



Pre-K Grade Curriculum

Empathic Listening Curriculum

OVERVIEW

The Empathic Listening Curriculum is designed to help elementary students (grades Kindergarten-2nd) develop essential communication skills, with a focus on empathic listening, social awareness, and relationship-building. The curriculum includes ten core lessons that build upon each other, integrating social-emotional learning (SEL) competencies and aligning with the Chapman Foundation for Caring Communities' mission.

CURRICULUM STRUCTURE

Grade Level: Pre-K

Total Lessons: 12

Duration: Each lesson is designed to be delivered in a 30-40 minute session.

Instructional Strategies: Interactive activities, each lesson starts with a read aloud, text-based discussion, role-playing, group discussions, self-reflection, and real-world application exercises.

LESSONS:

1 What are feelings?

Objective: By the end of the lesson, children will be able to identify age-appropriate feelings, including happy, sad, angry, and excited.

Key Concepts: sense of self; recognize and describe emotions

Standards: Emotional functioning, Goal P-SE 6: Child expresses a broad range of emotions and recognizes these emotions in self and others.

2 How big are our feelings?

Objective: By the end of the lesson, children will be introduced to different intensities of feelings (e.g., a little happy, very excited).

Key Concepts: sense of self; recognize and describe emotions

Standards: Emotional functioning, Goal P-SE 6: Child expresses a broad range of emotions and recognizes these emotions in self and others.

3 How do we express our feelings?

Objective: By the end of the lesson, children will be able to express their feelings to peers and adults.

Key Concepts: recognize and describe emotions; building relationships with peers and adults

Standards:

Emotional functioning, Goal P-SE 6: Child expresses a broad range of emotions and recognizes these emotions in self and others.

4 How can we calm down when we feel upset?

Objective: By the end of the lesson, children will be introduced to an emotion regulation tool to use when they are feeling intense feelings (e.g., very excited, very angry).

Key Concepts: managing emotions; self confidence

Standards:

- i. Emotional functioning, Goal P-SE 6: Child expresses a broad range of emotions and recognizes these emotions in self and others.
- ii. Emotional functioning, Goal P-SE 8: Child manages emotions with increasing independence.

5 Using Self-Control

Objective: By the end of the lesson, children will practice self-control by inhibiting their responses during play.

Key Concepts: managing behaviors; focus and attention; self-confidence; listening; turn taking

Standards:

Emotional Functioning, Goal P-SE 8. Child manages emotions with increasing independence.

6 Practicing Mindfulness

Objective: By the end of the lesson, children will be introduced to and practice mindfulness.

Key Concepts: sense of self: managing emotions and behaviors; focus and attention; self confidence

Standards:

Emotional Functioning, Goal P-SE 8. Child manages emotions with increasing independence

7 What does it mean to be a friend?

Objective: By the end of the lesson, children will be introduced to the actions that make someone a kind friend, such as kindness, sharing, and helping.

Key Concepts: empathy; peer relationships

Standards:

- i. Relationships with Other Children, Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
- ii. Relationships with Other Children, Goal P-SE 4. Child engages in cooperative play with other children.

8 What do we do when we have a problem? (Part 1)

Objective: By the end of the lesson, children will be introduced to problem solving and steps to solve a problem.

Key Concepts: problem-solving; empathy; perspective taking; relationships with peers and adults

Standards:

- i.Relationships with Other Children, Goal P-SE 4. Child engages in cooperative play with other children.
- ii.Relationships with Other Children, Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.

9 What do we do when we have a problem? (Part 2)

Objective: By the end of the lesson, children will be introduced to up to 13 different solutions to common social problems and practice applying these solutions.

Key Concepts: problem-solving; empathy; perspective taking; relationships with peers and adults

Standards:

- i.Relationships with Other Children, Goal P-SE 4. Child engages in cooperative play with other children.
- ii.Relationships with Other Children, Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.

10 What does it mean to be a listener?

Objective: By the end of the lesson, children will be introduced to key components of listening and practice these skills with peers.

Key Concepts: listening; turn taking; empathy; perspective taking

Standards:

- i.Relationships with Other Children, Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
- ii.Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.

11 Having a Conversation

Objective: By the end of the lesson, children will be introduced to key components of conversations and practice these skills with their peers.

