

# Health Education Today Preview:

## Conflict Resolution Unit

### CONFLICT RESOLUTION



High School Health Unit

# **Conflict Resolution: A Powerful Life Skill!**



**National Board-Certified Teachers  
with Masters of Education Degrees  
and 60+ years of experience** teaching  
K-12 PE & Health, with collegiate  
athletic and coaching experience!

Experience  
is the best  
teacher!

Created by  
Master Teachers!



A family of  
educators,  
for educators.



# Health Education Today

## WHY CHOOSE HEALTH EDUCATION TODAY?

### Skills

- To help your teens acquire skills and wisdom to be above unhealthy influences.

### Content

- To have relevant, inspiring, standards-based and medically accurate lessons.

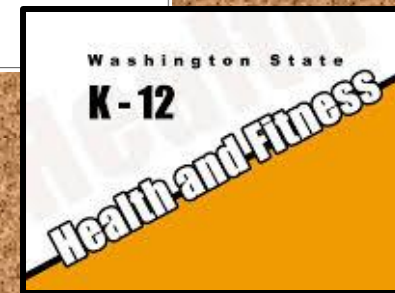
### Ease of Use

- For an editable program where you can choose to print or work online; using step-by-step directions and PowerPoints for visual student lessons!

# The Program Meets Health Standards:

## Aligned to National, Common Core, and State Standards!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects   ELA College and Career Anchor Standards <a href="https://learning.ccsso.org/common-core-state-standards-initiative">https://learning.ccsso.org/common-core-state-standards-initiative</a>		
	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

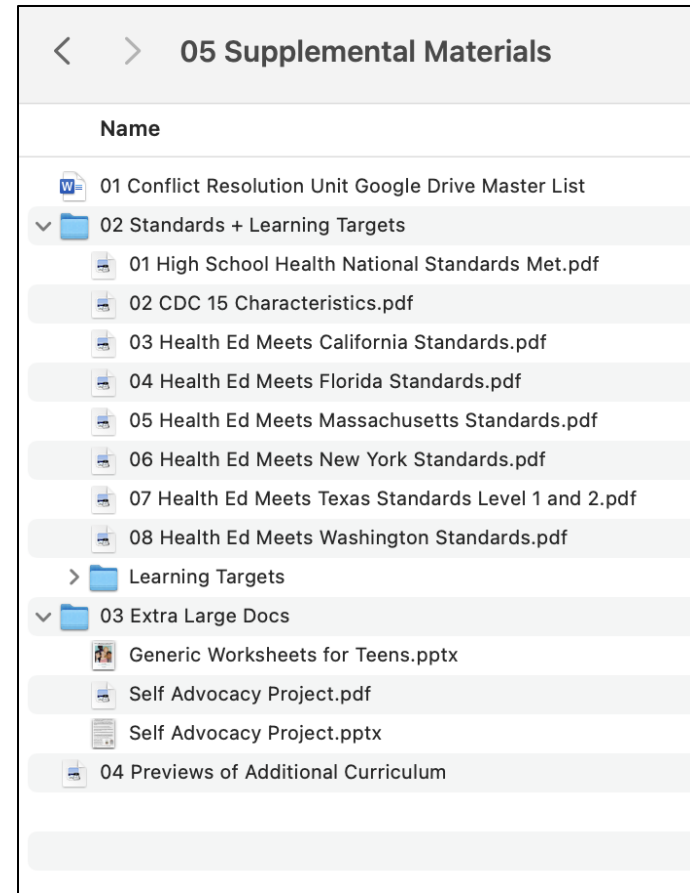
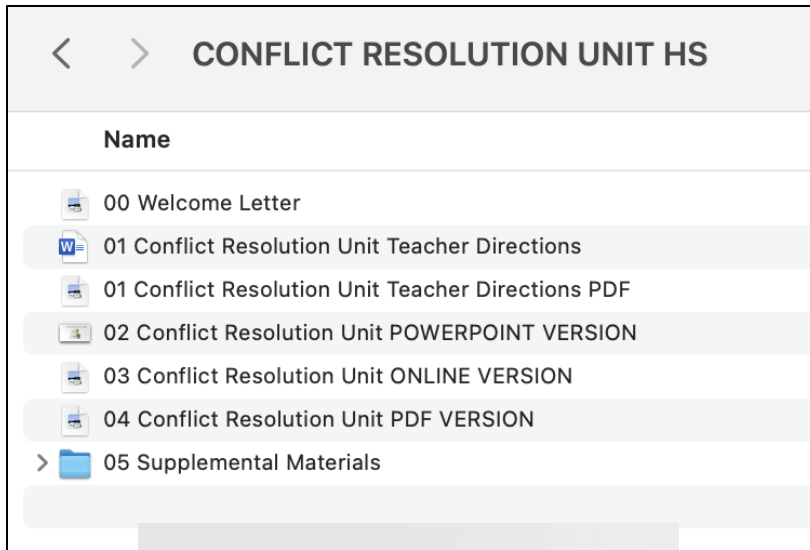


# Real Teachers' Reviews endorse This program:

- "Incredible! You have saved me countless hours and many headaches."
- "Keeps the students engaged during the whole unit."
- "Pure genius!"
- "Amazing Resource!"
- "Best money I spent in a long time!"

