



Teaching Progression:



Step 3: Make a Compromise

SUB SKILL(S):

- Define negotiation
- Decide on importance of needs & wants
- Create a plan

VALUABLE VOCABULARY:

negotiate, compromise

GUIDING QUESTIONS:

How do I express how I feel during a conflict? How do I set firm boundaries with others?

NHES PERFORMANCE INDICATORS:

- (4.12.2) Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
(4.12.3) Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

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 reach a compromise. Share with students that during this final step, students will begin to negotiate a plan to move forward. Define the word *negotiate*. *Negotiate* means *to try to reach an agreement through discussion and 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.

Have students talk about the following questions with a partner or a small group (3-4):

- How can perception of fairness complicate conflict resolution?
- Where do people's perceptions of fairness come from?
- What makes a negotiation fair?
- What would make a negotiation unfair?

Language of Health Literacy:

Negotiation means _____.

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

TEACHING NOTES:

- Use other definitions as needed for your classroom.
- Make sure to use protocols that allow all students to participate in discussion.



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



SUGGESTED LEARNING ACTIVITY 2:

Show students a movie scene demonstrating a negotiation. While the video is playing, have students write down their observations of the negotiation.

When the video is over, have students turn to their partner to discuss the following questions:

- How did the two people state their wants in the negotiation?
- What made this an example of a negotiation?
- Do you think this deal was a fair compromise?

TEACHING NOTES:

- See the *Resource Bank* below for a video example.

Step 3: Make A Compromise Sub Skill: Decide On Importance Of Needs & Wants



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that one of the most common ways that negotiations break down are due to people not feeling that the compromise is fair. One way to ensure that a compromise is fair is to ask yourself and the other person: How important is this need/want for you in order to move forward? If the person they are in conflict with doesn't make it clear, they should ask this question. They should also state this answer for themselves.

Give students different scenarios demonstrating the need for a negotiation and a fair compromise. Have students explain what each side needs and wants. Then, have students rank each need and want on a scale from 1-5, with one being a little bit important and 5 being very important.

Language of Health Literacy:

How important is it that I _____?

It is very important to me that we _____.

It is kind of important to me that we _____.

I cannot move forward unless _____ (happens).

I would be ok moving forward if we didn't _____, but we _____.

On a scale from 1 to 5, _____ is a _____ because _____.



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

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



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once they have ranked their needs and wants, it is important to create a plan for how they will move forward. Review a scenario with students. Share what each person needs and wants with rankings. Then, using a T-chart show students what each person will agree to do. Ask students to share what they notice about the plan.

Language of Health Literacy:

I agree to _____.

You agree to _____.

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

In order to resolve this conflict, we both agree to _____.

Next time this happens, we will _____.

We both agree this solution is fair because _____.

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

TEACHING NOTES:

- Make sure plans and agreements are specific. For example, instead of saying, "Alex agrees to never do that again," it should read, "Alex agrees to apologize and not tease Jayden about their clothes."



SUGGESTED LEARNING ACTIVITY 2:

Have students revisit the scenarios discussed previously. Then, have students practice creating a plan for how the two parties could come to a compromise. Instruct students to explain how they know the compromise is fair and ensures each person gets what they need in order to feel good about moving forward.