Lesson Date: Wednesday, December 2, 2009

SOL Objectives:
This lesson will address the social/emotional IEP goals of the student’s in our Personal Life Skills class.

Vocabulary: passive, aggressive, assertive

Resources: The Walksman: Social Skills Curriculum for Adolescents by Steven and Deborah Walksman, role playing scenarios, PLS folders and notes

Learning Goal: When a student needs something in the classroom he/she will make and assertive request that is calm, polite, and includes reasons.

Background Knowledge: Students have taken notes on all three types of responses to conflicts and had an opportunity to role play each one.

Lesson:
Engage & Hook:
Two teachers role play a situation where a student needs to get a copy of an assignment because they were absent the day before. We have taken notes on passive, aggressive, and assertive behavior. The teachers will demonstrate each one for this particular situation and then ask the students to identify which one they think it is. The assertive model will include a calm and polite request with the reason that the student was absent so they need a copy of the assignment.

Follow up the role play by asking students to identify which behavior led to the best result.

Explain & Model:
Ask students to brainstorm times when they have had to ask a teacher for something and take notes of their ideas on the board. Ask students why it would be important to be able to make assertive requests for the things that they listed.

Remind them of what made the teacher so successful in the role playing who made an assertive request. Ask students to take notes on the steps towards making an assertive request.

1. Think about what you want to ask for
2. List your reason(s) in your head
3. Find the right time to ask
4. Focus on being calm and polite
5. Ask the appropriate person

After they take notes have students complete these activities to help them move towards mastery of the steps.

- Students will highlight the shortened version of the skill. (underlined above)
- Students will then read the steps out loud as a class.
- Students will read the steps in round robin format.
**Explore & Apply:**

Divide the students into two groups of three. One student will act as a teacher, one will act as a student, and one will be the checklist monitor. Each group will be given a scenario that the teacher and student will act out while the checklist monitor makes sure that they complete each step of the skill. After they are done acting out the scenario they will receive feedback from the checklist monitor. The groups will switch scenarios and then switch roles within their group. If there is time one group can act out their scenario for the whole class. The two teachers in the room will walk around and monitor the role playing activities to ensure that students are taking it seriously and fulfilling their part. The teachers and the checklist monitor will give a P/Q/P (Praise/Question/Polish) to each group.

**Evaluate:**

- Students will complete the worksheet on requests. The sheet will ask them to phrase assertive requests for three different situations that are outside of the school setting.
- The following school day students will trade sheets with another student and use their checklists to create a P/Q/P for their peer.
Name ____________________________________
Date _____________________________________

**ASSERTIVE REQUESTS**

1. You’re involved in a group project and not all of the group members are doing a fair share. You are doing much more work than others. What can you do?
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

2. You asked your parents to sign a permission form for a special activity. Your parents have not signed the form yet. What can you do?
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

3. You’re leaving a store and noticed that you got change for a $1.00 bill when you gave the clerk a $5.00 bill. What can you do?
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

**CHECKLIST AND FEEDBACK**

Name__________________ Partners __________________

Did your partner:
- Think about what they wanted to ask for
- List their reason(s) in their head
- Find the right time to ask
- Focus on being calm and polite
- Ask the appropriate person

Praise (something that went well)
___________________________________________________________
___________________________________________________________

Question
___________________________________________________________
___________________________________________________________

Polish (something to work on)
___________________________________________________________
___________________________________________________________