

# *Michigan Model for Comprehensive School Health Education®*

## ***Managing Conflicts and Preventing Violence: A Module for Grades 9-12***

**Length of Training: Two Days**

At the close of the first day, conduct a short activity to conclude the day. At the beginning of the second day, conduct a short warm-up activity.

<b>ESSENTIAL TRAINING COMPONENTS</b>	<b>TIME RECOMMENDED</b>
<b>Introductory Component</b>	
<b>Welcome</b> Introduce trainer(s). Provide logistical information (e.g., restrooms, lunch arrangements, telephones, credit information, etc.). Review goals and objectives for training and agenda.	10 to 15 minutes
<b>Get-Acquainted and Networking Activity</b> Conduct an activity designed to build a comfortable learning environment and to get participants talking with one another. Select or design an activity which relates to managing conflicts and preventing violence.	25 to 30 minutes
<b>Workshop Expectations and Norms</b> Provide a mechanism to gather participants' expectations for the workshop and to set norms for behavior. Discuss the importance of classroom norms for discussion of conflict management and violence.	10 to 15 minutes

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**ESSENTIAL TRAINING COMPONENTS****TIME  
RECOMMENDED****Content and Skills of Module**

<p>Foundation for the Model</p> <p>Provide a rationale for providing instruction on violence prevention. CDC categories of behaviors causing the most adverse social and personal outcomes and YRBS data are helpful.</p> <p>Describe the module development process. Educators appreciate the fact that teachers and students as well as content experts were involved.</p> <p>Present the conceptual foundation on which the module was developed, including the goals of the module.</p> <p>Highlight options for integrating the module into their curriculum.</p> <p>Present information on the Health Belief Model as background for how to promote behavior change, linking to how the four elements are embedded in the module. Add any additional information on characteristics of effective health education programs, if appropriate.</p> <p>Emphasize the importance of the teacher's role.</p>	20 to 30 minutes
<p>Overview the Module</p> <p>Review the General Information and Introduction sections of the manual.</p> <p>Introduce the rocket analogy.</p> <p>Highlight the skills taught and flow of the lessons.</p> <p>Note those lessons which may need to be approved by the district's Sex Education Advisory Committee and/or the local Board of Education (Lessons 12, 13, and 14).</p> <p>Describe the use of Family Worksheets.</p>	15 to 20 minutes

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**ESSENTIAL TRAINING COMPONENTS****TIME  
RECOMMENDED****Content and Skills of Module (continued)**

<p>Overview Conflict Resolution Skills and Lessons 1-6</p> <p>Review Lessons 1-6, using an interactive format such as a jigsaw. Consider asking participants to look for the steps in skill development and the strategies used. Lead a discussion on their findings. Another option is to teach mini-activities from these lessons to highlight skill development. This option may require more time.</p> <p>Define and describe the steps and strategies related to skills-based instruction drawing from their small group discussions or your demonstrations.</p> <p>If you have not yet practiced the skills, select one or two skills to practice with them. Lesson 5 offers some good activities to practice. Consider using adult examples rather than those in the curriculum. Adult examples seem to make the skill “come alive” in a more relevant way for adults.</p> <p>Discuss how they might model these skills daily with students.</p>	45 minutes to 1 hour
<p>Model a Skills-Based Lesson</p> <p>Select a lesson or combination of lessons to demonstrate skills-based instruction. Lessons 7 and 8 can be combined to provide this experience.</p> <p>Discuss the steps and strategies for skills-based instruction.</p> <p>Discuss the importance of skill practice.</p> <p>Encourage teacher use of conflict resolution skills with students.</p>	45 minutes to 1 hour
<p>Overview Skills to De-Escalate a Potentially Violent Situation</p> <p>Provide basic information presented in Lesson 9.</p> <p>Demonstrate the skills using role play.</p> <p>Encourage teacher use of conflict resolution skills with students.</p>	35 to 45 minutes
<p>Overview Skills and Strategies for Protecting Yourself</p> <p>Provide basic information presented Lesson 11.</p>	20 to 25 minutes

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**ESSENTIAL TRAINING COMPONENTS****TIME  
RECOMMENDED****Content and Skills of Module (continued)**

<p>Sexual Harassment Define sexual harassment and highlight skills to avoid and/or manage sexual harassment. One option is to modify Lesson 12 to use as an instructional activity for teachers on this subject.</p>	<p>30 to 40 minutes</p>
<p>Dating Abuse Provide prevalence information. Discuss warning signs and cycle of abuse. Lesson 13 offers a good design for covering this topic with teachers.</p>	<p>35 to 45 minutes</p>
<p>Practice with Skills-Based Lessons Provide an opportunity for teachers to explore the content and practice teaching skills by asking them to teach in small groups. Lessons 10 and 14 work well. Discuss skills-based instruction and its importance. Identify any roadblocks they have experienced or anticipate with skills-based instruction and brainstorm possible solutions.</p>	<p>1 hour, 45 minutes to 2 hours (includes planning time)</p>
<p>Overview Lessons 15 and 16 Briefly review the last two lessons.</p>	<p>20 to 30 minutes</p>
<b>Closure</b>	
<p>Questions and Possibilities Provide time for teachers to ask questions regarding the implementation of the module. If possible, provide time for small group discussion regarding implementation and large group sharing of ideas and concerns.</p>	<p>20 to 30 minutes</p>
<p>Evaluation and Closure Distribute evaluation forms and conduct a closing activity.</p>	<p>10 to 15 minutes</p>

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**OPTIONAL TRAINING COMPONENTS****TIME  
RECOMMENDED**

<b>Breaking the Silence</b> Conduct the debate on whether or not to tell adults about potentially violent situations. Lesson 15 can be modified for this purpose.	30 to 40 minutes
<b>Criteria for Writing Your Own Scenarios</b> Suggest that the scenarios contained in the module can be modified to more closely resemble the environment of their students. Present criteria for the development of new scenarios. Provide time for small groups to suggest new scenarios.	15 to 30 minutes
<b>Tips on Using Role Playing Effectively</b> Discuss teaching tips for using role play in the classroom. Demonstrate a variety of methods.	30 to 40 minutes
<b>Leading Effective Discussions</b> Discuss skills and strategies for leading an effective discussion in the classroom.	30 to 45 minutes
<b>Small Group Work Strategies</b> Provide time for discussion of how small groups can be used in the classroom and how to handle any classroom management issues which are raised.	20 to 30 minutes
<b>Answering Students' Questions</b> Provide an opportunity for participants to discuss questions they worry about being asked. Provide a criteria for answering student questions. Practice responding to difficult questions.	30 to 40 minutes
<b>Integration Into the Curriculum</b> Provide time and a structure for participants to discuss how to integrate this module into their curriculum. One option is to group participants into academic subject areas.	20 to 30 minutes
<b>Other Violence Prevention Strategies</b> Provide time for teachers to discuss other strategies for reducing or preventing violence in schools.	20 to 30 minutes

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