Peers as Partners in Learning – High School

Lesson Plan 1.5: Collaboration and Communication

Approximate time to allow: 90-120 minutes

Unit

Fostering a Community Culture

Lesson

Collaboration and Communication

Standards Supported in this Lesson	Rubric Essential Concept
SS.912.S.8.4 SS.912.P.12.3	Problem Solving Process

Essential Questions

- Why is it important to communicate and collaborate appropriately with the peer you serve?
- What are some predictable potential problems and/or challenges and how can you persist in communicating respectful solutions where everyone feels valued?

Learning Objectives

Students will:

- Show effective communication skills while fostering collaborative relationships with the peer they serve.
- Make sense of potential problems and persevere in creating respectful solutions.

Technology/Materials

- Projector; screen; speakers, and the following anchor video:
  How to Set Boundaries in Six Easy Steps (4:42) How to Set Boundaries in Six Easy Steps - YouTube
- The slide show: Listen up! An Active Listening Guide for Helpers
- The note-taking guide for Listen up! An active Listening Guide for Helpers (1 per student)
  Optional: digital note-taking application
- Sentence Stems for Communicating Responsibly: (1 per student) Optional: digital platform.
- The Possible Scenarios for role playing and role playing handout - one per student or provide an electronic copy in which students can respond.
- HS Reflection Journal Entry Prompts

Lesson Steps

1. Anchor videos
    a. Purpose: To anchor students for communication boundaries.
    b. Directions:
        i. Show How to Set Boundaries in Six Easy Steps
        ii. After viewing the videos, conduct a Think-Pair-Share structure (students are partnered in pairs).
            1. Provide the prompt: What connections can you make about boundaries in your own life or in the life of someone you know? Give think time.
            2. Partner A responds first. Give 1 minute for partner A to share. If partner A runs out of things to say, partner B can ask questions to keep partner A talking.
            3. Partner B goes next. Give 1 minute for partner B to share. If partner B runs out of things to say, partner A can ask questions to keep partner B talking.
2. Introduce active listening
    a. Purpose: To discuss respectful communication and listening.
    b. Directions:
        i. Present the PowerPoint: Listen up! An Active Listening Guide for Helpers. Students take notes using the note-taking guide for Listen up! An Active Listening Guide for Helpers.
        ii. Provide this handout as a resource to students: Sentence Stems for Communicating Responsibly.
3. Conduct role playing using the role playing handout.
    a. Purpose: To practice respectful communication skills and problem-solving.
    b. Directions:
        i. Students work in pairs.
        ii. Each pair is assigned one of the role-playing scenarios by the teacher to role play.
        iii. One student takes on the role of the peer being supported and the other takes on the role of a peer support student.
        iv. The scenario is acted out in front of the group or video-taped for presentation to the group

Assessments

Formative:

- Discussions during Think-Pair-Share and during role playing scenarios.
- Role playing reflection

Summative:

- Completion of note-taking guide from the PowerPoint: Listen up! An Active Listening Guide for Helpers
- Reflection Journal entry shows importance of communication and collaboration.

Considerations

- Video tape role playing instead of acting it out in class.
- Allowing students time to process and talk as well as providing choice increases student engagement.
- A transcript of the video may be provided.
- Close captioning, a script, or interpreter may need to be provided for students with hearing challenges.
- Increased font size on handouts or braille format may be provided for students with visual needs.
- Technology may be used for students with writing difficulties or to provide choice.
- Handouts may be read aloud or technology text-to-speech option may be used.