

Instructional Unit Title: Positive Communication in Times of Conflict

Comprehensive Health
6th Grade

The teacher may review the concept of interpersonal conflict so students can begin documenting different types of conflict they have seen or experienced in their own lives (e.g., peers, school, family, community).

The teacher may bring in examples of bullying situations so students can begin examining how teasing and harassment may escalate into bullying.

The teacher may utilize a short story or video (see teacher resources) that demonstrates harassment in peer scenarios, so students can identify the physical, social and emotional implications of harassment/teasing.

The teacher may bring in a guest speaker from the community (e.g., school resource officer, police officer, or counselor) to discuss local and/or specific examples of adolescent harassment/ bullying so students can begin to determine techniques to use to de-escalate potentially violent situations among peers.

The teacher may model communication skills used in conflict management so students can begin to categorize the different skills needed to de-escalate conflict situations.

The teacher may brainstorm different types of communication within relationships (e.g., verbal, non-verbal, passive, aggressive etc.) so students can begin to differentiate healthy from unhealthy forms of communication.

The teacher may provide examples of anger management techniques that could be used to diffuse negative emotions (anger, frustration, embarrassment etc.) so students can examine how those techniques could be used to de-escalate potentially hostile or violent situations.

The teacher may show various movie clips, cartoon clips and/or video game segments that depict bullying and violence so students can analyze the possible impact and influence media may have on adolescents

The teacher may utilize a narrative or informational text to define teen advocacy so students can analyze what type of advocacy techniques could be used to resolve peer situations involving harassment, teasing, or bullying.

PERFORMANCE ASSESSMENT: As a children's book author, you will work with fellow authors to create a children's story book to be used for students in younger grade levels. The storybook will describe and illustrate how to de-escalate conflict in a non-violent way, show positive communication skills when talking with adults and peers involved in the conflict, and apply advocacy skills. The creation of the book should be guided by this question:

- How can a person de-escalate conflict utilizing positive communication and advocacy skills?

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.