



SCSW - Grade 4 - Healthy Conflict Resolution Skills

Unit Focus

In this unit, students explore personal boundaries and the power of their own voice to resolve social conflict. Students identify the size of a problem and an appropriate response. Students will also review coping strategies to access when experiencing strong emotions in these social encounters and in their lives. Ultimately, students will be given a scenario and asked to make a prosocial decision using the steps they have learned to manage conflict.

The school community will take part in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social isolation by teaching empathy and empowering students to be inclusive. Experiences are focused on inclusivity and starting a conversation with somebody in order. Examples of experiences to increase belonging and school connectedness include conversation starters at the lunch tables, classroom lessons, and posters around the school addressing Start with Hello Week.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
CT School Counseling Standards CT Counseling: 4-5 • Demonstrate ways to make and keep friends (S/ E1.1) • Reflect on how our words and actions can impact others (S/E1.2) • Discuss ways to solve problems with others (S/ E1.3) • Understand the difference between assertive and aggressive behavior (S/E1.4) • Demonstrate an understanding of the steps in the decision-making process (S/E3.1) • Demonstrate an understanding of how personal decisions can also impact others (S/ E3.3) • Develop effective coping skills for dealing with problems and negative feelings (S/E4.3) • Understand the importance of healthy feelings, thoughts, and actions and who to go to for help (S/E4.5) • Demonstrate the ability to assert boundaries, rights, and personal privacy (S/E5.2) Madison Public Schools Profile of a Graduate • Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG. 2.1)	<i>Students will be able to independently use their learning to...</i> T1 Respond to situational challenges and social interactions based on consideration of societal norms, safety, and belief systems.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Students analyze their own behavior and the behavior of others to shape personal boundaries. U2 Students identify their role in initiating and maintaining reciprocal, mutually respectful and beneficial friendships. U3 People choose when to demonstrate cooperation, collaboration, compromise and negotiation to build and maintain healthy relationships. U4 Individuals need to recognize both sides of a topic/matter in order to interpret the complexities of the issue from another perspective. U5 Coping strategies allow you to regulate emotions in order to approach a problematic situation.	<i>Students will keep considering...</i> Q1 Do my actions and/or decisions have a negative or positive impact on my self or others? Q2 What is the main issue and who can help me to deal with it? Q3 How can I express how I am feeling? Q4 What conflict resolution strategies can help me in this moment and why? Q5 What coping strategy can help me in this moment?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 personal boundaries are an individualized set of preferences in a social setting. K2 that eye-contact, solid footing and a clear tone of voice are qualities of assertive communication. K3 social conflict can be resolved using healthy strategies. K4 a compromise is acknowledging the needs and wants or preferences of each person in the conflict and finding the solution that works for all. K5 that understanding the size of a problem will help us define an appropriate response. K6 Vocabulary: cooperation, negotiation, compromise, collaboration, assertive, passive, aggressive, coping strategy, mindfulness.	<i>Students will be skilled at...</i> S1 how to use their strong voice to communicate their needs and wants. S2 using the strategies for conflict resolution when solving a problem with a peer. S3 identify the size of a problem and an appropriate response. S4 managing their emotional responses utilizing their coping strategies.