



## SAMPLE LESSON PLANS

### Grade 10 – Violence Prevention and Healthy Relationships

#### Unit 7

#### SOLs:

**10.3.t** Practice procedures for peaceful resolution of conflicts.

#### **Title: Negotiation: S.L.I.D.E.**

#### **Objectives/ Goals:**

- Students will learn Negotiation: Conflict Resolution skill steps: S.L.I.D.E.
- Students will role play the skill steps of Negotiation: S.L.I.D.E.

#### **Materials:**

- Computer, screen and projector
- [Negotiation Skill Steps: S.L.I.D.E](https://youtu.be/F8O3VImkYAs) [2:03 mins] <https://youtu.be/F8O3VImkYAs>
- Negotiation Skills Steps-ppt
- Negotiation Square-handout
  - [Print for ½ class. Students will pair up with a partner]
- Negotiation: S.L.I.D.E. Role Play Planner & Checklist (Parent/Teen) -handout
  - [Print for ½ class. Students will pair up with a partner]
- Optional: Blank NEGOTIATION: S.L.I.D.E. Role Play Planner & Checklist

#### **Procedure:**

##### **Step 1: Introduction/Hook**

Open *Negotiation Skills Steps-ppt* and go to Slide #2: *Do Now Activity*.

- **Do Now Activity:**  
*Share a time when you had to negotiate with someone. Describe the situation and the results.*

### Step 2:

Continue to present and lecture through Negotiation Skills Steps ppt [Slides 3-15]

### Step 3:

- Students will pair up with a partner. The pairs will decide who will play the “teen” and who will play the “parent(s)”.
  - Pass out Negotiation Square handout (one per group). The pairs will fill out *Negotiation Square* together using the Scenario below:

- [Slide: 16]

#### **Scenario:**

*You want to stay out an hour later past your curfew to see a movie with a friend your parents approve of. Occasionally your parents are willing to negotiate your curfew depending on who you are with and the activity you are doing.*

#### **Option:**

*Students can create their own realistic scenario and write out a dialogue using the Negotiation Skill Steps: S.L.I.D.E.*

- *Blank NEGOTIATION: S.L.I.D.E. Role Play Planner & Checklist*

### Step 4:

Pass out *Negotiation: S.L.I.D.E. Role Play Planner & Checklist (Parent/Teen)* -handout one per group.

- Students will write out dialogue. Set up time limit for each if necessary.
- Instructor will check the dialogue before students act out their role play.

### Step 5:

- After students have teacher approval they will act out their negotiation dialogues as a presentation to the class

## Assessments, References, & Sources

- Negotiation: S.L.I.D.E. Role Play Dialogue (Parent/Teen)
- *NEGOTIATION: S.L.I.D.E. Role Play Planner & Checklist-Blank Scenario Template*
- Benes, S., & Alperin, H. (2016). *The essentials of teaching health education: Curriculum, instruction, and assessment.*
- [Negotiation Skills Steps: SLIDE](https://www.youtube.com/watch?v=F8O3VImkYAs&t=2s) (2018) Kimberly Ohara [YouTube]. Retrieved from <https://www.youtube.com/watch?v=F8O3VImkYAs&t=2s>

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## NEGOTIATION: S.L.I.D.E. Role Play Planner & Checklist (Parent/Teen) :

Partner Names & Roles: Teen or Parent(s):

### Scenario:

You want to stay out an hour later past your curfew to see a movie with a friend your parents approve of. Occasionally your parents are willing to negotiate your curfew depending on who you are with and the activity you are doing

## Dialogue:

### State What You Need

Teen: “

Parent: “

### Listen and Clarify

Teen: “

Parent:”

### Identify Other Perspectives:

Teen: “

Parent: “

### Determine Common Ground:

Teen: “

Parent: “

### Elicit an Agreement

Teen:”

