

Speak to be Heard Script

NB: You may get a security warning when you try to play the videos using the Powerpoint. If so, allow use, then play. The Google version shouldn't have that problem.

SHARE SOUND BEFORE SHARING YOUR SCREEN SO THAT SOUND IS AUDIBLE TO AUDIENCE ON ZOOM

Slide	Speaker	Image	Script
			<p>DO NOT SHARE W STUDENTS: BROADER OVERVIEW FOR TEACHER <i>So WHAT?</i> Without the ability to engage in civil conversations between people who think differently from one another, a gulf will grow between us and democracy will grind to a halt.</p> <p>OBJECTIVES: TSWBAT</p> <ol style="list-style-type: none">1. Recognize the importance of exercising both our Rights and Responsibilities in regards to civil communication.2. Understand that in order for democracy to prevail, we need to be able to engage with others in a civil manner, and we can learn how to do so.3. Know that if people speak to be understood, common ground can be achieved.4. Realize that conflict is inevitable, but that conflict can be managed.5. Practice listening through understanding verbal and nonverbal cues.
			<p>As students enter the room, ask them to sit 3 to a table.</p>

1



COVER SLIDE: **OVERVIEW FOR STUDENTS**

say:

1. Look at news, social media or even family conversations, and we all can see that communication is an issue today.
2. In order for democracy to prevail in our country, we need to be able to engage with others in a **civil** manner.
3. We each have a **right and a responsibility** to speak and listen respectfully to others.
4. Differences of opinion are inevitable, but we can learn how to **manage differences and conflict**.
5. Today we will learn and practice:
 - - ways to speak so you are heard. And
 - - how to avoid common traps people fall into when trying to share their messages.

In the first, ways to speak so you are heard:

It is important to take time to **know your goal or purpose in stating the message** and then **think through the message you want to convey**. Before speaking, **be clear on what you want the other person to understand and why**.

In the second, how to avoid common traps people fall into when trying to share their messages: you will see some videos of kids close to your age falling into the traps – and being rescued.

[CLICK 8 TIMES to show connectors on graphics while saying following:]

When you speak to be heard and understood, common ground can be reached.

2



PRIMARY TEACHING: Mindset Matters

(This slide is a build.)

1. **CLICK** and EXPLAIN:

Are you out to **convince** and **debate** and **prove you are right**?

2. **CLICK** and EXPLAIN:

Or **find common ground** and **understanding** despite differences?

3. EXPLAIN:

This doesn't mean you can't *think* emotionally (thought bubble: "oh, you friggin' jerk).

But before speaking, you stop, get clear on your goals, and choose words that make your message more effective.

In other words: **the way you'd like to say it vs. the way to be more effective.**



Primary Teaching: KNOW YOUR GOAL

(This slide is a build.)

This doesn't mean you respond robotically, without any personality or emotion. Here are examples of different approaches that contain the same clear message and goal:

CLICK and EXPLAIN:

- **SIMPLE:** clear, direct statement of your thoughts, feelings, position. A simple response might sound something like:

"I want to resolve our differences."

CLICK and EXPLAIN:

- **EMPATHETIC:** includes a recognition of the listener's position, ideas, thoughts and feelings.

For example, you might say:

"I understand these issues are sensitive for you and I think we have to address them."

CLICK and EXPLAIN:

- **CONFRONTATIONAL:** calls attention to a conflict and acknowledges the difference between yourself and the listener. Here's what you might hear:

"I'm guessing that from your point of view, my facts are not accurate. I believe they are accurate. Let's try to see if we can find some common ground even if we don't completely agree with one another."

CLICK and EXPLAIN:

- **ANGRY:** expresses your own feelings, a description of the listener's present behavior and a request for new behavior. A good example would be:

"I feel angry when my comments are ignored. I'd like you to recognize my position and respond to me directly."

CLICK and EXPLAIN:

- **PERSUASIVE:** attempts to change the listener's

position. Here's an example of that kind of response:

"I understand your commitment to your goals and I want to influence you to make it broader."

CLICK and **EXPLAIN**:

- **GENTLE**: expresses your personal, positive response to the listener.

"I like working with you because you respect our differences."

