



Grade 4 Sample Lesson Plan: Unit 3 – Double Talk

SOLs

- 4.2.p Identify obstacles to effective communication, and describe how to overcome them.
- 4.3.k Practice communication skills to overcome common communication difficulties.

Objectives/Goals

- The student will be able to
 - explain the different ways people communicate
 - describe how to be a better speaker and listener
 - recognize and solve various communication problems

Materials

- [Double Talk Slides/Presentation](#)
- [Double Talk Notes](#)
- [Double Talk Read Aloud](#)
- [Double Talk Worksheet](#)
- [Double Talk Agreement Worksheet](#)

Procedure

Intro

- Read the Double Talk Read Aloud
- Select two students to read one of the stories. Have them just read it as normal as possible and loud enough for the whole class to hear.
- When they have finished pass out the Double Talk Worksheet.
- Have students answer the questions to the best of their ability.
- If they answer #1 and #2 correctly doesn't actually matter, however focus on question #3 "Why do people say, 'you have 2 ears and 1 mouth for a reason?'"
- Discuss why listening is more important than speaking. Also, if you don't listen how conflicts usually occur.

Step 1

- Introduce this lesson with a picture of Woody and Buzz and ask the students "Did Woody and Buzz have a conflict in the Toy Story movies?" "What was it?" There are several answers but guide the discussion towards the definition.
- Pass out the Double Talk Notes and have the students complete the information as you present it
- Slide 1 1. Conflicts are disagreements in ideas, beliefs, or interests.
- 2. Violence is the use of physical force to harm someone.
- 3. Gang is a group whose members often use violence in a criminal (or illegal) way.
- Back to Woody and Buzz – "Did they have conflicts?" Yes "Did they act violently?" No "Were they a part of a gang?" No, although some students may point out they were a part of a group, but the group didn't do anything illegal.

Step 2

- Slide 2 Go over some vocabulary words that may occur in conflict situations.
- 4. Prejudice, 5. Tolerance, 6. Compromise, 7. Negotiation, 8. Peer Mediation
- Point out when it comes to conflict you should always try to seek a resolution. Each situation will be different, but usually both sides have to compromise. They may also need outside help and that's ok.

Step 3

- Slide 3 Go over the T.A.L.K. method of resolving conflicts.
- Take a time out – don't try to resolve things when you still feel angry
 - Allow each person to tell their side – actively listen to the other person and hear them out
 - Let each person ask questions – allow the other to ask clarifying questions to help them understand the whole situation
 - Keep brainstorming to find a good solution – the first solution may not be

the best or it may take some time to come up with the best solution.

- Use an every day situation or ask students to come up with a conflict they may have had with a peer and work through the process with them

Step 4

- Before moving on to the next slides, pass out a copy of the Double Talk Agreement Worksheet
- Students should work with a partner to complete this assignment
- Emphasize that they **MUST** agree on the same answer for each question #1-7 and then answer A.-D. on their own.

Step 5

- Slides 4-10 After students complete the worksheet use the slides to go over the 'answers.' Note that some of them do not have correct answers.
- Ask the students "why do some of them not have correct answers?" Point out and discuss the purpose of this assignment was to create some conflict and discussion. For example, Slide 4 is very much an opinion question. People are allowed to have different opinions. Or Slide 10, another opinion question with no real direct answer, although it's debated frequently.
- There are healthy ways (T.A.L.K.) to resolve a conflict and unhealthy ways (violence).

