



Teaching Progression:



Step 3: Compromise

SUB SKILL(S):

- Define compromise
- Negotiate needs and wants
 - State needs and wants
 - Decide on needs and wants
 - Make an agreement

GUIDING QUESTIONS:

How do I reach a compromise with a person when we disagree? What makes an agreement fair and balanced? Do I have to get everything I want for a situation to be fair?

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.

VALUABLE VOCABULARY:

compromise, fair, negotiate, needs, wants, agreement

Step 3: Compromise | Sub Skill: Define Compromise



SUGGESTED LEARNING ACTIVITY 1:

Tell students that the third step in conflict resolution is to compromise. Explain that when two people disagree, they both want different things. To resolve the conflict, the two people need to come up with a compromise. Define the word *compromise* for students. *A compromise is an agreement that allows both people to get something they need and/or want and is fair and balanced for each person.*

Language of Health Literacy:

Compromise is _____.

Compromise is important to resolve conflict because _____.

TEACHING NOTES:

- Use other definitions as needed to support student understanding.



Teaching Progression: Step 3 | Compromise (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Show students a scale and discuss the term balanced. Explain to students that when an agreement is *balanced, it is a win-win situation for both people*. Read a scenario that demonstrates an agreement. Show students, using the scale, how the two sides are getting different things from the agreement. Place objects on each side of the scale when a character gets something they need to show the balance in the compromise.

Step 3: Compromise | Sub Skill: Negotiate Needs And Wants



SUGGESTED LEARNING ACTIVITY 1:

Model for students how to come to a compromise. First, state needs and wants. Share with students that when they first state their needs and wants, they aren't making any decisions. They are just each taking time to state what is needed or wanted to resolve the conflict. Then, talk through how to decide which needs and wants can be met and which ones cannot. Lastly, summarize what was agreed by both parties.

Give students a prompt to practice making compromises, such as splitting food, sharing time playing a new game, or taking turns with their siblings picking TV shows. First, instruct students to state what they want or need. Then, instruct students to practice working through each need and want to determine if it can be done. Lastly, students should summarize the agreement.

Ask students the following questions to debrief the scenario:

- Who wins in a compromise?
- Why can compromises sometimes be challenging?

Language of Health Literacy:

I want _____.

I need _____.

I think we should _____. *What do you think we should do?*

I really want _____, *and I would be ok if I didn't get* _____.

I don't agree with _____, *but I did like your idea to* _____.

_____ *is really important to you, and* _____ *is really important to me.*

We can _____, *but we can't* _____.

We both agree to _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in reaching a compromise.
- Encourage students to think and reflect during the process about fairness and whether or not it is a win-win situation for both parties.



Teaching Progression: Step 3 | Compromise (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Tell students that they are going to work in small groups to create the tallest structure in the class. Explain to students that they must all agree on the plan before they can begin building. Tell students that they must have at least one idea from each student in their plan. If they choose to change their plans, they must pause and rewrite the plan before moving forward.

At the end of the activity, ask students the following questions:

- Was it easy to compromise?
- What challenges did you face?
- How did using questions help you compromise?

TEACHING NOTES:

- Give students a limited amount of time to create their structure and provide groups with the same building materials.
- Model and provide the *Language of Health Literacy* to help them compromise throughout the group work.
- Provide feedback to students as necessary.