

Health Skill:

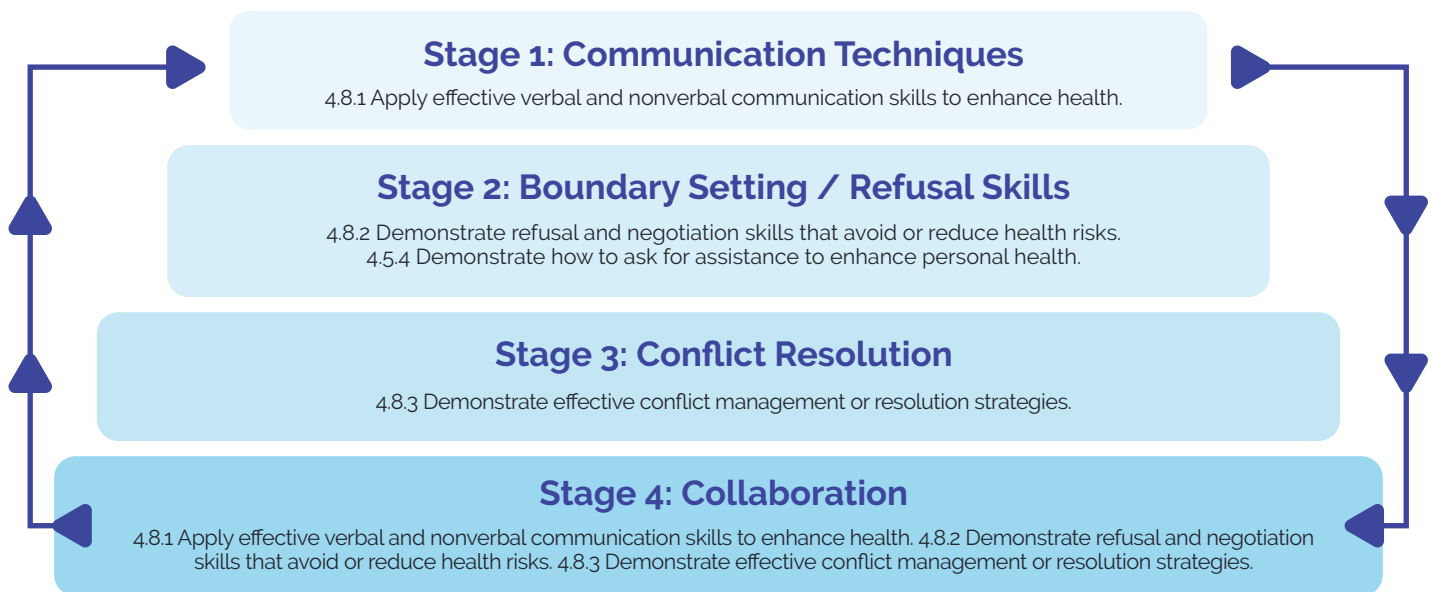
Interpersonal Communication



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:

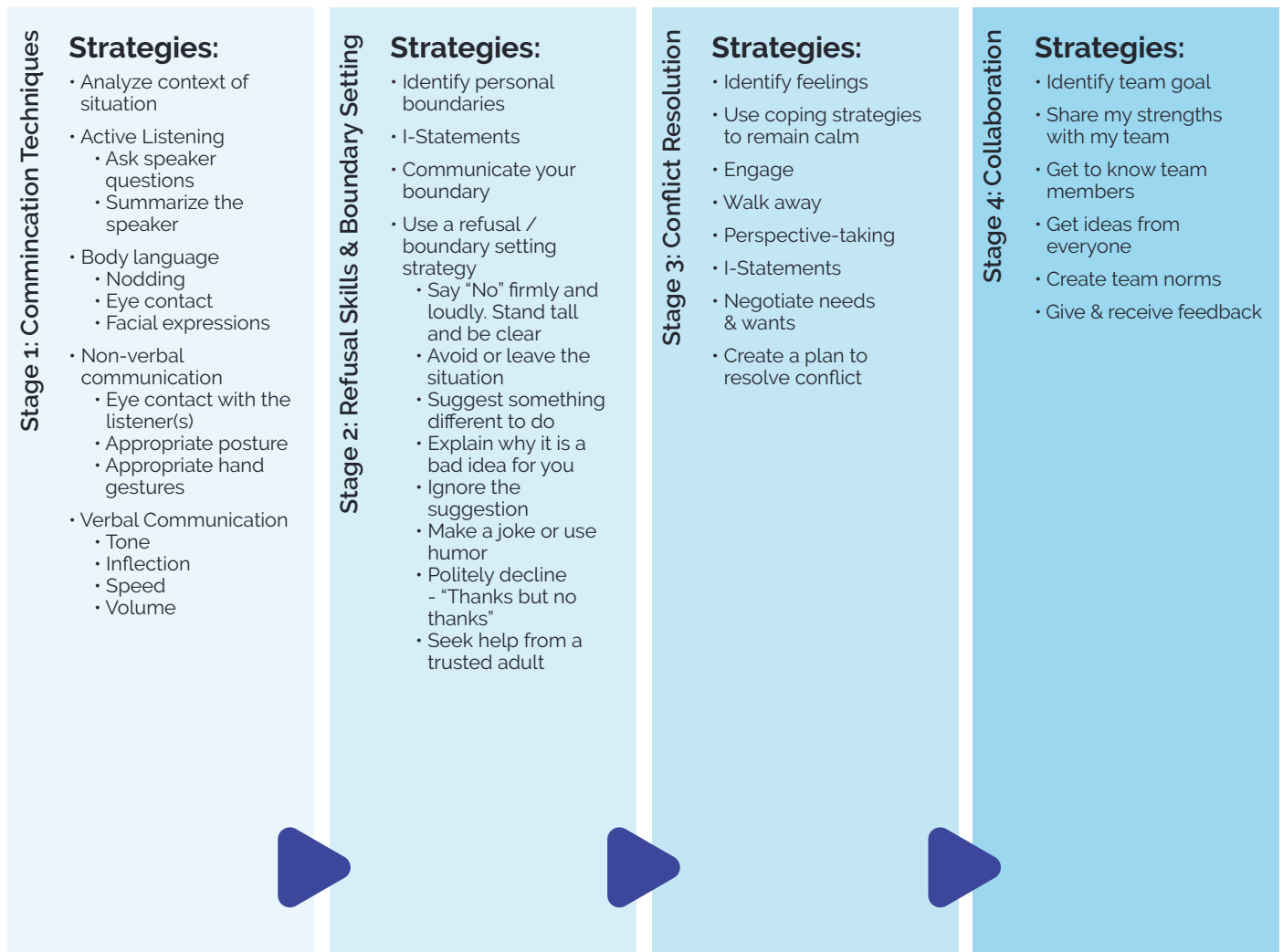
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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 6-8 Framework

In grades 6-8, 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 6-8 Framework

Teaching explicit conflict resolution strategies is especially important in middle school to help students build independence in relationships. Students need to be given specific tools and strategies to better cope with their emotions, and students need to know questions to ask themselves to aid in their metacognitive process for addressing conflict. In grades 6-8, students begin *Stage 3: Conflict Resolution* by examining their personal relationship with conflict. Students examine the different ways people handle conflict and examine effective strategies for addressing tension in relationships. Students explore the necessity of determining when it is appropriate and safe to engage in conflict with others. Next, students work on specific ways to challenge people's opinions respectfully, while focusing on listening to different perspectives. Finally, students practice a negotiation protocol for more complex issues and examine situations when a person may need to rely on others for support.

Mastery of *Stage 3: Conflict Resolution* for grades 6-8 means students are able to identify conflict, use coping strategies to stay calm and rational, decide when it is necessary to seek help, use I-Statements to express feelings, and work to compromise to resolve conflict.



Stage 3: Conflict Resolution

The Steps:



Step 1: Acknowledge the Conflict



Step Overview: The first step of *Stage 3: Conflict Resolution* provides students with an opportunity to process the conflict in order to better understand how they should address the conflict. By asking themselves a series of questions, students are better able to assess if they are in the right state to address the conflict, use coping strategies to remain calm, and decide whether or not to engage in the conflict.

