

Lesson 9

Assertive Communication: Setting and Protecting Our Limits- Part 1

Overview

Lesson 9 Learning Objectives

In Lesson 9: Assertive Communication: Setting and Protecting Our Personal Limits - Part 1, students will be able to:

- Explain why limit setting is important to staying on their camino so they can reach their goals;
- Define passive and assertive communication;
- Explain how to use “nonverbal communication” when asserting your camino;
- Set, communicate, and protect limits regarding sex and protected sex with partners; and
- Describe how limit-setting is part of a healthy relationship.

Key Messages

- **El Camino Program**
 - You are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your camino and reach your goals.
 - Only have sex when you are ready.
 - Preventing unintended pregnancy and STIs involves both partners.

MATERIALS FOR THIS LESSON

 Painters tape

 Markers

 Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

9A. Welcome to Lesson 9! (1 min)

9B. Introduction to Setting and Protecting our Personal Limits (6 min)

9C. Two Communication Styles (11 min)

9D. Nonverbal Communication (body) (10 min)

9E. Practicing Assertive Communication (14 min)

9F. Slogan and Closure (3 min)

- In a healthy relationship, support the other person’s camino, as well as your own. (**NOTE:** This is a new key message for the program)
- **Lesson 9**
 - Communicate your limits assertively to prevent unintended pregnancy and STIs.

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 - Group Agreements (see Activity 9A)
 - Key Messages (see Activity 9A)
 - STAR (see Activity 9B)
 - Importance of Personal Limits (see Activity 9B)
 - Warning Signs (see Activity 9B)
 - Two Communication Styles (see Activity 9C)
 - Handout 9.2: Santiago and Sebastian: Pedro’s Party (see Activity 9C)
 - What to Observe (see Activity 9C)
 - Discussion Questions 9C (see Activity 9C)
 - Handout 9.3: Nonverbal Communication (see Activity 9D)
 - Handout 9.4: Student Nonverbal Communication Practice Directions and Scenarios (see Activity 9D)
 - Discussion Questions 9D (see Activity 9D)
 - Handout 9.5: Assertive Communication Practice Scenarios (see Activity 9E)
 - Handout 9.6: Observer Checklist (see Activity 9E)
 - Discussion Questions 9E (see Activity 9E)
2. Before students log in to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the **Chat** box before students log in.
 - Organize your Zoom dashboard the way you like it.

Lesson 9 Procedures

Activity 9A: Welcome to Lesson 9! (1 minute)

1. **Welcome students** to Lesson 9.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson.
3. **Tell the students that** the lesson will include discussions about sex and relationships, and that the novela addresses people being pressured to have sex or use drugs.
 - **During virtual implementation tell students:** *You might also not feel comfortable if others around you heard the discussion. If you don't feel comfortable with others hearing our discussion, please use headphones.*
4. Tell them that this might be triggering to some and remind them of the things they can do if they are feeling triggered and the resources available to them:
 - Emphasize that feeling uncomfortable or “triggered” during a lesson is nothing to feel ashamed of and that there are professionals at the school and within the community trained to help.
 - Explain to participants the difference between being triggered by the subject matter (feeling panic, tightness in chest, shallow breathing, racing thoughts, shaking, etc.) and feeling uncomfortable with the subject matter (‘butterflies’ in the stomach or feelings of nervousness).
 - Quickly review the mental health supports available to participants and how to access them.
5. **Review** the group agreements.
6. **Ask students** to turn to **Lesson 9: Key Messages** in their workbooks.
7. **Ask for a volunteer** to read the new Key Message for Lesson 9.

Virtual Adaptation

Follow Lesson 1 recommendations for opening El Camino lessons on Zoom.

Show the PPT slide title “Key Messages” at the student reads the key message”

MATERIALS

- Flipchart 1.2:** El Camino Group Agreements

STUDENT HANDOUTS

- Lesson 9:** Key Messages



Activity 9B: Introduction to Setting and Protecting Our Personal Limits (6 minutes)

REVIEW AND INTRODUCTION (6 minutes)

1. **Remind students** about **STAR**.
2.  **Ask student volunteers** to read the four stages of **STAR** on their **Handout 1.1 El Camino Map with STAR Definition**.
 - a. **S**tate Your Goal!
 - b. **T**hink About the Steps!
 - c. **A**ssert Your camino!
 - d. **R**each Your Goal!

