

Health Skill:

Interpersonal Communication



Background Information

The health skill, *Interpersonal Communication*, guides students to better understand, practice, and reflect on their interactions with others. By providing students with a safe space to practice strategies for healthy communication in school, students are more prepared to handle social situations throughout their life. The *Interpersonal Communication* health skill begins with practicing appropriate communication techniques, then explores healthy boundaries with strategies to uphold those boundaries, moving to examining the importance of productive conflict and conflict resolution, and ends with strategies to ensure effective collaboration. Each stage of *Interpersonal Communication* supports students to better understand themselves and their community, while working toward having more authentic, intentional communication with others.

The four stages of *Interpersonal Communication* are designed to support the growth of each student toward more complex levels of communication, beginning with the individual and ending with effective team work. The *Teaching Progression* for the four stages were developed in sequential order to ensure strategies build upon one another, leading to more inclusive, authentic, and collaborative teamwork. However, teachers can rearrange the stages as appropriate for their classroom.



NATIONAL HEALTH EDUCATION STANDARD (NHES) 4:

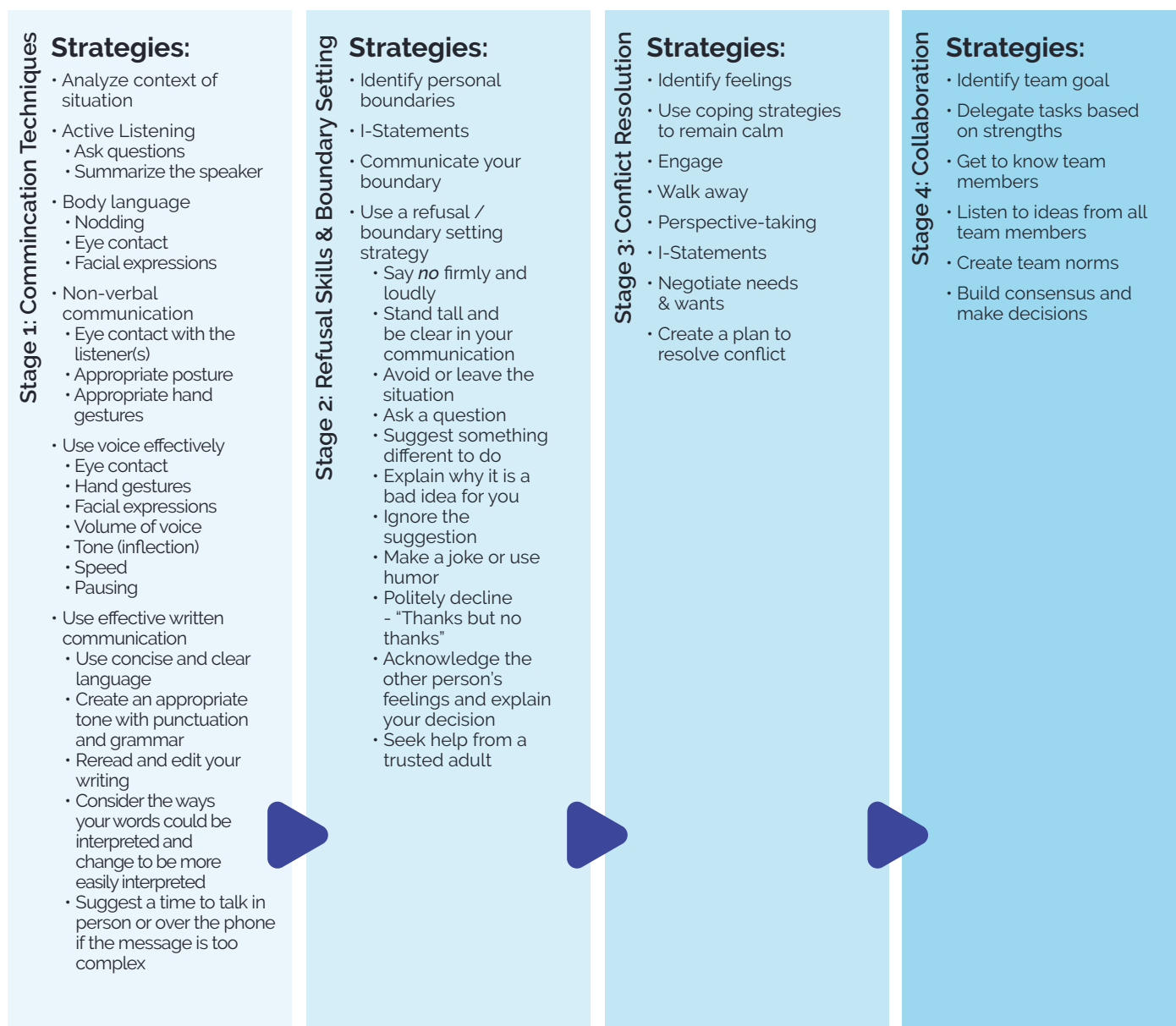
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

