



Teaching Progression:



Step 2: Explain Perspectives

SUB SKILL(S):

- Define perspective
- Use an assertive voice
- Use I-Statements

GUIDING QUESTIONS:

How do I express how I feel during a conflict? Why is understanding perspectives an important part of conflict resolution?

NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health. (4.8.3) Demonstrate effective conflict management or resolution strategies.

VALUABLE VOCABULARY:

*I-Statements,
aggressive,
assertive, perspective*

Step 2: Explain Perspectives | Sub Skill: Define Perspective



SUGGESTED LEARNING ACTIVITY 1:

To activate student background knowledge about perspectives, place an object in the middle of the room. The object should be different from different angles. Ask students to draw the object. Tell students that they cannot get up and move around and they must stay seated.

After students draw the object, have them partner with a person in a different place in the room. Have students share images and discuss the following questions:

- How are your pictures similar?
- How are they different?
- How can two people see the same thing and get different pictures?

Language of Health Literacy:

A perspective is _____.

When perspectives are different, it can cause conflict because _____.

Understanding someone else's perspective is important because _____.



Teaching Progression: Step 2 | Explain Perspectives (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that every person has a different lens that they see the world through, and this lens is our individual perspective of the world. Define the word *perspective* for students. *Perspective* means *an individual's point of view*. Explain to students that Step 2 in *Stage 3: Conflict Resolution* is to explain your perspective and to hear the other person's perspective.

Facilitate a whole class discussion by asking the following questions:

- What do you expect will happen when two people share their perspectives on the same event?
- Why would these perspectives not match?
- How can difference in perspective cause conflict?

TEACHING NOTES:

- Use other definitions as needed in your classroom.
- Model and provide the *Language of Health Literacy* to support student discussion and understanding of

Step 2: Explain Perspectives | Sub Skill: Use An Assertive Voice



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that in Step 2, each side of the conflict gets the chance to voice their perspective of the situation. Tell students that when they express their opinions and feelings during a conflict, they need to be aware of their voice. Explain to students the difference between an aggressive voice and an assertive voice, modeling different tones. Read different I-Statements aloud using an aggressive tone or an assertive tone.

Language of Health Literacy:

An assertive voice is _____.

An aggressive voice is _____.

It is important to use an assertive, not aggressive voice, in conflict because _____.

As you read different examples, have students stand up, if they think the voice was assertive, and sit down, if they think the voice was aggressive.

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. To foster deeper understanding of aggressive v. assertive tones of voice, prompt students to discuss how an individual's identity (e.g. race, gender, native language) impacts how people perceive their tone. For example, how is an assertive tone perceived when it is used by men compared to women or when it is used by a white person compared to a person of color.



Teaching Progression: Step 2 | Explain Perspectives (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Next, have students stand in a circle and practice saying phrases in assertive or aggressive voices. Ask the following questions to debrief the activity:

- 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?

Step 2: Explain Perspectives | Sub Skill: Use I-Statements



SUGGESTED LEARNING ACTIVITY 1:

Tell students that they should anticipate that when they tell their perspectives the other person in the conflict will have a different story. Affirm for students that this can be frustrating, but it is important to hear all sides to the story to better resolve the conflict. Remind students that if they begin to feel upset during the other person's story, they can use coping strategies to remain calm.

Tell students that when they are telling the other person their perspective, they should use I-Statements. Have students practice creating and responding to I-Statements by using the *Language of Health Literacy*. Give students scenarios explaining different conflicts. Then, prompt them to create I-Statements for each person involved in the conflict in the scenario.

Language of Health Literacy:

I feel _____ because _____.

When _____ happens I feel _____ because _____.

At the end of the conflict resolution I want _____.

I hear that you want _____ by the end of this conflict resolution because _____.

TEACHING NOTES:

- See the *Resource Bank* for examples of scenarios.
- Remind students of the speaking and listening strategies they learned in *Stage 1: Communication Techniques*.



SUGGESTED LEARNING ACTIVITY 2:

Have students write an I-Statement for each side of the conflict. When students finish, have students discuss the following questions:

- Why do people have different perspectives?
- How can understanding another person's perspective help people resolve conflicts?