

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 5 Creating a Safe Environment

Course Code: 096840

COURSE INTRODUCTION:

Course Description: This course meets the needs of today's students and focuses on the promotion of personal and family health throughout the life span. It includes concepts in communicable diseases, family relations, substance abuse, nutrition, sports nutrition, fitness and other concerns pertaining to the development of personal and family health. Career opportunities in health-related fields are investigated. This course meets the high school graduation requirement for health.

Course Rationale:

To assist Missouri citizens in preparing for success in family and career life, competencies in the Family and Individual Health course taught in Family and Consumer Sciences (FCS) education programs enable students to:

- a) construct meaning pertinent to health care knowledge;
- b) communicate effectively with family members and health care providers;
- c) solve problems impacting health and wellness; and
- d) and utilize leadership, problem-solving, and communication skills to make responsible health care decisions involving individuals, families, and communities.

Guiding Principles:

Integrating Processes Of Thinking, Communication, Leadership, and Management In Order To Apply Health and Wellness Knowledge And Skills.

1. Demonstrate components of critical thinking, creative thinking, and reasoning.
2. Evaluate effective communication processes in school, family, career, and community settings.
3. Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.
4. Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.
5. Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.
6. Demonstrate fundamentals for college and career success (e.g., strong work ethic, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment).
7. Utilize FCCLA programs and activities to facilitate the health and wellness of individuals and families.

Course Essential Questions:

1. What knowledge is needed for an individual to have a healthy lifestyle throughout their life span?
2. How does the health of the individual impact the health and well-being of the family?
3. How does the health of the individual impact the health and well-being of society?

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UNIT DESCRIPTION: Unit 5-Creating a Safe Environment This unit identifies unsafe situations, unhealthy behaviors, and strategies for dealing with abusive and potentially dangerous situations.		SUGGESTED UNIT TIMELINE: 2 weeks CLASS PERIOD (min.): 50 minute class periods				
ESSENTIAL QUESTIONS: 1. How do you recognize, respond to, or prevent health emergencies? 2. How do you respond to or prevent accidents? 3. How do you create a personally safe environment?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
				CCSS ELA Grade Level	NSFCSE	DOK
1. Develop accident/injury prevention strategies for personal, home, family and community health				L.9-10.1 SL.9-10.5 RST.11-12.2		3
2. Describe health emergency procedures				RI.9-10.4 RST.9-10.3 RST.11-12.3		2
3. Identify types of abusive behaviors (i.e. social, emotional, physical, bullying, sexual etc.)				SL.9-10.4		4
4. Demonstrate strategies to avoid potentially harmful or exploitive situations				SL.9-10.4	13.4.2 13.4.3 13.6.3	4
5. Demonstrate strategies for resolving interpersonal conflicts without harming self or others (i.e. parent, family member, peers, employer, co-worker, etc.)				SL.9-10.4	13.4.3 13.6.3	4
6. Demonstrate how to ask for and offer assistance to enhance the health of self and others				SL.9-10.5		3

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ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

Formative Assessment _Connected_24/7 - Students will brainstorm methods to handle conflict

Summative Assessment 1-_Domestic Violence - Students will create a media project (pamphlet, commercial or power point) on domestic violence.

Summative Assessment 2_Stop the Bully - Students will develop an ANTI-Bullying campaign to stop bullying in their school.

SUGGESTED ALTERNATE SUMMATIVE ASSESSMENT – Use the FCCLA Lesson Plan – Bullying – How to Stop Bullying located at:
<http://www.fcclainc.org/assets/files/pdf/programs/lessonplansactivities/bullyingstop.pdf>

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
2	1. Instructional Strategy 1_Emergency Procedures Video Links - Teacher will present instructional videos that recognize and demonstrate procedures for medical emergencies. Video links listed below in resources
1	2. Instructional Strategy 2_ Teacher will direct student to complete the Creating a Safe Environment Activity Sheet
3 4 5	3. Instructional Strategy 3_Formative Assessment _ Connected 24/7
4 5	4. Instructional Strategy 4_Conflict PowerPoint - Teacher will lead students in a class discussion guided by the Conflict PowerPoint
4 5	5. Instructional Strategy 5_Conflict Resolution Sheet - Teacher will provide students with instructions on the Conflict Resolution sheet
3 4 5	6. Instructional Strategy 6_ Dating Violence - Teacher will provide students with an article and statistics on Dating Violence
3 4 5	7. Instructional Strategy 7_ Domestic Violence - Teacher will lead class discussion over Domestic Violence using FCCLA Domestic Violence Lesson Plan

