Overview
Disagreeing respectfully helps students strengthen their relationships, avoid misunderstandings, and prevent aggressive conflicts. Communicating their perspectives clearly will also help students take a stand against bullying or substance abuse and avoid other risky behaviors. Students can learn to do this by practicing respectful disagreement skills and understanding the difference between respectful and disrespectful ways to communicate when they have differences.

Objectives
Students will be able to:
• Apply perspective-taking skills
• Distinguish between disrespectful and respectful disagreement
• Identify and apply respectful disagreement skills
• Apply skills to give constructive feedback

Lesson at a Glance

Part 1

Partner exchange: Identifying how the siblings were communicating their perspectives.
Video: “Chores,” Part 2. A scene, a few days later, of the same two siblings communicating effectively about their chores even thought they still have disagreements.
Class discussion: Respectful disagreement skills.

Supplies and Equipment
• DVD player and monitor or computer with projector and screen
• Clipboard and Observational Assessment Form if doing the observational assessment

Lesson Materials
• Grade 6 DVD, Lesson 4 segment
• Handout 4A: Respectful Disagreement Skill-Practice Instructions
• Respectful Disagreement Skill-Practice Scenarios
• Optional: “What Do You Hear?” homework

Part 2

Video: Demonstration of the Respectful Disagreement Skill Practice.
Skill practice: Respectful Disagreement.

Lesson Preparation
• Copy Handout 4A: Respectful Disagreement Skill-Practice Instructions, one per student.
• Copy and cut apart the Respectful Disagreement Skill-Practice Scenarios. Make enough copies so half of your groups get Set 1 and half get Set 2.
• Prepare a personal example of a time you had to work together with someone who had a different perspective from yours.
• Optional: Copy the “What Do You Hear?” homework, one per student.
Lesson 4
Empathy and Communication: Disagreeing Respectfully

Teaching Notes
Skill practice: This lesson has the first skill practice in Grade 6. There is a video on the Lesson DVD demonstrating how to do a skill practice. If necessary, take extra time to make sure that students understand the following:

- What the students being the characters do
- What the students being the coaches do
- How the coaches “coach” the characters, including how to give encouragement and positive feedback
- How to fill in the checklists
- This is not drama. It is practicing skills, and just as with any attempt at a new skill, mistakes may happen

Demonstrations: As time allows, invite groups to demonstrate their scenarios throughout the week, perhaps during the last five minutes of a class period. This will help reinforce the lesson concepts throughout the week.

Resolution: The siblings in Part 2 of the video respectfully disagree about how to approach their chores. Your students may notice that they do not come to a resolution. This is intentional. Emphasize that the objective of this lesson is to teach respectful disagreement when there is a difference of opinion. Later in the program, students will learn to use the Action Steps, our problem-solving model.

Using Lesson Content Every Day
When discussing open-ended questions with your students, model disagreeing respectfully with someone else’s point of view. Show how to acknowledge that student’s point of view and provide evidence for your own. Model helpful phrases such as “So what I hear you saying is...” and “So your point of view is....” Repeating what you heard allows others to hear a perspective twice and demonstrates to the initial speaker that she or he has been understood. Encourage students to use these phrases during discussions with one another.

Encourage students to use the skills learned in the lesson when disagreements arise during collaborative learning tasks.

Why This Lesson Is Important
Students who develop empathy and perspective-taking skills are less likely to be aggressive and more likely to help others. Aggression and violence in schools often grow from minor disagreements between students. Teaching students to communicate respectfully and effectively when there are differences of opinion can prevent small issues from escalating into serious situations.

In this lesson, students concentrate on discerning the points of view of different people and practice understanding the perspective of someone with whom they are having a disagreement. Students can work more successfully in groups and collaborate on projects in the classroom if they know how to communicate about differences in a respectful way. Students who display communication and empathy skills like these are more likely to have positive relationships and academic success.
### Outline

- Select the Lesson 4 menu, then select “Begin.”

### Script and Instructions

**Before class starts, display the introductory screen.**

**4.1**

Discuss student responses as a class.

**Introduce the lesson topic.**

- **What are these two disagreeing about?** (About the best place to have a picnic.)

