



Grade 3 Sample Lesson Plan: Unit 4 -Communication

SOLs

- 3.3 i) Demonstrate the use of refusal skills to counter negative influences.

Objectives/Goals

- Students will identify the different styles of communication: passive, aggressive, assertive and passive-aggressive
- Students will identify “I” Statements to improve their communication
- Students will demonstrate the use of refusal skills to counter negative influences.

Materials

- *Styles of Communication-handout*
- *Refusal: Find the “I” Statement-handout*
- *Guess the Communication Style (1 printed copy and cut out)*
- *Refusal Interview: Everyone Says “NO”*
- *Practicing Refusal: I SAY NO-handout*
- *Grade 3-5 Refusal: I SAY NO-Slides*
- *Refusal Tips: Poster*
- *Practicing Refusal “I SAY NO” -handout*
- *Refusal Interview: Everyone Says “NO”-handout*
- *Grade 3 Role Play “I SAY NO” Refusal-handout*
- *Refusal “I SAY NO” Semi-Written Script-Handout*

Procedure

Step 1 Class Discussion (10 mins)

Prompt: We are going to read over and discuss different styles of communication. Communication is when two or more people send and receive information, like talking, texting, or posting. While we read over the different styles of communication, think to yourselves “which of these styles may best help me say no to something I don’t want to do?”

Step 2 Styles of Communication (20 mins)

1. Pass out, *Styles of Communication (2 pages)*-handout
2. As a whole class read out loud the *Styles of Communication*-handout.

(see handout)

Assertive-

Speech: Direct, honest words; Voice: Clear but not too loud or soft; Eyes: Direct eye-contact.

Example:

Someone calls you a name and you let the person know that it upsets you. You stand up for yourself and ask them to not do it again.

Questions to ask the class:

- *What does this style look like? Sound like? Feel like? How does this style make others feel?*

Passive-

Speech: Ums, saying nothing; Voice: Soft, whining; Eyes: Looking away or down

Example:

Someone calls you a name they hurt your feelings. You pretend it doesn’t bother you and don’t say anything.

Questions to ask the class:

- *What does this style look like? Sound like? Feel like? How does this style make others feel?*

Aggressive-

Speech: Put downs; Voice: Loud, cold, tense; Eyes: Angry

Example:

Someone calls you a name so you yell at them and push them

Questions to ask the class:

- *What does this style look like? Sound like? Feel like? How does this style make others feel?*

Passive-Aggressive-

Speech: Not direct, saying nothing; Voice: Soft, whining, angry; Eyes:

Looking away or angry

Example:

Someone calls you a name and you pretend it doesn’t bother you. You are angry at them so you decide to get them back by spreading rumors about them.

Questions to ask the class:

- *What does this style look like? Sound like? Feel like? How does this style make others feel?*

3. After reading the handout make sure to stress the importance of assertive communication.
4. The students will draw out the *Communication Scenario*.

Optional Teaching:

This is a perfect time to teach about consent using assertive communication. (Example: A friend keeps touching you but you don't want to be touched.)

Step 3 Guess the Communication Style: (10 minutes)

1. Print out, *Guess the Communication Style* (cut sentences out)
2. Before the activity, ask 4 students to read the *Guess the Communication Style* sentences. Review the sentences to make sure they have the correct body language and tone of voice.
3. The teacher will read the scenario out loud to the class and invite the audience to guess the communication style: passive, aggressive, assertive, passive-aggressive.
 - a. The 4 student volunteers will read each sentence aloud and the audience will try to guess the communication style.
 - b. Once more, emphasize the benefits of the assertive style

Step 4 Find the "I" Statement (5 minutes)

1. Pass out *Refusal: Find the "I" Statement* handout. Students will circle the "I" Statements.
2. SAY: "I" Statements help us focus on what we want without putting the other person on the defense. Using "I" Statements gives a person a clear message on what you need. On your handout circle the "I" Statements.

Step 5 Refusal Skill Steps (10 mins)

SAY: Now we are going to learn the steps of a skill called *refusal*, using the saying, "I SAY NO". Just like learning the steps of a dance routine, you must learn the steps on how to say "no". Practicing these steps, I SAY NO will help you feel more comfortable when a potentially harmful situation arises.

