



## Teaching Progression:



### Step 1: Stop & Think

#### SUB SKILL(S):

- Understand the conflict
- Use calming strategies

#### GUIDING QUESTIONS:

What do I do if someone makes me feel angry, hurt, or sad? How do I stay calm in difficult situations?

#### NHES PERFORMANCE INDICATORS:

(4.2.1) Demonstrate healthy ways to express needs, wants, and feelings. (4.2.3) Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. (4.2.4) Demonstrate ways to tell a trusted adult if threatened or harmed.

#### VALUABLE VOCABULARY:

*conflict,*  
*calm, stop, think*

### Step 1: Stop & Think | Sub Skill: Understand The Conflict



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that people don't always agree or get along. Tell students that this is normal and tends to happen among friends, family, and at school. Explain to students that they will work together to think about how they act when they don't agree with someone.

Show students a video explaining conflict to young children. Ask students the following questions to help them process what they learned, encouraging students to talk with each other and act out their ideas:

- What does conflict look like?
- What does conflict sound like?
- How do you feel when you see conflict?

#### Language of Health Literacy:

*I feel \_\_\_\_\_.*

*\_\_\_\_\_ (happened).*

*I want \_\_\_\_\_.*

*I need to \_\_\_\_\_ to calm down.*

#### TEACHING NOTES:

- Depending on the age of students, do not require students to memorize a definition of conflict, but rather spend time ensuring students understand how conflict comes up and how it makes people feel.



## Teaching Progression: Step 1 | Stop & Think (Cont.)



### SUGGESTED LEARNING ACTIVITY 2:

Read a series of scenarios to have students think about how conflicts can occur and how it can make people feel. After each scenario, ask the students to identify the conflict and how they would feel.

#### TEACHING NOTES:

- Example Scenarios:
  - I was walking to lunch and someone pushed me from behind and I fall down... What is the conflict? How would you feel?
  - I was playing a game at recess and my friend takes the ball out of my hand and tells me my turn is over... What is the conflict? How would you feel?
  - I was playing a game with my sister, and she said I was cheating... What is the conflict? How would you feel?



### SUGGESTED LEARNING ACTIVITY 3:

Explain to students that it is really important to Stop & Think before we react in a conflict. Tell students that when we Stop & Think, there are questions we need to ask ourselves before we react.

Provide students the following questions and example answers to help them Stop & Think:

- How do I feel? - "I am hurt and angry that someone pushed me down. I feel shaky and mad."
- Why do I feel this way? - "They tried to hurt me by pushing me."
- What do I want? - "I want the person to apologize."
- Do I need to do anything to calm myself down to talk to this person? - "I'll take three deep breaths, so I can be calm when I talk to this person."

Model for students what it means to Stop & Think using a relevant story and the questions above. Then, tell students another story about a conflict. Ask students to answer the questions with a partner.

#### TEACHING NOTES:

- Example Conflict: I was walking to lunch and someone pushed me from behind, and I fell down.
- Change the questions to be more responsive to student abilities, especially in the younger age group of this grade band.



### SUGGESTED LEARNING ACTIVITY 4:

Read students a story about a character that runs into conflict. As you read the story, have students shout out when the character should Stop & Think. When the students shout out, "Stop & Think," have students practice answering the questions above as if they were the character. Partner students up with a buddy to encourage all students to practice. Have one to two groups present how they think the character should respond when they Stop & Think.



## Teaching Progression: Step 1 | Stop & Think (Cont.)

### Step 1: Stop & Think | Sub Skill: Use Calming Strategies



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when engaging in conflict, it is important to remain calm. Tell students that when we get mad, sad, or embarrassed, it can often be difficult to think clearly. Explain to students how you feel when you get upset and provide a strategy you use to become more calm and rational. Ask students to discuss the consequences of not being calm when we enter conflict.

#### Language of Health Literacy:

*I need to \_\_\_\_\_ to stay calm.*



#### SUGGESTED LEARNING ACTIVITY 2:

Select a variety of coping strategies for students to practice. Create stations around the room to allow students to practice each strategy.

After trying different strategies, have students reflect on the strategies by answering the following questions:

- Did you enjoy that strategy?
- How did the strategy make you feel?

#### TEACHING NOTES:

- Suggested coping strategies: deep breathing, asking for a pause in the conflict, count to ten, find three items that are a specific color, etc.
- Model and provide the *Language of Health Literacy* to support students in identifying when they will need specific coping strategies.
- Provide ample time for students to practice these strategies.



#### SUGGESTED LEARNING ACTIVITY 3:

Show students a video of two people having an argument. Instruct students to shout out, "calm down" when they think a character needs to calm down. Pause the video and have students identify which coping strategy the character should try to calm down. Once students have identified the coping strategy, ask students to demonstrate the coping strategy. Repeat this process for the rest of the video.