  They each have their own perspective or point of view about under water being the best location for a picnic. What does it mean to have a different point of view or perspective? (It means to see, feel, or think about a situation in one’s own way. To have a particular way of looking at things. That there is not necessarily a right or wrong answer, just each person’s individual way of looking at the situation.)

  Last week we explored and practiced considering others’ perspectives. We discussed how we can never know exactly what others are thinking or the reasons behind their actions. We can, however, consider possibilities and get more information.

  Considering someone else’s perspective is an important part of empathy.

- **Many times in your family, with your friends, in school, or later when you have a job, you’ll be dealing with others who have different perspectives from you.**

  Give a personal example of a time you had to work together with someone who had a different perspective than you did.

  **Knowing how to communicate respectfully in such situations is an essential social skill.**

  **Today, we will explore how to communicate our own perspective or opinion in an effective way and to disagree respectfully with someone else’s.**
### Lesson 4, Part 1
Empathy and Communication: Disagreeing Respectfully

<table>
<thead>
<tr>
<th>Outline</th>
<th>Script and Instructions</th>
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</table>
| 4.2     | **Introduce Part 1 of the video and explain the students’ viewing task.**<br>Let’s watch a scene of two siblings trying to work together to do their chores. See if you can figure out what’s going wrong.  
As you watch, notice how the characters are communicating their perspectives and what effect their styles of communication have on each other. Pay attention to the following clues:  
- Body language  
- Facial expression  
- Actual words  
- Tone of voice  
- Actions (for example, interrupting)  
Play the video. |

| 4.3     | **Introduce the partner exchange.**  
**Have students do the partner exchange.**  
**Now you will do a one-minute partner exchange.**<br>First, think about the way the sister and brother communicated their points of view. What did you see happening? What did you hear? Then exchange ideas with your partner. Use the clues on the screen to help you. You have one minute.  
Give students one minute to complete the partner exchange. |
Lesson 4, Part 1
Empathy and Communication: Disagreeing Respectfully

<table>
<thead>
<tr>
<th>Outline</th>
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<tbody>
<tr>
<td>Call on a few students at random to tell the class what they noticed about the characters' behaviors and feelings.</td>
<td>What did you see and hear happening between the sister and brother? (Blaming, being judgmental, interrupting, mocking, generalizing—saying “you always” or “you never”—aggressive tone of voice and body language, dismissing the other person's perspective, not explaining one's own point of view clearly.) If students do not suggest these, mention them.</td>
</tr>
<tr>
<td>Discuss empathy.</td>
<td>How was Lindsey, the sister, feeling? (Angry, frustrated.)</td>
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<tr>
<td></td>
<td>How could you tell? (Her face, her body language, her tone of voice, her words.)</td>
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<td></td>
<td>How was Tyrone, the brother, feeling? (Grumpy, angry, stubborn, like he can’t be bothered.)</td>
</tr>
<tr>
<td></td>
<td>How could you tell? (His face, his body language, his tone of voice, his words.)</td>
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<tr>
<td>List how the two siblings could have done things differently.</td>
<td>Using clues as you just did to figure out how someone feels is part of empathy.</td>
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<tr>
<td></td>
<td>How would having empathy help when you’re involved in a disagreement? (You would be able to tell if someone is getting upset or angry. You would know when interactions are going well. You might change the way you act if you can see others are bothered by your actions. You might be more open to understanding someone else’s perspective.)</td>
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<tr>
<td></td>
<td>When people get upset, angry, or frustrated with each other, as they did in the video, it makes it very difficult to communicate effectively.</td>
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<td></td>
<td>Let’s make a list of some of the things Lindsey and Tyrone could have done differently. Think about each of the items on the screen.</td>
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<td>List ideas on board as students give suggestions. Prompt students to come up with the following:</td>
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<td></td>
<td>• Keep calm.</td>
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<td></td>
<td>• Use active listening.</td>
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<td></td>
<td>• Consider the other person’s perspective.</td>
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<td></td>
<td>• Explain your perspective clearly.</td>
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<td></td>
<td>• Act nonjudgmentally.</td>
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</table>
### Outline

<table>
<thead>
<tr>
<th>4.4</th>
<th>Script and Instructions</th>
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</thead>
<tbody>
<tr>
<td><img src="https://via.placeholder.com/54x584.png" alt="Image" /></td>
<td>Introduce Part 2 of the video.</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/54x353.png" alt="Image" /></td>
<td>Have students watch the video.</td>
</tr>
<tr>
<td>Video length: 1:46 minutes</td>
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### Second Step: Student Success Through Prevention

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### Lesson 4, Part 1

**Empathy and Communication: Disagreeing Respectfully**

Now let’s watch a scene that happens two weeks later. In this scene, Lindsey and Tyrone are really trying to work together. They still have some disagreements about chores, but are able to communicate respectfully with each other. Again, notice how they interact with each other. See if they use any of the suggestions from our list.