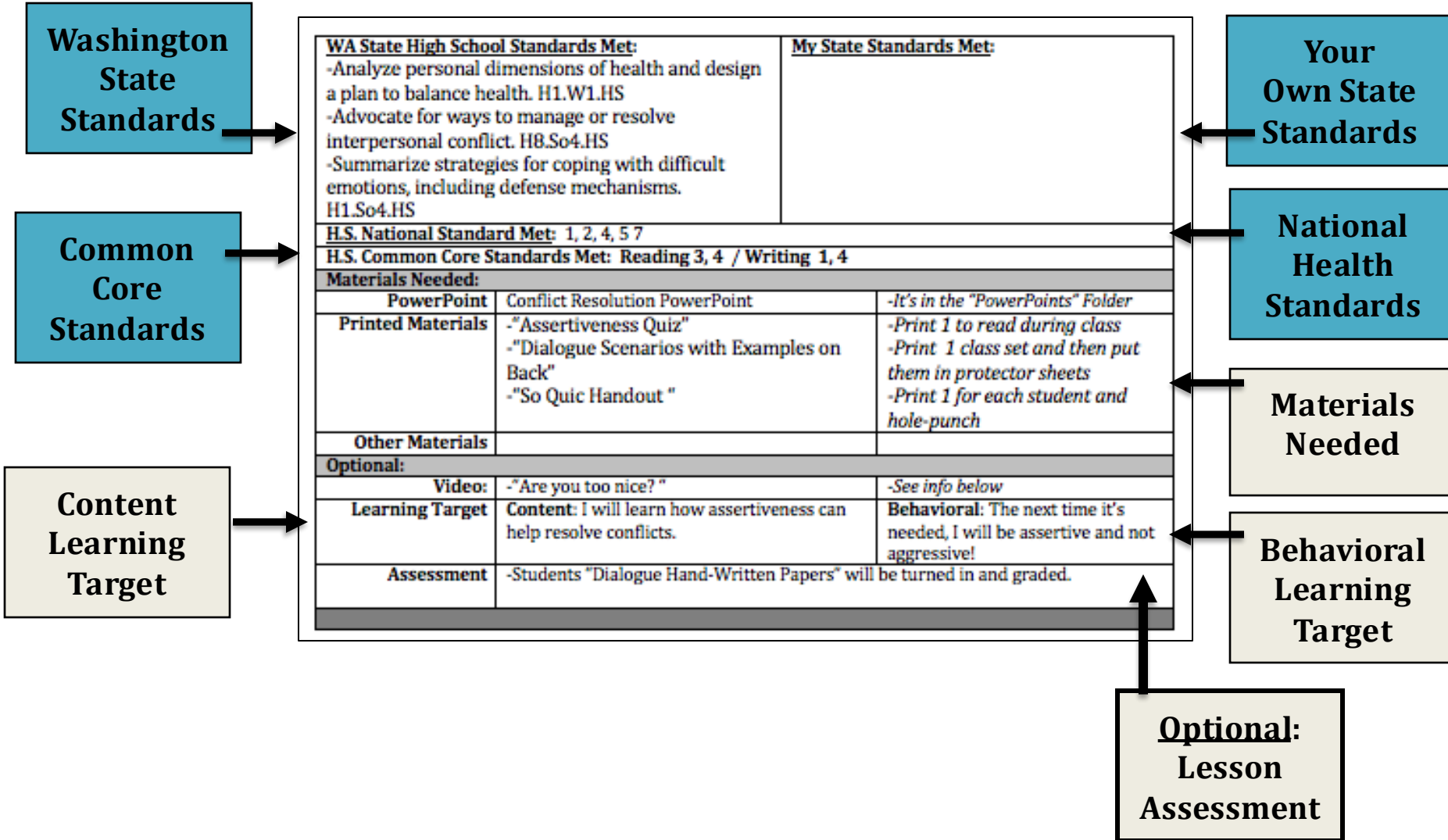


# File Organization:



**\*Editable in Word and Google Slides!**

# Standards: Beginning each lesson



# Step-by-step Teacher Directions



**Your Lesson Planning is Done!**

# **PRINT & ONLINE.**

GOOGLE + MICROSOFT + ADOBE +  
YOUTUBE + MORE!



