
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.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**Anne**

Anne couldn't seem to get anyone to wait on her in the ice cream shop--the man behind the counter kept waiting on everyone else. Anne finally decided to get his attention, no matter what. So, she climbed up on a stool at the end of the counter so he would be sure and notice her. Just as she stood up on top of the stool, the stool started turning. Anne slipped, fell over the counter, and landed in four flavors of ice cream: strawberry, chocolate, lemon ice and blueberry. Quickly, Anne pulled her hand from the chocolate ice cream and tried to wipe the lemon ice from her face. When she did, she smeared blueberry on her shirt. Helpless, she looked up to see the counterman coming toward her, laughing. "We usually serve the ice cream in a cone!", he said jovially.

Ask the students the following questions to test their listening skills. **Do not repeat the questions!**

1. What was the woman's name in the story?
2. Why couldn't she get any help?
3. What did she climb on to get attention?
4. Why did she lose her balance?
5. How many flavors did she get on her?
6. What flavors were they?
7. What flavor did she pull her hand out of?
8. What flavor did she have on her face?
9. What flavor did she smear on her shirt?
10. What was the man doing as he came to her?
11. What did the counter man say to her?

6-2 Steps for Better Listening

Discuss the following steps to becoming a better listener:

1. Have an open mind about others' ideas.
2. Use body language such as eye contact or nodding to let the other person know you're listening.
3. Ask questions. Don't pretend you know or understand everything--no one does! You'll have fewer misunderstandings that may lead to conflict.
4. Don't interrupt others while they are speaking.
5. Keep your emotions in check. In a discussion, listen to the entire opinion before responding. Understand that it is okay to disagree with an idea; it is not a personal put down if someone disagrees with you.
6. Restate the message and/or rephrase it to ensure you understand.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

The students can complete the **STEPS FOR BETTER LISTENING** student activity guide (page I-C-57) as this information is presented. The teacher may want to make an overhead transparency of this to use as a guide while presenting the information.

6-3 Listen and Draw

Give each student a blank piece of paper and then go through the directions on page I-C-58 for drawing a picture. Upon completion, show the students what they were drawing (I-C-59) and compare images. This illustrates how easy it is to have misunderstood communication. This may be the result of:

1. Poor listening skills on the part of the listener
2. The speaker not expressing himself/herself clearly
3. Misinterpretation of what has been stated.

Ask a student to come to the front of the class and talk to you for about a minute on a chosen topic (e.g., last night's game, a favorite sport, personal hobby, etc.) while the class observes. Demonstrate poor listening techniques, both verbal and nonverbal, while he/she is talking to you. Upon completion, ask the student how he/she felt while talking to you. Ask the class to list what you did verbally and nonverbally that showed negative communication skills.

6-5 The Swing

Set up a scenario with the students, stating that a five-year-old has requested a swing and then give some descriptors, such as:

- He/she wants it to hang from a tree
- Wants it to hang on a rope
- Wants to be able to sit in the seat
- Etc.

Then have each student draw his/her interpretation of the swing as the child wants it. When the students are through, show them an overhead transparency of the swing on page I-C-60 and have them compare their drawings. This is a simple illustration of how messages can be misinterpreted when passed from one person to another.

6-6 Is Your Listening Better Than This?

Make an overhead transparency of **IS YOUR LISTENING BETTER THAN THIS?** (page I-C-61) and discuss this information as a class.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

6-7 Listen with Your Heart Illustration

Using the graphics provided on page I-C-63 through I-C-66, make some enlarged ears to illustrate the importance of listening with both ears. (See diagram on page I-C-62). Use the analogy that when you listen with both ears, you really listen with your heart, because together they form a heart.

Major Concepts:

**We need to:
and**

**Learn to Listen
Listen to Learn**

**You cannot speak from your heart
Unless you first listen from your heart!**

7. Identify and recognize personal communication styles.**7-1 Passive, Assertive, Aggressive Communication**

Using the teacher background information on page I-C-67 as a guide, demonstrate how submissive, assertive, and aggressive behaviors are reflected in our communication. The students can complete the **PASSIVE, ASSERTIVE, AGGRESSIVE COMMUNICATION** student activity guide on page I-C-68, if desired. The teacher can use the graphic on page I-C-69 as an overhead transparency or enlarge the characters to illustrate the three types of communication.

7-2 My Positive Communication Habits

Have the students complete the **MY POSITIVE COMMUNICATION HABITS** student activity guide (page I-C-70) for self-assessment of personal communication habits. Upon completion, discuss the importance of correcting poor habits now while they are teenagers to enhance their level of communication both now and as adults.

Note: The teacher may need to go over this orally with the students to ensure they understand what they are rating and obtain more accurate assessment. Since these communication habits are positive in nature, the higher the score, the better.

This activity could be used as a pre- and posttest for this topic so the students can assess their personal improvement after studying the materials covered and participating in the activities.