Unit 4 Conflict Resolution

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health, Grade 7

Conflict Resolution

Belleville Board of Education

56 Ralph Street

Belleville, NJ 07109

Prepared by: Mr. Joseph Pontoriero

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Unit Overview

- To allow students to understand the importance of conflict resolution, how to avoid conflict, and how to remove themselves from situations that puts themselves and others around them in danger
- Ideologically, if a student is able to develop into someone who is able to resolve conflicts in an intelligent and efficient way, then in turn they themselves will veer away unacceptable behavior, and positively affect the people around them.
- Topics: 1. Conflicts in Your Life; 2. The Nature of Conflicts; 3. Conflict Resolution Skills; 4. Peer Mediation.
- Students will learn what defines a conflict, and different conflicts they may run into, how to resolve conflicts in a safe and effective way, and how to intervene in conflicts amongst their peers, without worsening the situation.

Enduring Understanding

- Describes conflict and its causes and types of conflict. Describes the nature and signs of conflict, while identifying some ways to manage conflicts. Identifies the steps in negotiation and its possible outcomes. Identifies the steps in mediation and the qualities of an effective mediator.
- Students should understand Conflict resolution strategies. It is important for students to understand how to identify a conflict, while being sure to approach the situation in the proper way. Peer mediation

should be learned in order to assure students intervene properly and safely.
- Conflict: Disagreement between people with opposing viewpoints, interests, or needs
- Most wars are started due to conflict. As a class discuss how conflicts can cause wars, especially those of which happened during WW2

Violence: An act of physical force resulting in injury or abuse

Gang: A group of people that come together to take part in usually illegal activities

Revenge: Punishment, injury, or insult to the person seen as the cause of the strong emotion.

- ELA, Science Correlation. As an adult, practices learned within this unit will greatly affect the student's perception on troublesome situations and how to avoid them. It will be evident upon finishing this unit, that students will veer away from bullying situations, gang related situations, and the will be able to help surrounding peers with similar incidents.
- **Expository Writing** Have students write a concise paragraph in which they define the term *conflict* in their own words and describe an example of a conflict. Call on volunteers to read their paragraphs to the class.

Analyzing a List Have students read the list of warning signs. Demonstrate or describe each sign, or call on volunteers to do so. Then help students become attuned to the warning signs in their daily lives by participating in a warning sign scavenger hunt. Give students a week to watch for and record the warning signs they observe in real life, video games, movies, or television programs. At the end of the week, call on volunteers to share their observations. Make sure they do not identify the people involved in any observations from real life.

Comparing and Contrasting Ask students to write a concise paragraph describing how negotiation and mediation are alike and how they are different. Call on volunteers to read their paragraphs to the class. (Students should identify the main difference as the use of a neutral third party to help settle the conflict in mediation.) Then lead the class in brainstorming possible benefits of using a mediator.

Comparing and Contrasting Ask students to write a concise paragraph describing how negotiation and mediation are alike and how they are different. Call on volunteers to read their paragraphs to the class. [*Students should identify the main difference as the use of a neutral third party to help settle the conflict in mediation*.] Then lead the class in brainstorming possible benefits of using a mediator.

- Students should consistently revisit the key traits it takes to safely and successfully resolve conflicts. As an adult and even in the work force, there will be many conflicts throughout a student's lifetime. Utilizing the proper techniques learned within this unit will prove to be beneficial to themselves, their loved ones, and people surrounding each student.

Essential Questions

1. What are the two main places teens have conflicts?
2. What are three causes of conflicts among teens?
3. In what ways do movies and television programs misinform teens about how to handle conflicts? Why do you think movies and television programs portray conflicts this way?
4. What factors cause a conflict to escalate?
5. Name two ways to prevent conflicts from building.
6. Why is it important to take time-out before a negotiation?
7. Why is it important to brainstorm all possible solutions to a problem?
8. What is neutrality?
9. What are five traits of a good peer mediator?
10. Which steps in the peer mediation process do you think would be the most challenging? Explain.
11. What conflicts did people during WW2 have amongst themselves and why did they escalate to such a level?

Exit Skills

By the end of Grade 7, Comprehensive Health Unit 4, the student should be able to:

- Describe conflicts and its causes and types.
- Explain the nature and signs of conflict and identify some ways to manage conflicts.
- Identify the steps in negotiation and its possible outcomes.

