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COMMUNICATION

9TH GRADE CURRICULUM

Future Ready Skills: A College Career Readiness Curriculum for High School Freshmen

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FUTURE READY

9TH GRADE CURRICULUM

8 Units of Essential Skills

- | | |
|----------------------|--------------------|
| 1. Freshman Bootcamp | 5. Teamwork |
| 2. Who Am I? | 6. Design Thinking |
| 3. Future Me | 7. Communication |
| 4. Decision Making | 8. Growth Mindset |

Future Ready is an innovative college and career readiness curriculum created for students to develop the social, emotional, and interpersonal skills necessary to navigate the world after graduation. Each unit includes lesson plans and student handouts that require minimal preparation.

Students will discover personal strengths, practice effective communication strategies, and explore growth opportunities. The curriculum is aligned with Tennessee Career Exploration course standards and other state standards in STEM, English/Language Arts, and Social Science. It is easily adaptable for Advisory and other settings.

Future Ready was written by former classroom teachers, Dr. Jennifer Richards and Alexis Hall, at the University of Tennessee Institute of Agriculture. It was created in collaboration with Hardeman County Schools Pilot Teachers and Unit 1 Co-Authors, Nikki Boatwright, Jennifer Cox, and Sherri Johnson. For more information, contact jennifer.richards@utk.edu.



Unit 7

The BIG Idea

How do I communicate respectfully?

OVERVIEW

Lesson 1: It's Not What You Say

- *Big Idea:* How do nonverbal cues affect communication?
- *Time:* 45 minutes

Lesson 2: Describing Disrespect

- *Big Idea:* What does respectful communication look like?
- *Time:* 45 minutes

Lesson 3: Assertive Communication

- *Big Idea:* How can I communicate effectively?
- *Time:* 90 minutes

Lesson 4: Acting Assertively

- *Big Idea:* How can I communicate respectfully and assertively?
- *Time:* 45 minutes

OBJECTIVES

Lesson 1: It's Not What You Say

- Identify nonverbal cues
- Analyze nonverbal cues to determine the messages they convey
- Apply nonverbal communication in real-life situations
- Evaluate the importance of nonverbal cues to communication

Lesson 2: Describing Disrespect

- Describe the characteristics of respectful communication
- Create examples of respectful communication at home, school and work

Lesson 3: Assertive Communication

- Describe the difference between aggressive, passive and assertive communication

Lesson 4: Acting Assertively

- Describe the difference between aggressive, passive and assertive communication
- Practice assertive communication

It's Not What You Say

The **BIG** Idea

How do nonverbal cues affect communication?

AGENDA

Approximately 45 minutes

- Warm Up (5 minutes)
- Cue Cards (10 minutes)
- Nonverbal Communication Tips (10 minutes)
- It's Not What You Say (10 minutes)
- Wrap Up (10 minutes)

MATERIALS

- Seinfeld Video Clip & Projector
- Cue Cards (1/group)
- Nonverbal Communication Tips handout (1/person)
- It's Not What You Say handout (1/person)

OBJECTIVES

During this lesson, students will:

- Identify nonverbal cues
- Analyze nonverbal cues to determine the messages they convey
- Apply nonverbal communication in real-life situations
- Evaluate the importance of nonverbal cues to communication

STANDARDS

- English/Language Arts 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- English/Language Arts 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.
- Career Exploration 7: Demonstrate appropriate communication at various levels. Develop and practice active listening skills and effective oral and written communications, appropriate to task and audience, to overcome communication barriers. Demonstrate effective note-taking strategies to summarize main points and speaker/author meanings from multiple sources such as lectures, journals, websites, and/or textbooks/manuals. Address the class using a public-speaking activity.

OVERVIEW

Students will learn about the importance of nonverbal communication. They will practice their nonverbal communication skills using real-world examples.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Make copies of the **Cue Cards (1/group)**, **Nonverbal Communication Tips** handout (1/person), and **It's Not What You Say** handout (1/person). You will also need to play the **Seinfeld video clip** for students. The QR code is below.

VOCABULARY

Nonverbal communication: Communication without words. It includes behaviors such as facial expressions, eyes, touching and tone of voice. This could also include how one is dressed, their posture and distance between individuals who are talking.

