

# LESSON 17: "SUMMING IT ALL UP"



EFFECTIVE COMMUNICATION & CONFLICT RESOLUTION SKILLS

## Today's Agenda:

1. **Anticipatory Set:** Introduce lesson agenda and answer questions.

2. **New Learning:** Introduce/review observer checklist and standard-based rubric

3. **Guided Practice:** Authentic Role Playing - using Conflict Resolution & Effective Communication skills.

4. **Closing:** Self-assessment

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### **NYS & National Standards:**

NYSHE 1B, 1C, NYSHE 2B, NYSHE 3E

NHES 4.12.1, 4.12.2, 4.12.3, 4.12.4

NHES 7.12.1, 7.12.2, 7.12.3

## Objectives/Student Learning Target:

**Today I will:** take part in an authentic role play experience involving the learned conflict resolution and communication skills.

**So I can:** demonstrate my understanding and implementation of these skills in an authentic real-life situation.

**I will know I have it when:** I receive the observer's checklist showing me evidence on my implementation of the skills being assessed. I can use this evidence to self-assess myself on the rubric provided by the teacher.

In addition, I know I will have it when, the teacher assesses my observed performance of the skills on the standards-based rubric.

## Essential & Guiding Questions:

### **Essential Question:**

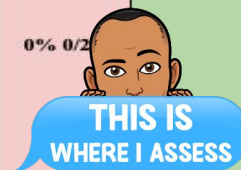
How can I use health strategies and communication skills to improve my personal health and safety as well as others?

### **Guiding Question:**

- How can I personalize communication health and safety knowledge and skills?
- How can I help others to communicate safely and healthy?

# ROLE PLAY RUBRIC

Self/Group Assessment (0-100 points)	Dimensions/Components 100% 100 points	Proficient 100%	Competent 80%	Basic 65%	Missing 0%	Teacher Assessment (0-100 points)
	<p><b>Demonstrates/Applies strategies to prevent and manage conflict in healthy ways (performance).</b></p> <p><b>NYS Standard 1: Personal Health and Fitness</b></p> <p><b>NYSHE 1B:</b> Demonstrate the necessary knowledge and skills to promote healthy development into adulthood.</p>	<p><u><b>Used all or most of the following strategies in a respectful manner to manage the conflict:</b></u></p> <ul style="list-style-type: none"> <li>- Briefly delayed the response.</li> <li>- Used I-messages.</li> <li>- Expressed feelings in a clear non-judgmental matter.</li> <li>- Spoke in a volume not considered threatening.</li> </ul>	<p><u><b>Used two of the following strategies in a respectful manner to manage the conflict:</b></u></p> <ul style="list-style-type: none"> <li>- Briefly delayed the response.</li> <li>- Used I-messages.</li> <li>- Expressed feelings in a clear non-judgmental matter.</li> <li>- Spoke in a volume not considered threatening.</li> </ul>	<p><u><b>Used one of the following strategies in a respectful manner to manage the conflict:</b></u></p> <ul style="list-style-type: none"> <li>- Briefly delayed the response.</li> <li>- Used I-messages.</li> <li>- Expressed feelings in a clear non-judgmental matter.</li> <li>- Spoke in a volume not considered threatening.</li> </ul>	<p><b>Spoke with a loud volume and tone, and used statements that escalated the conflict or used no communication strategies to manage the conflict.</b></p>	
<u>    </u> /25 points		100% 25/25	80% 21/25	65% 16/25	0% 0/2	<u>    </u> /25 points



# OBSERVER CHECKLIST

Conflict Resolution Skills	Communication Skills
1. Avoids the conflict <input type="checkbox"/>	1. Uses I-Messages <input type="checkbox"/>
2. Diffuses the conflict <input type="checkbox"/>	2. <b>Speaking Skills:</b> <ul style="list-style-type: none"> <li>• <b>Assertive Communicator:</b> not passive or aggressive. <input type="checkbox"/></li> <li>• <b>Verbal &amp; Non-verbal Communication:</b> body language and tone matches the message in the scenario. <input type="checkbox"/></li> <li>• Allows the listener time to respond. <input type="checkbox"/></li> </ul>
3. Negotiates <input type="checkbox"/>	3. <b>Listening Skills:</b> <ul style="list-style-type: none"> <li>• Pays attention and shows the speaker they are listening. <input type="checkbox"/></li> <li>• Acknowledges what the speaker has said. <input type="checkbox"/></li> <li>• Ask questions to get clarification (if needed). <input type="checkbox"/></li> </ul>
4. Get Helps (if needed) <input type="checkbox"/>	



OBSERVER  
CHECKLIST

# ROLE PLAY INSTRUCTION

All students will be placed in groups of three, with one student being assigned role 1, the other role 2, and the 3<sup>rd</sup>, the observer role.

