



## **Grade 10 Sample Lesson Plan: Unit 17 It's All About Communication!**

### **SOLs**

- 10.2 s) Compare and contrast assertive and aggressive communication and their effectiveness in conflict resolution.
- 10.3 f) Demonstrate effective negotiation skills for avoiding dangerous and risky situations.

### **Objectives/Goals**

- Students will learn the different styles of communication: passive, aggressive and assertive.
- Students will demonstrate the skill steps of negotiation and conflict resolution
- Students will demonstrate effective negotiation and conflict resolution skills for avoiding dangerous and risky situations.

### **Materials**

- Jar of jelly beans (counted)
- *It's All About Communication*-Slides
- *Communication Styles: Passive, Aggressive and Assertive*-Handout
- *Negotiation Skill Steps: S.L.I.D.E*-Handout
- Negotiation S.L.I.D.E YouTube  
[https://www.youtube.com/watch?v=F8O3VImkYAs&feature=youtu.be&disable\\_polymer=true](https://www.youtube.com/watch?v=F8O3VImkYAs&feature=youtu.be&disable_polymer=true) (2:03 mins)
- *Negotiation-Relationship: Taylor and Erin*-Handout
- *Negotiation Skill Cards*-Printed on cardstock (and laminate option)

- *Reflection on a Conflict-Handout*
- Conflict Resolution Skills Steps: C.O.N.F.L.I.C.T.T.S  
<https://www.youtube.com/watch?v=ZocVBMad4yk> (3:26 mins)
- *Conflict Resolution Skill Steps: C.O.N.F.L.I.C.T.T.S-Handout*
- *Conflict Resolution Semi-Scripted Role Play-Handout*
- *C.O.N.F.L.I.C.T.T.S Observer Checklist-Handout*

**Rationale:**

In this unit students will explore what healthy communication looks like in different contexts in their lives. It is essential for students to understand what makes up a healthy relationship. Communication skills such as self-expression, negotiation, conflict resolution and refusal are essential skills for life and any relationship ever held. It's important to model and teach each skill step and the value of each skill step. After modeling the role play once, the teacher should repeat the role play tying in all the skill the steps together. It's important for the teacher to properly model the positive use of each skill step before the students practice. In the next step, allow students to have time to process and practice the skills steps and their dialogue with a partner. Through role play many skills can be taught such as decision making, advocacy, and self-management (to name a few.) Any content for health can be incorporated into role play. The content should be culturally relevant, relatable and age appropriate for your students. It is important to modify based on your students' individual and class needs.

**Procedure****Step 1 It's All About Communication Slides- Jelly Bean Activity (10 mins)**

1. Materials Needed: A Jar of jelly beans. Count the jelly beans but do not give away the number until the end of the activity. Open up *It's All About Communication-Slides*
2. Slide #2 As students are walking into class have them guess the amount of jelly beans that are in the jar. Students will write down their answer on scratch paper.

3. Slide #3 Pair the students up with a partner. Have the students come up with a number of jelly beans they can agree on. They will write their answer down with the name of the person they worked with.
4. Slide #4 Students will then make groups of 4. The group of 4 will come up with a number of jelly beans and they will write their answers down.
5. Slide #5 Students will make a group of 8. The group of 8 will come up with a number of jelly beans and they will write their answers down.
6. Slide #6 Share the number of jelly beans in the jar.
7. Slide #7-#8 Discussion Questions:
  - a. How many were closest when they guessed by themselves?
  - b. How many were closest when they guessed with just one other person?
  - c. In which group was it the easiest to make your decision? Explain.
  - d. How easy was it to make your opinion known as the groups continued to get larger?
  - e. How can we relate this activity to making decisions with your friends?

**Step 2 All About Communication Slides-Communication Styles-Handout (15 mins)**

1. Slide #9 Pass out the, *Communication Styles-Handout*.
2. Slide #10 During the jelly bean activity. What types of communication techniques and styles did you hear from yourself and others? Were you able to express and share your opinion?
3. Slide #11 **Passive Communication**- Not speaking up when you want something. Giving in and/or saying “yes” when you really don’t want to. Acting this way in order to be liked, to be nice or not hurt the other person’s feelings.
4. Slide #12 **Passive Communication** Results-You usually don’t get what you want. The other person wins, and you feel like you have been used.
5. Slide #13 **Passive Communication** Pair Share- Share a time when you used passive communication. What were the results using passive communication?
6. Slide #14 **Aggressive Communication**-Trying to get your own way or stand up for yourself by putting someone else down or violating that person’s rights. Taking what you want. Threatening or forcing a person to give you something. Results-You may get what you want but the other person loses.

7. Slide #15 & 16 **Aggressive Communication**-Think of a time when you used aggressive communication (Individual Reflection). What happened? What were you thinking at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right?
8. Slide #17 **Assertive Communication**-Giving people an honest “no” to things you don’t want. Asking for straight for what you want without putting them down. Not using other people, and not letting yourself be used. Values self equal to others. This is the most important style of communication.
9. Slide #18 **Assertive Communication-Speech**: Honest, direct words, uses a conversational tone; **Voice**: Clear, firm, loud enough to hear but not too loud.
10. Slide #19 **Assertive Communication-Eyes**: Direct eye contact but not starring, Shows expressions that match the message; **Posture**: Balanced, head and shoulders up, **Hands**: relaxed motions
11. Slide #20 **Assertive Communication-Results**: You often get what you want. You keep your self-respect. You respect and don’t hurt others.
12. Slide #21 **Assertive Communication-Pair Share**: Share a time when you used assertive communication. What was the outcome?

### Step 3 What Makes Up a Healthy Relationship? (10 mins)

1. Slide #22 What makes up a healthy relationship? Show YouTube video <https://www.youtube.com/watch?v=kwzzfN2gKtY&feature=youtu.be> (2:03 min)
2. Slide #23 Pillars of a healthy relationship: Open Communication, Safety, Trust, Mutual Respect, Sense of own identity.
3. Slide #24 Want to learn more about healthy relationships? Check out: [loveisrespect.org](http://loveisrespect.org) and [joinonelove.org](http://joinonelove.org)
4. Slide #25 Good Communication is key to any healthy relationship!
5. Slide #26 Good Communication Includes: “I” Statements, Eye-contact, Active listening, Restates what was said, Effectively summarizes speakers ideas, Asks for help: clarifying questions. For example, Can you repeat that?