List the steps in mediation and the qualities of an effective mediator

New Jersey Student Learning Standards (NJSLS)

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).
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.
2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.

Interdisciplinary Connections

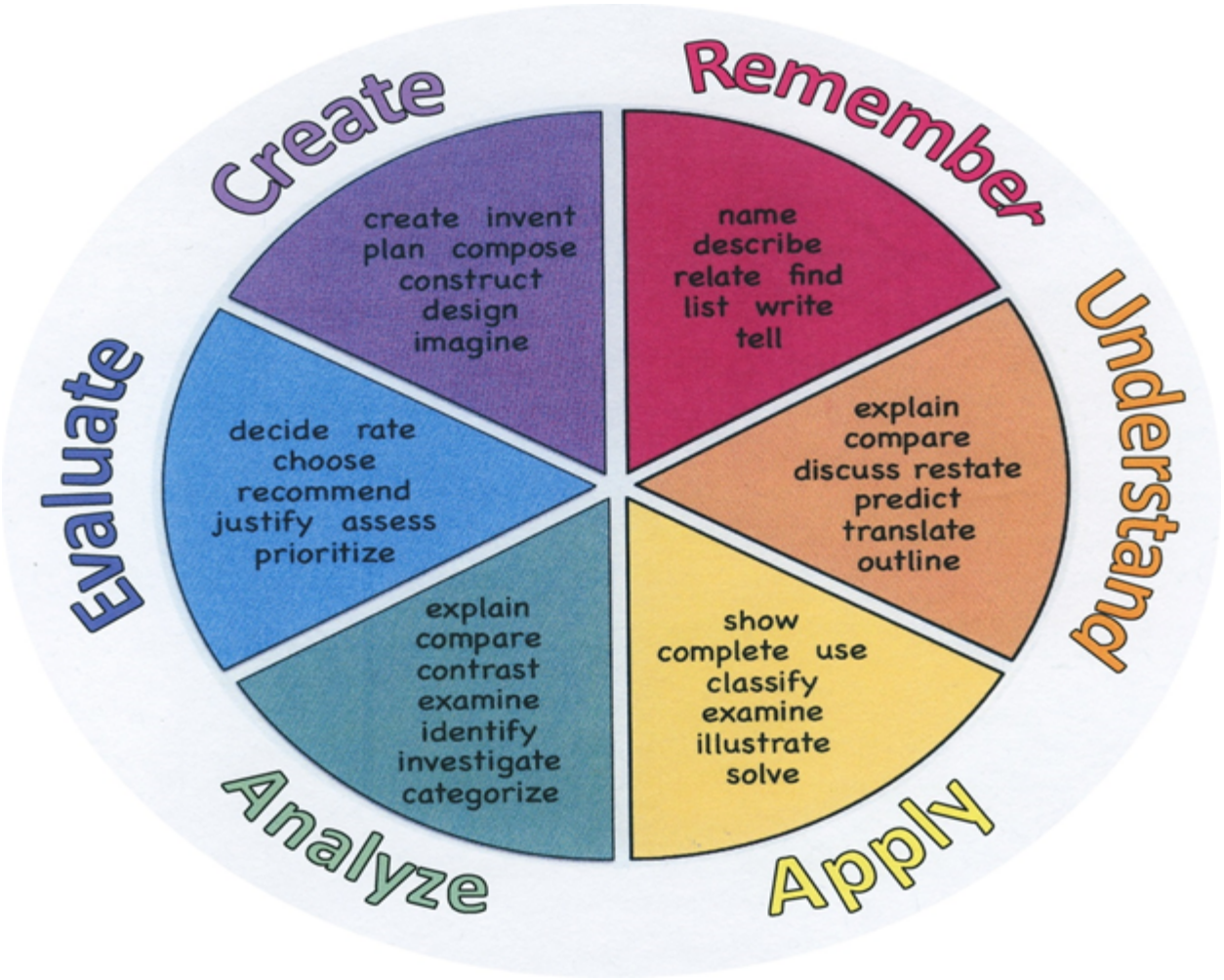
- ELA
- Science
- Social Studies

LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Learning Objectives

- Students will be able to describe conflicts and different causes and types.
- Students will be able to recall the nature and signs of conflict, and identify some ways to manage conflicts.
- Students will be able to identify the steps in negotiation and its possible outcomes.
- Students will be able to demonstrate the steps in mediation and the qualities of an effective mediator.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Lesson 1: **Enrichment** Ask students to find literary examples of conflicts caused by prejudice. They might find examples in such works as *The Diary of Anne Frank* or *To Kill a Mockingbird*. Ask students to give an oral summary of the conflict and to read a short passage that illustrates the nature of the prejudice.
- Lesson 2 **Active Learning Role-Plays** Describe a disagreement between two hypothetical teens, and ask pairs of students to write and present role-plays about the conflict. Assign half the pairs to show the disagreement escalating to an argument and half to show it de-escalating to a peaceful resolution. After the role-plays, ask the class to identify words and behaviors that helped escalate or de-escalate the disagreement.
