



6.4: De-escalating Conflict

CORE LESSON

Objectives: Students will be able to:

- 1) Learn a 4-step process to de-escalating conflict.
- 2) Practice emotional management and conflict resolution.
- 3) Consider the consequences of escalating or de-escalating.

MATERIALS NEEDED: Handout 6.4

	<p>Get Started [Greet students and ask them to answer the Handout 6.4 Get Started question:]</p> <ul style="list-style-type: none"> • When you're in conflict with someone, what helped or could help you de-escalate the situation? 	1 min
<p>Essential Questions</p>	<p>Essential Questions [See slide for essential questions.]</p>	1 min
<p>Knowledge Hub</p>	<p>Knowledge Hub: COOLing Off Conflicts S-C Alumni Rogelio Rayos [PLAY video. CLICK to review the COOL Steps.]</p>	4 min
	<p>Think-Pair-Share: What Helps You COOL Down? [Ask students to discuss with a partner and summarize their responses.]</p>	3 min
<p>Think-Pair-Share</p>	<p>Teen Voices Video: How Do You De-escalate Anger? [PLAY video. Ask:]</p> <ul style="list-style-type: none"> • What did the Teen Voices recommend for calming anger and conflict? [Walk away, breathe, think about what's important, sleep, time alone, etc.] 	3 min
	<p>Activity: Conflict Crossroads Partner with a classmate and <u>choose two</u> scenarios you can relate to the most. Then choose a role and act it out two ways: 1st Escalate – as if the two people stayed angry and the situation escalated. 2nd De-escalate – as if the two people went through the COOL steps and talked it out. Use EARS Active Listening to help talk it out.</p>	12 min
	<p>[PRACTICE ROLE PLAY: Ask for a student volunteer and choose one of the scenarios you (the teacher) would feel most comfortable acting out. Ask the volunteer which role they'd prefer to play and then act it out 1st Escalating and then 2nd De-escalating. Try your best to model whole-heartedly acting it out.]</p> <ul style="list-style-type: none"> • SCENARIO 1: Your significant other is 30 minutes late and hasn't returned your messages for the last hour. (<i>2nd Role: Significant other</i>) • SCENARIO 2: Your teacher just told you that you could have done better on a paper, and you need to redo it. (<i>2nd Role: The teacher</i>) • SCENARIO 3: Your new boss says if you're late one more time, you're fired. (<i>2nd Role: The boss</i>) • SCENARIO 4: The referee just called a foul on you that you are sure is unfair/unjustified. (<i>2nd Role: The referee</i>) • SCENARIO 5: Someone just cut in front of you in line and seemed rude about it. (<i>2nd Role: Line cutter</i>) 	
	<p>[Ask student volunteers to share their different outcomes were when they escalated compared to de-escalating.]</p>	
	<p>Wrap Up [Revisit Essential Questions.]</p>	1 min
	<p>Reflection/Application: Your Conflict Crossroads Think back to a conflict you've had with a friend, family member, or someone else that escalated (in a bad way). Now, replay it applying the COOL steps.</p>	++ out of class
<p>Exit Ticket: "Regulate and then debate." [Students say the Exit Ticket and high-5 you as they leave class.]</p>		