### Step 4 Negotiation S.L.I.D.E (45 mins)

1. Slide #27 Negotiation S.L.I.D.E-Credit Sara Benes and Holly Alperin (2016). The essentials of teaching health education: Curriculum, instruction, and assessment. Pass out the *Negotiation Skill Steps: S.L.I.D.E-Handout*. Review the skill steps of negotiation.

S=State what you want/need (Use an “I” Statement), L=Listen and clarify (Repeat what they want), I=Identify with other perspectives, D=Determine common ground, E=Elicit agreement

2. Slide #28 Negotiation S.L.I.D.E YouTube  
[https://www.youtube.com/watch?v=F8O3VImkYAs&feature=youtu.be&disable\\_polymer=true](https://www.youtube.com/watch?v=F8O3VImkYAs&feature=youtu.be&disable_polymer=true) (2:03 mins)

3. Slide #29 Negotiation Considerations- In order for a negotiation to work out, both parties must be willing to compromise and want to work out a solution.

If a person is aggressive and/or will put your life in danger or has known to be violent do not try to work out a conflict and/or a negotiation alone.

4. Slide #30 Pair Share a time you used negotiation

5. Slide #31 Let’s Practice Negotiation Scenario:

*Taylor and Erin have been dating for a while. Taylor sees Erin’s post on Instagram hugging another person. Taylor gets jealous and asks Erin to take that specific Insta post down. In a healthy “self-expression & negotiation” dialogue have Erin and Taylor work this situation out.*

5. Slide #32 Let’s Practice Negotiation Scenario: Using the, *Negotiation-Relationship: Taylor and Erin-Handout* students will finish writing out the semi-written dialogue using the S.L.I.D.E. acronym.

**Reminder: Erin will hold their boundary and not take the picture down just because Taylor wants them to. Taylor has to respect this.**

6. Slide #33 Let’s Practice Negotiation-Practice your written dialogue out loud with a partner. Then practice their dialogue.

7. Slide #34 Health Ed Role Play Guidelines: Stay in Character, Imagine actually being that character and what they feel, Read your role carefully, Demonstrate

proper positive use of the health skill (focus: negotiation and self-expression), don't get distracted by laughter or comments.

8. Slide #35 Health Ed Role Play Audience Guidelines: Clap before and after role play; Be an active listener; What skills were demonstrated? What can you learn from this role play? How can this be applied to your life?

9. Slide #36 Perform Written Dialogues.

Teaching Considerations: You can have the students pass their dialogues back and forth or have them make a copy of their dialogue for the other partner. Option to have the students perform the best out of the two dialogues or perform both!

**Optional:** As the students perform the dialogues, instructor has option to give the *Negotiation Skill Cards (5 printed cards)* to five students. When they hear their skill cue for S.L.I.D.E they will stand up and hold the card.

### Step 5 Conflict Resolution: C.O.N.F.L.I.C.T.T.S (30 mins)

#### 1. Slide #37 Conflict Resolution- **Journal Prompt:**

Share a time you had a conflict. What happened? Who was involved? How did you solve the conflict? Did the conflict go unresolved? Could you have done something differently? Was the tone, timing and setting appropriate?

#### 2. Slide #38 Pass out *Conflict Resolution Skill Steps: C.O.N.F.L.I.C.T.T.S*-Handout

Go over skill steps.

Conflict Resolution C.O.N.F.L.I.C.T.T.S Skill Steps

C=Calm Attitude, Manage Stress

O=Open to opposing views

N=Never make assumptions about what the other person (party) is thinking or feeling.

F=Focus on action, not person ("I'm mad at what you did, not you.")

L=Look for other options

I-"I" Statements

C=Compromise (Negotiate a solution)

T=Teamwork (Make the decision together)

T=Timing (Conflict resolution needs the correct timing and environment to be discussed well; using technology might not be appropriate)

S=Setting (What is the appropriate setting to work through the conflict? At Home? With parents? With school support? Online forums are not appropriate.)

3. Slide #39 Show, YouTube video: Conflict Resolution Skills Steps: C.O.N.F.L.I.C.T.T.S <https://www.youtube.com/watch?v=ZocVBMad4yk> (3:26 mins)

4. Slide #40 Defuse a Conflict: Remain calm, walk away, delay your response, actively listen, use appropriate facial expressions aligned with words and actions, respectful tone, use of “I” messages, avoid escalating the conflict and blame, talk without putdowns, apologize if you need to. Credit: RMC.org/healthskills

5. Slide #41 & #42 Pass out, *Conflict Resolution Semi-Scripted Role Play-Handout*

**Setting:**

J and R have been dating for a while and a big concert is coming up that they had bought tickets for months in advance. J and R have been super excited to attend the concert together. J’s best friend Q just offered “J” to come on a last minute vacation with their family all expenses paid for. This is a once in a lifetime opportunity for J. J has to break the news to R that they will not going to the concert anymore.

J: Hey...I wanted to talk about the concert coming up in a few weeks.

R: “Yeah, I am excited to go with you!”

J: “Yeah, that’s why I wanted to chat”

R: “What do you mean?”

J: "You have met my friend Q a few times well...their family just invited me to join them on an all expenses paid vacation the week of the concert. I already said, yes to Q."

Students will finish the dialogue. Remind them that Q and R are in a healthy relationship. J will not cancel their trip with Q. J should not control who R decides to take to the concert, if that is still what R decides to do.

