

Objective

By the end of this lesson, students will be able to identify common reasons why social conflicts escalate from minor to major.

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

Program Themes

Conflicts, Relationships

Prep

Partners or small groups

Lesson Note

Have students save their handouts or written work. They'll need them throughout this unit.



Bold—Teacher's script

Italics—Anticipated student responses

CASEL Core Competencies

Social Awareness, Relationship Skills

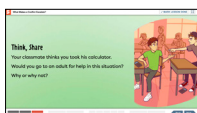
Warm-Up (3 min.)



Set the purpose for Unit 4.



Set the purpose for today's lesson.



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

You can always ask for help if you think you need it, but you probably wouldn't need to here. This is an example of a minor conflict.

Define (5 min.)



Conflicts can be minor, or major.

Give students time to think about the question on the screen. Then call on students at random to share their responses. Select each card to learn more about that kind of conflict.



Sometimes, minor conflicts escalate into major conflicts.

Select each white dot on the screen and read the reason aloud. Have students raise their hand if they've seen a conflict escalate for that reason.

When applicable, give examples from your own life. For example: **I accidentally cut in front of someone in line at the grocery store. They got really mad at me because they assumed I did it on purpose.**

Activity (13 min.)



Let's look at a scenario that shows how a minor conflict can become a major conflict. Read the instructions on the screen aloud.



Give students time to read the scenario and write their responses. Select the Reasons for Escalation button to show the list of common reasons.



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Give students time to write their responses. Select the Reasons for Escalation button to show the list of common reasons.

When they're finished, call on pairs at random to share their responses. **Both Jenny and Troy did things that escalated the conflict. If they'd made different choices, they might have been able to solve the conflict and move on without the principal's help.**

Wrap-Up (4 min.)



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



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 describe how using emotion-management strategies can prevent the escalation of a conflict.

Lesson Note

Have students save their written work.

Program Themes

Conflicts, Perspective-Taking, Relationships

Prep

Partners



Bold—Teacher's script

Italics—Anticipated student responses

CASEL Core Competencies

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.



Conflict can bring up some pretty strong emotions.

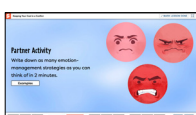
Have students write their responses to the questions on the screen. Call on volunteers to share their responses.

Discuss (7 min.)



In Unit 3, we talked about what happens to our brains when we experience strong emotions.

Have students write their responses to the question on the screen. Call on students at random to share their responses. Then select the white dots on the screen and read the descriptions.



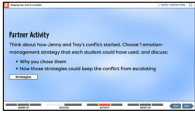
Let's review some emotion management strategies we discussed in the last unit.

Give students time to write their responses to the prompt on the screen. When they're finished, call on pairs at random to share their responses. Select the Examples button to show examples of emotion-management strategies.

Activity (9 min.)

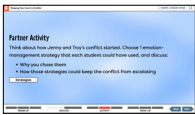


Read the scenario aloud.



Both Troy and Jenny had strong emotions that led to the conflict escalating. Let's rewind back to the beginning when both Troy and Jenny began to get upset.

Read the prompts on the screen aloud and give students time to discuss. Select the Strategies button to show a list of emotion-management strategies. If needed, return to the previous slide to show the scenario. When they're finished, call on pairs at random to share their responses.

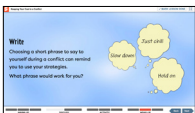


Here's another scenario. Read the scenario and prompt aloud. Give students time to write their responses to the question on the screen.

Wrap-Up (6 min.)



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



Read the description, question, and examples on the screen aloud. **If one of these examples doesn't resonate with you, come up with your own.**

Call on volunteers to share the phrases they chose.

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 explain how to listen to and consider someone else's perspective during a conflict.

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



Bold—Teacher's script

Italics—Anticipated student responses

Lesson Note

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

CASEL Core Competencies

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.



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



Read the statements and question on the screen. Then call on students at random to share their responses.

How do you feel when someone's wrong about your perspective? Call on students at random to respond. *Blamed. Misunderstood. Disrespected. Upset. Angry.*

Define (3 min.)



Select the cards on the screen and read the definitions aloud. **When you stop to think about the other person's perspective and imagine other possible reasons for their behavior, you can often avoid starting or escalating conflicts.**

Activity (14 min.)



