

Objectives

By the end of this lesson, students will be able to:

- Describe the changes they've gone through in the past
- Describe the changes they're currently going through
- Describe how those changes affect their relationships



Bold—Teacher's script

Italics—Anticipated student responses

Prep

- Whiteboard
- Partners

Lesson Note

Have students save their written work. They'll need it to complete the Activity in Lesson 26.

Program Themes

Growth Mindset, Perspective-Taking, Relationships

CASEL Core Competencies

Self-Awareness, Social Awareness, Relationship Skills

Warm-Up (5 min.)



Set the purpose for Unit 4.



Set the purpose for today's lesson.



Have students write their responses to the prompt on the screen.

When they're finished, ask students who've had at least one thing change to raise their hands and keep them up.

Look around the room. A lot changes in middle school, and these changes can affect friendships and other relationships. Today we'll talk about why.

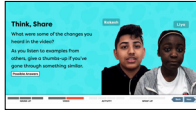
Video (4 min.)



Introduce the video: **In this video, middle school students describe changes that they, or their friends, went through. As you watch, listen for the kinds of changes they describe.**

Play the video.

Video (cont.)



Give students time to think about the questions on the screen. Then call on students at random to share their responses. Select the Possible Answers button to show sample answers to the first question.

These are really common changes. And changes you go through don't only affect you; they can affect others, too.

Activity (13 min.)



Let's take a closer look at Dara from the video.

Read the text on the screen.



Read the text on the screen and give students 2–3 minutes to write their responses. Then call on pairs at random to share their responses with the class. If desired, create a table on a whiteboard like the one in the handout and fill it in with student responses.

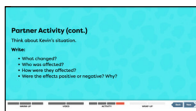
- What changed? *Wanted to be cool. Hung out with a new group. Missed her old friends. Didn't care about being cool anymore.*
- Who was affected? *Dara. Her new friends. Her old friends.*
- How were they affected? *Dara left the "cool" group. Dara had to try to get back with her old friends.*



Now let's think about Kevin's situation.

Read the prompt and questions on the screen aloud.

Everyone goes through changes in middle school, and sometimes those changes affect friendships and other relationships.



Read the prompt and questions on the screen aloud. Have students work in pairs to write their responses. Call on students at random to share their responses.

Wrap-Up (3 min.)



Have students write their responses to the questions on the screen. Call on volunteers to share their responses.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned. Select the Sneak Peek button to introduce the next lesson's topic.

Objectives

By the end of this lesson, students will be able to:

- Identify actions that escalate conflicts
- Determine ways to prevent conflicts from becoming more serious

Vocabulary

- **Minor conflict** (n.) a conflict that's generally easier to resolve and doesn't cause long-term physical or emotional harm
- **Major conflict** (n.) a conflict that's hard to resolve, has serious consequences, and causes physical or emotional harm
- **Escalate** (v.) to cause something to become more intense or serious

Program Themes

Conflicts, Perspective-Taking, Relationships

Prep

- Whiteboard
- Partners



Bold—Teacher's script

Italics—Anticipated student responses

Lesson Note

Have students save their written work or handouts. They'll need them to complete the Activity in Lesson 26.

CASEL Core Competencies

Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (3 min.)



Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Have students write their responses to the questions on the screen.

Define (4 min.)



There are many types of conflicts, and some are more serious than others.

Read the front of the first card. Give students time to think about the question on the screen. Call on students at random to share their responses, then select the card to show the answer. Repeat with the second card.

Define (cont.)



Have students write their responses to the prompts on the screen.



Conflicts are a part of life. Most of the time they're minor. Select the first card on the screen and read the definition aloud.

But sometimes minor conflicts can turn into something more serious. Select the second card on the screen and read the definition aloud.



Read the definition on the screen and give students time to think about the question. Call on volunteers to explain.

Today we'll look at a few example conflicts and try to determine what caused them to escalate.

Activity (15 min.)



Here's the first example.

Select the Jess and Tasha button and read the situation aloud. Give students two to three minutes to write their responses to the questions on the screen. Then call on pairs at random to share their responses. Select the Possible Answers button to show possible answers.



Discuss the questions on the screen for each person involved in the conflict. Call on students at random to respond. Select the Possible Answers button to show example responses.



Let's look at another conflict.

Select the Remi and Elliot button to show the situation. Give students four to five minutes to complete the activity. If time allows, call on pairs to share their responses. Select the Possible Answers button to see example responses.

Wrap-Up (3 min.)



