



Teaching Progression:



Step 1: Stay Calm and Identify the Problem

SUB SKILL(S):

- Define conflict
- Identify feelings
- Remain calm
- Identify problem
- Ask for help

GUIDING QUESTIONS:

How do I stay calm during a conflict? How can I identify a problem I have with another person?

NHES PERFORMANCE INDICATORS:

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health. (4.5.3) Demonstrate nonviolent strategies to manage or resolve conflict. (4.5.4) Demonstrate how to ask for assistance to enhance personal health.

VALUABLE VOCABULARY:

*conflict, help
coping strategies,
appropriate, problem*

Step 1: Stay Calm and Identify the Problem | Sub Skill: Define Conflict



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that people do not always get along or agree. Tell students that *when people are in disagreement*, it can be called *conflict*. Acknowledge that conflict often has a negative connotation, but share with students that we must have conflict to have growth. Explain to students that they will start to practice some of their listening and speaking strategies in more challenging situations.

Language of Health Literacy:

Conflict is _____.

Conflict can be good when _____.

Conflict can be bad when _____.

Have students watch a video or read a book that shows two characters having a conflict. Ask students the following questions:

- What do you notice about the conflict?
- How do you think the characters feel?
- Do you think the characters handled the situation appropriately?



Teaching Progression: Step 1 | Stay Calm and Identify the Problem (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that many people don't know how to handle conflict and that leads to tension. Explain that most people handle conflict through one of the following reactions: anger and aggression, avoidance, or compromise. Give students different scenarios showing typical conflict in a school setting. For each scenario, have students identify the way the characters are addressing conflict and explain if this was the best way to address the conflict. To help students deepen their understanding, ask students to suggest a different approach that could have worked better.

TEACHING NOTES:

- See the *Resource Bank* below for research on the different approaches to conflict in order to discuss with students.

Step 1: Stay Calm and Identify the Problem | Sub Skill: Identify Feelings



SUGGESTED LEARNING ACTIVITY 1:

Ask students to list emotions they have felt or could predict someone would feel during conflict. Chart and define these emotions for students in order to create a bank of feelings vocabulary.

Language of Health Literacy:

I feel _____.

I would feel _____ *in this conflict*
because _____.

TEACHING NOTES:

- See *Resource Bank* for list of feelings.
- Identifying and defining feelings is an important skill to develop social awareness. Facilitate this activity for a variety of situations when learning other health skills or other content areas.



SUGGESTED LEARNING ACTIVITY 2:

Tell students a story about a time you were experiencing a conflict and model identifying your feelings. Have students listen to various conflicts that they could face in and out of school. Using the *Language of Health Literacy*, Ask students to identify how they would feel for each of the situations.

Debrief the activity by asking students the following questions:

- How do you typically feel when you don't agree with another person?
- Do you ever find it difficult to talk to someone when you are mad?
- What are reactions you have had in the past that you know weren't healthy reactions?



Teaching Progression: Step 1 | Stay Calm and Identify the Problem (Cont.)

Step 1: Stay Calm and Identify the Problem | Sub Skill: Remain Calm



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, embarrassed, etc., 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 stay calm in conflict because _____.

I will _____ to stay calm when I feel _____.

_____ is a good strategy for me to stay calm during conflict because _____.



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that in order to avoid the consequences identified earlier, we must use coping strategies in the moment. Give students various coping strategies to try in the class.

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?
- When might you use that strategy?

TEACHING NOTES:

- See the *Resource Bank* below for suggested coping strategies and emotion management tools.
- Provide ample time for students to practice these strategies.
- Listening strategies from *Stage 1: Communication Techniques* can help students make sure they are focusing on what the person is saying, rather than being mad.



SUGGESTED LEARNING ACTIVITY 3:

Show students a video of two people having an argument. Pause the video and have students identify which coping strategy the character should use 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.



Teaching Progression: Step 1 | Stay Calm and Identify the Problem (Cont.)

Step 1: Stay Calm and Identify the Problem | Sub Skill: Identify the Problem



SUGGESTED LEARNING ACTIVITY 1:

Next, have students identify the problem in a conflict. Explain to students that when conflicts happen, it is important to identify the problem, so you know what to fix.

Give students several scenarios to identify the problem in the situations. Have students talk with a partner about the scenarios and identify the problem.

Language of Health Literacy:

_____ and _____ are struggling with _____.

_____ wants _____, and _____
wants _____.

_____ did _____, and this made

_____ feel _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students identifying the problem in the different scenarios.



SUGGESTED LEARNING ACTIVITY 2:

Have students think about a time that they were in a conflict with another person. Have them journal or draw out their conflict to reflect. Ask students to share their experience with a partner.

Ask students to think about the following questions:

- What was the problem?
- How did I feel?
- How did I react?
- Was my approach to this conflict effective? Why or why not?



Teaching Progression: Step 1 | Stay Calm and Identify the Problem (Cont.)

Step 1: Stay Calm and Identify the Problem | Sub Skill: Ask For Help



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that some conflicts can be scary and dangerous, which means using a coping strategy may not work or be an option.

Ask students how they should handle a conflict that could be dangerous.

Tell students that it is okay to not engage in a conflict if they feel unsafe and are too upset to calm down. Remind students that there are trusted adults they can reach out to if they feel unsafe.

Read scenarios out loud to students showing safe and unsafe conflict. Have students say out loud if they think the conflict is safe or unsafe. Continue the discussion by asking students who they could go to if they find themselves needing adult support.



SUGGESTED LEARNING ACTIVITY 2:

Show students various images of people experiencing conflict. Have students stand up if they believe that they could handle the conflict on their own and have students sit if they would ask for help. If students remain seated, ask students to identify who they would go to for help and why.

Language of Health Literacy:

This conflict is _____, I need help.

I don't feel _____, I need help.

I will go to _____ for help about _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students identifying the problem in the different scenarios.
- Modify movement to meet the needs of your students.



See *Access Valid & Reliable Resources* for guidance on supporting students to seek help.