

**Unit #3 Title:** Conflict Resolution –I am part of the Solution!      **Grade Level:** 6-8

**Number of lessons in unit:** 4

**Time required for each lesson:** 30- 50 Minutes

**Best time of year to implement this unit:** Anytime

**Lesson Titles:**

6<sup>th</sup> Grade Lesson # 1: My Problem...Your Problem...Our Problem

Materials/Special Preparations Required:

    Wrapped food item

*How Am I Responsible?* Activity Sheet for overhead

    Overhead

7<sup>th</sup> Grade Lesson # 2: “Re—Solutioning”: Practice Brings Out Our Best

Materials/Special Preparations Required:

*How Am I Responsible?*-Activity Sheet

    3x5 Index cards in three colors

    Scrap paper

    Video equipment (DVD/VCR) and TV

*Group Assessment Process*

    Video equipment if you plan to expand your project to making a film

8<sup>th</sup> Grade Lesson # 3: My Conflict Shield

Materials/Special Preparations Required:

    Note cards cut in ½ with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)

    Wrapped candy

    Blank paper which students will fold into thirds

    Worksheet with a picture of a shield—must locate on your own

    Crayons / Colored Pencils

8<sup>th</sup> Grade Lesson # 4: Put Yourself in Check

Materials/Special Preparations Required:

    Worksheet – Put Yourself in Check

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation(s):**

PS.2C.06.a.i: Apply problem-solving and conflict-resolution skills to new challenges.

PS.2.C.07.a.i: Practice problem-solving and conflict-resolution skills.

PS.2.C.08.a.i: Exhibit an awareness of personal responsibility in conflict situations.

**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.

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
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 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

**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 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups

		to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

**Brief Summary of Unit:**

Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.

**Unit Goals:**

Students will identify and utilize effective conflict-resolution skills in both role-play situations and real life.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. Students will also need to know what the definition of conflict is.