EXPLAIN:

- A NOTE ABOUT YOUR GOALS NO MATTER WHAT YOUR STYLE: ***do not expect to change someone's mind about long-held, sensitive, or very personal topics.*** However, recognize that *by listening to understand what is true for them, not change what they believe, we open the door for them to allow us to hold onto our own long-held, sensitive, or very personal topics.* This lays the foundation for mutual respect even when you do not agree.

4



PRIMARY TEACHING: Use "I" Statements

(This slide is a build)

EXPLAIN:

- Now we will dive into specific skills you can use to be a more effective speaker. The first is the use of "I" statements instead of "You" statements.
- "I" statements make it clear that you are speaking for yourself, not blaming the other person.
- "I" statements focus on your experience, thoughts, feelings, reactions, and decisions - NOT on beliefs or judgments you have about the other person.
- "I" statements offer specific, clear details so the listener knows what you are talking about.

CLICK and EXPLAIN:

We have a Formula or FORMAT for "I" statements:

I feel _____ when _____ because

- Let's take a look at a few examples



VIDEO EXAMPLES of “I” vs “You” statements

Listen to Cat and Abby share a few examples of “You” statements and how they can be rephrased into “I” statements that say the same thing in a more effective way.

PLAY VIDEO

A. *“You are so annoying when you interrupt me!”*

—

B. A better way to say this is: *“I feel annoyed when you interrupt me because it’s like you’re not even hearing me.”*

A. *“You hurt me.”* --

B. I might listen more if you say something like: *“I felt hurt when you said that because I’m already sensitive about my weight.”*

A. *“You are so wrong.”* –

B. Instead of telling me I’m wrong, how about: *“I feel like you don’t have all the facts when you say that because there was no ice on the sidewalk at the time.”*

A. *“You never save a seat for me in the cafeteria.”*

B. I’d probably hear you more if you said: *“I feel upset when you don’t save me a seat in the cafeteria because I want to sit with you.”*

A. *“You keep racing to get in front of me.”* –

B. How about explaining more with something like: *“I feel annoyed when you run in front of me because it makes me feel rushed and stressed.”*

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Now let's practice some "I" statements with each other. Remember, this is the format: I feel ___ when ___ because ___.

Leave this slide on the screen while giving either the in-person or the remote directions for the activity (which you will find on the hidden slide.) Once the directions are given and understood, CLICK to the next visible screen with the scenarios.

Basically, you will break into groups of 3 or 4 if students.

- Give each group a different scenario (It's OK to assign the same scenario to more than one group.)
- Each person reads the scenario and has three (?) minutes to write a "you" statement and an "I" statement about the assigned scenario.
- After everyone in the group has finished writing their statement, each person within their group shares their "I" and "you" statements.
- The group picks the "you" statement they feel is most likely to make the recipient defensive.
- The group takes three minutes to create a common "I" statement from the ideas offered by all.
- The group picks a spokesperson to read out the group's "You" and "I" statement to the whole class.
- Other members of the class offer compliments or suggestions



Practice - In-person:

This is a hidden slide that contains directions for the teacher

- Break into groups of 3 or 4
- Teacher gives each group a different scenario. (It's OK to assign the same scenario to more than one group.)
- One person in the group reads the group's scenario aloud.
- Group members have 3 minutes to individually write both a 'you' statement and an 'I' statement about the scenario.
- After everyone in the group has finished writing their statements, each person within the group shares their "I" and "you" statements.
- The group picks the "you" statement they feel is most likely to make the recipient defensive.
- The group takes three minutes to create a common "I" statement from the ideas offered by all.
- The group picks a spokesperson to read out the group's "You" and "I" statement to the whole class.
- Other members of the class offer compliments or suggestions

Choose your scenario

1. Read a scenario and have several minutes for a friend to read an opinion of being asked to read it to you.
2. Two friends are trying to finish what needs to be done. Friend 1 will not leave to finish.
3. A group of 4 people are in a room and one of them is not doing their part.
4. You are in a group and one of the members is not doing their part.
5. The teacher asks you to do something and you don't want to do it.

Practice - Remotely:

(HOW TO DISTRIBUTE SCENARIOS - <https://youtu.be/G7fybuBNZQQ>)

Before putting kids into breakout rooms put a link for the pdf of the scenarios into the chat. Have them click on the link and open the file on their own computer.

