

Instructor Notes

We Got Game: Anthony and Mrs. Jones

Pages 55–57

SECTION 4
USING POSITIVE
COMMUNICATION

Background Note

We Got Game: Anthony and Mrs. Jones examines how students and teachers can achieve mutually beneficial solutions by developing effective communication skills. Participants learn to control situations to promote harmony rather than discord.

Objectives

- Compare and contrast statements to predict outcomes.
- Identify emotionally charged words.
- Demonstrate an understanding of effective modes of communication to resolve conflict.

Instructor Preparation

Review *We Got Game: Anthony and Mrs. Jones* and focus on how to control the game's functions, such as displaying answers.

Materials

Computers; internet access; journals (optional); projector and speakers (optional); and the *Conflict Resolution Curriculum Guide*.

Instructional Procedures

- Review with participants any difficult vocabulary before you begin the activity.
- Follow the directions on pages 55–56 to navigate *We Got Game: Anthony and Mrs. Jones*.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

As a group, brainstorm examples of emotionally charged words and antagonizing phrases. On chart paper, create two columns: one entitled “discord” and the other “harmony.” Record the emotionally charged words and antagonizing phrases in the “discord” column. Next, have participants suggest alternative phrases that would create “harmony.”

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Journal: Have participants write about a time in their own lives when a conflict arose with someone because of emotionally charged words. Participants should include which emotionally charged words or antagonizing phrases were used and how they made the situation worse. Encourage participants to be objective in their accounts--to see both “sides” of the story.

Assessment

Use the Cooperative Learning Scoring Guide on page 57 to assess participants' levels of class participation and teamwork skills. Give copies to the participants to review the characteristics of cooperative learning and how to self-evaluate their own participation skills.

Vocabulary

discord, harmony



1. Roll mouse over fourth icon from left on the “Choose an Activity” screen:

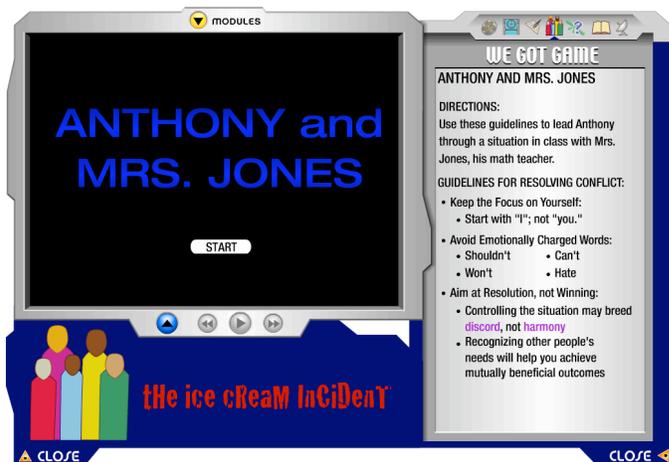


2. Click

3. After reading the instructions on screen, click **start**.

4. Select **3. ANTHONY AND MRS. JONES**.

Notes:



ANTHONY AND MRS. JONES

DIRECTIONS:
Use these guidelines to lead Anthony through a situation in class with Mrs. Jones, his math teacher.

GUIDELINES FOR RESOLVING CONFLICT:

- Keep the Focus on Yourself:
 - Start with "I"; not "you."
- Avoid Emotionally Charged Words:

• Shouldn't	• Can't
• Won't	• Hate
- Aim at Resolution, not Winning:
 - Controlling the situation may breed **discord**, not **harmony**
 - Recognizing other people's needs will help you achieve mutually beneficial outcomes

discord

(noun) Lack of agreement among persons, groups, or things. *Where there is discord, there can be no lasting peace.*

harmony

(noun) The agreement of ideas or actions. *One day, Israelis and Palestinians may live together in peace and harmony.*

5. After reviewing the text on screen, click **START**.

continued on next page ▶

We Got Game: Anthony and Mrs. Jones (continued)



6. Watch the situation unfold on-screen between Anthony and Mrs. Jones in the classroom.

Anthony should respond to the teacher by saying:

An illustration of Anthony's face in profile, looking thoughtful. A large white speech bubble contains four numbered options for his response. The background shows a blurred classroom setting.

1. "You think I care?"
2. "I feel like you are messing with me. Why are you picking on me?"
3. "I don't want to answer. Anyway, I hate math."
4. "Look, I'm confused, and I feel like you are putting me down."

The last response is the best choice; however, each of the alternative sentences offers different outcomes and valuable learning.

7. After reviewing text on-screen, click one of Anthony's responses to see the potential outcome of the conflict resolution.

Cooperative Learning Scoring Guide

We Got Game: Anthony and Mrs. Jones

SECTION 4
USING POSITIVE
COMMUNICATION

Name _____ Teacher _____ Date _____

Participant Performance:	Always	Sometimes	Never
Body is turned towards speaker			
Makes eye contact with speaker			
Speaks clearly to group			
Does not interrupt speaker or engage in a side conversation			
Willing to listen to others' points of view			
Sticks to the discussion topic by not including unrelated ideas or facts			
Contributes ideas and information to the group			
Helps clarify and summarize ideas of the discussion for group			
Helps make group decisions and solve problems			
Helpful to all participants in group			
Treats others the way he/she wants to be treated			
Comments express appreciation and respect for group even when disagreeing			
Is willing to change plans			
Completes the assignment with other participants			
Stays on task and uses time well			
Accepts constructive criticism and advice from other participants			