Key Concepts: listening; turn taking; empathy; perspective taking

Standards:

- i.Relationships with Other Children, Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
- ii.Relationships with Adults, Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.

12 How are we similar and different?

Objective: By the end of the lesson, children will be able to identify and appreciate similarities and differences between themselves and others.

Key Concepts: sense of self; empathy; perspective taking

Standards:

- i.Sense of Identity and Belonging, Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
- ii.Sense of Identity and Belonging, Goal P-SE 11. Child has sense of belonging to family, community, and other groups.



K-2nd Grade Curriculum

Empathic Listening Curriculum

OVERVIEW

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CURRICULUM STRUCTURE

Grade Level: K-2

Total Lessons: 10

Duration: Each lesson is designed to be delivered in a 30-40 minute session.

Instructional Strategies: Interactive activities, each lesson starts with a read aloud, text-based discussion, role-playing, group discussions, self-reflection, and real-world application exercises.

LESSONS:

1 What Kind of Friend Do I Want to Be?

Objective: By the end of the lesson, students will describe themselves as an individual member of the school/classroom community using several personal identities, likes, dislikes, and strengths. Students will set (verbalize) at least one short term personal prosocial goal.

Key Concepts: self-awareness, identity, social awareness, community

SEL Competencies: Self-awareness

Standards:

NY 1B.1a. Identify likes, dislikes, and personal strengths.

NY 1B.1b. Identify family, peer, school, and community assets that contribute to their identity in multiple groups and communities.

2 What Are My Emotions?

Objective: By the end of the lesson, students will be able to name at least six emotions (e.g., confused, angry, sad, tired, happy, frustrated, curious, compassion); students will be able to describe how they experience those emotions and when/why certain emotions may occur

Key Concepts: self-awareness, accurate self-assessment, emotions (energy and pleasantness), emotional triggers

SEL Competencies: Self-awareness

Standards:

NY 1A.1a. Recognize and name their basic emotions, where they feel them in their bodies, and describe situations that may evoke these emotions.

3 How Do I Handle My Emotions?

Objective: By the end of the lesson, students will be able to identify emotions and describe at least 3 ways to manage their emotions (e.g., belly breathing, mindfulness) and support wellbeing

Key Concepts: mindfulness, self-regulation, self-control

SEL Competencies: Self-awareness and self-management

Standards:

NY 1A.1b. Identify their emotions and make choices to support their well-being, including simple self-regulation techniques such as belly breathing

4 Nonverbal Listening

Objective: By the end of the lesson, students will be able to identify emotions in others based on non-verbal cues such as facial expressions, body language, posture, gestures, and tone.

Key Concepts: emotional awareness, non-verbal cues, facial expressions, body language, posture, gestures, tone

SEL Competencies: Social awareness

Standards:

NY 2A.1b. Use listening skills to identify the feelings and perspectives of others.

5 What is Empathy?

Objective: By the end of the lesson, students will know the term empathy (i.e., understanding and sharing the feelings of others) is and describe ways that people are similar and different and how that contributes to how we experience and present emotions differently.

Key Concepts: similarities and differences, self-awareness (identity), social awareness (belonging), empathy, experiencing emotions, perspectives

SEL Competencies: Self-awareness and social awareness

Standards:

NY 2A.1a. Recognize that others may experience situations differently from them.

NY 2B.1a. Recognize their similarities to and differences from others.

6 How Can Empathy Make Me a Better Listener?

Objective: By the end of the lesson, students will be able to identify feelings or perspectives of others using reflective listening skills and respectful curiosity.

Key Concepts: responsible decision making (curiosity), active listening (eye contact, body language), reflective listening (asking questions, open mindedness)

SEL Competencies: Social awareness

Standards:

NY 2A.1b. Use listening skills to identify the feelings and perspectives of others.

NY 2B.1b. Express respectful curiosity about the history and lived experiences of others.

7 How Can Empathy Make Me a Better Communicator?

Objective: By the end of the lesson, students will recognize that communication can be different in different situations, and be able to create and maintain boundaries for personal and collective well-being.

Key Concepts: Communication, communication can be different in different contexts/situations, boundaries

SEL Competencies: Social awareness

Standards:

NY 2C.1a. Identify ways to interact with others that protect personal and collective safety and well-being, including establishing, maintaining, and respecting boundaries.

