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EMOTION & COMMUNICATION - Negotiating and communication



YEAR GROUP:
Y1 / KS1



DURATION:
1 hour



LEARNING OBJECTIVES – students will learn...

- Recognise the importance of listening to other people
- Understand the importance of being able to play and work cooperatively
- Understand the concept of negotiation
- I can share my opinions on things that matter to me
- I can listen to and show consideration for other people's views
- I can listen to, reflect on and respect other people's views and feelings
- I can negotiate and present my own views



KEY VOCABULARY/LANGUAGE

- Respect
- Team work
- Negotiation
- Opinion
- Cooperation
- Consideration



WHAT YOU WILL NEED

- Lesson 3 resources doc
- 4 class treat options

Warm up: Don't clap this one back

- The teacher familiarises the group with the clapped rhythm: *dah - dah - da-da-dah* ('don't clap this one back') Slide 3
- Whenever the students hear this rhythm they **must not** clap it back (they should remain silent). However, any other rhythm the teacher claps they should repeat.
- The teacher claps a series of different improvised rhythms, with the class responding by repeating those rhythms. But when the teacher claps the learned rhythm, above, they need to recognise it and remain silent.

Toolbox Extension

Don't clap this one back

Clap and respond (respect and listening)

- Everyone in a circle. One student claps a short rhythm.
- The rest listen carefully, then led with an intake of breath from the teacher, everyone claps the rhythm back exactly.
- Go around the circle, giving each student a chance to clap their own rhythm and have it clapped back by everyone.

MAKING SHAPES - Communicating as a whole group

- Stand in a space in the room
- As a group make one circle - count as they do it and then announce how long it took (add 5 secs if anyone talks - really want to encourage communicating as a group without talking - state that there are no directors)
- Continue this time making two lines as a group (NB: this is used in lesson 5 when staging your song)⁴

Stop when appropriate to ask - why did that take so long/what could we do as a group and individuals to make this more successful

- Modeling team work, non verbal communication skills, cooperation

Class treat negotiation

Teacher starts with a list of 4 class treats that are possible Written on a piece of paper (to hold up later)

E.g.

- Extra play time
- Watch a movie
- Have a food treat - chocolate
- Classroom disco

Divide into 4 groups A B C D and allocate each group one of the treats

They will create a sales pitch to persuade the rest of the class to vote (this in itself is negotiation)

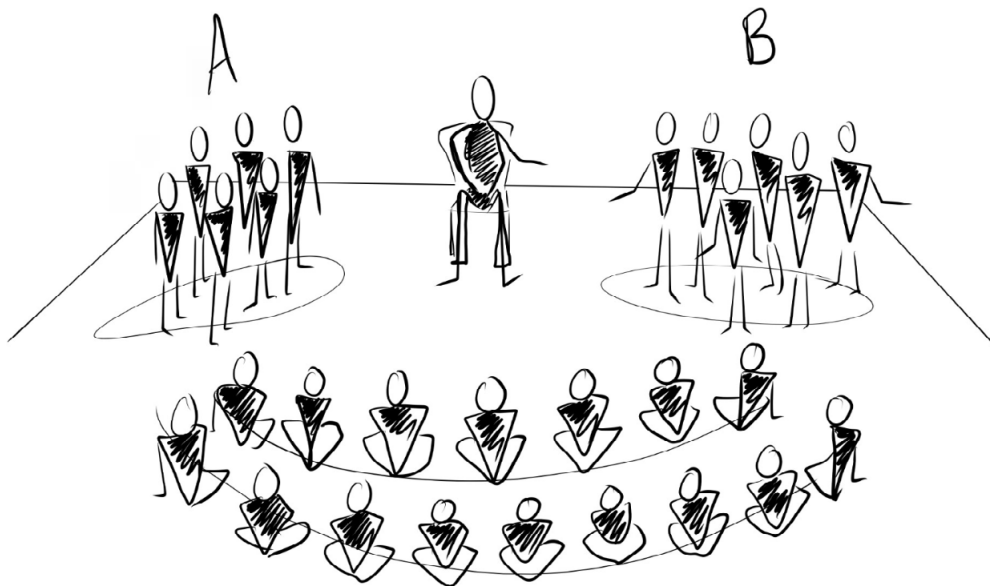
Slide 4 prompts

- Decide why you want this treat (*Extra play means we'll be refreshed and relaxed for lessons*) & come up with a short sentence that we will call a catchphrase (*e.g. feel refreshed and relaxed for lessons*)
- As a group, find a simple melody for your catchphrase, turning it into a jingle, so it sounds appealing and exciting.
- Add movement and gesture to your catchphrase & rehearse

Rehearsal time

- whole group freeze - teacher count 321 Action! - all perform their pitch together. This is to gain performance confidence
- NB: they are not performing individually yet as we don't want to give their pitches away until voting time.

Knock out competition with Debate led by the teacher



Slide 5

Slide 6 - knock out table - put the winner of each round into the empty box to show who plays next round

Group A and B start (groups C and D make the audience and vote)

Both A and B perform their sales pitch to the class

Teacher asks questions of both pitches - could make notes on the board of main points

Any questions from the floor

Class secret vote (eyes closed, hands up)

Treat with most votes stays in and other group sits in the audience

Group C step in to pitch against the winner of round 1

ROUND 1

A

ROUND 2

B

ROUND 3

C

WINNER

D

Continue till last two groups standing and a final vote to get a winning treat

NB - the winning group each round does not need to repeat their pitch

Teacher led questions (or hand to the class if appropriate):

- ➔ Ask a question that challenges why we shouldn't vote for this group's pitch (a counter argument) e.g. if you have more playtime I won't be able to teach you everything you need to learn.
Answer: But if we are relaxed and refreshed we will learn quicker.

- ➔ Revote if you get a draw after one further question

Questions and discussion (slide 7)

- ➔ How do you feel about the final choice? Group together if you have matching feelings about it? (pleased, not pleased, don't mind)
- ➔ How we could help each other if anyone is feeling irritated or frustrated by the decision? Its OK to feel this but it's about how can we deal with it?
- ➔ Good for me, good for you, good for others - might not feel good for you but is the decision making lots of your friends happy? Can that in turn make you happy?
- ➔ Getting your own way - how does it make you feel when you don't? Can you regulating your emotions? How can you do this?