### ***Step 6 Dangerous Conflict Resolution Practice (30 mins)***

1. Using the, *Dangerous Conflict Resolution Scenarios*-Handout. Students will choose a scenario to write out a conflict resolution dialogue.
2. Students will practice their newly written dialogues.
3. Students can perform the written role plays for the class.
4. For assessment of conflict resolution as a whole class, students can perform the role plays for the class. The audience will use the, *C.O.N.F.L.I.C.T.T.S Observer Checklist*. Tips: Before each role play is performed it is important that each actor in the role play introduces themselves and lets the audience know which person they will be assessing for conflict resolution.

**Tech Option:** Students can video their role play. There are many tech tools to record such as Flipgrid.com that are free for teachers, [https://static.flipgrid.com/docs/Teacher\\_Guide.pdf](https://static.flipgrid.com/docs/Teacher_Guide.pdf)

**Assessment Idea**

- *Negotiation-Relationship: Taylor and Erin*-Handout (Written and/or performed)
- *Reflection on a Conflict*-Handout (Written)
- *Conflict Resolution Semi-Scripted Role Play*-Handout (Written and/or performed)
- *C.O.N.F.L.I.C.T.T.S Observer Checklist* (Whole class performance)

**References**

- Benes, S., & Alperin, H. (2016). The essentials of teaching health education: Curriculum, instruction, and assessment.
- Costello, B., Wachtel, J., & Wachtel, T. (2009). The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators
- Flipgrid guide: [https://static.flipgrid.com/docs/Teacher\\_Guide.pdf](https://static.flipgrid.com/docs/Teacher_Guide.pdf)
- Jackson, T. (1995). More Activities that Teach. Active Learning Center Publishing. Retrieved from <https://www.scribd.com/doc/242408480/More-Activities-That-Teach-Tom-Jackson-2>
- Rmc.org/healthskills

## Communication Styles: Passive, Aggressive Assertive

Passive	Aggressive	Assertive
<p>Not speaking up when you want something. Giving in and/or saying “yes” when you really don’t want to. Acting this way in order to be liked, to be nice or not hurt the other person’s feelings.</p>	<p>Trying to get your own way or stand up for yourself by putting someone else down or violating that person’s rights. Taking what you want. Threatening or forcing a person to give you something.</p>	<p>Giving people an honest “no” to things you don’t want. Asking straight for what you want without putting them down. Not using other people, and not letting yourself be used. Values self equal to others.</p>
<p><b>Speech:</b></p> <ul style="list-style-type: none"> <li>• Saying Nothing</li> <li>• “Ums”</li> <li>• Is not direct</li> <li>• Is afraid to speak up</li> </ul>	<p><b>Speech:</b></p> <ul style="list-style-type: none"> <li>• Put down words, say nothing while you take what you want</li> </ul>	<p><b>Speech:</b></p> <ul style="list-style-type: none"> <li>• Honest</li> <li>• Direct words</li> <li>• Uses a conversational tone</li> </ul>
<p><b>Voice:</b></p> <ul style="list-style-type: none"> <li>• Soft</li> <li>• Whining</li> <li>• Staying quiet not speaking up</li> </ul>	<p><b>Voice:</b></p> <ul style="list-style-type: none"> <li>• Loud</li> <li>• Cold</li> <li>• Tense</li> </ul>	<p><b>Voice:</b></p> <ul style="list-style-type: none"> <li>• Clear</li> <li>• Firm</li> <li>• Loud enough to hear but not too loud</li> </ul>
<p><b>Eyes:</b></p> <ul style="list-style-type: none"> <li>• Avoids looking at people</li> <li>• Looking away</li> <li>• Shows little or no expression</li> </ul>	<p><b>Eyes:</b></p> <ul style="list-style-type: none"> <li>• Cold</li> <li>• Staring</li> <li>• Angry</li> </ul>	<p><b>Eyes:</b></p> <ul style="list-style-type: none"> <li>• Direct eye contact but not staring</li> <li>• Shows expressions that match the message</li> </ul>
<p><b>Posture:</b></p> <ul style="list-style-type: none"> <li>• Slouches and withdraws</li> <li>• Shoulders and head down</li> <li>• Nervousness</li> <li>• Rocking back and forth</li> </ul>	<p><b>Posture:</b></p> <ul style="list-style-type: none"> <li>• Hands on hips</li> <li>• Stiff</li> <li>• Rigid</li> </ul>	<p><b>Posture:</b></p> <ul style="list-style-type: none"> <li>• Balanced</li> <li>• Head and shoulders up</li> </ul>
<p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Fidgety</li> </ul>	<p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Clenched</li> <li>• Pointing finger</li> <li>• Pounding fist</li> </ul>	<p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Relaxed Motions</li> </ul>
<p><b><i>The Results:</i></b>  <b>You usually don’t get what you want. The other person wins, and you feel like you have been used.</b></p>	<p><b><i>The Results:</i></b>  <b><i>You may get what you want but the other person loses.</i></b></p>	<p><b><i>The Results:</i></b>  <b><i>You often get what you want. You keep your self-respect. You respect and don’t hurt others.</i></b></p>

# Negotiation

## Skill Steps: S.L.I.D.E

**S**tate what you want/need (Use an “I” statement)

**L**isten and clarify (Repeat what they want)

**I**dentify with other perspectives

**D**etermine common ground

**E**licit agreement

**Relationship: Taylor and Erin**

**Skill Focus: Interpersonal Communication (Self-Expression & Negotiation)**

**Setting:**

Taylor and Erin have been dating for a while. Taylor sees Erin’s post on Instagram hugging another person. Taylor gets jealous and asks Erin to take that specific Insta post down. In a healthy “self-expression & negotiation” dialogue have Erin and Taylor work this situation out.

**Dialogue Includes:**

- “I-Statements” (I feel upset when...)
- Asks for what the other person wants/needs
- Caring language and showing your concerns towards each other
- Identifies other person's perspective & effectively and accurately summarizes the speaker’s ideas
- Elicit an agreement

**Start Role Play:**

Taylor: “Hey, I didn’t like that picture you posted on Insta. the other night.”

Erin: “Why?”

Taylor: “I don’t like pictures of you hugging other people. I want you to delete that post.”

