



LESSON

2

Communicating Effectively Unit

Grade 7 • Ages 12-14

TIME FRAME

Preparation: 10 minutes
Instruction: Two 30 minute classes

MATERIALS

Negotiating Skits, teacher copy

Negotiating Skits, student copy, 5 copies cut apart before class

[Kindness Concept Posters:](#)

Assertiveness, Respect, Self-Discipline

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.
SL.7.1 Colorado: Comprehensive
Health S.3, GLE.1, EO.b, c, d; Reading,
Writing and Communicating S.1, GLE.2,
EO.a

SEL - Self-awareness, Social Awareness, Self-management, Relationship skills, Responsible decision making

[Learning standards key](#)

Negotiation Skills

Students will learn appropriate ways of negotiating something they need using effective communication skills.

Lesson Background for Teachers

This lesson builds on the previous lesson in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

ASSERTIVENESS Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.

RESPECT Treating people, places, and things with kindness.

SELF-DISCIPLINE Controlling one's actions and words for the benefit of self and others.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Writing their lines on note cards in case they have a difficult time remembering their parts.
- Having one person in the group assigned to prompt others if they forget their lines.
- Hearing the parts read out loud before being assigned to help emergent readers gain fluency.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

Video: Solving Problems Together; Arab and Jewish Students Learn Negotiation Skills <https://www.youtube.com/watch?v=KoRTgmS97z8>

Video: Hangout Bridges: Bridges to Peace 2014 https://www.youtube.com/watch?v=xw28_Vepd1U

Video: Teaching Children Negotiation Skills: <https://www.youtube.com/watch?v=6ARqqQLSn4c>

Article: How to Raise Girls to be Better at Negotiating <http://www.fastcompany.com/3037763/strong-female-lead/how-to-raise-girls-to-be-better-at-negotiating/>

Share (2 mins)

As a class, share out as many modes of communication as you can think of. For example: phone, email, etc. Have someone keep count of how many you name.

Inspire

Negotiations (5 mins)

Review the steps to effective communication from the last lesson:

- make eye contact
- listen to what others are saying
- summarize information
- give concise details
- give examples to support what you're saying
- use humor when appropriate
- speak clearly
- check for understanding
- Remember to be **respectful, assertive** and use **self-discipline**.

*One part of communicating effectively is learning how to negotiate with others. Negotiation is a discussion aimed at reaching a decision that everyone agrees to live with. Like anything else, this can take a certain amount of skill. Lawyers use these skills when trying to reach a deal on a legal issue. But these skills can be important for us as well. When we get in a disagreement with someone, getting mad or aggressive can make the situation much worse. We can be **assertive**, but we still need to show **respect** and use **self-discipline**. But negotiating so that everyone agrees with the decision lets everyone win!*

Can anyone think of ways you can reach an agreement without arguing?

Find out what you both want and how you can both agree; work as partners to solve a problem or conflict instead of trying to win; show each other respect; keep your cool; give a little, get a little.



Empower

Negotiation Skits (30 mins)

Divide the students into groups of three or four, depending on the skit.

Now we are going to work in groups to learn a skit that you will perform for the other students. These skits demonstrate positive ways to respond to problems. After each skit, I am going to ask by a show of hands which way you think may be the most effective way to talk to the other person and why.

Cut apart the skits and hand one to each group. You can also give students topics and have them create their own skits. Allow the students time to prepare or write the skit to perform for the rest of the class.

After each skit, ask the questions written on the Teacher Copy.

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What is a negotiation?
- How do we use **respect**, **self-discipline** and **assertiveness** when negotiating?
- How do you use the steps to effective communication when negotiating?

Reflection Questions

- How do you think you can respond respectfully when you think someone else is wrong?
- **Self-discipline** is a skill that takes a lot of work to build. How do you think you can practice **self-discipline** when in a negotiation?
- How do you think we can be **assertive** but still show **self-discipline** during a negotiation?

Summary

Negotiations are very complex interactions with others. It's easy to get upset or turn a negotiation into an argument. Being assertive while still showing respect and using self-discipline is the key. If we can engage these, we are more likely to have a positive outcome and interact with others in a kind way.



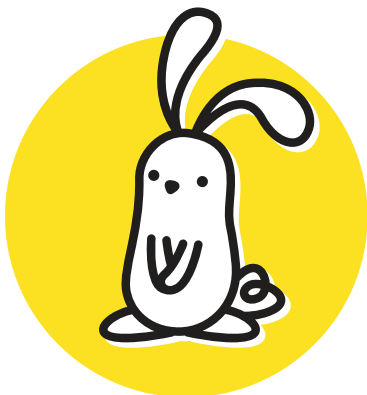
Act (2 mins)

Kindness Minute

Let's use our words to lift someone up. On a small piece of paper, write a compliment about your teacher. Don't let anyone else see what you wrote. Give them to your teacher so she/he can read them when they get home tonight after a long day of work. (No peeking teacher!)

Kindness in Action

Practice being assertive with respect and self-discipline. Think of something you want from someone else and ask for it. See what happens!



Negotiating Skill Skits

Teacher Copy

SKIT ONE: DOING CHORES

Characters: Narrator, Craig, Cynthia (his mom), José (his friend)

Narrator: *Craig and his family are going to clean the house today, and Craig's job is to do the dishes. The phone rings and it is José, Craig's friend.*

José: *Craig, do you want to see a movie this afternoon?*

Craig: *Let me ask. (calling to his mom) Mom, can I go see a movie with José?*

Cynthia: *Sure, as long as you do the dishes before you leave.*

Craig: *I can go José. I'll see you later on today. (hanging up the phone)*

Narrator: *Later that day, Cynthia returns home from running errands and finds the dishes in the sink. Craig walks in the door a few minutes later.*

Cynthia: *Craig, I asked you to do the dishes before going to the movies.*

Craig: *Oh, mom, stop nagging me! You are always making me do things I don't want to do.*

Cynthia: *I hear that you are upset Craig. However, I am disappointed that you didn't do what you agreed to do.*

Questions:

- By a show of hands, who thinks Cynthia, the mom, communicated clearly to Craig? Why or why not?
- By a show of hands, who thinks Craig communicated in a responsible and respectful way? Why or why not?