(<https://1drv.ms/w/s!AkoGKSD83pYEkyS3slhTNWySvoIO?e=cULJmu>)

- Break into groups of 3 or 4
- Teacher assigns each group a different scenario. (It's OK to assign the same scenario to more than one group.)
- One person in the group reads the group's scenario aloud.
- Group members have 1 minute to individually write both a 'you' statement and an 'I' statement about the scenario.
- At the 1 minute mark, notify students that it's time to begin discussion. Each person within the group shares their "I" and "you" statements with one another.
- The group picks the "you" statement they feel is most likely to make the recipient defensive.
- The group takes 1 minute to create a common "I" statement from the ideas offered by all.
- CHECK FOR UNDERSTANDING
 - REMOTE
 - Put kids into breakout rooms of 3-4 people for @ 4 minutes, depending on group size. Have the kids join the breakout room.
 - Time: Send a message in 30 seconds to begin writing. Send a message at 1 min to begin sharing and giving feedback
 - When kids return to whole group, ask for comments about the experience



VIDEO EXAMPLES of COMMON TRAPS

1. Even with “I” statements, you can fall into common traps when you try to express yourself. Listen to Cat and Abbie and see if you can pick up on any of these traps before they are changed into more effective sentences.

2. START VIDEO

• **Speaker 1:** *I feel hurt because you always forget my birthday.*

• **Speaker 2:** *How about: I feel hurt when you forget my birthday.*

• **Speaker 1:** *I feel angry when you never yell at them for staying up late because you always made me go to bed early when I was their age.*

• **Speaker 2:** *This might be better: I feel angry when they are allowed to stay up late because I remember having to go to bed early when I was their age.*

3. AT END OF VIDEO: EXPLAIN

- Did you notice the small difference? The first speaker said “always” and “never” (you *always* forget my birthday, and you *never* yell at them.)
- Words like “You always...” and “They never...” are seldom true. Plus they tend to feel like attacking and put the other person on the defensive. So try to avoid saying “always” or “never.”



VIDEO EXAMPLES of COMMON TRAPS – con't

Let's look at another trap: the TRICK QUESTION:

- How often have you asked a question not to get an answer, but to look smarter, better, right? These are **loaded, manipulative or “got-cha” questions** that trap listeners or try to prove our points instead of seeking honest information. They never – haha, I shouldn't say that- They very rarely lead to effective communication.

START VIDEO

• **Speaker 1:** *“I feel like I just don't understand so can you tell me: how did you come up with **that** way of looking at it?”*

• **Speaker 2:** The clear intention of the word **that** is to make me feel stupid or ridiculous. How about leaving it out and saying: *“I feel like I don't understand and would like to know how you see things that way.”*

• **Speaker 1:** *“I understand you're against the death penalty, but how can you believe serial killers should be allowed to live?”*

• **Speaker 2:** I can't win with this one. If I argue then I'm sticking up for serial killers. How about leaving the loaded part out of it and saying: *“I understand you're against the death penalty; can you explain why you feel this way for all cases?”*

• **Speaker 1:** Another thing to keep in mind is that it's often better to skip the question altogether and make a clear statement instead. In the example we just gave, instead of saying *“can you explain why you feel this way for all cases?”* it would be clearer and more direct to say something like *“I understand you're against the death penalty. Tell me more about why you feel this way for all cases.”* But we will continue with another example of

questions.

• **Speaker 1:** Here is another one: *“I appreciate that you support immigration reforms, but why do you think illegal immigrants deserve free insurance when my mother can’t even get her cancer treatments covered?”*

• **Speaker 2:** No matter what I say I’ll be dissing your mom. So leave the emotion out of it if you really want to ask a genuine question. How about: *Why do you think undocumented immigrants should be eligible for free health insurance?*

• **Speaker 1:** Or a statement like, *“Your views are important to me. Tell me why you think undocumented immigrants should be eligible for free health insurance.”*

AT END OF VIDEO: EXPLAIN

• Don’t hide behind a question. Try to make genuine requests for information, not ask manipulative or “got-cha” questions. **Clue: if “dummy” can be inserted at the end of your question, then it is not genuine.**

• Avoid questions that simply elicit “yes” or “no” answers. Instead, try for open-ended questions that allow more thoughtful responses. Tip: start with “Why” “What” or “How” instead of “Do you” “Would it” “Can I”

• Finally, as you saw in the video, it’s often better to skip the question altogether and make a clear statement. This is often more engaging and effective.

