

TITLE: Conflict Resolution - Communication: Respectful or Disrespectful?

AUDIENCE: Freshman & Sophomore classes

OBJECTIVE: (1 min.): To identify both verbal & nonverbal communication behaviors that may start conflicts.

MATERIALS /RESOURCES:

-pen & paper

-computer w/Internet to reference (if needed)

http://www.creducation.org/resources/interpersonal_skills_module/index.html

-definitions of key words: see information/comments/follow up section of lesson plan

-pictures of positive & negative nonverbal behaviors (see attached)

PRE TEST (5-10 min.)

Reflection Questions (to be written down on paper):

-Think of a time you felt disrespected by someone. What was your relationship with that person?

-What did they say and/or do that was disrespectful?

-How did you respond to that behavior?

-How did disrespect change your relationship with this person? Summarize your feelings about the experience and include how it affects your relationships with others.

(Adapted from http://www.creducation.org/resources/interpersonal_skills_module/exercise.html)

POST TEST (5 min.)

List the difference between verbal and nonverbal communication. List 3 ways to show disrespectful communication. List 3 ways to show respectful communication. Write a two paragraph essay on how you will use what you learned in this lesson in your everyday life at home AND school.

ACTIVITY: Individual/Group (40 min.)

-Allow students to share thoughts, comments, and stories based on reflection questions (pretest).

-Discuss the definition of respect. What does it "look" like? What does it "sound" like? What does it "feel" like?

-Discuss the definition of disrespect. What does it "look" like? What does it "sound" like? What does it "feel" like?

-Put students into small groups. Pass out pictures (some showing positive nonverbal behavior, others showing negative nonverbal behavior) for student groups to discuss. Ask for student feedback on nonverbal communication. [See attached for examples of pictures]

-Discuss the following disrespectful communication styles: disconfirmation, indifference, & impervious.

-*Role play:* Student groups will be asked to show a real life situation they might encounter that is respectful communication (both verbal & nonverbal) and another situation that shows disrespectful communication (both verbal, **using disconfirmation, indifference, or impervious** & nonverbal). Students will write brief summary of situation.

-*Class discussion*: Students will provide feedback on how they would react to the disrespectful communication situations, how to better handle those situations, and when to ask for help from an adult.

-Ask students for questions, thoughts, further ideas regarding the lesson. Also address take-away messages.

-Posttest.

INFORMATION / COMMENTS / FOLLOW-UP: (*reminders, differentiation ideas or expansion of lesson*)

- **Respect** is essential in effective interpersonal interaction. But, although most people say they want to communicate respect to the other, they may not know how their behaviors are communicating respect or disrespect. Respect is about confirming the other person's identity in a given interaction. And disrespect is about disconfirming their identity. To be confirmed by another is to be valued as a human being. Without confirmation, we cannot build healthy relationships or societies.
(http://www.creducation.org/resources/interpersonal_skills_module/respect_and_disrespect.html)
- **Disconfirmation**: The clearest way to communicate disrespect is to act as if the other person does not exist or does not have the right to assert his or her identity.
(http://www.creducation.org/resources/interpersonal_skills_module/avoiding_disrepect.html)
- **Indifference** is one of the more extreme forms of disconfirmation. It includes physically ignoring the other person and the bid he or she has tried to make; nonverbally ignoring the other person; refusing to respond to the other person (the silent treatment).
(http://www.creducation.org/resources/interpersonal_skills_module/indifference.html)
- Being **Impervious** to the other is another form of disconfirmation. Impervious messages deny the other person's self-experience; deny the feelings of the other person; deny the other person's perceptions; deny the other person's ability to speak for himself (you speak for the other – put words in his mouth).
(http://www.creducation.org/resources/interpersonal_skills_module/imperviousness.html)

AMERICAN SCHOOL COUNSELING ASSOCIATION (ASCA) STANDARDS

ACADEMIC DOMAIN:

A:A1.4 Accept mistakes as essential to the learning process

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A3.1 Take responsibility for their actions