RESOURCES

Seinfeld Video Clip

Scan the QR code or visit this link:

youtube.com/watch?v=iBaPplviA8o



- tiny.utk.edu/W437
- overcomingobstacles.org/portal/en/curricula/high-school/lesson-1-understanding-nonverbal-communication
- helpguide.org/relationships/communication/nonverbal-communication

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. Show students the following clip from Seinfeld with the sound off:
youtu.be/iBaPplviA8o. **You can find the QR code on the previous page.** Ask students to predict what is happening in the scene based only on the characters' body language. Encourage them to share specific examples to support their guesses. Replay the clip with the sound on to allow them to determine the accuracy of their guesses.
2. **SAY SOMETHING LIKE:** We are going to watch a clip from a television show called Seinfeld, but we are going to watch it with no sound. Based only on the characters' body language, predict what is happening in the scene.
3. Play the clip on mute and ask students to share their predictions.
4. **SAY SOMETHING LIKE:** Now, let's watch it again with the sound on to see if you guessed correctly.
5. Play the clip with the sound on, and then ask students to evaluate their predictions.
6. **SAY SOMETHING LIKE:** You may have noticed that you were able to understand what was going on with the characters based only on nonverbal communication which is the process of sharing information and expressing thoughts, feelings and intentions without using words. By the end of this lesson, you should be able to explain why nonverbal communication is important, model some examples of nonverbal communication for speaking and listening and understand that it's not always what you say but how you act while saying it.

II. Cue Cards (10 minutes)

1. Select 10 volunteers from the class and pass out one cue card from the **It's Not What You Say Cue Cards** to each student.
2. **SAY SOMETHING LIKE:** Our 10 volunteers will form five pairs who are going to demonstrate positive and negative nonverbal communication. Each group has one person who is speaking and another who is listening. Each group will have 30 seconds in front of the class to perform what they are told to do on their cue card. When they finish, we, as a class, will identify whether they were good or bad nonverbal communicators and listeners. Let's get started with our first group.
3. Select one student who has a "speaking" card and one who has a "listening" card. Ask the students to do what their card asks and then have the class vote using a thumbs up/thumbs down style voting for each pair of students. If you have longer than 20 minutes to complete the activity, you can discuss after each group what went well and what didn't.
4. Continue this process until all five pairs have gone.

III. Nonverbal Communication Tips (10 minutes)

1. Pass out the **Nonverbal Communication Tips handout** to each student. Ask them to read the article aloud with a partner, each taking turns reading a paragraph until they have read the entire article.
2. Ask each pair to choose which part of nonverbal communication they think is the most important. Invite students to share their responses with the class.

IV. It's Not What You Say (10 minutes)

1. Give each student a copy of the **It's Not What You Say handout**.
2. **SAY SOMETHING LIKE:** Let's practice our nonverbal communication and listening skills. Everyone will need to find a partner and decide who will be the speaker first. That person will have 30 seconds to practice good nonverbal communication skills while speaking, and the other partner will listen.
3. Students will now take turns practicing their nonverbal communication skills with their partners. After students have completed the role-play portion of the activity, have them share with their partner what they did well in terms of speaking and listening and what they can improve on. Ask the students to share with the class what nonverbal communication skills their partner did well and which ones they can improve on, if their partner is comfortable with that.

V. Wrap Up (10 minutes)

1. **SAY SOMETHING LIKE:** As our last activity for today, you are going to write a Haiku about the following topic. Remember, a Haiku is a three-line poem with five syllables in the first line, seven in the second and five in the third. The topic is, "Using nonverbal communication is an effective form of communication."
2. **Ask students to discuss these questions:**
 - a. What were some situations in the last week in which you communicated something nonverbally?
 - b. Can you think of a situation in which someone's words say one thing and their nonverbal communication says something different?
 - c. How would nonverbal communication be different while eating lunch with your friends than it would be at a job interview?

Nonverbal Communication Tips

It's not just what you say, it's **how** you say it. When you speak, other people "read" your voice in addition to listening to your words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sounds that convey understanding, such as "ahh" and "uh-huh." Think about how your tone of voice can indicate sarcasm, anger, affection or confidence. The many different types of nonverbal communication or body language include:

Facial expressions. The human face is extremely expressive, able to convey countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear and disgust are the same across cultures.