Virtual Adaptation

Show the PPT slide titled “STAR” as students read the four stages.

3. **Remind the students** that we have been talking about road trips and warning signs.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.

4.  **Review the following definition** of warning signs:
 - *Warning signs tell us that there might be a bad outcome or that something is not right in a certain situation. Warning signs help us to use our feelings, our brains, and our senses (that is, sight and hearing) to make good decisions.*

Virtual Adaptation

Show the PPT slide titled “Warning Signs” as you review the definition.

MATERIALS

- **Handout 1.1:** El Camino Map with **STAR** Definition on pages 3-4

 5. **Tell students:**

- *Being able to set and protect your personal limits is an important skill to help you stay on track on your camino, avoid road trips, and attain goals. Personal limits are: “behaviors that you have decided you will not engage in for at least for a certain period of time.”*
- *Personal limits include decisions about avoiding risky behaviors (for example, not drinking alcohol until you are over the legal age) and setting sexual limits (for example, not having sex until you are in a stable relationship, or not having sex without protection against pregnancy and STIs).*

 6. **Ask the students:**

- *Why do you think setting personal limits is important to avoiding road trips and staying on your camino? Take a few responses.*

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

 7. **Remind students:**

- *Being able to set and protect your personal limits is an important skill that will help you stay on your camino, avoid road trips, and attain your goals. Being aware of warning signs is an important way for you to realize that you may be headed off track.*
- *Using assertive communication skills is important to help you protect your personal limits.*
- *Setting and protecting sexual limits is something you are always in charge of—however, you also need to communicate these limits with your partner.*
- *While setting limits, looking out for warning signs, and assertive communication can help you make decisions about sex, it is important to remember that it is NEVER your fault if you are forced or pressured into having sex.*

- *To stay on your camino, you need to assertively set and protect your limits – especially when it comes to having sex.*

Virtual Adaptation

Show the PPT slide titled “Importance of Personal Limits” as you explain the points above.

- *Remember the only 100% sure way to prevent unintended pregnancy is to not have penile-vaginal sex. If you choose to have penile-vaginal sex and don't want to experience pregnancy, you should use an effective contraceptive method. To prevent sexually transmitted infections, you also need to use a condom every time you have sex. Some people are forced into having sex and this is not their fault.*



Activity 9C: Two Communication Styles (11 minutes)

OVERVIEW (3 minutes)

1. **Direct** students' attention to **Flipchart 9.1/Handout 9.1: Two Communication Styles**.
2. **Tell students** that this flipchart lists two styles or approaches to communication.
3. **Review Flipchart 9.1** with students or ask a student(s) to read the definitions out loud in **Handout 9.1**

Virtual Adaptation

Rather than using flipchart as you would in a face-to-face setting, show the PPT slide titled "Two Communication Styles" as students read the definitions aloud.

Facilitator Note: This next activity continues the story/novela of Santiago and Sebastian from Lesson 4.

4. If students have difficulty understanding the differences between passive and assertive, use the following table:

Passive Communication	Assertive Communication
Soft or apologetic tone of voice	Firm, steady voice
Lack of eye contact or defeated posture	Makes eye contact, straight and strong posture
Does not indicate respect for self	Indicates respect for self and for others
Fails to communicate what you really think, feel, or want	Says and shows what you think, feel, and want, and that you mean it

MATERIALS

- Flipchart 9.1/Handout 9.1:** Two Communication Styles
- Facilitator Resource 9.1:** Santiago and Sebastian: Pedro's Party

STUDENT HANDOUTS

- Student Handout 9.2:** Santiago and Sebastian: Pedro's Party

FACILITATOR AND STUDENT DEMONSTRATION (4 minutes)

1. In this activity, the facilitator should play the role of Santiago and a student should play the role of Sebastian.
2. **Ask a student** to volunteer to help you in acting out two brief stories/novelas. The students will help you demonstrate passive and assertive communication.
3. **Remind the students** of the story/novela about Santiago at Pedro's party. Santiago met Sebastian at the party - a friend he had not seen for a long time. Sebastian offered him some marijuana when they went outside. We are going to revisit this situation and think about some ways that Santiago might have responded if he didn't want to smoke marijuana.
4. **Share Student Handout 9.2: Santiago and Sebastian: Pedro's Party** with the student who volunteers to help you in demonstrating passive and assertive communication. Give them a minute to read over the part of Sebastian.