Erin: “Taylor, \_\_\_\_\_(friend name) is a friend of mine. I didn’t intentionally post the picture to make you jealous. I feel it is unhealthy to delete that post just because you don’t like it. I am doing nothing wrong in the picture.”

Taylor: “Erin, I...”

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Erin:

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Taylor:

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Erin:

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Taylor:

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# HEALTH ED ROLE PLAY TEACHING PROGRESSION

Introduce and Model the Skill Steps

Discuss Why this Skill is Important?  
What Type of Situations?

Model Each Skill Step Again  
(Reviewing each step & tying them all together)  
Model Skills Steps Again

Students Practice the Skill Steps

Provide Feedback on Performance

REFLECT & PROCESS: What was Learned?

# HEALTH ED ROLE PLAY GUIDELINES

STAY IN CHARACTER



IMAGINE actually being that character  
and what they feel.



READ your role carefully



DEMONSTRATE PROPER + USE OF  
HEALTH SKILL



Don't get distracted by laughter or  
comments



# HEALTH ED ROLE PLAY AUDIENCE GUIDELINES

Clap before & after role play



Be an active listener

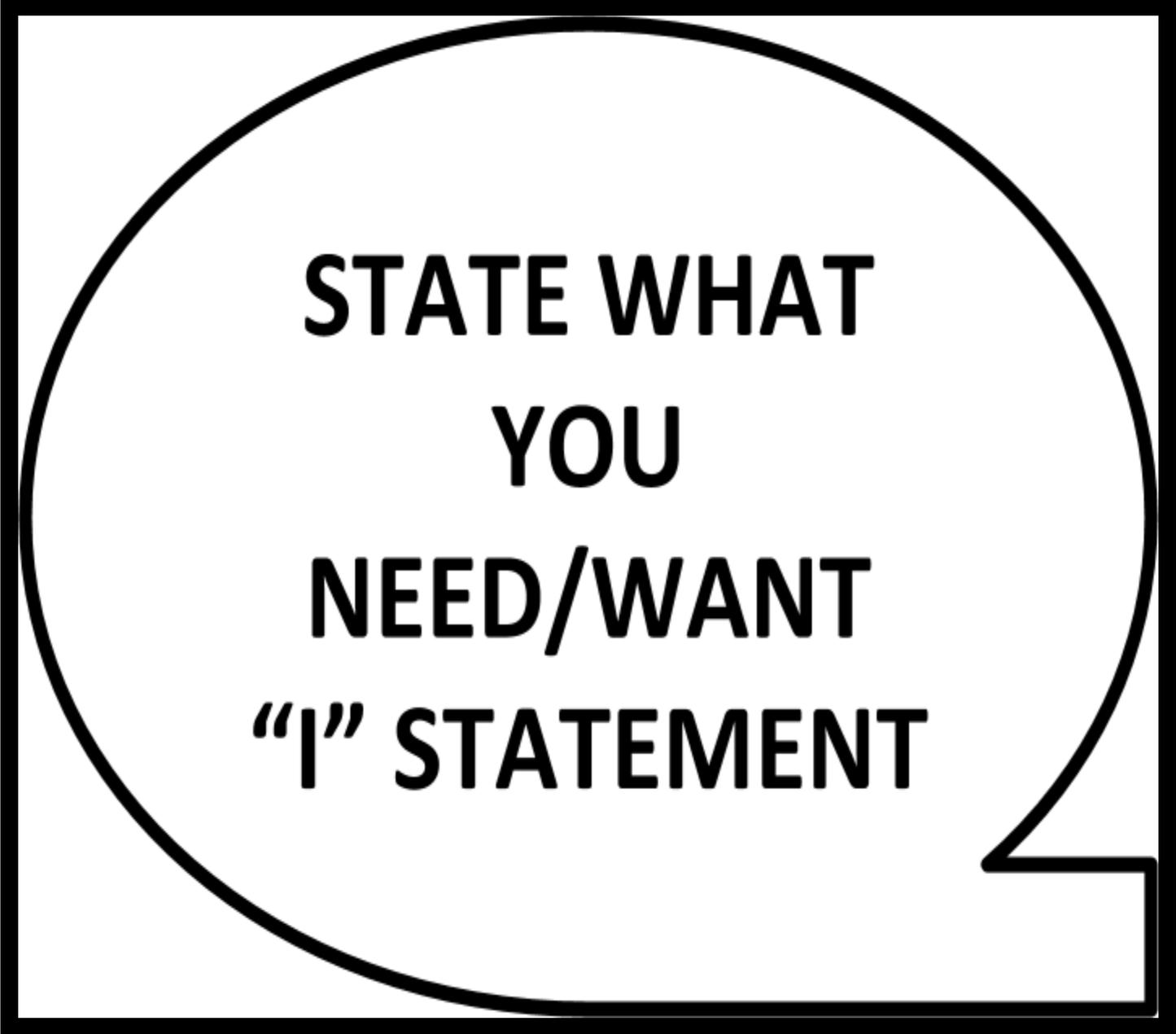


What SKILL(s) were demonstrated?