Let's practice perspective-taking together. Read the scenario on the screen aloud.



Give students time to discuss the first question on the screen. Call on pairs at random to share their responses. Then select the Answer button to show the correct response.

Give students time to discuss the second question, then select the What Really Happened button and read the rest of the scenario aloud.

Sometimes you can't get direct information or ask questions about someone's perspective, so it really helps to keep an open mind and imagine other possible explanations. Imagining other explanations helps us avoid jumping to conclusions.



Let's look at another scenario. Read the scenario on the screen.

Have students work in pairs to write their responses to the question. When they're finished, call on students at random to share their responses with the class.

Select the Possible Answers button to show examples of how to reframe the situation.

If desired, help students connect what they learned in Unit 3 to this scenario.

You learned that our brains have a negativity bias and are wired to pay more attention to negative things than positive things. How do you think that bias affected Andre's assumptions? Give students think-time, then call on students at random to respond. *He thought of mean, negative intentions first. He assumed the worst. He didn't think of positive explanations.*



Give students time to write their responses to the first question on the screen. When they're finished, call on pairs at random to share their responses. Select the Possible Self-Talk button to show examples of positive self-talk.

If Andre takes Dennis's perspective, he might realize that there are a lot of possible reasons why Dennis didn't log on or text. Give students time to discuss the second question. Then call on pairs at random to share their responses. Select the What Really Happened button and read the rest of the scenario aloud.



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

Select the Possible Answers button to show example responses.

It's easy to jump to conclusions and assume negative intentions when you're upset, but it's better to find out what really happened first.

Wrap-Up (4 min.)



Many of you may already practice perspective-taking.

Have students write their responses to the questions on the screen. **It's never too late to take the other person's perspective, but if you stop to think about their perspective at the beginning of a conflict, you might avoid the conflict altogether.**

Have students 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.



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Objective

By the end of this lesson, students will be able to describe the perspectives of everyone involved in a conflict in a nonjudgmental way.

Lesson Notes

- Read both viewpoints in the Activity so you'll be prepared for any clarifying questions students might have.
- Have students save their written work. They'll need it for the next lesson.

Program Themes

Conflicts, Perspective-Taking, Relationships

Prep

Partners



Bold—Teacher's script

Italics—Anticipated student responses

CASEL Core Competencies

Social Awareness, Relationship Skills

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 volunteers to discuss their ideas with the class.

Define (5 min.)



So far in this unit, we've talked about why conflicts escalate and what you can do to prevent them from escalating. But even if you and the other person involved in the conflict avoid escalating it, the conflict still exists.

Today we'll focus on how to resolve conflicts using the conflict resolution process. You may remember this from previous Second Step lessons. Read the steps of the conflict resolution process on the screen aloud.



The first step in the conflict resolution process is to describe the conflict in a way that captures everyone's perspective and doesn't blame anyone. To do this, you must follow these guidelines. Select the Guidelines button to show guidelines for describing the conflict.

Define (cont.)



Read the first question on the screen aloud. Give students time to think about their answers. Then call on students at random to discuss their responses. Select the Challenges button to show example responses.

Sometimes it's really hard to understand the other person's perspective. You have to be willing to step into their shoes and put aside your own opinions. If you can't do this, resolving the conflict will be difficult.

Read the second question on the screen aloud. Give students time to think about their answers. Then call on students at random to discuss their responses. Select the Tips button to show tips for understanding someone's perspective.

Activity (13 min.)



Let's practice with a scenario. Read the instructions on the screen aloud.



Read the scenario on the screen aloud. Select the Ahmad button and read Ahmad's perspective aloud. Select the Leo button and read Leo's perspective aloud.

Give students time to complete the activity described on the previous slide. If needed, return to the previous slide to review the directions.



Read the text on screen. Give students time to write their descriptions.

When they're finished, call on pairs at random to read their descriptions. For each description, ask the class whether it meets the criteria on the screen.

Wrap-Up (3 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 consider possible solutions and their consequences in order to find the best solution for resolving a conflict.



Bold—Teacher’s script

Italics—Anticipated student responses

Program Themes

Conflicts, Perspective-Taking, Relationships

Prep

- Completed written work from Lesson 23
- Partners (partner students with the same person from Lesson 23)

Lesson Note

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

CASEL Core Competencies

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 volunteers to share their responses.

Select the Compromise button to show a definition.