- Lesson 3 **Health Skills Practice Practicing Healthful Behaviors:** Divide the class into pairs and assign each partner a role in an imaginary conflict. Make the conflicts as silly or completely unrealistic as possible. Then have students use the steps in the T.A.L.K. strategy to resolve their conflict. When pairs have finished, invite them to share their resolutions with the class.
- Lesson 4 **Reading Strategy Comparing and Contrasting:** Ask students to write a concise paragraph

describing how negotiation and mediation are alike and how they are different. Call on volunteers to read their paragraphs to the class. [*Students should identify the main difference as the use of a neutral third party to help settle the conflict in*

Assessment Evidence - Checking for Understanding (CFU)

Think, pair, share-formative assessment

Unit test-summative assessment

Web-based Assessment-alternate assessment

Projects-benchmark assessment

- Audio Summaries
- Hands-On Health
- Study Aids
- Chapter Tests
- eAssessment
- Enrichment Activities
- Reteaching Activities
- Cross Curriculum Activities
- Decision-Making Activities
- Health Labs
- Homework
- Exit Slips
- Admit Slips
- Do Now's
- Projects

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- Admit Tickets
- Anticipation Guide

- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Glencoe Health Textbook

Ancillary Resources

- NewsELA
- Brainpop
- KidsHealth.org
- Google Classroom
- Mcgraw Hill Connect Ed