Students will rotate roles until all students have had the opportunity to perform the role-play scenario.

Student in the observer role will evaluate both classmates that are performing, and then hand them their checklist for them to use during their self-assessment.

INSTRUCTIONS



# GROUPS



## Group 1

Student 1/Role 1

Student 2/Role 2

Student 3/Observer

## Group 2

Student 1/Role 1

Student 2/Role 2

Student 3/Observer

## Group 3

Student 1/Role 1

Student 2/Role 2

Student 3/Observer

## Group 4

Student 1/Role 1

Student 2/Role 2

Student 3/Observer

## Group 5

Student 1/Role 1

Student 2/Role 2

Student 3/Observer

## Group 6

Student 1/Role 1

Student 2/Role 2

Student 3/Observer

## Group 7

Student 1/Role 1

Student 2/Role 2

Student 3/Observer

## Group 8

Student 1/Role 1

Student 2/Role 2

Student 3/Observer

## Group 9


Student 1/Role 1

Student 2/Role 2

Student 3/Observer

# SELF-ASSESSMENT

Summative Assessment: Performance Assessment (Communication/Conflict Resolution Skill Summative Performance [role-play] Assessment), Commencement Level 9th Grade.

Self/Group Assessment (0-100 points)	Dimensions/Components 100% 100 points	Proficient 100%	Competent 80%	Basic 65%	Missing 0%	Teacher Assessment (0-100 points)
<p><b>SELF ASSESS HERE!</b></p>  <p>_____/25 points</p>	<p><b>Demonstrates/Applies strategies to prevent and manage conflict in healthy ways (performance).</b></p> <p><b>NYS Standard 1: Personal Health and Fitness</b></p> <p><b>NYSHE 1B:</b> Demonstrate the necessary knowledge and skills to promote healthy development into adulthood.</p>	<p><u>Used all or most of the following strategies in a respectful manner to manage the conflict:</u></p> <ul style="list-style-type: none"> <li>- Briefly delayed the response.</li> <li>- Used I-messages.</li> <li>- Expressed feelings in a clear non-judgmental matter.</li> <li>- Spoke in a volume not considered threatening.</li> </ul>	<p><u>Used two of the following strategies in a respectful manner to manage the conflict:</u></p> <ul style="list-style-type: none"> <li>- Briefly delayed the response.</li> <li>- Used I-messages.</li> <li>- Expressed feelings in a clear non-judgmental matter.</li> <li>- Spoke in a volume not considered threatening.</li> </ul>	<p><u>Used one of the following strategies in a respectful manner to manage the conflict:</u></p> <ul style="list-style-type: none"> <li>- Briefly delayed the response.</li> <li>- Used I-messages.</li> <li>- Expressed feelings in a clear non-judgmental matter.</li> <li>- Spoke in a volume not considered threatening.</li> </ul>	<p><b>Spoke with a loud volume and tone, and used statements that escalated the conflict or used no communication strategies to manage the conflict.</b></p>	<p>_____/25 points</p>
		100% 25/25	80% 21/25	65% 16/25	0% 0/25	

**Teacher:** Henry Reyes

**Grade:** 9th **Date:** 11/29/2021

**Subject/Topic:** Health/Violence & Injury Prevention

**Skills:** Conflict Resolution & Effective Communication

**NYS Standards Assessed:**

NYSHE 1B, NYSHE 1C, NYSHE 2B, NYSHE 3E

**Objectives:**

1. To apply conflict resolution and communication skills in an authentic scenario to improve personal health and safety of oneself and others.
2. To enhance self-management by applying healthy behaviors (conflict resolution and effective communication), to avoid, reduce, and cope with unhealthy, risky or potentially unsafe situation.

**Assessment (Formal/Informal):**

Summative Formal Performance Assessment using a Standards Based Rubric

## 9th Grade Health

# Effective Communication & Conflict Resolution Skills