# Teacher Directions: Lead You Through the Lessons PowerPoint.

## **Conflict Res. Day 3 + 4: Perceptions / Questioning**

[return to table of contents](#)

<b>WA State Standards Met:</b>		<b>My State Standards Met:</b>
-Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS		
-Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS		
-Demonstrate effective communication skills to express emotions. H4.So4.HS		
-Advocate for ways to manage or resolve interpersonal conflict. H8.So4.HS		
<b>National Standards Met:</b> 1.12.1, 2.12.1, 2.12.2, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.2, 6.12.3, 6.12.4, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4		
<b>Common Core Standards Met:</b> Reading / Writing		
<b>Materials Needed:</b>		
<b>PowerPoint Packet</b>	-Conflict Resolution PowerPoint -None	-In PowerPoint folder
<b>Printed Materials</b>	-"The Skill of Asking Questions Worksheet"	-Print 1 for each pair of students
<b>Other Materials</b>		
<b>Optional:</b>		
<b>Video</b>	"Don't argue with idiots"	-See info below
<b>Learning Target</b>	<b>Content:</b> I will learn about healthy communication.	<b>Behavioral:</b> I will work at healthy communication in my life.
<b>Exit Task</b>	-Success Criteria Sheet	
<b>Assessment</b>	-"The Skill of Asking Questions Worksheet" will be turned in for a grade.	

I have allotted two days for these lessons!

1. **DAY TITLE SLIDE:** Take time at the beginning of class to finish the "I" statements worksheet if needed. Sometimes it's helpful to have students ask other students what they said and share their answers at this point. Remind students that yesterday we saw examples of people not staying calm, losing sight of the outcome, not questioning someone further, escalating the conversation by yelling, etc., not understanding or even looking at the other person's point of view; we saw them throwing out "You" statements, and also not compromising.

2. **QUOTE - WE DON'T SEE THINGS:** Perceptions PowerPoint:  
Who can explain the meaning of the quote? Perceptions can be based on past experiences, childhood, how we were raised,

3. **OUR PERCEPTION:** Use the "glass is half empty or full" example to explain that we can change how we view something. If we find ourselves thinking negatively, we can stop and change our thinking.

Day 3+4:

Perceptions

"We don't see things as they are, we see them as we are." - Anais Nin



Our Perception: Is how we see something. And, it can be a choice.



Video:



Add voiceover if we are stillborn and choose not to see the other person's perspective, it can hurt you!

Our Perception:

an event + our perception of it = how we feel about it.

PowerPoints  
walk you through  
the lessons



# Daily PowerPoint Slides:

 **Health Education Today**




## Conflict Resolution Unit

Copyright © Health Education Today

Day 1+2:  
 Conflict Resolution

**Dear Teacher:**

This unit should be done after the "Empathy Unit," so that students understand the concept of empathy for others, as it is such an important part of having healthy relationships!


1 

2

3

4

**It's Not About You!**



Pair | Share:

The most important things in life aren't things

It's about:


BUILDING better RELATIONSHIPS



One of the most important things in life is relationships, and relationships are hard, because we are all human and we all have faults.

We can all be annoying, frustrating, overbearing, too loud, too mean, too clingy, too unreliable, people let us down, forget things, act selfish, etc.

But the key is to learn how to deal with these conflicts, disagreements and disappointments with the people we live with; and with some grace and some conflict resolution skills, we can have healthy relationships in life, and thus, be happier and healthier!



5

6

7

8



"Mom-can I go to the dance on Friday?"  
 "No—I need to to babysit your brother."  
 "How come Janis gets to go and I don't get to?" "That's not fair!"  
 "Because she follows the family rules and you don't."  
 "What does that have to do with anything. Why can't she babysit?"  
 You always pick on me, you favor her, you always make me babysit...  
 Stomp off to room and slam door...

"Mom-can I talk with you? There's a dance I really want to go to... If I follow the rules all week until Friday and if I help pay for a babysitter would you let me go?"

**Conflict Resolution Skills:**


In a conflict you often don't get what you wanted because you:

1. Don't stay calm

or

2. You lose sight of the outcome you wanted...

(see SO QUIUC handout)



**SO QUIUC:** (Don't be so quick to jump to conclusions)

S - stay calm: breath, count, relax, think of a peaceful place, use reminders statements like:

"It's no big deal." "It's not worth it."  
 "I can handle it." "Getting mad won't help."