- **How are Lindsey and Tyrone feeling this time?** (Cooperative, calm, reasonable, respectful.)

- **What are some of the things they did from our list that made a difference?** Answers may vary depending on your list. (They wanted to solve the problem rather than just get their own way. They listened to each other. They stayed calm. They tried to understand each other. They were not rude. They explained their ideas carefully.) Check off items on the list as students describe seeing them in the video.

- As time allows, use these questions to facilitate discussion about respectful disagreement skills:
  - **What did they do to stay calm?** (Took a deep breath before talking, thought about what they were saying before they said it.)
  - **What are some other ways to stay calm in the middle of a disagreement?** (Tell yourself to stay calm. Look away for a moment and then look back. Take a moment to think before you answer.)
  - **How does it help communication if a person stays calm?** (Both people can think better if they are not upset or angry. You’re less likely to be disrespectful if you are calm. The situation is less likely to get out of control if you remain calm.)

- **In this second scene, Lindsey and Tyrone listened actively to each other. What did you see them doing that showed they were really listening?** (They looked at each other. They looked interested. They did not interrupt each other.)

Have students compare what they observed in the video to their list.
<table>
<thead>
<tr>
<th>Outline</th>
<th>Script and Instructions</th>
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</thead>
<tbody>
<tr>
<td>Introduce the video clips.</td>
<td>As we discussed before, when someone really listens to you, you feel respected and that your ideas have value.</td>
</tr>
<tr>
<td>Have students watch Clip 1 (“Consider the Other Person’s Perspective”).</td>
<td>We learned that considering someone else’s perspective and clearly explaining your own are important skills when trying to communicate effectively. Let’s take another look at what that looked like in the video.</td>
</tr>
<tr>
<td>Discuss Clip 1.</td>
<td>Play Clip 1.</td>
</tr>
<tr>
<td>Have students watch Clip 2 (“Acting Nonjudgmentally”).</td>
<td>How did Lindsey and Tyrone show that they were considering the other person’s perspective? (They were really listening. They were clearly thinking about it. They took time to think. They said things like, “I see what you’re saying.” They stayed calm.)</td>
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<td></td>
<td>How did they each explain their own ideas? (They gave reasons. They added details.)</td>
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<td></td>
<td>Why is it important to explain your own perspective in a clear way? (The other person can’t understand your idea unless you do. The other person may make assumptions about your idea if you don’t explain it clearly.) If the students do not mention assumptions, be sure to do so.</td>
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<tr>
<td></td>
<td>Sometimes you will think that other peoples’ ideas don’t make sense or are not as good as yours. But is important when you are expressing your disagreement to avoid being rude or judgmental.</td>
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<td></td>
<td>Finally, let’s take another quick look at how Lindsey and Tyrone expressed their opinions about each other’s ideas.</td>
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<td></td>
<td>Play Clip 2.</td>
</tr>
<tr>
<td>Outline</td>
<td>Script and Instructions</td>
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<tr>
<td>Discuss Clip 2.</td>
<td>Remember in Part 1, Tyrone says, “That’s stupid.” That was judging his sister’s idea. How did Tyrone and Lindsey avoid being judgmental this time? (They used polite language. They stayed calm. They didn’t mock each other. They were respectful.)</td>
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<td></td>
<td>Even if you have a strong opinion, when you are in a disagreement with someone it is important not to act in a judgmental way and put down someone else’s ideas. It also helps to have an open mind.</td>
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<tr>
<td></td>
<td>What does it mean to be open-minded? (Not to judge someone’s ideas ahead of time. To be willing to change one’s own ideas. To be willing to really think about and learn from the other person’s suggestions or perspective.)</td>
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<tr>
<td></td>
<td>How did the two siblings show they were being open-minded? (They were really thinking about each other’s ideas. They didn’t make a quick decision, but kept talking back and forth.)</td>
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<td></td>
<td>Today we talked about how to communicate respectfully when you disagree with someone’s opinion or ideas.</td>
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<td></td>
<td>Review the main points of the lesson:</td>
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<tr>
<td></td>
<td>• Keep calm.</td>
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<td></td>
<td>• Use active listening.</td>
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<td></td>
<td>• Consider the other person’s perspective.</td>
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<td></td>
<td>• Explain your perspective clearly.</td>
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<td></td>
<td>• Act nonjudgmentally.</td>
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<tr>
<td></td>
<td>Next time we will practice disagreeing respectfully.</td>
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</tbody>
</table>
Lesson 4, Part 2
Empathy and Communication: Disagreeing Respectfully

