage 3: Conflict Resolution

Students in grades 3-5 will have mastered *Stage 3: Conflict Resolution* by demonstrating their ability to showcase the performance indicators identified in Standard 4. Use the student friendly language below to support rubric creation and feedback to students.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

- I can ask for help with a strong, clear voice.
- I can use I-Statements to explain how I feel and why during a conflict.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.

- I can identify the problem in a conflict.
- I can use coping strategies to remain calm when I get upset.
- I can create a balanced compromise for different conflicts.
- I can ask questions to engage with another person and make a more balanced compromise.
- I can use the three steps of *Conflict Resolution* to demonstrate my ability to solve a conflict with healthy strategies.

4.5.4 Demonstrate how to ask for assistance to enhance personal health.

- I can identify when a conflict is dangerous and get help from a trusted adult.

ASSESSMENT TOOL #1 (4.5.3)

Have students demonstrate the ability to create balanced compromises in different situations. Have students explain how they would handle situations to ensure two parties are achieving balanced results in a compromise.

ASSESSMENT TOOL #2 (4.5.3)

Review the steps for conflict resolution with students. Show students a video or read a book showing a conflict between two characters. Have students practice the steps of conflict resolution throughout the story. Pause to discuss how the characters could effectively use different strategies to best handle the situation. Tell students that after conflict, it is important for them to reflect and think about the situation. Define the word reflection for students. Tell students that a few questions after the conflict can help them manage conflict better in the future. Ask students to answer the following questions to help them process the conflict in the story:

- How did the characters feel?
- What was the problem?
- Was the problem solved?
- Did characters get what they wanted or needed? Why or why not?
- How did the characters reach a compromise?
- Did the characters feel better?



ASSESSMENT TOOL #3 (4.5.3)

Have students review the conflict resolution steps by watching a video of a conflict between two people. Then, have students identify the different steps throughout the video and provide feedback to make the situation better.

ASSESSMENT TOOL #4 (4.5.1, 4.5.3, 4.5.4)

Have students create a comic strip showing two people going through the three steps of conflict resolution. Give students four boxes to show the situation. The first box should show the conflict and how the characters "Stay calm and identify the problem." The second box should show both characters talking to each other, and the third should show the two characters reaching a compromise. The final box should give students a space to practice a reflection for their scenario. Students should label their comics. Students who cannot write should explain their scenarios to a small group. *Comics can be displayed in the classroom as a reminder of the steps for conflict resolution.*



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

The use of effective conflict resolution skills helps to create a safe and welcoming classroom. When planning for partner or group work, use *Stage 3: Conflict Resolution* to reinforce healthy ways of communicating during conflict. Explicitly teaching students conflict resolution skills will ensure that students are set up for success and using common language.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Stage 3: Conflict Resolution* can be used across content areas when students encounter conflict amongst their peers or with teachers. Remind students to use their conflict resolution strategies to stay calm and come to a solution that is fair for both people. For example, during art class, students may disagree on how classroom materials should be shared. Teachers can prompt students to use the steps in *Stage 3: Conflict Resolution* to address the issue and move forward in the work.

Reinforce the understanding that effective conflict resolution can help in all areas of life by exploring the following questions with students across contents. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are experiencing conflict and struggling to move forward. These questions are a guide for independent reflection when students are challenged to understand how best to communicate their needs, wants, and feelings during conflict and reach a fair compromise.

- How are you feeling in *this moment*?
- Are you calm enough for *this conflict*?
- What I-Statement could you use to express how you are feeling about *this*?
- What is the other person feeling in *this moment*?
- What do you need to resolve *this conflict*?
- What does the other person need to resolve *this conflict*?
- How can you reach a balanced agreement in *this conflict*?
- Is *this agreement* balanced for both people? Why or why not?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*conflict, resolution, perspective, coping strategies,
listen, needs, wants, feelings, compromise, fair,
negotiate*



Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

Coping Strategies for Elementary Kids

- <https://www.verywellfamily.com/coping-skills-for-kids-4586871>

Resources for Developing Emotion Vocabulary

- <https://casel.org/wp-content/uploads/2019/02/Hinsdale-Introducing-Staff-to-the-Mood-Meter.pdf>
- <https://www.cnvc.org/training/resource/feelings-inventory>

Anger Management Strategies / Worksheets

- <https://www.therapistaid.com/therapy-worksheets/anger/none>

Approaches to Conflict

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3835442/>

Images for Perspective Taking

- <https://www.nytimes.com/slideshow/2016/08/16/learning/images-from-four-years-of-whats-going-on-in-this-picture/s/VTS11-17-14LN.html>
- <https://www.optics4kids.org/illusions>