O - outcome: what outcome do I want?  
 Q - question: question to clarify what they're saying  
 U - understand: their point of view (Empathy)  
 I - "I" statement: say how I feel in a kind way  
 C - compromise: use bargaining power

**Assertiveness Survey Outloud:**

# a piece of scratch paper 1-10

# Speaker Notes:

## Guides you through each PowerPoint/Google Slide.

### Conflict Resolution Skills:

In a conflict you often don't get what you wanted because you:

1. Don't stay calm

or

2. You lose sight of the outcome you wanted...

(see SO QIUC handout)



10. CONFLICT RESOLUTION SKILLS: Having students looking at the SO QIUC model, ask if one student is willing to share a recent argument with a parent that didn't go very well for the student. If their example doesn't work for what you want to show here, continue asking. Ask what **outcome** did the student want? Point to "outcome on the model. And did he/she get it? (No!) Why not? Was it because they didn't "stay calm" (point it out on the model.) And, did they really question in a sincere way why the parent said "No?" Did they even try to understand their parent's point of view or talk about what the parent thought?

Here, you may point out that every conflict is different and complex and it's not that simple to just follow some steps and get what you want, but it will give you a better chance of getting a better outcome, and it will help you maintain healthier relationships.

Engaging Lessons  
walk you through  
with activities



# Presentations + Student Documents: Located on Google Drive/Google Slides




Change each statement into a **question** instead:

Statement that makes someone get defensive and feel like you're assuming things about them:	Change it into a question: Try any of these sentence starters:
1. You're acting like you're mad at me.	
2. You're always so rude to me.	
3. It's your fault that Josh went home. He felt really bad after you yelled at him.	
4. You always let Doug go first.	
5. Why do you always let Sarah get out of doing the dishes?	
6. You're late.	
7. You're a slob.	
8. You make me feel stupid when you talk to me like that.	
9. You never let me go to anything I want to go to.	
10. You are such a klutz!	

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Week Of: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Write the Daily Content Learning Target:	End of Class Content Rating. Circle One:
Monday: I will _____	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now
Tuesday: I will _____	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now
Wednesday: I will _____	
Thursday: I will _____	
Friday: I will _____	



### SO QUIC Conflict Resolution Model

Form description

Name: \*  
Short answer text

Date: \*  
Short answer text

Class Period: \*  
Short answer text

Names: \_\_\_\_\_ Period: \_\_\_\_\_  
Date: \_\_\_\_\_

**Title: "I" Statements and Compromises**

Change these "you" statements into "I" statements.

1. A teacher says to a group of students, "You guys never pay attention. Be quiet right now." (What does the teacher want?)

Change it to an "I" statement:  
\_\_\_\_\_

2. A friend next to Josh in class copies his paper and the teacher gives them both "F"s. Josh says, "You're such a cheater, now you got me in trouble too." (What does Josh want?)

Change it to an "I" statement:  
\_\_\_\_\_

3. You lent your bike to a good friend and when they return it there is a flat tire. This is the second time they've broken something of yours and acted like nothing is wrong. You say, "You're always breaking my stuff, I'm not loaning you anything anymore."

Change it to an "I" statement:  
\_\_\_\_\_

4. Your parent is late to pick you up from school after sports practice. You say, "You're always late. I feel like an idiot having to stand there waiting." (What do you want? Try an "I" statement without blaming).

Change it to an "I" statement:  
\_\_\_\_\_

5. You say to your brother, "You're always barging into my room. Have you ever heard of privacy before?"

Change it to an "I" statement:  
\_\_\_\_\_

Copyright © Health Education Today

**S O Q U I C**  
**(Don't be so quick to jump to conclusions)**

**S - stay calm:** breath, count, relax, think of a peaceful place, **reminder statements** like:

- |  |                                   |
|--|-----------------------------------|
| "It's no big deal"                       | "It's not worth it"               |
| "I can handle it"                        | "Getting mad won't help"          |
| "What they say doesn't matter"           | "Don't make it worse..."          |
| "It's just so-and-so"                    | "I'll have to be the mature one!" |
| "I'm not going to take this personally"  | "It won't matter a year from now" |
| "I don't have to prove anything to them" | "I'm in control!"                 |

The external trigger is what they say or do, while the internal trigger is what I am thinking about it: I can only control what I think, not what they do so it's my choice to be mad or not. Don't say "they're making me mad," or "they're making me lose my temper," because I can choose to be mad or I can calm myself down and choose not to be mad. **Don't give up my power to someone else!**

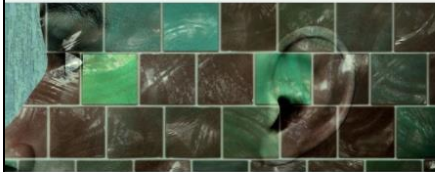
**O - outcome:** what outcome do I want? Think through the consequences. Don't give up my Power to someone else. Keep in mind what I want, so my emotions don't cause me to lose sight of what I want. If I get what I want, while still maintaining the relationship, then I have the power over the consequences.