Total Time 25 minutes

You will need:
• Grade 6 DVD, Lesson 4 segment
• Handout 4A: Respectful Disagreement Skill-Practice Instructions, one per student
• Respectful Disagreement Skill-Practice Scenarios, each group gets either Set 1 or Set 2
• Optional: “What Do You Hear?” homework, one per student

Outline

If presenting the lesson in two parts, select the Lesson 4 menu on the Grade 6 DVD, then select “Part 2.”

Script and Instructions

Recap Part 1 of this lesson.

If presenting the lesson in two parts, select the Lesson 4 menu on the Grade 6 DVD, then select “Part 2.”

Last time we explored how to communicate our own points of view in an effective way and to disagree respectfully with someone else.

Review the main points of the lesson:
• Keep calm.
• Use active listening.
• Consider the other person’s perspective.
• Explain your perspective clearly.
• Act nonjudgmentally.

Now you will practice disagreeing respectfully in your groups. You will not try to solve any problems. You will just practice explaining your perspective and understanding someone else’s using the skills listed here.

Let’s watch a video of students showing how the skill practice works.

You will see two students practicing and two students coaching them and checking off the skills they see being used.

Play the video demonstration of the Respectful Disagreement Skill Practice.
Lesson 4, Part 2
Empathy and Communication: Disagreeing Respectfully

<table>
<thead>
<tr>
<th>Outline</th>
<th>Script and Instructions</th>
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</thead>
<tbody>
<tr>
<td>Give the skill-practice instructions.</td>
<td>Now it is your turn to do a skill practice with your group.</td>
</tr>
<tr>
<td>Handout 4A: Respectful Disagreement Skill-Practice Instructions</td>
<td>Distribute Handout 4A and the Respectful Disagreement Skill-Practice Scenarios, giving each group either Set 1 or Set 2. Read the skill-practice instructions from Handout 4A.</td>
</tr>
<tr>
<td>Respectful Disagreement Skill-Practice Scenarios</td>
<td>1. Decide who will be the characters and who will be the coaches.</td>
</tr>
<tr>
<td>Have students do the skill practice.</td>
<td>2. Each character reads his or her perspective aloud.</td>
</tr>
<tr>
<td></td>
<td>3. Characters talk back and forth at least three times, communicating about their different perspectives.</td>
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<td></td>
<td>4. Coaches watch, check off skills the characters use on their checklists, and give suggestions.</td>
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<tr>
<td></td>
<td>5. Then switch parts and do the second scenario.</td>
</tr>
<tr>
<td>Ask for volunteers, as time allows, to demonstrate their skill practices for the class.</td>
<td>Give the students eight minutes to practice the skills. After four minutes, remind the students to switch parts. Observe and coach as necessary.</td>
</tr>
<tr>
<td>Discuss these questions.</td>
<td>Have students volunteer to demonstrate their skill practices. After each demonstration, ask the following questions:</td>
</tr>
<tr>
<td></td>
<td>What was done particularly well in this skill practice?</td>
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<td>What respectful disagreement skills did you see the students use?</td>
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<td>Where could they improve?</td>
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<td>Which of the skills seem easy to use?</td>
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<td></td>
<td>Which of the skills seem hard to use?</td>
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<tr>
<td></td>
<td>What makes it hard to use them?</td>
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<td></td>
<td>What are the advantages of using them?</td>
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<td></td>
<td><strong>When can you use these skills here at school?</strong> <em>(When we are working in groups, when we are doing a project with someone else, during class discussions.)</em></td>
</tr>
</tbody>
</table>
Lesson 4, Part 2
Empathy and Communication: Disagreeing Respectfully

In what situations do you think you might use this skill both now and in the future? (At school, working in groups, in my family, with my friends, with my sports team, in a job, at my youth center.)