Virtual Adaptation

Show the PPT slide titled "Handout 9.2: Santiago and Sebastian: Pedro's Party."

5. As they are reading over **Student Handout 9.2**, tell students:
 - *In each of the two scenarios Sebastian (the student) is going to pressure Santiago (facilitator) into smoking marijuana.*
 - *Santiago does not want to smoke.*
 - *Observe each of the scenarios and be ready to talk about: 1) which scenario used passive communication and which one used assertive communication, and 2) which scenario you thought was more effective for Santiago.*

Virtual Adaptation

Show the PPT slide titled "What to Observe" as you explain the points above.

6. **Using Facilitator Resource 9.1/Student Handout 9.2: Santiago and Sebastian: Pedro’s Party** the facilitator will play Santiago and the volunteer student will play Sebastian. They will demonstrate each scenario with the two communication styles.
7. Do not tell the class which version is passive and which version is assertive.

Facilitator Note: Be sure that you, the facilitator, demonstrate the two communication styles and not the student. The purpose of this activity is to get students acquainted with the two communication styles. It is important that students see each style, especially assertive communication, demonstrated correctly. It is also important for the facilitator to use BOTH verbal and nonverbal language for both demonstrations.

LARGE GROUP DISCUSSIONS (4 minutes)

1. **Lead a large group discussion** with the questions listed below.
 - a. ****What did Santiago do in the assertive communication scenario that helped him to say “no”?** [Probe for both nonverbal and verbal communication strategies]
 - b. ****How would Santiago feel after responding passively? After responding assertively?**
 - c. ****What might have been the outcome if Santiago had reacted in an abusive or violent way (e.g., said rude things to Sebastian, used a loud, harsh voice, or physically pushed Sebastian away)?**
 - d. ****How can being an assertive communicator affect your camino – the road to your goals?**

Virtual Adaptation

Show the PPT slide titled “Discussion Questions 9C” as you lead a discussion with the questions listed above.

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

2. **Stress to students:**

- *While you can aim to get the outcome you want from using assertive communication, you can’t control how other people react, and it is not your fault if someone doesn’t respect your limits.*

- *To stay on your camino, you will need to set and protect your limits and be aware of warning signs. Assertive communication is one way to help you protect your limits.*

Facilitator Note: Some students might say that the passive version of the skit is most effective because Santiago was trying to be polite, not upset Sebastian or not create tension in their relationship. Emphasize to students that assertive people communicate respectfully. If we don't speak up for ourselves, it is unlikely that anyone else will stick up for us. This is true for most things in life, including setting and protecting limits related to sex. Students of all genders are encouraged to use assertive communication.



Activity 9D: Nonverbal Communication (body) (10 minutes)

INTRODUCTION AND INSTRUCTIONS (2 minutes)

1. Tell the students:

- *Communication (both assertive or passive) is verbal (using your voice and words) and nonverbal (using your body).*
- *Nonverbal communication is important to help your message get across to the other person.*
- *For example, when one person says “no”, oftentimes they also shake their head. Similarly, when someone feels uncomfortable, they often leave the situation. When someone feels comfortable, they often make and keep eye contact.*
- *Shaking your head, leaving the situation, or making eye contact are examples of nonverbal communication.*
- *Remember that verbal and nonverbal communication work together to help a person communicate effectively.*

2. Remind students about the non-verbal communication used in the previous skits.

3. Tell students:

- *What type of non-verbal communication was used when we had to act passive? What about when acting assertive?*

Virtual Adaptation

Show the PowerPoint “Handout 9.3: Nonverbal Communication.”

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

- *We are going to practice using assertive nonverbal communication with different scenarios with characters from Sofia’s and Santiago’s story/novela.*

4. Ask students to turn to **Handout 9.3 Nonverbal Communication**.

5. Ask a student to read the types of assertive nonverbal communication.

STUDENT HANDOUTS

- Handout 9.3:** Nonverbal Communication
- Handout 9.4:** Student Nonverbal Communication Practice Directions and Scenarios

6. **Ask students** to turn to **Handout 9.4 Student Nonverbal Communication Practice Directions and Scenarios**. Read through the directions with students.