National Health Education Standard Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.



Grades 9-12 Framework

In grades 9-12, students learn a variety of strategies to effectively communicate in a variety of modes. The graphic below outlines the strategies learned in each stage, beginning with *Stage 1: Communication Techniques* and ending with *Stage 4: Collaboration*. Teachers should use the strategies listed as a starting point and add strategies to meet the needs of their students.



Notes on Grade Level Progression

Activities, vocabulary, and language throughout the models are vertically aligned and build upon one another. If students require scaffolding refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.



Stage 3: Conflict Resolution

Conflict is a natural and vital part of our social interactions, and when conflict is addressed using healthy communication skills, it leads to growth and understanding. Everyone engages in conflict, and explicitly teaching specific strategies for resolving these often uncomfortable situations helps turn unproductive conflict into productive conflict. In *Stage 3: Conflict Resolution*, students explore their experiences with conflict and learn new strategies for handling different types of conflict. *Stage 3: Conflict Resolution* allows students to reflect on real-life situations. Finally, I-Statements are a crucial part of *Stage 3: Conflict Resolution* as their use allows a person to express how they are feeling without placing blame.

The Steps:



Grades 9-12 Framework

In grades 9-12, students begin *Stage 3: Conflict Resolution* by asking themselves questions to help process a conflict before using strategies to resolve it. Students examine their feelings, use coping strategies to remain calm, identify the reasons for the conflict, and decide whether or not to engage in the conflict. Students should work through these questions with personal examples and provided scenarios. It is important for students to write their reflection, as well as discuss their ideas with peers, as developing awareness around conflict takes practice and time. In Step 2, students develop speaking strategies to voice their feelings and needs as well as listening strategies to ensure they are listening to others' perspectives. Since conflict often comes in heightened states, students should practice voicing I-Statements and Need-Statements in a low-stakes and safe environment. Finally, students work to create compromises by using listening strategies and ranking their needs in order to visually show the importance of certain needs and wants. The use of scenarios and role play is crucial throughout these steps in order to allow students to reflect on how they can best approach conflict outside of actual conflict.

Mastery of *Stage 3: Conflict Resolution* means students are able to explain their feelings during conflict, use coping strategies to remain calm, identify the reasons for a conflict, voice and listen to different perspectives, negotiate in order to reach a compromise, and reflect on the conflict.



Stage 3: Conflict Resolution

The Steps:



Step 1: Acknowledge the Conflict

Step Overview: Students start *Stage 3: Conflict Resolution* by acknowledging there is a conflict.

They do this by determining how they feel, using coping strategies to remain calm, identifying what caused the conflict, and deciding if the conflict is safe and worth continuing. The first step is often what happens internally for someone before moving on to the next steps. Because of this, students should practice using reflection strategies and answering questions they should ask themselves before moving forward in resolving a conflict with someone.