Sub Skill(s):

- Define conflict resolution
- Ask yourself questions to process the conflict
- Decide how you feel
- Stay calm
- Identify what caused the conflict
- Decide to engage or walk away



Step 2: Explain Perspectives

Step Overview: One of the most important aspects of solving a conflict is to allow both sides to explain their perspective of the situation. This step requires both sides to have a chance to speak, and for both sides to listen to each other's needs. Students should practice using I-Statements in Step 2 to clearly state their feelings during a conflict and listen to others when they share their feelings.

Sub Skill(s):

- Define perspective
- Use an assertive voice
- Use I-Statements



Step 3: Make a Compromise

Step Overview: The third step to resolving a conflict is to make a compromise by creating a plan. The plan is a way for each side of the conflict to feel heard and move forward with their relationship. The planning stage can be challenging for students because they need to be able to get what they need or want and allow for the other person to also get the things they need or want. To create an equitable plan takes time and requires students to practice negotiation skills.

Sub Skill(s):

- Define negotiation
- Negotiate needs & wants
- Create a plan



Step 4: Reflect

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 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):

- How did I respond to this conflict?
- Am I proud of how I communicated my needs and feelings?
- What went well during the conflict resolution?
- What could have gone better?



Teaching Tips

- Use scenarios that feature conflicts students in grades 6-8 face to provide opportunities for students to go through the steps of *Stage 3: Conflict Resolution*.
- 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.
- 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 content area teachers, so they can use similar language when conflict occurs in their classrooms.

See *Teaching Progression* for suggested learning activities.



Teaching Progression:



Step 1: Acknowledge the Conflict

SUB SKILL(S):

- Define conflict resolution
- Ask yourself questions to process the conflict
- Decide how you feel
- Stay calm
- Identify what caused the conflict
- Decide to engage or walk away

GUIDING QUESTIONS:

Why do I get upset in certain situations? How do I know if I should

engage in a conflict? What do I do if the conflict is unsafe?

NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health. (4.8.3) Demonstrate effective conflict management or resolution strategies.

VALUABLE VOCABULARY:

conflict,
coping strategies,
I-Statement, engage,
cause, resolve

Step 1: Acknowledge the Conflict | Sub Skill: Define Conflict Resolution



SUGGESTED LEARNING ACTIVITY 1:

Tell students that they will be exploring conflict and learning strategies to better resolve conflict in their own lives. Explain that conflict happens constantly when we work with others because it is natural to not always agree with other people. Remind students that we are all different people with different experiences, and these differences make us stronger.

Tell students that the first step in *Conflict Resolution* is to Acknowledge the Conflict. Define *resolution* for students. *Resolution* means *the process of solving a problem or dispute*. Use other definitions as needed for your classroom.

Facilitate a whole class discussion by asking the following questions:

- How can conflict be healthy and/or productive for relationships?
- How can conflict be unhealthy and/or unproductive for relationships?
- What do you notice about the definition for resolution?
- Why is it important to try to resolve conflict?

Language of Health Literacy:

A conflict is _____.

To resolve a conflict means _____.



Teaching Progression: Step 1 | Acknowledge the Conflict (Cont.)

Step 1: Acknowledge the Conflict

Sub Skill: Ask Yourself Questions To Process The Conflict



SUGGESTED LEARNING ACTIVITY 1:

Tell students that in Step 1 they will ask themselves 4 questions to better process the situation and decide on how to move forward. Model answering the questions below for an example conflict.

Give students a hand out or post the following questions in the room:

- How do I feel about the situation?
- How do I become calm so I can handle this situation?
- What happened that caused the conflict?
- Is this conflict worth engaging, or should I walk away?

Step 1: Acknowledge The Conflict | Sub Skill: Decide How You Feel



SUGGESTED LEARNING ACTIVITY 1:

Tell students that they will start thinking about the first question: *“How do I feel about the situation?”* Read scenarios to students about a conflict that is occurring. Following each scenario, have students turn to a partner and discuss how they would feel if this were to happen to them.

Language of Health Literacy:

*I feel _____ when _____
because _____.*

TEACHING NOTES:

- Conflict Example Scenario: You are trying to get into your locker when you are pushed hard from behind by another student. The student doesn't apologize and keeps walking down the hall.
- Model and provide the *Language of Health Literacy* to support student practice.