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3 4 5	8. Instructional Strategy 8_Summative Assessment 1 - Domestic Violence - Media Presentation
3 4 5	9. Instructional Strategy 9_Bullying PowerPoint - Teacher will lead class in discussion, guided by Bullying PowerPoint
3 4 5	10. Instructional Strategy 10_Summative Assessment 2_ Stop the Bully - Students will develop an ANTI-Bullying campaign to stop bullying in their school. SUGGESTED ALTERNATE SUMMATIVE ASSESSMENT – Use the FCCLA Lesson Plan – Bullying – How to Stop Bullying located at: http://www.fcclainc.org/assets/files/pdf/programs/lessonplansactivities/bullyingstop.pdf
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
2	1. Instructional Activity 1_Emergency Procedures - Students will practice emergency procedures learned from video presentations with a partner from their class.
1	2. Instructional Activity 2_ Students will complete Creating a Safe Environment Activity Sheet
3 4 5	3. Instructional Activity 3_Formative Assessment _Connected 24/7
4 5	4. Instructional Activity 4_Notes over Conflict PowerPoint - Students will take notes and discuss content over the Conflict PowerPoint
4 5	5. Instructional Activity 5_Conflict Resolution sheet - Students will complete the Conflict Resolution Sheet
3 4 5	6. Instructional Activity 6_Dating Violence - Students will participate in class discussion on Dating Violence - Students will participate in class discussion over Dating Violence
3 4 5	7. Instructional Activity 7_Domestic Violence - Students will participate in class discussion over Domestic Violence using FCCLA Domestic Violence Lesson Plan
3 4 5	8. Instructional Activity 8_Summative Assessment 1 - Domestic Violence - Media Presentation

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3 4 5	9. Instructional Activity 9_Bullying PowerPoint - Students will take notes and discuss content over the Bullying PowerPoint
3 4 5	10. Instructional Activity 10_Summative Assessment 2_Stop the Bully - Students will develop an ANTI-Bullying campaign to stop bullying in their school. SUGGESTED ALTERNATE SUMMATIVE ASSESSMENT – Use the FCCLA Lesson Plan – Bullying – How to Stop Bullying located at: http://www.fcclainc.org/assets/files/pdf/programs/lessonplansactivities/bullyingstop.pdf

UNIT RESOURCES: (include internet addresses for linking)

<http://www.cdc.gov/Concussion/> Includes video and toolkits
<http://braininjuryeducation.org/> The brain injury guide and resources
<http://www.mayoclinic.com/health/FirstAidIndex/FirstAid/Index> (1-18-13)
www.redcross.org 4-25-13

<http://www.stopbullying.gov/>
<http://www.fcclainc.org/assets/files/pdf/programs/lessonplansactivities/bullyingstop.pdf>
<http://www.fcclainc.org/assets/files/pdf/programs/lessonplansactivities/datingviolencestop.pdf>
<http://www.fcclainc.org/assets/files/pdf/programs/lessonplansactivities/domesticviolencestop.pdf>

Have local law enforcement resource come in and present on/demonstrate self defense and avoiding harmful situations.

<http://www.fcclainc.org/content/stop-the-violencestudents-taking-on-prevention/> Utilize the FCCLA National Program STOP the Violence:
<http://www.fcclainc.org/assets/files/pdf/programs/lessonplansactivities/conflictresolutionstop.pdf>
<http://domesticviolencestatistics.org/category/domestic-violence-articles/>

Interpersonal Communications STAR Event:http://www.fcclainc.org/assets/files/star/interpersonal_communications.pdf
<http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.LearningActivitiesDetail&PageID=171>

Violent Times DVD and Discussion guide: <http://www.boystownpress.org/index.php/violent-times-dvd.html>

Ounce of Prevention Curriculum Resource, Chapter 10, Healthy Relationships –Includes activities, resources, and assessment (Ounce of

