

Identifying Assertive, Aggressive, Passive and Manipulative Communications.

Introduction

This lesson will help students identify different forms of communication (assertive, aggressive, passive and manipulative) by creating role-plays for classmates. Teachers will have to tape an excerpt from a television show (e.g. Desperate House Wives, The Apprentice, Survivor, etc.).

Grade Level

Grades 7-9

Learning Outcomes

To be able to:

1. Distinguish between assertive, aggressive, passive and manipulative communication.
2. Practice good communication, with coaching from students and teacher.

Prerequisites/Prior Learning

Determine if students have already been taught about interpersonal communication. If they are already using tips and techniques similar to the one suggested in this lesson plan, use that one instead.

Materials

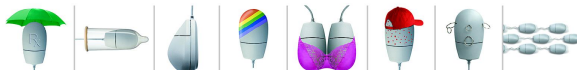
Reference Sheet: Different Forms of Communication (Provided below)
Reference Sheet: Communications Script (Provided below)
Taped excerpt from a soap opera on television
Television and VCR Player

Time Required

One class period

Lesson Procedure (With Suggested Discussion Points/Content)

<ol style="list-style-type: none">1. Introduce students to the purpose of this lesson.2. Introduce the different forms of communication Reference Sheet and discuss the types of communication involved.3. Show the excerpts from the TV shows to illustrate the different forms of communication. (The excerpts do not have to portray sexual discussions.)4. Ask two confident students to use the script in the Reference Sheet to illustrate two forms of communications (Passive and Assertive.)5. Form small groups and ask the students to write two other scripts illustrating aggressive and manipulative forms of communications. Ask the groups to present their scripts by having two students present them.6. Ask the students to reflect on the last time they experienced all four types of communications (not necessarily about sex).	
---	--



Closure

Pass around blank sheets of paper and ask students to write down a question or comment for the question box. (If they do not have a question or comment, ask them to simply write down a brief sentence on what they learned so that everyone hands in a sheet of paper with some writing on it.)

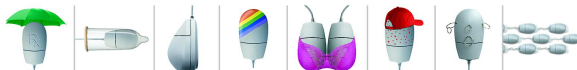
Follow-up/Enrichment

Ask your students to visit these pages on the www.sexualityandu.ca web site and record their observations in their [Student Health Journal](#), [Tips to Talk to Your Boyfriend or Girlfriend about Contraception](#), [War of the Condoms](#).

Ask your students to tape segments from a television show and bring that tape into class to show the excerpt and discuss why they thought it illustrated one of the four types of communication. (Does not have to be about sex.)

Assessment/Evaluation Criteria/Tools

Ask the students to complete the [Individual/Group Participation Sheet](#) and keep it in their [Student Health Journal](#). As the teacher, you should take notes on the participation of students and record them in your [Student Evaluation Tracker](#).



Reference Sheet
Different Forms of Communications

This hand-out describes four different forms of communication: assertive, aggressive, passive and manipulative. Read through these brief descriptions before planning your role play.

Here's what **ASSERTIVENESS** looks like:

Speech and Voice

- *Honest statements; direct and to the point. Smooth, flowing speech pattern.*
- *Clear, firm, relaxed voice that is loud enough to hear but not too loud.*
- *Voice not monotonous*
- *Eyes Open, with direct, comfortable eye contact, but not staring. **

Posture

- *Well-balanced, straight-on; sitting or standing tall but relaxed.*
- *Hands relaxed motions; appropriate gestures.*

Examples of Behaviour

- *Giving compliments; accepting compliments.*
- *Asking for what you want; being willing and able to take "no" for an answer.*
- *Saying "yes" or "no" to requests, according to what **you** have decided is best.*
- *Controlling your temper when people get angry. . . so that you might yell, but you wouldn't use put-downs, threats, or violence to get your way.*

- These descriptions, especially the parts about the eyes, will differ from culture to culture. In many Asian and North American Indian cultures, for instance, it's *rude* to look right into a person's eyes. Does your culture find that looking at a person shows rudeness or confidence?

Here's what **AGGRESSIVENESS** looks like: *

Speech and Voice

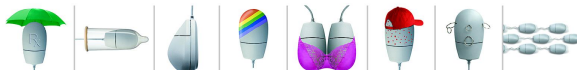
- *Loaded words and generalizations that start fights (such as "always" and "never").*
- *You messages (such as "You are so...")*
- *Superior or put-down words (such as "prude", "wimp" or slut" etc.)*
- *Sarcasm (such as "I guess **you** never stole anything!")*
- *Tense, loud voice or cold, deadly quiet voice.*
- *Eyes Narrowed, cold, staring, not really seeing you.*
- *Rolling the eyes, refusing to look at you.*

Posture

- *Hands on hips; feet apart; back turned; stiff and rigid.*
- *Hands clenched; fist pounding; finger pointing; abrupt gestures.*
- *Violent (shoving, grabbing, poking. etc.)*

Examples of Behaviour

- *Put-downs; name-calling; interrupting; demanding; giving orders.*
- *Just taking things (touch, etc.) without asking; violence.*
- *Ignoring you; hanging up the phone on you; walking away when you're talking.*



Here's what **PASSIVENESS** looks like: *

Speech and Voice

- Lots of apologies and "ums", "ers" and "I mean."
- Not coming to the point; not saying anything at all.
- Lots of throat clearing.
- Soft, watery voice.
- Eyes Downcast or looking away; pleading.