Sub Skill(s):

- Explain feelings
- Use coping strategies to remain calm and rational
- Identify the reasons for the conflict
- Decide to engage or walk away



Step 2: Explain Perspectives

Step Overview: One of the most important aspects of solving a conflict is to allow both sides to explain their perspective of the situation. This step requires both sides to have a chance to speak and for both sides to listen to each other's needs. Students practice using I-Statements in Step 2 to clearly state their feelings during a conflict. This step should be practiced using various scenarios to allow for students to use an assertive voice, express their needs, and acknowledge the needs of others.

Sub Skill(s):

- Define perspectives
- State feelings & needs
- Listen to perspectives



Step 3: Make a Compromise

Step Overview: After both sides or people in a conflict have voiced their perspectives of the situation, the conflict needs to be resolved. In Step 3, students learn specific strategies to make a fair compromise to move forward after a conflict. This step focuses on the use of appropriate verbal and non-verbal skills to express need and negotiate a compromise. By the end of this step, students should be ready to reflect on the conflict resolution process to determine the effectiveness.

Sub Skill(s):

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



Step 4: Reflect

Step Overview: Learning to reflect takes practice and intention. After an individual works to resolve a conflict, they then must reflect on how they feel after the conflict, if additional follow up is necessary, and what they want to remember next time they are in a conflict. Building time for students to reflect is crucial in developing metacognition, which supports health skills, *Self-Management and Advocacy for Self & Others*.

Reflection Question(s):

- How did I respond to this conflict?
- What was my contribution to this conflict?
- Did I communicate my feelings and needs? Why or why not?
- Did I listen to other perspectives effectively? Why or why not?
- Was this conflict resolved? Why or why not?
- What went well during the conflict resolution?
- What could have gone better?
- How can I personally do better the next time I face conflict?



Teaching Tips

- Use scenarios that feature conflicts students in grades 9-12 face to provide opportunities for students to go through the steps of *Stage 3: Conflict Resolution*.
- Teach I-Statements to support students in expressing their feelings during conflict. See the *Language of Health Literacy* for Step 3: Explain Perspectives for I-Statement language.
- Be careful not to convey that all conflict is bad, rather focus on the idea that conflict is normal and can lead to better outcomes and stronger relationships since it allows people to be honest about their feelings.
- Use role play to provide students the opportunity to work through conflict in low stakes environments.
- Share the steps of *Stage 3: Conflict Resolution* with other content area teachers, so they can use similar language when conflict occurs in their classrooms.

See *Teaching Progression* for suggested learning activities.



Teaching Progression:



Step 1: Acknowledge the Conflict

SUB SKILL(S):

- Explain feelings
- Use coping strategies to remain calm and rational
- Identify the reasons for the conflict
- Decide to engage or walk away

GUIDING QUESTIONS:

How do I feel about conflict? How do I become calm and rational to handle the conflict? What happened to make me upset? Is this conflict worth engaging in, or should I walk away?

NHES PERFORMANCE INDICATORS:

(4.12.3) Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

VALUABLE VOCABULARY:

conflict,
coping strategies,
I-Statement

Step 1: Acknowledge the Conflict | Sub Skill: Explain Feelings



SUGGESTED LEARNING ACTIVITY 1:

Tell students that they will be exploring conflict and learning strategies to better handle conflict in their own lives.

Acknowledge that conflict often has a negative connotation, but let students know that we must have conflict to have growth. 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. Ask students to write or share about a time they experienced conflict, and it resulted in something productive.

Language of Health Literacy:

*I feel _____ when _____
because _____.*



SUGGESTED LEARNING ACTIVITY 2:

Define *resolution* for students. *Resolution* means *the process of solving a problem or dispute*. Tell students that in Step 1 they will ask themselves 4 questions to better process the situation and decide how to move forward. Model answering these questions with a conflict you experienced.

Give students the following questions:

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

TEACHING NOTES:

- Use other definitions as needed for your classroom.