SKIT TWO: LATE HOMEWORK

Characters: Narrator, Mr. Johnson, Marina, Andrea

Narrator: *(Have characters act out what the narrator says.) In math class, Mr. Johnson is writing some of the days' problems on the board. Marina and Andrea walk in and sit down in their seats.*

Mr. Johnson: *OK, class, before we begin please pass in the math homework that was due today.*

Marina: *Mr. Johnson, you never told us the homework was due today! That's not fair!*

Andrea: *I forgot to write down the assignment, and so I didn't do it. Could I turn it in tomorrow?*

Questions:

- By a show of hands, who thinks Marina spoke in a way that Mr. Johnson will listen to, another negotiation skill? Why or why not?
- By a show of hands, who thinks Andrea spoke in a way that Mr. Johnson will listen to, another negotiation skill? Why or why not?
- If you were Mr. Johnson, to whom would you listen and why? (Explain that Mr. Johnson may still mark Andrea's homework as late, but she took responsibility for her actions.)

Negotiating Skill Skits

Teacher Copy

SKIT THREE: LISTENING TO MUSIC

Characters: Narrator, a Teenager, two friends, Little Sister, Older Sister

Narrator: (Have characters act out while the narrator is talking) *A teenage boy and his friends are hanging out in the basement listening to very loud music. His little and older sisters are upstairs trying to do homework.*

Little Sister (calling down the stairs): *Could you please turn down the music?*

Little Sister (waits for a minute, then calls more loudly): *Turn down the music! You are always so rude!*

Older Sister (going down the stairs to talk to her brother and his friends): *Excuse me, but I need to talk to you.*

Brother: *What do you want, sis?*

Older Sister: *We are trying to work and can't because it's so loud. Could you turn it down please?*

Questions:

- By a show of hands, who thinks the little sister communicated respectfully?
- By a show of hands, who thinks the older sister communicated respectfully?
- If you were the teenage boy, to whom would you listen and why?

SKIT FOUR: ON THE BASKETBALL COURT

Characters: Narrator, Matthew, Connor, Sam

Narrator: *Matthew, Conner and Sam are sixth graders on a top basketball team. They are all strong players, but Connor has not played well today. The game is tied 20-20, when a player on the other team dribbles past Connor, shoots and scores. (Have Connor and player from the other team act this out while the narrator is talking.)*

Connor: *Man, I'm really not playing well today.*

Matthew: *Connor, you're terrible. I can't believe you let that player past you! You always screw up.*

Sam: *I was struggling last game, Connor. Maybe we can practice some plays together during half time; I could use the practice too.*

Questions:

- By a show of hands, who thinks Matthew communicated respectfully?
- By a show of hands, who thinks Sam communicated respectfully?
- If you were Connor, to whom would you listen and why?

Negotiating Skill Skits

Teacher Copy

SKIT FIVE: BREAKING A FRIEND'S CD

Characters: Narrator, Anna, Kaitlyn, Jordan

Narrator: Last week, Anna borrowed a CD from Kaitlyn. On the way to school that morning, the CD drops out of Anna's backpack and breaks after Jordan accidentally knocks into Anna. They see Kaitlyn at the front of school and walk up to her. (Have Anna and Jordan act this out while the narrator is talking.)

Anna: Hey, Kaitlyn. You know that CD I borrowed? Well, Jordan knocked into me and made me drop it. It's all her fault.

Kaitlyn: Wow, Jordan, that was really dumb!

Jordan: I apologize for breaking your CD, Kaitlyn, and I can buy you another one with my allowance money. I don't think that it is fair to blame me, Anna. I ran into you by mistake; I didn't mean to break anything.

Questions:

- Who do you think communicated their needs and feelings clearly in this skit? (Jordan)
- Who do you think communicated unkindly? (Anna and Kaitlyn)
- What could Anna and Kaitlyn have said instead?

Negotiating Skill Skits

Student Copy

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José: *Craig, do you want to see a movie this afternoon?*

Craig: *Let me ask. (calling to his mom) Mom, can I go see a movie with José?*

Cynthia: *Sure, as long as you do the dishes before you leave.*

Craig: *I can go José. I'll see you later on today. (hanging up the phone)*

Narrator: *Later that day, Cynthia returns home from running errands and finds the dishes in the sink. Craig walks in the door a few minutes later.*

Cynthia: *Craig, I asked you to do the dishes before going to the movies.*

Craig: *Oh, mom, stop nagging me! You are always making me do things I don't want to do.*

Cynthia: *I hear that you are upset Craig. However, I am disappointed that you didn't do what you agreed to do.*

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Mr. Johnson: *OK, class, before we begin please pass in the math homework that was due today.*

Marina: *Mr. Johnson, you never told us the homework was due today! That's not fair!*

Andrea: *I forgot to write down the assignment, and so I didn't do it. Could I turn it in tomorrow?*

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Anna: *Hey, Kaitlyn. You know that CD I borrowed? Well, Jordan knocked into me and made me drop it. It's all her fault.*

Kaitlyn: *Wow, Jordan, that was really dumb!*

Jordan: *I apologize for breaking your CD, Kaitlyn, and I can buy you another one with my allowance money. I don't think that it is fair to blame me, Anna. I ran into you by mistake; I didn't mean to break anything.*