



Interaction: Lesson 7 (6-8)

Interaction: Build Relationships:

Treat Others with Respect
Communicate Effectively
Seek Out and Offer Help When Needed

Example Practices That Address Relationship Skills:

- Engage families and community members
- Model effective questioning and responding to students
- Plan for project-based learning
- Assist students with discovering individual strengths
- Model and promote respecting differences
- Model and promote active listening
- Help students develop communication skills
- Demonstrate value for a diversity of opinions

The Goals:

As an Arkansas graduate, I am:

- An effective cross-cultural communicator
- An active listener
- A supporter of others

Personal Competency Addressed: In middle/junior high school, I can:

- ☐ Monitor how facial expressions, body language, and tone impact interactions
- ☐ Understand group dynamics and respond appropriately within the group
- ☐ Identify appropriate and inappropriate uses of social and other media, and the potential repercussions and implications
- ☐ Identify peer pressure strategies to reduce risky behaviors and resist dangerous activities
- ☐ Identify the impact of social media in relationships
- ☐ Develop awareness of how my actions might create conflict (e.g., spreading rumors, misuse of social media, wrongful accusations)
- ☐ Identify positive supports during a conflict situation/crisis
- ☐ Evaluate strategies for preventing and resolving interpersonal conflicts
- ✓ Apply conflict-resolution skills to de-escalate, defuse, and resolve differences
- ✓ Be able to listen to and acknowledge another's perspective and rationale
- ☐ Distinguish when it is appropriate to seek adult help or when conflict can be managed by peers

Learning Objectives:

I can apply conflict-resolution skills to de-escalate, defuse, and resolve differences.

I can listen to and acknowledge another's perspective and rationale.

Materials and Preparation:

- [G.U.I.D.E. for Life](#)
- [The Zax](#) by Dr. Seuss (Length - 2:02)
- Device and internet access for digital material

Key Vocabulary:

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

Body Language: is the use of physical behavior, expressions, and mannerisms to communicate nonverbally, often done instinctively rather than consciously

Conflict: a disagreement or argument, conflict in a group that is caused by a difference of opinion (e.g., spreading rumors, misuse of social media, wrongful accusations)

De-escalate: decrease in extent, volume, or scope

Defuse: to make less harmful, potent, or tense

Resolve: break apart, break up or come to a decision about Acknowledge - to recognize and accept thoughts and feelings of oneself and others

Introduction (2 mins):

Before you read the story ask the question: Is conflict good or bad?

Explicit Instruction/Teacher Modeling (5 mins):

Review rules for solving conflict

- We find out what the problem is.
- We attack the problem, not the person.
- We listen to each other.
- We care about each others' feelings.
- We are responsible for what we say and do.

Read [The Zax](#) by Dr. Seuss (Length - 2:02)

Lesson Activities (10 mins):

Answer the following questions using Onion Ring activity - Students form inner and outer circles facing a partner. The teacher asks a question and the students are given time to respond to their partner. Next, the inner circle rotates one person to the left. The teacher will ask another question and the cycle repeats itself. (can change activity to answer questions if needed based on classroom needs)

- What did each of the Zax want? What was the conflict? Did they get what they wanted? What made the conflict worse? Which rules didn't the Zax follow? How could following the rules have helped?

Independent Work Time (3 mins):

After reading and discussion Have students complete a quick write about how they would help a friend to solve a conflict.

Differentiation:

For ELL or students with exceptional needs, definitions could be drawn out instead of written.

For advanced learners, students could list an example for each word next to the definition.

For students with exceptional needs, vocabulary word lists could be reduced or definitions of words can be given in advance.

Use of sentence starters

Assessment (2 mins):

After reading the story, the teacher will facilitate a discussion of the following questions:

- Is conflict good or bad? (*Neither. Conflicts just happen. They are part of life.*)
- How do our choices impact others?

Review and Close (2 mins):

When conflict gets worse we say it _____. (*escalates*)

When conflict gets better we say it _____. (*de-escalates*)

Optional Activities:

[Be Strong App](#): An educational, resourceful, intervention, community building app that unites power with choice that saves & changes lives. ... Whether you're a student, parent, teacher, school administrator, or supporter, their app can help you! We are Stronger Together.

[Calm App](#): Leading the way with mindfulness in schools to help teachers and students deal with concerns, while improving the overall climate of the classroom.

[Headspace App](#): A guided mindfulness app designed to be used daily by adults and children.

Intervention/Support:

- Pair with partner for writing assignment if needed
- Can type responses or use text to speech apps
- Read aloud or audio if available
- Front load vocabulary - word walls, anchor charts

Enrichment/Extension:

STEM connection:

Observe classroom behaviors, then create a graph of different conflicts within the classroom and discuss how to resolve them.

Literacy connection:

List of Dr. Seuss Books that Demonstrate Conflict-Resolution:

The Zax, Horton Hears a Who!, How the Grinch Stole Christmas, The Cat in the Hat, Yertle the Turtle, The Sneetches, Green Eggs and Ham, The Lorax, The Butter Battle Book

Fine Arts connection:

Draw a picture or comic strip that depicts a conflict and its resolution.

Teacher Self-Care:

Forgive. Forgiving is about letting go of anger, hatred, bitterness, and so many other negative emotions. It is not about the person being forgiven or whether they “deserve” to be forgiven. It is you, who deserves the peace that comes along with truly forgiving someone and moving forward.

Sources:

Introduce conflict resolution with “The zax”. (2012, March 18). School Counseling by Heart |.

<https://www.schoolcounselingbyheart.com/2012/03/18/introduce-conflict-resolution-with-the-zax/>

“The Zax by Dr Seuss Read Aloud.” *YouTube*, YouTube, 23 Jan. 2021,

<https://www.youtube.com/watch?v=2O556s7KQD4>.

Teacher Reflection:**To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we’ve done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students’ personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

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Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?