Grade 9 Sample Lesson Plan: Unit 8 Conflict Resolution

SOLs

- 9.1 s) Demonstrate peaceful resolution of conflicts.
- 9.2 q) Develop a personal system for coping with distress and stress.
- 9.3 m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.

Objectives/Goals

- Students will identify the signs/symptoms of stress
- Students will describe how to manage stress in positive ways
- Students will demonstrate peaceful negotiations
- Students will demonstrate peaceful conflict resolution
- Students will demonstrate the skill of conflict resolution to prevent, prepare and manage conflict in a variety of situations.

Materials

- YouTube Video on, *How "Toxic Stress" Affects Children's Health*
- Reading, Article #1 Stress from Teenhealth.org (Handout)
- Reading: Article #2 Stress from the National Institute of Mental Health (Handout)
- *Positive Coping Skills (Handout)*
- *Interpersonal Communication: Active Listening Slides*
- *Negotiation-S.L.I.D.E Skill Steps*
- *Negotiation Skill Step YouTube Video*
- *Negotiation: Relationship Taylor and Erin (Handout)*
- *Conflict Resolution Skill Steps*

- *YouTube Video:* Conflict Resolution Skill Steps C.O.N.F.L.I.C.T.T.S (3:26 mins)
- *Conflict Reflection (Handout)*
- *Conflict Resolution Semi-Scripted Role Play (Handout)*
- *Conflict Resolution Scenarios-Handout*
- *Interpersonal Communication Skill Cue Cards (Print & option to laminate)*
- *CONFLICTTS Observer Checklist Assessment Checklist*

Procedure

Step 1 Managing Stress (15 mins)

Do Now Activity: Snowball Fight
Prompt: *What stresses you out?*

1. On a scratch piece of paper students will write down all the things that stress them out on a daily basis. Students will not write their names on the paper it is anonymous.
2. After students had a moment to write down what stresses them out they will crumple their paper up into a snowball.
3. Snowball Activity:
   Teacher will explain on the count of 3 they will toss their snowball and continue to pick up and toss the snowballs until the teacher says "stop". (Stress that snowballs should not be thrown towards the faces of others).
4. Have students pick up a snowball and make a large circle.
5. Students will actively listen and read the answer of what stresses their classmates out.
6. This activity can build empathy and comradery in the class

Some other questions to ask the class or have them think about.

Guiding Questions:

- Is all stress negative or are there positive stressors too?
- How do you handle stress?

Step 2 YouTube Video on, *How "Toxic Stress" Affects Children's Health* (10 mins)

Dr. Nadine Burke Harris (Current 2019 Ca Surgeon General) discusses how toxic stress affects children's health. Regular exposure to stress can have a lasting impact on the health of children. From what she sees at her clinic in Bayview-Hunter's Point, Dr. Nadine Burke Harris has come to believe that

childhood stress can lead to physical changes and illness in adulthood. In fact, stress can take years off an individual's life. Scott Shafer talks with Dr. Burke Harris, CEO of the Center for Youth Wellness, to discuss her ground-breaking work counteracting the effects of what she calls "toxic stress."

1. Show YouTube Video, *How "Toxic Stress" Affects Children's Health*
    a. *https://www.youtube.com/watch?v=eQEFcM5NXRI*

Additional Information on Adverse Childhood Experiences (ACEs) from the CDC https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/aboutace.html

Step 3 Reading: Stress (20 minutes)

Essential Question: How can stress affect the body?

1. Students will read two quick articles on stress.
    a. Article #1 on stress from, https://teenshealth.org/en/teens/stress.html?ref=search
    b. Article #2 on stress from the National Institute of Mental Health https://www.nimh.nih.gov/health/publications/stress/index.shtml

Step 4 Read: *Positive Coping Skills Handout (5 minutes)*

Essential Question:

What are positive ways I can deal with stress?

1. Students will read *Positive Coping Skills Handout*
2. Students will write down 5 positive ways they can deal with stress
3. Students will pair share with the class.
4. Teacher Guided Discussion:
   What are negative ways to deal with stress?
    - Fighting
    - Bullying
    - Any type of violence:
        - Emotional, verbal, sexual, psychological, financial, technological
    - Overeating
    - Undereating
    - Self-Harm
    - Drug Use & Sexual Behavior

Step 5 Managing Stress Poster *(30-40 minutes)*

1. Pass out and share the, *Managing Stress Poster Rubric*
2. Pass out materials needed to make a poster. Materials Needed: Markers, colored pencils, magazines, construction paper, scissors and glue sticks.
3. Students will create a poster using the, *Managing Stress Poster* Rubric
4. Bonus Activity: Students will share their completed poster with a trusted adult and collect a signature that they discussed stress and how to properly manage stress.

