

LESSON I-11: When Cooperation Gets Tough—What to Do

Student Learning Objectives:

- I-26. Students will use the steps for negotiation to resolve a hypothetical conflict.
- I-27. Students will describe situations that necessitate telling an adult.

Preparation

- Gather the needed materials.
- Duplicate enough copies of the Student Worksheet, Who’s Going to Pitch?, so that each student will have one.
- Decide how you will divide your class into pairs for Activity 2.
- If you choose to conduct the Optional Activity, you will need to make sure the video is available for your use.

Materials

Equipment

- VCR and monitor (Optional Activity)

Resources

- Poster: Steps in Negotiating
- Poster: Check It Out!
- Student Worksheet: Who’s Going to Pitch?
- Teacher Key: Who’s Going to Pitch?
- Teacher Reference: Steps in Negotiating
- Video: *When It’s Important to Tell* (11 minutes) (Optional Activity)
- Poster: The Three D’s for Telling (Optional Activity)

Realia

- Pencils or pens

Time: 35 minutes, not including the Optional Activity

Lesson Procedure

Introduction: 2 minutes

Connect this lesson on negotiation with the previous lesson on managing strong emotions.

1. State:

Think of one way to settle down when you have strong feelings that you can do right in your seat. Pretend to do it right now. I can see we remembered many possible ways to settle down. [List those you see demonstrated.] If you have another idea, raise your hand.

Gather any additional ideas from the students.

Who can remember one of the things to tell someone when we are in a situation we are unhappy or upset about?

Gather the students' ideas until all four parts of the message have been reviewed.

1. Tell the person what he/she did,
2. Tell the person how you felt about what he/she did,
3. State what bothered you about what he/she did, and
4. State what you want him/her to do instead.

2. State:

Sometimes telling someone what has upset us isn't enough. We need to try to negotiate with the other person to see if a solution can be found that both people agree with.

Activity 1: 10 minutes

Describe the steps involved in negotiation.

1. Share with the students:

I want you to pretend you are working on a project with three other students in the room. The project is to make a presentation on a health habit you and your small group thinks is important. You want to demonstrate exercise. You have lots of exercise posters and books at home that you can bring to class to use in the presentation. Someone else in your group wants to make a presentation on saying "no" to drugs. He or she thinks that it is a big problem with older students. The other two members of your group aren't saying much. Your teacher has given you twenty minutes to prepare. You and the other group member have been arguing for five minutes.

Let's see if we can use the steps in negotiation to resolve this conflict. Before we start to negotiate with someone, we need to be sure we have settled down and are not so upset or angry that we cannot think clearly.

2. Display the posters, Steps in Negotiating and Check It Out!, and continue sharing:

Step 1: Think...What Do I Want?

The first thing you need to do to be able to negotiate is to think about what you want the most, what you want the least, and what would be okay. The other person needs to do the same thing. As you think about your ideas, you need to check them out by asking yourself these questions:

- *Does this idea follow my personal and family values?*
- *Is this idea safe, and will it help me stay healthy?*
- *Is this idea legal, and does it follow family, school, and community rules?*
- *Does this idea show respect for myself and others?*
- *Will this idea solve the problem?*

You need to be able to answer "yes" to all these questions in order to consider the idea. If you cannot answer "yes," you must eliminate the idea. Of course, if you get stuck you can always get help by asking a trusted adult for ideas.

Let's think about our situation and complete the first step in negotiation.

Use the chart below to help you describe what these two students might think during Step 1.

Person who wants exercise Person who wants saying “no” to drugs

Step 1: Think...

What do I want most?
do a presentation on exercise

What do I want least?
do a presentation on saying “no”

What is okay with me?
pick a completely different topic
such as nutrition

Step 1: Think...

What do I want most?
do a presentation on drugs and how to say “no”

What do I want least?
do a presentation on exercise

What is okay with me?
use exercise as one way to say “no” to
drugs

Step 2: Listen...What Does the Other Person Want?

The next step is to listen to what the other person wants.

Step 3: Make an Offer...Tell the Other Person What Is an Okay Solution.

The third step is to offer a solution. Let's pretend you suggest that the whole group of four talk about whether they want to combine topics or work on nutrition. The other person suggests that you combine topics. Once again, check out your ideas to be sure you can answer “yes” to our questions.

Step 3: Make an offer...

What solution will I offer?
see how many of the other group
members want to combine topics
or work on nutrition

Step 3: Make an offer...

What solution will I offer?
combine the topics of drugs and exercise

Step 4: Stop and Think! Evaluate...

The next step is for you and the other person to stop and think about the solutions. Does either solution make the situation better? If not, you need to repeat Step 3. If one or both solutions seem to help, then you need to agree on one solution to try. In this situation, you decide to talk to the other group members and see if they will work on a project that combines the topics of exercise and saying “no” to drugs.

Step 5: Agree and ACT!

The last step is important. You need to agree to the solution and act on it!

Ask for help if you need it!

Of course, if you get stuck trying to negotiate or if you need help thinking of possible solutions you can always ask for help. Who can you ask for help? [parents, teacher, other students, other trusted adults, etc.]

Activity 2: 20 minutes

Practice the steps in negotiation.

