Appendix – VI

LESSON PLAN– 1
Introducing Assertiveness

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Teacher</th>
</tr>
</thead>
</table>
| Content Analysis | 1. Teacher gives the focus statement “Today I will enact and model various classroom and day to day life situations so as to make you assertive”.
| | Teacher first of all explains the meaning of assertive, unassertive and aggressive behaviour. The teacher students enlist target behaviours where students have difficulty in expressing their feelings. |
| Target behaviours | |
| Assertiveness – is to stand up for one’s rights while respecting the rights of others. |
| Unassertive person is weak passive, complaining and self-sacrificing. |
| Aggressive person is self-centered, inconsiderate, hostile and arrogantly demanding. |
| Situation: A class-mate asks to borrow your dance dress. You would rather not lend out your dress. |
| 2. Teacher asks students to observe the enactment of the above situations with feelings of suppressed and non-assertive behaviour. |
| Enactment: You say: Well....OK...I suppose it’s alright. |
| 3. Teacher discusses with students the components of non-assertive behaviour. |
| 4. Teacher enacts the situations again with feelings expressed and assertive behaviour. |
| Enactment: You say: I would rather not. I am a bit possessive about it. I might be being silly, but I would still rather not. I am sorry. |
| 5. Teacher discusses the enactment especially components of assertiveness. |
| 6. Teacher enacts the situation with aggressive behaviour. |
| Enactment: You say: You have got a...
cheek. Of course you cannot. Get your own dress.

7. Teacher discusses the enactment especially components of aggressive behaviour.

8. Teacher models the assertive behaviour using as many as possible behaviours.

9. Teacher re-enacts situation showing several assertive possibilities e.g. keeping good posture, gestures etc.

10. Teacher students discuss re-enactments

11. Teacher asks students to practice components of assertive behaviour.

The enactments of situations and modeling of assertive behaviour was repeated for the rest of the situations.
LESSON PLAN- 2
Recognizing one’s rights

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Analysis</td>
<td></td>
</tr>
</tbody>
</table>

1. Teacher gives the focus statement “Today I will enact and model various classroom and day to day life situations so as to make you assertive”.

Teacher and students identify target behaviours on situations where students have difficulty in expressing feelings by having a discussion. Teacher asks the students, “Give examples of situations where you find difficulty in expressing feelings”.

<table>
<thead>
<tr>
<th>Target behaviours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To stand up for one’s rights.</td>
<td></td>
</tr>
<tr>
<td>2. To answer a question when asked by a teacher</td>
<td></td>
</tr>
<tr>
<td>3. To receive formal recognition for one’s work and achievements.</td>
<td></td>
</tr>
<tr>
<td>4. Not to take responsibility of someone else’s problem.</td>
<td></td>
</tr>
<tr>
<td>5. To feel and express pain.</td>
<td></td>
</tr>
<tr>
<td>6. To interrupt in order to ask for clarification.</td>
<td></td>
</tr>
<tr>
<td>7. To ignore the advice of others.</td>
<td></td>
</tr>
</tbody>
</table>

Arranging the target behaviours in order of priority

| 1. To stand up for one’s rights. |
| 2. To interrupt in order to ask for clarification. |
| 3. To feel and express pain. |
| 4. To ignore the advice of others. |
| 5. To receive formal recognition for |

2. Teacher asks the students to list the situations in order of priority.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>one’s work and achievements 6. Not to take responsibility of someone else’s problem. 7. To answer a question when asked by a teacher</td>
<td></td>
</tr>
</tbody>
</table>

**Situation:**

You have bought the textbook and put it down on your desk. Your classmate comes in, picks it up and walks off... You say:

3. Teacher asks students to observe the **enactment** of the above first situation with feelings of suppressed and non-assertive behaviour.

You say: “I am sorry, but actually the book is mine. I really should not have put it on the desk”.

4. Teacher discusses with students the components of non-assertive behaviour.

5. Teacher **enacts** the situation with feelings expressed and assertive behaviour.

You say: “Hi, this book is mine. Can I have it back please?”