Parent: “

**NEGOTIATION: SLIDE Role Play Checklist:**

Category	Checklist: "Teen":	Checklist: "Parent(s)":
Role play written dialogue uses realistic language.		
<b>Interpersonal Communication:</b> <ul style="list-style-type: none"> <li>• Communicates ideas with a high degree of clarity.</li> <li>• Assertive Communication:               <ul style="list-style-type: none"> <li>○ "I" Statements</li> </ul> </li> </ul>		
<b>Application of Negotiation S.L.I.D.E.:</b>  State what you want or need:		
Listen and clarify:		
Identify with other perspectives		
Determine common ground		
Elicit an agreement		

Feedback/Needs Improvement:

## NEGOTIATION: S.L.I.D.E. Role Play Planner & Checklist:

Scenario:

**Decide who will play each role:**

Role #1 (Name):

Played by:

Role #2 (Name):

Played by:

**Dialogue:**

**State What You Need**

Partner #1: “

Partner #2: “

**Listen and Clarify**

Partner #1: “

Partner #2:”

**Identify Other Perspectives:**

Partner #1: “

Partner #2: “

**Determine Common Ground:**

Partner #1: “

Partner #2: “

**Elicit an Agreement**

Partner #1:”

Partner #2: “

## NEGOTIATION: SLIDE Role Play Checklist:

Category	Checklist: Partner #1:	Checklist: Partner #2
Role play written scenario is realistic.		
<b>Interpersonal Communication:</b> <ul style="list-style-type: none"><li>● Communicates ideas with a high degree of clarity.</li><li>● Assertive<ul style="list-style-type: none"><li>○ "I" Statements</li></ul></li></ul>		
<b>Application of Negotiation S.L.I.D.E.:</b>  State what you want or need:		
Listen and clarify:		
Identify with other perspectives		
Determine common ground		
Elicit an agreement		

Feedback/Needs Improvement:

# Negotiation Square:

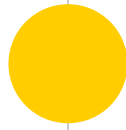
	Mine	Theirs
Wants	<ul style="list-style-type: none"><li>• What do I want to happen?</li><li>• What outcomes can I accept?</li></ul>	<ul style="list-style-type: none"><li>• What do they want to happen?</li><li>• What outcomes can they accept?</li></ul>
Needs	<ul style="list-style-type: none"><li>• What are my interests and needs?</li><li>• What outcomes must happen for me?</li><li>• What are some strategies to help me meet my interests and needs?</li></ul>	<ul style="list-style-type: none"><li>• What are their interests and needs?</li><li>• What outcomes must happen for them?</li><li>• What are some strategies to help meet their interests and needs?</li></ul>

# Negotiation

Allows everyone involved to have the chance to be heard  
and work on a solution that everyone can agree upon.







## **Do Now Activity:**

Share a time when you had to negotiate with someone. Describe the situation and the results.

# IDENTIFY WITH OTHER PERSPECTIVES


Maria: "I can see why you want to spend time with me."



# Negotiation

Allows everyone involved to have the chance to be heard and work on a solution that everyone can agree upon.





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# The Negotiation Process Reveals:

- All issues
- Sources of conflict
- Brainstorm solutions
- Agreement on strategies to meet needs of all parties

# Is it Worth Negotiating?

If there is a likelihood that you will be worse off before the negotiation, then it is not worth your time.





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## **Things to Consider Before Entering the Negotiation Process:**

- Gather as much information as possible before negotiation.
  - What are your interests and needs?
  - What are the needs and interests of the other party?
- The individual(s) involved will be more motivated to enter the negotiation process if they see the value of it.

“The conflict may look different to everyone involved. The person might have a different outlook on the same situation.



