

Observer Checklist:

Directions: Each time you observe a role-play scenario, put a check next to the skills box that were used. If the person doesn't use a conflict resolution or communication skill, leave that box empty.

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

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>Demonstrates/Applies strategies to prevent and manage conflict in healthy ways (performance).</p> <p>NYS Standard 1: Personal Health and Fitness</p> <p>NYSHE 1B: 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"> - Briefly delayed the response. - Used I-messages. - Expressed feelings in a clear non-judgmental matter. - Spoke in a volume not considered threatening. 	<p><u>Used two of the following strategies in a respectful manner to manage the conflict:</u></p> <ul style="list-style-type: none"> - Briefly delayed the response. - Used I-messages. - Expressed feelings in a clear non-judgmental matter. - Spoke in a volume not considered threatening. 	<p><u>Used one of the following strategies in a respectful manner to manage the conflict:</u></p> <ul style="list-style-type: none"> - Briefly delayed the response. - Used I-messages. - Expressed feelings in a clear non-judgmental matter. - Spoke in a volume not considered threatening. 	<p>Spoke with a loud volume and tone, and used statements that escalated the conflict or used no communication strategies to manage the conflict.</p>	
___/25 points		100% 25/25	80% 21/25	65% 16/25	0% 0/25	___/25 points

	<p>Demonstrates healthy ways to identify, express and respond to their emotions, communicate care, consideration, and respect of self and others.</p> <p>NYS Standard 1: Personal Health and Fitness</p> <p>NYSHE 1C: Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.</p>	<p><u>Used all or most of the following strategies to communicate emotions, express care, and consideration for self and others:</u></p> <ul style="list-style-type: none"> - Acknowledged what the speaker said. - Asked the speaker questions to clarify what the speaker has said. - Used I-messages to explain feelings and emotions. - Spoke in an assertive but non-judgmental tone. - Allowed a response. 	<p><u>Used two of the following strategies to communicate emotions, express care, and consideration for self and others:</u></p> <ul style="list-style-type: none"> - Acknowledged what the speaker said. - Asked the speaker questions to clarify what the speaker has said. - Used I-messages to explain feelings and emotions. - Spoke in an assertive but non-judgmental tone. - Allowed a response. 	<p><u>Used one of the following strategies to communicate emotions, express care, and consideration for self and others:</u></p> <ul style="list-style-type: none"> - Acknowledged what the speaker said. - Asked the speaker questions to clarify what the speaker has said. - Used I-messages to explain feelings and emotions. - Spoke in an assertive but non-judgmental tone. - Allowed a response. 	<p>Used statements that showed no care or consideration for the speaker or used no communication strategies to identify and express emotions.</p>	
<u> </u> /20 points		100% 20/20	80% 16/20	65% 13/20	0% 0/20	<u> </u> /20 points
	<p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NYS Standard 2: A Safe and Healthy Environment.</p>	<p><u>Used all or most of the following strategies to effectively negotiate, refuse, and collaborate:</u></p> <ul style="list-style-type: none"> - Used I-messages to express themselves. - Stated their reasoning. 	<p><u>Used two of the following strategies to effectively negotiate, refuse, and collaborate:</u></p> <ul style="list-style-type: none"> - Used I-messages to express themselves. 	<p><u>Used one of the following strategies to effectively negotiate, refuse, and collaborate:</u></p> <ul style="list-style-type: none"> - Used I-messages to express themselves. 	<p>Used no communication skills to negotiate, refuse, and collaborate within a discussion.</p>	