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Turn and talk
Pair & share

MODEL THIS so the class can see an example

PRIMARY TEACHING: "I" Statement/Conversation Practice

In-person: Break into groups of 2.

- One person is the speaker, the other the listener.
- Both students read the scenarios and each chooses one they would like to practice (should be different ones.)
- The person who is the speaker first begins the dialogue by using a "you" statement (and if able, includes one of the traps.)
- The listener responds to the "you" statement by using an "I" statement.
- The conversation then continues for a minute with each person using "I" statements to better understand the position of the other person. The goal is to respectfully hear the other person's point of view using "I" statements and avoiding traps.
- When finished the two discuss for a minute whether they were able to dialogue effectively about their differences.

Students then switch roles and repeat the exercise

After everyone has practiced, students return to the large group and share learnings.

Show the next slide.

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Leave scenarios slide on the screen while in person groups work.



Remotely: (This is a hidden slide with directions for the teacher)

(HOW TO DISTRIBUTE SCENARIOS - <https://youtu.be/G7fybuBNZQQ>

Put a link for the pdf or document into the chat

j(<https://1drv.ms/w/s!AkoGKSD83pYEkyS3slhTNWYsvoIO?e=cULJmu>)

Have the kids click on the link and open the file on their own computer

Tell them to look at the open document once they are in the breakout room (one person in the group can share their screen if others flub up.)

Before putting kids into breakout rooms give the following directions:

- **One person is the speaker, the other the listener.**
- **The goal is to respectfully hear the other person's point of view using "I" statements and avoiding traps**
- **Both students read the scenarios and each chooses one they would like to practice (should be different ones.)**
- **The person who is the speaker first begins the dialogue by using a "you" statement (and if able, includes one of the traps.)**
- **The listener responds to the "you" statement by using an "I" statement.**
- **The conversation then continues for a minute with each person (using I statements, avoiding always/never, asking genuine questions and/or turning questions into statements.) to better understand the position of the other person..**
- **At the one minute mark, cue them to change places.**
- **At the two minute mark, cue them to discuss for a minute whether they were able to dialogue effectively about their differences.**

When kids return to whole group, ask for comments about the experience

- What was easy and what was hard?
- When and where can they use this skill in their everyday lives?



PRIMARY TEACHING: Additional Tips

(This slide is a build)

You've practiced some ways to speak more effectively and have seen the difference it can make in the way the listener feels and can hear your ideas. If you do nothing else but incorporate these tips, you'll be a much more effective communicator.

But, what else can you do when you're not being heard?

CLICK and EXPLAIN:

- Besides *what* we say, we have to be mindful of *how* we say it. The words we use only make us 7% of the message someone gets from us when we tell them something.
- Your "tone of voice," inflection and intonation are 38% of what someone hears (Did your mom ever say, "It's not what you said, it's the way you said it," when she's mad at you for mouthing off?)
- Even more important is your body language – 55% of your message is what people see – your face and your body posture.

[Show Pie Chart of Communication = 55% Nonverbal + 38% Tone, Volume, Inflection, Intonation + 7% Words We Speak]

CLICK and EXPLAIN:

We also invite your teachers to use this [PDF](#) that lists additional tips for more effective speaking (loaded questions, etc).

<https://docs.google.com/document/d/1VE3TYkCNcPgOWEtJ4KdKyL26mmkFtWSOG6Jbcla7kew/edit?usp=sharing>

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CLOSING VIDEO with reminder to practice

Speaker 1: Like any other skill from driving a stick-shift to hitting a home run, you need to practice these speaking skills. If you get used to using them in every-day settings, they will become second nature.

Speaker 2: Then when hot-button topics come up, you can more easily default to a more effective way of speaking.

Both: Thumbs up

Thank everyone for their participation. Ask people to fill out the evaluation form. It is really important that we get honest feedback – that is what lets us improve what we do because you know what works with kids like you. You will make this lesson better for future students with your comments and observations.

[Evaluation form](#)

Put the link in the Google Classroom?