



## Grade 10 Sample Lesson Plan: 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

### Steps

#### *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 butcher paper set up around the room.

- Provide an example of how someone might say "no" using passive communication? assertive? aggressive?
- Share examples with the class. Students could do a brief role play of some of the lines and the other students have to guess what type of communication is taking place.

#### *Step 2*

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?

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- 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 3*

Have students practice the three steps to effective refusal skills by having them write their own "I" statements. Questions 1-4.

### *Step 4*

Have students create their own scenario and demonstrate effective refusal skills. Question 5.

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**

- Andy Horne, M.Ed., New Trier High School

## Communication & Refusal Skills

Good relationships rely heavily on effective communication. Three styles of verbal communication are passive, assertive, and aggressive. A

**PASSIVE communication** is stating your needs, opinion, responding in a very vague way so that the person to whom you are talking is not really sure what you want or mean.

**\*ASSERTIVE\* communication** means that the person says what they mean in a way that lets the other understand with dignity. This style of communication leaves the other person standing, feeling o.k. about them, and able to understand just what the speaker meant. In this type of communication, the speaker uses "I", does not assume or presume to know or guess about the others thoughts, motives, morals, or character. It facilitates understanding by being clear and stating up front what they want, are willing to do, what they know, where they can/ will help, etc.

**AGGRESSIVE communication** means communication that is very up front and usually hostile.

**REFUSAL SKILLS** are techniques and strategies that help you say no effectively when faced with something that you don't want to do or that goes against your values. Effective refusal skills have a 3-step process.

- Step 1 – State your position
- Step 2 – Suggest alternatives
- Step 3 – Stand your ground

**Activity: Create an "I" statement in response to the following situations.**

1. A fellow student wants to start to date you but you rather date their best friend.
  
  
  
  
  
  
  
  
  
  
2. At a party your friends encourage you to "hook up" with a classmate but you would rather not.
  
  
  
  
  
  
  
  
  
  
3. You no longer want to date your partner and think it is time to break up, but they still want to be together with you.

