
LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

This activity could also be done with negative messages prewritten on a student activity guide and having the students rewrite the messages in a constructive manner. A classroom discussion could follow the activity.

4-4 My Personal Constructive Communication Experiences

Have students keep a log for a given period of time (a week or so) of the situations where they used constructive communication skills with their family members, peers, and persons with authority. The entries should also include the type of response received as a result of the constructive communication. They can use the, **MY PERSONAL CONSTRUCTIVE COMMUNICATION EXPERIENCES**, student activity guide (page I-C-39) to record their situations.

4-5 Boys Town School Social Skills

Using the teacher background information provided on pages I-C-40 and I-C-41 as a guide, have the students role play various social situations where effective communication is the key ingredient. The teacher can copy these pages and cut them apart, so students have directions to follow for effective techniques. At the end of the role plays, discuss the importance of each step and the sequence.

These pages might be reduced and printed on cardstock for each student to have a copy for reference.

5. Identify positive and negative methods of conflict resolution with peers, including the use of inappropriate language and behaviors.**5-1 Conflict Resolution**

Using the teacher background information on pages I-C-42 through I-C-44, introduce positive methods of conflict resolution. The students can participate in the lesson by using the **CONFLICT RESOLUTION** student activity guide (page I-C-45). The patterns for the steps and guidelines are provided on pages I-C-47 through I-C-50. Each shape should be copied on a different color of paper and the pieces need to be cut out prior to presenting the materials. As the teacher introduces the steps and guidelines, the students can glue the appropriate pieces of their student activity guide.

Note: It is important that the four main steps in the circles be the focal point of the materials presented. The teacher may or may not choose to include all of the remaining rules and guidelines.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

Alternate method: The teacher could make a set of enlarged pieces and pass them out to the students. As the information is presented, the students could attach their pieces to a large bulletin board area and discuss the importance of that guideline. The board could be left up for several days for the students to study and observe.

5-2 Conflict Resolution Role Play

Role play situations that show how to resolve conflict with peers and family members using constructive communication techniques and conflict resolution guidelines. Use the situations given in activity 1-2 of this topic to help students solve problems using the techniques they have learned about effective communication styles and methods of conflict resolution.

Class members can evaluate each role play and give constructive comments to help if one group gets stuck.

5-3 Conflict Resolution Scenarios

Give each student a piece of paper and assign them to write three situations where they have difficulty resolving conflicts in their lives. When they are finished, have them put the papers into a basket or box on the teacher's desk. These can be anonymous.

Invite one student at a time to come to the front of the room, draw a paper out of the basket or box, read the conflict, and role play how to solve that situation using good communication styles and techniques.

5-4 Confessions of a Teenage Gossip

Have students read the article, Confessions of a Teenage Gossip, from Choices, September, 1989, pp. 16-19, and complete the **CONFESSIONS OF A TEENAGE GOSSIP** student activity guide (page I-C-55). A copy of the article is included on pages I-C-51 through I-C-54.

6. Identify how effective listening skills enhance human relationships and apply the skills in everyday situations.**6-1 Story of Anne**

Read the following story. Tell students to listen carefully, but not to take notes. After reading the story, ask the students the questions that follow and discuss their listening skills. Don't warn the students of the oral quiz ahead of time. Only tell the story once and do not repeat any of it.