Teaching Social Skills, Creating Successful Students
Disagreeing Appropriately

Academic Context	Teach students the skill of "Disagreeing Appropriately" by researching a particular person. Please adapt this lesson plan to fit content-specific needs. Examples of appropriate subject choices: • Historical figures • Literary Character • Author • Scientist • Mathematician

Objective	• Students will explain why this person or character needed to disagree, evaluate whether or not s/he did so appropriately, and determine how this may have contributed to his/her success.
	
	• Students will synthesize and evaluate their understanding of an important person by creating their own product. Possible choices include:
	    o Oral Report
	    o Short Play or Skit
	    o PowerPoint Presentation
	    o Online Poster (use Glogster or a similar free, online program)
	
	• Students will apply and demonstrate their use of 21st century skills such as presenting in front of groups, using technology, and writing.
	
	• Students will present their project.

Life Skill	• Ask students for examples of when they disagreed with someone. How did they do it? What went wrong? What went right?
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	• Introduce the steps of "Disagreeing Appropriately" and refer to your wall poster or write them on the board:
	    1. Look at the person
	    2. Use a pleasant voice
	    3. Tell why you feel differently
	    4. Give a reason.
	    5. Listen to the other person.
	
	• Ask them why we might need to know how to disagree appropriately.
	
	Show the short video about having a conversation: http://bit.do/Disagree

Academic Content	• Tell students that they will learn about a person (in history, a scientist, a literary character or author, or mathematician, etc.) and create a product that will show how and why that person might have had to disagree. Then they will evaluate how using this skill helped the person to be more successful. • At this point, insert your academic content. For example, read/watch a short video/discuss a person or character that you are studying. Brainstorm situations when that person might have used the skill of "Disagreeing Appropriately". • Have students work in pairs or groups of three. They are to create a product and plan their presentation. They are to choose a situation in which the person might have had to use the skill of "Disagreeing Appropriately," demonstrate how that person used/ would have used the skill, explain why s/he had to disagree, and evaluate how using the skill of "Disagreeing Appropriate" attributed to the person's success or would have changed the outcome.
Assignment	Product choices: • Write and present an oral report • Write and present a short play • Create a PowerPoint presentation • Create an online poster using Glogster (or a similar free, online program).
Assessment	• 100 point project. Rubric is attached.

Rubric

	Exceptional (100%-95%)	Admirable (94-80%)	Acceptable (79-70%)	Amateur (69-60%)	Unacceptable (under 60%)
Organization	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience	Choppy and confusing; format was difficult to follow transitions of ideas were abrupt and seriously distracted the audience	Barely understandable; ideas were weakly formed, if at all.
Content Accuracy	Demonstrated full and complete understanding of content; precise and explicit	Demonstrated a high understanding of content; a few inconsistencies or errors in information	Demonstrated a fair understanding of content; Somewhat accurate; more than a few inconsistencies or errors in information	Nearly inaccurate; the facts in this project were misleading to the audience	Completely inaccurate; the facts in this project were misleading to the audience
Behavioral Skill	Demonstrated adeptness of incorporating the behavioral skill within the academic content	Demonstrated understanding of behavioral skill and did a nice job of incorporating it into the academic content	Included the behavioral skill though did not fully incorporate it and lacked some understanding of the skill	Lacked significant steps of the skill	Did not incorporate the skill
Research	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized variety of resources to make project effective	Did a very good job of researching; utilized materials provided to their full potential; solicited adequate resources to enhance project; at time took the initiative to find information outside of school.	Used the material provided in an acceptable manner, but did not consult any additional resources	Did not utilize resources effectively; did little or no fact gathering on the topic	Did not utilize resources effectively; did no fact gathering on the topic
Creativity	Was extremely clever and presented with originality; a unique approach that truly enhanced the project	Was clever at times; thoughtfully and uniquely presented	Added a few original touches to enhance the project but did not incorporate them throughout	Little creative energy used during this project; was bland, predictable, and lacked "zip"	Little to no creative energy used during this project; lacked "personality"

Adapted from: http://szetohistory.tripod.com/Generalprorubric.htm