Have students write their responses to the questions on the screen.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

Objective

By the end of this lesson, students will be able to examine social conflicts from multiple perspectives so they can resolve minor conflicts.



Bold—Teacher's script

Italics—Anticipated student responses

Vocabulary

- **Perspective** (n.) how someone thinks or feels about something based on experience or personal preference
- **Perspective-taking** (n.) the process of being able to identify and understand another person's feelings, thoughts, needs, and wants

Program Themes

Conflicts, Perspective-Taking, Relationships

Prep

Partners

Lesson Notes

Have students save their written work. They'll need it to complete the Activity in Lesson 26.

CASEL Core Competencies

Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (4 min.)



Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Have students write their responses to the questions on the screen. Call on students at random to share their responses.



Read the text on the screen aloud.

Define (5 min.)



Who can tell me what a perspective is? Call on volunteers to share their responses.

Define (cont.)

Select the Perspective card on the screen and read the definition aloud. Offer a personal example of a perspective you hold that may differ from your students, or use the following: **For example, I may hate rollercoasters because I had a scary experience when I was a kid. But you might love them.**

There's no right or wrong. Our perspectives are just different. What are some things people have different perspectives on? *Music, favorite shows, fashion, what's funny or cool.*

Perspective-taking takes it a step further. Select the Perspective-taking card on the screen and read the definition aloud.

Perspective-taking takes practice, but it can help us make friends, improve relationships, and even prevent conflicts.

Activity (12 min.)



Read the text on the screen aloud.



Give students time to write responses to the questions on the screen. When they're finished, call on students at random to share their responses.



Read the prompts on the screen aloud.

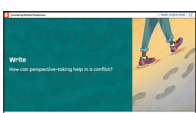


Give students time to write responses to the questions on the screen. When they're finished, call on students at random to share their responses.



Read the questions on the screen aloud. Have students work with partners to write responses. Then call on pairs at random to share their responses with the class.

Wrap-Up (4 min.)



Have students write their responses to the questions on the screen.



Conclude the lesson by encouraging students to take action on what they learned. Select the Sneak Peek button to introduce the next lesson's topic.

Objective

By the end of this lesson, students will be able to demonstrate how to use respectful language to prevent conflicts from getting worse.



Bold—Teacher's script

Italics—Anticipated student responses

Program Themes

Conflicts, Perspective-Taking, Relationships

Prep

Partners

Lesson Note

Have students save their written work. They'll need it to complete the Activity in Lesson 26.

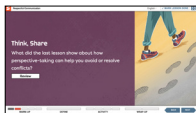
CASEL Core Competencies

Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (5 min.)



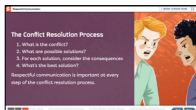
Set the purpose for today's lesson.



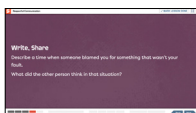
Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

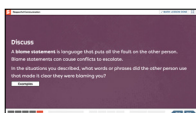
Select the Review button for a summary of what was learned.



Today, we'll talk about how respectful communication can help you solve conflicts. Some of you may recognize these steps if you had Second Step lessons before this year. Read the description and steps on the screen aloud.



Read the prompt and question on the screen aloud. Have students write their responses. Call on students at random to discuss what they wrote.



Read the description of a blame statement on the screen aloud.

We've all experienced being blamed for something that we didn't do. It can be really frustrating.

Give students time to think about the question on the screen. Then call on students at random to share their responses. Select the Examples button to show examples of blame statements.

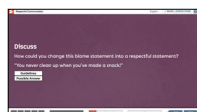
Define (2 min.)



To resolve conflicts, it helps to communicate respectfully. Read the definition on the screen aloud.

Today you'll practice ways of communicating that will do all of these things.

Activity (15 min.)



Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Guidelines button to review the respectful communication guidelines.

Select the Possible Answers button to show a sample answer.



Give students time to think about the question on the screen. Then call on students at random to share their responses. Select the Possible Answers button to show sample answers.



Give students five minutes to complete the activity. Select the Guidelines button to show guidelines for respectful communication.



Now you'll work in small groups to choose the best respectful statements. Give students five minutes to complete the activity. Then call on groups at random to share their responses.

Wrap-Up (3 min.)



Have students write their responses to the questions on the screen.

Remind students to save their written work or handouts.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

Objective

By the end of this lesson, students will be able to identify and evaluate various solutions to a conflict in order to find the best solution.

Lesson Notes

- Remind students to not use names of other students when describing a personal story aloud.
- Have students save their written work. They'll need them to complete the Activity in Lesson 26.