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Prevention – Moodle Instructions) (Folder)

Children’s Safety Network – Teen Dating Violence as a Public Health Issue (Folder)

<http://www.breakthecycle.org/im-an-educator>

SexEd Library; Sexual Abuse, assault, violence, & Harassment Lesson plans: <http://www.sexedlibrary.org/index.cfm?pageId=765>

Tools for Teaching Health, Chapter 6, Violence Prevention (Available from MCCE free loan library)

CCSS: Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

CCTC: Common Career Technical Core (CCTC), accessed May 17, 2013 from <http://www.careertech.org/career-technical-education/cctc/info.html>

FCS: National Standards for Family and Consumer Sciences Education., accessed May 30, 2013 from <http://www.nasafacs.org/national-standards-home.html>

NHS: National Health Education Standards (grades 9-12), accessed June 28, 2013 from <http://www.cdc.gov/healthyyouth/sher/standards/index.htm>

Resources@MCCE - FCS DVD ROM 27 - Confronting Drunk Driving, Human Relations Media, MOUNT KISCO, NY, N RELATIONS MEDIA, 2003.

This program features the true story a young man who killed his two best friends in a drunk driving car crash when he was a teenager. Viewers also hear from law enforcement officers who explain the legal risks involved in drinking and driving and emergency room physicians who describe the traumas and deaths they have seen as a result of drunk driving. Includes interviews with parents and family members who have been left devastated by the loss of a child as a result of drunk driving. The program offers important tips for how to avoid being a passenger in a car driven by an intoxicated driver. Includes Teacher’s Resource book. Grades: 7 - College. 25 minutes.

Resources@MCCE - FCS KIT 9 - Teen Dating Violence Prevention Toolkit, American Bar Association, WASHINGTON, D.C., AMERICAN BAR ASSOCIATION, 2006. Designed to be used during National Teen Dating Violence Awareness and Prevention Week, but can be effectively used anytime. The Toolkit can be used to hold discussions and develop activities that: 1) Educate the community and school population, and involve

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them in prevention, and 2) Coincide with classroom curriculum while also addressing components of teen dating violence. Toolkit materials include: "Dating and Violence Should Never Be A Couple" DVD, 31 minutes; "Prevention Recommendations" Book; "Teacher's Guide"; Awareness Week Slogan Posters; Emergency Wallet Cards; "Materials Reproduction Disc"; "Attention Educators" Card.

Resources@MCCE - FCS 21.0107 B713 - When Being a Good Parent or Teacher Is Not Enough - Volume III, Barbara N. Buchanan, Anne E. Yarnevich, Larry McDonald, KANSAS CITY, MO, HEALTH EDUCATION CONSULTANTS, 2002. Reference for medical professionals, parents, teachers, counselors, libraries and mental health organizations. Topics include: Risk and Resilience; Getting Help; Depression/Bipolar Disorder/Suicide; Anxiety Disorders/Post-Traumatic Stress Disorder/Obsessive Compulsive Disorder, Tic Disorders; Anorexia Nervosa/Bulimia Nervosa/Binge Eating; Schizophrenia; Grief and Loss/Death and Divorce; Substance Abuse; Abuse and Neglect/Attachment Disorders; Anger/Passive-Aggressive Behavior/Oppositional Defiant Disorder/Conduct Disorder/Violence; Developmental Disorders/Learning Disabilities; Adolescent Growth and Development.

Resources@MCCE - FCS DVD ROM 1.9 - The Five Essential Habits of Healthy Teens, Human Relations Media, MOUNT KISCO, NY, HUMAN RELATIONS MEDIA, 2009. This program is based on recent wellness studies from top-ranking universities. Viewers follow Dr. Mohr, a Registered Dietitian and Board Certified Specialist in Sports Dietetics, as he explores the five essential habits that promote health: eating a nutritious diet, starting each day with breakfast, exercising daily, getting enough sleep and staying drug-free. Real teens learn that eating a nutritious diet can be fast and easy; that exercise can come from dancing, bike riding or just about any activity; visit a sleep lab to learn the consequences of poor sleep habits. Finally, Dr. Mohr moderates a teen forum focused on how substance abuse and smoking impact health. Grades 7 to college. 17 minutes

