

## Objective

By the end of this lesson, students will be able to demonstrate how to use respectful, non-defensive language to prevent conflicts from getting worse.

## Prep

Partners



**Bold**—Teacher's script

*Italics*—Anticipated student responses

## Lesson Note

Have students save their handouts. They'll need them to complete the Activity in Lesson 26.

## Warm-Up (4 min.)

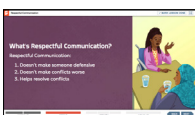


1. Review the previous lesson: **In the last lesson, we talked about the importance of perspectives and perspective-taking when a conflict arises. Who can describe the difference between a perspective and perspective-taking?** Give students think-time, then call on students at random to respond. *A perspective is how someone thinks or feels about something based on experience or personal preference. Perspective-taking is the process of being able to identify and understand another person's feelings, thoughts, needs, and wants.*
2. **Perspective-taking requires communication between the people involved in a conflict.**
3. Set the purpose of today's lesson: **Today we'll learn ways to communicate during a conflict to keep it from escalating.**



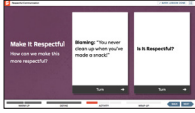
4. Read the Warm-Up prompt on the screen aloud.
5. Have students write their responses in the Warm-Up section of their handouts.
6. When they're finished, call on volunteers at random to share their responses with the class.
7. **When someone uses language that puts all the fault on another person, it's called a blaming statement. We've all experienced being blamed for something that we didn't do. It can be really frustrating.**
8. **In the situations you described, what words or phrases did the other person use that made it clear they were blaming you?** Give students think-time, then call on volunteers to respond. *Never. Always. It's all your fault.*
9. **Blaming statements can start or escalate conflicts because they make you feel attacked, which naturally makes you want to defend yourself. To resolve conflicts, though, we need to communicate respectfully.**

## Define (3 min.)



10. Read the definition on the screen aloud.
11. **Today we'll practice ways of communicating that will do all three of these things.**

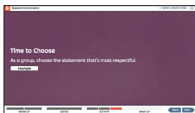
## Activity: Make It Respectful (15 min.)



12. **I'm going to read a statement: "You never clean up when you've made a snack!" What makes this a blaming statement?** Give students think-time, then call on students at random to respond. If students disagree, ask them to explain their thinking.
13. **How can we make this statement more respectful?** Have students do a Think, Pair, Share, then call on students at random to respond.
14. Click the first card on the screen and read the respectful statement aloud.
15. **Is this example respectful?** Click the second card on the screen and use the guiding questions to determine if the statement is respectful.
16. **Why do you think using respectful language can keep a conflict from getting worse?** Call on students at random to respond. *It helps you express what you need or want. The other person is more likely to listen to you. They can understand your perspective.*

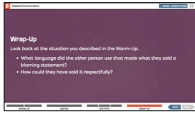


17. Group students into pairs.
18. Read the instructions on the screen aloud.
19. Click the button on the screen and read the guidelines aloud.
20. Have students work in pairs to write their responses in the table in Part 1 of the Activity on their handouts. Give them 5 minutes.
21. When they're finished, have students join two other pairs to form a small group (total of six students per group). If you have a small class, feel free to complete the second part of the activity as an entire class.



22. **Now you'll work together as part of a small group. Each pair will share the respectful statement they wrote by saying it aloud. Please be mindful of the noise level in our classroom as you share your statements.**
23. **Your group will then decide which statement is most respectful and write it in the Group Choice box for each statement on your handouts. You can also take parts from different statements and write a new one.**
24. Click the button on the screen and read the example aloud.
25. Have groups write their responses in the table in Part 2 of the Activity on their handouts. Give them 5 minutes.
26. When they're finished, call on groups at random to share their responses.

## Wrap-Up (3 min.)



27. Read the Wrap-Up prompt on the screen aloud.
28. Have students write their responses in the Wrap-Up section of their handouts. Because of the possible personal nature of the students' responses, we do not recommend having them share their responses.
29. Remind students to save their handouts.
30. Conclude the lesson: **Being blamed for something by someone else can be frustrating and can make us feel attacked. The next time you think about blaming someone, remember the three guiding questions we discussed today and try to say something more respectful instead. This can help you avoid a conflict and get your point across at the same time. In the next lesson, we'll look at some challenging conflicts and discuss how to move forward with the skills we've learned so far.**

This page intentionally left blank.