

Understanding by Design Module

Lateral kindness and conflict resolution

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| Title of Module | Lateral kindness and conflict resolution | Level | Boreal Homebuilding |
| Curriculum Area | Personal Growth and essential work place skills | Time Frame | 1 week |
| Developed By | Trea StormHunter | | |
| Identify Desired Results (Stage 1) | | | |
| Module Description | | | |
| This module will build on the first week and provide further insight into how oppressed people become oppressors at the individual, family and community level. This module will address why and how anger can happen, triggers and how anger influences perception. This module will further explore conflict resolution focusing specifically on the participants personal and professional life. This module will further encourage the development of effective strategies to manage conflict and to also become self-aware in how to effectively respond to potential conflict situations. | | | |
| Understandings | | Essential Questions | |
| Overarching Understanding | | Overarching | Topical |
| <p>The concept of lateral violence</p> <p>How laws and policies have had detrimental, cumulative and intergenerational effects on Aboriginal people which continue to this day.</p> <p>There are effective strategies and skills to resolve problems in personal relationships.</p> <p>Emotions impact decision-making and behavior.</p> <p>People are able to negotiate conflict situations constructively.</p> <p>Indigenous traditional knowledge relating to anger and conflict.</p> | | <p>How do emotions impact decision-making and behavior?</p> <p>What are effective strategies and skills to resolve problems in personal relationships?</p> <p>What are some healthy ways to negotiate conflict situations constructively?</p> | <p>What is my conflict style?</p> <p>How can I minimize lateral violence for myself?</p> <p>How can I better recognize my triggers?</p> |
| Related Misconceptions | | | |
| <p>Anger is a negative emotion.</p> <p>Disgruntled employees perpetrate workplace violence.</p> <p>All conflict can be resolved.</p> | | | |
| Knowledge | | Skills | |
| Participants will know... | | Participants will be able to... | |

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- The effective strategies and skills to resolve problems in personal and professional relationships. (Problem solving skills, coping skills, decision-making skills)
- Define lateral violence.
- What are the behaviours linked to lateral violence.
- How to negotiate conflict situations constructively
- Define how emotions impact decision-making and behavior.
- Describe anger and behaviours associated with anger.
- Describe the Aggression cycle
- Identify their triggers and how to minimize anger reactions.

- Recognize how emotions impact decision making and behavior.
- Actively described forms of lateral violence.
- Actively demonstrate a plan that positively resolves an issue, based on a scenario that deals with a problem situation. (role play or a homework assignment that works through an unhealthy personal or professional relationship)
- Recognize a conflict arising.
- Perform (role-play, journal write) effective conflict-resolution skills

Assessment Evidence (Stage 2)

Performance Task Description

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| Goal | Group Presentation by performing (role-play, journal writing) effective conflict-resolution skills in a lateral violence workplace or community scenario of their group’s choice. |
| Role | Participant |
| Audience | Classroom participants and Instructors. |
| Situation | Participants will work together in groups to create a role play demonstrating positive ways to resolve conflict and minimize lateral violence behaviors |
| Product/Performance | Role Play |

Other Evidence

Team building skills, cooperation, comprehension and reflective journal writing relating to lateral violence in their community.

Learning Plan (Stage 3)

Where are your participants headed? Where have they been? How will you make sure the participants know where they are going?

This module continues to build on teamwork, knowledge sharing and collaboration both at the individual and community level. The participants will be able to identify anger, discuss lateral violence and provide examples specific to their community and develop strategies to manage conflict both personally and professionally.

How will you hook participants at the beginning of the Module?

Elders are a very important support system in Indigenous Communities. They carry traditional knowledge and are able to share teachings, provide wisdom and are well respected. An Elder will introduce the traditional knowledge related to Anger and conflict resolution.

- What are traditional Indigenous ways in addressing anger and community conflict?
- Why are Indigenous values important for conflict management?
- How can we incorporate this knowledge and teach our children to engage in healthy conflict resolution?

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| | <p>Participants will brainstorm the importance of culture and tradition related to anger and conflict resolution. Explain how the Indigenous traditional conflict management styles work effectively in the western world.</p> |
| <p>What events will help participants experience and explore the big idea and questions in the Module? How will you equip them with needed skills and knowledge?</p> | <p>The specific module learnings related to anger, lateral violence and conflict resolution are as follows:</p> <ul style="list-style-type: none"> • On the first day, the essential questions will be written down on a piece of flipchart paper. • The group will complete an anger self-assessment questionnaire. • The group will discuss these questions and provide examples of anger. • The participants will identify the top five ways anger is shown in their community by individuals. • Participants will learn ways to manage their anger. • Participants will watch the lateral violence video and provide examples related to their own community, and how lateral violence effects them specifically. • Individually, participants will complete the conflict is for the birds' assessment • Individually, participants will identify one area of lateral violence they want to improve for themselves. • The participants will be assigned a partner for the week to be accountable for how they are managing their lateral violence goal and discuss what strategies have worked for them. • Each participant will be encouraged to give feedback to their partner. |
| <p>How will you cause participants to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?</p> | <p>At the end of the week the participants will....</p> <ul style="list-style-type: none"> • Review the essential questions identify a minimum of two strategies to deal with anger, lateral violence and conflict resolution. • Journal about their experience in the classroom environment and working with their partner throughout the week. • Share one highlight of their learning with the group in a sharing circle at the end of the week. <p>This ensures accountability to the group, along with continued building of trust and rapport within the group.</p> |
| <p>How will you help participants to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the Module?</p> | <ul style="list-style-type: none"> • Throughout this Module, the formative assessment approach, which summarizes the participants' development at a particular time will be used to evaluate a student's progress. • A peer assessment will also be used where the participants will evaluate each other and provide constructive feedback for each student to reflect anger, lateral violence and conflict resolution. • An oral summative assessment to demonstrate a deeper understanding of how anger, lateral violence and conflict resolution can be addressed using positive, healthy strategies. |
| <p>How will you tailor and otherwise personalize</p> | <p>This module will include the following:</p> |

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| the learning plan to optimize the engagement and effectiveness of ALL participants, without compromising the goals of the Module? | <ul style="list-style-type: none">• Defining terminology to have a clear understanding of concepts and key terms.• Actively applying these key concepts and terms through the week.• Writing in their journal and completing a peer feedback evaluation.• Differentiated assignments to meet the different levels of the participants. |
| How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL participants? | <ul style="list-style-type: none">• The participants will connect traditional Indigenous anger and conflict strategies into their daily lives and describe ways to improve their ability to minimize lateral violence behaviours.• Through this identification, the participants will brainstorm and both individually and collectively to find their own effective management techniques and how to minimize the impact of community lateral violence in both the individual and workplace settings.• By engaging mentally, emotionally and physically, they are optimizing their learning in all aspects. |

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)