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



SUGGESTED LEARNING ACTIVITY 3:

Explain to students that when they enter a conflict, they need to acknowledge to themselves that they are upset and need to address the situation. Tell students that they will start thinking about the first question: How do I feel about the situation? Read to students scenarios where a conflict is occurring. Following each scenario, have students turn to a partner and discuss how they would feel if this were to happen to them.

TEACHING NOTES:

- 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.
- See *Stage 3: Conflict Resolution* for Grades Prek-2 for more specific directions on teaching the components of an I-Statement.
- See the *Resource Bank* below for a list of feelings students can reference to identify feelings.

Step 1: Acknowledge The Conflict | Sub Skill: Use Coping Strategies To Remain Calm And Rational



SUGGESTED LEARNING ACTIVITY 1:

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 psychological patterns 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 learn different types of coping strategies.

Language of Health Literacy:

_____ helps me calm down because _____.

When _____ (happens), I _____ in order to calm down.

One of my favorite coping strategies is _____ because _____.

_____ is a good coping strategy to use when _____.

Select a variety of coping strategies for students to practice. Create a station for each coping strategy. Have students rotate to each station, practicing and demonstrating each strategy. Have students write down their favorite strategies to keep for reference.

TEACHING NOTES:

- Coping Strategy Examples: deep breathing, walking away from the situation, positive self-talk, stating your feelings clearly.
- Provide a variety of coping strategies so students have an opportunity to try many different kinds.
- As an extension, have students match coping strategies with different scenarios since some coping strategies are more helpful in some situations than others.



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

Step 1: Acknowledge The Conflict | Sub Skill: Identify The Reasons For 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 students various scenarios demonstrating conflict. Following each scenario, have students work with a partner to identify the conflict in the scenario.

Language of Health Literacy:

_____ wants _____, and _____ wants _____.

This is causing conflict because _____.

_____ and _____ are struggling to agree on _____.

_____ did _____, which caused a conflict because _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student responses.
- Remind students about boundaries and the role that boundaries play in conflict. If a conflict is due to the fact that someone isn't respecting their boundaries, have students use the strategies they learned in *Stage 2: Refusal Skills & Boundary Setting*.

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



SUGGESTED LEARNING ACTIVITY 1:

Have students reflect on a time they engaged in a conflict from which they should have walked away. Ask students to explain why they felt this way. Then, have students write about a conflict they walked away from that they should have engaged in, explaining why they wished they had engaged in the conflict. Chart student descriptions of the differences between these two types of conflict for students to use as reference. Ask students to share what differences they noticed.

Language of Health Literacy:

I (should/should not) engage in a conflict when _____.

When a conflict is about _____, I (should/should not) engage because _____.

Conflicts about _____ (are/are not) worth engaging in because _____.



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that 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 *Stage 3: 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 about why they think the character should engage in the conflict or walk away.



Teaching Progression:



Step 2: Explain Perspectives

SUB SKILL(S):

- Define perspectives
- State feelings & needs
- Listen to perspectives

GUIDING QUESTIONS:

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

NHES PERFORMANCE INDICATORS:

(4.12.3) Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

VALUABLE VOCABULARY:

*I-Statements,
aggressive,
assertive, feelings,
judgements*

Step 2: Explain Perspectives | Sub Skill: Define Perspective



SUGGESTED LEARNING ACTIVITY 1:

To activate students' background knowledge about perspectives, show an ambiguous/reversible image to the students. Ask students, "What do you see?" When students have different answers, ask them, "Why are you not all seeing the same image?"

Tell students that some people see this image one way, while others see it differently. Ask students to try to see the image as the other object explained in the class. Share with students that people are constantly having the same experience, yet walking away with different points of view. Explain to students that it is due to our individual perspectives. Define the word *perspective* for students. *Perspective* means *an individual's point of view*.

Language of Health Literacy:

A perspective is _____.

Understanding that each person has a different perspective during conflict is important because _____.

TEACHING NOTES:

- See example of reversible images in the *Resource Bank* below.
- Use other definitions as needed in your classroom.



