



Assessing Stage 3: Conflict Resolution

Students in grades PreK-2 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.

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

- I can tell others my feelings using I-Statements.

4.2.2 Demonstrate listening skills to enhance health.

- I can come to an agreement with another person when we are in a conflict.

4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.

- I can define conflict.
- I can use calming strategies to stop and think during a conflict.
- I can set boundaries with others.

4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

- I will be able to ask for help if I can't solve a conflict.

ASSESSMENT TOOL #1 (4.2.1, 4.2.2)

Show students a video, create a short skit with puppets, or read a book showing two characters in an argument. Stop when the argument when it gets to the point where students can practice creating I-Statements. Then, have students create an I-Statement and agreement that would make both characters happy. Have students finish the story with the agreements they choose. Students can finish the story by drawing their ending or acting out the ending with a small group.

ASSESSMENT TOOL #2 (4.2.2, 4.2.3)

Give students paper and drawing materials. The paper can have steps or boxes with arrows like a comic strip. Have students create a situation where they need to tell someone else to respect a boundary. Encourage students to draw a picture that shows two people interacting with one asking for the other person to stop. Once students complete their picture, have them turn to their shoulder partner to explain their image. Students should explain the situation and practice how the person in the situation would set a boundary. Use the *Language of Health Literacy* previously practiced.

**ASSESSMENT TOOL #3 (4.2.3, 4.2.4)**

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 “Stop & Think”. The second box should show both characters talking to each other, and the final should show the two characters reaching an agreement with an agreement scale proving they have a fair agreement. In the fourth box, have students draw how the characters feel at the end of the conflict. Students who can write should be encouraged to label their comic. 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 Model](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

Sesame Street Conflict Video

- <https://www.youtube.com/watch?v=Gl3e-OUnavQ>

There's a Bear on My Chair by Ross Collins (book on conflict)

- <https://www.youtube.com/watch?v=kDfQNcn5uGo>

Suggested Books about Sharing

- <https://www.edsys.in/story-books-teach-children-importance-sharing/>