Virtual Adaptation

Show the PPT slide titled “Handout 9.4: Student Nonverbal Communication Practice Directions and Scenarios.”

7. **Emphasize to the students** that when they are playing the part of Alicia/Sofia they must only use nonverbal assertive communication.
8. **Tell the students** they need to plan and practice how they will act out the scenario.
9. **Ask students** if they have any questions.

Facilitator Note: Students might need extra help with the non-verbal communication skills. Circulate and provide tips and suggestions to the student pairs to help them with the scenarios.

Virtual Adaptation

Tell students that you will be breaking them up into breakout rooms (using Zoom’s Breakout Rooms feature). There should be as many breakout rooms as there are facilitators. Therefore, if there are 2 facilitators, there should be 2 breakout rooms.

Click on the **Breakout Rooms** icon on the bottom of your Zoom navigation bar (4 small squares). A window will appear that will allow you to determine the number of rooms you would like to create. For example, if you want 4 students to be in each breakout room, and you have a total of 20 students in your class, create 5 rooms. Then click on “Create Breakout Rooms”.

Next, you will see a new window with each breakout room listed and the students assigned to each (the assignment will be done randomly). You will see that you have the ability to move students around if you think there would be better combinations of students in each breakout room.

Alternatively, you can preassign students to rooms.

Tell students:

- As they enter their breakout room, the facilitator in the room will play the role of Pedro and David in each skit. The facilitator will call on students to play the role of Alicia and to play the role of Sofia. Facilitators will call on different students throughout each skit to allow for multiple opportunities for practice—one student should not act out the role of a particular character for the entire skit. At the end of the activity, most students should have been able to practice these skills at least one time.
- They will have 6 minutes to complete their role plays.
- When there is one minute left, they will see a timer count down 60 seconds on their screen. After 60 seconds, they will all be joined together as a large group again. Note that you can change this 60-second warning on Zoom to be more or less time.

When you are ready, click on “Open All Rooms.”

As the host of the Zoom meeting, you have the ability to join and exit breakout rooms (to check in) if you think it would be helpful to students.

When there is one minute left, click on “Close All Rooms.” This will give students 60 seconds to wrap up.

STUDENT PAIRS WORK (6 minutes)

1. **Invite student** pairs to begin their work.
2. **Circulate the room** and **provide support** as needed.
3. **Announce the time remaining** and at the end of 3 minutes tell the students to start scenario 2. At the end of the practice, each student should have had an opportunity to play the role of Alicia/Sofia using nonverbal communication.

LARGE GROUP DEBRIEF (2 minutes)

1. After 6 minutes, **call students' attention** back you.
2. **Ask the students:**
 - *What type of nonverbal assertive communication did you use when playing the parts of Alicia/Sofia?*
 - *Could the other student playing Pedro/David understand that the student playing Alicia/Sofia was refusing to have sex/unprotected sex?*

Virtual Adaptation

Show the slide titled "Discussion Questions 9D" and lead a discussion with questions listed above.

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

3. **Tell the students** that we will now practice using both verbal and nonverbal assertive communication.



Activity 9E: Practicing Assertive Communication (14 minutes)

STUDENT SCENARIOS – INSTRUCTIONS (2 minutes)

1. Tell students:

- *We are going to break up into groups of three people and practice using an assertive verbal and nonverbal communication style with different scenarios with characters from Sofia’s and Santiago’s story/novela.*

2. Divide students up into groups of three.

3. Each group of students should only work on one scenario from **Handout 9.5: Assertive Communication Practice Scenarios** and use one checklist from **Handout 9.6: Observer Checklist**.

Virtual Adaptation

Show the PPT slides titled “**Handout 9.5: Assertive Communication Practice Scenarios**” and “**Handout 9.6: Observer Checklist**.”

4. Explain to students:

- *In each group, everyone will take a turn being: 1) the person putting pressure on someone; 2) the person practicing assertive communication; and 3) an observer of the skit.*
- *The observer will use **Handout 9.6: Observer Checklist** to make sure the characteristics of verbal and nonverbal assertive communication are being used during the scenario. The observer will also give feedback to the person practicing assertive communication at the end of the scenario. Think of the observer as a type of assertive communication coach.*

5. Ask students if they have any questions about how to do the activity.

6. Answer questions.

STUDENT HANDOUTS

- Handout 9.5:** Assertive Communication Practice Scenarios
- Handout 9.6:** Observer Checklist

Virtual Adaptation

Tell students that you will be breaking them up into two breakout rooms (using Zoom’s Breakout Rooms feature).