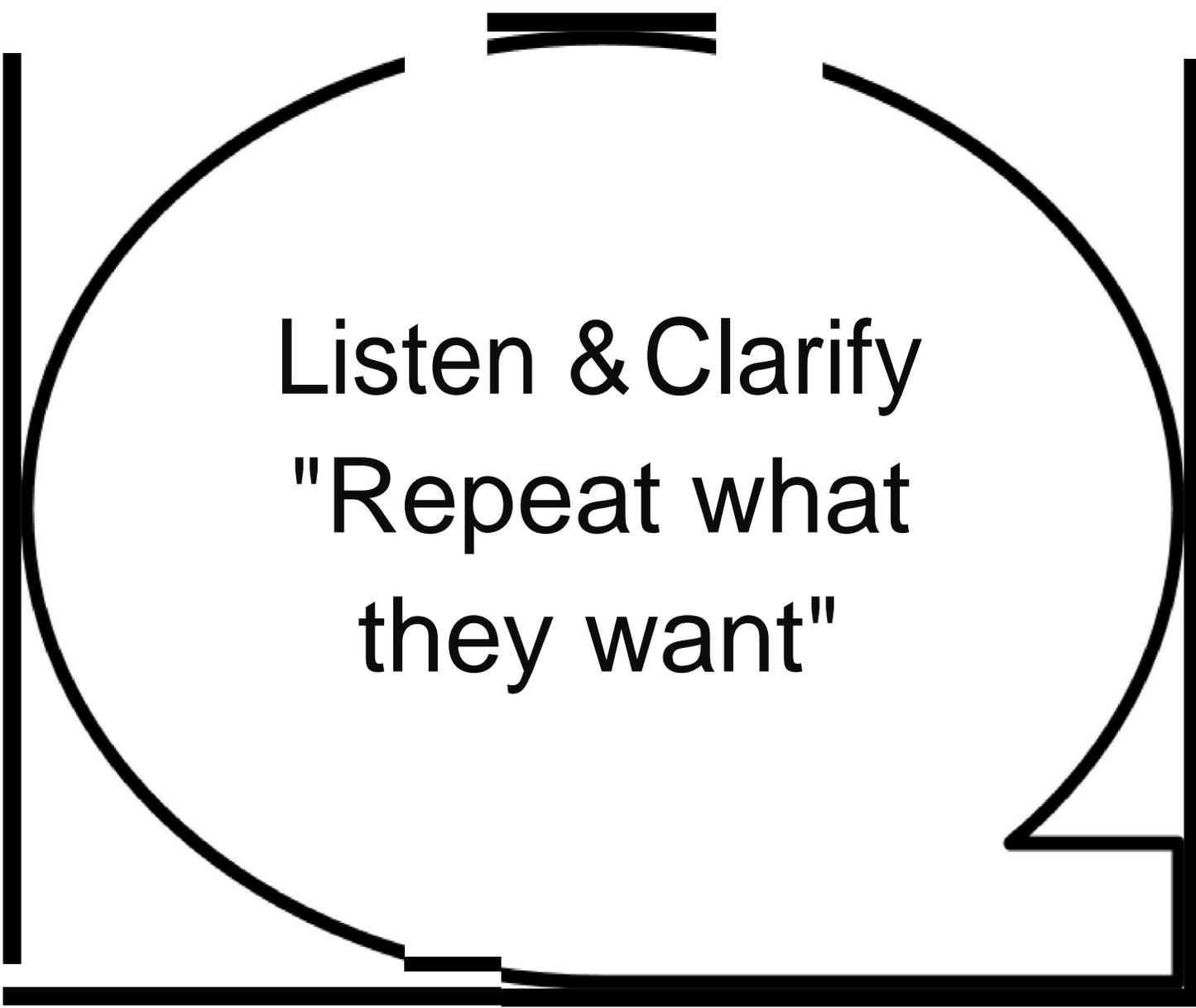
What can you learn from this role play?

How can this be applied to your life?

