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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, & Security |
| **Course Name** | Law Enforcement II |
| **Lesson/Unit Title** | Conflict Resolution |
| **TEKS Student Expectations** | **§130.337. Knowledge and Skills**  (5) The student recognizes the importance of using interpersonal communication techniques to resolve conflicts and reduce anger. The student is expected to:  (A) examine interpersonal communication techniques used in law enforcement  (B) distinguish between passive, passive-aggressive, aggressive, and assertive behavior  (C) discuss strategies for dealing with difficult people  (D)examine factors that contribute to a person's hostility |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:  1. Examine anger management techniques used in law enforcement.  2. Distinguish between passive, aggressive, and assertive behavior.  3. Discuss strategies for dealing with difficult people.  4. Examine factors that contribute to a person’s hostility. |
| **Rationale** | What are the alternative methods that can be used to deal with difficult people? |
| **Duration of Lesson** | 2-4 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Materials**   * Conflict Resolution computer-based presentation * Computers with computer-based presentation software * Poster boards and markers * Conflict Resolution Exam and Key * Discussion Rubric * Individual Work Rubric * Presentation Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Before class do an Internet search for the following: video anger  Management rage on a plane. Preview it and then select an appropriate clip. Show the video clip. Ask students to remember a time when they lost their temper. Have them write a short reflection about the experience. Use the Individual Work Rubric for assessment. |
| **Direct Instruction \*** | PowerPoint Presentation and use teaching outline. Discussion to follow.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Guided Practice \*** | Following the presentation and general discussion, begin the Anger Management Role Play. Have students create scenarios involving  an officer and a victim, suspect, or witness that is difficult to deal with. Then partner the students and have them act out the scenarios with the officer, using anger management techniques. Then as a class discuss the students’ experiences practicing the anger management techniques. Use the Individual Work Rubric and the Discussion Rubric for assessment.  For reinforcement, students will research different techniques used in  anger management and discuss how each would be beneficial in law  enforcement. They will also identify one difficult person that they deal or  have dealt with from the six types listed in this lesson. Students will then create a plan based on what they learned to help them better deal with that difficult person. Use the Individual Work Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | For enrichment, students will create a public awareness campaign on  conflict resolution for students at the school, for the workplace, or for the general public. The campaign must include a two-minute public service announcement completed using computer-based presentation software and a poster. The poster must depict ways to resolve conflict using one of the above categories. Use the Individual Work Rubric and the Presentation Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Lesson Closure** | Feedback from PSAs, discussions on role play, emphasis on skillful interpersonal communications. |
| **Summative/End of Lesson Assessment \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **References/Resources/**  **Teacher Preparation** | Do an Internet search for the following:   * American Police Beat * Six Strategies for dealing with difficult people, Berenbaum * Anger Management Group, Fiore and Novick * Inner Health Studios, Coping Skills, and Relaxation Resources * Mayo Clinic anger management * Reference for Business Workplace Anger * Great Self Confidence, David Rogers *  BBC News health 659672 |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkilsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** | Outline to accompany Presentation |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)