**Q - question:** question to clarify what their issues/concerns are. Make sure I know why they are.

**U - understand: their point of view** (put myself in their shoes)

**I - "I" statement:** say how I feel about it in a kind way

**C - compromise:** use my bargaining power



## Conflict Resolution Final Quiz

Description

Short answer text



## Conflict Resolution Final Quiz

Form description

Name: \*

Short answer text

Date: \*

Short answer text

Class Period: \*

Short answer text



### Content Learning Target

Each day you at the end of class you will answer the content question and check how well you feel you learned the content. You will not be graded on your answers, only on the fact that you completed the task!

Image title



Date: \*

Short answer text

Class Period: \*

Short answer text

### Art Rubric

Give yourself an HONEST score for each of the following parts to your art project:

Image title



Name: \*

Short answer text



### Learning Target Exit Quiz

Each day you at the end of class you will answer a question given by your teacher to demonstrate that you learned the target content.

Image title



# Easy to Navigate “Table of Contents”:

Links to each lesson document!	Daily Lesson Topics	Common Core Standards	National Standards	WA State Standards	Fill in Your State Standards
Conflict Resolution1+2	<a href="#">-So QUIC” conflict resolution model to resolve conflicts</a> <a href="#">- &lt;-&gt; Video example</a> <a href="#">-“Assertiveness Quiz”</a> <a href="#">-“I’ Statements Activity”</a>	R 3 R 4 W 1 W 4  ELA Anchor Write 4	1.12.1, 2.12.1, 2.12.2, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 6.12.2, 6.12.3, 6.12.4 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4	H1.W1.HS H4.W5.HS H1.So4.HS H4.So4.HS H8.So4.HS	



## Assertiveness Survey Outloud

**Directions:** Read the following scenarios outloud to your students.

Revenge

1. Your boy/girlfriend tell you that he/she is re calls. You realize that your mom never gav
  - a. Don't say anything about the messag
  - b. Confront your mom and ask her if yo were out
  - c. You get even by not giving your mom

Name calling

2. Your teacher gives you a "C" on a paper that You...
  - a. Go home and do nothing about it
  - b. Ask the teacher to explain the grade
  - c. Rip the paper up and tell your friend

Hurtful words

3. Your friend says something that hurts your
  - a. Say nothing and hope it doesn't happ
  - b. Tell your friend that what they said h
  - c. Say something hurtful back

4. Your friend offers to pick up lunch for you b \$8.00). You

### Perceptions:



Names: \_\_\_\_\_ Period: \_\_\_\_\_  
Date: \_\_\_\_\_

#### Title: The Skill of Asking Questions

- **Questions** are a great way to find out how someone is feeling.
- **Questions** help you clarify what you just heard, (because so much of miscommunication was because we didn't listen or we misunderstood what someone said)
- **Questions** help you find out how the person is feeling without making assumptions about them.
- **Questions** usually don't cause the other person to get defensive and angry. For example, "You seem annoyed at me" is a statement of fact and is a judgment about the other person -you're saying they seem annoyed, so you are assuming they're annoyed, which may not be true. Rather, you could pose it in a question like, "Am I doing something that is annoying you?" This way, you are pointing the finger at yourself (am I doing something wrong) rather than the other person. Most people won't be offended or get defensive if you are simply asking a question. It gives them more power to choose how they want to answer, not the feeling like they need to defend themselves.
- Imagine that you do have the thoughts in the statements below, but if you want to resolve things, the way to do it is **not** to get into an argument and make the person defensive (Notice some of the "you" statements are actually questions, so the answer isn't to just pose a question, it's to pose a question without blaming).

What we hear is not always what's being said. What we say is not always what we mean. No wonder misunderstandings occur in our communication with people.

#### Here are some useful examples of common clarification questions:

- Did you mean to...?
- Are you saying that...
- Can you be more specific?
- Why do you think that?
- How did you reach that conclusion?
- Can you share some examples?

