

Topic: ASSERTIVENESS / SELF-CONFIDENCE

Objective: To realise that it is all right to say 'no' sometimes.

Assertiveness is not aggressiveness, but stems from an inner strength and self-confidence.

Developing a mature sense of self-worth.

Ability to identify and articulate matters of deep conviction and concern.

Curriculum Links: Citizenship, Drama, English, Music, PSHE, RE

Key Words: midwife, petite, victim

Materials needed:

- The Manual or copy of lesson plan
- Page 36 of the Introduction Manual
- CD player
- CD with music for silent sitting
- CD with music for the song
- Pages of the drama for 6 pupils

QUOTATION/THEME FOR THE WEEK



I AM RESPONSIBLE FOR MY LIFE AND THE CHOICES I MAKE

Brainstorm what you think this means.

SILENT SITTING

Step 1 (*See page 36 of the Introduction Manual*).

Steps 2, 4 (*Optional*).

Step 5: Be aware of yourself in the room.

Let your awareness expand to fill the room ... the building ... the town

Now imagine your world expanding to cover all the earth ...

Everyone is your brother or sister ... Everyone needs your love and respect ...

Everyone needs to be treated fairly and honestly ...

Pour out good feelings to your family ... your friends ... your neighbours ...
everyone in the country ...

Now out to the whole world ... and out into the universe ...

Feel the warmth of the feeling of love all around you ...

Know that all great teachings believe in truth, love, peace and doing to others as we would like them to do to us.

Step 6.

DRAMA

THE TWINS' SISTER

by Tessa Hillman

The scene is set at home and in school

*Characters: Mrs. James, mother
Mr. James, father
Shaun James
Michael James
Daisy James
Head teacher*

Mrs. James: When my boys were born - what a day! I had no idea I was going to have twins. The midwife delivered the first and while she was busy washing him I could feel myself pushing again. Out came number two.

Mr. James: I'm delighted we've got twins. Nearly enough to start a football team.

Mrs. James: They were identical. I had to colour code them at first because it was so difficult to tell them apart. I didn't want to feed one of them twice and neglect the other by mistake.

Mr. James: I was determined that we named them Shaun and Michael.

Mrs. James: Yes, I remember. Fortunately I liked the names too. They grew up so quickly. Their early years passed in a blur of feeding and washing and coping on my part. My husband was brilliant with them in the evenings and at weekends.

Mr. James: I fed or played with one, while you sorted out the other.

Mrs. James: When they could both speak properly, life became easier for all of us. They could tell me what they wanted and we didn't have to go through all the guessing that any mother has to with her child - but I had a double dose of all that, of course.

I remember their first day at school. They were so excited and I was so nervous. I wondered how they would get on, being so alike. I needn't have worried. They looked after each other. If one wasn't happy, the other would try to sort out the problem. They rarely got upset because when one of them needed something, the other could always explain to the teacher what was necessary. So if one twin was feeling neglected, or couldn't express himself, the other would be in a more confident state of mind and was able to sort it out.

Mr. James: You seemed to find having children easy, so we decided when the twins were seven, to have another baby. The doctor said she wasn't likely to have twins again.

Mrs. James: And I didn't. I had a little girl. We were all thrilled. This time I was able to enjoy and remember moments of her babyhood. It wasn't so rushed and exhausting as it had been with the twins.

Mr. James: I remember her first smile. She was so sweet.

Mrs. James: And the day she walked across the room. She was one of those children who looked like a little fairy - very petite. She was very light to carry. The twins used to carry her everywhere. She loved her brothers and they were fiercely protective of her. She relied on them a lot. More than I had realised. When it was time for her to go to the primary school, they were ready to go on to secondary school. They spent one term in the same school. It was the summer term. I remember leaving her holding tightly to their hands in the playground. I knew she would be all right with them around.

Mr. James: Mother was right. Little Daisy was fine while the twins were still at school. It was only after the Summer holidays when she returned to the same school and they moved on, that the trouble started. She began to have nightmares. They were so frightening that she had to sleep in our bed. She began to cling to us and scream and cry and refuse to go to school. I left for work one day thinking that she would have to learn to stand up for herself.

Mrs. James: Later that day she was climbing on the frame in the playground when one of the older children pushed her off. It was in the days when climbing frames sat on concrete playgrounds. She fell and broke her arm. It was at that point that I decided to keep her at home and teach her myself for a while. The truth was that I hadn't really wanted to let her go. I loved it when she was at home with me and I convinced myself that she would be better off where she would not have to deal with all those other children - most of them so much bigger and tougher than she was. She was a shy child, though not with me, of course. She was only too pleased to stay at home and be taught by me. Perhaps I had let the twins be over-protective of her, or maybe I had been too worried about her myself. The result was that she grew more and more afraid of going to school.

Mr. James: We knew she had to learn how to get on with other children.

Daisy: Yes, so when I was seven, Mum took me to school, but it was all right because she became a classroom assistant in my school.