Body movement and posture. Consider how your perceptions of people are affected by the way they sit, walk, stand or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance and the subtle movements you make.

Gestures. Gestures are woven into the fabric of our daily lives. You may wave, point, beckon or use your hands when arguing or speaking animatedly, often expressing yourself with gestures without thinking. However, the meaning of some gestures can be very different across cultures. While the "OK" sign made with the hand, for example, usually conveys a positive message in English-speaking countries, it's considered offensive in countries such as Germany, Russia and Brazil. So, it's important to be careful of how you use gestures to avoid misinterpretation.

Eye contact. The way you look at someone can communicate many things, including interest, affection, hostility or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's interest and response. One thing to know about eye contact is that you don't need to directly stare into someone's eyes without blinking or ever looking away— in fact, that might make someone uncomfortable! Generally, when people refer to eye contact, they mean that they are expecting to look at them as a whole person while they are speaking. You can look at their eyebrows, their hair, their nose, their eyes and their face as a whole while listening or speaking.

Touch. We communicate a great deal through touch. Think about the very different messages given by a weak handshake, a warm bear hug, a patronizing pat on the head or a controlling grip on the arm, for example.

Space. Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, the situation and the closeness of the relationship. You can use physical space to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance.

Once you've developed your abilities to manage stress and recognize emotions, you'll start to become better at reading the nonverbal signals sent by others. It's also important to:

Pay attention to inconsistencies. Nonverbal communication should reinforce what is being said. Is the person saying one thing, but their body language conveying something else? For example, are they telling you "yes" while shaking their head "no?"

Look at nonverbal communication signals as a group. Don't read too much into a single gesture or nonverbal cue. Consider all of the nonverbal signals you are receiving, from eye contact to tone of voice and body language. Taken together, are their nonverbal cues consistent—or inconsistent—with what their words are saying?

Trust your instincts. Don't dismiss your gut feelings. If you get the sense that someone isn't being honest or that something isn't adding up, you may be picking up on a mismatch between verbal and nonverbal cues.

Evaluating nonverbal signals

Eye contact – Is the person making eye contact? If so, is it overly intense or just right?

Facial expression – What is their face showing? Is it masklike and unexpressive or emotionally present and filled with interest?

Tone of voice – Does the person's voice project warmth, confidence and interest or is it strained and blocked?

Posture and gesture – Is their body relaxed or stiff and immobile? Are their shoulders tense and raised or relaxed?

Touch – Is there any physical contact? Is it appropriate to the situation? Does it make you feel uncomfortable?

Intensity – Does the person seem flat, cool and disinterested or over-the-top and melodramatic?

Timing and place – Is there an easy flow of information back and forth? Do nonverbal responses come too quickly or too slowly?

Sounds – Do you hear sounds that indicate interest, caring or concern from the person?

It's Not What You Say

Choose one person to be the speaker first. When it is your turn to be the speaker, talk for 30 seconds about the following question: What has been your favorite class so far this year? Why?

When it is your turn to be the listener, write a “glow” and “grow” for the speaker.

Glow

Write one strength of the speaker's nonverbal communication skills.

Grow

Write one opportunity for growth of the speaker's nonverbal communication skills.

Describing Disrespect

The **BIG** Idea

What does respectful communication look like?

AGENDA

Approximately 45 minutes (1 class period)

1. Warm Up (15 minutes)
2. Respectful Communication (15 min)
3. Wrap Up (15 minutes)

MATERIALS

- Video: tiny.utk.edu/respect
- Colored pencils or other art supplies
- **Disrespectful Cartoons Handout (1/student)**
- **Respectful Communication Handout (1/pair)**

OBJECTIVES

During this lesson, students will:

- Describe the characteristics of respectful communication
- Create examples of respectful communication at home, school and work

STANDARDS

- English/Language Arts 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- English/Language Arts 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.
- Career Exploration 7: Demonstrate appropriate communication at various levels. Develop and practice active listening skills and effective oral and written communications, appropriate to task and audience, to overcome communication barriers. Demonstrate effective note-taking strategies to summarize main points and speaker/author meanings from multiple sources such as lectures, journals, websites and/or textbooks/manuals. Address the class using a public-speaking activity.

