



	Intro	<p>TO THE TEACHER: Students will be taking notes during this presentation, so will need to be prepared with pencils or you will need to provide these items.</p> <ol style="list-style-type: none">1. Prepare copies of the worksheet for this lesson for the number of students attending2. Prepare copies of the scenarios used in small group work <p>REMOTE: Use the Google poll to have students take a position on the following questions, or ones you make up that are appropriate for your context.</p> <p>IN PERSON: Give students a chance to make some choices by moving to a designated part of the room based on their preference. Examples of choices (but come up with your own, depending on your context:)</p> <p>SAY:</p> <ul style="list-style-type: none">● If you like your burger with extras (e.g. lettuce, tomatoes, bacon, cheese), move to this corner of the room. If you prefer your burger plain, move to this part of the room. Have one or two students on each side give reasons to try to convince those on the other side that their choice is the better one.● If your favorite baseball team is the Yankees, move to this corner, the Mets, move to this corner, Philly's another corner, Red Sox another corner. Have the students try to convince one another their choice is the best. <p>Have them return to their seats.</p>
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<p>1</p>		<p>TO THE TEACHER: OVERVIEW FOR STUDENTS (This slide is a build.)</p> <p>SAY:</p> <ul style="list-style-type: none"> ● It's easy to see by looking at news, social media or even in our neighborhoods that communication - whether about pizza or politics - is an issue today. ● Differences of opinion are inevitable, but we can learn how to manage differences and conflict. ● In order for democracy to prevail in our country, we need to be able to <ul style="list-style-type: none"> ○ Talk with others in a civil manner. ○ Listen to understand others, even if we do not agree with them. ○ Our goal is to give you some beginning practice so that you can use listening and speaking skills to help you bring about change more effectively . ● We only have time today to delve more deeply into one of these skills that help manage conflict. ● The first critically important skill is to be able to really hear and understand others, regardless of the content. ● Since really listening, not just “hearing” the sounds coming from another person, is critical to finding common ground, we are focusing on that today. ● Today you'll have a chance to practice the art and skill of <u>listening</u>. Then, we will talk about <ul style="list-style-type: none"> ○ your RIGHT to be heard and respected, as well as ○ your RESPONSIBILITY to hear and respect others <p>TO THE TEACHER:</p> <p>CLICK 8 TIMES to show connectors on graphics while saying following:</p> <p>SAY:</p> <ul style="list-style-type: none"> ● Active listening makes people feel understood and valued. ● When people feel understood and valued, common ground can be reached.
<p>2</p>		<p>SKIPPED - Lesson objectives and teachers notes</p>



TO THE TEACHER: (This slide is a build in Google slides, but not PowerPoint.)

SAY:

- The world today is filled with “hot topics” - people have strong opinions about them, and take sides, and disagree.

CLICK

- Here are some hot topics that kids before you have suggested:

TO THE TEACHER: (name them using these terms:)

SAY:

- Immigration, January 6th, guns, Covid policies
- Education, Racism, Privacy
- What else can you add? What other topics in our country bring up strong feelings on both sides?

TO THE TEACHER:

Give students a chance to respond. Then:

SAY:

- Take a few seconds to **think** about this question, then write down one thing you already know that helps:
 - What’s one thing YOU know you can do to have a successful conversation on a hot-topic issue with someone on the ‘other’ side – someone who has a different point of view? “
- We will be walking around to see what you already know helps in a conversation.

TO THE TEACHER: PAUSE TO LET THEM WRITE. Once pencils stop,

SAY:

- Share your idea with the others at your table and choose the one you think is best to share with the group.

TO THE TEACHER: Ask a spokesperson from each table or group to share what the group felt was the best idea to help have a successful conversation with someone who has a different point of view from yours.

SAY: Fill in the blank on your worksheet – it is important to remember that

- **Active listening is not agreement.** You do not need to believe what the speaker is saying, just understand what the other is saying.
- **Active listening is hearing the total message** and letting them know that you understand them, even if you don’t agree with them.

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SAY:

- We are going to use some of your ideas about how to have successful conversations – but with more day-to-day situations instead of hot topics.
- After you have some practice with easier situations, you can practice using a topic that might start a fight at a sports event or on the playground.
- Then you can graduate to topics like those we showed before.
- One step at a time. Practicing active listening every day in small ways with your friends and the important adults in your life helps prepare you to discuss the hard stuff when it's needed.

**SAY:**

- We are going to practice – and take it slow and easy through the steps. The first step is:
 - Recognize/identify the speaker’s feelings - when you listen, you name for yourself the feelings you hear
 - here are some emojis as suggestions
- I am going to read some statements.
 - You are going to either write what that feeling is or draw the emoji that shows the feeling.
 - Pay attention to my words, but also pay attention to my tone of voice, posture, my facial expression and other non-verbal signals I give.

