

2022 - Conflict Resolution Unit

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

During this unit the student will identify different kinds of conflicts, source of conflict, effective ways to deal with bullies, preventing conflicts and resolving conflicts.

Essential Questions:

1. What is a conflict?
2. What do you need to remember when having a conflict with an adult in charge at home?
3. What are some signs of building conflict?
4. Who would be an appropriate person at your school to report a fight to?
5. What are some situations that might cause teens to feel jealous of someone else?
6. What are some ways to prevent conflicts from building?
7. Can you name the steps in the TALK strategy?
8. How does a mediator help people in conflict find a solution?
9. Why do you think it is important for a peer mediator to have many helpful traits?

Enduring Understandings:

1. Conflicts with parents or guardians can be over limits, responsibilities, or expectations. Conflicts between siblings can involve property of space, or can take the form of competition or rivalry.
2. Identify factors that build conflict.
3. Preventing conflicts from being serious is a great way to develop stress management techniques to release anger.
4. You can prevent conflicts by recognizing both physical and emotional warning signs.
5. Learning ways to prevent conflicts from building include learning to understand your own feelings first.

6. Effective skills for resolving conflicts include the TALK strategy. Time out, Allow each other to tell their side of the story, Let each other ask questions, Keep brainstorming.

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
HE.6-8.2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
HE.6-8.2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
HE.6-8.2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
HE.6-8.2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
HE.6-8.2.1.8.CHSS.1	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
HE.6-8.2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change. Relationships are influenced by a wide variety of factors, individuals, and behaviors. Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations. Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.

Lesson Titles:

Lesson 1. The Nature of Conflict

Lesson 2. Preventing Conflict

Lesson 3. Resolving Conflicts

Career Readiness, Life Literacies, & Key Skills:

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Inter-Disciplinary Connections:

WL.K-12.1	Communicate
WL.K-12.2	Cultures
WL.K-12.3	Connections

Equity Considerations

Amistad Mandate

Topic: Navigating Conflict with Empathy and Cultural Sensitivity

Website: "Empathy and Cultural Sensitivity in Conflict Resolution" (available online at <https://psycnet.apa.org/record/2007-00711-022>)

This lesson addresses the cultural sensitivity component of the Amistad Mandate by providing students with the opportunity to develop an understanding and appreciation for cultural differences, particularly their influence on communication and conflict resolution. By engaging in critical thinking and reflection, students will gain valuable skills for navigating conflict in a respectful and empathetic manner across diverse cultural contexts.

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Examining the Dehumanization Process in the Holocaust and Its Impact on Conflict Resolution

Website: United States Holocaust Memorial Museum Website: <https://www.ushmm.org/>

By integrating this lesson into the Conflict Resolution unit, students will gain a deeper understanding of the dangers of dehumanization and its impact on conflict resolution. This knowledge will equip them with the critical tools and awareness to promote tolerance, combat prejudice, and work towards peaceful solutions in their own communities.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic: Recognizing and Addressing Microaggressions in Conflict Resolution

Website: Teaching Tolerance Microaggressions Video: <https://www.youtube.com/watch?v=B6F2wMTtZYE>

By integrating this lesson into the Conflict Resolution unit, students will gain valuable knowledge and skills for recognizing and addressing microaggressions in everyday interactions. This will contribute to fostering a more inclusive and respectful environment where all individuals feel safe and valued, ultimately promoting peaceful and effective conflict resolution strategies.

- Economic
- Political
- Social

Climate Change

<https://www.savethechildren.org/us/what-we-do/emergency-response/climate-change#:~:text=Extreme%20temperatures%20leave%20many%20families,sensitive%20to%20disease%20and%20pollution.>

How Climate Change is affecting the family unit. Illness, lack of work, etc.

Asian American Pacific Islander Mandate

Topic: Intergenerational Communication and Conflict Resolution

Website: "Asian American Families: Strengths, Challenges, and Implications for Practice" by the Asian American Center for Advocacy (AACA) - https://www.researchgate.net/publication/232596836_An_Untold_Story_A_Qualitative_Study_of_Asian_American_Families

This lesson plan addresses the AAPI Mandate by integrating information about the unique cultural values and experiences of AAPI families into the health curriculum. By exploring the topic of intergenerational communication and conflict resolution, students gain insights into important aspects of AAPI culture and develop valuable skills that can be applied to their own lives.

- Economic
- Political
- Social

Alternative Assessment

Performance Tasks

Project-based assignments

Problems-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Summative Assessment:

- Alternative Assessment

- Benchmark
- Marking Period Assessment

Resources & Materials:

- Unit Packet
- Unit Slide show presentation

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

1. Explain some reasons why conflicts occur.
2. Describe different kinds of conflicts.
3. Develop healthy and effective ways to deal with bullying.
4. Develop stress management skills to release anger.
5. Demonstrate effective skills to resolving conflicts.
6. Recvall the steps of the meditations process.

Formative Assessment:

1. Feedback. Teacher provides oral or written feedback to student discussion or work. For example, a teacher responds orally to a question asked in class; provides a written comment in a response; or provides feedback on student work.
2. Self-assessment. Students reflect on and monitor their progress. This activity may be performed in conjunction with a predetermined academic and behavioral goals.
3. Observation. A teacher observes and records a student's level of engagement, academic and/or affective behavior; develops a plan of action to support that student; implements the plan; and continues to record observations to determine its effectiveness.

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities

- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Chromebooks needed for various reasons - online packet, articles, review, assessments

Computer Science and Design Thinking Standards