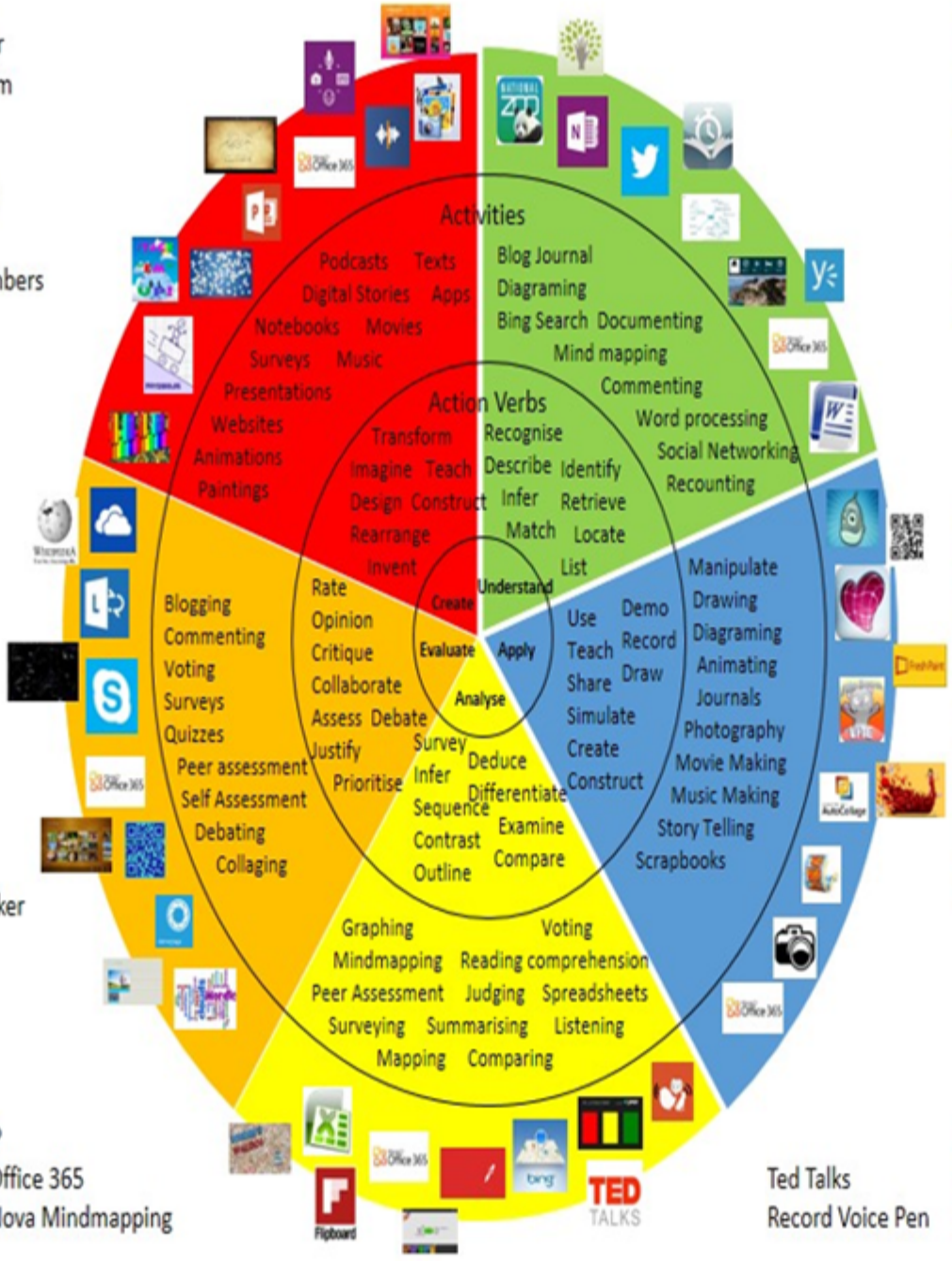
Technology Infusion

- Microsoft Office365
- Google Classroom
- YouTube

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.

21st Century Skills/Interdisciplinary Themes

Media Literacy
Life and career skills
Critical Thinking and problem solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Civic Literacy

Health Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric.

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

Chapter Assessment Instruct students to click on the Assessment tab on the navigation bar, and type their answers into the answer boxes, then click SAVE.

eAssessment In the Teacher Center, click on the Assess tab in the navigation bar. Click on the McGraw-Hill Assessment title, and follow the instructions to create a new test or question set.

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping

- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

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Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan

- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Decreasing the amount of work presented or required

Using Videos, illustrations, pictures, and drawings

Tutoring by peers

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, graphic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other

academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

- Above grade level placement option for qualified students
- Advanced problem-solving

- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Conflict Resolution

Interdisciplinary Connection:
Reading Comprehension/ELA

Statement of Objective:

SWBAT Analyze a positive way to resolve a conflict. Students will then determine if they would utilize different conflict resolution skills within a similar conflict.

Anticipatory Set/Do Now:

DO NOW:
Students will enter the classroom, and immediately find their seats to begin responding to the Do Now question(s) on the board. In their notebook, students will answer to the best of their ability.

"Name 2 of the three signs of a conflict that we spoke about last week. Describe how these two signs relate to a typical conflict within a school setting."

Learning Activity:

1. Do Now will done individually, and class discussion will take place briefly following. Students will be asked to share their thoughts aloud with the class.

2. Via PowerPoint, class will read and analyze a 2 paragraph description of how a conflict can be resolved in a positive way.

3. Students will Utilize their ELA skills in developing conflict resolution techniques and describing them in a 2 paragraph response, similar to the one read together in class.

4. Exit slip for the day will be completed and collected.

Student Assessment/CFU's: 2 week exit slip sheet

Materials:

Laptop, Smartboard, Exit slips

21st Century Themes and Skills:

Media Literacy
Life and career skills
Critical Thinking and problem solving

Differentiation:
Having students discuss their DO NOWs out loud will give all students a chance to understand the do now, while providing ample learning curves for auditory and visual learners.

Integration of Technology:
Using a smart board for the Do Now

2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.

2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.