

Communicating Your Needs (DEAR MAN)

Grade 7 – Health and Physical Education



Lesson Details

Grade Level:	7	Curriculum Links:	Health and Physical Education	Time Needed:	1 hour
Learning Goal	To learn how to communicate their needs by clearly expressing opinions, emotions, and needs.				
Success Criteria	By the end of this lesson, students will have practiced respectful and empathetic communication skills through a group activity.				
Specific Expectations	<p><i>Identification and Management of Emotions</i></p> <ul style="list-style-type: none"> Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others. <p><i>Stress Management and Coping</i></p> <ul style="list-style-type: none"> Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience. <p><i>Healthy Relationships</i></p> <ul style="list-style-type: none"> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. <p><i>Critical and Creative Thinking</i></p> <ul style="list-style-type: none"> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making. 				
Materials Needed	Worksheet (attached), Turtle Image (attached), Pencil, Scissors, Hole Punch, Blindfolds.				

Lesson Description

Overview	Through a group activity, students will practice communicating their needs by constructing an image of a turtle.
Activity	<ol style="list-style-type: none"> Before the lesson, follow the lines on the image of the turtle and cut out the shapes. Also, use a hole punch to create holes in the small shapes where instructed. Each group will require 1 image that have been disassembled, and a copy of the same image that has not be disassembled. Split the class into groups of 3. Assign one student to be the observer, another to be the communicator, and another to be the constructor. Then describe the rolls to the students. The observer remains silent and cannot interfere with the other two group members. The communicator and the constructor should sit back to back. The constructor will be blindfolded (or they can shut their eyes). It is the communicators job to look at the whole image and relay information to the constructor of how to order the pieces to make the image whole again. With verbal instructions from the communicator, the

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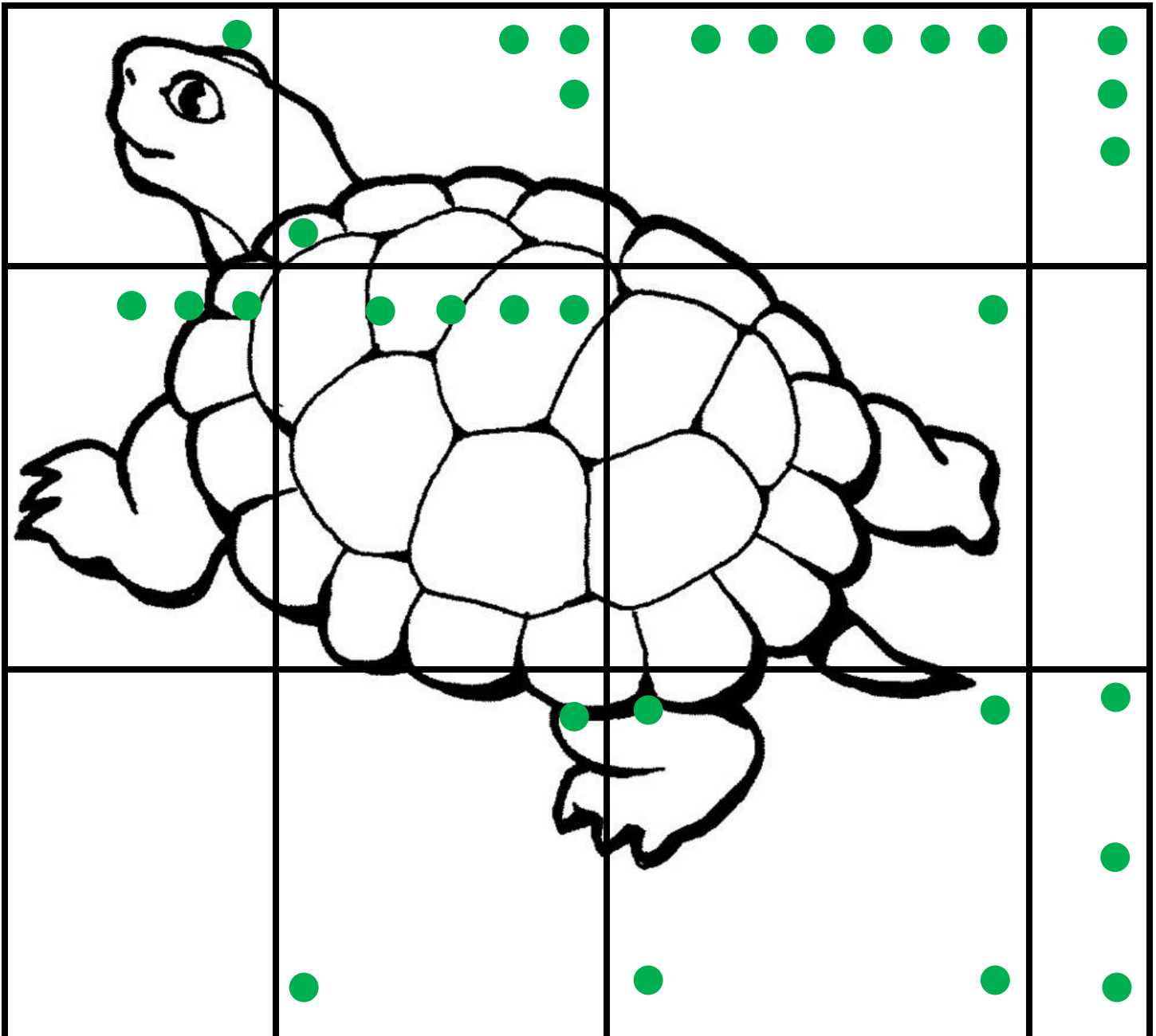
	<p>constructor will put the pieces together to create the image of the turtle. For an added challenge, the constructor can remain silent, or use simple words such as 'yes' and 'no' to communicate back to the communicator.</p> <ol style="list-style-type: none"> Next, hand out the de-constructed images of the turtle and a blindfold to the constructor and the complete image to the communicator. The students should then begin construction of the image. After the activity is complete, hand out the attached worksheet and have the students work together in their groups to complete it. Finally, bring the class together and have a discussion about the activity. Ask the students how they felt, what the challenges were, what they have learned, and how they could have improved their communication.
<p>Background Information</p>	<p>Unlike humans, turtles can't use words to communicate their needs and feelings. Instead, turtles will hide or snap. It's important to learn effective communication skills and empathy towards others.</p> <p>In this exercise, students will practice DEAR MAN (Describe, Express, Assert, Reinforce, Mindful, Appear Confident, Negotiate). In order to ask for something out of a relationship or conversation with somebody, you first have to know exactly what you want. This may not always be clear at first, so one of the best ways to guide yourself through figuring out your needs (or the other persons needs) is to observe how you feel.</p> <p>Part of this lesson is taken from skills and training related to Dialectical Behaviour Therapy which was developed by Marsha Lineman.</p>
<p>Blacklist Masters</p>	<ul style="list-style-type: none"> Worksheet (attached) Turtle Image (attached) Video Link(s): Mental Health and Turtles For more information, please visit https://www.turtleguardians.com/
<p>Place-Based Learning</p>	<p>Students are learning how to meaningfully communicate their needs which will in turn create a more empathetic and understanding environment both in and out of the classroom.</p>
<p>Inquiry-Based Learning</p>	<p>Using Open Inquiry, the students will work through a difficult situation with their groups members.</p> <p>Ask the students:</p> <ul style="list-style-type: none"> What emotions were you feeling during the exercise? How did your role influence your emotions? What challenges did you face during the exercise? What have you learned form the exercise? What is empathy?
<p>Turtle Stories</p>	<p>Using their newly gained and effective communication skills, students are encouraged to write a letter to their local MP about an issue that is affecting or concerning them in their local community. Students are encouraged to share their experiences, pictures, worksheets, and letter on the Turtle Stories website, found here: https://www.turtlestories.ca/</p>
<p>Turtle Guardian Program Links</p>	<p>In Level 1 (Ontario Turtle Identification) of the Turtle Guardian Program, students will learn how to identify all 8 species of Ontario's Turtles and learn more about their life. For more information, please visit https://www.turtleguardians.com/what-is-a-turtle-guardian/</p>

