



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>