Unit 27: K-12 CONFLICT RESOLUTION

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **ONGOING**
Status: **Published**

Brief Summary of Unit

Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.1.12.E.CS2	Stress management skills impact an individual’s ability to cope with different types of emotional situations.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.A.CS3	Technology increases the capacity of individuals to communicate in multiple and diverse ways.
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime.
HPE.2.2.12.C.CS1	Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.

HPE.2.2.12.D.CS1	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

Essential Questions

- Are there problems in school that you can identify and what are the actions you can take towards resolution?
- How do you determine the difference between normal conflict and bullying and why is it important to handle these two situations differently?
- How does learning about your classmates help build relationships?
- What are some actions bystanders could take to become upstanders?
- What are strategies that can be used to be an upstander?
- When something is unsafe or uncomfortable, why and how do you tell someone to feel safe?

Essential Understandings

- Building relationships amongst students and teachers and students establishes a community of trust and a safe space, develops social norms and fosters community.
- Students can be the empowered to be change agents..
- Teachers and staff need to be worthy role models and stewards to guide students' ideas into reality.
- The definition of being a bystander and the importance of taking action.
- The intention of reporting something is to help someone whereas tattling is trying to get someone in trouble.
- There are different roles and perspectives in a bullying situation. Understanding and experiencing empathy allows students to become upstanders. There is a common language to identify roles in bullying.
- There are multiple ways to be an upstander.
- There is a difference between normal conflict and bullying and there are different forms bullying can take. Students should reach out to trusted adults to help determine if a situation is a conflict or bullying.
- There is a power of positive peer influence
- Working to change the culture and climate is a whole-school approach.

Students Will Know

- How to define bullying
- How to examine the roles in bullying
- Student strategies for intervention
- The importance of reporting incidents

Students will be able to

- Define bullying in its different forms and recognize the difference between normal conflict and bullying.
- Identify and respect similarities and differences within school populations.
- Learn how social norms affect their school climate and will create a student-led plan to prevent bullying in their school.
- Recognize and employ upstander strategies.
- Recognize the difference between tattling and telling and be able to determine when telling is an appropriate action.
- Recognize the different roles people play in a bullying situation and gain empathy for all roles.

Instructional Strategies

- didactic questioning
- individual and group counseling
- arent contact through phone calls, meetings and emails
- correlating college and career searches to personal assessments
- grade-specific small group presentations
- individual student and parent/guardian meetings (including Junior Conferences),
- problem-solving
- reflective discussion
- resume-building
- role-playing,
- school climate team
- utilizing technology resources such as Naviance
- Violence prevention/anti-bias trainings
- visual aids

Suggested Strategies for Modifications