There was no change  
There was any change  
Your friend of trying to rip you

ask if he/she can copy your homework. You don't want to let them  
I'm afraid you'll get an "F." You...  
even though you're not real comfort  
you'd rather not  
you're not a cheater like them

### Art Project Grading Rubric: NAME: \_\_\_\_\_ Per: \_\_\_\_\_

Your Score:	A 4 points	B 3 points	C 2 points	D or F 1 point
___/4	Content Accuracy and Relevance <b>*Understanding of topic is very evident and message is very clear and positive.</b>	Understanding is partially clear and message is somewhat clear and relevant.	Understanding is unclear or the message isn't clear or relevant.	Understanding is unclear and message is incorrect or negative.
___/4	Graphics: photos, pictures, and/or wording <b>*Graphics are very creatively displayed.</b>	Graphics are somewhat creatively displayed.	Graphics are a bit creative.	Lacking creative graphics.
___/4	Attractiveness <b>*Looks really good in design, layout, and neatness.</b>	Looks good in design, layout and neatness.	Is acceptably attractive though it may be a bit messy.	Is messy or poorly designed. seems time was not taken to complete it.
___/4	Grammar <b>*No grammatical mistakes. (Spelling)</b>	Just one or two grammatical mistakes. (Spelling)	Several grammatical mistakes. (Spelling)	There are many grammatical mistakes. (Spelling)
___/	16/16 = A 15/16 = A- 14/16 = B 13/16 = B-	12/16 = C 11/16 = D+ 10/16 = D- 9/16 = F		

# "SO QUIC"

## Conflict Resolution Model

(Don't be so quick to jump to conclusions)

**S – stay calm:** breath, count, relax, think of a peaceful place, *reminder statements* like:

"It's no big deal"  
 "I can handle it"  
 "What they say doesn't matter"  
 "It's just so[and]so"  
 "I'm not going to take this personally"  
 "I don't have to prove anything to them"  
 "They're not worth it"  
 "I don't want to get in trouble"  
 "I need to let it go"  
 "I'm wasting my time being mad"  
 "I need to think through the consequences"

"It's not worth it"  
 "Getting mad won't help"  
 "Don't make it worse..."  
 "I'll have to be the mature one!"  
 "It won't matter a month from now"  
 "I'm in control!"  
 "I'm not going to give them power"  
 "It could be worse!"  
 "I'm going to..."  
 "I'm being..."

**O – outcome:** What outcome do I want? Think through the consequences.  
**DON'T GIVE UP MY POWER TO SOMEONE ELSE!!** Keep in mind what I want, so my emotions don't cause me to lose sight of what I want. If I get what I want, while still maintaining the relationship, I win! Then I have the power over the consequences!

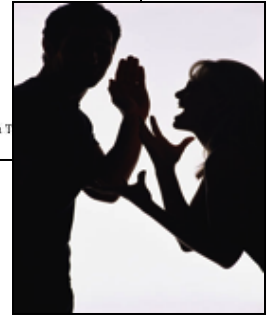
**Q – question:** Question to clarify what their issues/concerns are [make sure I know why...]

**U – understand: their point of view** (put myself in their shoes)

**I – "I" statement:** Say how I feel about it in a kind way

**C – compromise:** –Use bargaining power!

Copyright © Health Education Today



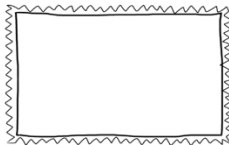
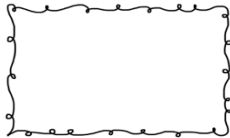
### Video:



<https://www.youtube.com/watch?v=vc-KYD1o9E>

### "So Quic" Wallet Cards:

Choose 1 card. Cut it out and write the SO QUIC steps on the card. On the back, write 5 "calming thoughts" that you feel work the best to help you calm down.



Copyright © Health Education Today

**Survey** Answer as honestly as possible using this scoring:  
<https://www.healtheducationtoday.com/freetipsheets/110/assertquiz.asp>

- \_\_\_ 1. I can ask others to do things for me without feeling guilty or nervous.
- \_\_\_ 2. When someone asks me to do something I don't want to do, I say "no" without feeling guilty.
- \_\_\_ 3. I am comfortable speaking in a group discussion in class at school.
- \_\_\_ 4. I feel confident to express my honest opinions to others.
- \_\_\_ 5. When I experience anger, frustration, or disappointment, I can talk about it to others.
- \_\_\_ 6. When I express anger, I do it without blaming others for "making me mad."
- \_\_\_ 7. I am comfortable speaking up to a person in authority like a teacher, an employer, or a cop.
- \_\_\_ 8. If I disagree with the majority opinion in a class, I can "stick to my guns" without feeling uncomfortable or being too forceful about it.
- \_\_\_ 9. When I make a mistake, I can admit it.
- \_\_\_ 10. I can tell others when their behavior creates a problem for me.
- \_\_\_ 11. Meeting new people in social situations is something that is easy and comfortable for me.
- \_\_\_ 12. I can discuss my beliefs without labeling the opinions of others as ridiculous or stupid.
- \_\_\_ 13. I assume that most people can be trusted and I will ask them to do tasks if needed.
- \_\_\_ 14. When considering doing something I have never done, I feel confident I can learn to do it.