Outline

<table>
<thead>
<tr>
<th>Script and Instructions</th>
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<tbody>
<tr>
<td><strong>Today we learned how to disagree respectfully when there are different perspectives.</strong></td>
</tr>
<tr>
<td><strong>What are the skills we learned for respectful disagreement?</strong></td>
</tr>
<tr>
<td>• Keep calm.</td>
</tr>
<tr>
<td>• Use active listening.</td>
</tr>
<tr>
<td>• Consider the other person’s perspective.</td>
</tr>
<tr>
<td>• Explain your perspective clearly.</td>
</tr>
<tr>
<td>• Act nonjudgmentally.</td>
</tr>
<tr>
<td><strong>People will always have different perspectives and opinions. Respectful disagreement is a lifelong skill that you will use anytime you are interacting in with others.</strong></td>
</tr>
<tr>
<td><strong>Optional: “What Do You Hear?” homework</strong></td>
</tr>
<tr>
<td><strong>Distribute and explain the “What Do You Hear?” homework.</strong></td>
</tr>
<tr>
<td><strong>Using Lesson Content Every Day</strong></td>
</tr>
<tr>
<td><strong>Heads up!</strong></td>
</tr>
<tr>
<td><strong>Remember to incorporate the Using Lesson Content Every Day suggestions into daily academic tasks.</strong></td>
</tr>
<tr>
<td><strong>The homework for the next lesson calls for students to cut photos from magazines and newspapers. If you do not think your students will have access to these at home, bring some in for them to use.</strong></td>
</tr>
</tbody>
</table>

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Lesson 4
Handout 4A: Respectful Disagreement Skill-Practice Instructions

Skill-Practice Instructions
1. Decide who will be the characters and who will be the coaches.
2. Each character reads his or her perspective aloud.
3. Characters talk back and forth at least three times, communicating about their different perspectives.
4. Coaches watch, check off skills the characters use on their checklists, and give suggestions.
5. Then switch parts and do the second scenario.

Respectful Disagreement Checklist

<table>
<thead>
<tr>
<th>Respectful disagreement skill</th>
<th>Character A</th>
<th>Character B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep calm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use active listening.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider the other person’s perspective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain your perspective clearly.</td>
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<td></td>
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<tr>
<td>Act nonjudgmentally.</td>
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</tbody>
</table>
Lesson 4
Respectful Disagreement Skill-Practice Scenarios

Set 1

Disagreeing on how to present what you’ve learned
Character A: Your idea: Poster
   Your reasons: Afraid to get up in front of people. Acting is stressful. Got really embarrassed last time you had to do it.

Character B: Your idea: Skit
   Your reasons: Don’t like to do artwork. More fun to act. Active. Can get out of seat.

Disagreeing on what to make for dinner
Character A: Your choice: Chicken and rice
   Your reasons: Want something hot to eat. Don’t much like salad. Rice is your favorite food and you could eat it every night. Prefer to eat the same things all the time.

Character B: Your plan: Chicken salad
   Your reasons: Want something cold to eat. Love salad. Had rice the night before. Want to try something different. Get tired of eating the same things all time.

Set 2

Disagreeing about which movie to watch
Character A: Your idea: Comedy
   Your reasons: Get freaked out by scary movies. Love to have a good laugh. More relaxing.

Character B: Your idea: Scary movie
   Your reasons: Love to sit on the edge of your seat. Good thrill is exciting. Love to scream and shiver.

Disagreeing about what activity to sign up for together at the youth center
Character A: Your idea: Mural

Character B: Your idea: Volleyball
   Your reasons: Enjoy team sports. Active. Unsure of painting skills. Painting stays up there forever. Volleyball just a game.
Lesson 4
Homework: What Do You Hear?