Optional Tech:
Students can create a poster online via Google Drawing or canva.com

Step 6 Partner Activity-*Interpersonal Communication Skill: Active Listening Slides (20 mins)*

1. Students will pair up with a partner
2. Open, *Interpersonal Communication: Active Listening Slides*
3. *Follow Slides #2-22*

Slide #2-All students will need a pen/pencil, a piece of paper and a clipboard or folder to write on.

Slide #3-Student partners will play a game of rock, paper and scissors.

Slide #4-Sitting back to back partner “A” will draw a simple picture or object (2 mins). Partner “B” will sit quietly

Slide #5-Countdown timer (2 mins)

Slide #6-Sitting back to back no looking, partner “A” will explain how to draw what they doodled. You may not tell them what it is you drew. Partner “B” will draw following directions from “A”. Partner “B” may not ask any clarifying questions. They may only listen and draw what they think partner “A” explained. Allow about 5 minutes.

Slide #7-Partners can compare drawings

Slide #8-Partner “B” Draws more than a simple shape or object (3 minutes). Partner “A” will sit quietly.

Slide #9-Partner “B” May only answer “yes” or “no” to partner “A”. Partner “A” will ask yes or no questions and then draw as they gather information. Give the students example questions. Ex.: Did you draw a sport? Did you draw a landscape? Think clipart categories.
This is the most challenging part of the activity. Partner “A” will have to be skilled in asking “yes” or “no” type questions. Allow 5 minutes

Slide #10-Allow partners to compare drawings

Slide #11-In this activity, nonverbal communication such as body language, facial expressions and gestures were eliminated on purpose to prove the point that non-verbal communication is important!

Slide #12-Non-Verbal Communication Includes: Body Language, Facial Expressions, Gestures. *When we communicate via text, social media, email what type of non-verbals can be lost?*

Slide #13-Effective Communication Requires
Slide #14-Honesty, Trust and Listening
Slide #15-Cooperation and Teamwork
Slide #16-Respect
Slide #17-Clarifying Questions
Slide #18-Proper Feedback
Slide #19-Openness to Divergent Opinions
Slide #20-Eye-Contact
Slide #21-Non-Verbal: Body Language, Facial Expressions and Gestures
Slide #22-Effective Communication Requires:

- Honesty
- Trust
- Listening
- Cooperation
- Teamwork
- Respect
- Clarifying Questions
- Open to Divergent Opinions
- Eye-Contact
- Non-Verbals: Body language, Facial Expression & Gestures

Step 7 Negotiation-S.L.I.D.E Skill Steps *(10 minutes)*

(Credit to Benes, S., & Alperin, H. (2016). The essentials of teaching health education: Curriculum, instruction, and assessment.)

1. Go over, *Negotiation-S.L.I.D.E Skill Steps*
   S=State what you want/need (Use and "I" statement)
   L=Listen and clarify (Repeat what they want)
   I=Identify with other perspectives
   D=Determine common ground
   E=Elicit an agreement
2. To review the skill steps show, YouTube video (2:03 minutes)
   https://www.youtube.com/watch?v=F8O3VlmkYAs&t=12s

Step 8 Negotiation: Relationship Taylor and Erin Assessment (10 minutes)

1. Pass out handout, *Negotiation: Relationship Taylor and Erin*
2. Read scenario:
   Taylor and Erin have been dating for a while. Taylor sees Erin's post on Instagram hugging another person. Taylor gets jealous and asks Erin to take that specific Insta post down. In a healthy "self-expression & negotiation" dialogue have Erin and Taylor work this situation out.

   Teaching Consideration: Remind the students that Erin will hold their boundary and will not take the photo down off Instagram. They must come up with healthy solutions. An unhealthy relationship is about power and control. Erin has the right to be in any pictures they want. Erin did not intentionally try to make Taylor upset.

3. Students will finish the semi-scripted dialogue.

4. Option: For students to perform dialogues for the class.

Step 9 Conflict Resolution-C.O.N.F.L.I.C.T.T.S Skill Steps (10 mins)

Credit: Benes, S., & Alperin, H. (2016). The essentials of teaching health education: Curriculum, instruction, and assessment.