OVERVIEW

Students will draw cartoons and describe the verbal and non-verbal cues of disrespect based on their personal experience. They will learn about the characteristics of respectful communication and how it can look different in various cultures and contexts.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Prepare to show **The Illusion of Rudeness - The Myth of Respect video**:
tiny.utk.edu/respect
- Copy the following handouts:
 - **Disrespectful Cartoons Handout (1/student)**
 - **Respectful Communication Handout (1/pair)**
- Students can use colored pencils or other art supplies while drawing their cartoons.

VOCABULARY

Social norm- a shared standard of behavior within a group

RESOURCES

Cognifit. *Respect: Examples and How to Learn or Teach It*.

blog.cognifit.com/respect/#:~:text=The%20word%20respect%20comes%20from,a%20personal%20quality%20or%20ability%E2%80%9C.

Burnell, R. (2019). *The Illusion of Rudeness- The Myth of Respect*.

youtube.com/watch?v=9hwlfxBBZ4E&t=2s

ACTIVITY STEPS

I. Warm-Up (15 minutes)

1. Give each student a copy of the **Disrespectful Cartoons Handout**.
2. Instruct students to draw a cartoon of a time an adult disrespected them. After they draw the cartoon, they will write the specific verbal and non-verbal cues that showed disrespect. Then, they will do the same thing with a time that they disrespected an adult.
3. Discuss with students the characteristics that described disrespect.

II. Respectful Communication (15 minutes)

1. Divide students into pairs. Give each pair a copy of the **Respectful Communication Handout**.
2. Instruct students to read the characteristics of respectful communication.
3. In the chart at the bottom of their paper, tell students to create examples of how respectful and disrespectful communication might look at home, school and work. They will then describe the consequences of communicating respectfully and disrespectfully. Remind students that consequences can be positive and negative.
4. Invite students to share their examples and consequences with the class.

III. Wrap-Up (15 minutes)

1. **SAY SOMETHING LIKE:** You may have noticed that the expectations for respectful communication and the consequences for using disrespectful communication can vary depending on the situation. These social norms, or the type of behavior that is usually accepted, might be different for you at home than it is at school or work. Let's look at an example of how the expectations for respectful behavior can also change based on one's culture.
2. Show students The Illusion of Rudeness - The Myth of Respect video. tiny.utk.edu/respect
3. **SAY SOMETHING LIKE:** According to this speaker, people's understanding of what is respectful versus rude is influenced by their culture.
4. Ask, "Can you think of any other examples of how someone's culture might affect their perception of respect?"
 1. For example, some cultures consider eye contact among strangers or with an authority figure disrespectful.
5. While it can be challenging to determine what is appropriate in different situations, it is our responsibility to do the best we can to respect others. One way we can show respect for others is by using assertive, rather than aggressive, communication. We will learn about this difference in our next class.

Disrespectful Cartoons

Draw a cartoon of a time when an adult disrespected you.	
List the verbal cues that showed disrespect.	List the non-verbal cues that showed disrespect.

Draw a cartoon of a time when you disrespected an adult.	
List the verbal cues that showed disrespect.	List the non-verbal cues that showed disrespect.

Respectful Communication

Here are some characteristics of respectful communication:

- Listening to the other person
- Understanding that people have the right to their own beliefs
- Apologizing when we make mistakes or hurt someone
- Keeping private information to ourselves (unless someone is in danger)
- Complying with laws and regulations
- Asking others about their interests, life and feelings
- Only touching others or their belongings with permission
- Giving people personal space
- Including people in conversations
- Helping others when we can
- Express gratitude when someone helps us

Respectful Communication			
	Home	School	Work
Examples			
Consequences			

Disrespectful Communication			
	Home	School	Work
Examples			
Consequences			

Assertive Communication

The BIG Idea

How can I communicate effectively?