Resources@MCCE - FCS DVD ROM 25 - Dangerous Party Drugs, Educational Video Network, HUNTSVILLE, TX, EDUCATIONAL VIDEO NETWORK, 2006. "Party drugs" are nothing to play with. Many of them are frighteningly lethal while others can produce profound brain or organ damage. Learn about the drugs that are most in vogue on the club circuit and at "raves." Important information about Ecstasy, 2C-B, Rohypnol, GHB, Ketamine, psilocybin mushrooms, and Fry (PCP) is provided in a straightforward, no-nonsense presentation. Includes how to respond when someone overdoses, where to get help. Grades 7-12. 30 minutes.

Resources@MCCE - FCS DVD ROM 74 - Elijah's Story, National Center on Shaken Baby Syndrome, OGDEN, UT, NATIONAL CENTER ON SHAKEN BABY SYNDROME, 2004. This documentary follows the life of a 16-month-old who was shaken to death by his biological father when he became frustrated with Elijah's crying. The film includes candid interviews with Elijah's mother, father and grandparents, as well as the 911 call, the father's taped confession and his statements from prison. Two versions are available, the original 28-minute video and an 18-minute version with fewer emotional scenes, and an added interview by a physician talking about what can be learned from the film. This film was produced in 2000 and updated in 2004. Includes Spanish versions.

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Resources@MCCE - FCS DVD ROM 74.1 - Recognizing Child Abuse, Meridian Production, LAWRENCEVILLE, NJ, FILLMS MEDIA, 2007. This program spells out the Four Rs of child abuse—the harsh Reality of its presence in our society, the Results it leads to, the many ways to Recognize it, and the proper channels for Reporting it. Each of these concepts is explained through dramatizations and supported by interviews with education and child welfare experts. By following the program’s clearly illustrated steps to awareness and action, viewers will become better equipped to recognize and intervene in cases of neglect and abuse. 25 minutes.

Resources@MCCE - FCS DVD ROM 74.2 - Recognizing & Preventing Physical Child Abuse, Learning Seed, CHICAGO, IL, LEARNING SEED, 2012. This program addresses what constitutes physical child abuse, and why it happens. It also discusses coping strategies and support tools available to help parents and caregivers stop physically abusive behavior. 30 minutes.

Resources@MCCE - FCS DVD ROM 74.3 - Recognizing & Preventing Emotional Child Abuse, Learning Seed, CHICAGO, IL, LEARNING SEED, 2012. Learn the six most common types of emotional abuse: rejecting, terrorizing, isolating, ignoring, corrupting, and exploiting; and their lasting impact on children. See what steps to take if you suspect a child is suffering from emotional abuse, as well as ways to get help if the abuse is happening within your family. 26 minutes.

Resources@MCCE - FCS DVD ROM 74.4 - Recognizing & Preventing Child Neglect, Learning Seed, CHICAGO, IL, LEARNING SEED, 2012. This program discusses the most prevalent form of child maltreatment--neglect--and the different types of neglect children may experience. Viewers learn reasons neglect is underreported, observable signs of possible neglect, and ways families in which neglect occurs can receive help and support. Find out where to turn for help, and how to foster a healthy parent/child relationship. 30 minutes.

Resources@MCCE - FCS KIT 18.2 - Teen Relationships Student-Centered Learning Pack, The Curriculum Center for Family and Consumer Sciences, LUBBOCK, TX, THE CURRICULUM CENTER FOR FAMILY AND CONSUMER SCIENCES, 2008. Packet provides topic background for the teacher; then each lesson takes the teacher step-by-step through activities. Additional information is provided for essential questions, skill focus, objectives and outcomes, assessments, resources, and related FCCLA programs. Lessons guide students toward knowing how to create and maintain healthy relationships now and in the future. Lessons include: A Relationship Is...; Looks Like, Sounds Like; Relationships – How Do You Feel?; Teen Dating Violence and Abuse; Technology and Relationships; Is There a Way Out?; Help Is Available.

