



Grade 7 Lesson Plan

Relationship Skills: Communication

Objectives/Goals

- Differentiate between passive, aggressive, and assertive communication. Relationship Skills-Communication Skills

Material

- Sorting packet
- Prompt handouts

Procedure

Step 1-Review Social-Awareness

- Review Social-awareness
 - The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports. (CASEL.org)
 - Growth mindsets—the belief that students learn more or become smarter if they work hard and persevere. Students may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills. <https://www.edglossary.org/growth-mindset/>
 - Empathy- the feeling that you understand and share another person's experiences and emotions; the ability to share someone else's feelings. (<https://www.merriam-webster.com/dictionary/empathy>)

Step 2- Teaching Relationship Skills

- Begin the lesson by defining Relationship skills
 - The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. (CASEL.org)
 - Introduce the sub-competencies
 - Communication
 - Social Engagement
 - Relationship building
 - Teamwork
- Conflict Resolution, Part I. Explain that today, we are going to learn different forms of communication and when

is the best time to use each.

- Distribute one packet to each group of students. Each packet contains a paper with the following headings
 - Aggressive: I Win/You Lose
 - Passive: You Win/I lose
 - Passive-aggressive: I Lose/You Lose

- Assertive: I Win/You Win
- The packet also contains several attitudes that represent each of the four types of communication. Sort the quotes under the appropriate heading and reflect on
 - Which attitude is best for resolving conflict so the conflict stays resolved?
 - Which attitude is the hardest to deal with and why?
 - Which attitude is the hardest one to keep if you are in a conflict? Why?
- Conflict Resolution, Part II
 - Group the students then distribute the conflict resolution prompts.
 - Formatively assess while the students are working
 - Select groups to present with the goal of students providing Win/Win resolution to the conflict

Step 4- End of class assessment

- End of class review. Ask questions about all the content, (Relationship skills)
- Exit ticket-How will this lesson help you improve your conflict resolution skills?

Assessment Idea

- Formatively assess the students as they complete prompts.
- Students use green, red, and yellow circles as they work on their prompts. Red up means they do not understand; yellow up means they need help; green means they understand and don't need help.

References

- SEL Competencies - CASEL.org
- [Social and Emotional Learning 2014 by Tom Conklin, Scholastic Teaching Resources](#)

Handout

- Prompts 1-5 Conflict resolution prompts

Conflict Resolution

Aggressive: I Win/You lose

Conflict Resolution

Passive: You Win/I lose

Conflict Resolution

Passive-Aggressive: I lose/You Lose

Conflict Resolution

Assertive: I Win/You Win

Conflict Resolution

Directions: Cut the strips and place them in the packet with the four types of communication strategies. Students place the strips under a communication strategy.

Never give in

It is not enough to win, the other person has to lose.

Always give in

To keep the peace, you ignore your own needs.

Usually give in but figure out a way to sabotage the other person.

You don't really care if you win, as long as the other person loses, too.

Compromise in order to get most of what you want.

You stand up for yourself, but you want the other person to be satisfied, too.

Conflict Resolution, Part II – Getting to Win/Win

Prompt #1

As a team, see if you can agree to a win/win solution to this problem.

George has been playing a video game for ten minutes and is in the middle of a challenging level. His sister, Ashley, comes in and says that she has to leave for the dentist in a half hour. She is nervous and wants to relax by playing a dance game.

Win/Win solution:

Conflict Resolution, Part II – Getting to Win/Win

Prompt #2

As a team, see if you can agree to a win/win solution to this problem.

Kelly is studying for a huge set of tests later in the week. Her little sister has the bedroom next to hers and is listening to annoying music at top volume.

Win/Win solution:

Conflict Resolution, Part II – Getting to Win/Win

Prompt #3

As a team, see if you can agree to a win/win solution to this problem.

Morgan's daily chore is to do the dishes after dinner each night. She just learned that she has a part in the school play and will have to rehearse at night, right after dinner. Morgan's mother works hard all day and is too tired to do the dishes. Morgan really wants to be in the school play.

Win/Win solution:

Conflict Resolution, Part II – Getting to Win/Win

Prompt #4

As a team, see if you can agree to a win/win solution to this problem.

Jenesis spends the hours after school at the library because her mother works. Some older girls from school hang out outside the library smoking Juuls. When Jenesis refused to join them, they begin to tease her. Jenesis does not want to go to the library any more because of them but her mom wants her to stay there because it is safe.

Win/Win solution:

Conflict Resolution, Part II – Getting to Win/Win

Prompt #5

As a team, see if you can agree to a win/win solution to this problem.

Austin's best friend, Pete, is going through a hard time. His parents have split up and Pete has been doing poorly in school. He was suspended twice for acting up in class. Austin wants to be there for his friend and asks his parents if Pete could come to their house for a sleepover. Austin's mom said, "OK" but his dad said, "No!" because he thinks Pete is a bad influence.

Win/Win solution:

