

Lesson 1

Assertiveness

Lesson Objectives

- Demonstrate assertive body language and tone of voice
- Identify trusted grown-ups when you need help
- Recognize when to tell another trusted grown-up until you get the help you need
- Recognize that it is not your fault if someone hurts you

Materials & Preparation

- Puppets: Panda, Puppy, Monkey, and Penguin
- Prepare the puppets prior to the lesson by using glue or tape to attach the sticks to the base of the laminated puppet images

Introduction

Hello! My name is _____. Thank you for letting me be part of your class today.

I have some friends that are going to help me tell stories about standing strong to stay safe.

Before we begin, I want to go over some rules:

- Please sit criss-cross applesauce.
- Please keep your hands in your lap.
- Please keep your eyes on me.
- When I ask a question, please raise your hand and wait for me to call on you before you answer.
- We need to respect the puppets by following the rules. If we don't, I will have to put them away.

Lesson 1: Assertiveness

Show Panda.

Panda is little, just like you! Panda is about the same age as most of you. Panda is learning to be safe. Panda is confident. Everyone say, “Hi, Panda!”



Panda: *(Confident, assertive voice.)* Hi, kids!

Show Puppy.

This is Puppy. Puppy is little, like Panda. Puppy is scared and nervous. Sometimes Puppy forgets to be safe.

- Can kids forget to be safe sometimes?
 - * Yes, they can, like when you run in the hall.

Everyone, say hello to Puppy.

- * Hi, Puppy!



Puppy: *(Quiet voice.)* Hello.

Show Monkey.

Here's Monkey. Monkey is a friend of Panda and Puppy. Monkey is aggressive and speaks loudly. Monkey sometimes forgets to be safe by not following the rules.

- Can kids sometimes forget to follow the rules?
 - * Yes, like when you don't follow the teacher's instructions.

Everyone, say hello to Monkey.

- * Hi, Monkey!



Monkey: *(Speaks loudly.)* Hey! Look at me. Hi!

Show Penguin.

Penguin is a grown-up, like me and your teacher (*say the name of the classroom teacher*). Penguin knows about being safe and can help Panda, Puppy, and Monkey get help and stay safe. Everyone say, "Hi, Penguin!"

* Hi, Penguin!



Penguin: Good morning!

Story: Assertiveness

Put Penguin down and hold Panda, Puppy, and Monkey.

One day, Panda, Puppy, and Monkey were sitting together coloring. Monkey kept taking all the crayons. Puppy really needed to use a crayon to color. Puppy reached over to take a crayon.

Monkey grabbed the crayon away from Puppy.



Monkey: Hey, that's mine! I need the crayon.

But Monkey didn't really need the crayon. Puppy stopped working and tried not to cry.



Puppy: (*Whimpering voice.*) I wish I had a crayon.



Monkey: Well, you don't. Maybe you should get your own crayons.

Who can raise their hand and tell me:

- How is puppy acting?
 - * Weak, shy, sad, passive.
- Is puppy able to get the crayons?
 - * No.

Then, do you know what happened? Monkey took the crayon right out of Panda's hand so that Panda couldn't color anymore! Panda remembered to:

- stand tall
- put shoulders back and chin up
- make eye contact
- speak with a strong clear voice



Panda: *(Speaking confidently.)* Stop! I don't like that.

- How is Panda acting?
 - * Strong, brave, confident, assertive.
- Is Panda telling Monkey what Panda needs?
 - * Yes.

Boys and girls, do you know what happened next? Monkey didn't stop! In fact, Monkey started laughing and then started drawing on Panda's paper! Panda was starting to feel very angry and frustrated. Panda needed help.

Panda needs help with a friend who will not share.

- What can Panda do?
 - * Tell someone!
- Who could Panda tell?
 - * Penguin, the classroom teacher, a grown-up Panda trusts.
- Does Panda want to get Monkey in trouble, or does Panda need help?
 - * Panda needs help.

When you are trying to get help, it is called telling. When you are trying to get someone in trouble, it is called tattling. Panda needs help solving a problem. Whenever you need help, tell a grown-up.

- Let's say that together. **Tell a grown-up!**
 - * Tell a grown-up!

Panda decides to tell Penguin, who is a grown-up that Panda trusts.



Panda: (*Speaking confidently.*) Penguin, I need help with a problem. I was coloring, but Monkey was not sharing the crayons. I told Monkey, Stop! I don't like that. (*Have students repeat: **Stop! I don't like that.***) But Monkey didn't stop. I need help because I need some crayons to finish coloring.



Penguin: It is brave to ask for help. I can tell that you are upset and want to solve this problem. Let's see if we can find a way for you to use the crayons.

Put puppets down.

Real Life Application

Let's talk about what real kids like you can do. What can you do if someone is doing something that you don't like?

- Tell the person what you need. When Monkey grabbed Panda's crayon, the first thing Panda wanted was for Monkey to stop.
- Say, "**Stop! I don't like that.**" Let's all say that together.
 - * Stop! I don't like that.

Make sure that students use a clear, confident tone of voice and make eye contact. This will take practice.

- If the person doesn't stop, who at school could you tell?
 - * Actual names of school staff, e.g., Ms. White.
- What if you tell someone and that person doesn't believe you or doesn't help you?
 - * **Keep telling. Keep telling** different grown-ups until you get help.

Core Concepts

- » Know if it is safe
- » Be assertive
- » Tell a trusted grown-up
- » Keep telling
- » Not your fault

- Is it your fault if someone is treating you badly?
 - * No, it's never your fault.

Practice

This practice section is done in small groups so that the teacher can observe and provide appropriate feedback to the students. Arrange your students in groups of four where they are sitting. Each group will have an opportunity to stand and practice while the others remain seated and observe.

You can solve problems when you tell the person what you need. Let's practice.

Hold Monkey facing the students.

I am going to tell you a few stories about Monkey. You have to imagine what you would do if Monkey treated you the way it says in the story. When it is your group's turn to tell Monkey what you need, remember to:

- stand tall
- put your shoulders back and chin up
- make eye contact
- speak with a strong and clear voice

Let's try it.

Invite the first group of four to stand.

You are in class drawing and Monkey starts kicking your chair. What would you say to Monkey?

Instruct students to tell Monkey what they need. Watch for assertiveness, and correct any passive or aggressive behavior you see. Encourage students to think of different words they might use in this situation.

Ask the first group to sit down and invite the second group to stand. Repeat this procedure using the following practice scenarios until every group has had a chance to practice.

Practice Scenarios

1. Monkey punches your arm every time you play together.
2. Monkey is sitting by the glue. You need to use the glue, but you can't reach it.
3. You are waiting in the lunch line and Monkey cuts in front of you.
4. Monkey starts saying hurtful words to you.

Reminder

Check for assertiveness throughout the activity. You may use this activity as a morning circle game to provide additional and ongoing practice in assertiveness.

Wrap Up

When you have a problem, start solving it by telling the person what you need.

Remember:

- stand tall
- put your shoulders back and chin up
- make eye contact
- speak with a strong and clear voice

If you need help, tell a trusted grown-up you need help and keep telling different grown-ups until you get help. It is never your fault when someone is hurting you.