



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/>