



## Assessing Stage 3: Conflict Resolution

Students in grades 9-12 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.

### 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

- 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 assess the importance of needs and wants for each party during conflict.
- I can decide on needs and wants that can be agreed upon to resolve a conflict.
- I can create a plan to resolve a conflict that both parties agree.

#### ASSESSMENT TOOL #1 (4.12.3)

To review the four questions of Step 1 show students a video or read a situation demonstrating a person getting angry with someone else for a specific action. Have students pretend they are the character and answer the four questions for that character as a reflection in writing. Tell students that they need to explain why they chose the specific action for each question in their journals. Have students turn to a shoulder partner to explain how they answered the questions. Collect the writing to gain a better understanding on how students would use the questions to handle conflict.

#### ASSESSMENT TOOL #2 (4.12.3)

Provide students with a scenario showing a conflict. Have students write an I-Statement and a Need-Statement for each side of the conflict.



**ASSESSMENT TOOL #3 (4.12.3)**

Give students a worksheet with a flow chart outlining the steps for conflict resolution with appropriate questions:

1. Acknowledge the Conflict:
  - Why am I upset?
  - What is the problem?
  - Am I safe?
  - Am I calm?
  - Is this conflict necessary?
2. Explain Perspectives:
  - I feel \_\_\_\_ when you \_\_\_\_ because \_\_\_\_\_.
  - I need \_\_\_\_\_.
  - I hear you feel \_\_\_\_\_.
  - You need me to \_\_\_\_\_.
3. Make a Compromise:
  - Do all parties feel heard?
  - What was my contribution to this conflict?
  - What do we want in the future? (Be specific)
  - Can we move forward?
4. Reflect:
  - How did I respond to this conflict?
  - Did I communicate my feelings and needs? Why or why not?
  - Did I listen to other perspectives effectively? Why or why not?
  - Was this conflict resolved? Why or why not?
  - What went well during the conflict resolution?
  - What could have gone better?
  - How can I personally do better the next time I face conflict?

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

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## 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>

## Feelings Inventory

- <https://www.cnvc.org/training/resource/feelings-inventory>

## Perception Activity

- [https://creducation.net/resources/perception\\_checking/What\\_Do\\_You\\_See\\_Activity\\_OCDRCM.pdf](https://creducation.net/resources/perception_checking/What_Do_You_See_Activity_OCDRCM.pdf)

## Evaluations Masquerading as Feelings

- <https://arudia.com/when-we-confuse-evaluations-for-feelings/>

## Negotiation Movie Scene Examples:

- <https://www.youtube.com/watch?v=qR2Urv5JvgM>