1. Go over, *Conflict Resolution Skill Steps:*
   C=Calm attitude, manage stress
   O=Open to opposing view
   N=Never make assumptions about what the other person (party) is thinking or feeling
   F=Focus on action, not person ("I'm mad about what you did, not you."
   L=Look for other options
   I-Statements
   C=Compromise (Negotiate a solution)
   T=Timing (Conflict resolution needs the correct timing and environment to be discussed well; using technology might not be appropriate

   S=Setting (What is the appropriate setting to work through the conflict? At Home? With parents? With school support? Online forums are not appropriate.)

2. Show YouTube Video, Conflict Resolution Skills Steps C.O.N.F.L.I.T.T.S (3:26 mins)

- https://www.youtube.com/watch?v=ZocVBMad4yk

Step 10 Conflict Reflection Handout (25 mins)

1. Students will complete, *Conflict Reflection-Handout*.
   Prompt:
   Share a time you had a conflict. What happened? Who was involved? How did you solve the conflict? Did the conflict go unresolved? Could you have done something differently? Was the tone, timing and setting appropriate?

Teaching Consideration:
Remind students not to share the names of the parties involved. Please keep in mind teachers are mandated reporters. If you share a story of someone hurting you, you threatening to hurt someone else or you wanting to hurt yourself we have to report it! It is important to reach out for help. The best person to confide in at our school is_____. They are in room/office_____. Offer additional school and community resources if needed.

2. Print, *Interpersonal Communication Skill Cue Cards*. Option to laminate.
2. Students will complete, *Conflict Resolution Semi-Scripted Role Play-Handout*

Skills Being Practiced: Interpersonal Communication: Conflict Resolution Skills C.O.N.F.L.I.C.T.T.S

Setting:
J and R have been dating for a while and a big concert is coming up that they had bought tickets for months in advance. J and R have been super excited to attend the concert together. J's best friend Q just offered "J" to come on a last minute vacation with their family all expenses paid for. This is a once in a lifetime opportunity for J. J has to break the news to R that they will not going to the concert anymore.

J: Hey...I wanted to talk about the concert
coming up in a few weeks.

R: "Yeah, I am excited to go with you!"

J: “Yeah, that’s why I wanted to chat”
R: “What do you mean?”

J: “You have met my friend Q a few times well...there family just invited me to join them on an all expenses paid vacation the week of the concert. I already said, yes to Q.”

3. Students will finish the script above using the skills steps C.O.N.F.L.I.C.T.T.S., *Interpersonal Communication Skill Cue Cards*
4. Teacher will correct written scripts and provide feedback on how to improve conflict resolution.

Step 12 Conflict Resolution Practice and Role Play (50 mins)

1. Students will continue to practice conflict resolution using the skill steps of C.O.N.F.L.I.C.T.T.S to work through different conflict scenarios.
2. Option to make your own conflict scenarios that is culturally relevant to your students or use the, *Conflict Resolution Scenarios-Handout*
3. Using the, *Interpersonal Communication Skill Cue Cards-Handout* students will role play using the different scenarios.
4. Allow students time to practice conflict resolution using different scenarios.
5. Conflict Resolution-Role Play for the entire class. Students will assess each group using the *C.O.N.F.L.I.C.T.T.S Observer Checklist Assessment Checklist*.

Mastery of Conflict Resolution
Mastery of conflict management involves the student being able to use strategies to avoid and defuse conflict. Students need to be
able to demonstrate skills and strategies to enhance personal health.
Credit: Rmc.org/healthskills

Assessment Idea

- Managing Stress Poster
- *Negotiation: Relationship Taylor and Erin*
- *Conflict Reflection (Handout)*
- *Conflict Resolution Semi-Scripted Role Play (Handout)*
- *C.O.N.F.L.I.C.T.T.S Observer Checklist Assessment Checklist*

Managing Stress Poster Rubric			
	Meets the Criteria	**Does Not Meet the Criteria**	**Points**
Signs/Symptoms of Stress	Describes at least 3 signs/symptoms of stress on the body	Does not include 3 signs/symptoms of stress on the body.	
Ways to Manage Stress	Describes 5 positive ways to manage stress in my life.	Does not describe 5 positive ways to manage stress.	
Who Can Help?	Names two trusted adults on campus you can talk to about anything. Names one person in your personal life you can talk to.	Does not include two trusted adults on campus or includes one person in your personal life you can talk to.	
Community Resource	Includes a local or national resource or hotline # for mental health or suicide prevention.	Does not include a local or national resource or hotline # for mental health or suicide prevention.	
Inspirational Quote	Shares an inspirational quote that inspires you to be your best.	Does not include an inspirational quote.	
Comments: **Areas For Improvement:**			Total:

References

- Stress https://teenshealth.org/en/teens/stress.html?ref=search
- Video on, *How "Toxic Stress" Affects Children's Health*
  - https://www.youtube.com/watch?v=eQEFcM5NXRI

- Adverse Childhood Experiences (ACEs) from the CDC https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/aboutace.html
- Kaiser Permanente Study on Adverse Childhood Experiences (ACEs) https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/about.html

Kimberly Ohara- Ocean View High School

TeensHealth from Nemours

TeensHealth.org
A safe, private place to get doctor-approved information on health, emotions, and life.

Stress

Feeling like there are too many pressures and demands on you? Losing sleep worrying about tests and schoolwork? Eating on the run because your schedule is just too busy?

You're not alone. Everyone feels stressed out at times — adults, teens, and even kids. But you can avoid getting too stressed out by handling everyday pressures and problems, staying calm, asking for help when you need it, and making time to relax.

What Is Stress?

Stress is a response to pressure or threat. Under stress we may feel tense, nervous, or on edge. The stress response is physical, too. Stress triggers a surge of a hormone called **adrenaline** that temporarily affects the nervous system. As a result, when you're nervous or stressed you might feel your heartbeat or breathing get faster, your palms get sweaty, or your knees get shaky.

The stress response is also called the **fight-or-flight-response**. It's an automatic response that prepares us to deal with danger.

But a situation doesn't have to be physically dangerous to activate the stress response. Everyday pressures can activate it, too. For example, you might feel stress before taking a test or a giving class presentation, facing a tough opponent in a sport, or going on stage for a performance.

Even in these situations (which are hardly life-or-death), the stress response activates to help you perform well under pressure. It can help you rise to a challenge and meet it with alertness, focus, and strength. Facing these challenges — rather than backing away from them — is a part of learning and growing.

When the challenge is over, the stress response lets up. You can relax and recharge, and be ready for a new challenge.

When Stress Doesn't Ease Up

Stress doesn't always happen in response to things that are immediate and over with quickly. Ongoing or long-term events, like coping with a divorce or moving to a new neighborhood or school, can cause stress, too.

Long-term stressful situations can produce a lasting, low-level stress that can leave a person feeling tired or overwhelmed. Finding ways to cope with the difficult situation can prevent this from happening, and ease stress that's been lasting. Sometimes, people need help to deal with difficult situations that lead to intense or lasting stress.

Keep Stress Under Control

Here are some things that can help keep stress under control:

- **Take a stand against overscheduling.** If you're feeling stretched, consider cutting out an activity or two, choosing just the ones that are most important to you.
- **Be realistic.** Don't try to be perfect — no one is. Don't put unnecessary pressure on yourself. If you need help with something like schoolwork or dealing with a loss, ask for it.
- **Get a good night's sleep.** Getting enough sleep helps keep your body and mind in top shape, making you better equipped to deal with any negative stressors. Because the biological "sleep clock" shifts during adolescence, many teens prefer staying up a little later at night and sleeping a little later in the morning. But if you stay up late and still need to get up early for school, you may not get all the hours of sleep you need.
- **Learn to relax.** The body's natural antidote to stress is called the **relaxation response**. It's the opposite of stress, and is a feeling of well-being and calm. You can activate the relaxation response simply by relaxing. Learn and practice easy breathing exercises, then use them when you're caught up in stressful situations.

- **Make time for fun.** Build time into your schedule for activities you enjoy — read a good book, play with your pet, laugh, do a hobby, make art or music, spend time with positive people, or be in nature.

- **Treat your body well.** Get regular exercise and eat well to help your body function at its best. When you're stressed out, it's easy to eat on the run or eat junk food. But under stressful conditions, you need good nutrition more than ever.

- **Find the upside.** Your outlook, attitude, and thoughts influence the way you see things. Is your cup half full or half empty? A healthy dose of optimism can help you make the best of stressful circumstances — and even recognize something you've learned from the situation.

- **Solve the little problems.** Take action to solve problems that crop up. For example, if you're stressed out over homework, size up the situation and figure out ways to handle it better.

