



Teaching Progression:



Step 3: Make a Compromise

SUB SKILL(S):

- Define negotiation
- Negotiate needs & wants
- Create a plan

GUIDING QUESTIONS:

How do I compromise with others to create a fair plan to resolve conflict?

NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health. (4.8.2) Demonstrate refusal and negotiation skills that avoid or reduce health risks. (4.8.3) Demonstrate effective conflict management or resolution strategies.

VALUABLE VOCABULARY:

*negotiation,
compromise, fairness,
equitable*

Step 3: Make a Compromise | Sub Skill: Define Negotiation



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the third step of conflict resolution is to make a compromise. Tell students that during this step they will negotiate a plan to move forward. Define the word negotiate for students on the board. Negotiate means to try to reach an agreement or compromise.

Explain that certain negotiation tactics can cause more harm, so it is important to understand how you negotiate to better know how to compromise on a plan after a conflict.

Place students into small groups (3-4). Give groups a challenge that requires the team to compromise in order to work towards a single solution. Tell the group to be aware of their negotiation techniques while they complete the task.

Once the task is complete, have students discuss the following questions:

- How did your team reach compromises?
- Did your team have any challenges?
- What could make people become upset with certain compromises?

TEACHING NOTES:

- Use other definitions as needed for your classroom.
- See the *Resource Bank* below for suggested activities for students to practice negotiating.

Language of Health Literacy:

Negotiation means _____.

It is important to use negotiation strategies in conflict because _____.



Teaching Progression: Step 3 | Make a Compromise (Cont.)

Step 3: Make A Compromise | Sub Skill: Negotiate Needs & Wants



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that one of the most common ways that negotiations break down is due to people not feeling that the compromise is fair. Give students examples of situations that could have different interpretations of fairness. Have students explain how both sides of the compromise would find the situation fair and what each side must give up to make a compromise.

When students complete the activity, have students talk about the following questions with a partner or a small group:

- How can perception of fairness complicate conflict resolution?
- Where do people's perceptions of fairness come from?



SUGGESTED LEARNING ACTIVITY 2:

Tell students that when they want to make a plan to resolve a conflict, they need to answer the following questions:

- Do all parties feel heard?
- What was my contribution to this conflict?
- What do we want in the future? Be specific.
- Can we move forward?

To have students practice making a compromise during a conflict, give students a scenario with a partner. Have students practice Steps 1 and 2 with the given scenario. When students get to Step 3, provide students with *Language of Health Literacy* to practice creating a compromise.

Language of Health Literacy:

For this conflict to be resolved, I want/need _____.

I hear that you want/need _____ to resolve the conflict. I want/need _____.

We both want/need _____ from this resolution. Can we agree on this point?

I won't _____ because I don't think it is fair. I suggest _____ instead.

TEACHING NOTES:

- Monitor students as they complete the compromise. Question partners to make sure both sides are getting a fair deal out of the compromise.



Teaching Progression: Step 3 | Make a Compromise (Cont.)

Step 3: Make A Compromise | Sub Skill: Create A Plan



SUGGESTED LEARNING ACTIVITY 1:

When students complete their negotiations with their partner, explain that it is important that both parties understand what each has agreed to do in order to resolve the conflict. Have students write out their compromise to move forward by creating a plan. Tell students that they should write out their compromise and explain how the compromise created a win-win situation for both people involved in the conflict.

Have students check their plan by answering the following questions:

- Do all parties feel heard?
- What was my contribution to this conflict?
- What do we want in the future? (Be specific)
- Can we move forward?

Language of Health Literacy:

To move forward and resolve this conflict, we are going to _____.

I agree to _____.

You agree to _____.

We both think this solution is fair because _____.

We both agree to this plan because _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students creating their plan.
- If time allows, have students role play the planning process in front of the class.