

Lemont-Bromberek Combined School District 113A

Conflict Resolution/Violence Prevention Goals

Grades 6 – 8

Students Will:

Impulse Control, Goal-Setting and Problem Solving

- Set a short-term goal and make a plan for achieving it.
- Analyze why one achieved or did not achieve a goal.
- Analyze factors that create stress or motivate successful performance. (6H)
- Apply strategies to manage stress and to motivate successful performance. (6H)
- Analyze how personal qualities influence choices and successes.
- Analyze how making use of school and community supports and opportunities can contribute to school and life success.
- Recognize patterns in their responses to conflict and strive for positive growth and change in those patterns.
- Analyze how decision-making skills improve study habits and academic performance.
- Evaluate strategies for resisting pressures to engage in unsafe or unethical activities. (6, 7 H)
- Exhibit effective responses to others who, in a shared conflict, choose an appropriate/inappropriate response.
- Recognize the prevalence and glamorization of violence in society. (7H)
- Help others recognize the potential for violence and for nonviolent conflict resolutions.
- Understand and begin to use analytical tools to diagnose problems.
- Use problem solving for conflicting as well as common or compatible interests.
- Think about both short and long term consequences of proposed options.
- Identify outside standards and criteria for fairness (such as legal standards or school rules) when evaluating interests and solutions.
- Recognize that the sources of conflict and the problem-solving processes of conflict resolution are applicable to all types on conflicts: interpersonal, intergroup and international.
- Understand that underlying interests, not positions, define the problem in conflict situations.
- Diagnose conflicts appropriately and select resolution strategies for conflicts in various settings (school, home, neighborhood, etc.).
- Possess an understanding of how problem-solving strategies can be influenced.
- Recognize the efficacy of committing only to solutions that are fair.

Empathy and Diversity

- Evaluate how honesty, respect, fairness and compassion enable one to take the needs of others into account when making decisions.
- Analyze the reasons for school and societal rules.
- Identify and check assumptions that self and others make about a situation.
- Take action to inform when prejudice is displayed.
- Recognize the limitations of own perceptions and understand that selective filters affect seeing and hearing.
- Understand that there are often multiple, unclear or conflicting interests.
- Accept and validate emotions and perceptions of others.
- Interpret the methods for addressing interpersonal differences without harm. (7H)
- Reframe own statements using unbiased and less inflammatory language.

- Reframe statements of others, removing biased or inflammatory messages to capture the underlying meaning.
- Identify positive methods for addressing interpersonal differences. (7H)
- Discuss peer pressure in terms of needing to use refusal skills. (8H)
- Explain how individual, social and cultural difference may increase vulnerability to bullying and identify ways to address it. (7H)
- Analyze the effects of taking action to oppose bullying based on individual and group differences. (7H)

Communication, Cooperation and Anger Management

- Prevent escalation of conflict.
- Take responsibility for emotions.
- Evaluate positive and negative communication skills in peer relationships. (7H)
- Withhold judgment and be open to persuasion.
- Be productively persuasive.
- Test understanding, listen to understand and speak to be understood.
- Analyze ways to establish positive relationship with others.
- Negotiate without giving in.
- Honor commitments and encourage others to do the same.
- Mediate disputes among peers.
- Co-mediate disputes between peers and adults.
- Manage consensus decision-making in a small group of peers (such as classroom work group or student council committee).
- Maintain a variety of good working relationships with parents, family, siblings, friends, teachers, acquaintances, bosses, etc.
- Demonstrate cooperation and teamwork to promote group effectiveness.
- Evaluate one's participation in efforts to address an identified school need.
- Evaluate one's participation in efforts to address an identified need in one's local community.

Bullying Prevention

- Define bullying.
- Identify adults to whom students may report bullying behavior.
- Identify and define the roles in a bullying situation.
- Recognize reasons that some people bully.
- Name actions students can take to help prevent bullying.
- Apply positive strategies for standing up for themselves and peers.
- Identify characteristics that make them unique, similar or different from others and explore how celebrating differences can help prevent bullying.