TO THE TEACHER: Ask for answers after students analyze the feeling being demonstrated in each statement

SAY:

- Here is the first statement:
 - I am going to vote tomorrow for the first time. I’m not sure I am going to do it right. The ballot and the whole process seem complicated to me
 - Write or draw what you think I’m feeling in box #1
- Here is the second statement:
 - I don't know what to do. I've been biting my nails. If my work doesn't improve soon, I'm going to fail this class.
 - Write or draw what you think I’m feeling in box #2
- Here is the third statement
 - :I've tried my best, but I just can't seem to satisfy anyone--especially my teacher!.
 - Write or draw what you think I’m feeling in box #3

TO THE TEACHER:

- Emphasize that the first step in active listening is the need to hear feelings, name them, and respond to them.
- It is OK to guess wrong. The person will correct you if you do.

SAY:

- Now we’ll give you a chance to do a trial version of active listening for feelings.
- Take a look at the slide again to see some emotions you might use in this practice session.
- We are going to work in pairs while we do some practicing. You will work with the same person for all the exercises.
- Here’s the procedure:



TO THE TEACHER: Active Listening Overview & Steps (3 min)

SAY:

- You will see 3 short videos showing Charlotte and Jessica having a conversation where Jessica has a problem.
- On your worksheet, use #3, “*common mistakes*.”
- See if you can figure out what mistake Charlotte is making before she stops to tell you.



TO THE TEACHER: Play the video (stop at **0:29** before Charlotte gives an explanation about the mistake she made.)

SAY:

- What was the common mistake that Charlotte made when Jess told her how upset she was?

TO THE TEACHER: Play video through **0:48**.

- Check to see if students identified the mistake.
- Have students write: *Don't try to solve the problem. Just listen.*
- Point out on the chart on the slide, that Charlotte knew what was upsetting Jessica, but she didn't use any of the steps that help make a person know they are understood. Jessica still felt upset – and now even more so because she didn't think Charlotte was really listening to her.
- Remind students to try to figure out what Charlotte's next mistake is. Why doesn't Jessica feel Charlotte is paying attention to her feelings this time?
- Play the video marked *one-upmanship*. **Stop the video at 1:20.**
- See if students know why Jess is still upset. What was the common mistake that Charlotte made when Jess told her how upset she was?
- **Play the video through 1:40.** Check for understanding. Have students write: *don't tell her about your problem. Just listen.*
- Point again to the chart on the slide. Say: Charlotte knew what was upsetting Jessica, but did she use any of the steps listed here that help make her know she understood and cared about Jessica's problem.
- Tell the students that in the last example, Charlotte is doing it right... She is listening actively.
- Point out the 5 steps on the slide, and say, “See if you can recognize when Charlotte:
 1. Names the feeling she thinks Jess is feeling
 2. Responds kindly to that feeling
 3. Then, adds that she recognizes the “why,” (the content, what actually happened to Jess)

7		<p>This is a hidden slide. The lesson can be taught remotely or in person.</p> <p>REMOTE: These are the directions for a remote presentation. Students are put into breakout rooms to practice active listening.</p> <p>IN PERSON: Use small groups.</p>
8		<p>The next step we need to practice is to respond to the content – what it is that is making them have those feelings – as well as the feelings.</p> <p>SAY:</p> <ul style="list-style-type: none"> To listen for feelings + content and hear the full message, we should: <ul style="list-style-type: none"> Keep asking for clarity (I think I heard you say..... Is that what you meant?) Pursue exact feelings (You sound angry, are you?) Pay attention to tone, posture, expression and other non-verbal signals. This often helps the speaker clarify their own message and feelings. <p>TO THE TEACHER: Co-presenters model the entire process for the participants.</p> <p>The conversation can go like this:</p> <p>One reads:</p> <ul style="list-style-type: none"> <i>There is this big push to vote in this election. I don't come from a voting family. My parents never voted, so I don't see the importance of voting. I'm not going to vote just to impress others.</i> Listener, recognizing and naming the feeling (confusing) and the content (voting) says: <i>You sound as if you have confusing feelings about voting in this election. I'm sorry you feel that way.</i> Reader responds and expands. <i>I do. It's just that there is such a big deal being made of this election that I feel guilty if I don't vote, but since my family doesn't vote I don't see why I should. It's not going to make any difference.</i> Listener recognizing and naming the feeling (pressured and stressed) and the content (voting) says: <i>You seem to be feeling pressured. It never feels good to worry about impressing others. I know you care about the future, so I'm sorry you are feeling stressed about voting. I hope the feelings pass quickly.</i>

Hearing Feelings & Content Practice

Speaker Examine the statement, determine your feelings and act out the statement.
Listener Follow the 5 steps of Active Listening.

