



LESSON

2

Healthy Communications Unit Grade 5 • Ages 10-12

TIME FRAME

Preparation: 15 minutes
Instruction: 30-60 minutes

MATERIALS

Talking Twin Babies (2 mins.):
<https://www.youtube.com/watch?v=JmA2CIUvUY>

Role-play sheets, two copies, one for the teacher, one cut apart before class for students

3 pieces of chart paper

RAK Journals

[Kindness Concept Posters](#) for Assertiveness and Respect

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.5.1, 1b, 2; CCSS.ELA-Literacy.L.5.1
Colorado: Comprehensive Health S.3, GLE.1, EO.c; S.4, GLE.2, EO.a-d; Reading, Writing and Communicating S.1, GLE.2, EO.a,b

[Learning standards key](#)

Ways to Communicate

Students will identify different ways of communicating with others and learn ways to communicate assertively.

Lesson Background for Teachers

This lesson builds on the previous lesson in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

RESPECT	Treating people, places, and things with kindness.
NON-VERBAL COMMUNICATION	Communicating with our bodies or actions.
PASSIVE COMMUNICATION	Communicating without directly addressing what you are trying to say.
AGGRESSIVE COMMUNICATION	Communicating in a way that is forceful, hurtful or unkind.
ASSERTIVENESS	Standing up for yourself and what you believe in while being respectful of others.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Seeing a pie chart that visually represents how much of communication is verbal, vocal and body movements as described above.
- Hearing a driving analogy to better understand the difference between Passive, Aggressive and Assertive (Healthy) Communication: *When you're riding in a car, I bet you've seen all kinds of drivers. Passive drivers are those who hold back by driving too slowly as everyone zooms by. That can be unsafe because driving too slowly is not following the rules. Aggressive drivers sometimes make choices like cutting in front of other people or going too fast. Assertive drivers follow the rules, drive safely, and drive with a purpose in mind; they know where they going and how to get there safely.*
- Writing their lines on cards in case they have a hard time remembering their parts.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

The Characteristics of Passive, Assertive, and Aggressive Communication https://www.dulwich-suzhou.cn/uploaded/DCSZ_meet_the_counselor/The_Characteristics_of_Passive,_Aggressive_and_Assertive_Communication.pdf

The Four Basic Styles of Communication https://www.uky.edu/hr/sites/www.uky.edu/hr/files/wellness/images/Conf14_FourCommStyles.pdf.

Share (2 mins)

Invite a couple volunteers to share their Kindness in Action word cloud from Gossip and Rumors. Alternatively, ask students to share some ways they can communicate with others without talking (i.e. using hand signals, rolling eyes, crossing arms, etc.).

Inspire

Video Clip and Discussion (5 mins)

Today we are going to talk about different ways to communicate. We can communicate with our words or with our bodies. When we communicate without words it is called nonverbal communication or body language. According to experts, 7% of our communication is verbal, 38% is vocal (the way we say things), and 55% are body movements. Now we are going to watch a clip that shows how much toddlers can communicate with sounds and gestures.

Play the video (2 mins.): Talking Twin Babies:
https://www.youtube.com/watch?v=_JmA2CIUvUY

Then ask the following questions: (If you can't stream the clip, ask the last question only.)

- *How do the boys communicate verbally?*
- *What are some of the ways they "talk" without saying words (non verbal communication)? (Moving their legs, gesturing with arms, laughing, bending over.)*
- *What are some ways that you talk without using words?*

Empower

Group Discussion (5-7 mins)

We also can communicate in different ways, some that are healthy and some that are not. What do you think it means to communicate aggressively? Can you give some examples of this way of communicating? Do you think this is healthy? Why or why not?

Allow students to respond and write responses on the poster under the title "Aggressive Communication." Then say and write on the poster, if necessary: Aggressive communication is hurtful or unkind. It includes fighting, verbal or physical threats or bullying as well as gossiping or spreading rumors. It does not show respect.

What does it mean to communicate passively? Passive communication is communicating without directly addressing what you are trying to say. Can you give some examples? Do you think this is healthy? Why or why not?

Allow students to respond and write their responses on the large self-adhesive poster sheet with the words "Passive Communication." Then say and write on the poster, if necessary: Communicating passively means avoiding the problem and letting someone treat you disrespectfully. It includes ignoring people, not saying

anything, and letting the other person get what he or she wants. It could include not standing up for yourself, doing things behind other people's backs or being secretive.

What do you think it means to communicate assertively? Can you give some examples? Do you think this is healthy? Why or why not?

Allow students to respond and write responses on the poster under the title "Assertive Communication." Then say and write on the poster, if necessary: Assertive communication is how you can let others know about your needs and wants, and at the same time consider the needs and wants of other people. You stand up for your rights while respecting the rights of other people. It includes listening to others, asking questions, using positive body language, showing empathy, taking turns, using eye contact, not looking at your cell phone, etc.

