

Being Clear With Your Friends

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering respect and responsibility through age-appropriate sexuality education

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A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum

Some possible responses might include:

- 3, GRQ¶W ZDQW WR XSVHW WKHP ´
- 3, ¶P WRR HPEDUUDVVHG WR WDON DERXW LW ´
- 3:H GRQ¶W WDON OLNH WKDW ´
- 3, GRQ¶W ZDQW WKHP VWRS EHLQJ P\ IULHQG ´
- 3, W¶V WRR ~~EX¶XZ WU¶NDQW~~ WR KDYH D IULHQG , GRQ¶W KD
- 3, W¶V ~~RR QV~~ KHLU EXVLQHVV ´

6D\ 3:KLOH WKHVH DUH FHUWDLQO\ DOO UHDVVRQV WKDW PDNH
relationship, no relationship can last without good communication of some kind. And HOW
we express ourselves is just as important as WHAT we are tr

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especially if the other person is putting you down. If you are being pressured, you can use the following script:

- "No, thank you. I'm not interested."
- Keep repeating your refusal until the person stops asking (tell the person that they are pressuring you and they should stop).
- If all else fails, simply walk away and refuse to discuss the issue further.

(5 minutes)

STEP 3: Tell students that you will now practice using assertive communication in responding to potential conflict situations. Explain that in this activity they will role play carrying out a decision they make and communicating it clearly and assertively. Divide students into pairs. Show the class the pre-written instructions so everyone can see:

- Review the situation and decide what to do.
- Decide who will play the roles.
- Decide as a group how the person can be assertive and stand up to their friend.
- Plan a very short role-play about two minutes long.

Use the following script for your role-play:

Note to the Teacher: Feel free to add specific scenarios that may relate to something that has actually happened in your class or that you feel is appropriate for your students. Choose the ones that will have the most relevance and meaning for your class. You can also give the same scenario to more than one pair and see how different pairs decide to demonstrate assertive communication. (8 minutes)

STEP 4: Give groups about 5 minutes to plan. Then have each Pair present its role-play. After each role play, discuss the following questions:

- Was the student assertive?
- How did the student communicate their refusal?
- Do you think they were effective? Why or why not?

Finish by telling students that standing up for what they believe in or what they want is an important skill to have. It is important to practice assertive communication whenever they can so they can get good at it. (17 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The role plays are designed to assess Learning Objectives one and two. Through role play, students should be able to demonstrate assertive communication and appropriate refusal skills.

HOMEWORK:

None.

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Worksheet

CONFLICT SITUATION 1

ORQLTXH V SDUHQWV H[SHFW KHU WR FRPH KRPH GLUHFWO\ IURP
ZDQWV ORQLTXH WR FRPH WR KHU KRXXVH IRU D OLWWOH³JHW W
NLGV DUH FRPLQJ RYHU DQGEH D R R P D V P Q W K H U G Z R H Q W W Z D Q W V
VKH NQRZV KHU SDUHQWV ZLOO EH UHDOO\ DQJU\ LI VKH JRHV D
DGXOWV WKHUH -DPLOD GRHVQ W ZDQW WR WDNH³QR' IRU DQ D

Question: How can Monique use assertive communication skills to tell Perry how she feels?

Write down some ideas for a role play that will demonstrate Monique using assertive communication to express her views. Think about some ways that Jamila might respond and what else Monique can do.

CONFLICT SITUATION 2

CONFLICT SITUATION 4

It was a hot day and Ben and Maya had played hard. They both want to get cold drinks from the