Teaching Progression: Step 2 | Explain Perspectives (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that every person has a different lens that they see the world through, and this lens is our individual perspective of the world. Explain to students that Step 2 in *Stage 3: Conflict Resolution* is to explain your perspective and to hear the other person's perspective.

Facilitate a whole class discussion to help students understand the power of perspective in conflict by asking following questions:

- If two people can look at the same image and see two different things, but neither be right or wrong, how do you think this can affect conflict?
- What do you expect will happen when two people share their perspective on the same event?
- Why would these perspectives not match?
- How can difference in perspective cause conflict?

Step 2: Explain Perspectives | Sub Skill: State Feelings & Needs



SUGGESTED LEARNING ACTIVITY 1:

Share with students that part of resolving conflict is making sure each person in the conflict gets a chance to explain their perspective of the event. Instruct to students that when it is time to explain perspectives, they should use the following questions to guide them:

- How do I feel and why?
- What do I need/want to help me feel better about the conflict.
- How do the other people in this conflict feel and why?
- What do they hope to get out of this Conflict Resolution?

Language of Health Literacy:

I feel _____ *when* _____ *because* _____.

I need _____.

I would like _____.



SUGGESTED LEARNING ACTIVITY 2:

Tell to students that to voice their feelings in a conflict, they should use I-Statements. Explain to students that it is important when sharing feelings that they are not using words that place blame or judgements on the other perspectives. Provide students I-Statements that use evaluations rather than feelings. Have students rewrite the I-Statements using feelings.

TEACHING NOTES:

- Example of I-Statement Revision:
 - With evaluation: I feel *insulted* because you made fun of my outfit.
 - Without Evaluation: I feel *embarrassed* because my outfit was made fun of.
- See the *Resource Bank* below for resources on the differences between evaluations and feelings.
- See the *Resource Bank* below for a list of feelings students can use to identify how they are feeling.



Teaching Progression: Step 2 | Explain Perspectives (Cont.)



SUGGESTED LEARNING ACTIVITY 3:

Explain to students that after they state their feelings, they should state what they need for the conflict to move forward towards the goal of resolving the conflict. Share with students that in the moment they may not immediately get what they need, but it is important to state this clearly before going on to Step 3: Make a Compromise.

Have students go back to the I-Statements they revised. Then, have students identify a need or want that could help resolve the conflict.

TEACHING NOTES:

- Example of Statement of Need:
 - I-Statement: I feel embarrassed because my outfit was made fun of.
 - Need-Statement: I need an apology, and in the future, ask before making a comment about my outfit.
- Model and provide the *Language of Health Literacy* to support student responses.



See *Stage 1: Advocacy for Self of Advocacy for Self & Others* to support students in identifying and asking for what they need/want.



SUGGESTED LEARNING ACTIVITY 4:

Tell students that when they express their opinions and feelings during a conflict, they need to be aware of the tone of their voice. Remind students of the voice techniques practiced in *Stage 1: Communication Techniques*. Explain to students the difference between an aggressive tone and an assertive tone.

Read aloud examples of an aggressive tone and an assertive tone. As you read different examples, have students stand up if they think the voice was assertive and sit down if they think the voice was aggressive.

TEACHING NOTES:

- Remind students of the other voice techniques practiced in *Stage 1: Communication Techniques*.
- Make sure your examples are responsive to the cultural backgrounds of your students. To foster deeper understanding of aggressive v. assertive tones of voice, prompt students to discuss how an individual's identity (e.g. race, gender, native language) impacts how people perceive their tone. For example, how is an assertive tone perceived when it is used by men compared to women or when it is used by a white person compared to a person of color.



SUGGESTED LEARNING ACTIVITY 5:

Have students stand in a circle and practice saying the I-Statements and Need-Statements in assertive or aggressive tones. Ask the following questions to debrief the activity:

- What is the difference between an aggressive and assertive tone?
- Which tone should you use during a conflict?
- Why is it not as effective to use a quiet or shy voice?



