

BULLYING AND VIOLENCE PREVENTION

TENTH GRADE

LESSON 3

TITLE: Your Rights and Responsibilities

PURPOSE: To explore ways of responding to feelings of anger and frustration.

OBJECTIVES: The student will be able to:

- practice asserting themselves in interpersonal situations.
- express anger in an assertive way.

LANGUAGE ARTS FLORIDA STANDARDS (LAFS): LAFS.910.RI.1.1;
LAFS.910.RI.1.2 LAFS.910.SL.1.1

COLLABORATIVE FOR ACADEMIC, SOCIAL AND EMOTIONAL LEARNING (CASEL) COMPETENCIES: Self Awareness; Self-Management; Social Awareness; Relationship Skills; Responsible Decision-Making

VALUES MATTER MIAMI CORRELATION: Citizenship; Fairness

VOCABULARY: assertive

INSTRUCTIONAL TIME: 60 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers
- copy of handout 10-6 (one per student)
- copy of handout 10-7 (one per student)
- copy of handout 10-8 (one per student)
- copy of handout 10-9 (one per student)
- pen/pencil

SPRINGBOARD ACTIVITY:

1) Explain to the students that each of us has personal rights and responsibilities. Distribute and discuss handout 10-6: Rights and Responsibilities. Generate answers from the students to add to the list.

2) Explain to the students that if we want our rights to be met we need to respect the rights of others by following through with our responsibilities.

- 3) Solicit the help of a volunteer to play the role of the employee for a short role play demonstration. Read the following situation to the class: You are at a fast food restaurant and order large fries and cheeseburger with no dressing on it. When the employee brings you the food, you notice that the cheeseburger has dressing all over it. Act out the situation with the student. You will ask for another cheeseburger in a non-assertive way, showing a lack of confidence, poor posture, no eye contact, nervousness, and a soft voice.
- 4) Discuss the demonstration with the students:
 - Did I look and sound convincing when I asked for another cheeseburger? Why /Why not?
 - Did it look like I could be talked into keeping the food that I already had?
 - How could I have been more convincing?
- 5) Explain to the students that you have demonstrated a passive response. Discuss with the students what being passive is:
 - Not being able to stand up for yourself
 - Sounding like you don't mean what you are saying
 - Often do what others want you to do, not what you want to do
 - Have a difficult time standing up for yourself
- 6) Repeat the demonstration, with the help of another student. This time return the food in an aggressive way (speaking loudly, body stiff, leaning forward and disrespectful).
- 7) Discuss the demonstration with the students:
 - Do you have to be loud and insulting to get your point across?
 - How do you think the employee felt after I treated her in that manner?
- 8) Explain to the student that you have demonstrated an aggressive response. Discuss with the students what is **being aggressive**:
 - Expressing your opinions in a way that may hurt other people's feelings or step on their rights
 - They often hurt or insult others in the process of getting their point across
 - They push others into things
 - They are usually not well liked
- 9) Repeat the demonstration a final time with the help of another student. Request a new cheeseburger in an assertive way (standing up straight, good eye contact, speaking clearly and sounding confident).

- 10) Discuss with the students what is being **assertive**.
 - Standing up for yourself without hurting others
 - You are able to express your rights without stepping on the rights of others.
 - Being assertive does not mean that you will always get what you are asking for. Others have the right to refuse you. However, by being assertive you can express your rights in such a way that you are more likely to have them met.
- 11) At this time have the students turn to the handout 10-7: Being Assertive. Review the handout with the class and tell the students that they will now have a chance to practice being assertive.
- 12) Ask the class to list situations in which they would like to be assertive. Members may volunteer to role play their assertive situation(s).

ACTIVITY:

1. Tell the students that part of being assertive is letting the other person know that you are angry with them without making them feel bad. Tell the group that now they will learn how to express anger assertively.
2. Discuss with the students some of the nonverbal and verbal language which describes a person when angry.
3. Ask the students to recall a situation in which they were angry with another student. At this time ask for volunteers to participate in another role play, using inappropriate ways to express anger.
4. Discuss the role play and describe how each student felt during the role play. Discuss with them that people and things do not make them mad, but it is **actions** that makes them mad.
5. Explain that it is important to express anger appropriately in order to help solve problems and keep problems from escalating. Tell the students that there are several ways to express anger so the person who is the object of their anger does not feel defensive.
6. Explain that one of the best ways to do this is to use "I" statements. Start your comment with the word "I" instead of "you". For example: "I am really upset at you..." rather than "You make me upset when..." Explain to the class that there are three steps they can follow to express their anger in a positive and assertive way.
7. Have the students turn to the handout 10-8: Expressing Anger. Review the steps with the class and have them fill out the statements using a

personal situation if they would like or they may work on a situation collectively. Discuss alternate ways of expressing statement #3. For Example: I would like you to, next time I wish you would, etc.

8. Discuss with the class the importance of appropriate timing when expressing anger. It is important to think about what the other person is doing and feeling.

ASSESSMENT: Teacher observation, class participation and completion of activity.

FOLLOW-UP ACTIVITY:

- 1) Ask the students to imagine themselves in a situation that they are upset with another student. Have students write about what they would say, using the three steps to assertively express their anger.
- 2) Discuss with the students the following:
 - How would this response help solve the problem?
 - Would this type of response keep the other person from getting angry?
 - How would this be an example of being assertive?
- 3) Ask the group to turn to the handout 10-9: The Last Time I Fought. Give the students a few minutes to complete.

RIGHTS AND RESPONSIBILITIES

Your Rights

1. To be yourself. Act say and believe as you feel comfortable
2. To say “no” to others requests or when you don’t want to do something
3. To express your opinion
4. To ask a favor
5. To express your feelings
6. To be respected as a unique individual

Your Responsibilities

1. To accept individual differences and beliefs
2. To allow others to say “no”
3. To listen to the opinions of others
4. To accept a refusal
5. To be aware of other people’s feelings
6. To respect others individuality

BEING ASSERTIVE

➤ **What does it mean to be ASSERTIVE?**

- You stand up for yourself.
- You tell others how you feel without hurting other or putting them down.
- You tell others what you think.

➤ **How do ASSERTIVE people look and sound?**

- They have good posture.
- They have good eye contact.
- They speak clearly.
- They sound confident.

➤ **What do ASSERTIVE people consider when they are communicating with others?**

- They consider the overall situation.
- They remember their manners.
- They have a pleasant tone of voice.

EXPRESSING ANGER

When you want to assertively tell someone that you are angry with them, follow these steps: Using "I" statements:

Example: "I am really upset that you called my boyfriend."

Three steps to expressing anger:

1. How are you feeling?
2. What he or she is doing that makes you feel that way.
3. What you would like him or she to do so you will not be angry.

Example:

1. I feel _____
2. Because _____
3. I would appreciate it if _____

THE LAST TIME I FOUGHT ...

Directions: Answer "yes" or "no" to the following question by placing an X on the box. Then answer the questions below your selected answer.

Have you been angry at anyone during the last week?

YES

1. How did it make you feel? _____

2. Briefly describe the situation: _____

3. Did you express your anger to the person?

Yes No

If so, what did you do and say?

4. Write down how you can assertively express your anger:

I feel _____

Because _____

I would appreciate it if _____

NO

1. When was the last time you got angry at someone?

2. Briefly describe the situation: _____

3. Did you express your anger to the person?

Yes No

If so, what did you do and say? _____

4. Write down how you can assertively express your anger:

I feel _____

Because _____

I would appreciate it if _____