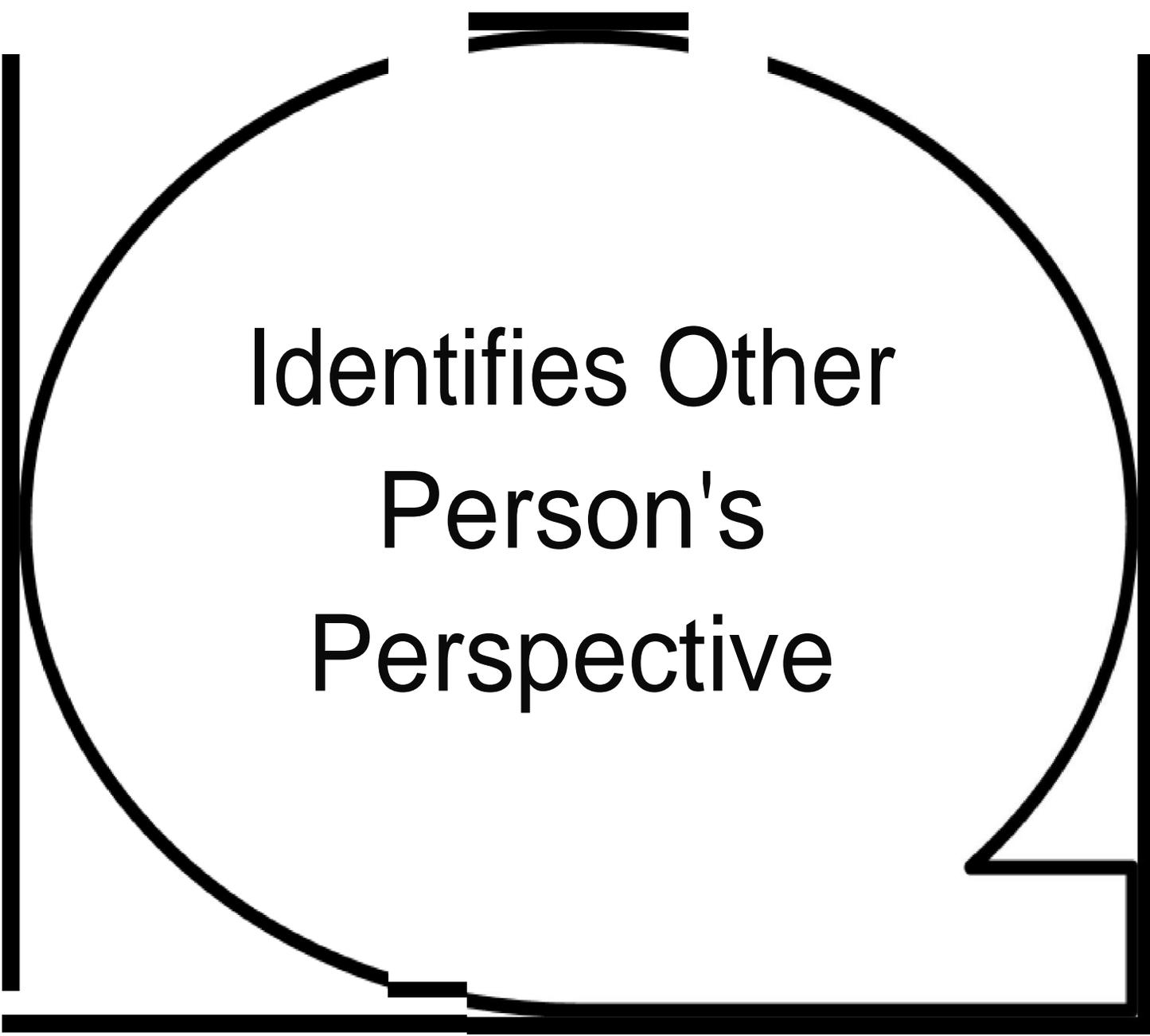




**STATE WHAT  
YOU  
NEED/WANT  
"I" STATEMENT**



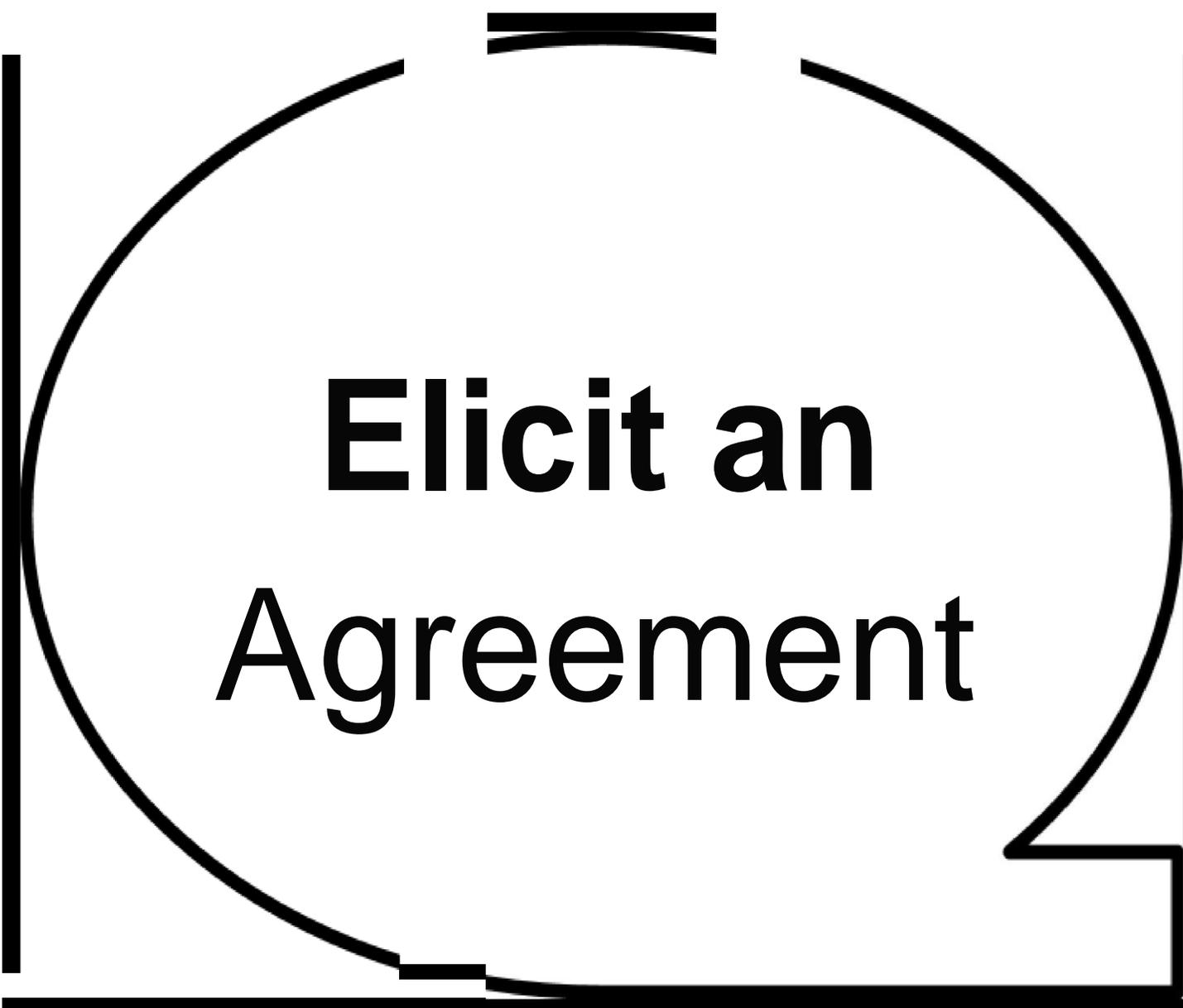
Listen & Clarify  
"Repeat what  
they want"



Identifies Other  
Person's  
Perspective



Determine  
Common Ground  
"Win-Win"



**Elicit an  
Agreement**



## *Reflection on a Conflict*

**Prompt:**

Share a time you had a conflict. What happened? Who was involved? How did you solve the conflict? Did the conflict go unresolved? Could you have done something differently? Was the tone, timing and setting appropriate?

# CONFLICT RESOLUTION SKILLS steps

## “C.O.N.F.L.I.C.T.T.S”

**C**alm attitude, manage stress

**O**pen to opposing views

**N**ever make assumptions about what the other person (party) is thinking or feeling

**F**ocus on action, not person (“I’m mad at what you did, not you.”)

**L**ook for other options

**I**-Statements

**C**ompromise (Negotiate a solution)

**T**eamwork (Make the decision together.)

**T**iming (Conflict resolution needs the correct timing and environment to be discussed well; using technology might not be appropriate)

**S**etting (What is the appropriate setting to work through the conflict? At Home? With parents? With school support? Online forums are not appropriate.)

