



Teaching Progression:



Step 2: Explain Perspectives

SUB SKILL(S):

- Define perspectives
- State feelings & needs
- Listen to perspectives

GUIDING QUESTIONS:

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

NHES PERFORMANCE INDICATORS:

(4.12.3) Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

VALUABLE VOCABULARY:

*I-Statements,
aggressive,
assertive, feelings,
judgements*

Step 2: Explain Perspectives | Sub Skill: Define Perspective



SUGGESTED LEARNING ACTIVITY 1:

To activate students' background knowledge about perspectives, show an ambiguous/reversible image to the students. Ask students, "What do you see?" When students have different answers, ask them, "Why are you not all seeing the same image?"

Tell students that some people see this image one way, while others see it differently. Ask students to try to see the image as the other object explained in the class. Share with students that people are constantly having the same experience, yet walking away with different points of view. Explain to students that it is due to our individual perspectives. Define the word *perspective* for students. *Perspective* means *an individual's point of view*.

Language of Health Literacy:

A perspective is _____.

Understanding that each person has a different perspective during conflict is important because _____.

TEACHING NOTES:

- See example of reversible images in the *Resource Bank* below.
- Use other definitions as needed in your classroom.



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. 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 to help students understand the power of perspective in conflict by asking following questions:

- If two people can look at the same image and see two different things, but neither be right or wrong, how do you think this can affect conflict?
- What do you expect will happen when two people share their perspective on the same event?
- Why would these perspectives not match?
- How can difference in perspective cause conflict?

Step 2: Explain Perspectives | Sub Skill: State Feelings & Needs



SUGGESTED LEARNING ACTIVITY 1:

Share with students that part of resolving conflict is making sure each person in the conflict gets a chance to explain their perspective of the event. Instruct to students that when it is time to explain perspectives, they should use the following questions to guide them:

- How do I feel and why?
- What do I need/want to help me feel better about the conflict.
- How do the other people in this conflict feel and why?
- What do they hope to get out of this Conflict Resolution?

Language of Health Literacy:

I feel _____ *when* _____ *because* _____.

I need _____.

I would like _____.



SUGGESTED LEARNING ACTIVITY 2:

Tell to students that to voice their feelings in a conflict, they should use I-Statements. Explain to students that it is important when sharing feelings that they are not using words that place blame or judgements on the other perspectives. Provide students I-Statements that use evaluations rather than feelings. Have students rewrite the I-Statements using feelings.

TEACHING NOTES:

- Example of I-Statement Revision:
 - With evaluation: I feel *insulted* because you made fun of my outfit.
 - Without Evaluation: I feel *embarrassed* because my outfit was made fun of.
- See the *Resource Bank* below for resources on the differences between evaluations and feelings.
- See the *Resource Bank* below for a list of feelings students can use to identify how they are feeling.



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



SUGGESTED LEARNING ACTIVITY 3:

Explain to students that after they state their feelings, they should state what they need for the conflict to move forward towards the goal of resolving the conflict. Share with students that in the moment they may not immediately get what they need, but it is important to state this clearly before going on to Step 3: Make a Compromise.

Have students go back to the I-Statements they revised. Then, have students identify a need or want that could help resolve the conflict.

TEACHING NOTES:

- Example of Statement of Need:
 - I-Statement: I feel embarrassed because my outfit was made fun of.
 - Need-Statement: I need an apology, and in the future, ask before making a comment about my outfit.
- Model and provide the *Language of Health Literacy* to support student responses.



See *Stage 1: Advocacy for Self of Advocacy for Self & Others* to support students in identifying and asking for what they need/want.



SUGGESTED LEARNING ACTIVITY 4:

Tell students that when they express their opinions and feelings during a conflict, they need to be aware of the tone of their voice. Remind students of the voice techniques practiced in *Stage 1: Communication Techniques*. Explain to students the difference between an aggressive tone and an assertive tone.

Read aloud examples of an aggressive tone and an assertive tone. 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 other 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.



SUGGESTED LEARNING ACTIVITY 5:

Have students stand in a circle and practice saying the I-Statements and Need-Statements in assertive or aggressive tones. Ask the following questions to debrief the activity:

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



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

Step 2: Explain Perspectives | Sub Skill: Listen To Perspectives



SUGGESTED LEARNING ACTIVITY 1:

Share with students they should anticipate that when they tell their perspective, the other person in the conflict may 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.

Language of Health Literacy:

I hear that you feel _____ when _____ because _____.

Something you need to move forward in this conflict is _____.

Tell students that in order to show they are listening, they should summarize what they are hearing back to the person speaking. Model for students how they can summarize what they are hearing back to the other person. Then, place students in pairs. Partner 1 will state their feelings and needs. Partner 2 will summarize what they hear back. Have students switch roles several times, so each receives adequate practice opportunities.

TEACHING NOTES:

- Example Listening Statement:
 - I-Statement & Need-Statement: I feel embarrassed because my outfit was made fun of. I need an apology, and in the future, ask before making a comment about my outfit.
 - Summary: I hear you are feeling embarrassed because I teased your outfit. Something you need to move forward in this conflict is for me to apologize, and next time, check in to see if you are in the right mood for me to tease you about your outfit.
- Model and provide the *Language of Health Literacy* to support student responses.