Language Arts Extension

Give each student an 8" X 11" paper and have them fold it into 3 columns. Label each column: Aggressive, Passive, Assertive. Have students create a comic strip conversation that represents each type of communication. This is a good activity for visual learners, struggling readers and writers, and children with autism. (For an example, see https://www.erinoakkids.ca/ErinoakKids/media/EOK_Documents/Autism_Resources/Comic-Strip-Conversations.pdf).

Divide students into groups of three to five students and hand each group of students a role-play. Note how many students are needed for each role-play. Allow a few minutes for students to create their role-plays.

Have each group perform their role-plays, and ask the questions noted on each role-play.

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

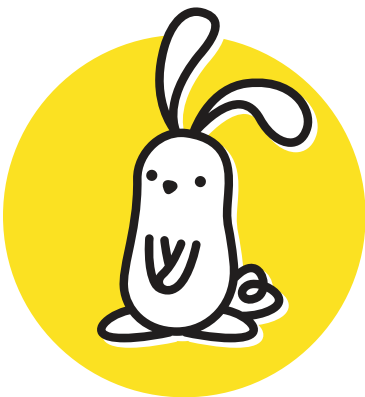
- *What are some examples of nonverbal communication?*
- *What is the difference between aggressive, passive and assertive communication?*
- *The questions for each role-play serve as evaluation questions for this lesson as well.*

Reflection Questions

- *What way do you communicate most of the time?*
- *What are some steps that you can take to communicate in a more positive way?*
- *Do you think there are times when you should communicate in an aggressive or passive way? Why or why not?*

Summary

Talking to someone else is not the only way we communicate. What our body language says can be just as, if not more, important! When we do communicate, we need to ensure we are not acting in an aggressive or passive manner. Being assertive can help us communicate effectively and show respect for others and ourselves. Acting respectfully is a way to show kindness to ourselves and others.





Act (2 mins)

Kindness Minute

Hold the door open for someone when you are out in the community.

Kindness in Action

There are so many ways to communicate non-verbally in a positive way. List at least five you'd like to share in class.



Communication Role Plays

Role Play #1

(three students) Mason, Liam and Joe are playing video games after school. Liam and Joe are playing and don't want to stop. Mason asks for a turn, but the other boys don't listen. Mason grabs the game controller out of Liam's hand.

- Did Mason communicate in an aggressive, passive or assertive way?
- How could he have communicated assertively?
- Could Liam and Joe have responded differently? In what way?

Role Play #2

(three students) Three girls are hanging out at one of their houses after school. They each want to do something different, and take turns listening to each other's ideas. They decide to spend time doing what each person wants to do.

- Did the girls communicate in an aggressive, passive or assertive way?
- Do you think their solution is realistic?

Role Play #3

(three students) Santiago, Alonso, and Mateo are working on a school project. Although they agreed on their roles in the project, Santiago is doing all the work and is upset. He talks to his group members and tells them why he is upset, asks them why they haven't been able to do their part of the project, and listens to their responses. Alonso and Mateo apologize and explain that they didn't have any time because of a big basketball tournament. They agree to work on it during the week.

- Did the boys communicate in an aggressive, passive or assertive way?
- Do you think their solution is realistic?

Role Play #4

A group of fifth grade boys always disagree at recess about what is the best sport. Malik and Silas like football and Dana and Miguel are huge fans of soccer. They get into a heated argument about this one day, until Miguel says it might just be best to agree to disagree. They all think this is great idea.

- Did the boys communicate in an aggressive, passive or assertive way?
- Did Miguel come up with a positive solution? Do you think it is realistic?

Role Play #5

At the swim finals, the fifth graders from the Westside Swim League are hoping to improve their times in the 50-meter backstroke. Everyone is hoping to beat Grace, a girl from another team. As Grace walks by, they start to say rude things about her in order to upset her.

- Did the girls communicate in an aggressive, passive or assertive way toward Grace?
- While it is natural to want to win, how could they communicate in a more positive way?

Role Play #6

A group of fifth graders are playing soccer on the playground, Maddie and Serena disagree about the rules for the soccer game. Serena starts to get very angry and yells at Maddie. Maddie gives in and says they can play Serena's way and that she doesn't really care.

- Did Serena communicate in an aggressive, passive or assertive way?
- Did Maddie communicate in an aggressive, passive or assertive way?
- How could the girls have communicated in a more positive, assertive way?

Role Play #7

A group of fifth grade girls doesn't want to include Marissa in their school talent show act. They think she is bossy and will take over their act, so they text her that she can't be part of it. Marissa texts back and asks them why she can't be part of their group. They decide it's easier to just ignore her.

- Did the girls communicate in an aggressive, passive or assertive way toward Marissa?
- How could they communicate in a more positive way?