- **Build positive relationships.** Knowing that there are people who believe in us boosts our ability to deal with challenges. Ask for help and support when you need it. Share what you're going through — including the good things that are happening.

You can do things to handle the stress that comes along with any new challenge, good or bad. Stress-management skills work best when they're practiced ahead of time, not just when the pressure's on. Knowing how to "de-stress" and calm yourself can help you get through challenging circumstances.

Reviewed by: D'Arcy Lyness, PhD
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5 Things You Should Know About STRESS

Everyone feels stressed from time to time. But what is stress? How does it affect your health? And what can you do about it?

Stress is how the brain and body respond to any demand. Every type of demand or stressor—such as exercise, work, school, major life changes, or traumatic events—can be stressful.

Stress can affect your health. It is important to pay attention to how you deal with minor and major stress events so that you know when to seek help.

Here are five things you should know about stress:

1 Stress affects everyone.

Everyone feels stressed from time to time. Some people may cope with stress more effectively or recover from stressful events more quickly than others. There are different types of stress—all of which carry physical and mental health risks. A stressor may be a one time or short term occurrence, or it can be an occurrence that keeps happening over a long period of time.

Examples of stress include:

- Routine stress related to the pressures of work, school, family, and other daily responsibilities
- Stress brought about by a sudden negative change, such as losing a job, divorce, or illness
- Traumatic stress experienced in an event like a major accident, war, assault, or a natural disaster where people may be in danger of being seriously hurt or killed. People who experience traumatic stress often experience temporary symptoms of mental illness, but most recover naturally soon after.

2 Not all stress is bad.

Stress can motivate people to prepare or perform, like when they need to take a test or interview for a new job. Stress can even be life-saving in some situations. In response to danger, your body prepares to face a threat or flee to safety. In these situations, your pulse quickens, you breathe faster, your muscles tense, your brain uses more oxygen and increases activity—all functions aimed at survival.

3 Long-term stress can harm your health.

Health problems can occur if the stress response goes on for too long or becomes chronic, such as when the source of stress is constant, or if the response continues after the danger has subsided. With chronic stress, those same life-saving responses in your body can suppress immune, digestive, sleep, and reproductive systems, which may cause them to stop working normally.

Different people may feel stress in different ways. For example, some people experience mainly digestive symptoms, while others may have headaches, sleeplessness, sadness, anger or irritability. People under chronic stress are prone to more frequent and severe viral infections, such as the flu or common cold.

Routine stress may be the hardest type of stress to notice at first. Because the source of stress tends to be more constant than in cases of acute or traumatic stress, the body gets no clear signal to return to normal functioning. Over time, continued strain on your body from routine stress may contribute to serious health problems, such as heart disease, high blood pressure, diabetes, and other illnesses, as well as mental disorders like depression or anxiety.

4 There are ways to manage stress.

The effects of stress tend to build up over time.Taking practical steps to manage your stress can reduce or prevent these effects.The following are some tips that may help you to cope with stress:

- **Recognize the Signs** of your body's response to stress, such as difficulty sleeping, increased alcohol and other substance use, being easily angered, feeling depressed, and having low energy.
- **Talk to Your Doctor or Health Care Provider.** Get proper health care for existing or new health problems.
- **Get Regular Exercise.** Just 30 minutes per day of walking can help boost your mood and reduce stress.
- **Try a Relaxing Activity.** Explore stress coping programs, which may incorporate meditation, yoga, tai chi, or other gentle exercises. For some stress-related conditions, these approaches are used in addition to other forms of treatment. Schedule regular times for these and other healthy and relaxing activities. Learn more about these techniques on the National Center for Complementary and Integrative Health (NCCIH) website at (**www.nccih.nih.gov/health/stress**).
- **Set Goals and Priorities.** Decide what must get done and what can wait, and learn to say no to new tasks if they are putting you into overload. Note what you have accomplished at the end of the day, not what you have been unable to do.
- **Stay Connected** with people who can provide emotional and other support.To reduce stress, ask for help from friends, family, and community or religious organizations.
- **Consider a Clinical Trial.** Researchers at the National Institute of Mental Health (NIMH), NCCIH, and other research facilities across the country are studying the causes and effects of psychological stress, and stress management techniques.You can learn more about studies that are recruiting by visiting **www.nimh.nih.gov/joinastudy** or **www.clinicaltrials.gov** (keyword: stress).