AGENDA

Approximately 45 minutes (1 class period)

1. Warm Up (15 minutes)
2. Passive, Aggressive, or Assertive (25 min)
3. Wrap Up (5 minutes)

MATERIALS

- Newspaper (1 sheet/student)
- Sticky chart paper (3 sheets)
- Markers or other art supplies
- Dictionary (physical or online)
- Assertive Communication Handout (1/student)

OBJECTIVES

During this lesson, students will:

- Describe the difference between aggressive, passive and assertive communication

STANDARDS

- English/Language Arts 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- English/Language Arts 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.
- Career Exploration 7: Demonstrate appropriate communication at various levels. Develop and practice active listening skills and effective oral and written communications, appropriate to task and audience, to overcome communication barriers. Demonstrate effective note-taking strategies to summarize main points and speaker/author meanings from multiple sources such as lectures, journals, websites and/or textbooks/manuals. Address the class using a public-speaking activity.

OVERVIEW

Students will define the words passive, aggressive and assertive. They will create examples of each type of behavior and describe how it makes them feel. They will describe how someone could handle a situation assertively.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Copy the **Assertive Communication Handout (1/student)**.
- Gather materials:
 - **Newspaper (1 sheet/student)**
 - **Sticky chart paper (3 sheets)**
 - Title each sheet as "Passive," "Aggressive" or "Assertive."
 - **Markers or other art supplies**
 - **Dictionary (physical or online)**

VOCABULARY

Passive- not active; only acted upon

Aggressive- ready to start fights or quarrels; very active or bold

Assertive- clearly and positively; in a confident manner

RESOURCES

Community for Education Foundation. (2022). *Overcoming Obstacles Life Skills Curriculum: Middle School Level*.

ACTIVITY STEPS

I. Warm-Up (15 minutes)

1. Divide students into pairs and give each pair a sheet of newspaper.
2. **SAY SOMETHING LIKE:** Each of you must hold one corner of the paper. Whether you hold corners on the same or on opposite sides of the paper is up to you and your partner. *Pause for students to hold the paper.* The paper represents a pizza that you will have for dinner tonight. Since there are two of you, you must split the pizza between you. Each of you has the same goal—to tear off as much of the pizza as you can.
3. After students tear the paper, ask these questions:
 - a. **Raise your hand if you ended up with the larger piece. How did your partner feel about that?**
 - b. **Raise your hand if you ended up with the smaller piece. How did your partner feel about that?**
 - c. **What did you do during the activity to get the smaller or larger piece?**
4. Tell students that they are going to repeat the task to refresh their memories. This time, they should think carefully about the process of dividing the “pizza.”
5. Give each pair another sheet of newspaper and repeat the dividing process.
6. Ask students to share how they got the larger or smaller pieces this time. If any groups changed their process, ask questions such as, **“Why did you change it this time?”** and **“What did you do differently?”**
7. **SAY SOMETHING LIKE:** Some of you may have heard their partner’s perspective and then recognized that they could change their behavior. Others may have still tried getting the bigger piece for themselves. Either way, your behavior sent a message through actions and words. Today we will learn about how others may perceive our behavior and how it can affect how they respond to us.

II. Respectful Communication (15 minutes)

1. Write “Types of Behavior” on the board. Underneath, place three pieces of sticky chart paper labeled as “Passive,” “Aggressive” or “Assertive.”
2. Divide the class into three groups.
3. Assign each group one of the words, giving them the sheet of chart paper that goes with it.
4. Tell each group to define the word using a dictionary (physical or online). They also need to create three examples of this type of behavior.
5. Allow students about 10 minutes to prepare their posters.
6. Before the groups share, ask them to hang their posters around the room.

7. Invite students to share their definitions and examples with the class. Here are some samples:
 - a. “Passive” means “not active; only acted upon.” Using soft or inaudible tones of voice, avoiding eye contact, slouching and using other methods of acting or speaking that say, “I can’t,” “I don’t know,” “I don’t care” or “Don’t look at me” are all characteristics of passive behavior.
 - b. “Aggressive” means “ready to start fights or quarrels; very active or bold.” Using loud or angry tones of voice, pushing into another person’s personal space, using physical or verbal intimidation and using other methods of acting or speaking that say, “Look at me,” “Listen to me,” “Do it my way” or “Get out of my way” are all characteristics of aggressive behavior.
 - c. “Assertive” means “clearly and positively; in a confident manner.” Using calm and steady tones of voice, maintaining eye contact, keeping a straight posture and using other methods of acting or speaking that say, “I know who I am,” “I know what I’m doing,” “I’m interested in who you are” or “I respect you as a person” are all characteristics of assertive behavior.