Teaching Progression: Step 1 | Acknowledge the Conflict (Cont.)

Step 1: Acknowledge the Conflict | Sub Skill: Stay Calm



SUGGESTED LEARNING ACTIVITY 1:

To have students think about people reacting when they are not calm, give partners a list of different ways of people handling conflict. Have students identify which reactions are appropriate and which reactions are inappropriate. When students finish sorting the examples, explain to students that the second question, “*How do I become calm so I can handle this situation?*” will help them avoid inappropriate reactions to conflict.

Language of Health Literacy:

When I am upset during a conflict, I should _____.

To stay calm during a conflict, I should _____.

_____ is a coping strategy I can use when I am not calm during a conflict.



SUGGESTED LEARNING ACTIVITY 2:

Tell students that once they acknowledge how they feel about the situation, they may need to use coping strategies to answer the second question: How do I become calm and rational to handle the situation?

Define for students *coping strategies*. *Coping strategies* are *actions we use to manage and change our emotions*. Explain to students that there are scientific ways to help calm the brain and body.

Give students an opportunity to experience different types of coping strategies. Create stations for students to practice different types of coping strategies, rotating to new coping strategy stations and try new activities. Have students reflect in writing how different strategies make them feel and where they could practice these strategies in their own life. Have students write down their favorite strategies to keep for reference.



SUGGESTED LEARNING ACTIVITY 3:

Give students scenarios of conflicts students their age could face. For each conflict, have students suggest a coping strategy the person could use to become calm and rational to handle the situation. Have students share their ideas, using discussion a variety protocols and strategies to elicit ideas from all students.

Step 1: Acknowledge The Conflict | Sub Skill: Identify What Caused The Conflict



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when they are calm enough to evaluate the situation, they need to determine what happened to make them upset. Tell students that this is the third question they need to ask themselves: What happened that caused the conflict?

Read various scenarios demonstrating conflict. Following each scenario, have students turn to a partner and discuss how they would feel if this were to happen to them, using the *Language of Health Literacy* to support responses.

Language of Health Literacy:

When _____ happens I feel _____ because _____.

_____ made me upset.

I am feeling _____ because _____.



Teaching Progression: Step 1 | Acknowledge the Conflict (Cont.)

Step 1: Acknowledge The Conflict | Sub Skill: Decide To Engage Or Walk Away



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when processing a conflict, they need to ask themselves the final question: *"Is this conflict worth engaging or should I walk away?"* Tell students that the final question helps them determine if they should move onto Step 2 of Conflict Resolution or use coping strategies to move on and disengage.

Show students various videos of people experiencing conflict. Before the person reacts, have the students answer the question, "What should happen next?" After students answer the question, have students watch the remainder of the situation. Have students talk with their partners why they think the character should engage in the conflict or walk away.



SUGGESTED LEARNING ACTIVITY 2:

Talk to students about safety and analyzing risk. Explain to students that there are certain conflicts that we should not engage in because these situations are unsafe and dangerous for our health. Tell students that in the case of not feeling safe, they should not engage in the conflict, and they should seek support. Review with students appropriate means of seeking help by a spectrum.

To participate in the spectrum activity, have one side of the room labeled Very Safe and the other side of the room labeled Not Safe. Read a scenario and ask students to move to one side of the classroom or the other depending on how the situation makes them feel on a spectrum between Very Safe to Not Safe. After each statement, call on a few volunteers to explain why they chose their position, prompting students to use the *Language of Health Literacy* to explain why they feel safe or not safe.

Language of Health Literacy:

I should engage in this conflict because _____

I should not engage in this conflict because _____

Staying and working out this conflict is worth it because _____

Engaging in this conflict is not worth it because _____

I feel safe/unsafe when _____ because _____

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student explanation.



See *Advocacy for Self & Others* for guidance on how students can advocate for their needs.



Teaching Progression:



Step 2: Explain Perspectives

SUB SKILL(S):

- Define perspective
- Use an assertive voice
- Use I-Statements

GUIDING QUESTIONS:

How do I express how I feel during a conflict? Why is understanding perspectives an important part of conflict resolution?

NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health. (4.8.3) Demonstrate effective conflict management or resolution strategies.

VALUABLE VOCABULARY:

*I-Statements,
aggressive,
assertive, perspective*

Step 2: Explain Perspectives | Sub Skill: Define Perspective



SUGGESTED LEARNING ACTIVITY 1:

To activate student background knowledge about perspectives, place an object in the middle of the room. The object should be different from different angles. Ask students to draw the object. Tell students that they cannot get up and move around and they must stay seated.

After students draw the object, have them partner with a person in a different place in the room. Have students share images and discuss the following questions:

- How are your pictures similar?
- How are they different?
- How can two people see the same thing and get different pictures?

Language of Health Literacy:

A perspective is _____.

When perspectives are different, it can cause conflict because _____.

Understanding someone else's perspective is important because _____.



Teaching Progression: Step 2 | Explain Perspectives (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that every person has a different lens that they see the world through, and this lens is our individual perspective of the world. Define the word *perspective* for students. *Perspective* means *an individual's point of view*. Explain to students that Step 2 in *Stage 3: Conflict Resolution* is to explain your perspective and to hear the other person's perspective.

Facilitate a whole class discussion by asking the following questions:

- What do you expect will happen when two people share their perspectives on the same event?
- Why would these perspectives not match?
- How can difference in perspective cause conflict?

TEACHING NOTES:

- Use other definitions as needed in your classroom.
- Model and provide the *Language of Health Literacy* to support student discussion and understanding of

Step 2: Explain Perspectives | Sub Skill: Use An Assertive Voice



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that in Step 2, each side of the conflict gets the chance to voice their perspective of the situation. Tell students that when they express their opinions and feelings during a conflict, they need to be aware of their voice. Explain to students the difference between an aggressive voice and an assertive voice, modeling different tones. Read different I-Statements aloud using an aggressive tone or an assertive tone.

Language of Health Literacy:

An assertive voice is _____.

An aggressive voice is _____.

It is important to use an assertive, not aggressive voice, in conflict because _____.

As you read different examples, have students stand up, if they think the voice was assertive, and sit down, if they think the voice was aggressive.

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. To foster deeper understanding of aggressive v. assertive tones of voice, prompt students to discuss how an individual's identity (e.g. race, gender, native language) impacts how people perceive their tone. For example, how is an assertive tone perceived when it is used by men compared to women or when it is used by a white person compared to a person of color.



Teaching Progression: Step 2 | Explain Perspectives (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Next, have students stand in a circle and practice saying phrases in assertive or aggressive voices. Ask the following questions to debrief the activity:

- 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?

Step 2: Explain Perspectives | Sub Skill: Use I-Statements



SUGGESTED LEARNING ACTIVITY 1:

Tell students that they should anticipate that when they tell their perspectives the other person in the conflict will have a different story. Affirm for students that this can be frustrating, but it is important to hear all sides to the story to better resolve the conflict. Remind students that if they begin to feel upset during the other person's story, they can use coping strategies to remain calm.

Tell students that when they are telling the other person their perspective, they should use I-Statements. Have students practice creating and responding to I-Statements by using the *Language of Health Literacy*. Give students scenarios explaining different conflicts. Then, prompt them to create I-Statements for each person involved in the conflict in the scenario.

Language of Health Literacy:

I feel _____ because _____.

When _____ happens I feel _____ because _____.

At the end of the conflict resolution I want _____.

I hear that you want _____ by the end of this conflict resolution because _____.

TEACHING NOTES:

- See the *Resource Bank* for examples of scenarios.
- Remind students of the speaking and listening strategies they learned in *Stage 1: Communication Techniques*.



SUGGESTED LEARNING ACTIVITY 2:

Have students write an I-Statement for each side of the conflict. When students finish, have students discuss the following questions:

- Why do people have different perspectives?
- How can understanding another person's perspective help people resolve conflicts?



Teaching Progression:



Step 3: Make a Compromise

SUB SKILL(S):

- Define negotiation
- Negotiate needs & wants
- Create a plan

GUIDING QUESTIONS:

How do I compromise with others to create a fair plan to resolve conflict?

NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health. (4.8.2) Demonstrate refusal and negotiation skills that avoid or reduce health risks. (4.8.3) Demonstrate effective conflict management or resolution strategies.

VALUABLE VOCABULARY:

*negotiation,
compromise, fairness,
equitable*

Step 3: Make a Compromise | Sub Skill: Define Negotiation



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the third step of conflict resolution is to make a compromise. Tell students that during this step they will negotiate a plan to move forward. Define the word negotiate for students on the board. Negotiate means to try to reach an agreement or compromise.

Explain that certain negotiation tactics can cause more harm, so it is important to understand how you negotiate to better know how to compromise on a plan after a conflict.

Place students into small groups (3-4). Give groups a challenge that requires the team to compromise in order to work towards a single solution. Tell the group to be aware of their negotiation techniques while they complete the task.

Once the task is complete, have students discuss the following questions:

- How did your team reach compromises?
- Did your team have any challenges?
- What could make people become upset with certain compromises?

TEACHING NOTES:

- Use other definitions as needed for your classroom.
- See the *Resource Bank* below for suggested activities for students to practice negotiating.

Language of Health Literacy:

Negotiation means _____.

It is important to use negotiation strategies in conflict because _____.



Teaching Progression: Step 3 | Make a Compromise (Cont.)

Step 3: Make A Compromise | Sub Skill: Negotiate Needs & Wants



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that one of the most common ways that negotiations break down is due to people not feeling that the compromise is fair. Give students examples of situations that could have different interpretations of fairness. Have students explain how both sides of the compromise would find the situation fair and what each side must give up to make a compromise.

When students complete the activity, have students talk about the following questions with a partner or a small group:

- How can perception of fairness complicate conflict resolution?
- Where do people's perceptions of fairness come from?



SUGGESTED LEARNING ACTIVITY 2:

Tell students that when they want to make a plan to resolve a conflict, they need to answer the following questions:

- Do all parties feel heard?
- What was my contribution to this conflict?
- What do we want in the future? Be specific.
- Can we move forward?

To have students practice making a compromise during a conflict, give students a scenario with a partner. Have students practice Steps 1 and 2 with the given scenario. When students get to Step 3, provide students with *Language of Health Literacy* to practice creating a compromise.

Language of Health Literacy:

For this conflict to be resolved, I want/need _____.

I hear that you want/need _____ to resolve the conflict. I want/need _____.

We both want/need _____ from this resolution. Can we agree on this point?

I won't _____ because I don't think it is fair. I suggest _____ instead.

TEACHING NOTES:

- Monitor students as they complete the compromise. Question partners to make sure both sides are getting a fair deal out of the compromise.



Teaching Progression: Step 3 | Make a Compromise (Cont.)

Step 3: Make A Compromise | Sub Skill: Create A Plan



SUGGESTED LEARNING ACTIVITY 1:

When students complete their negotiations with their partner, explain that it is important that both parties understand what each has agreed to do in order to resolve the conflict. Have students write out their compromise to move forward by creating a plan. Tell students that they should write out their compromise and explain how the compromise created a win-win situation for both people involved in the conflict.

Have students check their plan by answering the following questions:

- Do all parties feel heard?
- What was my contribution to this conflict?
- What do we want in the future? (Be specific)
- Can we move forward?

Language of Health Literacy:

To move forward and resolve this conflict, we are going to _____.

I agree to _____.

You agree to _____.

We both think this solution is fair because _____.

We both agree to this plan because _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students creating their plan.
- If time allows, have students role play the planning process in front of the class.



Teaching Progression:



Step 4: Reflect

REFLECTION QUESTION(S):

- How did I respond to this conflict?
- Am I proud of how I communicate my needs and feelings?
- What went well during the conflict resolution?
- What could have gone better?
- How can I personally do better the next time I face conflict?

GUIDING QUESTIONS:

How do I compromise with others to create a fair plan to resolve conflict?

NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health. (4.8.3) Demonstrate effective conflict management or resolution strategies.

