



Teaching Progression:



Step 1: Acknowledge the Conflict

SUB SKILL(S):

- Define conflict resolution
- Ask yourself questions to process the conflict
- Decide how you feel
- Stay calm
- Identify what caused the conflict
- Decide to engage or walk away

GUIDING QUESTIONS:

Why do I get upset in certain situations? How do I know if I should

engage in a conflict? What do I do if the conflict is unsafe?

NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health. (4.8.3) Demonstrate effective conflict management or resolution strategies.

VALUABLE VOCABULARY:

conflict,
coping strategies,
I-Statement, engage,
cause, resolve

Step 1: Acknowledge the Conflict | Sub Skill: Define Conflict Resolution



SUGGESTED LEARNING ACTIVITY 1:

Tell students that they will be exploring conflict and learning strategies to better resolve conflict in their own lives. Explain that conflict happens constantly when we work with others because it is natural to not always agree with other people. Remind students that we are all different people with different experiences, and these differences make us stronger.

Tell students that the first step in *Conflict Resolution* is to Acknowledge the Conflict. Define *resolution* for students. *Resolution* means *the process of solving a problem or dispute*. Use other definitions as needed for your classroom.

Facilitate a whole class discussion by asking the following questions:

- How can conflict be healthy and/or productive for relationships?
- How can conflict be unhealthy and/or unproductive for relationships?
- What do you notice about the definition for resolution?
- Why is it important to try to resolve conflict?

Language of Health Literacy:

A conflict is _____.

To resolve a conflict means _____.



Teaching Progression: Step 1 | Acknowledge the Conflict (Cont.)

Step 1: Acknowledge the Conflict

Sub Skill: Ask Yourself Questions To Process The Conflict



SUGGESTED LEARNING ACTIVITY 1:

Tell students that in Step 1 they will ask themselves 4 questions to better process the situation and decide on how to move forward. Model answering the questions below for an example conflict.

Give students a hand out or post the following questions in the room:

- How do I feel about the situation?
- How do I become calm so I can handle this situation?
- What happened that caused the conflict?
- Is this conflict worth engaging, or should I walk away?

Step 1: Acknowledge The Conflict | Sub Skill: Decide How You Feel



SUGGESTED LEARNING ACTIVITY 1:

Tell students that they will start thinking about the first question: *"How do I feel about the situation?"* Read scenarios to students about a conflict that is occurring. Following each scenario, have students turn to a partner and discuss how they would feel if this were to happen to them.

Language of Health Literacy:

*I feel _____ when _____
because _____.*

TEACHING NOTES:

- Conflict Example Scenario: You are trying to get into your locker when you are pushed hard from behind by another student. The student doesn't apologize and keeps walking down the hall.
- Model and provide the *Language of Health Literacy* to support student practice.



Teaching Progression: Step 1 | Acknowledge the Conflict (Cont.)

Step 1: Acknowledge the Conflict | Sub Skill: Stay Calm



SUGGESTED LEARNING ACTIVITY 1:

To have students think about people reacting when they are not calm, give partners a list of different ways of people handling conflict. Have students identify which reactions are appropriate and which reactions are inappropriate. When students finish sorting the examples, explain to students that the second question, “*How do I become calm so I can handle this situation?*” will help them avoid inappropriate reactions to conflict.

Language of Health Literacy:

When I am upset during a conflict, I should _____.

To stay calm during a conflict, I should _____.

_____ is a coping strategy I can use when I am not calm during a conflict.



SUGGESTED LEARNING ACTIVITY 2:

Tell students that once they acknowledge how they feel about the situation, they may need to use coping strategies to answer the second question: How do I become calm and rational to handle the situation?

Define for students *coping strategies*. *Coping strategies* are *actions we use to manage and change our emotions*. Explain to students that there are scientific ways to help calm the brain and body.

Give students an opportunity to experience different types of coping strategies. Create stations for students to practice different types of coping strategies, rotating to new coping strategy stations and try new activities. Have students reflect in writing how different strategies make them feel and where they could practice these strategies in their own life. Have students write down their favorite strategies to keep for reference.



SUGGESTED LEARNING ACTIVITY 3:

Give students scenarios of conflicts students their age could face. For each conflict, have students suggest a coping strategy the person could use to become calm and rational to handle the situation. Have students share their ideas, using discussion a variety protocols and strategies to elicit ideas from all students.

Step 1: Acknowledge The Conflict | Sub Skill: Identify What Caused The Conflict



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when they are calm enough to evaluate the situation, they need to determine what happened to make them upset. Tell students that this is the third question they need to ask themselves: What happened that caused the conflict?

Read various scenarios demonstrating conflict. Following each scenario, have students turn to a partner and discuss how they would feel if this were to happen to them, using the *Language of Health Literacy* to support responses.

Language of Health Literacy:

When _____ happens I feel _____ because _____.

_____ made me upset.

I am feeling _____ because _____.



Teaching Progression: Step 1 | Acknowledge the Conflict (Cont.)

Step 1: Acknowledge The Conflict | Sub Skill: Decide To Engage Or Walk Away



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when processing a conflict, they need to ask themselves the final question: *“Is this conflict worth engaging or should I walk away?”* Tell students that the final question helps them determine if they should move onto Step 2 of Conflict Resolution or use coping strategies to move on and disengage.

Show students various videos of people experiencing conflict. Before the person reacts, have the students answer the question, “What should happen next?” After students answer the question, have students watch the remainder of the situation. Have students talk with their partners why they think the character should engage in the conflict or walk away.

Language of Health Literacy:

I should engage in this conflict because _____

I should not engage in this conflict because _____.

Staying and working out this conflict is worth it because _____.

Engaging in this conflict is not worth it because _____.

I feel safe/unsafe when _____ because _____.



SUGGESTED LEARNING ACTIVITY 2:

Talk to students about safety and analyzing risk. Explain to students that there are certain conflicts that we should not engage in because these situations are unsafe and dangerous for our health. Tell students that in the case of not feeling safe, they should not engage in the conflict, and they should seek support. Review with students appropriate means of seeking help by a spectrum.

To participate in the spectrum activity, have one side of the room labeled Very Safe and the other side of the room labeled Not Safe. Read a scenario and ask students to move to one side of the classroom or the other depending on how the situation makes them feel on a spectrum between Very Safe to Not Safe. After each statement, call on a few volunteers to explain why they chose their position, prompting students to use the *Language of Health Literacy* to explain why they feel safe or not safe.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student explanation.



See *Advocacy for Self & Others* for guidance on how students can advocate for their needs.