5 If you're overwhelmed by stress, ask for help from a health professional.

You should seek help right away if you have suicidal thoughts, are overwhelmed, feel you cannot cope, or are using drugs or alcohol to cope.Your doctor may be able to provide a recommendation.You can find resources to help you find a mental health provider by visiting **www.nimh.nih.gov/findhelp**.

Call the National Suicide Prevention Lifeline

Anyone experiencing severe or long-term, unrelenting stress can become overwhelmed. If you or a loved one is having thoughts of suicide, call the toll-free **National Suicide Prevention Lifeline** (**http://suicidepreventionlifeline.org/**) at **1-800-273-TALK (8255)**, available 24 hours a day, 7 days a week. The service is available to anyone. All calls are confidential.

For More Information

For more information on conditions that affect mental health, resources, and research, visit **www.mentalhealth.gov**, or the NIMH website at **www.nimh.nih.gov**. In addition, the National Library of Medicine's MedlinePlus service has information on a wide variety of health topics, including conditions that affect mental health.

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POSITIVE COPING SKILLS

Talking

- Talking with a parent or other family member
- Talking with a trusted staff member at school
- Calling a friend
- Calling a crisis line or helpline

Writing

- Writing in a journal or diary
- Writing with a stream of consciousness (writing all things you are feeling without stopping to think about what you're writing)
- Write poetry
- Writing a song (or lyrics to your favorite song)
- Writing a letter to a friend
- Writing a story

Exercise

- Go for a run
- Go for a walk
- Go skateboarding or rollerblading
- Do push-ups, sit-ups, pull-ups or jumping jacks
- Play a sport
- Try yoga
- Lift weights
- Hit a punching bag
- Go for a bike ride
- Go swimming
- Download a fitness app

Artistic Expression

- Sing
- Dance
- Draw or paint a picture
- Sculpt an object (using play-doh)
- Make a collage that shows how you feel
- Play a musical instrument
- Create music on an app or program
- Taking pictures of nature, friends, family of you

Relaxation

- Deep breathing
- Try a meditation app
- Listening to music
- Watching tv
- Laying in the sun
- Counting to ten backwards
- Taking a bath or shower
- Gripping a 'stress ball'
- Reading an inspirational book magazine or comic book

Miscellaneous

- Walking your dog
- Playing a board game
- Playing video games or go online
- Cooking
- Cleaning
- Yelling into the wind

Negotiation

Skill Steps: S.L.I.D.E

State what you want/need (Use an “I” statement)

Listen and clarify (Repeat what they want)

Identify with other perspectives

Determine common ground

Elicit agreement

Benes, S., & Alperin, H. (2016). The essentials of teaching health education: Curriculum, instruction, and assessment.

Relationship: Taylor and Erin
Skill Focus: Interpersonal Communication (Self-Expression & Negotiation)

Setting:
Taylor and Erin have been dating for a while. Taylor sees Erin's post on Instagram hugging another person. Taylor gets jealous and asks Erin to take that specific Insta post down. In a healthy "self-expression & negotiation" dialogue have Erin and Taylor work this situation out.

Dialogue Includes:

- "I-Statements" (I feel upset when…)
- Asks for what the other person wants/needs
- Caring language and showing your concerns towards each other
- Identifies other person's perspective & effectively and accurately summarizes the speaker's ideas
- Elicit an agreement

Start Role Play:

Taylor: "Hey, I didn't like that picture you posted on Insta. the other night."

Erin: "Why?"

Taylor: "I don't like pictures of you hugging other people. I want you to delete that post."

Erin: "Taylor,_____(friend name) is a friend of mine. I didn't intentionally post the picture to make you jealous. I feel it is unhealthy to delete that post just because you don't like it. I am doing nothing wrong in the picture."

Taylor: "Erin, I…

Erin:

Taylor:

Erin:

Taylor:

CONFLICT RESOLUTION SKILLS Steps

“C.O.N.F.L.I.C.T.T.S”

Calm attitude, manage stress

Open to opposing views

Never make assumptions about what the other person (party) is thinking or feeling

Focus on action, not person (“I'm mad at what you did, not you.”)

Look for other options

I-Statements

Compromise (Negotiate a solution)

T eamwork (Make the decision together.)

T iming (Conflict resolution needs the correct timing and environment to be discussed well; using technology might not be appropriate

Setting (What is the appropriate setting to work through the conflict? At Home? With parents? With school support? Online forums are not appropriate.)

