



Lesson Plan

School Counselor:	Alexis Thompson
Lesson Plan Title:	Conflict De-Escalation
	☒ Single Classroom Lesson ☐ Unit of Classroom Lessons: Lesson _____ of _____ ☐ Small-Group Session Lessons: Lesson _____ of _____
Target Audience:	CM1/4th grade
Evidence Base:	
☒ Best Practice (<i>commonly used and believed to be of high quality</i>) ☐ Action Research (<i>individual investigates own practice to improve content/delivery</i>) ☒ Research-Informed (<i>a review of research provides foundation for content/delivery</i>) ☐ Evidence-Based (<i>highest level of evidence, results published in peer-reviewed journal</i>)	

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: <i>(Best practice = select one)</i>		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives

B-SMS 1	Responsibility for self and action	Student(s) will:
B-SS 9	Social maturity and behaviors appropriate to the situation and environment	Recognize which actions escalate a conflict and which de-escalate a conflict Explain the importance of de-escalating a conflict

Materials:

Computer, Conflict De-Escalation presentation

Describe how you will:

Introduce Lesson Topic/Focus:	Define conflict (“A strong disagreement; when two (or more) people want different things that seem to get in the way of each other”) Ask students to raise their hand if they have ever been in a conflict before Note that it is okay to feel angry in conflict, but that it is important to notice what that feeling is trying to tell you (that you feel sad, scared, etc.). It is the same for the other person - they might look angry but there’s probably another feeling there too like disappointed, hurt, etc.
Communicate the Lesson Objective:	Today, We Will Learn... • What actions make a conflict bigger and which make a conflict smaller (“de-escalate”) • Why it is important to de-escalate a conflict
Teach Content:	Teach the idiom “add fuel to the fire” (“To make a bad situation even worse by saying (or doing) something that gets someone more upset”) Show French video to reinforce

	Compare conflict and fire - both are useful, but if they get out of control, it can hurt other people and destroy things In a conflict, you have a choice between making the problem bigger or smaller Teach “escalators” - actions that make a conflict worse • Ignoring • Spreading gossip or rumors about the person • Continuing when they say stop • Violating their space • Rolling eyes • Laughing at them Teach “De-Escalators” - actions that can decrease the conflict • Listening • Using a coping skill • Taking a break • Apologizing • Speaking in a calm voice • Doing something kind How do you do it? 1. Deep breath/coping skills 2. Think of what you need and what other person may need 3. Choose a de-escalator
Practice Content:	Donald Duck video Reflection questions Stop at each part - what could Pete (the dog) have done to de-escalate this? What could Donald (the duck) have done? (note that both people have the choice to de-escalate, but you can only control your own choice) • Dumping the leaves (offering to help, taking a break) • Burning the leaves (apologizing not laughing, forgiving) • Spraying the water (just putting out the fire/not spraying him, drying off walking away) • Poking holes in shorts (gone and dried off, get changed) • Hitting with bat (asking for help)
Summarize/Close:	Ask/Review

	• Why it is important to de-escalate a conflict • Which actions can make a conflict smaller • What is one thing you learned from this lesson
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Data Collection Plan – <i>For multiple lessons in a unit, complete this section only once for the unit.</i>	
Participation Data Plan:	
Anticipated number of students:	96
Planned length of lesson(s):	45 minutes
ASCA Student Standards Data Plan:	
<i>For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.</i> Pre-/Post-Assessment items are: 1. Circle the pictures that make a conflict worse 2. Circle the pictures that make a conflict better 3. Likert: When I get in an argument with someone, I know how to stop it from getting worse 4. Likert: How often do you have conflicts with others?	
Outcome Data Plan: (choose one and describe specific data point to compare)	

Examples:

Achievement: School counselor will compare reading levels of students before and after delivery of lesson.

Attendance: School counselor will compare number of absences last year to this year.

Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter

☐ Achievement (describe):

☐ Attendance (describe):

☐ **Discipline (describe):** School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter

Follow-Up Plans

Explain your plan for students who missed the lesson.

Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.

Students who miss the lesson will learn the concepts via review with classroom teacher or school counselor

Students who do not demonstrate mastery on pre-post-assessment may be invited to participate in a small counseling group to develop conflict resolution skills