



Grade 8 Lesson Plan: Unit 15 – The Do Over

SOLs

- 8.3 J

Objectives/Goals

Students will utilize skills for communicating effectively with family, peers, and others to enhance health.

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Materials

- Do Over Task Sheet
- Effective Communication presentation

Procedure

Step 1

- Discuss the concept of “Do-overs” with students and have them discuss the benefits of a “Do-Over”

Step 2

- Have students brainstorm a time when they had an argument with a friend or family where they did not use effective communication skills, hence, the outcome was not as productive as it could have been.
- Using the storyboards, have students create a storyboard illustrating the verbal and non-verbal communication of that argument.

Step 3

- Teach the effective components of communication using the presentation provided.

Step 4

- Using the storyboards again, have students create a new storyboard. This time students will be illustrating healthy verbal and nonverbal communication.

Step 5

- Students will write a few paragraphs analyzing how the effective communication strategies could have positively impacted the conversation and especially the relationship with the other person.

Assessment Idea

Student will create a dialogue using effective communication skills

References

- Melanie Lynch, 2016 SHAPE America National Health Teacher of the Year
- <http://www.rmc.org/healthskills>

Handout

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



THE DO OVER

Meaning of Do Over

an instance or chance of doing something for a second or further time, after an unsuccessful or unsatisfactory first attempt.

do-o·ver

Dictionary result for do-over

/ 'doo, ovər /

noun

Dilema: We have all had arguments with someone, that when we looked back on the situation and reflected, it was not our finest hour. We did not use as many effective communication strategies as we should have. We may have hurt others' feelings or damaged relationships. Wouldn't it be nice to have a do-over?

Task: Using your storyboard Illustrate the original argument with as much detail as you can remember. Now, after reviewing the communication skills, re-illustrate the scenario using the positive communication skills.

Reflection: Write a few paragraphs analyzing how the effective communication strategies could have positively impacted the conversation and especially the relationship with the other person.

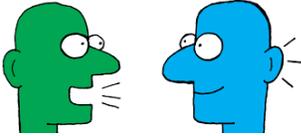
Rubric:

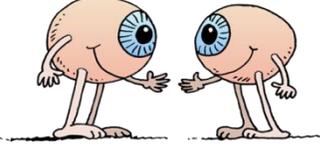
| Skill | 4 Exceeding | 3 Meeting | 2 Approaching | 1 Emerging |
|---|---|--|--|--|
| Use of Good Communication Skills | Thoroughly uses appropriate communication techniques and skills to effectively convey or exchange information to enhance the health of self and others. The results are highly effective and the student demonstrates a high level of self-efficacy in using the skill. | Uses appropriate communication techniques and skills to organize and convey or exchange information about health needs, ideas or beliefs to enhance the health of self and others. The results are effective, but may have some omissions. | Attempts to use communication techniques and skills to enhance the health of self and others, but they may be ineffective or ineffectively used. | Little or no evidence of the ability to convey or exchange information, ideas or beliefs about health. Does not use appropriate techniques or skills to enhance the health of self and others. |
| Skits | Writing follows the conventions of dialogue without exception. Writing evidences a clear, sophisticated structure. No errors in spelling, punctuation and grammar. | Writing follows the conventions of dialogue with few exceptions. Writing evidences a clear structure. Few errors in spelling, punctuation and grammar. | Writing mostly follows the conventions of dialogue with some deviations. Writing shows an attempt at structure, but lacks consistency. Many errors in spelling, punctuation and grammar. | Dialogue is vague and/ or inappropriate. Dialogue is not written in conventional form. Frequent errors in spelling, punctuation and grammar that interfere with meaning and/or readability. |
| Reflection | Summary demonstrates a strong focus and concisely catches the main points of the project. The main ideas are clear and supporting details are present. | Summary demonstrates a clear main idea and sufficient and relevant supporting details. Gives reader an adequate understanding of content from project. Summary is slightly too short or too long. | Main idea presented in summary is evident but supporting details are only minimally supportive, leaving reader with a vague understanding of the content. Summary is noticeably too long or too short. | No clear topic sentence to indicate main idea of summary. Supporting details are weak and not clear about what idea they are supporting. Summary is significantly too long or too short. |

Using the negative communication column, list the traits that were present in your unproductive argument.



Using the positive communication column traits, re-write the conversation adding the positive traits.