Names: \_\_\_\_\_ **KEY:** \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_  
 "I" statements and compromises (*it's all about how you say it!!!*) EMPATHY-THE BEST RELATIONSHIP SKILL

**Change these "you" statements into "I" statements. DON'T FORGET THE OUTCOME YOU WANT!!**

1. A teacher says to a group of students, "You guys never pay attention. Be quiet right now." (What does the teacher want?)

Change it to an "I" statement: **Could I have your attention please?**

2. A friend next to Josh in class copies his paper and the teacher gives them both "F"s. Josh says, "You're such a cheater, now you got me in trouble too." (What does Josh want?)

Change it to an "I" statement: **I got in trouble for letting you use my paper so I don't want to do that**

any more

3. Y  
the  
stu  
Cha  
to t

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

**Title: Effective Communication Skills**



Think of a recent important conversation. How many of these questions can you answer **yes** to?

1. Did I take full responsibility for the message being heard by the other person? (Remember, it doesn't matter what you say, it only matters what the other person hears.)

circle: yes or no

2. Did I respect the other person's point of view? (Did I have a reaction to what they were saying that prevented me from listening to their full message?)

circle: yes or no

3. Did the other person feel heard and understood? (Did I acknowledge them?)

circle: yes or no

4. If I was asking someone to take a specific action, did I make my request clear?

circle: yes or no

5. Was I speaking in a way the other person can understand? (Speaking in their communication style.)

circle: yes or no

6. Was I communicating openly, without prejudices, expectations and judgment? (Was I focused on having to be right or hearing their point of view?)

circle: yes or no

7. Did the other person leave the conversation feeling good - with some value?

circle: yes or no

8. Did I leave the conversation feeling good - with some value?

circle: yes or no

9. Did I follow-up to see if the conversation was successful - it led to the desired results?

circle: yes or no



and time  
ing my  
m going

Names: \_\_\_\_\_ **KEY:** \_\_\_\_\_ + \_\_\_\_\_  
 Period: \_\_\_\_\_ Date: \_\_\_\_\_

**???????????????? The Skill of Asking QUESTIONS: ??????????????????**

Statement that makes someone get defensive and feel like you're assuming things about them:	Change it into a question: Try any of these sentence starters: <i>Did you know...? Did you realize...? Did you mean to...? Are you...? Do you think I could...?</i>
1. Why are you mad at me?	Are you mad at me?
2. You're always so rude to me.	Did you mean to hurt my feelings when you said that?
3. It's your fault that Josh went home. He felt really bad after you yelled at him.	Did you know that Josh went home after you yelled at him? He felt really bad.
4. You always let Doug go first.	Do you think I could I go first next time?
5. Why do you always let Sarah get out of doing the dishes?	Did you realize I've done the dishes for the past 7 days in a row?
6. You're late.	Did you know you were the last one to get here?
7. You're a slob.	Did you realize you haven't done the dishes for 3 days?
8. You make me feel stupid when you talk to me like that.	Did you mean to make me feel stupid?
9. I want to go to anything I want to go to.	Do you think I could go to something I want to go to next week?
10. You're such a klutz!	Do you think you could be more careful when you walk behind me? (said nicely of course!)

**OUR PERCEPTION:**  
 is how we see something..  
 and **it can be a choice.**

**Video:**



And sometimes if we are stubborn and choose not to see the other person's perception, it can hurt us!

[https://www.youtube.com/watch?v=TqASXGI\\_9j0](https://www.youtube.com/watch?v=TqASXGI_9j0)

Name: \_\_\_\_\_ **COMPLETE KEY** \_\_\_\_\_ Per: \_\_\_\_\_  
 Communication and Conflict Resolution Tips Sheet"

16. Respect the other person	16. Give to others so they'll give to me
17. Put yourself in their shoes	17. Be able to forgive
18. Be positive and kind	18. Stay in control of my emotions
19. Use examples to prove your point	19. Don't react with anger
20. Be self-confident!	20. Learn from my mistakes
<b>TIPS TO HELP YOU STAY CALM:</b>	
1. Breathe slow	
2. Unclench	
3. Think "This won't matter a month from now."	
4. Walk away	
5. Stay positive	
6. Think of a peaceful place	
7. Think "I can handle it."	
8. Think "I need to let it go."	
9. Think It could be worse!"	
10. Think "I need to think through the consequences."	