If desired, present an example from your own life of a time you had to compromise, or use the following example: **I don’t like dirty dishes in the sink. My partner doesn’t like clean dishes left in the dishwasher. We compromised by having one of us load and run the dishwasher while the other puts them away after the dishwasher has finished cleaning them.**

Activity (17 min.)



In the last lesson, we talked about the first step, “What’s the conflict?” Today, you’ll practice the rest of the steps. Read questions 2–4 aloud.

Activity (cont.)



First, let's remind ourselves of the conflict we read about in the last lesson. Select the buttons to show each character's perspective.

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

- *Leo hopes that Ahmad will go to the movie. Ahmad hopes Leo won't feel hurt if he performs his poetry.*
- *Helps you think about everyone's perspective. Helps you understand why the conflict is happening*



In the second step, we think of possible solutions. Read the description of Step 2 on the screen. Give students time to discuss the question. Call on pairs at random to share their responses.



In the third step, we consider the consequences of each solution. Read the description of Step 3 on the screen. Give students time to write their responses to the questions. When they're finished, call on pairs at random to share their responses.



Finally, we're ready to pick a solution. Read the description of Step 4 on the screen. Give students time to write their responses to the prompt. When they're finished, call on volunteers to share their responses.

Remember, for this process to work, both people need to be interested in thinking of a solution that works for everyone.

Wrap-Up (4 min.)



Give students time to write their responses to the prompt 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 explain what to do to take responsibility for their actions and make things as right as possible.

Vocabulary

Making amends (v.) making up for doing something wrong; doing something to repair the harm

Program Themes

Conflicts, Perspective-Taking, Planning Ahead, Relationships

Prep

Partners (students will work with two different partners during the Activity in two rounds of role-playing)

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-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.

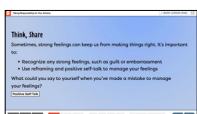
Select the Review button for a summary of what was learned.



Making mistakes is part of learning and growing any skill, including building good relationships.

Have students write their responses to the questions on the screen. Call on volunteers to share their responses. Have students give a thumbs-up if they had a similar response. *I felt guilty. I was embarrassed.*

Discuss (6 min.)



It's natural to feel strong emotions when you make a mistake.

Give students time to think about the question on the screen. Then call on volunteers to share their responses. Select the Positive Self-Talk button to show examples.



Read the description on the screen. Give students time to think about the questions on the screen. Then call on volunteers to share their responses. *They say more than just, "sorry." They don't give an excuse. To make things as right as possible. Because saying sorry doesn't fix everything.*

Select the Making Amends button for a reminder about what it means.

Discuss (cont.)



Read the first question on the screen. Give students time to think, then call on volunteers to share their responses. Select the Possible Answers button to show example responses.

Read the second question on the screen. Give students time to think, then call on volunteers to share their responses. Select the Reasons button to show an explanation.

Activity (10 min.)



Let's practice with a scenario. Read the scenario on the screen aloud.



Read the instructions on the screen aloud.

Select the Roles button to show partners how to prepare for their conversation. Give students work time. If using the handout, have students write their responses in one side of the table.



Just like any skill, we can get better at resolving conflicts with practice.

Read the instructions on the screen aloud. Give students time to repeat the exercise with a different partner. Select the Roles button to remind partners what to do for each role. If using the handout, have students complete the table.



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

Wrap-Up (4 min.)



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



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 key elements of resolving conflicts successfully.



Bold—Teacher's script

Italics—Anticipated student responses

Prep

- Completed written work from Lessons 20-25
- Partners
- Tape for displaying tip sheets on the classroom walls (optional)
- Stickers (optional)

Lesson Notes

- As this is the last lesson of the seventh-grade program, you may want to take additional time in the Wrap-Up to review the Second Step concepts presented throughout the year and debrief all that students have learned.
- Students can use a separate piece of paper to create their tip sheets if they want. If teaching remotely, have students create and collaborate on their plans in a separate online document.

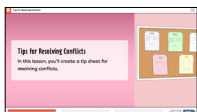
Program Themes

Conflicts, Perspective-Taking, Planning Ahead, Relationships

CASEL Core Competencies

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

Warm-Up (2 min.)

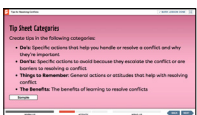


Set the purpose for today's lesson.



