

<p><b>Unit #1 Title:</b> Interacting With Others In Ways That Respect Individual and Group Difference</p> <p><b>Lesson Title:</b> Using Negotiation to Settle Difficulties <span style="float: right;"><b>Lesson:</b> 5 of 7</span></p> <p><b>Grade Level:</b> 11</p> <p><b>Length of Lesson:</b> 30 - 45 minutes</p> <p><b>Missouri Comprehensive School Counseling Big Idea:</b> SE.2: Interacting With Others In Ways That Respect Individual and Group Differences</p> <p><b>Grade Level Expectations (GLEs):</b> SE.2.A.11: Apply interpersonal skills needed to maintain quality relationships SE.2.C.11: Accept personal responsibility in conflict situations</p> <p><b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b> Social/Emotional Development</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Black/White Board or SMART Board</p> <p>Index cards</p> <p>Pens</p> <p>Pencils</p> <p><i>Negotiating Skills Components</i> handout</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p>

	<p>1. Explain reasoning and identify information used to support decisions</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p>
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**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	<p>2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)</p> <p>5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)</p>
Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the *Negotiating Skills Components* worksheet.

The student will demonstrate at least one negotiating skill in a role play situation.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**

After each role-play, the class will discuss the enactment of scenario and the effectiveness of choices made by participants. Each student will contribute a “helpful hint” for resolving conflict while respecting others. Hints will be compiled into a booklet and distributed to students.

**Lesson Preparation**

**Essential Questions:**

What does a quality relationship look like and how is it maintained?

What does it mean to utilize and accept personal responsibility in relationships with others?

**Engagement (Hook):**

Instructor will pose the following question: Have you ever done something you knew was wrong but you did it anyway due to peer pressure? (Instructor will self-disclose a personal experience from his or her past.)

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Instructor will provide the <i>Negotiating Skills Components</i> handout.</li> <li>2. Instructor will select two students to role-play a mock argument in which one student is trying to convince the other to skip school in order to be accepted into a group.</li> <li>3. Instructor will facilitate a discussion of the role-play and the negotiation skills utilized.</li> <li>4. Instructor will direct students to work in pairs to create new role-plays involving peer pressure (use index cards).</li> <li>5. Instructor will collect and randomly select scenarios and students to perform role-plays as time permits.</li> <li>6. After each role-play, instructor will facilitate a discussion of the role-play and skills utilized.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students review list of <i>Negotiating Skills Components</i> handout.</li> <li>2. Students will volunteer to perform the mock role-play. Be sure to monitor the frequency of participation...to assure that no student monopolizes the time. Others students will watch and note which skills from the <i>Negotiation Skills Components</i> worksheet were utilized.</li> <li>3. Students will participate in discussion of role-play and skills utilized.</li> <li>4. Each student pair will develop a role-play and will write the scenario on an index card.</li> <li>5. Students will role-play selected scenarios incorporating skills from the “Negotiating Skills Component” handout.</li> <li>6. Students will participate in discussion of role-play the skills utilized and the relationship of role play to real-life conflict situations.</li> </ol>

**Teacher Follow-Up Activities**

Instructor leads discussion on ways in which negotiation techniques can be used to avoid gang violence, and problems between friends, family, and school.

**Counselor reflection notes (completed after the lesson)**

## Negotiating Skills Components

1. Decide if there is a problem between you and any other person(s).
2. Inform that person(s) about what you think is the problem.
3. Meet face to face to discuss the problem.
4. Listen to each other with open minds.
5. Respect each other's opinions.
6. Take a few minutes to recycle the other person's opinions in your mind.
7. Try to determine why he/she felt that way.
8. Avoid finger-pointing.
9. Work out a compromise that pleases both of you.