III. Wrap-Up (10 minutes)

1. Give each student a copy of the Assertive Communication Handout.
2. Instruct students to complete the chart.
3. Tell students that tomorrow, they will practice acting assertively.

Assertive Communication

	Passive	Aggressive	Assertive
Definition			
3 Examples			
This behavior makes me feel...			

Acting Assertively

The **BIG** Idea

How can I communicate respectfully and assertively?

AGENDA

Approximately 45 minutes (1 class period)

1. Warm Up (5 minutes)
2. Communication Playing Cards (20 min)
3. Acting Assertively (10 minutes)
4. Wrap Up (10 minutes)

MATERIALS

- Acting Assertively Handout (1 copy cut into 3 sections)
- Communication Playing Cards (1 set)

OBJECTIVES

During this lesson, students will:

- Describe the difference between aggressive, passive and assertive communication
- Practice assertive communication

STANDARDS

- English/Language Arts 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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OVERVIEW

Students act out scenarios using passive, aggressive or assertive behavior. They will describe how someone could handle a situation respectfully.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Copy and cut apart the **Acting Assertively Handout (1)** and **Communication Playing Cards (1)**
 - If you have more than 24 students, you can have students double up, or you can create two sets and give some of the scenarios twice.

VOCABULARY

Assertive- clearly and positively; in a confident manner

RESOURCES

Community for Education Foundation. (2022). *Overcoming Obstacles Life Skills Curriculum: High School Level*.

ACTIVITY STEPS

I. Warm-Up (5 minutes)

1. Instruct students to think back to the beginning of class yesterday when they split up the pizza.
2. Ask the following questions:
 1. **How might that have gone differently if people were acting assertively?**
 - a. They would appear confident, speak calmly to each other, use eye contact and good posture, and be respectful of their partner.
 2. **How do you think the paper might be divided in the end? Why?**
 - a. The paper would probably be divided equally because the people involved would have negotiated equal shares, since each wanted as much as possible from the split.
3. Tell students that today they will practice communicating assertively and respectfully.

II. Communication Playing Cards (20 minutes)

1. Give each student a card from the **Communication Playing Cards** deck. Tell them that each card has a scenario on it and an acting style of aggressive, passive or assertive. Their goal is to act out their scenario in a way that others can tell if it is aggressive, passive or assertive. Give students 1 minute to prepare. Their responses should be 30 seconds or less.
2. While each person is acting out their card, the other students will try to guess if their behavior is supposed to be aggressive, passive or assertive. You can have each student keep score and determine a winner at the end.
 - a. Optional: Use whiteboards, index cards or polling software to have students guess.

III. Acting Assertively (10 minutes)

1. Divide the class into three groups.
2. Give each group a section of the **Acting Assertively Handout**.
3. Instruct each group to determine a respectful response to the situation.

IV. Wrap-Up (10 minutes)

1. Invite each group to share out their solutions to the scenarios.
2. **SAY SOMETHING LIKE:** Each of these conflicts is open ended, and it could have a different outcome depending on the individuals involved. Throughout our lives, we will encounter situations that challenge us to maintain respect for ourselves and others.

Acting Assertively

Read the scenario below and discuss it with your group. How would you handle this in a way that respects yourself and others?

You're a responsible person. You have final exams that demand many hours of concentrated study time. It's the night before the first final, and a neighbor for whom you babysit regularly has asked you to sit for her infant while she handles a family emergency. You know that the baby will demand a good amount of your time. What do you do?

Read the scenario below and discuss it with your group. How would you handle this in a way that respects yourself and others?

You pride yourself on your honesty, and your best friend has asked for your opinion about their romantic partner. The relationship has just started. You haven't spent a lot of time with this new person, but your initial impressions are negative. This person seems self-centered and inconsiderate toward your friend. Do you tell your friend the truth about how you feel? What do you do?