Resources@MCCE - G&C 13.0601 M542 - Strategies for Anger Management, Kerry Moles, HAWTHORNE, NY, WELLNESS REPRODUCTIONS AND PUBLISHING, 2003. This book is designed to help teens and adults learn how to cope with anger in healthier ways. Divided into three sections: Understanding Anger, Interventions for Anger Management and Conflict Resolution, and The Differences Between Anger and Abuse. Each activity has a Facilitator’s Information Sheet outlining the purpose, background information, and guidelines for leading an individual and / or group activity. Grades 7 - 12.

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Resources@MCCE - G&C DVD ROM 38 - The Ten Signs of Relationship Abuse, Human Relations Media, MOUNT KISCO, NY, HUMAN RELATIONS MEDIA, 2007. Program combines interviews of battered and verbally abused teens with expert commentary, video delivers key facts about dating abuse. Emotional abuse includes isolation from friends, family, and outside activities; using insulting names or degrading terms; displaying jealousy and possessiveness; controlling a partner's clothing choices and behavior; using excessive cell phone use to monitor behavior; and threatening self-harm to control behavior. Sexual and physical abuse includes extreme roughhousing; pushing, grabbing, restraining, and other violent behaviors that don't leave marks or bruises; touching a partner's body in ways that make him/her feel uncomfortable; and making threats as a means of coercing a partner's consent to sexual activity. Teen speakers and dating abuse experts offer helpful advice on how teens can get away from potentially unhealthy, dangerous relationships. Grades 7 - College. 20 Minutes

Resources@MCCE - G&C DVD ROM 39 - Abuse: If It Happens to You, Sunburst Visual Media, PLAINVIEW, NY, SUNBURST VISUAL MEDIA, 2007. This program is designed to help young teens understand that abuse, of all types, is more common than they think and if it happens to them, they need to tell a trusted adult. It examines the different types of abuse that can occur: physical, emotional, and sexual, and helps young teens understand that the victim is never at fault and did not cause or deserve the abuse. One of the biggest reasons victims don't speak out is because they think no one will believe them. This program assures young people that while this can happen in some cases, the victim must continue to speak out until someone listens and takes what they say seriously. Grades 5-9. 24 minutes.

Resources@MCCE - G&C DVD ROM 40 - Love Is Not An Angry Thing, Daniel S. Kehde, CHARLESTON, WV, JAGUAR EDUCATIONAL, 2005. NOTE: Contains incidents of profane language, may elect to preview before showing to class. This program tells the story of a teen relationship that at first seems like love, but is eventually taken over by possessiveness, jealousy, and anger. As the drama unfolds, viewers are introduced to the warning signs of an abusive relationship. The age of the actors makes the program ideal for secondary school students, but it can also be used for a younger or a more general audience. The story is reinforced by interview segments with domestic violence counselors who make connections between events in the drama and the patterns of abuse evident in real-life situations. The program helps young people recognize the characteristics of a dangerous relationship, and makes the point that it is NEVER too late to get help. 45 minutes.

Resources@MCCE - E 13.0401 N285 - Bully Busters: A Teacher's Manual for Helping Bullies, Victims, and Bystanders, Dawn Newman-Carlson, Arthur M. Horne, Christi L. Bartolomucci, CHAMPAIGN, IL, RESEARCH PRESS, 2000. Designed to help teachers increase their awareness, knowledge base, and intervention skills to attack the root causes of bullying behavior and to deal with the problem confidently. The manual is organized into seven modules. Each module includes a teacher information component and a series of classroom activities. The activities (39 in all) are designed to increase student participation in reducing and preventing bullying, as well as to strengthen the teacher/student relationship. Grades 6-8.

Resources@MCCE - E 13.0401 R512 - Working With Parents of Bullies and Victims, Walter B. Roberts, Jr., THOUSAND OAKS, CA, CORWIN PRESS, 2008. This book helps educators expand skills for communicating with parents about the subject of bullying. In realistic language, the

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author explores common concerns of both parties and offers practical strategies to help school staff carry out conversations and interventions with even the most persistent or resistant parents. Readers will find sample dialogues and vignettes written by parents of bullies and victims, plus: An eight-point plan for talking with parents about bullying; Six "fair expectations" to encourage effective teacher-parent collaborations; Talking points to help parents dialogue with their children about bullying. The lessons from this resource can help administrators, counselors, and teachers partner effectively with parents to create a positive learning climate for all students.

