

Disagreeing Appropriately

Skill to Teach	"Disagreeing Appropriately;" This lesson is designed so students can form an opinion on academic content and practice the social skill of "Disagreeing Appropriately" to calmly and respectfully state their opinion (either agreement or disagreement).
Age	Elementary; There are sample questions for grades K-2 and grades 3-5. Note: The sample questions might not all apply to your specific grade level. Feel free to adapt them into unit-specific, academic-related questions that students can either agree or disagree with.
Objective	Students will read content-specific questions and formulate an opinion. Students will use the skill of "Disagreeing Appropriately" to discuss their opinions with a partner.
Materials Needed	<ul style="list-style-type: none"> Skills poster or skill steps written on board for "Disagreeing Appropriately." Content related questions
Planned Teaching	<ul style="list-style-type: none"> Ask students for examples of times they've disagreed with someone. Ask how it went. (Try to elicit examples of what makes disagreeing appropriately go well and what might make disagreeing appropriately go poorly.) Remind students of the steps of the skill "Disagreeing Appropriately" and refer to your wall poster or write them on the board: <ol style="list-style-type: none"> 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. Tell students that when they disagree by using a pleasant voice and don't say that the other person is wrong, people are more likely to listen to what they have to say.
Practice	<ul style="list-style-type: none"> Tell students that they have been learning about __ (any academic topic, unit, or story). Today they will work in pairs and take turns reading questions and answering first. They will each form an opinion and take turns on who answers first. The second person either agrees and says why or uses the skill of "Disagreeing Appropriately" and disagrees. The other person listens quietly and calmly. Then they move to the next question. Demonstrate by having a student role-play with you. Have the student answer questions and you disagree appropriately (to ensure a differing opinion and a right-way example).
Assessment	Informally assess students' participation in the discussion. Debrief as a whole class and get examples of opinions and how disagreeing appropriately went.
Option	Students can create the sentence strips on a given topic by using "I" statements. For example, "I think it would have been great to live with the Potawatomie tribe." Once you review and distribute them, students would read the statement and say whether they agree or disagree and why.



Topics to Agree/Disagree for Early Elementary

1. Do you and your family like to play board games?
2. What special do you like best?
3. Would you like to visit _____?
4. I would like to be a _____ when I grow up because...
5. I like to play the sport _____.
6. I would like to live in the (city / country / suburbs).
7. I would like to live near (the mountains / the beach / a lake / in the prairie).
8. My favorite subject is (math / reading / writing / social studies / science).
9. _____ is my favorite holiday.
10. _____ is my favorite food.

Topics to Agree/Disagree for Upper Elementary

1. I would love to visit this country: _____.
2. Would you like to have lived when the Native American tribe, the _____, lived.
3. _____ is my favorite ecosystem.
4. My family and I recycle regularly.
5. I would like to learn about the state _____.
6. Do you think it is good that our country has religious freedom?
7. Do you think it is fair that there were indentured servants?
8. Should the colonists have participated in the "Boston Tea Party"?
9. Would you want to be the president of the United States?
10. Would you have wanted to travel on the Oregon Trail?

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