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Reflection on a Conflict

Prompt:
Share a time you had a conflict. What happened? Who was involved? How did you solve the conflict? Did the conflict go unresolved? Could you have done something differently? Was the tone, timing and setting appropriate?

Conflict Resolution Semi-Scripted Role Play

Skills Being Practiced: Interpersonal Communication: Conflict Resolution Skills C.O.N.F.L.I.C.T.T.S

Setting:
J and R have been dating for a while and a big concert is coming up that they had bought tickets for months in advance. J and R have been super excited to attend the concert together. J's best friend Q just offered "J" to come on a last minute vacation with their family all expenses paid for. This is a once in a lifetime opportunity for J. J has to break the news to R that they will not going to the concert anymore.

J: Hey...I wanted to talk about the concert coming up in a few weeks.

R: "Yeah, I am excited to go with you!"

J: "Yeah, that's why I wanted to chat"

R: "What do you mean?"

J: "You have met my friend Q a few times well...their family just invited me to join them on an all expenses paid vacation the week of the concert. I already said, yes to Q."

R:

J:

R:

J:

R:

J:

R:

J:

R:

IC: Interpersonal Communication

***Resolving a i'C.O.N. .L.I.C.T.T.S." SkHI Cue:**

- aim attitude, manage stress
- Op n to opposing views
- **Never** make assumptions about what the other person, (party) is thinking or feeling
- **F** _ OLIS on action; not the person
- **L** _ ok fo: r other options
- **"I"** -Statements
- Compromise (negotiate a solution)
- -am work make he decision together)
- Timing (Conflict resolution 11 eeds the, oonect timing and environment to be discussed well; using technology might not be appmpriate
- etting (identfy a good place to work ihrough the issues)

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Negotiation Skill Cue "S.L.I.D.E":

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- Beirl[J assertive \!men expressingioeas
- Ol Us.es "I" mes.sagas
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Negotiation Skill Cue 's,L I,D,E[11] Video:

Mastery of negotiation involves the student being able use strategies to, .avoid and defuse conflict. Students need to be able to demonstrate skillls and strategies to enhanee personal health.

Rrnc.orgfheaUs ills

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Rrnc.orgfhe:aU skills

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Conflict Resolution Skill Cues:
C.O.N.F.L.I.C.T.T.S Video

Mastery of conflict management involves the student being able use strategies to avoiid and defuse conflict

Students need to be able to demonstrate skills and strategies to enhance personal health.

Rmc.org healthskills

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Conflict Resolution Skin Cues:
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Rmc.org healthskills

Conflict Resolution Scenarios

Friends:
Olivia and Isabella are best friends. Olivia keeps posting pictures of Isabella on social media without her permission. Isabella wants to talk it out with Olivia.

Friends:
Noah and Mark have been friends for a long time. Just recently, Noah started making fun of Mark's weight. Mark has decided he is over hearing it.

Friends:
Liam just made the varsity baseball team and his friend Mason just got cut. To make things worse Liam started rumors about Mason. Mason wants to call Liam out on the rumors spread.

Family:
Lola and Ava share a computer. Ava is constantly playing video games when their parents are at work. Lola needs the computer after school to do her homework.

Family:
Rachel and her mom have been fighting over her cell phone usage. Rachel's mom is ready to cancel her plan. Rachel wants to talk to her mom in hopes of keeping her cell plan.

Friends:
Taylor, Katie and Tiffany are all friends. Taylor and Katie have been fighting lately and putting Tiffany in the middle of their drama. Tiffany wants to address the drama so they can all get along.

C.O.N.F.L.I.C.T.T.S observer checklist Role play: _____ Name:

Directions: Each partner group will get a number #1-17. When your group # is called you will perform your role play dialogue to the class. Introduce the person (character) who we will be observing & assessing during the conflict resolution role play.

Criteria	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Clear Message																	
Expresses needs, wants and feelings																	
Restates other viewpoints																	
Respectful Tone																	
Eye-Contact																	
"I" Statements																	
Facial Expressions match the language & conversation																	
Uses Negotiation skills: "win-win"																	
Which Strategies Did They Use? Defuse a Conflict: • Remain Calm • Walk away • Delay Your Response • Actively Listen • Respectful Tone • "I"-Messages • Avoid escalating the conflict and blame • Talk without putdowns • Apologize if you need to Write in strategy used																	