1. Open *Grade 3-5 refusal I SAY NO Slides*
2. Students will write out the steps for refusal "I SAY NO" on paper.
3. Open *Refusal Tips-Poster* and explain the different options.
 - a. State a Reason, Be Funny, My Own Offer: Healthy Alternative, Leave the Situation, Get Help
4. Pass out *Practicing Refusal, "I SAY NO"* handout
Scenario: Your friend(s) asks you to leave school without parent permission. The students will come up with a reason and write and draw it out in the box. In the following boxes they will do the same.

Optional Homework Assignment:*Refusal Interview: Everyone Says “NO”-handout*

Directions: Find a trusted adult to interview. Ask them the questions below and record your answers.

1. Describe a time when you were my age when you had to say “no” to someone? Describe the situation and how and why you said “no”? (Kids can write and draw the scenario.)
2. What can you recommend to me about decision making and refusals “saying no” in order to protect me from harm?

Step 6 Refusal Skill Role Play (10 mins)

1. Print out two copies of the *Grade 3 Role Play “I SAY NO” Refusal*-handout
2. Invite 2 students up to the front of the class to role play the scenario.

Scenario:

Sam and Alex are at lunch and Sam wants Alex to trip the new kid.

Sam: Hey Alex, let’s mess with the new kid.

Alex: What are you talking about?

Sam: When the new kid walks by trip him.

Alex: No, Sam. I don’t do those types of things. That’s so messed up.

Sam: Come on...

Alex: I am going to play basketball, if you want to join me. I am also going to invite the new kid to play with us. If you change your mind you should join us.

2. Processing Questions:

- What reason did Alex give Sam for not wanting to trip the new kid?
- What option did Alex use to change the situation?

3. Have the students practice the role play.

Step 7 Refusal Semi-Written Role Play (20 mins)

Pass out -Refusal "I SAY NO" Semi-Written Script-Handout

Scenario: Your friend Alex asks you to leave school without parent permission.

Alex: Hey, let's go across the street and grab a snack at the store.

You:

[Student will insert "I" statement and reason]

Alex: Oh, cmon...

You:

[Say, "NO" loud and clear and offer an option: healthy alternative, leave the situation and/or ask for help]

Alex:

2. Students will fill in their own refusal for the scenario.
3. Students will practice their refusal dialogue with a partner

Step 8 Role Play Performance (25 mins)

See Teaching Role Play Progression, Role Play Guidelines and Role Play Audience posters.

1. Students will perform their semi-written role play for the class with a partner.
2. They will help their friend also perform their role play

Tech Option:

Students can video their role play on Flipgrid.

Assessment Idea

- Find the “I” Statement-Handout
- Observational notes of students performing refusal
- Written and/or drawn short responses to refusal, I SAY NO
- Performances of role play for refusal

What Does Mastery of Interpersonal Communication Look Like:

Mastery of refusal skills in 3-5 grades is demonstrated when students can successfully avoid and/or say no in unhealthy or unsafe situations. Students must be able to demonstrate effective negotiation, conflict resolution and refusal skills.
Health Skill Models: www.rmc.org/healthskills

References

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Styles of Communication

| Assertive | | Passive | |
|---|--|--|---|
| <p>Speech: Direct, honest words</p> <p>Voice: Clear but not too loud or soft</p> <p>Eyes: Direct eye-contact</p> | <p>Example: Someone calls you a name and you let the person know that it upsets you. You stand up for yourself and ask them to not do it again.</p> | <p>Speech: “Ums,” saying nothing</p> <p>Voice: Soft, whining</p> <p>Eyes: Looking away or down</p> | <p>Example: Someone calls you a name they hurt your feelings. You pretend it doesn't bother you and don't say anything.</p> |
| Aggressive | | Passive-Aggressive | |
| <p>Speech: Put downs</p> <p>Voice: Loud, cold, tense</p> <p>Eyes: Angry</p> | <p>Example: Someone calls you a name so you yell at them and push them.</p> | <p>Speech: Not direct, saying nothing</p> <p>Voice: Soft, whining, angry</p> <p>Eyes: Looking away or angry</p> | <p>Example: Someone calls you a name and you pretend it doesn't bother you. You are angry at them so you decide to get them back by spreading rumors about them.</p> |



