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| EssentialUnderstandings | * Conflict is normal and there are ways to manage conflict peacefully.
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| EssentialQuestions | * What escalates and de-escalates conflict?
* What are choices students have to resolve conflicts?
* How does respect and acceptance influence conflict resolution?
* What communication skills can students use to solve problems?
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| Essential Knowledge | * Respecting the personal space and boundaries of self and others promotes positive attitudes
* Cooperation skills foster positive social interactions
* Respect and acceptance are characteristics of healthy

relationships.* Multiple solutions are possible in problem solving.
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| Vocabulary/Content | * conflict, peaceful, compromise, empathy, brainstorming, I messages, needs, wants, feelings, verbal, on-verbal, personal health, listening skills, dangerous, unwanted, trusted adult, predicting consequences
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| Essential Skills | * State a problem from another’s point of view
* Identify someone else’s feelings in a conflict
* Find several solutions to a problem
* Listen actively and respond to others
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| **ASCA** **concepts**RelatedMaine LearningResults | Recognize that everyone has rights and responsibilities Respect alternate points of viewLearn how to make and keep friends Use effective communication skills Use a decision making and problem solving model Understand consequences of decisions and choicesIdentify alternative solutions to a problemDemonstrate when, where and how to seek help for solving problems and making decisions Know how to apply conflict resolution skillsApply effective problem-solving and decision-making skills to make safe and healthy choices Learn techniques for managing stress and conflictE1a, Demonstrate healthy ways to express needs, wants and feelings. E1b,Distinguish between verbal and nonverbal communicationE1c Make requests to promote personal healthE1d.Demonstrate listening skills to enhance healthE1e Demonstrate ways to respond to an unwanted, threatening, or dangerous situation, including telling a trusted adults if threatened or harmedE2 Students encourage peers to make positive health choices*.*  |
| SampleLessonsAndActivities | Introduce ‘I messages’ vs. ‘You messages’Teach skills to identify body languageBrainstorm real-life conflicts from the playground and role play solutions  |
| SampleClassroomAssessmentMethods |  * Second Step Summative Knowledge Assessments
* Students draw picture of a conflict and a solution.
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| SampleResources | *Hands Are Not for Hitting* by Martine Agassi*Creative Conflict Resolution* by William J. Kreidler*Adventures in Peacemaking* by William J. Kreidler & Lisa Furlong*Adventures in Peacemaking* byWilliam J. Kreidler & Sandy Tsubokawa Whittal, 2nd ed. Early Childhood *Talk and Work It Out* by Cheri Meiners*Cool Down and Work Through Anger* by Cherie Meiners*Words Are Not for Hurting* by Elizabeth Verdick*Skills for Social and Academic Success/Second Step*, published by Committee for Children Sunburst Communications, *We Can Work It Out*, video |