#### **SEL COMPETENCIES**

Social Awareness, Relationship Skills

**SKILLS** communication, respect for others, empathy, resolving conflicts

#### **MATERIALS**

- Discovering Projectable 3.2.1
- Connecting Projectable 3.2.2
- Reflecting Projectable 3.2.3
- Student Handout: Practicing
- Student Handout: Applying
- ✓ Family Connection Worksheet

#### **CLASSROOM CONFIGURATION**

- whole class whole class
- pairs A individuals

#### **OBJECTIVES**

Students will

- recognize the effect of intent vs. impact in healthy communication;
- ✓ practice strategies that help resolve misunderstandings, promote empathy, and build relationships.

## **SKILLS Progression**



LAST YEAR, students used What, When, Why, and How Messages to constructively communicate their emotions.



THIS YEAR, understand how intent vs. the impact affects interpersonal communication.



**NEXT YEAR**, students will learn how to break down the barriers created by ethnocentrism and stereotyping to communicate with others and build relationships.

# PLANNING 3.2 Lost in Translation:

Often times when we have trouble communicating with others it is because what we say isn't what they hear. It is important to learn strategies that help clear up disagreements that begin when the intent of our words is different from their impact.

## **DISCOVERING** 8 MINUTES



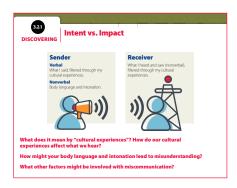
**INSTRUCTION** 

**SAY:** How many times this month have you had a disagreement with someone, because the other person took something you said "the wrong way"?

Encourage the students to respond and, if appropriate, share some examples. Display Discovery Projectable 3.2.1.

**SAY:** This is because the intent of our words, is often different from their impact.

Review the projectable, which helps students understand that it's easy for misunderstanding to happen and for bad feelings to result for reasons involving both the sender and receiver.



Other factors involved in miscommunication might be interpretation of the meaning of a word, misunderstood words, or someone might just be having a bad day.

## **CONNECTING**

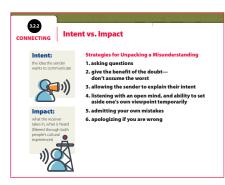
**INSTRUCTION** 

#### Unpacking the nature of the disagreement

Tell students that when disagreements happen and people get their feelings hurt, it's important to recognize when it's because what the speaker communicated had a different impact on the receiver than the speaker intended. Once that has been recognized the speaker and receiver can begin to "unpack" the nature of the disagreement.

**SAY:** Similar to unpacking a suitcase, this process organizes otherwise disorderly items, such as intents and impacts, and organizes them so that they can be understood. The result of this process is that both people understand the other's point-of-view.

Show Connecting Projectable 3.2.2 and review the strategies for unpacking a misunderstanding.



#### Model unpacking a misunderstanding

Model how to unpack a misunderstanding by using the following scenario or create your own example using something from your life or something you've observed in your school or neighborhood.

Read the dialogue and discuss the following question.

**ASK QUESTIONS. D:** "What's wrong? You've been ignoring me since yesterday. Did I do something wrong?"

**K:** "Yesterday in history class, during our group discussion you talked all over me and did not give the opportunity for me to finish what I wanted to say. I felt stupid, it was like I couldn't answer the questions without your help."

ALLOW THE SPEAKER TO EXPLAIN HIS/HER INTENT. D: "I really just wanted to help, you seemed nervous, and I thought I knew what you were trying to say, but I never thought you couldn't do it.

**K:** "I know we're friends and you might think you were trying to help, but next time just let me say what I'm trying to say. If I need your help I'll let you know."

LISTEN WITH AN OPEN MIND. D: "I understand, I got nervous when you hesitated and took a while to respond, so I jumped in. But I realize I was wrong and how my actions affected you."

APOLOGIZE IF YOU'RE WRONG. D: I'm sorry, I apologize. I didn't mean to make you feel bad."