Posture

- Leaning for support; stooped;
- nodding head a lot;
- Holding onto him or herself.
- Hands fidgety; hand wringing; picking at fingernails.

Examples of Behaviour

- Saying "yes" when you want to say "no."
- Letting people treat you or someone else badly, and not saying anything.
- Deciding you can't do something before you've even tried.

Here what **MANIPULATIVENESS** looks like:

Speech and Voice

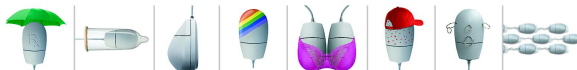
- Soft, watery voice; baby talk; "too sweet" or con man tone.
- Eyes downcast or looking away

Posture

- Leaning back; arms crossed; too cool stance.
- Stooped, holding onto him or herself.
- Hands fiddling with something or fidgety.

Examples of Behaviour

- Trying to get people to give him or her things without coming right out and asking.
- Playing poor me.
- Making excuses for his or her decisions, often untrue excuses (such as, "I can't lend you the money; I need it for lunch." When the truth is, he just doesn't **want** to lend you any more money 'til you pay back the last loan.) Note: Little lies may seem easier, but they hurt when the person finds out.
- Giving compliments she doesn't really mean; doing things for a person **just** to get something in return without saying so ahead of time.
- Tricking a person into something



Demonstration Scripts

Demonstration Script 1:

M: I've been thinking about us a lot, and I'm really...

m: Oh really? What have you been thinking?

M: Well, y'know, I, uh, like you a lot. I like going out with you. I was thinking maybe we ought to, y'know, talk some and, uh, make some decisions. Uh, y'know I would hate to be in a spot where we'd, uh, where something happened. You know what I mean?

m: No. Not really.

M: Well, it's just that we like each other a lot and I guess that I think that, uh, it's time for us to, uh, y'know talk about... I'd hate for something to happen that neither of us wanted to happen...

m: Hmmm...

M: You don't know what I mean?

m: Well, sort of ... I ...

M: Just the last couple of times, y'know, when we've been together, uh, it was kind of hard to go home at the end of the evening.

m: Yeah, it was.

M: And, uh ... uh ... I'm not sure about this ... Are you angry? I didn't mean to...

m: Uh, look ...

M: I didn't mean to get you mad. It's just that we have a lot of feelings for each other and I'd hate to...

m: It makes me nervous. But we do have a ... I do like you a lot, too. And I have a good time with you, but...

M: Oh, I didn't mean to make you nervous. We don't have to talk about it. You know, why don't we just go to the movies?

m: OK. I think there's a good movie at the theater out at the mall.

M: Really?

m: Yeah.

M: Great. Let's go then.

m: OK!

Demonstration Script 2:

M: I really have something I want to talk with you about before we go out for the evening. It's something I've been thinking about a lot and I would like us to have some time to talk.

m: OK, let's talk.

M: Well...

m: Go ahead. Tell me what's on your mind.

M: Well, I guess I'm not sure how to say all this. Uh, I was thinking about the last couple of times we were together. I really enjoy the time we have together, not only going out and being with you and, y'know touching the way we do and just ... It really feels great!

m: For me too.

M: Sometimes I really didn't want to leave you at the end of the evening.

m: Me either. Are you saying you want to make love?

M: Huh? No! I ... It's just that I have a lot of feelings for you and, uh, I can see a time when we **might** decide we want to make love.

m: It's been on my mind, too.

M: Not, y'know, tonight, or right away -but I just see it as a possibility. I'm afraid we're gonna end up having sex and I don't want to.

m: I hear you. I wouldn't want to do it either, without birth control. I sometimes worry about HIV, too.

M: I've gotta be honest with you. I wouldn't be ready even if we used condoms.

m: I understand; look ... I would kind of like to do it, but it would be OK with me if we waited a while.

M: Boy, do I feel better! I was worried that if we talked about not having sex you'd get mad and want to break up.

m: Well, I don't want to break up and just to prove it, let's go to the movies.

M: Well, before we do I need to talk about one more thing. Uh, it's easy to say we won't have sex, but how can we make sure we really don't?

m: Well, I could promise not to pressure you.

M: Thanks. We could go out more with friends, too, and not spend as much time alone at your house.

m: OK. Come here. (They hug)