Program Themes

Conflicts, Perspective-Taking, Relationships

Prep

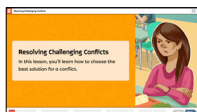
- Partners

Key **Bold**—Teacher's script
Italics—Anticipated student responses

CASEL Core Competencies

Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (3 min.)



Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Give students time to think about the questions on the screen. Then call on students at random to share their responses. Select the Examples button to show example conflicts.



Read the text on the screen aloud.

Video (2 min.)



Introduce the video: **We're going to watch a video about a student who had a conflict with a friend. As you watch, think about what escalated the conflict.**

Play the video.

Discuss (4 min.)



Give students two minutes to discuss the first two questions on the screen. Call on pairs at random to share their responses. Select the Answers button to show the answers.

Read the last question on the screen. Call on pairs at random to share their responses.

If Eric doesn't resolve this conflict, it could go on for a long time or even ruin his friendship.

Activity (14 min.)



Here are some questions that can help Eric figure out how to resolve this conflict.

Have students write their responses to the questions on the screen. Call on students at random to share their responses. Select the Possible Answers button to show example answers.



Some solutions are better than others. Let's imagine what might happen if Eric tried each of these solutions.

Read the instructions on the screen aloud. Give students time to think. Call on students at random to share their responses. Select the Possible Answers button to show sample answers.



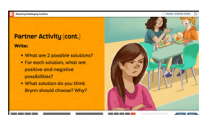
Give students time to think about the questions on the screen. Then call on students at random to share their responses.



Let's look at another scenario. Select the Brynn's Conflict button and read the scenario.

Give students time to write their responses.

When they're finished, call on students at random to share their responses.



Now, let's think of solutions. Give students time to complete the activity.

When they're finished, call on students at random to share their responses.

Wrap-Up (2 min.)



Have students write their responses to the questions on the screen.

Remind students to save their written work or handouts.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

Objective

By the end of this lesson, students will be able to demonstrate how to make amends in meaningful and restorative ways.

Vocabulary

- **Making amends** (v.) making up for doing something wrong; doing something to repair the harm
- **Harm** (n.) physical or emotional injury, damage, or destruction

Program Themes

Conflicts, Perspective-Taking, Relationships

Prep

Partners

Lesson Note

Have students save their written work. They'll need it to complete the Activity in Lesson 26.



Bold—Teacher's script

Italics—Anticipated student responses

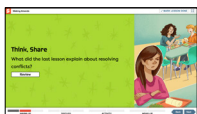
CASEL Core Competencies

Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (4 min.)



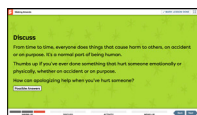
Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

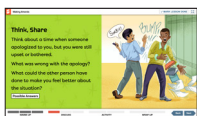
Select the Review button for a summary of what was learned.



Read the first statement and the prompt on the screen aloud. Give students time to respond. **We all make mistakes.**

Read the question on the screen and give students time to think. Then call on students at random to share their responses. Select the Possible Answers button to show sample answers.

Discuss (8 min.)



Give students time to think about the prompts on the screen. Then call on students at random to share their responses. Select the Possible Answers button to show sample answers.



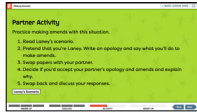
Read the definition of making amends on the screen aloud.

Discuss (cont.)



Give students time to discuss the questions on the screen. Call on pairs at random to share their responses. Select the Possible Answers button to show example answers.

Activity (10 min.)



Let's practice making amends with some example scenarios.

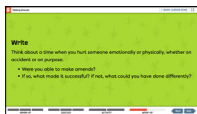
Read the instructions on the screen aloud. Select the Laney's Scenario button and read the scenario aloud. Give students time to complete the activity. When they're finished, call on students at random to explain their answers.



Let's try another one.

Select the Cory's Scenario button and read the scenario aloud. Give students time to complete the activity. When they're finished, call on pairs at random to explain their answers.

Wrap-Up (3 min.)



Have students write their responses to the questions on the screen.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

Objective

By the end of this lesson, students will be able to demonstrate resolving a social conflict.



Bold—Teacher's script

Italics—Anticipated student responses

Program Themes

Conflicts, Perspective-Taking, Relationships

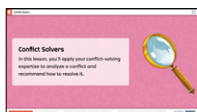
Prep

Completed written work from Lessons 20–25

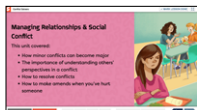
CASEL Core Competencies

Self-Awareness, Self-Management,
Social Awareness, Relationship Skills,
Responsible Decision-Making

Warm-Up (1 min.)