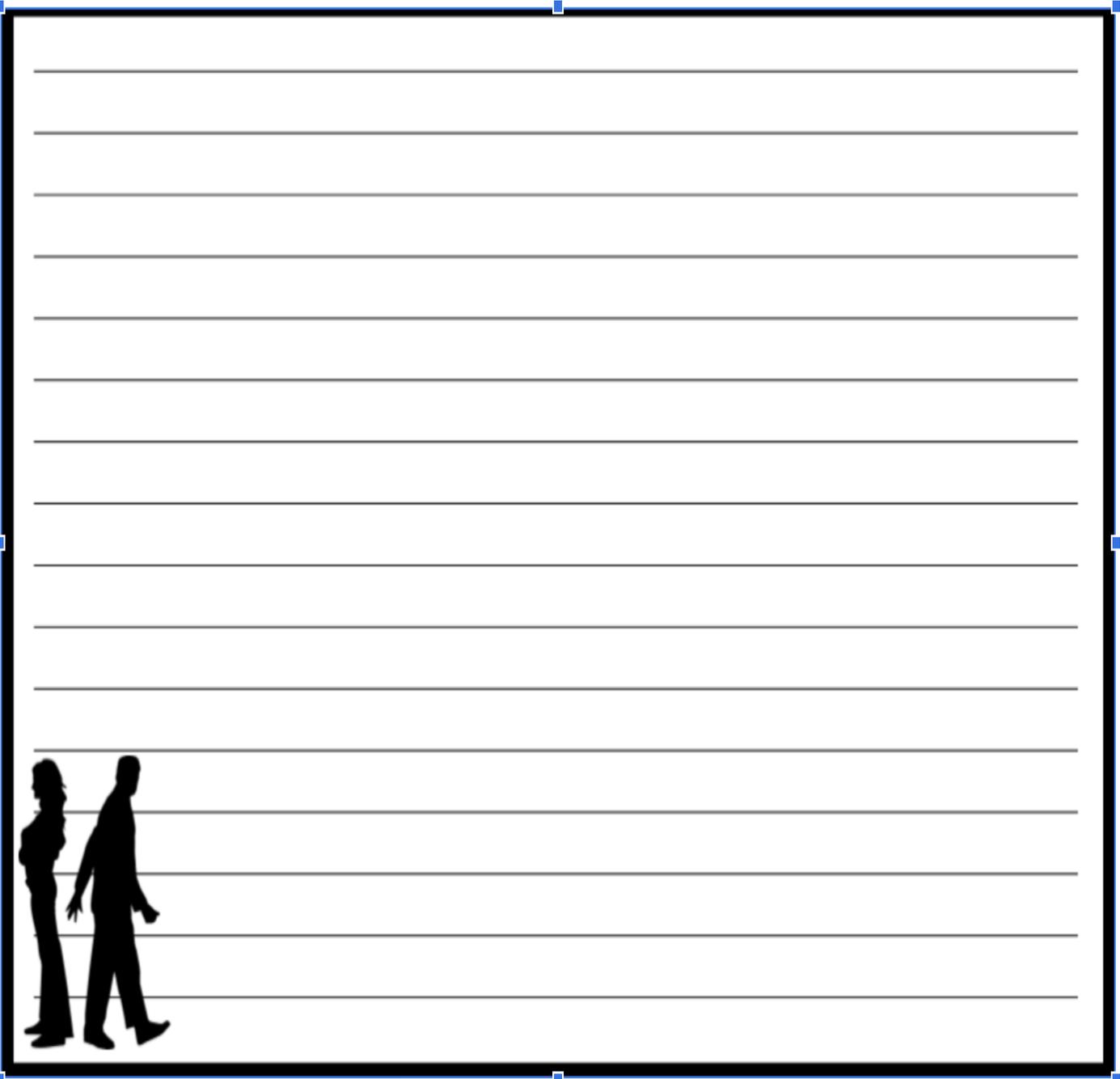
| Technique | Effective Communication Behaviors | Ineffective Communication Behaviors |
|---|--|--|
| <p>Clear Message</p>  | <ul style="list-style-type: none"> • Roadblocks not used • Students can clearly explain situations or how they feel. | <ul style="list-style-type: none"> • Roadblocks used <ul style="list-style-type: none"> • blaming, name calling, globalizing, expected mind reading, sarcasm, interrupting, insulting. Instead, students should be able to communicate the clear message. |
|  <p>Active Listening</p> | <ul style="list-style-type: none"> • Listens without interrupting | <ul style="list-style-type: none"> • Interrupts the speaker |
|  <p>Encouragement</p> | <ul style="list-style-type: none"> • Encourages the speaker | <ul style="list-style-type: none"> • Does not encourage the speaker |

| | | |
|--|--|--|
|  <p>Restating what was said</p> | <ul style="list-style-type: none"> Clearly and accurately restates what was said Asks clarifying questions | <ul style="list-style-type: none"> Does not accurately restate what was said Does not ask clarifying questions. |
| <p>Reframing a negative situation or feeling into a positive one</p>  | <ul style="list-style-type: none"> Successfully reframes a negative feeling into a positive | <ul style="list-style-type: none"> Doesn't reframe a negative situation or feeling into a positive |
|  <p>God wants to see eye to eye with us Eye Contact</p> | <ul style="list-style-type: none"> Attention on speaker | <ul style="list-style-type: none"> Attention not on speaker |
|  <p>Body Language</p> | <ul style="list-style-type: none"> Confident posture Comfortable distance Open hands Inviting facial expressions | <ul style="list-style-type: none"> Slouching posture Too close--Too far Blocking hands Negative facial expressions |
|  <p>Assertiveness</p> | <ul style="list-style-type: none"> Assertive | <ul style="list-style-type: none"> Aggressive Passive |
|  <p>I-message</p> | <ul style="list-style-type: none"> I-message used <p>I feel _____ when _____ Because it _____ Please, I would like you to _____</p> | <ul style="list-style-type: none"> I-message not used |

| | | |
|---|---|---|
|  <p>Ask for Help</p> | <ul style="list-style-type: none">• Effectively asks for help if needed | <ul style="list-style-type: none">• Does not effectively ask for help |
|---|---|---|

Reflection

Write a few paragraphs analyzing how the effective communication strategy could have positively impacted the conversation and especially the relationship with the other person.



The writing area consists of 18 horizontal lines within a thick black border. Small blue squares are located at the corners of the border. In the bottom-left corner, there is a silhouette of a man and a woman walking.