METACOGNITIVE SKILLS

LESSON 8-28 ▲ IDENTIFYING ISSUES, EMOTIONS AND INTERESTS IN RELATIONSHIPS

**LEARNING GOALS/OUTCOMES**

* Identify and understand the root causes of positive and negative conflicts.
* Use/learn strategies to more effectively communicate their message/s.

**MATERIALS NEEDED**

* **Student Handouts:**
* Pablo’s Side of the Story
* **Chart paper or board**
* **Markers**

**CLASSROOM ACTIVITIES**

1. **Ask students what they know about Conflict** – its definition, and that it exists in all relationships, and that it has a positive side. Share with students that the lesson today will be to identify the reasons conflicts arise in relationships and explore ways to more effectively communicate with others, especially conflict that would keep you from going on to college and reaching your goals in life.
2. **Share with the students that it is important to understand the issues, emotions and interests in a conflict between people in a relationship.** For each example below, have students identify the issue/s, emotion/s, and the interest/s and have a brief discussion to clarify afterwards. Feel free to use other examples as needed.

* Issues are *what* the conflict is about. The “what” usually involves items like material goods, time, money, grades, etc. These things are usually measurable.

*Example: Albert has been looking for his new IPAD all day long and he heard from some of his classmates that they saw John suspiciously take it during their 1st period Math class. Albert doesn’t know what to think because he thought John was his friend.*

* Emotions show how the person is feeling about the issue and the other individual. These emotions may include fear, anger, frustration, to name a few, and they are expressed both verbally and nonverbally. These emotions serve as clues to the underlying reasons for the conflict.

*Example: Since Albert heard that John “stole” his new IPAD, he has been tapping his foot uncontrollably in class and he has been very rude to the teacher and his classmates. He has been staring at the clock and he is waiting for lunchtime to arrive.*

* Interests are the underlying or main reasons individuals speak out or take a stand on an issue. These interests are usually emotional and not always obvious because people hide them. Some interests are also our values and some include love, peace, respect, honesty, self-esteem, freedom, etc.

*Example: Albert and John have been friends since the 3rd grade. They rode the bus together for five straight years before John moved, played baseball on the same team for three seasons, and they had sleepovers multiple times. Albert can’t believe that John would do such a thing!*

1. **Have the students get into groups of three and share that as a small group they will be reading a scenario where they will be identifying the issues, emotions and interests.** Distribute the “Scenario Handout” and give them a few minutes to read and identify each level of the conflict.
2. **After the time is up, have students share what issues, emotions and interests Pablo experienced in the scenario in a large group setting.** Ask them what made it easy or difficult to identify each of them.
3. **Lead the group in a more personal discussion.** Ask them if they can think of a conflict in the last week and what happened when they’re interests weren’t met. Ask them, in real life, how they could identify their own or others’ issues, emotions, and interests. Ask them how identifying these levels of conflict could lead to more effective communication in the future.

**STUDENT PRODUCTS**

* **None**

**ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**

This lesson is a continuation of the lesson on conflict. It is important to share with students that communication involves both sending and receiving messages. Communication also takes place on two levels: information is exchanged and the relationship between the two people is expressed in every communication.

Explain to the students that people have interests and values, no matter where they’re from/or in all parts of the world. Share with students that people’s “interests” are the basic needs that we are all trying to get satisfied in life – like: love, power, attention, freedom, safety, respect, fun, nutrition, power, safety, to name a few. Ask the students to think of any other interests they find important to them.

* **ENRICHMENT ACTIVITIES**
* Ask the students to think about a conflict they had in the last week that they feel comfortable sharing with another person in the group. Encourage them to keep the names anonymous if necessary. Have students find a partner and have one student share their conflict while the other student identifies the issue, emotion, and interest. Have the students switch after 2-3 minutes each. Be prepared to role-play with a student volunteer.
* This activity focuses on the concept that conflicts arise because communication is unclear. Using the YouTube video, Elizabeth Newton, Stanford Tapper/Listener Experiment as background for yourself as a facilitator, share with students that they are going to replicate an experiment. In this experiment, one student at a time will be expected to tap either the song, Happy Birthday or the Star Spangled Banner. They may not make any other noise and must sing the song silently in their heads. The remaining students need to guess which song is being tapped. What will happen is that the tapper will in fact hear the song in their head and it will sound like the song to them but the listeners will only hear the tapping and the song choice will not be as easily recognized. Let students work with a partner on other familiar songs. Close the activity with a discussion on the concept that communication is the attempt to clarify what you mean.
* **Migrant Student Data, Recruitment and Support**

[www.msdr.org/](https://www.msdr.org/)

* **Resolution Washington**

[resolutionwa.org/](http://resolutionwa.org/)

* **National Association for Community Mediation**

[www.nafcm.org/](http://www.nafcm.org/)

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LESSON 8-28 STUDENT HANDOUT

PABLO’S SIDE OF THE STORY

**PABLO’S SCENARIO**

I am so done and I’m about ready to stop coming to class. I have worked on this science project by myself for the past two weeks, and I really enjoy the assignment. But it’s unbearable to work alone!

I have worked hard to get a good grade and I deserve it. I feel that since my classmate Tony and I started the project, he has been undermining my ideas and treating me like I haven’t contributed. I don’t tell him how to do his part of the project, and I certainly don’t need him telling me how to do mine.

He’s always so aggressive and negative towards everyone in class. If he’s under pressure to complete an assignment or has something else going on outside of class, he yells at everyone in class and he doesn’t seem to know that it isn’t our fault. I can’t take the yelling anymore and that’s why I don’t want to come to class anymore. I’ve told him so many times that the yelling has to stop but he doesn’t seem to care and he keeps on doing it.

I really love this class, but I’m done working with him!