SAY:

- Now you will have a chance to practice in your pair. When I finish the directions, we will go back to the last slide so you have the steps on the board to refer to.
- Here's the procedure:
 - The first reader chooses a statement to read dramatically.
 - The partner responds to the feelings and the content.
 - The reader continues the conversation.
 - The partner continues to respond to feeling and content.
- Remember to listen for **feelings + content** and **hear the full message**
- Also pay attention to tone, posture, expression and other non-verbal signals.

TO THE TEACHER: GO BACK TO SLIDE WITH CHART

- Allow one minute for the first conversation.
- Have the pairs switch roles.
- Allow one minute for the second conversation.
- **Scenarios** - We found it works best in person to have the scenarios printed on a half sheet of paper. Pass these out to the students to save time instead of having them try to remember the steps and the scenario.
 1. *I just saw a horrible post about me by someone I thought was my friend. I can't believe she'd do that. I told her something in confidence and now it's all over the place.*
 2. *My dad got amazing tickets a long time ago to the playoffs and now we can't go. It's so unfair. This whole thing stinks. No one is going to get sick there. They're making a big deal out of nothing. And I'll probably never get to go again.*
 3. *I've been picked to be captain of our team [OR lead in the play], now my good friend isn't talking to me because he was hoping to be picked.*

- After both people in the pair have had a chance to practice, bring everyone back to the larger group and debrief.

SAY:

- When you were a SPEAKER, how impactful was it on you to have someone actually listen?
- When you were the LISTENER, how difficult was it to really listen and hear another?
- What could you have done differently?



PRIMARY TEACHING: Active Listening Overview & Steps (3 min)

SAY:

- No one can read another person's mind.
- People can only hear what you actually tell them.
- That is why it is critical to tell the other person what you want them to hear.

- To Review: Active listening involves three active components.

CLICK:

SAY: One part is hearing the rational: what is said, or the "content"

CLICK:

SAY: The other part is hearing the emotional: how it is said, or the "feeling"

CLICK:

SAY: The third part is integrating both of these, and then relaying it back to the speaker to make sure you heard it accurately.

SAY: Active listening requires two qualities on your part. These words are on your worksheet. Write down the definition next to the word in your own words.

- Empathy: the ability to understand someone else's feeling/view *even if it is different from yours.*
- Acceptance: the ability to take the other person's position as *true for them*, irrespective of your agreement.



Managing Conflict (5 min)

EXPLAIN: Many times, even if you understand what the other person's view is and accept that it is true for them, it is not true for you.

If it's not true for you, there can be the feeling in you of strong disagreement. (This slide is a build.)

CLICK on cartoon and EXPLAIN: *Since other people are not our clones,*

- *Conflict is inevitable in our life.*
- *So we need skills to deal with these differences,*
- *Communication skills help us manage conflict.*

Managing conflict is not easy. People have different styles to deal with it. Some styles are good; some are not mentally healthy for us. Think about how each one of these looks when you and an important person in your life (like your best friend or an adult) have a conflict.

Here are the main ways – that we see a lot – that people deal with conflict. These are the styles that don't work so well:

- **CLICK** and EXPLAIN:

Force or Competition –

- *You try to prove you're right, they're wrong; that your idea is better than theirs (even if the facts are on your side.)*
- *This often makes people want to fight back and doesn't solve the conflict – it usually makes it worse.*

- **CLICK** and EXPLAIN:

Avoidance –

- *You pretend nothing's wrong, even if you feel hurt or angry – you completely ignore the differences in opinion.*
- *An example might be if someone your age whom you admire, makes you feel your clothes are not the right style. You feel put down, but you don't know what to do or say, so it seems easier to do nothing.*

- **CLICK** and EXPLAIN:

Suppression (of myself or the other) –

- *You tell yourself that it doesn't matter – that your feelings don't matter or the other person's feelings don't matter. Either you don't express your feelings or you don't let others express their feelings about the conflict*
- *An example might be when someone interrupts you, saying your ideas are stupid or wrong, etc. or you say that to the other person. Instead of knowing how to communicate that your ideas are important and right for you, you shut up and say nothing more.*



(This slide is a build.)

CLICK and **EXPLAIN**: Before we go on, we need to talk about the foundation of all effective communications - **civility**.

- Write the word *civility* on your paper and underline the root word.
- Now write a definition of civility in your own words; if *civil* is the root word, what does *civility* mean to you?
 - Give students time to write; walk around to see definitions.
 - Say aloud what students have written without comment.
- When all finish writing, say:
 - The word comes from the Latin word civilis, meaning “befitting a citizen in public life.”
 - The dictionary definition is **the use of politeness and courtesy in behavior or speech**.
 - Give me a thumbs up if your definition included politeness and courtesy in behavior and speech or something very similar.
 - Check, then add, “If your definition didn’t include those words or something like them, add them to your paper.