NY 2C.1b. Demonstrate adaptability in social contexts that consider community and personal well-being

8 What About When It Is Hard? Conflict Resolution (part 1)

Objective: By the end of the lesson, students will understand interpersonal conflict and be able to describe conflicts that commonly happen to themselves and their friends.

Key Concepts: Conflict, “I” statements

SEL Competencies: Self-awareness and self-regulation

Standards:

NY 2D.1a. Identify opportunities, challenges, and conflicts commonly experienced by themselves and their peers.

NY 2D.1b. Communicate needs and wants clearly with peers and trusted adults, and practice approaches to navigating conflicts with adult support.

9 What About When It Is Hard? Conflict Resolution (part 2)

Objective: By the end of the lesson, students will practice communicating with peers and adults to navigate (prevent or resolve) interpersonal conflicts; students will recognize conflict that can be resolved among peers versus conflict that needs adult support.

Key Concepts: problem solving, conflict resolution

SEL Competencies: Self-regulation and responsible decision-making

Standards:

NY 2D.1a. Identify opportunities, challenges, and conflicts commonly experienced by themselves and their peers.

NY 2D.1b. Communicate needs and wants clearly with peers and trusted adults, and practice approaches to navigating conflicts with adult support.

10 Empathic Listening in Our Classroom Community

Objective: By the end of the lesson, students will brainstorm a list of classroom expectations and goals that will make the classroom a better place for everyone to thrive; students will identify how their actions impact our classroom community and commit to a shared list of classroom goals

Key Concepts: collective well-being, shared classroom expectations, empathic listening

SEL Competencies: Self-awareness and social awareness

Standards:

NY 3A.1a. Explain how their actions impact self and others. 3A.1b. Create, understand, and practice shared classroom expectations that support the well-being of self and others.

NY 1C.1a. Identify and set short-term personal or academic goals.



3rd-5th Grade Curriculum

Empathic Listening Curriculum

OVERVIEW

The Empathic Listening Curriculum is designed to help elementary students (grades 3rd-5th) develop essential communication skills, with a focus on empathic listening, social awareness, and relationship-building. The curriculum includes ten core lessons that build upon each other, integrating social-emotional learning (SEL) competencies and aligning with the Chapman Foundation for Caring Communities' mission.

CURRICULUM STRUCTURE

Grade Level: 3-5

Total Lessons: 10

Duration: Each lesson is designed to be delivered in a 30-40 minute session.

Instructional Strategies: Interactive activities, read aloud, text-based discussion, role-playing, group discussions, self-reflection, and real-world application exercises.

LESSONS:

1

What is Empathy and Why Does It Matter?

Objective: By the end of the lesson, students will know the definition of empathy and be able to give examples from books and real-life experiences about understanding others' emotions from situational cues.

Key Concepts: Empathy, feelings of others, perspectives

SEL Competencies: Social awareness

Standards:

NY 1B.2a. Describe aspects of their identity, such as strengths, skills, beliefs, qualities, opinions, and interests, including those reflective of membership in multiple identity groups.

NY 2B.2b. Demonstrate ability to communicate across a variety of groups.

2 How do I recognize complex emotions in myself?

Objective: By the end of the lesson, students will be able to identify complex emotions (e.g., upset, nervous, excited, jealous, disappointed, worried, belonging, guilt) and describe scenarios that bring about those complex emotions.

Key Concepts: Self-awareness, emotional awareness, accurate self-perception, recognizing strengths and challenges

SEL Competencies: Social-awareness

Standards:

NY 1A.2a. Identify a range of increasingly complex emotions and possible causes

3 Now what do I do? Emotion Regulation

Objective: By the end of the lesson, students will know several self-regulations skills to help express their emotions and commit to a coping strategy that they will use when feeling a) nervous, b) angry, and c) disappointed, d) embarrassed, e) empathetic.

Key Concepts: Self-awareness and self-regulation, impulse control

SEL Competencies: Self-awareness, self-regulation

Standards:

NY 1A.2b. Identify and practice self-regulation skills and coping strategies that help them to express their emotions.

NY 1C.3a. Develop a plan and prioritize steps in working toward a goal.

