

Skill 9: *Converse One-on-One*

Students will be able to (SWBAT):

1. Define the skill ***Converse One-on-One*** and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill ***Converse One-on-One***.

Provided Materials: Skill 9: *Converse One-on-One* – Development Plan

Skill Definition: *Converse One-on-One* means conveying ideas and sharing thoughts with another person.

Warm Up Brainstorm (5-10 minutes): Ask the class what makes for a good conversation with someone, and write down their ideas on the board for them to copy. Hopefully they will suggest things like: interesting topic, good listening, reciprocation/not one-sided, respectful language, etc. Then write the provided skill definition for them to copy as well and ask them why they think this might be a skill that is useful for college, career, and citizenship.

Guided Activity (20-25 minutes): Put students into pairs, and give each pair two copies of one scenario from the following page that they will quickly prepare and act out for the class in a 2-3 minute skit. You can use each scenario more than once or make up more of your own.

Next, have each pair act out their scenario while the rest of the class observes for either good or bad conversation strategies. After each skit, ask the class to briefly discuss the following questions:

1. What did you see in the skit that made for good conversation?
2. What did you see in the skit that made for bad conversation?
3. Why was being good at the skill converse one-on-one important in this scenario?

Independent Practice (5-10 minutes): Students complete the **Skill 9: *Converse One-on-One* – Development Plan**.

Evaluation: Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 9 in their initial **Student Skills Assessment**.

Extension Activities:

- Assign students to work in pairs regularly in the class where they have to make decisions together or present/defend an argument so that they practice being good listeners.
- Make appointments with students to have one-on-one conversations with them during class time (maybe about their grades or plans after high school, school activities, etc.) and then afterwards provide them with feedback on what went well or not in the conversation.



Scenario 1: Walking into work first thing in the morning you meet your boss coming out of his office. He greets you and begins a conversation; you do not take your iPod headphones out of your ears, you are shuffling in your bag for something, you do not make eye contact with your boss. When he says goodbye he gives you a funny look and you wonder why.

Scenario 2: One of your college professors wants to interview you for a work-study position in her office and you are hoping to make a good impression on her. When you arrive at her office you greet her with a handshake, take out a notebook where you have also written some questions for her, repeatedly make eye contact with her, nod your head when she is talking, and make sure to repeat some of the phrases she has used. You feel that the meeting went very well.

Scenario 3: You are a manager at the gift shop where you work after school, on weekends and vacations. One of the other employees doesn't seem to follow the routines you have established so that all of the necessary work gets done. You ask to have a meeting with her and when it happens you have a list of the 3 points you want to go over so that she understands why you would like her performance to change. You make sure to call her by name and to tell her all of the good things she is doing on the job. After each of the 3 points you make, you ask her if she understands or has any questions. You notice that her performance improves right away.

Scenario 4: You are a parent and your child is not doing well in high school. You think he doesn't take school very seriously and you sit him down to talk about why that might be. You increasingly raise your voice so that you are eventually just yelling. You do not give him a chance to talk or respond to your accusations and in the end you just make a threat that if he doesn't start doing better you will not pay anything for him to go to college. Afterwards, though, you wonder if you had an impact on your son or not.

Scenario 5: You are set up on a blind date with the friend of a friend. You meet at a restaurant for dinner. She seems very nice when you introduce yourself and then when you sit down, the conversation continues to get better. She asks a lot of interesting questions, makes eye contact with you, had turned the ringer off on her cell phone when you sat down, and generally does everything right in the conversation. You think it is a very good date!

Scenario 6: You are the editor of your school's newspaper and there is a local election coming up in your large town. You manage to secure an interview with a new candidate for Mayor and plan to ask him about his support of teenagers in their academic and extracurricular endeavors. This is important because a lot of the 12th graders in the school will be voting for the first time ever, and getting the youth vote would mean a lot to this candidate. However, during your conversation with him, you don't feel you are being taken seriously. He keeps texting on his blackberry, has a very condescending tone of voice, and doesn't express any interest in the population you represent. Based on the interview, you don't think the article you are going to write will secure many youth votes for the would-be Mayor.



Skill 9: *Converse One-on-One* – Development Plan

Name: _____

Date: _____

Directions: Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: _____

Evidence:

Where do you want to be in six months and how will you measure your progress?

List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.