Draw the Communication Scenario

Directions: Draw the scenario for each communication style.

| | |
|--|---|
| <h2>Assertive</h2> | <h2>Passive</h2> |
| <p>Example: Someone calls you a name and you let the person know that it upsets you. You stand up for yourself and ask them to not do it again.</p> | <p>Example: Someone calls you a name they hurt your feelings. You pretend it doesn't bother you and don't say anything.</p> |
| <h2>Aggressive</h2> | <h2>Passive-Aggressive</h2> |
| <p>Example: Someone calls you a name so you yell at them and push them.</p> | <p>Example: Someone calls you a name and you pretend it doesn't bother you. You are angry at them so you decide to get them back by spreading rumors about them.</p> |

Guess the Communication Style:

Passive, Assertive, Aggressive and Passive Aggressive

Scenario:

Your classmate Alex calls you a hurtful name and your feelings are hurt.

Your head is down. You don't say anything.

"Alex what you said was hurtful. Please don't ever say that again." (Eye-contact, loud, confident and walks away)

"If you call me that again, I will hurt you."
(Angry, tense and fists pounding in the air)

You pretend the hurtful comment doesn't hurt your feelings. You secretly stay angry at the person. You don't express your feelings.

Guess the Communication Style:

Passive, Assertive, Aggressive and Passive Aggressive

Scenario:

Your friend Sam asks you to do something you don't feel comfortable doing.

"Ummm." (Shy, head down)

"Sam, I don't feel comfortable doing that. I am going back to class." (Confident, makes good eye contact)

"What did you just ask me to do? Are you kidding me?" Gets in Sam's face. (Angry, tense, loud)

"Umm...I am not sure." (Shy, nervous) Later is angry so gives Sam the silent treatment.

Find the “I” Statement

Directions:

Circle the “I” statements.

You never follow the rules of handball.

I get upset when we don't take turns.

I don't feel comfortable doing that. Let's do something else instead.

You always get to choose the game we are going to play.

I don't want to be hit again.

You always go first on the swings.

I felt upset when I wasn't included in the game.



REFUSAL TIPS:

- **State a Reason**
- **Be Funny**
- **Get Mean**
- **My Own Offer: Healthy Alternative**
- **Leave the Situation**
- **Get Help**



Practicing Refusal: "I SAY NO"

Directions: Write and draw yourself refusing.

Scenario: Your friend(s) asks you to leave school without parent permission.

| | |
|---------------------|-----------------------------|
| State a Reason | Be Funny |
| Get Mean | Offer A Healthy Alternative |
| Leave the Situation | Get Help |



Refusal Interview: Everyone Says “NO”

Directions: Find a trusted adult to interview. Ask them the questions below and record your answers.

1 .Describe a time when you were my age when you had to say “no” to someone?
Describe the situation and how and why you said “no”? You can write and draw the scenario.

2. What can you recommend to me about decision making and refusals “saying no” in order to protect me from harm?



Role Play "I SAY NO"

Scenario:

Sam and Alex are at lunch and Sam wants Alex to trip the new kid.

Sam: Hey Alex, let's mess with the new kid

Alex: What are you talking about?

Sam: When the new kid walks by trip him.

Alex: No, Sam. I don't do those types of things.
That's so messed up.

Sam: Come on...

Alex: I am going to play basketball if you want to join me. I am also going to invite the new kid to play. If you change your mind, you should join us.

Refusal "I SAY NO" Semi-Written Script

Scenario: Your friend Alex asks you to leave school without parent permission.



Alex: Hey, let's go across the street and grab a snack at the store.

You:

[Insert your "I" statement and reason]

Alex: Oh, c'mon...

You:

[Say, "NO" loud and clear and offer an option: healthy alternative, leave the situation and/or ask for help]

Alex:

[What would Alex say now that you have clearly said NO and given him a new option?]

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?