4 Perspective Taking and Empathic Listening

Objective: By the end of the lesson, students will be able to practice taking the perspective of others in order to identify their feelings based on verbal and context clues and practice communicating about others' feelings to clarify understanding

Key Concepts: Empathy, relationship-building, perspective taking, social awareness

SEL Competencies: Self-awareness

Standards:

NY 1B.2a. Describe aspects of their identity, such as strengths, skills, beliefs, qualities, opinions, and interests, including those reflective of membership in multiple identity groups.

NY 1B.2b. Explain how family members, peers, school personnel, and community members can support their identity development.

5 What is Non-Verbal Communication?

Objective: By the end of the lesson, students will be able to give at least two examples of non-verbal communication cues and their perceptions of others' feelings aligned with those cues.

Key Concepts: non-verbal communication; body language; posture; facial expression; eye contact; gestures; tone of voice

SEL Competencies: Social awareness

Standards:

NY 2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.

NY 2A.2b. Communicate perceived understanding of the expressed feelings and perspectives of others.

NY 2C.2b. Engage in strategies to work effectively and cooperatively across lines of difference.

6 What is reflective listening?

Objective: By the end of the lesson, students will be able to describe the difference between listening and hearing and articulate what practices/strategies promote active listening (listening with intention and body language, open-mindedness) and empathic listening (perspective taking above and beyond listening).

Key Concepts: Reflective listening, active listening, empathic listening; paraphrasing, summarizing, asking clarifying questions, recognizing perceptions and understanding without judgement

SEL Competencies: Social awareness

Standards:

NY 2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.

NY 2A.2b. Communicate perceived understanding of the expressed feelings and perspectives of others.

NY 2C.2b. Engage in strategies to work effectively and cooperatively across lines of difference.

7 What is The Communication Cycle and Why is it Important?

Objective: By the end of the lesson, students will be able to describe the purpose and utility of the communication cycle (e.g., there are multiple steps that explain how communication works in both directions for people to send and receive messages effectively; it is helpful to understand the communication cycle because if one step is missing then the message can break down or be misunderstood).

Key Concepts: The Communication Cycle; sending and receiving messages

SEL Competencies: Relationship building skills

Standards:

NY 2C.2a. Describe and practice approaches for developing and maintaining supportive relationships, including ways to respond to peer pressure.

NY 2C.2b. Engage in strategies to work effectively and cooperatively across lines of difference.

8 It's Not Always That Easy: Conflict Resolution

Objective: By the end of the lesson, students will be able to recognize common sources of conflict with their peers, family, and other adults and be able to apply strategies for responding in those situations.

Key Concepts: conflict, confrontation, communication cycle, solutions, compromise, emotional awareness, emotional regulation

SEL Competencies: Social awareness, relationship building skills

Standards:

NY 2B.2c. Identify ways to respond when they experience or witness bullying and/or relational aggression, such as seeking support of a trusted adult, or demonstrating courage in speaking up for themselves or a peer.

NY 2D.2a. Identify strategies for preventing, managing, or navigating interpersonal conflicts.

NY 2D.2b. Apply simple approaches to navigating conflicts.

9 Pulling it all together: What is Empathic Listening and How do I do it?

Objective: By the end of the lesson, students will be able to describe empathic listening (e.g., reflective listening that includes nonverbal cues like eye contact and thinking about how the other person might be feeling) and practice empathic listening with classmates; students will be able to describe impacts of empathic listening for self and others

Key Concepts: Empathy; hearing versus listening; listening versus empathic listening

SEL Competencies: Responsible decision making

Standards:

NY 3A.2a. Demonstrate consideration for the safety and well-being of self and others.

NY 3B.2a. Identify and apply decision-making steps that consider impact on self and others.

10 Empathic Leadership

Objective: By the end of the lesson, students will collectively brainstorm issues in their school community and ways they can take action to make their school community better for everyone; students will discuss ways they can be empathic leaders in their families and local communities.

Key Concepts: empathic listening to school and community, teamwork, leadership, confrontation

SEL Competencies: Social awareness

Standards:

NY 3B.2b. As part of a decision-making approach, generate multiple solutions and evaluate the impact on self and others for a range of academic and social situations.

NY 3C.2a. Identify ways they can take action to support their school community.

NY 3C.2b. Identify ways they can take action to support their local community.