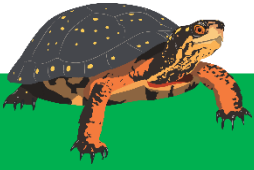
My Notes

Cut along the lines to separate the turtle image into 12 shapes.

Use a hole punch to punch out the green circles.

Each group will require one cut up image and one image that is whole.





Communicating Your Needs

Group Members and Assigned Role:

After completing the activity, fill out this worksheet with your group.

As the Communicator, what was the biggest challenge you faced?

As the Constructor, what was the biggest challenge you faced?

As the Observer, what was the biggest challenge you faced?

By following DEAR MAN, use the below prompts to learn how communication was used in the activity.

DESCRIBE the situation. What was the activity? What was the goal?

EXPRESS feelings/opinions about the situation clearly. How did you communicate during the activity to express your feelings/emotions?

ASSERT your wishes. How did you make sure your needs were met?

REINFORCE effective communication. How did you clearly communicate that goals were being met?

STAY MINDFUL of the objective and your personal goals. How did you ensure your own goals were being met?

APPEAR CONFIDENT. How did you communicate with your tone of voice and body language?

NEGOTIATE with your partner. How did you offer alternative solutions or change your words for better communication?



As the Observer, what communication skills did you notice were being used effectively? How do you think communication could have been improved?

By following DEAR MAN once again, use the below prompts to learn how effective communication can be used in everyday life.

DESCRIBE the situation when necessary to the other person. How can the situation/surrounding environment affect communication?

EXPRESS feelings/opinions about the situation clearly. Remember, the other person cannot read your mind or know how you feel. Why is it important to describe how you feel or what you believe during a conversation?

ASSERT your wishes and make it clear what you want. Why is it important to set clear expectations?

REINFORCE effective communication and reward positive responses. Why is it important to use active listening when having a conversation?

STAY MINDFUL of the objective and your personal goals. Don't be distracted or move to another topic. Why is it important to be aware of the conversation and provide your attention?

APPEAR CONFIDENT in your tone of voice and physical manner. Why does tone of voice, physical manner, eye contact, and confident language matter in a conversation?

NEGOTIATE and be willing to give in order to get and offer alternative solutions. Why is it valuable to negotiate in a conversation in order to get what you want?