<p>___/25 points</p>	<p>NYSHE 2B: Evaluate personal and social skills which can contribute to health and safety of self and others.</p>	<ul style="list-style-type: none"> - Used an assertive voice. - Saw the other person's rationale. - Used a non-threatening speaking volume. - Suggested one or more options for negotiation to diffuse the conflict. - Apologizes if necessary. - Gets help (if needed) <p>100% 25/25</p>	<ul style="list-style-type: none"> - Stated their reasoning. - Used an assertive voice. - Saw the other person's rationale. - Used a non-threatening speaking volume. - Suggested one or more options for negotiation to diffuse the conflict. - Apologizes if necessary. - Gets help (if needed) <p>80% 19/25</p>	<ul style="list-style-type: none"> - Stated their reasoning. - Used an assertive voice. - Saw the other person's rationale. - Used a non-threatening speaking volume. - Suggested one or more options for negotiation to diffuse the conflict. - Apologizes if necessary. - Gets help (if needed) <p>65% 16/25</p>	<p>0% 0/25</p>	<p>___/25 points</p>
<p>___/20 points</p>	<p>Demonstrates Effective Body Language/Non-Verbal Communication and Verbal Communication skills.</p> <p>NHS 4.12.1: Use skills for communicating effectively with family, peers, and others to enhance health.</p>	<p>Body language, including tone of voice, volume of voice, eye contact, facial expressions, genuine interest in the conversation through body movement, posture, and actions align with verbal and non-verbal communication skills.</p> <p>100% 20/20</p>	<p>Most body language, including tone of voice, volume of voice, eye contact, facial expressions, genuine interest in the conversation through body movement, posture, and actions align with verbal and non-verbal communication skills.</p> <p>80% 16/20</p>	<p>Some, but not most body language, including tone of voice, volume of voice, eye contact, facial expressions, genuine interest in the conversation through body movement, posture, and actions align with verbal and non-verbal communication skills.</p> <p>65% 13/20</p>	<p>Body language, tone and/or volume of voice, and actions are aggressive or in contrast with strategies for effective communication</p> <p>0% 0/20</p>	<p>___/20 points</p>

<p>___/10 points</p>	<p>Demonstrates positive interpersonal and intra-personal behaviors when working with others.</p> <p>NYS Standard 3: Resource Management</p> <p>NYSHE 3E: Demonstrate advocacy skills in promoting individual, family, and community health.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><u>Used all or most of the following personal strategies when communicating:</u></p> <ul style="list-style-type: none"> - Practices delayed response to avoid a conflict - Confident tone. - Confident body language, movement, and posture. - Makes eye contact and shows non-threatening facial expressions. - Allows the speaker to respond. - Uses I-messages to communicate feelings or thoughts. - Ask questions and allow the speaker to ask questions for clarification. <p>100% 10/10</p>	<p><u>Used two of the following personal strategies when communicating:</u></p> <ul style="list-style-type: none"> - Practices delayed response to avoid a conflict - Confident tone. - Confident body language, movement, and posture. - Makes eye contact and shows non-threatening facial expressions. - Allows the speaker to respond. - Uses I-messages to communicate feelings or thoughts. - Ask questions and allow the speaker to ask questions for clarification. <p>80% 8/10</p>	<p><u>Used one of the following personal strategies when communicating:</u></p> <ul style="list-style-type: none"> - Practices delayed response. To avoid a conflict - Confident tone. - Confident body language, movement, and posture. - Makes eye contact and shows non-threatening facial expressions. - Allows the speaker to respond. - Uses I-messages to communicate feelings or thoughts. - Ask questions and allow the speaker to ask questions for clarification. <p>65% 6.5/10</p>	<p><u>Used no personal strategies when communicating and has caused a conflict to arise.</u></p> <p>0% 0/10</p>	<p>___/10 points</p>
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Conflict Resolution & Communication Role-Play Situation: Sarah & Willa

Directions: Based on the Scenario below, perform a role-play experience (for your assigned role) where you use the learned Conflict Resolution and Communication skills.

Student One: Sarah

Your role is Student One.

You and Willa have been best friends for four years. A few weeks ago Willa started dating Carl who joined the school at the beginning of this school year. You and Carl don't see eye to eye and you feel like Carl is brainwashing Willa to pick him over you. Lately, you have been feeling that Willa has been a little distant with you. You and Willa have been looking forward to your 18th birthday for a while, and have been planning it together for two years! Yesterday was your 18th birthday and Willa did not show up to your party and ignored all of your phone calls and text messages. You are hurt and upset and plan on confronting Willa at school tomorrow about how you are feeling.

Student Two: Willa

Your role is Student Two.

You and Sarah have been best friends for four years. A few weeks ago you started dating Carl who joined the school at the beginning of this school year. Ever since you've been dating Carl, you've noticed that he and Sarah do not see eye to eye. Carl has been telling you that Sarah is too attached to you and that it is healthy for the two of you to spend some time away from each other. You have been a little distant from Sarah, but it is because you want the relationship to have a healthy balance. Yesterday was Sarah's 18th birthday, you have been helping her plan her party for the past two years!