Sounds easy but we all know that it is harder done than said!

- Communications must build on the foundation of **civility**. Unless we embrace **civility**, and **are polite and courteous in our behavior or speech**, conflict will not be managed well. We will never deal with our differences.

Instead:

CLICK domino image

EXPLAIN: Just like in the picture, the dominos (the relationship between you and the other person) can always be on the verge of collapse from one side or the other.

OR

CLICK cat video GIF and **EXPLAIN**:

Or like a ping-pong game – *There will never be a lasting solution to the conflict. Sometimes you win; sometimes the other person wins.*



The second understanding is that we all have Rights and Responsibilities (5 min)
(This slide is a build.)

- Write the phrase **rights and responsibilities** on your paper.
- Now write a definition of rights and a definition of responsibilities in your own words.
- We'll give you our definitions so you can check yourself in just a minute
- Give students time to write; walk around to see definitions. Repeat aloud what students have written without comment.

CLICK and EXPLAIN:

Anyone who follows the Marvel universe knows that even those who are supposed to be on the same team have a lot of differences. Even if we're working towards the same goal, conflict and differences will arise.

You can see this **in our democracy**. In the USA, we put a high priority on basic human rights. But we don't always put that belief into our everyday interactions.



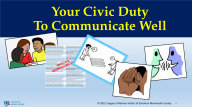
IN our everyday life, if we are good citizens, each one of us has both the right and the responsibility to communicate our point of view about conflicts effectively.


Remembering that each and every one of us has rights and responsibilities and putting what those mean into practical use can help us work together better.

So, let's check those definitions. Here are the ones we use:

- **CLICK: RIGHTS** are guaranteed conditions that should be given to everyone all the time.
- **CLICK: RESPONSIBILITIES** are things we are always expected to do, a way are always expected to act, and a way we are expected to treat someone else.
- For example:
 - I have the right to be treated with respect = I have the responsibility to treat others with respect
 - I have the right to be heard = I have the responsibility to listen to others
- In other words, we need to follow the Golden Rule: Do unto others as you would have them do unto you.
- In today's world, we see this as the underlying foundational element that's missing in our nation, our media, our neighborhoods.

I can't emphasize this enough. We can learn skills forever but unless we understand that the Golden Rule is a cornerstone, a foundation underlying any communications skills, then we will never be consistently effective in our communications.

14		<p>SKIPPED SLIDE UNLESS YOU ARE GOING DIRECTLY INTO ACROSS THE DIVIDE: SPEAK TO BE HEARD.</p> <p>PRIMARY TEACHING: Skills Overview (2 min)</p> <p>(This slide is a build.)</p> <p>1. CLICK and EXPLAIN:</p> <p><i>To really work through the difference, I need to Collaborate and Negotiate. The more skilled I become at Collaborating and Negotiating, the more effective I will become at working with others in a civil way to bring about real solutions that have impact. The key to managing conflict effectively: Recognizing we need each other: I need to work with the “other” in a way where both our positions are heard, and we jointly come to an acceptable outcome.</i></p> <p>2 CLICK and EXPLAIN:</p> <p>There are a variety of personal communication skills that help us manage conflict:</p> <p>3. CLICK through each and read:</p> <ul style="list-style-type: none"> . Active, attentive listening, including attention to verbal and non-verbal cues . Clear, respectful speaking, including verbal and non-verbal cues . Respectful identification of differences . Mutual compromise/agreement
15		<p>SKIPPED SLIDE UNLESS YOU ARE GOING DIRECTLY INTO ACROSS THE DIVIDE: SPEAK TO BE HEARD.</p>
16		<p>LET’S QUICKLY REVIEW WHAT WE DID TODAY: (3 min)</p> <p>(This slide is a build.)</p> <p>SAY:</p> <ul style="list-style-type: none"> ● Click and remind: We each have the RIGHT and RESPONSIBILITY to communicate effectively. ● Click and remind: We need civility in order to engage in a civil democracy. ● Click and remind: Conflict is inevitable, but we can manage the conflict. (We’ll help you start to develop and to practice those skills in Across the Divide: Speaking to be Heard.) ● Click and remind: Unless people feel heard and valued, civility cannot be achieved. ● Click and remind: Like anything else, new skills need to be developed and practiced.

17		<p>ACTIONABLE COMMITMENT - we know that if people write something down that they plan to do, they are more likely to carry out that plan.</p> <p>So we are going to ask you to remember what you did today, and practice in real life. Practice active listening with a family member or friend for a few minutes a day (This slide is a build.)</p> <p>Click and ASK: Write down the answer to this question on your paper: <i>What is one thing you will make a commitment to try because of today's lesson?</i></p> <p>Walk around as students write, and without pointing out any particular student, state the actions people are committing to try.</p>
20		<p>Resource: https://betterarguments.org/our-approach/</p>