

TURNING OFF THE HEAT

Purpose: This lesson teaches student how to diffuse conflict situations through the use of “I” messages as a way to understand the conflict and find solutions.

Time Required for Lesson: 30 minutes

Grade Level: 6-8

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS. 2 Interacting with Others in Ways That Respect Individual and Group Differences

Concept: PS.2.C. Coping Skills

ASCA Standards: Personal/Social Development

- A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

(Grade 6-8) Conflict Resolution: I Am Part of the Solution! Concepts: PS 2.3 C  

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problem 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop/apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions.
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students will list three ways to remove themselves from conflict

Lesson Preparation

Essential Questions: What skills do we have to avoid conflict?

Engagement (Hook): Are you willing to “turn off the heat?”

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Explain the role of leadership or peacemaker in solving a conflict. Someone has to exercise leadership and “turn off the heat.”	1. Students listen description of “turn off the heat”
2. Ask students to share their experiences as leaders or peacemakers in “turning off the heat” with siblings and/or peers	2. Students share and discuss personal experiences in “turning off the heat”
3. Describe the word “diffuse.” List the components of the diffusing technique: a) using empathy, b) giving “I” messages, c) saying “no” to the conflict, d) giving a new idea or alternate possible solutions.	3. Students listen and ask questions regarding the word “diffuse.”
4. Define empathy as the ability to convey an understanding of another’s feelings. Ask why it is important to be able to convey this knowledge. Suggest that it helps when a person feels understood and opens communications.	4. Students respond and discuss empathy and why it is important
5. Explain that an “I” message is a way to tell how you feel about something in a way that is clear and personal. Demonstrate an “I” message; ask students to volunteer give an “I” messages. Ask why “I” messages may be more effective than “you” messages.	5. Student volunteer examples of “I” messages and discuss why “I” messages are more important than “you” messages.
6. Give examples of how to say “no” in a conflict: a) change the subject b) use humor, 3) ignore d) return the challenge (put the person’s argument back on them) e) make an excuse. Give examples of each and elicit other samples from the class.	6. Students provide other examples of using “no” in a conflict and discuss the importance of “no” in diffusing conflict.
7. Explain that when a person uses empathy, gives “I” messages, and suggests that a compromise be reached, it puts the burden on the other person to also become reasonable.	7. Students apply the diffuse technique to past or potential conflicts and discuss the importance of the technique.