The day before yesterday you received a rejection letter from your top college choice and have been scrambling trying to figure out which other universities to apply for. Carl knew you were in a bad place so he came over and took you out for ice cream. You left your phone at home and when you came back you went straight into bed. The next morning you see that you have multiple missed calls and messages from Sarah. You've been so stressed that you forgot about Sarah's party and missed it!! You feel terrible about it and plan on explaining to Sarah at school today what you have been going through and how you did not intentionally want to miss her party.

Exemplary Student Example of Student One & Two: Sarah and Willa

Student One: Sarah

You and Willa have been best friends for four years. A few weeks ago Willa started dating Carl who joined the school at the beginning of this school year. You and Carl don't see eye to eye and you feel like Carl is brainwashing Willa to pick him over you. Lately, you have been feeling that Willa has been a little distant with you. You and Willa have been looking forward to your 18th birthday for a while, and have been planning it together for two years! Yesterday was your 18th birthday and Willa did not show up to your party and ignored all of your phone calls and text messages. You are hurt and upset and plan on confronting Willa at school tomorrow about how you are feeling.

Student Two: Willa

You and Sarah have been best friends for four years. A few weeks ago you started dating Carl who joined the school at the beginning of this school year. Ever since you've been dating Carl, you've noticed that he and Sarah do not see eye to eye. Carl has been telling you that Sarah is too attached to you and that it is healthy for the two of you to spend some time away from each other. You have been a little distant from Sarah, but it is because you want the relationship to have a healthy balance. Yesterday was Sarah's 18th birthday, you have been helping her plan her party for the past two years!

The day before yesterday you received a rejection letter from your top college choice and have been scrambling trying to figure out which other universities to apply for. Carl knew you were in a bad place so he came over and took you out for ice cream. You left your phone at home and when you came back you went straight into bed. The next morning you see that you have multiple missed calls and messages from Sarah. You've been so stressed that you forgot about Sarah's party and missed it!! You feel terrible about it and plan on explaining to Sarah at school today what you have been going through and how you did not intentionally want to miss her party.

S: Hi Willa, can I talk to you?

W: Hi Sarah, yes, I've been looking for you, we need to talk.

S: During the past few weeks I have been feeling distant from you, and it has me worried.

W: Yes, I know, I hear you and I am sorry for that, I have been dealing with a lot lately.

S: You just said that you have been dealing with a lot lately, what has been going on? Did you realize that you missed my party yesterday?

W: I realized this morning that I missed your party yesterday and I feel terrible about it. This was something that we had been planning together for so long and it really meant a lot to me. I am truly sorry.

S: While I am upset that I did not see you at my party, I am also concerned about what you have been dealing with, could you clarify?

W: The day before yesterday I received a rejection letter from my top college choice and I have been feeling pretty down about it. I had been scrambling trying to figure out what other universities to apply for, and was having a hard time, so Carl came over to take me out for ice cream so that I could get out of the funk. I left my phone at home and when I got back I went straight to bed. I completely spaced out the party and didn't realize until this morning that it was last night. I feel terrible about missing the party and I would like to make it up to you. Is there anything I can do?

S: First of all, I am truly sorry that you did not get accepted into your first choice, I know how much you wanted to attend there. As for the party, don't worry about it. My friendship with you is more important than a party. I want to be there for you. I know that we haven't been so close the last few weeks and I would like for us to maybe be more open with one another so that we don't hold grudges or feelings from each other. I would like to negotiate a time where we can talk throughout the week with each other and catch each other up on what's going on in our lives. Is this something you would be willing to do?

W: Thank you for understanding, it means so much to me. I want us to get back to a place where we can talk comfortably and I would love to catch up on a weekly basis. Can we negotiate a night that works for the two of us?

S: Does Wednesday nights at 6pm work for you? If not, what night works for you?

W: Wednesday night at 6pm works perfectly!

S: I care about you a lot and I want us to remain friends. Wednesday nights at 6pm it is! I have to get back to class now, I'll talk to you soon.

W: Talk soon! Thank you again for hearing me out and understanding why I missed the party. You are a great friend, and I am happy we had this conversation. See you later.