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| <p>Unit # 3 Title: Conflict <u>Resolution</u>....I Am Part of the <u>Solution</u></p> <p>Lesson Title: Put Yourself in Check Lesson 4 of 4</p> <p>Grade Level: 8</p> <p>Length of Lesson: 45 minutes</p> <p>Missouri Comprehensive Guidance Standard: PS.2: Interacting with Others in Ways That Respect Individual and Group Differences</p> <p>Grade Level Expectation (GLE): PS.2.C.08.a.i: Exhibit awareness of personal responsibility in conflict situations.</p> <p>American School Counselor Association National Standard (ASCA): Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p> |
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Materials (include activity sheets and/ or supporting resources)

Worksheet – Put Yourself in Check

Show Me Standards: Performance Goals (check one or more that apply)

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|---|---|
| X | Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures |
| | Goal 2: communicate effectively within and beyond the classroom |
| X | Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem |
| X | Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies |

This lesson supports the development of skills in the following academic content areas.

| Academic Content Area(s) | Specific Skill(s) |
|--------------------------|---|
| X Communication Arts | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas |
| Mathematics | |

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|--|---------------------------|--|
| | Social Studies | |
| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|---|--------------|---|-----------------|
| | Perseverance | X | Integrity | X | Problem Solving |
| | Courage | X | Compassion | X | Tolerance |
| X | Respect | | Goal Setting | | |

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Final performances and discussion during the role-play situation will assess whether the skills have been learned or not.

Lesson Preparation

Essential Questions: What does it mean to utilize and accept personal responsibility in relationships with others? Why is it important to have self-awareness during conflict?

Engagement (Hook): “I need 2 volunteers.” After I have them, I ask them to spontaneously role-play a common conflict among 8th grade students.

Procedures

| Instructor Procedures: | Student Involvement: |
|---|--|
| 1. Ask students to think of a recent situation where they were involved in a conflict. It can be with a boyfriend/girlfriend, family member, someone at school, teacher/principal, someone in the neighborhood, etc. | 1. Students will remember a recent conflict. They need to focus on the cause/purpose, the initial events, the escalation point, the intervention (if any), the final event, and the resolution. |
| 2. Pass out the put Yourself In Check worksheet. Ask the students to write a brief description of the recent conflict using the focus points in the student involvement section. | 2. Students will write a brief description of the conflict using the focus points above. |
| 3. Have the students list the feelings and reactions that they experienced during the conflict (examples include sweating, anger, making a fist, heart pounding, walking away, frustration, hurt, disappointment, etc.). Ask the students to determine whether the action was appropriate/responsible or inappropriate/irresponsible for that particular situation. | 3. Students recall feelings and reactions that they experienced during this conflict. They list these feelings and then determine if the feeling or reaction was appropriate/responsible or inappropriate/irresponsible for that particular situation. |
| 4. Have students turn to a neighbor and discuss the situation, their reactions and their responses to their reactions. Each student should provide input to the other. | 4. Students will share their situation and reactions with a neighbor and using active listening skills, the neighbor will respond to the reactions. |
| 5. Select students to share their situation and reactions with the class. For any reactions that may have been inappropriate, discuss what the appropriate and responsible action would have been and how the situation may have been different. | 5. Participate in discussion by realizing and expressing different reactions that might have lead to a different result. Students must begin to realize how personal responsibility in conflict can change the outcome and is a valuable tool in the growing-up process. |
| 6. Ask for student volunteers to role-play another typical conflict but this time to use interpersonal skills and personal responsibility to resolve the issue. | 6. Student volunteers will practice skills learned in class in front of peers. |
| 7. Discuss the differences between the conflicts at the beginning of the class and those at the end of the class. | 7. Students will become aware of the benefits of accepting responsibility and using interpersonal skills in resolving conflict. |

Teacher Follow-Up Activities

Teacher will be able to use and refer to the skills learned during today's lesson during future conflicts in the classroom.

Counselor reflection notes (completed after the lesson)

Put Yourself In Check

Think of a recent situation where you were involved in a conflict. It can be with a boyfriend/girlfriend, friend, family member, someone at school, or a teacher/principal. Write a brief description of the conflict.

The cause/purpose:

The initial events:

The escalation point:

The intervention (if any):

The final event:

The resolution (if any):

List all of your feelings and reactions and check the appropriate column:

| | Responsible/ Appropriate | Irresponsible/ Inappropriate |
|----------|-----------------------------|---------------------------------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
| 7. _____ | _____ | _____ |
| 8. _____ | _____ | _____ |

For any actions marked irresponsible/inappropriate, what could you have done differently to show personal responsibility and mature conflict-resolution skills?