A:B1.2 Learn and apply critical-thinking skills

CAREER DOMAIN:

C:A1.4 Learn how to interact and work cooperatively in teams

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

PERSONAL/ SOCIAL DOMAIN:

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior
PS:A2.2 Respect alternative points of view
PS:A2.6 Use effective communications skills
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
PS:B1.6 Know how to apply conflict resolution skills
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

ILLINOIS ACADEMIC STATE STANDARDS

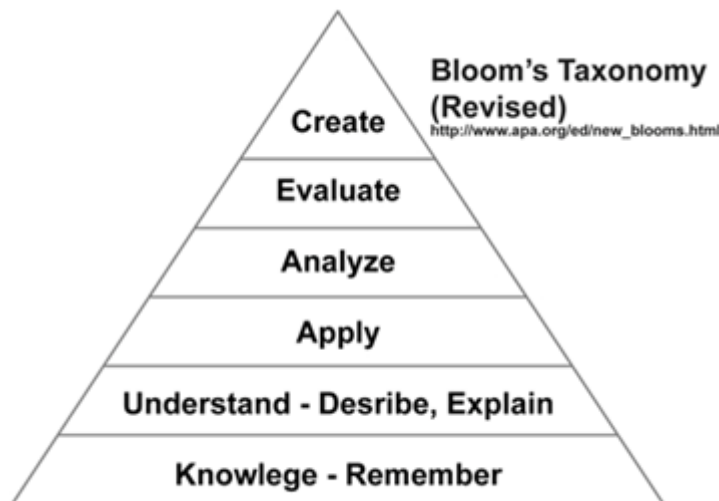
Social Emotional Learning:

- 1A.4a.** Analyze how thoughts and emotions affect decision making and responsible behavior.
- 2A.4a.** Analyze similarities and differences between one's own and others' perspectives.
- 2A.4b.** Use conversation skills to understand others' feelings and perspectives.
- 2B.4b.** Demonstrate respect for individuals from different social and cultural groups.
- 2D.4a.** Analyze how listening and talking accurately help in resolving conflicts.
- 2D.4b.** Analyze how conflict-resolution skills contribute to work within a group.
- 3C.4a.** Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.

English Language Arts:

- 3. B.4a** Produce documents that exhibit a range of writing techniques appropriate to purpose and audience...
- 3. C.5a** Communicate information and ideas in narrative, informative and persuasive writing...
- 4. A.4a** Apply listening skills as individuals and members of a group in a variety of settings...
- 4. A.4d** Demonstrate understanding of the relationship of verbal and nonverbal messages within a context...
- 4. A.5a** Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.
- 4. A.5b** Use techniques for analysis, synthesis, and evaluation of oral messages.
- 4. B.4b** Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.
- 4. B.5a** Deliver planned and impromptu oral presentations, as individuals and members of a group...
- 4. B.5b** Use speaking skills to participate in and lead group discussions...
- 4. B.4d** Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.

HOW DID THE STUDENT CHANGE AS A RESULT OF THIS LESSON?



Based on an APA adaptation of Anderson, LW & Krathwohl, DR (Eds.) (2001)

SWBAT= Students Will Be Able To

SWBAT: KNOWLEDGE/REMEMBER- Students will be able to define & give examples of disconfirmation, indifference, and impervious disrespectful communication.

SWBAT: DESCRIBE/EXPLAIN- Students will be able to state the difference between verbal & nonverbal communication & examples of respectful and disrespectful communication.

SWBAT: ANALYZING- Students will use the pictures (some showing positive nonverbal behavior, others showing negative nonverbal behavior) to discuss nonverbal communication.

SWBAT: CREATING- Students will role play real life situations of both respectful and disrespectful communication.

EVALUATION DATA

Process Data: Number of students who participated in the lesson at each grade level.

Perception Data: Students will turn in Pre & Post Test reflections as well as a summary of their role play.

Results Data: To see if the number of reported conflicts & discipline referrals are reduced throughout the school year as a result of this lesson.