Teaching Progression: Step 2 | Explain Perspectives (Cont.)

Step 2: Explain Perspectives | Sub Skill: Listen To Perspectives



SUGGESTED LEARNING ACTIVITY 1:

Share with students they should anticipate that when they tell their perspective, the other person in the conflict may have a different story. Affirm for students that this can be frustrating, but it is important to hear all sides to the story to better resolve the conflict. Remind students that if they begin to feel upset during the other person's story, they can use coping strategies to remain calm.

Language of Health Literacy:

I hear that you feel _____ when _____ because _____.

Something you need to move forward in this conflict is _____.

Tell students that in order to show they are listening, they should summarize what they are hearing back to the person speaking. Model for students how they can summarize what they are hearing back to the other person. Then, place students in pairs. Partner 1 will state their feelings and needs. Partner 2 will summarize what they hear back. Have students switch roles several times, so each receives adequate practice opportunities.

TEACHING NOTES:

- Example Listening Statement:
 - I-Statement & Need-Statement: I feel embarrassed because my outfit was made fun of. I need an apology, and in the future, ask before making a comment about my outfit.
 - Summary: I hear you are feeling embarrassed because I teased your outfit. Something you need to move forward in this conflict is for me to apologize, and next time, check in to see if you are in the right mood for me to tease you about your outfit.
- Model and provide the *Language of Health Literacy* to support student responses.



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 themselves 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.



Teaching Progression:



Step 4: Reflect

REFLECTION QUESTION(S):

- How did I respond to this conflict?
- What was my contribution to this conflict?
- Did I communicate my feelings and needs? Why or why not?
- Did I listen to other perspectives effectively? Why or why not?
- Was this conflict resolved? Why or why not?
- What went well during the conflict resolution?
- What could have gone better?
- How can I personally do better the next time I face conflict?

VALUABLE VOCABULARY:

*reflect,
conflict resolution,
needs, feelings,
compromise*

GUIDING QUESTIONS:

Why is it important to reflect once a conflict has been resolved? What do I do if I don't think a conflict is resolved?
What could I do differently or the same next time I am in a conflict?

NHES PERFORMANCE INDICATORS:

(4.12.3) Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.



SUGGESTED LEARNING ACTIVITY 1:

Ask students questions that will help them understand the importance of looking back on a conflict they experienced and reflecting on what they learned. For example ask the following questions:

- How did I respond to this conflict?
- What was my contribution to this conflict?
- Did I communicate my feelings and needs? Why or why not?
- Did I listen to other perspectives effectively? Why or why not?
- Was this conflict resolved? Why or why not?
- What went well during the conflict resolution?
- What could have gone better?
- How can I personally do better the next time I face conflict?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you experienced conflict and how resolving the conflict enhanced your health.
- Provide multiple opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: writing, partner discussion, whole-class discussion, and one-on-one conferencing.



Assessing Stage 3: Conflict Resolution

Students in grades 9-12 will have mastered *Stage 3: Conflict Resolution* by demonstrating their ability to showcase the performance indicators identified in Standard 4. Use the student friendly language below to support rubric creation and feedback to students.

Standard 4: Students will demonstrate the ability to use interpersonal communication 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.

- I can decide how I feel during a conflict.
- I can use coping strategies to remain calm during conflict.
- I can identify what caused a conflict.
- I can determine if a conflict is worth engaging, or if I need to walk away.
- I can use I-Statements to communicate my needs, wants, and feelings during conflict.
- I can listen to someone else's perspective during conflict.
- I can assess the importance of needs and wants for each party during conflict.
- I can decide on needs and wants that can be agreed upon to resolve a conflict.
- I can create a plan to resolve a conflict that both parties agree.

