







A.7: Communication Styles

LESSON THEME	STANDARDS ADDRESSED
Setting Boundaries	Develop empathy and embrace vulnerability by identifying their own and others' emotions and expressing a range of emotions and thoughts in ways that feel most authentic.
ESSENTIAL QUESTION	LESSON OBJECTIVES: Students will be able to...
How do I communicate to others effectively?	Classify scenarios by communication style.

LOGISTICS & PREPARATION	
The Student Experience	Students will: <ul style="list-style-type: none"> Review different communication styles with a card sort.
Facilitator Preparation	<ul style="list-style-type: none"> REVIEW SCENARIOS **Alert** <i>One of the scenarios refers to a romantic relationship. While this may be appropriate for some age groups, if this is not right for your students, edit this scenario.</i> Prepare the card sort by copying and cutting out the cards. We recommend printing on thick paper so you cannot read through the back. You will need a full set of cards for each group of 4. You may choose to preselect your scenario to model for students and prepare your delivery ahead of time.

INSTRUCTOR-FACILITATED AGENDA & TIMING			
Lesson Component		Content	Time: 25 min
	Connect	Check In	3 min
	Frame	Frame and connect today's lesson to previous lessons and to the module's larger goal.	1 min
	Cultivate Exp. 1	Communication Styles Card Sort	21 min

LESSON COMPONENT	TIME	NOTES
 <p>CONNECT</p>	3 min	<ul style="list-style-type: none"> [3 min] DIRECT students to write responses to key framing questions: <ul style="list-style-type: none"> Tell a story about someone that is a good communicator. This can be someone you know of or someone you know in real life. What makes you describe them that way?
 <p>FRAME</p>	1 min	<p>GIST: Frame and connect today's lesson to previous lessons and to the larger goal for this module, or unit.</p> <p>SAY:</p> <ul style="list-style-type: none"> In the previous lesson, we began to explore our boundaries and identified some ways we might strengthen them. Although others may not always respect our boundaries, by proactively communicating our boundaries, and letting others know when they have been crossed, we can set a foundation for greater trust and healthier relationships. Today we will explore different communication styles to better understand how we might communicate our boundaries assertively.
 <p>CULTIVATE Experience 1</p> <p><i>How do I communicate to others effectively?</i></p>	21 min	<p>GIST: Students read scenarios and work in groups to determine if the featured communication style is aggressive, passive aggressive, assertive, or passive.</p> <ul style="list-style-type: none"> [4 min] EXPLAIN the gist of today's activity and DESCRIBE four communication styles included in the student materials. Allow time for clarifying questions. <ul style="list-style-type: none"> SAY: In small groups you will read different scenarios and decide together if the communication style is aggressive, passive aggressive, assertive, or passive. Let's start by understanding what each of these styles means. Follow along in your student materials as I read about each. Review key points from pg. 2 of student handout. [1 min] INVITE a student to read steps 2, 3 and 4 from the directions under Experience 1: Communication styles card sort in their student materials. <ul style="list-style-type: none"> Step 2: When it is your turn, pick a card at random. Review the scenario and the communication style of your response. Plan how and what you will communicate to match the style you were given. Step 3: Read the scenario out loud and act out the response, without revealing what communication style you were given. Step 4: The group will try to guess which communication style is being acted out. If they do not guess correctly after 30 seconds, the person acting out the card can reveal the communication style. [2 min] MODEL how to act out a card with the whole class. <ul style="list-style-type: none"> Place all cards face down and select a card at random. With the card viewable <i>only to you</i>, review the scenario in your head, observe the communication style you will act out, and plan your response. (~30 sec). Read the scenario out loud to the class and act out your response. <u>Do not reveal the communication style.</u> Ask students to guess which communication style your response acted out. [1 min] ORGANIZE students into groups of 4 and hand out a set of scenario cards to each group. [10 min] INDICATE which student should go first. CIRCULATE and SUPPORT as students work

in groups. *Note: Students likely won't get to all of the types in this time frame.*

- [3 min] **FACILITATE** group dialogue around the following questions:
 - **Q:** What makes it difficult to communicate assertively?
 - **A:** Our emotions, thoughts, and beliefs can make it difficult to communicate assertively.
 - **Q:** What is the impact of each communication style?
 - **A:** See Key Understandings Below

Key Understandings

Use the themes below to support student understanding. These themes are adapted from the UK Violence Intervention and Prevention Center.

Impact of PASSIVE communication:

- often feel anxious because life seems out of their control
- often feel depressed because they feel stuck and hopeless
- often feel resentful (but are unaware of it) because their needs are not being met
- often feel confused because they ignore their own feelings
- are unable to mature because real issues are never addressed

Impact of AGGRESSIVE communication:

- alienate others
- generate fear and hatred in others
- always blame others instead of owning their issues, and thus are unable to mature

Impact of PASSIVE-AGGRESSIVE communication:

- become alienated from those around them
- remain stuck in a position of powerlessness
- discharge resentment while real issues are never addressed so they can't mature

Impact of ASSERTIVE communication:

- feel connected to others
- feel in control of their lives
- are able to mature because they address issues and problems as they arise
- create a respectful environment for others to grow and mature