References

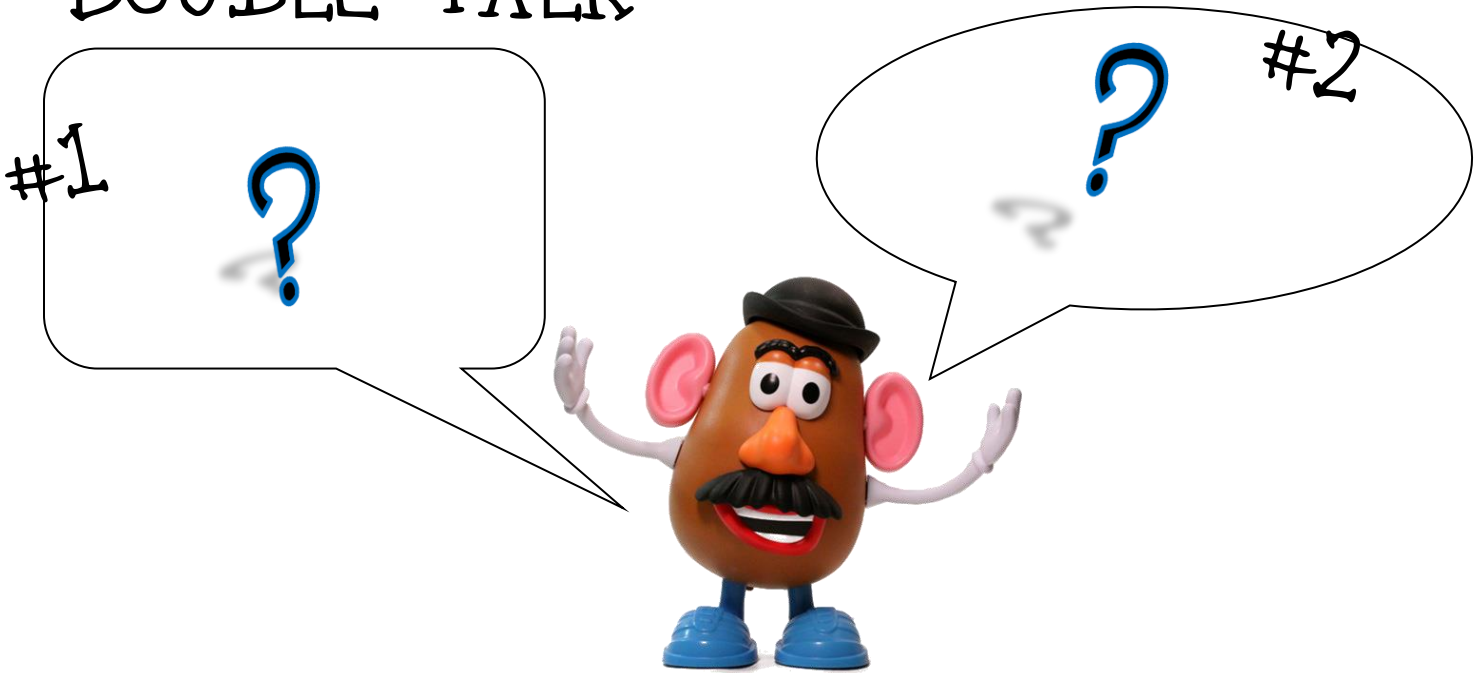
- Bronson, M.H. (2007). Glencoe Teen Health Course 1
- Stacy Adams, Shaler Area Elementary School

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.



DOUBLE TALK



DIRECTIONS: Listen to the two paragraphs being read at the same time and then try to complete the questions below to the best of your ability. Focus on just ONE story (story #1 or story #2 to answer the questions).

1. Give a brief explanation of the story?

2. Who were the main characters? _____

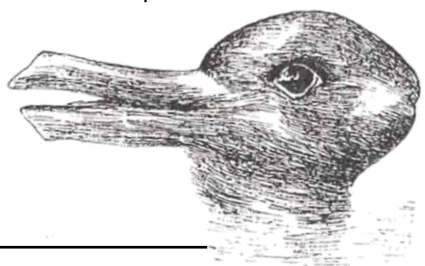
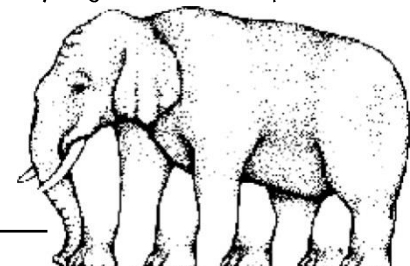
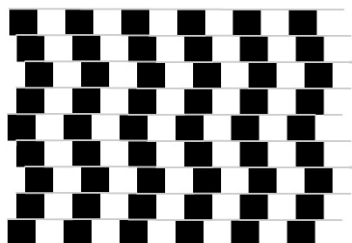
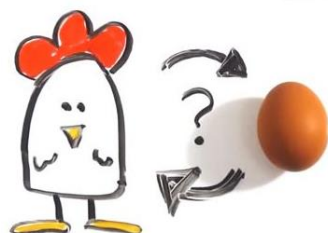
3. Why do people say "you have 2 ears and 1 mouth for a reason"?