ASSESSMENT TOOL #1 (4.12.3)

To review the four questions of Step 1 show students a video or read a situation demonstrating a person getting angry with someone else for a specific action. Have students pretend they are the character and answer the four questions for that character as a reflection in writing. Tell students that they need to explain why they chose the specific action for each question in their journals. Have students turn to a shoulder partner to explain how they answered the questions. Collect the writing to gain a better understanding on how students would use the questions to handle conflict.

ASSESSMENT TOOL #2 (4.12.3)

Provide students with a scenario showing a conflict. Have students write an I-Statement and a Need-Statement for each side of the conflict.

**ASSESSMENT TOOL #3 (4.12.3)**

Give students a worksheet with a flow chart outlining the steps for conflict resolution with appropriate questions:

1. Acknowledge the Conflict:
 - Why am I upset?
 - What is the problem?
 - Am I safe?
 - Am I calm?
 - Is this conflict necessary?
2. Explain Perspectives:
 - I feel ____ when you ____ because ____.
 - I need _____.
 - I hear you feel _____.
 - You need me to _____.
3. Make a Compromise:
 - 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?
4. Reflect:
 - How did I respond to this conflict?
 - Did I communicate my feelings and needs? Why or why not?
 - Did I listen to other perspectives effectively? Why or why not?
 - Was this conflict resolved? Why or why not?
 - What went well during the conflict resolution?
 - What could have gone better?
 - How can I personally do better the next time I face conflict?

Have students create their own scenario of a conflict that they have experienced or a fictional conflict. Students should use the flowchart to demonstrate how they could handle the conflict using new strategies.

Ask the following reflection questions:

- What aspect of conflict resolution do you think is most important?
- What do you think you will need to practice the most?
- How can you use this conflict resolution protocol in school?
- How can you use this conflict resolution protocol outside of school?



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

The use of effective conflict resolution skills helps to create a safe and welcoming classroom. When planning for partner or group work, use *Stage 3: Conflict Resolution* to reinforce healthy ways of communicating during conflict. Explicitly teaching students conflict resolution skills will ensure that students are set up for success and using common language.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Stage 3: Conflict Resolution* can be used across content areas when students encounter conflict amongst their peers or with teachers. Remind students to use their conflict resolution strategies to stay calm and come to a solution that honors both parties. For example, in Social Studies, students may disagree on how a project should be completed. Teachers can prompt students to use the steps in *Stage 3: Conflict Resolution* to address the issue and move forward in the work.

Reinforce the understanding that effective conflict resolution can help in all areas of life by exploring the following questions with students across contents. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are experiencing conflict and struggling to move forward. These questions are a guide for independent reflection when students are challenged to understand how best to communicate their needs, wants, and feelings during conflict and reach a fair compromise.

- How are you feeling in *this moment*?
- Are you calm enough to address *this conflict*?
- Is *this conflict* worth engaging or should you walk away?
- What I-Statement could you use to express how you are feeling about *this*?
- What was the other person's/people's perspective for *this conflict*? Does this perspective make sense?
- What do you need to resolve *this conflict*?
- What does the other person/people need to resolve *this conflict*?
- What can each of you agree on to resolve *this conflict*? What can't you each agree on to resolve *this conflict*?
- What are agreed upon next steps to resolve *this conflict*?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*conflict, resolution, perspective, coping strategies,
listen, needs, wants, feelings, compromise, fair,
negotiate*



Resource Bank

RMC Health

- [Health Education Skills Model](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

Example Conflict Resolution Scenarios

- <http://cte.sfasu.edu/wp-content/uploads/2014/06/Conflict-Resolution-Scenarios-Interpersonal-Studies.pdf>

Feelings Inventory

- <https://www.cnvc.org/training/resource/feelings-inventory>

Perception Activity

- https://creducation.net/resources/perception_checking/What_Do_You_See_Activity_OCDRCM.pdf

Evaluations Masquerading as Feelings

- <https://arudia.com/when-we-confuse-evaluations-for-feelings/>

Negotiation Movie Scene Examples:

- <https://www.youtube.com/watch?v=qR2Urv5JvgM>