

Level
D

Module Seven | Self Assertiveness



Activity One

Dealer's Choice

This exercise uses the maturity of the older students as a component of assertiveness in itself. The students devise posters to be displayed around the school which inform the younger grades of what to do and say in an assertive manner if they are in a bullying situation. By older students completing this task, it reinforces to the student community that from within their own ranks, bullying is not acceptable behaviour.

Materials Required

- ✓ Paints, paintbrushes, marker pens
- ✓ Large sheets of paper or rubber back curtain backing

Step One

Inform the students that as senior leaders of the school, they possess the knowledge and skills from all their schooling years to provide positive strength messages to the younger students of the school. These messages will be depicted in a large poster format which will be displayed around the school.

**Level
D**

Module Seven | Self Assertiveness

Step Two

For group one, ask the students what they understand about the meaning of assertiveness. Have the students write this down on a sheet of paper. Ask the group to state what would a targeted student say and do in a bullying incident if they made a choice to become assertive. Have the students write this down on a piece of paper. For example:

- Use body language that is calm, aware, and confident.
- Make eye contact. When you want people to listen to you, it usually works best to look into their eyes without staring rudely and without looking away.
- Have a facial expression that is consistent with the message you are verbally giving. This means having a neutral face if you are; telling someone to stop or a friendly face if you are asking someone to do something for you. Move closer to someone who you want something from.
- Using polite language that is both definite and respectful, such as, “Excuse me!” “Please stop!” “I need your help!” “I’d like to sit here too.” “I’d like to join the game.” Try some humour to defuse the situation.

Step Three

Provide students with art material so they can create a poster which depicts the way an assertive student deals with bullying. Have the students’ think of a saying and a theme for the poster for example: Dealer’s Choice–deal with bullying by changing the game plan.

Step Four

Have the groups present and explain their posters to the class. Once completed students then hang the posters in highly trafficked areas around the school.

Level
D

Module Seven | Self Assertiveness



Activity Two

Positions Vacant

This activity consists of two parts. The first part of the activity makes use of an employment advertisement. The students devise an advertisement for the job of an effective and assertive bystander. Students identify through the construction of the advertisement, assertive skills required to reduce bullying. This activity is conducted in small groups. For the second part of the activity, students gain an experiential lesson on assertiveness by having to confidently inform the interview panel (the small groups) they have the necessary skills to be assertive and get the job.

Materials Required

- ✓ Selections of pages from job advertisements
- ✓ Poster sheets of paper for each student group, pens

Step One

Present to students a number of job advertisements from the paper. Then have students break into groups of 3 to 4 and disseminate the employment advertisements among the smaller groups.

**Level
D**

Module Seven | Self Assertiveness

Step Two

In regards to bullying incidents, ask students their thoughts about bystanders and whether or not they should always intervene? Ask if they think bystanders lack assertiveness skills when they do not intervene. What assertiveness skills should a bystander possess?

Ask each group to devise an advertisement for employing an effective and assertive bystander. Students should complete this on large sheets of paper which later will be displayed around the classroom or other school areas.

Step Three

Students need to consider the actual job description. They will need to state clearly what skills a bystander requires to effectively carry out their employment. Students are to be encouraged to be as creative as possible in the design of the employment advertisement.

Step Four

Once the posters are complete, ask the small groups to be an interview panel for the employment of the bystander. One student in each group will need to be the person seeking the position. Give students five to ten minutes for the panel to think of what questions to ask the potential employee and for the potential employee to think of some examples which would show that they are the right person for the position.