RESOLVING CONFLICT WHEN COMMUNICATING



CONFLICT ~ RESOLUTION

DIRECTIONS: Working with a partner, complete the information below. You two MUST agree and write the same answer.

<p>1. What is this a picture of?</p>  <p>_____</p>	<p>2. How many legs does this elephant have?</p>  <p>_____</p>
<p>3. What gets wetter and wetter as it dries?</p> <p>_____</p>	<p>4. What color represents happiness?</p> <p>_____</p>
<p>5. What does the puzzle with LOVE in it mean?</p> <p>Example: TAILR RIALT AIRTL TLRIA = TRAIL MIX</p> <div style="display: inline-block; vertical-align: middle; margin-left: 20px;"> L O V E = _____ </div>	
<p>6. Are these lines straight or diagonal?</p>  <div style="margin-left: 100px;"> <p>Circle ONE...</p> <p>straight</p> <p>diagonal</p> </div>	<p>7. Which came first the chicken or the egg?</p>  <p>_____</p>

ANSWER the following questions based on the above table & activity.

- A.) Did you agree on all 7 questions?
- B.) Did you have to compromise at all?
- C.) Which one took the longest to talk about and come up with an answer?
- D.) Did you and your partner have any conflicts during this activity? If yes, what were they?



DOUBLE TALK

DIRECTIONS: Select two people to each read one of the stories **AT THE SAME TIME**. They should try to speak at the same volume and pace. The point is to be speaking the texts over one another. It's helpful if they stand near each other, facing the same direction.

***NOTE:** Don't give students the worksheet that coincides with this activity nor tell them the point of this activity. Explain that they should listen to the stories and try to hear what they are about.

#1

The teacher asks students to name an animal that begins with an "E." One boy says, "elephant." Then the teacher asks for an animal that begins with a "T." The same boy says, "two elephants."

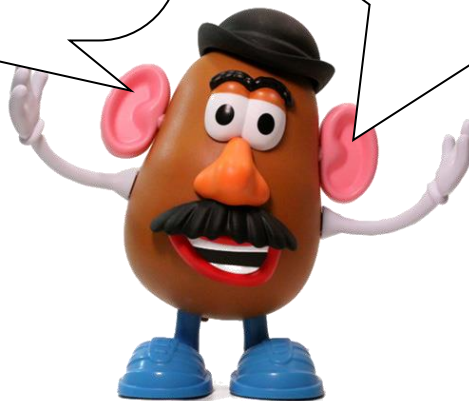
The teacher sends the boy out of the class for bad behavior. After that she asks for an animal beginning with "M." The boy shouts from the other side of the door: "Maybe an elephant."

#2

A curious child asked his mother: "Mommy, why are some of your hairs turning gray?"

The mother tried to use this occasion to teach her child: "It is because of you, dear. Every bad action of yours will turn one of my hairs gray!"

The child replied: "Now I know why grandmother has only gray hairs on her head."

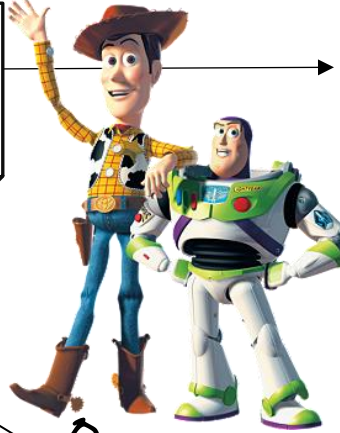


RESOLVING CONFLICT WHEN COMMUNICATING



Main Idea: There are healthy ways to resolve conflicts.

1. _____ are disagreements in ideas, beliefs, or interests.



WHEN CONFLICTS GET OUT OF HAND...

2. _____ the use of physical force to harm someone.

3. _____ a group whose members often use violence in a criminal way.

CAUSE

PREVENTION

RESOLUTION

4. _____ is an opinion or fear formed without having facts or firsthand experience.

5. _____ is the ability to accept other people as they are.

6. _____ each side gives up something.

7. _____ the process of talking about a conflict and deciding how to reach a compromise.

8. _____ specially trained students listen to both sides and help them reach a solution.

Write out what each letter of the T.A.L.K. strategy below stands for. This is one way to effectively resolve a conflict.

T

A

L

K