<b>TIPS FOR "I" STATEMENTS:</b>	
1. Put yourself in the other person's shoes	
2. State how you feel without blame	
3. Show empathy and compassion	
4. Speak without anger	
5. Follow up by asking how THEY feel!	
<b>CONVERSATION/COMMUNICATION RULES:</b>	
1. Ask questions, like "When did...?"	
2. Ask questions, like "Where did...?"	
3. Talk less and hear more	
4. Don't assume others are mind readers	



TIPS FOR BEING ASSERTIVE:	TIPS FOR RESOLVING CONFLICT:
1. Hold onto your N.U.T.s (Non-negotiable, unalterable terms)	1. Stay calm
2. Be simple, honest, and direct	2. Think things like "It's no big deal, worth it" to calm down
3. Fake it 'till you make it!! Use strong body language, voice... (Be an eagle, not a turtle-meaning, stand tall, look sharp, speak up)	3. Remember the outcome
4. Use "I" statements	4. Don't let someone make me mad, power over my emotions
5. Practice being assertive, so it becomes natural	5. Use questions
6. Take baby steps	6. Use "I" statements
7. Start saying "No" and don't feel bad about it!	7. Understand their point of view
8. Take a chance and talk in group discussions (Start small...)	8. Compromise
9. Control your anger and frustration and be able to talk about it to others	9. Don't bull-doze
10. THINK "I'M WORTH IT!" (Positive self-esteem starts with good thoughts about yourself!)	10. Don't bring up the past
11. Have good eye contact	11. Don't use terms like "you" or "you always"
12. Use a strong voice	12. Stay humble
13. Give a good reason for saying no.	13. Don't attack their personality-stick to the issue you are talking about!
14. Tell others if what they are doing bothers you (You have a right to your feelings too!)	14. Stay humble
15. Talk about things that are bugging you and/or ask for what you need.	15. Use my bargaining power

Statement that makes someone get defensive and feel like you're assuming things about them:	Change it into a question Try any of these sentence starters: <i>Did you know...? Did you realize...? Did you mean...? Are you...? Do you think I could...?</i>
1. You're acting like you're mad at me.	
2. You're always so rude to me.	

**Video:**

1. At tribal council, the night before the argument between Twila and Mia, Twila complains that the "younger" women, including Mia, don't do any work around camp and that they're lazy. Here is some of their conversation, and photos from the show/video clips.



Twila



Mia

<http://www.youtube.com/watch?v=NyicW2TGVV0>

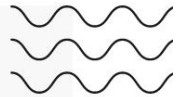
# Buy it Today, Teach it Tomorrow!



What makes this program unique?

- ◆ This program features highly organized step-by-step teacher directions that follow daily PowerPoints, providing talking points for each slide.
- ◆ **Documents and PowerPoints are editable** to cater to you and your students needs. Documents are included in both **Word and PDF** formats.
- ◆ PowerPoints are full of trending topics, photos, and video links that teens will appreciate.

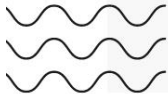
# Copyright © Health Education Today All rights reserved by author.



**Copyright © Health Education Today  
All rights reserved by author.**



- 1) This product is to be used by the original downloader only. It is not transferable to any other person.
- 2) Copying for anyone other than the person who purchased this program; or for another classroom, department, school, or school system is prohibited.
- 3) This resource is not to be shared with colleagues or used by an entire grade level, school, or district without purchasing the proper number of licenses. If you are a coach, principal, or district interested in a site license, please contact me for a quote at [hello@healtheducationtoday.com](mailto:hello@healtheducationtoday.com).
- 4) This product (or any part thereof) may not be distributed or displayed digitally for public view, and cannot be used on commercial sites; including, but not limited to Outschool and Course Hero. (Google Drive and online posting MUST BE Password-protected student websites only.) Failure to comply is a copyright infringement and a violation of the Digital Millennium Copyright Act (DMCA).
- 5) The purchaser is granted permission to make duplicates for classroom use only. Redistributing, editing, or selling are prohibited.



## Works Cited:

Yosemite Photo by the author:

WA Standards From: <http://www.k12.wa.us/healthfitness/Standards.aspx>

NYC Standards From:

<http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/healthPF>

Photos From:

<https://labs.openai.com/>

<http://www.fotosearch.com>

<http://www.pixabay.com>

<http://www.shutterstock.com/index-in.mhtml>

<http://stokpic.com>

<https://unsplash.com>

<https://static.pexels.com>

**Thanks for  
previewing!**

