



## Teaching Progression:



### Step 2: Talk About the Conflict

**SUB SKILL(S):**

- Define perspective
- Use I-Statements
- Use an assertive, not aggressive, voice

**GUIDING QUESTIONS:**

How do I express how I feel during a conflict?  
 How do I set firm boundaries with others?

**NHES PERFORMANCE INDICATORS:**

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health. (4.5.2) Demonstrate refusal skills that avoid or reduce health risks. (4.5.3) Demonstrate nonviolent strategies to manage or resolve conflict. (4.5.4) Demonstrate how to ask for assistance to enhance personal health.

**VALUABLE VOCABULARY:**

*I-Statements,  
 aggressive,  
 assertive, perspective*

### Step 2: Talk About the Conflict | Sub Skill: Understand Perspectives



**SUGGESTED LEARNING ACTIVITY 1:**

To activate student background knowledge on perspectives, have students complete the following activity before creating a class definition.

Use images that can be interpreted in multiple ways, such as optical illusions. Ask students what they see in the image.

Have students discuss their perspectives with a partner. Once students finish explaining, guide students to talk about the following questions:

- Why did people have different understandings and explanations for the image?
- What is perspective?
- How can our perspective of something change the way we think about it?

**Language of Health Literacy:**

*Perspective means \_\_\_\_\_.*  
*I feel \_\_\_\_\_, and \_\_\_\_\_ feels \_\_\_\_\_.*  
*I see \_\_\_\_\_ (this way), and \_\_\_\_\_ see(s) \_\_\_\_\_ (this way).*  
*\_\_\_\_\_ feels \_\_\_\_\_ because \_\_\_\_\_.*  
*If I were in the same situation, I would feel \_\_\_\_\_ because \_\_\_\_\_.*

**TEACHING NOTES:**

- The images should be unfamiliar and look different depending on the student's vantage point or background. See the *Resource Bank* below for examples of images to show the class.



## Teaching Progression: Step 2 | Talk About the Conflict (Cont.)



### SUGGESTED LEARNING ACTIVITY 2:

Introduce students to the concept of perspective-taking. Perspective-taking is the ability to see a situation from another person's point of view. Show students various images of people being included or excluded. Have students name the perspective of each person in each image. Then, have students state how they would feel in the situation.

### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students practicing perspective taking.

## Step 2: Talk About the Conflict | Sub Skill: Use I-Statements



### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when people are in a conflict, they are often not agreeing because they have different perspectives on a situation. Explain to students that there are strategies they can use to clearly explain their perspective and hear the perspective of others in the conflict. Tell students that during a conflict they should use I-Statements to express their ideas. Explain that using I-Statements avoids making the other person feel attacked and defensive.

Give students examples of 4-5 different conflicts. Have students write I-Statements for the people in the situations.

### Language of Health Literacy:

*I feel \_\_\_\_\_ when \_\_\_\_\_  
because \_\_\_\_\_.*

### TEACHING NOTES:

- Remind students of the active listening strategies they learned in *Stage 1: Communication Techniques*. Using active listening strategies to hear I-Statements allows us to better understand the perspective of another person.
- Model and provide *Language of Health Literacy* to support students' I-Statements.



## Teaching Progression: Step 2 | Talk About the Conflict (Cont.)



### SUGGESTED LEARNING ACTIVITY 2:

Give students a script of two students arguing over the use of a common resource, such as the basketball court or swing set. The script can be an example of how to have a productive conversation about a conflict or an example of how not to have a productive conversation. Have the students name the problem and underline where the two characters say how they feel.

Ask the students the following questions:

- What was the problem?
- Was the situation safe?
- How did the characters handle the problem?
- Do you think they were using the right language to express themselves or not? Explain.



### SUGGESTED LEARNING ACTIVITY 2:

Have students think about a conflict in their own life that did not go well. Have students summarize the conflict to a partner. Next, have students rewrite the conflict using I-Statements. After students recreate their conflicts, have them share their revised conflict with their partners. To extend the activity, have students act out the "before" conflict without I-Statements and the "after" conflict with I-Statements.

Have students discuss the following questions:

- How did I-Statements make the conflict more productive and manageable?
- What is still missing to resolve your conflict?

## Step 2: Talk About The Conflict | Sub Skill: Use An Assertive, Not Aggressive, Voice



### SUGGESTED LEARNING ACTIVITY 1:

Tell students that when they express their opinions and feelings, they need to be aware of their voice. Explain to students the difference between an aggressive voice and an assertive voice. Read outloud examples of an aggressive tone and an assertive tone. As you read different examples, have students move to one side of the room if they think the voice was assertive, and the other side if they think the voice was aggressive.

#### Language of Health Literacy:

*I should use an assertive voice when stating how I feel because \_\_\_\_\_.*

*I should not use an aggressive voice when stating how I feel because \_\_\_\_\_.*

### TEACHING NOTES:

- Remind students of the voice techniques practiced in *Stage 1: Communication Techniques*.
- Make sure your examples are responsive to the cultural backgrounds of your students. Some people, because of a range of biases (e.g., gender, race, native language), are perceived as more aggressive. Discuss these differences with students and allow them to share their own experience.



## Teaching Progression: Step 2 | Talk About the Conflict (Cont.)



### **SUGGESTED LEARNING ACTIVITY 2:**

Have students stand in a circle and practice saying phrases in assertive or aggressive voices.

Ask the following questions to debrief:

- What is the difference between an aggressive and assertive voice?
- Which voice should you use during a conflict?
- Why is it not as effective to use a quiet or shy voice?

### **TEACHING NOTES:**

- Be aware that often society will interpret someone's tone as more aggressive depending on different markers of identity, such as race and gender. Discuss this with your students as needed.