# Negotiation

## Skill Steps: **S.L.I.D.E**





1

**State what you  
want or need**

2

**Listen and clarify**

3

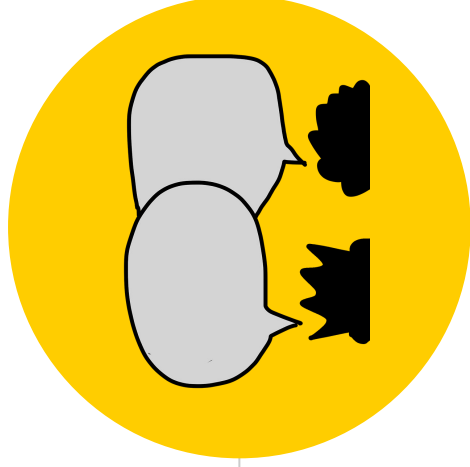
**Identify with other  
perspectives**

4

**Determine  
common ground**

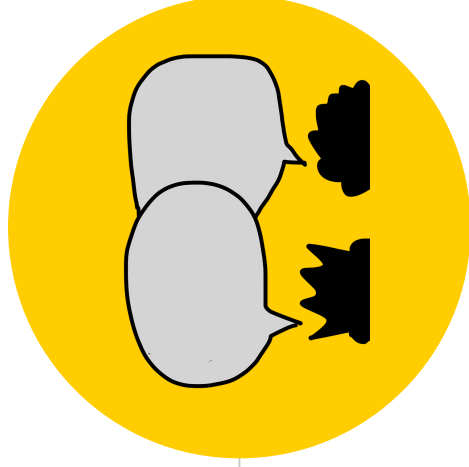
5

**Elicit** an agreement



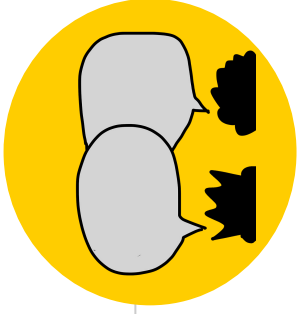
# Let's Practice

Find a partner in class to pair up with.



## Scenario:

You want to stay out an hour later past your curfew to see a movie with a friend your parents approve of. Occasionally your parents are willing to negotiate your curfew depending on who you are with and the activity you are doing.



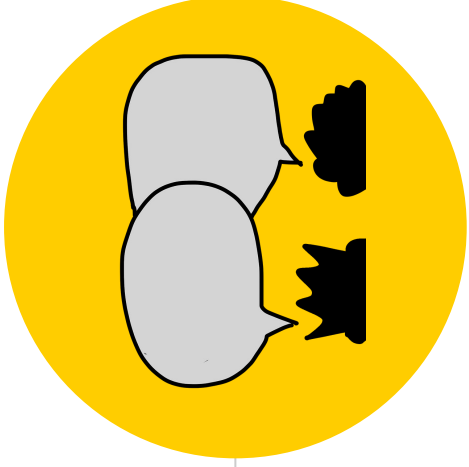
## **Decide:**

- Who will play the teen?
- Which partner will play the parent(s)?



# Negotiation Square:

	Mine "Teen"	Theirs "Parent(s)"
Wants	<ul style="list-style-type: none"><li>• What do I want to happen?</li><li>• What outcomes can I accept?</li></ul>	<ul style="list-style-type: none"><li>• What do they want to happen?</li><li>• What outcomes can they accept?</li></ul>
Needs'	<ul style="list-style-type: none"><li>• What are my interests and needs?</li><li>• What outcomes must happen for me?</li><li>• What are some strategies to help me meet my interests and needs?</li></ul>	<ul style="list-style-type: none"><li>• What are their interests and needs?</li><li>• What outcomes must happen for them?</li><li>• What are some strategies to help meet their interests and needs?</li></ul>



**Now Write Dialogue using  
Negotiation Skill Steps: S.L.I.D.E.**



## References / Resources:

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- Benes, S., & Alperin, H. (2016). The essentials of teaching health education: Curriculum, instruction, and assessment.
- Haven. Negotiation Tips. Retrieved from: <https://static1.squarespace.com/static/537e4a6ce4b0ded903cd630e/t/5581b31be4b041739c2b86b4/1434563355044/negotiation+tips.pdf>
- Negotiation Skills Steps: “SLIDE” (2018)  
Kimberly Ohara Retrieved from YouTube <https://youtu.be/F8O3VlmkYAs>

# Negotiation

## Skill Steps: S.L.I.D.E

**S**tate what you want/need

**L**isten and clarify

**I**dentify with other perspectives

**D**etermine common ground

**E**licit agreement