Click on the **Breakout Rooms** icon on the bottom of your Zoom navigation bar (4 small squares). A window will appear that will allow you to determine the number of rooms you would like to create. Then click on “Create Breakout Rooms.”

Next, you will see a new window with each breakout room listed and the students assigned to each (the assignment will be done randomly). You will see that you have the ability to move students around if you think there would be better combinations of students in each breakout room.

Alternatively, you can preassign students to rooms.

Tell students:

- As they enter their breakout room, the facilitator in the room will play the role of Sebastian and Sofia in each skit. The facilitator will call on students to play the role of Santiago and David. Facilitators will call on different students throughout each skit to allow for multiple opportunities for practice—one student should not act out the role of a particular character for the entire skit. At the end of the activity, most students should have been able to practice these skills at least one time.
- They will each have 9 minutes to complete their role plays.
- When there is one minute left, they will see a timer count down 60 seconds on their screen. After 60 seconds, they will all be joined together as a large group again. Note that you can change this 60-second warning on Zoom to be more or less time.

When you are ready, click on “Open All Rooms.”

As the host of the Zoom meeting, you have the ability to join and exit breakout rooms (to check in) if you think it would be helpful to students.

When there is one minute left, click on “Close All Rooms.” This will give students 60 seconds to wrap up.

SMALL GROUP WORK (9 minutes)

1. **Invite** small groups to begin their work.
2. **Circulate** the room and **provide support** as needed.
3. **Provide a time check every 3 minutes** and tell the students to change parts. At the end of the 9 minutes, each student should have played each of the three parts in their scenario.

LARGE GROUP DEBRIEF (3 minutes)

1. **Call students'** attention back to you.
2. If time is available, have a couple of groups act out their scenarios for the class.
3. **Lead a large group discussion** with the questions listed below:
 - a. ****What verbal assertive communication did you see being used in the scenarios? Non-verbal?**
 - b. ****How did you feel using assertive communication? (Probes: did you feel comfortable? Confident?)**
 - c. ****How might your background make it easier or difficult to use assertive communication? How might a person's gender make it easier or difficult to use assertive communication?**
 - d. **How do you think using assertive communication will keep you on your camino to reaching your goals?**

Virtual Adaptation

Show the PPT slide titled "Handout 9.6: Observer Checklist" and use the checklist to reinforce that participants should have observed both nonverbal and verbal forms of communications.

Show the PPT slide titled "Discussion Questions 9E" as you lead a discussion with questions listed above.

Allow students to answer verbally or using the **Chat** box.



Activity 9F: Slogan and Closure (Optional) (3 minutes)

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (4 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 9.
3. On a flipchart/whiteboard, **write down** students' responses.
4. **Tell the students** that in the next lessons we will start to talk more about communication and protecting their caminos. This lesson will include information about the characteristics of healthy relationships and the external factors teens face that may lead them to have unwanted and/or unprotected sex. It will also include skits to practice the use of assertive communication.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the **Chat** box or (2) share verbally. Provide positive feedback.

Flipchart 9.1

Two Communication Styles

Passive

When you don't communicate what you really think, feel, or want.

Assertive

When you respectfully, clearly, and firmly say what you are thinking, feeling, or wanting. You say and show with body language what you really mean, and you mean what you say. You say what your needs are, and you protect your limits.

Assertive people communicate respectfully. They do not use abusive or violent methods to assert their position. An abusive/violent approach might include using harsh language, rigid and tense body language, or physically pushing or hitting the other person.

Facilitator's Resource 9.1

Santiago and Sebastian: Pedro's Party

Facilitator Note: The facilitator should play the part of Santiago so that they can demonstrate the two communication styles. For the facilitator's parts, there are directions for both verbal and nonverbal communication. Be sure to include nonverbal communication skills in the skit to help the students understand the concept.