6th–8th Grade Curriculum

Empathic Listening Curriculum

OVERVIEW

The Empathic Listening Curriculum is designed to help middle school students (grades 6-8) develop essential communication skills, with a focus on empathic listening, social awareness, and relationship-building. The curriculum includes eight core lessons that build upon each other, integrating social-emotional learning (SEL) competencies and aligning with the Chapman Foundation for Caring Communities' mission.

CURRICULUM STRUCTURE

Grade Level: 6-8

Total Lessons: 8

Duration: Each lesson is designed to be delivered in a 45 minute session.

Instructional Strategies: Instructional Strategies: Interactive activities, video-based discussion, role-playing, group discussions, self-reflection, and real-world application exercises.

LESSONS:

1 Adolescent Brain Development: Why is it Important to Practice Empathetic Listening Now?

Objective: By the end of the lesson, students will know strengths of adolescent development, and they will understand benefits of practicing social emotional skills during their teenage years.

Key Concepts: adolescent development; brain development; empathetic listening

SEL Competencies: Self-Awareness

Standards:

1A.3a. Identify the connections between their thoughts, feelings, and behaviors.

2 Why is Emotional Awareness Key for Communication and Relationships?

Objective: By the end of the lesson, students will identify emotions (e.g., anxious, nervous, excited, deflated, concerned) and personal catalysts of emotional reactions and emotion regulation skills.

Key Concepts: there are a wide range of emotions; emotions are not mutually exclusive; emotion regulation

SEL Competencies:

Self-Regulation: identifying and expressing emotions

Standards:

NY 1A.3b. Apply self-regulation skills to effectively express emotions, including strong emotions.

3 What is Empathy and Why Does it Matter?

Objective: By the end of the lesson, students will understand the definition and application of empathy; students will practice reflective listening and practice reflective listening skills with each other.

Key Concepts: empathy; empathy vs. sympathy; different types of empathy (cognitive and emotional)

SEL Competencies: Social awareness: Empathy

Standards:

NY 2A.3b. Practice respectful curiosity to better understand others' lived experiences.

NY 2C.3a. Practice empathy in order to establish and maintain positive relationships with individuals and groups across lines of difference.

4 How Can I Be a Better Communicator: Reflective Listening and Nonverbal Communication

Objective: By the end of the lesson, students will be able to describe effective and ineffective non-verbal communication.

Key Concepts: active and reflective listening, paraphrasing, summarizing, validating feelings, nonverbal cues

SEL Competencies: Social awareness

Standards:

NY 2A.3a. Practice perspective-taking to infer understanding of others' thoughts, feelings, and intentions.

NY 2B.3a. Exchange ideas and beliefs with individuals and social and cultural groups across lines of difference through open-minded communication.

5 How are Emotions, Communication, and Decision-Making Connected

Objective: By the end of the lesson, students will know two regions of the brain that are developing especially during adolescence (limbic system and prefrontal cortex) and how emotions, communication, and decision making are all connected in the brain; Students will practice making decisions aligned with values.

Key Concepts: brain development; prefrontal cortex; limbic system; emotions are in the brain too; risk-taking in adolescence

SEL Competencies: Responsible decision-making

Standards:

NY 3A.3a. Consider how curiosity, honesty, fairness, and compassion enable them to take the needs and wants of self and others into account when making decisions, including seeking help from an adult for a peer whose well-being may be endangered.

NY 3B.3a. Reflect on how decision-making skills contribute to their study habits, academics, relationships, and participation in group activities in and out of school.

6 Multifaceted Identities and Perspective Taking

Objective: By the end of the lesson, students will reflect on their multifaceted aspects of their identity and be able to identify ways we often perceive others and ways we want to be perceived.

Key Concepts: identity, stereotypes, perceptions, the communication cycle

SEL Competencies: Self-awareness; social awareness

Standards:

NY 2B.3b. Demonstrate understanding of how culture or life experience shapes communication within and between identity groups.

NY 2B.3c. Reflect on the role of bias against individual, social, and cultural differences in bullying, stereotyping, prejudice, and microaggressions.

7 How to be an Accountable Community Member?

Objective: By the end of the lesson, students will be able to distinguish accountability behaviors and destructive behaviors in communication; students will be able to use accountability behaviors to promote personal and collective wellbeing.