1. Divide your class into pairs. Distribute the Student Worksheet, Who's Going to Pitch?, and state:

Now it's time for you to practice negotiating. Decide which one of you will be person "A" and which one will be Person "B." Here is the situation.

The two of you have gathered a group of neighborhood friends together to play a game of softball. Both of you want to be the pitcher. Each of you thinks you are the best pitcher on the team.

Use the steps in negotiation to see if you can find a solution that both of you can agree to. We will assume you have settled down and can think clearly.

In about ten minutes, I will ask a few of you to share the solutions you decided to act on.

2. After ten minutes, call on several pairs to share their solutions. You may also want to ask some of the pairs to share some of the previous steps in the process to review the steps and check for understanding.

Activity 3: 2 minutes

Identify other options for resolving conflicts, especially in dangerous, destructive, and disturbing situations.

1. Share with the students:

Negotiation is an important skill. There are many situations where you can use negotiation. You can use it right now with your friends, brothers and sisters, and even your parents if they are willing to negotiate about the situation. You will use it later when you are working with other people on a job, building relationships with others, or maybe asking for changes in your job or pay.

However, just like telling someone how we feel doesn't always help, negotiation doesn't work all the time either. Sometimes the other person is not willing or able to negotiate. What are some things we can do then? [Talk to someone. Ask for help, etc.]

There are some situations where telling an adult is important. It is the only safe thing to do. If something is happening that is dangerous, destructive, or disturbing, be sure to tell your parents or another adult you trust.

What is an example of a dangerous situation? [Something is happening that could hurt someone. Someone is about to hit someone else, etc.]

What is an example of a destructive situation? [Someone's property is being ruined. Someone is writing on a wall, etc.]

What is an example of a disturbing situation? [Someone is following you home. Someone tries to get you to give him/her your money at lunch every day for the past three days, etc.]

Gather examples of these three types of situations until you are confident the students understand when telling an adult is important.

Optional Activity: 20 minutes

Teacher's Note: If you choose to conduct this Optional Activity, you will need to make sure the video is available for your use

This video includes three situations. You might prefer to stop the video after each situation and discuss the pertinent discussion questions listed below.

1. Display the poster, The Three D's for Telling.

Explain:

You have described many examples of situations when it is important to tell an adult. We are going to view a video titled When It's Important to Tell. As you watch the video, take notes on the back side of your worksheet. Record your ideas about these two things: when you think it is important to tell someone about a situation; and reasons you think people might not tell.

2. Show the video *When It's Important to Tell*.
3. After the video is finished, allow a couple minutes for students to record their ideas.
4. Discuss the video by asking the following questions:

Situation 1:

- *In the first situation, Jennifer and Dorie were talking about a bully named Hillary. What do you think made this situation one that should be discussed with an adult? [Someone is about to get hurt.]*
- *What made it hard for Dorrie to tell? [She had made a promise (to Jennifer) and didn't want to break it, but then she realized an adult should be told or else someone (Hillary) would get hurt.]*
- *Which of the 3 D's is this situation? [It is dangerous.]*

Situation 2:

- *In the second situation, Michael and Ryan were making fun of Leonard's clothing. Why do you think it was important for Ryan to speak up in this situation? [When someone is being treated badly, it is important to speak up and say that is not okay. Sometimes, an apology will help repair the hurt feelings.]*
- *What do you think made it hard for Ryan to talk to Michael? to Leonard? [It is hard to tell a friend that you don't approve of the way he or she is behaving. Ryan was probably afraid that if he spoke up to defend Leonard, Michael might start picking on him instead. It is not easy to apologize, even when we know we should. Ryan might have been nervous about Leonard accepting his apology.]*
- *Which of the 3 D's is this situation? [It is disturbing.]*

Situation 3:

- *In the last situation, Jenna kept Sammy from going with an adult his parents didn't know. What do you think made this situation one that should be discussed with an adult?* [It could be dangerous for a friend. When we feel nervous about a situation or feel concern for a friend, we should tell an adult.]
- *Why do you think Jenna hesitated to tell someone?* [She didn't want to be a tattletale. She tries to mind her own business. Sammy didn't go, so she thought the danger was over. She was afraid she might be wrong not to trust the strange adult.]
- Which of the 3 D's is this situation? [It is disturbing and dangerous.]
- *What do you think is the difference between being a tattletale or a snitch and telling something that needs to be told?* [A tattletale is telling about things that aren't dangerous, destructive, or disturbing. A person who cares about the people in their community are willing to speak up to protect them and prevent situations that could result in harm.]
- How do you think you can tell when it is important to tell someone about a situation? [Any time a situation could be unsafe or when someone is about to get hurt, it is important to tell an adult. If someone is treating another person badly, it is important to tell them you do not approve of their behavior. If you have hurt someone's feelings, it is important to apologize. If a situation is dangerous, destructive, or disturbing, tell an adult!]

5. Conclude by stating:

In situations that are dangerous, destructive, or disturbing, an adult should be told. Other types of conflict can often be resolved by using negotiation.

Closure: 1 minute

- Summarize by asking:

Without looking at your worksheet or the poster, see if you and your partner can name all of the steps in negotiation.

- State:

Our next health lesson will teach us another skill for helping us solve problems and make decisions.