The Situation

We previously heard about Sofia going to Pedro's party. During the party, Santiago started talking to his friend Sebastian. While they were talking, Sebastian lights up and offers Santiago some weed. We are going to revisit this situation and think about some ways that Santiago might have responded if he didn't want to smoke.

PASSIVE (Do not share communication style with students while demonstrating.)

Sebastian: Hey, Santiago, it's great to talk with you again. This party is boring, but this might help (hands a lighted joint to Santiago).

Santiago: (Looks off to the side and speaks in a soft voice.) Nah.

Sebastian: Oh, come on, you're always working so hard at your parents' store and studying. Relax - have a little fun tonight.

Santiago: (Continues to look down or to the side. Appears shy/anxious.) Well, I don't know...I guess so (Santiago takes the joint).

Sebastian: Yeah, that's it... we're going to have a good time tonight.

ASSERTIVE (Do not share communication style with students while demonstrating.)

Sebastian: Hey, Santiago, it's great to talk with you again. This party is boring, but this might help (hands a lighted joint to Santiago).

Santiago: (Stands up straight and confident; looks directly at Sebastian and speaks in calm but firm voice.) Really? I'm having a good time listening to the music and talking. I don't smoke weed.

Sebastian: Oh, come on, you're always working so hard at your parents' store and studying. Relax - have a little fun tonight.

Santiago: (Shaking his head "no" and continuing to speak in a calm but firm voice.) Sebastian, I don't want to smoke weed. I'm just glad we ran into each other and can spend some time together.

Sebastian: Yeah, okay. Cool.

Student Handout 9.2

Santiago and Sebastian: Pedro's Party

The Situation

We previously heard about Sofia going to Pedro's party. During the party, Santiago started talking to his friend Sebastian. While they were talking, Sebastian lights up and offers Santiago some weed. We are going to revisit this situation and think about some ways that Santiago might have responded if he didn't want to smoke.

PASSIVE

Sebastian: Hey, Santiago, it's great to talk with you again. This party is boring, but this might help (hands a lighted joint to Santiago)

Santiago: (Looks off to the side and speaks in a soft voice.) Nah.

Sebastian: Oh, come on, you're always working so hard at your parents' store and studying. Relax - have a little fun tonight.

Santiago: (Continues to look down or to the side. Appears shy/anxious.) Well, I don't know...I guess so (Santiago takes the joint).

Sebastian: Yeah, that's it... we're going to have a good time tonight.

ASSERTIVE

Sebastian: Hey, Santiago, it's great to talk with you again. This party is boring, but this might help (hands a lighted joint to Santiago).

Santiago: (Stands up straight and confident; Looks directly at Sebastian and speaks in calm but firm voice). Really? I'm having a good time listening to the music and talking. I don't smoke weed.

Sebastian: Oh, come on, you're always working so hard at your parents' store and studying. Relax - have a little fun tonight.

Santiago: (Shaking his head "no" and continuing to speak in a calm but firm voice.) Sebastian, I don't want to smoke weed. I'm just glad we ran into each other and can spend some time together.

Sebastian: Yeah, okay. Cool.

Handout 9.6

Observer Checklist

Directions

1. Observe your two classmates act out their scenario.
2. Check off the characteristics of assertive communication (see below) as you see them practiced.
3. After the scenario is finished, give your feedback to the classmate who was practicing assertive communication (Alicia, Santiago, David).

Checklist

- Used assertive nonverbal language:
 - looked directly at the person;
 - stood confident and straight;
 - used facial expression and gestures to support their statements;
 - had a “serious” expression.
- Used clear language to explain what they were feeling or wanting.
- Explained why they feel the way they do to help the other person see their point of view (optional).
- Used a clear phrase/word like “NO,” “STOP,” “SLOW DOWN,” “I DON’T WANT TO...,” etc.
- Repeated what they were really feeling or wanting (if necessary).
- Walked away if the person did not respect their response.

Materials in Student Workbook:

- Lesson 9: Key Messages
- Handout 9.1: Two Communication Styles
- Handout 9.2: Santiago and Sebastian: Pedro's Party
- Handout 9.3. Nonverbal Communication
- Handout 9.4. Student Nonverbal Communication Practice
Directions and Scenarios
- Handout 9.5: Assertive Communication Practice Scenarios
- Handout 9.6: Observer Checklist

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