

Managing Conflicts and Preventing Violence

Teaching the student learning objectives in the lessons of ***Managing Conflicts and Preventing Violence*** in the left column contributes to meeting the Michigan Credit Guidelines for Health Education in the right column.

Student Learning Objectives	Michigan Credit Guidelines for Health Education-Strand 3: Safety
<p>Lesson 1: Peace Is Possible</p> <ul style="list-style-type: none"> • Examine facts and opinions about conflicts and violence. • Discuss the meaning of conflict. • Examine how conflicts relate to violence. • Discuss how managing conflicts can prevent violence. • Identify typical adolescent conflicts. 	<p>3.1 Explain the effects of violence on individuals, families, communities, and our nation.</p> <p>3.2 Describe the characteristics of situations which are dangerous, and those that must be reported to the authorities.</p> <p>3.3 Define and describe bullying sexual violence, sexual harassment, and their effects on individuals and communities.</p> <p>3.4 Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment.</p> <p>3.7 Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.</p> <p>3.8 Demonstrate strategies to use to stay safe in a violent situation.</p> <p>3.9 Apply skills and strategies for avoiding and dealing with sexual harassment and exploitation, including when using the Internet.</p> <p>3.10 Assess characteristics of hypothetical relationships for warning signs of harm or abuse.</p> <p>3.11 Analyze social pressures to refrain from telling on others or reporting dangerous situations.</p> <p>3.12 Analyze the role of friends and peers in the escalation of conflicts and the promotion of violence.</p> <p>3.13 Demonstrate the ability to use conflict resolution skills.</p> <p>Recommended</p> <p>3.14 Evaluate the characteristics of a conflict which must be managed rather than resolved.</p>
<p>Lesson 2: Violence Has a price Tag</p> <ul style="list-style-type: none"> • Examine the effects of violence on individuals, families, communities, and our nation. 	
<p>Lesson 3: The Rocket's Stage One-Lift Off or Abort the Mission, Part 1</p> <ul style="list-style-type: none"> • Evaluate the impact of media on the increase of violence. • Examine how thoughts and emotions lead to behavior. • Determine what thoughts might lead to violence. • Practice how to think differently about a situation in order to be able to resolve a conflict. 	
<p>Lesson 4: The Rocket's Stage One-Lift Off or Abort the Mission, Part 2</p> <ul style="list-style-type: none"> • Describe how the use of anger management skills can prevent conflicts from escalating. • Identify the three steps for managing anger constructively. • Develop a personal anger management plan. • Describe the benefits of listening and being listened 	

to during a conflict.

Lesson 5: Other Ways to Ground the Rocket of Violence

- Demonstrate effective listening skills.
- Examine the impact of showing empathy for another person's emotions and point of view.
- Demonstrate empathy skills (optional)
- Demonstrate how to express emotions constructively.
- Practice how to respond constructively to the anger of others.

Lesson 6: Agreeing Not to Send it Soaring

- Examine the skill of negotiation.
- Demonstrate the use of negotiation in conflict situations.

Lesson 7: Helping Others Stop Igniting

- Demonstrate the skill of negotiation.
- Summarize the skills needed to resolve conflicts.
- Analyze situations to determine whether or not the described behaviors would resolve conflicts.

Lesson 8: Resolving Conflicts Peacefully

- Demonstrated conflict resolution skills: managing anger, listening, showing empathy, expressing emotions constructively, responding constructively to the anger of others, negotiation.
- Describe the role of a mediator in a conflict.

Lesson 9: Stage Two-Stop the Escalation, Part I

- Describe the characteristics of a conflict which must be managed rather than resolved.
- Describe how to reduce the intensity of the conflict so that resolution is a possibility.
- Summarize strategies to use to stop the escalation of

3.15 Evaluate the impact of media on the prevalence of violence.

3.16 Apply strategies to stop or de-escalate a conflict.

3.17 Apply strategies to hypothetical situations involving abusive relationships.

a conflict.

- Examine the role of friends and other peers in the escalation of conflicts and the promotion of violence.

Lesson 10: Stage Two-Stop the Escalation, Part II

- Practice using the skills and strategies needed to reduce the intensity of a conflict so that resolution is a possibility.
- Analyze the thoughts and beliefs held by someone who chooses to manage conflicts rather than fight.

Lesson 11: Stage Three-Protect Yourself Always

- Describe the characteristics of a violent situation.
- Describe what to do to stay safe in a violent situation.
- Describe what to do to help others stay safe in a violent situation.
- Identify strategies to avoid dangerous situations, including conflicts involving weapons and gangs.

Lesson 12: Sexual Harassment

- Summarize the definition of sexual harassment and describe its impact.
- Know the laws dealing with sexual harassment.
- Recognize sexually harassing behaviors.
- Evaluate the skills and strategies for avoiding and dealing with sexual harassment.

Lesson 13: Abusive Relationships-Part I

- Identify the beliefs society promotes regarding desired characteristics and expectations for males and females and how these beliefs impact behavior in relationships.
- Describe the characteristics of an abusive relationship.

- Examine the warning signs of an abusive relationship.

Lesson 14: Abusive Relationships-Part II

- Examine the reasons people stay in abusive relationships.
- Summarize skills and strategies to be used to deal with an abusive relationship.
- Apply skills and strategies to be used to deal with an abusive relationship.

Lesson 15: Helping Others Who Are in Violent Situations

- Question the unspoken rule of not telling on others or reporting dangerous situations.
- Examine the necessity of communicating life-threatening situations to the authorities.
- Identify ways to inform authorities about dangerous situations without fear of retaliation.
- Examine the responsibility they have for the safety of friends and family.

Lesson 16: Peace is Possible

- Examine the beliefs and actions of people who advocate for peace.
- Examine their personal beliefs and actions regarding peace and violence.
- Commit to taking action to promote peace in their environment.

Strand 3-Safety Credit Guidelines **Not Addressed** in *Managing Conflict and Preventing Violence*:

3.5 Locate resources in one's community and on the Internet for information and services regarding harassment, violence, and abusive relationships; and assess the validity of these resources.

3.6 Apply strategies to access and get help for self or others.

Strand 4: Social and Emotional Health Credit Guidelines **Addressed** in *Managing Conflict and Preventing Violence*:

4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.

4.7 Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one's health or safety at risk.

4.8 Predict the potential short- and long-term impacts of each alternative on self and others, and defend the healthy choice(s).

4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/girlfriends, and health professionals.

4.10 Demonstrate how to respond constructively to the anger of others.

Recommended

4.11 Describe the impact of showing empathy for another person's emotions and point of view.