



SAMPLE LESSON PLANS

Grades 10: Violence Prevention/Healthy Relationships

Unit 2

SOLs:

- 10.3T** Practice procedures for peaceful resolution of conflicts
- 10.3U** Model effective communication skills for addressing peer pressure.

Title: It's All About "I" Statements

Objectives/ Goals:

- Students will model effective communication skills for addressing peer pressure
- Students will practice creating "I" statements to demonstrate assertive communication.
- Students will use interpersonal communication skills with another partner to practice refusing peer pressure

Materials: N/A

Procedure:

Step 1	Have students brainstorm examples of passive, assertive, and aggressive communication. This could be done in a think, pair, share format or as an entry ticket to class. Students could also walk around the room and write ideas/examples to passive, assertive, and aggressive communication on the chalkboard or	Essential Questions Ex: Someone asks you to a school dance and you do not want to go with them.
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	butcher paper set up around the room.	Provide an example of how someone might say “no” using passive communication? assertive? aggressive?
Step 2	Share examples with the class. Students could do a brief role play of some of the lines and the the other students have to guess what type of communication is taking place.	
Step 3	Next, explain effective refusal skills involve three steps and use assertive communication. Provide an example of how this would look in a given scenario. Example: Person A: Will you go to the school dance with me? Person B: I enjoy that we are friends in class but I cannot go to the dance with you. I was going to ask Riley. Person B: I know Taylor is not going with anyone yet so perhaps you can ask him. Person A: I really wanted to go with you. Person B: I am flattered, but I said I am going to ask Riley.	Step 1 – State your position Step 2 – Suggest alternatives Step 3 – Stand your ground
Step 4	Have students practice the three steps to effective refusal skills by having them write their own “I” statements. Questions 1-4.	
Step 5	Have students create their own scenario and demonstrate effective refusal skills. Question 5.	
Step 6	Complete question 6 and have students reflect. Can you think of other situations in your life where peer pressure has influenced your communication? If so, how?	How can being assertive help protect your physical, emotional/mental, and social health?

References:

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