**ASK:** The point of unpacking skills is to make the intent and impact match. How do you think unpacking a misunderstanding can improve communications between two people? How does unpacking show respect?



### **PRACTICING**

20 MINUTE

**ACTIVITY 1** 

Divide the class into pairs. Distribute **Student Handout: Practicing**. Review the directions on the handout and give them about 10 minutes to develop their scenarios. Have volunteers share their work scenario with the class.

#### Reflecting

Display **Reflecting Project 3.2.3** Students use their class notebooks to reflect individually and as a class on what they learned in this lesson.

What?	What is the difference between intent and impact?
So What?	What have you learned about how to communicate by studying intent and impact?
Now What?	How can you use your awareness of intent and impact as you react in a difficult situation?



#### **Community Connection**

Ask students to write a short narrative connecting the skills learned from this lesson to their neighborhood/ community. Students should brainstorm reasons why misunderstandings/conflict occurs and how intent and impact can be misaligned between their neighbors and/or community members. Emphasize to students that their narratives should provide solutions and ways in which their communities can improve.



#### **Family Connection**

Have students use the Family Connection Worksheet to help a parent or sibling understand that many family misunderstandings occur because of the misalignment of intent vs. impact.

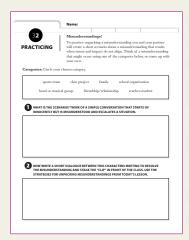


## **Applying Across** the Curriculum

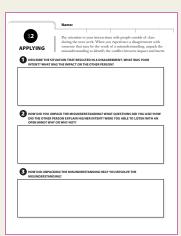
**SOCIAL STUDIES** Almost daily there are controversies in the news that result when a public figure says, writes, or texts something they feel is interpreted the wrong way. Many of these intent vs. impact issues involve race and gender. Have students use the internet to find recent hi-profile examples and write a short summary that examines the controversy.

**LANGUAGE ARTS** Have students watch a movie or television program and write about a misunderstanding between two or more characters involving intent vs. impact.

## Practicing Resource: Student Handout



## Applying Resource: Student Handout



## APPLYING SMINUTES

Have students use the **Student Handout: Applying** either as written homework, as a follow-up activity to support the lesson, or as a verbal discussion in a future lesson after students have applied the skill of unpacking a misunderstanding.

#### **ASSESSING**

**PRACTICING** (INFORMAL FORMATIVE ASSESSMENT) As students complete the Practicing Activity assess how well they used the Strategies for Unpacking a Misunderstanding in the scenario.

**APPLYING** (FORMAL FORMATIVE ASSESSMENT) Review responses to the Reflecting Projectable to assess how well student completed the lesson objectives.

#### **BUILDING SKILLS BEYOND THE LESSON**

#### Play It!

#### REINFORCEMENT

**PRACTICING** Have students spend a few minutes writing on scratch paper about a situation that involved them in something they said (innocently) taken the wrong way. Divide students into small groups. Collect the slips and ask for each group to select one and read it aloud. Allow students in their groups to spend a few moments identifying the impact/intent as well as provide action steps to resolve conflict in a respectful and meaningful way. Invite groups to share with the class their responses. Have students vote which group had the best resolution.

#### Design It!

**APPLYING** Tell students to create a logo for a national campaign promoting, "Think Before You Speak." Students' designs may be created by hand or using the computer.

#### Write It!

#### **ENRICHMENT**

**PRACTICING** Have students create various scenarios along with a summary of their reactions and feelings (fiction or nonfiction) about an experience they encountered when positive intentions resulted in a negative impact. Invite students to share their stories with the class.

#### **Think Deep!**

**APPLYING** Using the quote from Stephen Covey as a starting point, "We judge ourselves by our intentions (intent) and others by their behavior (impact)," have students write a short essay that examines the question—How would our lives be different if we judged ourselves by our impact, and others by their intent?