

Passive, Aggressive, And Assertive Guidance Lesson

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Purpose:

The purpose of this intervention is to show children and adolescents the difference between being passive, aggressive, and assertive. This intervention allows children to utilize all learning styles (visual, auditory, and kinesthetic) to recognize how they may react to a bully and what they can do - even as a bystander.

Materials Needed:

The counselor may print out pictures of children looking passive, aggressive, and assertive as they discuss what each word means and students can have a visual. However, this is not required. You could even make up a story with each kind of person in it and have them process that way. You can also come up with short scenarios that you cut out and place in a bowl for children to draw when doing role play.

Procedures:

1. Discuss with children what each word means: passive, aggressive, and assertive. Process what each looks like and have them think about they would handle a bully situation.
At this point you can use stories or pictures to show examples.
2. Process with the students how each type of person would react to a bully.
3. If in a classroom, ask the teacher to come to the front and ask them to be the bully. If in a group or individual counseling, a student can be the bully.
4. Act out one of the scenarios with the "bully" by modeling how to react in a passive, aggressive, and assertive way (assertive being the goal).
5. Discuss different methods of being assertive: walking away, walking away towards an adult, actively ignoring/talking with someone else - use of the bystander, talking with students about how they can be bystanders and help another by taking them out of the situation)
6. Ask for volunteers: bully, victim, bystander
7. Have one draw a scenario and have the victim act out passive, aggressive, and assertive. Process with the actors and the group.
8. Have the actors switch roles and/or call for new volunteers.

Process Questions and Follow-Up:

Describe how the process questions and prompts as well as considerations for following up using this activity or intervention.

Students who volunteer to act gain an understanding of how each type of person may feel. Most students should play the victim and bystander so they feel the empowerment to ignore/walk away/help another. The bully feels powerless and will discuss that. The counselor should also discuss what happens when someone becomes physically violent. What are the consequences at school or home? Some may say they wouldn't get in trouble at home, but you should discuss consequences at school. Another reaction is that students won't "snitch." At this point it is critical to discuss the difference between what they consider snitching and telling an adult when someone is in danger of being hurt (physically or emotionally).

Theoretical Rationale and/or Research Base:

Based in cognitive behavioural theory. Changing thought patterns in order to improve and understand behaviour.

Limitations:

Children may argue that they won't get in trouble (at home) for fighting and they won't snitch. In any setting, a child may be nervous about role playing.

Practice Settings:

- College Counseling
- Counselor Education and Supervision
- Mental Health Agency/Private Practice Counseling
- Rehabilitation Counseling
- School Counseling