Read the scenario below and discuss it with your group. How would you handle this in a way that respects yourself and others?

You want to believe the best of people, but your friend has been accused of shoplifting something from the local drugstore. They have a history of theft, and witnesses claim to have seen the crime. Your friend promises you that they haven't stolen anything since the last time they got in trouble. What do you say to your friend?

Your cousin borrowed your favorite shirt and accidentally spilled something on it. She apologized, and you forgave her. Now, she wants to borrow your new shoes. Tell her that she cannot borrow your shoes. Acting Style: Aggressive	Your cousin borrowed your favorite shirt and accidentally spilled something on it. She apologized, and you forgave her. Now, she wants to borrow your new shoes. Tell her that she cannot borrow your shoes. Acting Style: Passive
Your cousin borrowed your favorite shirt and accidentally spilled something on it. She apologized, and you forgave her. Now, she wants to borrow your new shoes. Tell her that she cannot borrow your shoes. Acting Style: Assertive	You find out that someone you thought was a friend has been spreading rumors about you. You see him walking down the street toward you. Confront him about the rumors. Acting Style: Aggressive
You find out that someone you thought was a friend has been spreading rumors about you. You see him walking down the street toward you. Confront him about the rumors. Acting Style: Passive	You find out that someone you thought was a friend has been spreading rumors about you. You see him walking down the street toward you. Confront him about the rumors. Acting Style: Assertive
Your best friend needs to pass math. You are in the same class. Tomorrow is the mid-term exam, and your friend has not studied. She wants to cheat off your paper. Tell her that she cannot copy your answers. Acting Style: Aggressive	Your best friend needs to pass math. You are in the same class. Tomorrow is the mid-term exam, and your friend has not studied. She wants to cheat off your paper. Tell her that she cannot copy your answers. Acting Style: Passive

Your best friend needs to pass math. You are in the same class. Tomorrow is the mid-term exam, and your friend has not studied. She wants to cheat off your paper. Tell her that she cannot copy your answers. Acting Style: Assertive	You work at a pet shop after school and on Saturdays. Your boss has noticed that money has been missing from the cash register. He accused you of taking it. Tell him that you are not the person who has been taking money. Acting Style: Aggressive
You work at a pet shop after school and on Saturdays. Your boss has noticed that money has been missing from the cash register. He accused you of taking it. Tell him that you are not the person who has been taking money. Acting Style: Passive	You work at a pet shop after school and on Saturdays. Your boss has noticed that money has been missing from the cash register. He accused you of taking it. Tell him that you are not the person who has been taking money. Acting Style: Assertive
A student with a reputation for being irrational and violent has taken your backpack. Ask him to return it. Acting Style: Aggressive	A student with a reputation for being irrational and violent has taken your backpack. Ask him to return it. Acting Style: Passive
A student with a reputation for being irrational and violent has taken your backpack. Ask him to return it. Acting Style: Assertive	Your neighbor's dog is in your yard or in front of your door almost every day making a mess and barking. Tell your neighbor to control her dog. Acting Style: Aggressive

Your neighbor's dog is in your yard or in front of your door almost every day making a mess and barking. Tell your neighbor to control her dog. Acting Style: Passive	Your neighbor's dog is in your yard or in front of your door almost every day making a mess and barking. Tell your neighbor to control her dog. Acting Style: Assertive
You have loaned money to a close friend. It has been over three weeks, and he still has not paid you back. You need the money back before this weekend. Ask him for the money. Acting Style: Aggressive	You have loaned money to a close friend. It has been over three weeks, and he still has not paid you back. You need the money back before this weekend. Ask him for the money. Acting Style: Passive
You have loaned money to a close friend. It has been over three weeks, and he still has not paid you back. You need the money back before this weekend. Ask him for the money. Acting Style: Assertive	You made a 95 on a test. When you get your grade card, it shows that you made a 59 on the test. Ask your teacher to correct the grade. Acting Style: Aggressive
You made a 95 on a test. When you get your grade card, it shows that you made a 59 on the test. Ask your teacher to correct the grade. Acting Style: Passive	You made a 95 on a test. When you get your grade card, it shows that you made a 59 on the test. Ask your teacher to correct the grade. Acting Style: Assertive



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