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| Essential  Understandings | * Conflict is normal and there are ways to manage conflict peacefully. |
| Essential  Questions | * 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? |
| 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. |
| 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 |
| 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 |
| **ASCA**  **concepts**  Related  Maine Learning  Results | Recognize that everyone has rights and responsibilities  Respect alternate points of view  Learn how to make and keep friends  Use effective communication skills  Use a decision making and problem solving model  Understand consequences of decisions and choices  Identify alternative solutions to a problem  Demonstrate when, where and how to seek help for solving problems and making decisions  Know how to apply conflict resolution skills  Apply effective problem-solving and decision-making skills to make safe and healthy choices  Learn techniques for managing stress and conflict  E1a, Demonstrate healthy ways to express needs, wants and feelings.  E1b,Distinguish between verbal and nonverbal communication  E1c Make requests to promote personal health  E1d.Demonstrate listening skills to enhance health  E1e Demonstrate ways to respond to an unwanted, threatening, or dangerous situation, including telling a trusted adults if threatened or harmed  E2 Students encourage peers to make positive health choices*.* |
| Sample  Lessons  And  Activities | Introduce ‘I messages’ vs. ‘You messages’  Teach skills to identify body language  Brainstorm real-life conflicts from the playground and role play solutions |
| Sample  Classroom  Assessment  Methods | * Second Step Summative Knowledge Assessments * Students draw picture of a conflict and a solution. |
| Sample  Resources | *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 |