Mrs. James: I told her that if she had any trouble, she could come to me. It was quite difficult for her to make friends and when any child approached her and asked to play with whatever she had, she would immediately hand it over and come running to me. I thought she was being bullied and complained to the teachers. They told me that she was not, and that she was too timid. Some of the older children started to tease her. I discovered that when people don't feel good about themselves, they sometimes look around to find another person to make unhappy. This gives them a feeling of power. Daisy was their target because it was very easy to make her cry. She was always crying. Even the children, who I considered to be

kind, didn't seem to like her very much. I heard one of them calling her a wimp. I was so upset I went to see the Headteacher and found that I ended up crying too.

Mr. James: Yes, I remember us discussing it that evening.

Head teacher: Mrs. James, I can see you have a problem on your hands. Daisy is such a shy, retiring little girl, who gives in to the very slightest provocation. It doesn't do her any good and it encourages those who are looking for a victim. Perhaps you and I can come up with a way of encouraging Daisy to stand up for herself? She needs to learn that it's all right to say 'No'. Nothing terrible will happen to her. She has never been hit or hurt, has she?"

Mrs. James: No.

Head teacher: I didn't think so. Let's get her to say 'No' to a group of some of the nicer girls. I'll set up a little exercise for her. I suggest you buy her a ball and write her name on it. Tell her it's for her to play with. Tell her she can choose who she plays with, but not to give it to anyone else who may ask for it. I'll get Sarah, Janet and Zoe to ask her for it. Make sure you tell her to say 'No'. When she refused them, I'll ask them to smile and praise her and tell her it's okay.

Mrs. James: Well, I thought this was a very strange sort of thing for a teacher to tell me to do, but I trusted her, so I did it. I watched Daisy as she tremblingly refused the first girl, and the second. The third time she looked quite confident. She just said, "No, I'm playing with Claire."

Later on that day when one of the boys asked to play with her ball, I saw her hesitate. He was about twice her size. But again she said, "No, I'm playing with it with Claire."

Mr. James: A strange change came over Daisy that day. She realised she could refuse people things and feel okay about it. It seemed to give her an inner strength. We heard her practising saying 'No' in front of the bathroom mirror and looking quite fierce. At last she had learnt to stand up for herself!

QUESTIONS: *Support answers to question 1 and 3 with evidence from the text*

1. Why did life at school seem easier for the twins than their younger sister?
2. Why did some of the older children tease Daisy?
3. In what ways was the teacher helpful towards Daisy?
4. Do you consider the teacher's advice to be wise?
5. What qualities do you think make a good teacher?
6. Why do we sometimes have to say 'No'?
7. What is the difference between being disobedient, aggressive and assertiveness?
8. What values are depicted in this drama?
9. How did you feel when you heard, saw or acted in the drama?
10. Is there any situation in your life that reminds you of this drama?

Key words: Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.

GROUP ACTIVITY

1. Brainstorm with the class definitions of the following types of behaviour:

- non-assertive
- aggressive
- assertive.

Describe how someone exhibiting each of these three types of behaviour will act.

2. Conflicts can be resolved through a win/win approach if both parties are prepared to work towards an outcome that is mutually acceptable. Discuss.

3. Get into pairs with someone with whom you have had a disagreement. Think of the situation in which you have not agreed. Each think of the situation from your partner's point of view.

Discuss how you are going to resolve the differences between you.

4. Practise being assertive, but not aggressive, by:

- looking someone in the eye when you speak to them
- standing firmly on two feet
- being centred
- being aware of your body and feelings
- breathing in a relaxed and deep way
- ensuring volume and tone of voice match your words
- gently, but firmly, repeating what you say, if you are not listened to.

5) In groups of four, share the kinds of situations in which you each find it difficult to be assertive.

6) In threes: Choose who will be A, B and C.

Role play a situation where A is returning something to a shop and wants a refund. Shopkeeper B will respond appropriately.

A first acts in a non-assertive way, then in an aggressive manner. Finally acts in an assertive way .

C watches and advises and helps A and B find a compromise.

GROUP SINGING

WHEN THERE IS PEACE

(lyrics by Carole Alderman

music by Stuart Jones)

When there is peace within my heart
Peace will then surround
All those I meet, in home or street,
I'll make a happy sound.

When there is peace within the home
Peace will spread all around.
Leave wants alone, no need to roam,
Just make a happy sound.

When there is peace within the State
Peace will then abound.
It's not too late, just give up hate
Let's hear that happy sound.

We'll then have peace within the world
Peace will then be found
In each of us, in all of us,
There'll be a happy sound.

Extension work: Observing your body language.

Sit or stand in front of a mirror and look into your own eyes.

What do you see?

How do you feel?

Try expressing various emotions through your eyes e.g. happiness, sadness, anger.
Which is your most assertive and direct look?

Citizenship Link: Unit 13: Citizenship & RE: How do we deal with conflict?

Programme of study: 1g: The importance of resolving conflict fairly.

English Link: Spelling 7: Spelling key words;

Vocabulary 15: use a dictionary;

Reading 7: identify the main points, processes or ideas and how they are sequenced and developed;

Drama 15: develop drama techniques.

PSHE Link: 1 developing confidence.

a. reflect on and assess their strengths in relation to personality.

RE Link: Explore the quality of 'wisdom' and consider what makes a good teacher.