Review what students learned in Unit 4.

Activity (20 min.)

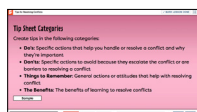


You'll create a one-page tip sheet that can be posted on a wall or online or handed out to other students. It should list the most important tips for handling and resolving conflicts.

Read the categories on the screen aloud.

Let's look at a sample of a tip sheet on learning to swing dance.

Select the Sample button to show an example tip sheet with each of the categories.



You'll also need to check that your tips cover these four essential elements of resolving conflicts.

Read the list of elements on the screen aloud.

Activity (cont.)

The tip sheet will summarize everything you've learned in this unit. Before you begin, take a few minutes to look through your written work from this unit.

Give students time to create their tip sheets. When they're finished, have students evaluate their tip sheets using the list on the screen.



Let's take a look at all the different tip sheets we made.

Have students either display their tip sheets on their desks or give them tape so they can display them on the classroom's walls.

Have students walk around and look at all tip sheets. If you have time, you may want to have students put stickers or draw stars next to ideas they like.

Wrap-Up (3 min.)



Give students time to think about the question 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 to create a tip sheet for resolving conflicts.

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**.

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 | |
| Recognize when a social conflict is escalating and identify what common actions contribute to escalation | Identifying common reasons why social conflicts escalate from minor to major, including: making assumptions; jumping to conclusions; and involving others | The list of <i>Don'ts</i> does not include actions that commonly escalate conflict. | The list of <i>Don'ts</i> includes actions that commonly escalate conflict. | Lesson L20: What Makes a Conflict Escalate? Advisory Class Meetings: <ul style="list-style-type: none"> Disagreements Disagreeing with Friends When You Assume Past Conflicts |
| | | Identifying how using emotion-management strategies can prevent the escalation of a conflict. The list of <i>Do's</i> does not include naming at least one emotion-management strategy to prevent the escalation of a conflict. OR The list includes naming strategies, but does not include an explanation of how they help prevent escalation of a conflict. | The list of <i>Do's</i> includes naming at least one emotion-management strategy to prevent the escalation of a conflict. AND The list includes an explanation of how these strategies help prevent escalation of a conflict. | |



Performance Task: Tips for Resolving Conflicts

Performance Task Rubric
GRADE 7 | Unit 4 | Lesson 26

| 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 | Knowing the importance of taking someone else's perspective during a conflict and that failing to do so is a barrier to resolving the conflict | The tip sheet does not include taking someone else's perspective, in either the list of Do's or the Remember section. OR These sections do not include an explanation as to why it is important to do so. | The tip sheet includes taking someone else's perspective, in either the list of Do's or the Remember section. AND These sections include an explanation as to why it is important to do so. | Lesson L22: Conflicts and Perspectives Advisory Class Meeting: <ul style="list-style-type: none">• Making Decisions |
| Apply the four-step conflict resolution process | Identifying the four steps for resolving conflict: 1. What's the conflict? 2. What are possible solutions? 3. For each solution, consider the consequences. 4. What's the best solution? Knowing the key details of what to do at each step | The tip sheet does not include all four steps for resolving conflict, in either the list of Do's or the Remember section. OR There is no additional information about the key things to do at each step (e.g. Step 1: Consider both people's perspectives; Step 2: Make sure solutions are safe and respectful). | The tip sheet includes all four steps for resolving conflict, in either the list of Do's or the Remember section. AND There is additional information about the key things to do at each step (e.g. Step 1: Consider both people's perspectives; Step 2: Make sure solutions are safe and respectful). | Lessons L23: Resolving Conflict Part 1 L24: Resolving Conflict Part 2 Advisory Class Meetings: <ul style="list-style-type: none">• Resolving Conflicts Peacefully• Conflicts in Groups• Past Conflicts |
| Take responsibility for their actions and make things as right as possible | Explaining how to take responsibility for their actions and make things as right as possible. | The tip sheet does not include a reference to taking responsibility for your actions and making things as right as possible, in either the list of Do's or the Remember section. | The tip sheet includes a reference to taking responsibility for your actions and making things as right as possible, in either the list of Do's or the Remember section. | Lesson L25: Taking Responsibility for Your Actions |



Performance Task: Tips for Resolving Conflicts

Performance Task Rubric
GRADE 7 | Unit 4 | Lesson 26

Additional Observation Notes

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