Key Concepts: destructive communication behaviors (e.g., gossip, victim thinking, blame throwing, recreational complaining, automatic listening), accountable communication behaviors

SEL Competencies:

Social awareness; responsible decision-making

Standards:

2C.3b. Demonstrate cooperation and teamwork to promote group well-being and collective efficacy.

3B.3b. As part of decision-making, consider strategies for making choices based on their values that promote personal and collective safety and well-being.

8 How Can I use Empathic Listening When It Is Hard?

Objective: By the end of the lesson, students will be able to describe potential causes of conflict using the communication cycle and use “I” statements or other empathic listening skills to respond constructively to conflict.

Key Concepts: accountability; conflict; “I” statements

SEL Competencies: Self-awareness & social awareness

Standards:

NY 2D.3a. Describe potential causes and consequences of conflicts; recognizing that power and privilege impact relationships.

NY 2D.3b. Practice strategies for responding constructively to conflict and relational aggression.



9th–12th Grade Curriculum

Empathic Listening Curriculum

OVERVIEW

The Empathic Listening Curriculum is designed to help secondary students (grades 9-12) develop essential communication skills, with a focus on empathic listening, social awareness, and relationship-building. The curriculum includes six core lessons that build upon each other, integrating social-emotional learning (SEL) competencies and aligning with the Chapman Foundation for Caring Communities' mission.

LESSONS:

CURRICULUM STRUCTURE

Grade Level: 9-12

Total Lessons: 6

Duration: Each lesson is designed to be delivered in a 45-60 minute session.

Instructional Strategies: Interactive activities, role-playing, group discussions, self-reflection, and real-world application exercises.

#1 What is Empathic Listening and Why Does It Matter?

Objective: By the end of the lesson, students will define empathic listening and identify two personal goals for improving their listening skills, as measured by a written reflection.

Key Concepts: Empathy, listening vs. hearing, the importance of listening in relationships and leadership.

SEL Competencies: Social Awareness & Self-Awareness.

Standards:

NY 2A.4b.

NY 2C.4a.

#2 What is My Communication Style?

Objective: By the end of the lesson, students will identify their communication style using a standardized assessment and articulate how it influences their listening skills, as demonstrated in a group discussion.

Key Concepts: Communication styles, self-awareness in communication, strengths and areas for growth.

SEL Competencies: Self Awareness & Relationship Skills

Standards:

NY 2A.4a.

NY 2A.5a.

NY 2B.4a.

NY 2C.5a.

#3 How Does the Communication Cycle Work?

Objective: By the end of the lesson, students will diagram the communication cycle and identify at least three barriers to effective communication, as demonstrated through a group activity.

Key Concepts: Communication cycle, sender-receiver model, feedback loop, barriers to communication.

SEL Competencies: Relationship Skills & Responsible Decision Making

Standards:

NY 1A.5a.

NY 2A.5a.

NY 2C.5a.

#4 How Do Nonverbal Cues Affect Communication?

Objective: By the end of the lesson, students will identify at least five nonverbal communication cues in a video/scenario analysis and interpret how their nonverbal communication influences others and their interactions.

Key Concepts: Nonverbal communication, body language, facial expressions, tone of voice.

SEL Competencies: Social Awareness & Self Management

Standards:

NY 1A.5a.

NY 2A.5a.

NY 2C.5a.

#5 What is Reflective Listening and How Can It Improve My Relationships?

Objective: By the end of the lesson, students will demonstrate the five reflective listening skills in a paired practice sessions and reflect on how they will use the four commitments that underpin reflective listening in their relationships.

Key Concepts: Reflective listening, paraphrasing, summarizing, validating feelings.

SEL Competencies: Relationship Skills & Social Awareness

Standards:

NY 2A.5a.

NY 2C.5a.

NY 2D.4a.

#6 How Can I Handle Confrontation Effectively?

Objective: By the end of the lesson, students will apply strategies for effective confrontation by role-playing a conflict scenario and successfully managing the confrontation using the three move

Key Concepts: Confrontation, conflict resolution, assertiveness, empathic communication in disagreements.

SEL Competencies: Responsible Decision Making & Relationship Skills

Standards:

NY 1A.5a.

NY 2A.5b.

NY 2D.5a.

NY 2D.5b.