Set the purpose for today's lesson.

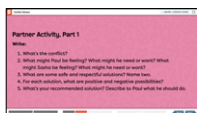


Review what students learned in Unit 4.

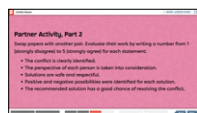
Activity (20 min.)



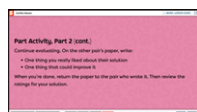
Read the text on the screen aloud. Alternatively, if you're using student handouts, you can have students read the letter included in the handout.



Give students about 10 minutes working in pairs to answer the questions.



Give students five minutes to complete their evaluation of another team's responses.



Give students a few minutes to respond to the prompts on the screen.

When they're finished, give pairs a few more minutes to review how their solution was rated. If students have questions about the ratings they received, encourage pairs to talk with each other.

Wrap-Up (4 min.)



Give students time to think about the questions on the screen. Then call on volunteers to share their responses.



Conclude the lesson by encouraging students to take action on what they learned.

In this performance task, students work in pairs and apply their conflict-solving skills to analyze a conflict and make a recommendation for how to resolve it.

Instructions to Teachers

This performance task is an opportunity for students to demonstrate the skills and knowledge they acquired throughout **Unit 4: Managing Relationships and Social Conflict**. It focuses primarily on the skills and knowledge required for conflict resolution.

The rubric below can be used as a tool to guide you as you observe and listen to your students during the performance task. If you're uncertain that students are meeting criteria, you can check their understanding by asking questions that encourage further elaboration or clarification. If students are struggling with criteria, you can provide support as needed. In addition, there are suggested resources for ways to reinforce or continue to practice the skills and knowledge.

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Describe the different perspectives of the people involved in a conflict	Analyzing a social conflict from multiple perspectives	The perspectives described are incomplete or do not accurately capture the needs and wants of both people.	The perspectives described are complete and accurately capture the needs and wants of both people.	Lessons L22: Considering Multiple Perspectives L23: Respectful Communication Advisory Class Meetings: • Conflict Response • Empathy • Listen to This
Apply the four-step conflict resolution process	Applying the first step in the conflict resolution process: What's the conflict? Describing the conflict in a non-blaming, respectful way	The conflict is not clearly described or uses blaming or disrespectful language.	The conflict is described clearly and uses respectful and non-blaming language.	Lesson L21: Why Conflicts Escalate Advisory Class Meeting: • Conflict and Relationships Service-Learning Project: • Reducing Conflict



Performance Task: Conflict Solvers

Performance Task Rubric
GRADE 6 | Unit 4 | Lesson 26

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Apply the four-step conflict resolution process	Applying the second step in the conflict resolution process: What are possible solutions? Generating solutions that are safe and respectful and take both people's perspectives into account	Only one solution was generated. OR The solutions that were generated are not safe and respectful, and do not clearly take both people's perspectives into account.	At least two solutions were generated. AND The solutions are safe and respectful and clearly take both people's perspectives into account.	Lessons L23: Respectful Communication L24: Resolving Challenging Conflicts Advisory Class Meetings: <ul style="list-style-type: none">• Fixing Friendships• Getting Along• Conflict and Relationships
	Applying the third step in the conflict resolution process: For each solution, consider the consequences Predicting positive and negative consequences for each solution	The consequences described are missing either the negative or the positive consequence. OR The consequences were described for only one solution.	The consequences described include both negative and positive consequences for each of the two solutions chosen.	Lesson L24: Resolving Challenging Conflicts Advisory Class Meetings: <ul style="list-style-type: none">• Fixing Friendships• Getting Along• Conflict and Relationships
	Applying the fourth step in the conflict resolution process: What's the best solution? Considering each person's perspective (needs and wants) and what will realistically work when deciding on a solution	The chosen solution does not take into account each person's perspective—and/or it is not clearly realistic as a way to solve the problem.	The chosen solution takes into account each person's perspective and is clearly realistic as a way to solve the problem.	Lessons L24: Resolving Challenging Conflicts L25: Making Amends Advisory Class Meetings: <ul style="list-style-type: none">• Fixing Friendships• Getting Along• Conflict and Relationships



Performance Task: Conflict Solvers

Performance Task Rubric
GRADE 6 | Unit 4 | Lesson 26

Additional Observation Notes

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