VALUABLE VOCABULARY:

reflect,
conflict resolution,
needs, feelings,
compromise



SUGGESTED LEARNING ACTIVITY 1:

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

- How did I respond to this conflict?
- Am I proud of how I communicate my needs and feelings?
- What went well during the conflict resolution?
- What could have gone better?
- How can I personally do better the next time I face conflict?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you experienced conflict and how resolving the conflict enhanced your health.
- 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 6-8 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.

4.8.3 Demonstrate effective conflict management or resolution strategies.

- I can decide how I feel during a conflict.
- I can use coping strategies to remain calm during conflict.
- I can identify what caused a conflict.
- I can determine if a conflict is worth engaging, or if I need to walk away.
- I can use I-Statements to communicate my needs, wants, and feelings during conflict.
- I can listen to someone else's perspective during conflict.
- I can negotiate needs and wants to resolve conflict.
- I can create a plan to resolve a conflict that both parties agree.

ASSESSMENT TOOL #1 (4.8.3)

Show students a video or read a situation demonstrating a person getting angry with someone else for a specific action. In partners or small groups, have students pretend they are the character and answer the following four questions for that character:

- How do I feel about the situation?
- How do I become calm so I can handle this situation?
- What happened that caused the conflict?
- Is this conflict worth engaging, or should I walk away?

When students complete the activity, have them reflect in writing by answering the following questions:

- What is Step 1 of Conflict Resolution?
- How can the questions guide you in a conflict?
- What could happen if you do not use Conflict Resolution strategies in your own life?



ASSESSMENT TOOL #2 (4.8.3)

Tell students that they are going to create their own skits with a partner demonstrating two different possible conflicts. Tell students that they need to demonstrate in their skits Step 1 and Step 2 of Conflict Resolution.

Give students a checklist of required actions a person should take in Steps 1 & 2. Have students perform their skits to their peers either in small groups or to the class. Have the class examine the skits and reflect on the skits in their journals.

When students complete the activity, have them reflect in writing by answering the following questions:

- How does Step 1 of Conflict Resolution get you ready for Step 2.
- What coping strategies did you see used in the skits?
- Why is an assertive voice important when setting boundaries?

ASSESSMENT TOOL #3 (4.8.3)

Give students a worksheet with a flow chart outlining the steps for conflict resolution with appropriate questions:

- Acknowledge the Conflict:
 - How do I feel about the situation?
 - How do I become calm so I can handle this situation?
 - What happened that caused the conflict?
 - Is this conflict worth engaging, or should I walk away?
- Explain Perspectives:
 - I feel _____ when you _____ because _____.
- Make a Compromise:
 - What does each party need/want?
 - What needs/wants can be met?
 - What needs/wants cannot be met?
 - Can we move forward?
 - Do we both agree that the compromise is fair for each person? Explain.

Have students create their own scenario of a conflict that they have experienced or a fictional conflict. Students should use the flowchart to demonstrate how they could handle the conflict using new strategies. Ask the following reflection questions:

- What aspect of conflict resolution do you think is most important?
- What do you think you will need to practice the most?
- How can you use this conflict resolution protocol in school?
- How can you use this conflict resolution protocol outside of school?



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 honors both parties. For example, in Social Studies, students may disagree on how a project should be completed. 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 to address *this conflict*?
- Is *this conflict* worth engaging or should you walk away?
- What I-Statement could you use to express how you are feeling about *this*?
- What was the other person's/people's perspective for *this conflict*? Does this perspective make sense?
- What do you need to resolve *this conflict*?
- What does the other person/people need to resolve *this conflict*?
- What can each of you agree on to resolve *this conflict*? What can't you each agree on to resolve *this conflict*?
- What are agreed upon next steps to resolve *this conflict*?

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 Model](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

Example Conflict Resolution Scenarios

- <http://cte.sfasu.edu/wp-content/uploads/2014/06/Conflict-Resolution-Scenarios-Interpersonal-Studies.pdf>

Coping Strategies for Kids

- <https://copingskillsforkids.com/managing-anger>

Negotiation Activities

- <http://blog.trainerswarehouse.com/negotiation-and-conflict-resolution-activities/>

Five Major Ways People Deal with Conflict

- <https://www.oxford-review.com/5-ways-deal-conflict-part-2/>