## Conflict Resolution Semi-Scripted Role Play

**Skills Being Practiced:** Interpersonal Communication: Conflict Resolution Skills C.O.N.F.L.I.C.T.T.S

### Setting:

J and R have been dating for a while and a big concert is coming up that they had bought tickets for months in advance. J and R have been super excited to attend the concert together. J's best friend Q just offered "J" to come on a last minute vacation with their family all expenses paid for. This is a once in a lifetime opportunity for J. J has to break the news to R that they will not going to the concert anymore.

J: Hey...I wanted to talk about the concert coming up in a few weeks.

R: "Yeah, I am excited to go with you!"

J: "Yeah, that's why I wanted to chat"

R: "What do you mean?"

J: "You have met my friend Q a few times well...their family just invited me to join them on an all expenses paid vacation the week of the concert. I already said, yes to Q."

R:

J:

R:

J:

R:

J:

R:

J:

R:

**CALM**

**ATTITUDE**

**“I SEE, I HEAR, I FEEL A CALM  
ATTITUDE”**

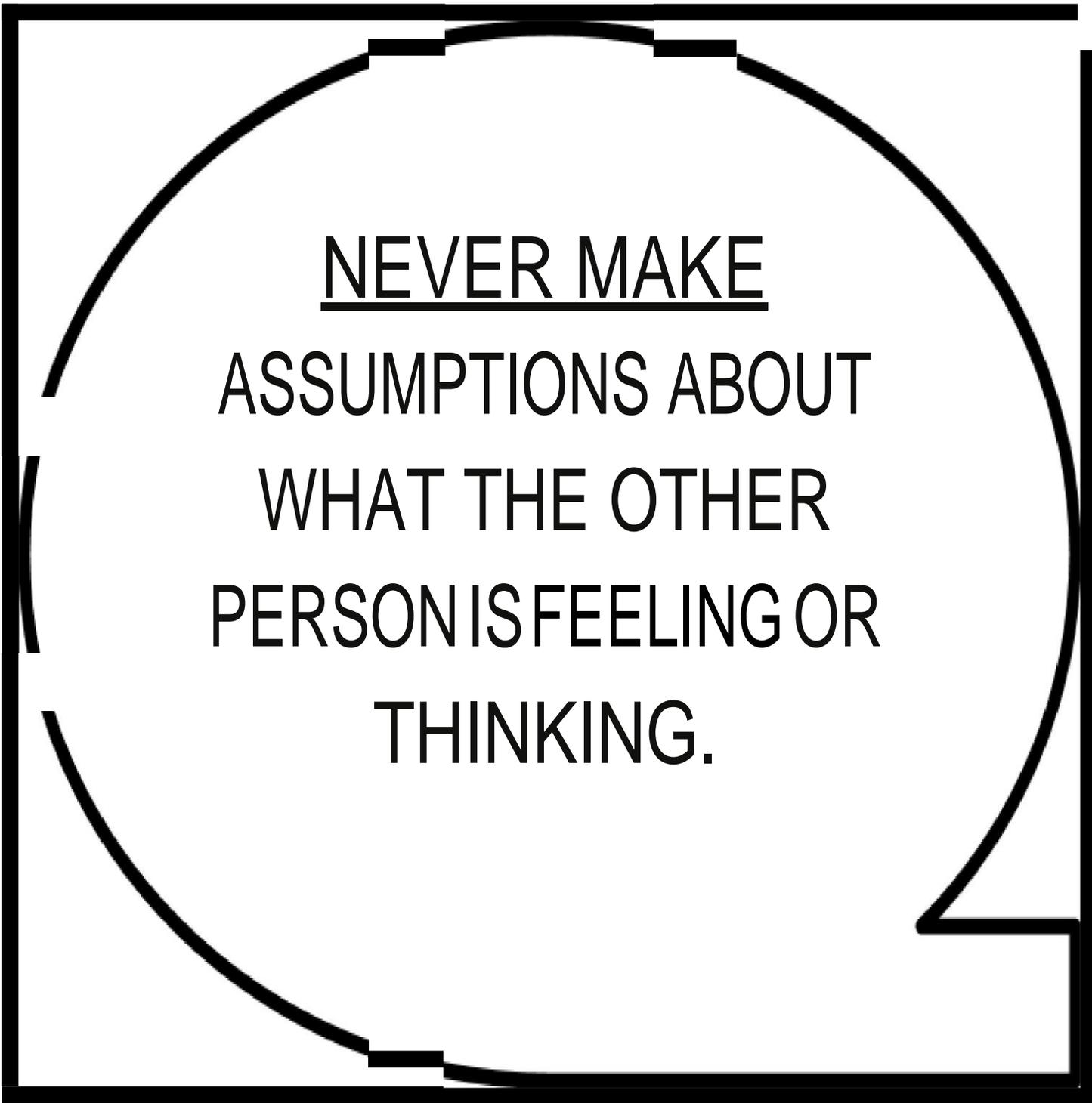


**OPEN TO**  
**OPPOSING VIEWS**

"I S E HEAR, I F EEL THAT THE  
PERSON IN CONFI,CT IS LISTENING  
TO THE O THER S IDE"