Resources@MCCE - E 13.0401 T654 - Cyber Kids, Cyber Bullying, Cyber Balance, Barbara C. Trolley, Constance Hanel, THOUSAND OAKS, CA, CORWIN, 2010. Use technology to boost student learning, improve school climate and prevent cyber bullying. This book includes: practical charts that identify cyber bullying warning signs, appropriate responses, and more; legal guidelines; questions for further reflection and group study.

Resources@MCCE - FCS CD ROM 22 - STOP the Violence Toolkit, Family, Career and Community Leaders of America, Inc., RESTON, VA, FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA, INC., 2007. This program includes information on violence prevention in the family, school and community. Dating violence, domestic violence and bullying are among the topics included. Also includes information on the STOP the Violence program and peer-to-peer training.

Resources@MCCE - FCS DVD ROM 45 - 7 Ways To Block a Cyberbully: With Section for Parents and Educators, Learning Zone Express OWATONNA, MN, LEARNING ZONE EXPRESS, 2008. This program details seven effective strategies for dealing with a digital bully. The plan includes: 1) Understanding the e-bully; 2) Protecting your password; 3) Guarding personal information; 4) Using safety software; 5) Cutting off communications; 6) Saying "no" to revenge; 7) Telling someone. An added section in the video outlines seven ways parents and educators can work to stop cyber bullying. Includes teacher material. Grades 6-adult. 15 minutes for Student and 10 minutes for Adult section.

Resources@MCCE - AG DVD ROM 115 - Impact Leadership Series: Conflict Resolution, National FFA Foundation, INDIANAPOLIS, IN, NATIONAL FFA ORGANIZATION, 1998. This program was developed as a training tool for the classroom, chapter meetings and officer retreats. It introduces valuable techniques to handle conflicts effectively and resolve them in a positive manner. Includes teacher's guide. 30 minutes.

Resources@MCCE - FCS DVD ROM 41 - Managing Conflict Resolution, Cambridge Educational, NEW YORK, NY, FILMS MEDIA, 2011. This program illustrates ways to use conflict constructively while avoiding violence, alienation, and resentment. Beginning with the notion that we deal with conflict largely through patterns learned as children, the program explores four behaviors that push conflict into the destructive zone: miscommunication, demonizing, refusal to negotiate, and "kitchen sinking" or pulling past events and unrelated frustrations into a present disagreement. The pitfalls of a "conflict loop" are also discussed. Viewers can gain an understanding of the potential rewards of recognizing an opponent's needs as well as one's own. Mediation, including peer mediation and the "third side" method of negotiation, are examined. Includes

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an instructor's guide. 30 minutes.

Resources@MCCE - G&C 13.1001 P264 - Ready-to-Use Conflict Resolution Activities for Secondary Students, Ruth Perlstein, Gloria Thrall SAN FRANCISCO, CA, JOSSEY-BASS, 1996. This resource provides more than 90 ready-to-use lessons for teaching peaceful and successful ways of resolving conflict, including activities with typical adolescent scenarios.

Resources@MCCE - G&C DVD ROM 6 - Conflict Resolution: You Can Solve It!, Sunburst Visual Media, HAWTHORNE, NY, SUNBURST VISUAL MEDIA, 2005. Set in an urban school, this program shows how unexpressed anger, hurt feelings, thoughtless words, name-calling and threatening can cause conflicts to erupt and escalate. Young teens are empowered to resolve their conflicts by avoiding "conflict starters" and applying "conflict solvers." Includes teacher's guide. Grade level: 5-9. 17 minutes.

Resources@MCCE - G&C DVD ROM 6.4 - Work It Out! Strategies for Resolving Conflict, Cambridge Educational, LAWRENCEVILLE, NJ, CAMBRIDGE EDUCATIONAL, 2005. This program uses scenario analysis to model four key conflict resolution strategies: taking the person out of the problem; focusing on issues, not egos; being objective; and creating win-win solutions. Show your students that differences are a part of who we are, and that while we may not get along with each other all the time, we do have to find positive ways to work out our disagreements. 22 minutes.