Name: __________________________________________

Have you ever watched a TV show where you’ve heard characters say some surprising things to each other? Why do they say such things? They may do it for higher ratings. But could it also be because they aren’t good at taking another person’s perspective?

Now you get to take a closer look (and listen). Watch a sitcom, cartoon, or dramatic TV show with an adult family member. Select two characters to focus on for 10 minutes. Listen carefully to the interactions between them. How well do they take the other person’s perspective? Fill in your observations below.

What I Observe

Name of Character 1: ___________________________  Name of Character 2: ___________________________

How clearly do they explain their opinion?

Character 1: _____ great! _____ okay _____ not so good
Character 2: _____ great! _____ okay _____ not so good

Are they being nonjudgmental?

Character 1: _____ great! _____ okay _____ not so good
Character 2: _____ great! _____ okay _____ not so good

Are they respectful of the other person’s opinion?

Character 1: _____ great! _____ okay _____ not so good
Character 2: _____ great! _____ okay _____ not so good

The best way to describe the communication between these two characters is:

Character 1: _____ great! _____ okay _____ not so good
Character 2: _____ great! _____ okay _____ not so good

Being judgmental adds the following to the show (check all that apply):

_____ humor  _____ conflict  _____ interest  _____ nothing

If you were a part of this show, how would this style of communication make you feel (check all that apply)?

_____ happy  _____ angry  _____ frustrated  _____ respected  _____ unsure

This homework assignment was completed on __________________. ______________________________________ [adult] signature
Name: ____________________________________

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

**What I Learned**

If you are having a disagreement with someone and are communicating disrespectfully, you might __________________________ and __________________________.

When you respectfully disagree with someone, you __________________________ and __________________________.

**Connecting to My Life**

Name two situations when you think respectful disagreement skills will help you.

1. ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

2. ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
Lesson 4
Additional Practice: Respectful Disagreement

Preparation
1. Put students into groups.
2. Give each student another copy of Handout 4A.
3. Give each group the set of Respectful Disagreement Skill-Practice Scenarios that they did not do in the lesson.

Instructions for Students
1. Work in groups.
2. Read and follow the skill-practice instructions on Handout 4A using the set of scenarios that you have not yet done.

~ OR ~

Preparation
1. Put students into groups.
2. Give each student another copy of Handout 4A.
3. Have students write their own scenarios about respectful disagreement.

Instructions for Students
1. Describe in one or two sentences a situation where Character A and Character B have a difference of opinion.

2. Write a word or phrase that describes each character's perspective.

3. Write one or two sentences that support each character's perspective.

4. Read and follow the skill-practice instructions on Handout 4A using the scenarios you just wrote.
**Language Arts and Social Studies**

*Can they respectfully disagree?*

A town meeting is often used by local governments to obtain suggestions, get feedback on existing policies and government officials, or debate potential policies and proposals. Have students use the town meeting format to debate a proposal to build a new skateboard park. Proponents of the proposal say that building a skateboard park will provide a healthy outlet for our youth and keep them off busy streets. Opponents are worried about the cost, the environmental impact, and the kinds of kids the park will attract. Put students in small groups. Have half of the groups take the proponents’ perspective, and the other half take the opponents’ perspective. In a town meeting format, have each group present their arguments based on their perspective using the respectful disagreement skills practiced in this lesson.

**Health and Science**

*Is there life on other planets?*

Have student groups contemplate the question: Is there life on other planets? Have half of the groups take the position that there is life on other planets, and the other half that there is not. Give the groups time to come up with support for their positions. Then have opposing groups debate whether there is or is not life on other planets while using respectful disagreement skills.

**Media Literacy**

*Can you identify respectful disagreement skills?*

Record a clip from an age-appropriate TV sitcom, drama, or movie that shows a conflict between characters. Before showing the clip, direct your students to look for a conflict between characters. Show the clip and have students analyze how the conflict is or is not resolved. Do the characters use the skills for disagreeing respectfully? Have them write down all the skills they see the characters using. If they are not using the skills, have them describe how the conflict might have been resolved differently if they had. Then discuss as a class or in groups some of the following questions: How often do you see respectful disagreement on-screen? Do you think disrespect is seen as more compelling or exciting? Why or why not? Do you think disrespectful or respectful disagreement between characters on-screen is encouraged? Why?