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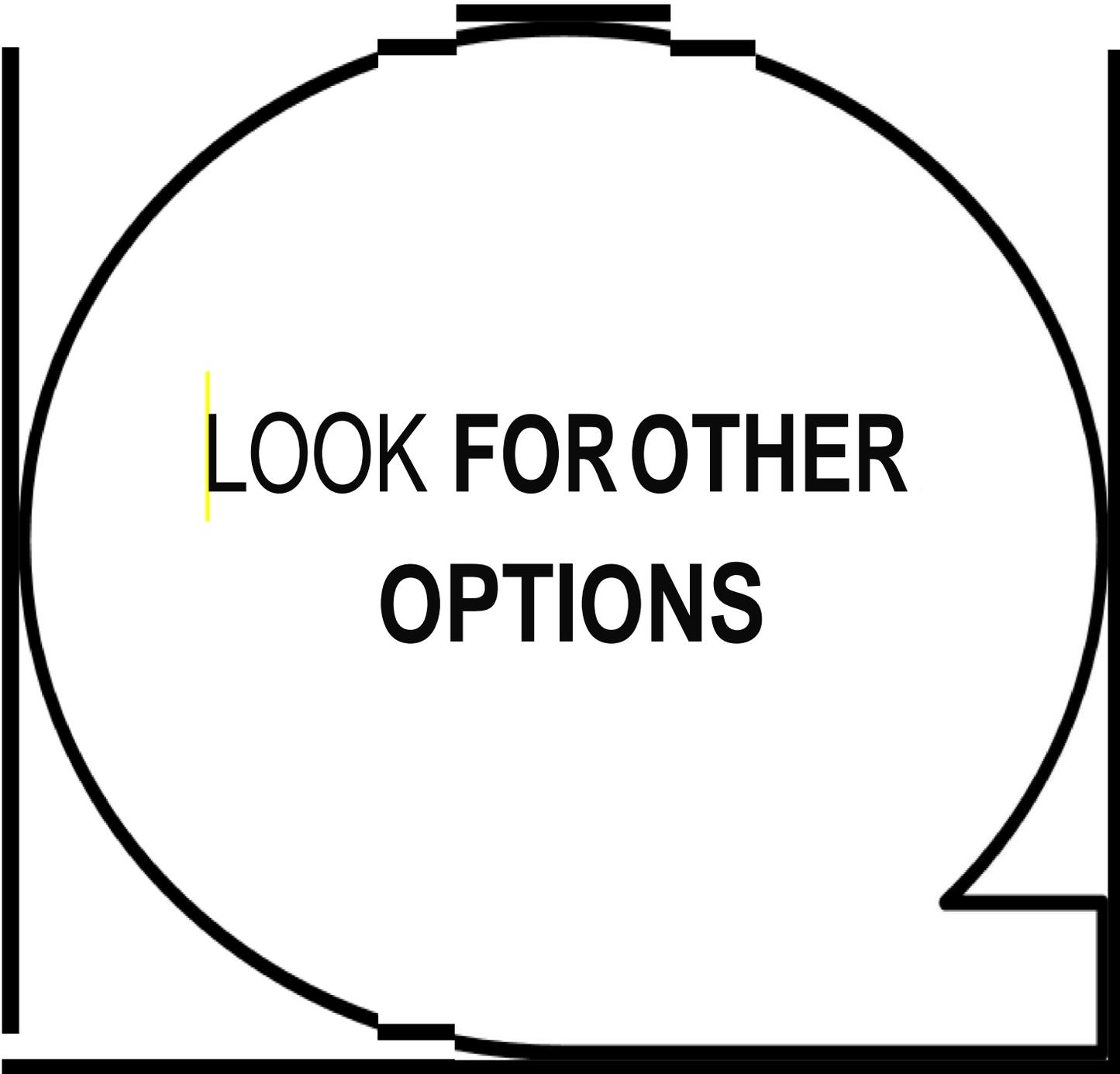


NEVER MAKE  
ASSUMPTIONS ABOUT  
WHAT THE OTHER  
PERSON IS FEELING OR  
THINKING.

**F0 CUS 0 N THE ACTION  
NOT THE PERSON**

"I'm not mad at you,  
I'm mad at what you  
did."

**"I SEE THIS"**



**LOOK FOR OTHER  
OPTIONS**

# "I" STATEMENTS





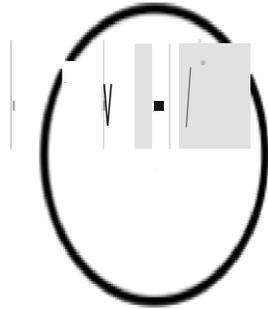
# COMPROMISE

"I SEE, I HEAR, I FEEL A  
NEGOTIATION HAPPENING"



mEAMWORK

"I SEE, I FEEL, I  
HEAR"



# **iTIMING**

Right environment?  
Use of technology may or  
may not be appropriate?



# SETTING

WHERE DOES THIS TAKE

PLAC ?

HOME? SCHOOL? WITH

PARENTS? FRIENDS?

ONLINE FORUM?

## Dangerous Conflict Resolution Scenarios

### **Friends:**

O and L are best friends. O keeps posting pictures of L on social media without their permission. L wants to talk it out with O.

### **At A Party:**

Q drives R to a party. During the party R notices Q doing drugs. R does not want Q to drive and refuses to get in a car with someone who is under the influence.

### **Unhealthy Relationship:**

M wants to break up with P. P is controlling and is an overly jealous partner. P says if M breaks up with them they have nothing else to live for.

### **Relationship:**

L and P have been dating for a long time. L and P are hanging out alone in a romantic setting. L is ready to take their relationship to the next level. P wants to stay abstinent until they are older.

### **Friends:**

Q and R have been friends forever. Q just got their driver's license and drives way too fast especially when R is in the car. R wants to express their concern about Q's driving.

### **Relationship:**

T and K are both ready to have a sexual relationship with each other. T wants to talk with K about using condoms and hormonal birth control.

*C.O.N.F.L.I.C.T.T.S observer checklist* Role play: \_\_\_\_\_ Name: \_\_\_\_\_

Directions: Each partner group will get a number #1-17. When your group # is called you will perform your role play dialogue to the class. Introduce the person (character) who we will be observing & assessing during the conflict resolution role play.

<i>Criteria</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<b>Clear Message</b>																	
<b>Expresses needs, wants and feelings</b>																	
<b>Restates other viewpoints</b>																	
<b>Respectful Tone</b>																	
<b>Eye-Contact</b>																	
<b>"I" Statements</b>																	
<b>Facial Expressions match the language &amp; conversation</b>																	
<b>Uses Negotiation skills: "win-win"</b>																	
<b>Which Strategies Did They Use?</b> <b>Defuse a Conflict:</b> <ul style="list-style-type: none"> <li>• Remain Calm</li> <li>• Walk away</li> <li>• Delay Your Response</li> <li>• Actively Listen</li> <li>• Respectful Tone</li> <li>• "I"-Messages</li> <li>• Avoid escalating the conflict and blame</li> <li>• Talk without putdowns</li> <li>• Apologize if you need to</li> </ul>																	