6. Teacher discusses the enactment especially components of assertiveness.

7. Teacher **models** the assertive behaviour using as many as possible behaviours.

8. Teacher **re-enacts** situation showing several assertive possibilities e.g. keeping good posture, gestures etc.

9. Teacher students discuss re-enactments

10. Teacher asks students to practice components of assertive behaviour.

The enactments of situations and modeling of assertive behaviour was repeated for the rest of the situations.
**LESSON PLAN- 3**  
Expression of feelings (both positive and negative)

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Teacher’s activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Analysis</td>
<td>1. Teacher gives the focus statement “Today I will enact and model various class room and day to day life situations so as to make you assertive”.</td>
</tr>
<tr>
<td></td>
<td>Teacher and students identify target behaviours on situations where students have difficulty in expressing feelings by having a discussion. Teacher asks the students, “Give examples of situations where you find difficulty in expressing feelings”.</td>
</tr>
</tbody>
</table>

**Target behaviours**

1. To convey the message to the concerned person.
2. To express negative feelings
3. To own one’s message e.g. starting the sentence with “I” which helps one to stay on target with the results one wants.

**Arranging the target behaviours in order of priority**

1. To own one’s message e.g. starting the sentence with “I” which helps one to stay on target with the results one wants.
2. To convey the message to the concerned person.
3. To express negative feelings

**Situation:** You would like your friend to pick up a newspaper for you on his way to your house.

**Enactment:** You say: “I really want a paper, but I don’t have time to get it..."
don’t suppose you are passing a …oh never mind, it is not important”.

4. Teacher discusses with students the components of non-assertive behaviour.

5. Teacher **enacts** the situation with feelings expressed and assertive behaviour. You say, “Would you mind picking up an evening paper on your way over here? I would really appreciate that”.

6. Teacher discusses the enactment especially components of assertiveness.

7. Teacher **models** the assertive behaviour using as many as possible behaviours.

8. Teacher **re-enacts** situation showing several assertive possibilities e.g. keeping good posture, gestures etc.

9. Teacher students discuss re-enactments

10. Teacher asks students to practice components of assertive behaviour.

The enactments of situations and modeling of assertive behaviour was repeated for the rest of the situations.
## LESSON PLAN– 4  
Listening while communicating

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Content Analysis</th>
<th>Teacher activity</th>
</tr>
</thead>
</table>

### Target behaviours

1. To Listen to others.
2. To make others listen to you
3. To master the silence during conversation.

### Arranging the target behaviours in order of priority

1. To Listen to others and ask questions.
2. To master the silence during conversation.
3. To make others listen to you

<table>
<thead>
<tr>
<th>Teacher activity</th>
</tr>
</thead>
</table>
| 1. Teacher gives the focus statement “Today I will enact and model various class room and day to day life situations so as to make you assertive”. Teacher and students identify target behaviours on situations where students have difficulty in expressing feelings by having a discussion. Teacher asks the students, “Give examples of situations where you find difficulty in expressing feelings”.

2. Teacher asks the students to list the situations in order of priority.

### Situation:
Ask questions though wrong questions asked can lead the conversation to end

3. Teacher asks students to observe the enactment of the above first situation with feelings of suppressed and non-assertive behaviour.

**Enactment:** “Why did you let that one go?” offer some type of blame.

4. Teacher discusses with students the components of non-assertive behaviour.
5. Teacher **enacts** the situation with feelings expressed and assertive behaviour. The question can be “What made you let that one go?”

6. Teacher discusses the **enactment** especially components of assertiveness.

7. Teacher **models** the assertive behaviour using as many as possible behaviours.

8. Teacher **re-enacts** situation showing several assertive possibilities e.g. keeping good posture, gestures etc.

9. Teacher students discuss re-enactments

10. Teacher asks students to practice components of assertive behaviour.

The enactments of situations and modeling of assertive behaviour was repeated for the rest of the situations.
LESSON PLAN – 5
Communicating effectively using non-verbal behaviours

**Presentation**

### Content Analysis

#### Target behaviours
1. To match gestures with the message
2. To maintain tone of voice during conversation
3. To maintain right posture
4. To dress up as per the occasion
5. To maintain neutral facial expression during conversation

**Arranging the target behaviours in order of priority**

1. To match gestures with the message
2. To maintain neutral facial expression during conversation
3. To maintain tone of voice during conversation
4. To dress up as per the occasion
5. To maintain right posture

### Teacher activity

1. Teacher gives the focus statement “Today I will enact and model various classroom and day to day life situations so as to make you assertive”.
   - Teacher and students identify target behaviours on situations where students have difficulty in expressing feelings by having a discussion.
   - Teacher asks the students, “Give examples of situations where you find difficulty in expressing feelings”.

2. Teacher asks the students to list the situations in order of priority.

**Situation:** Teacher wants to show anguish to class in general or to a student in particular

3. Teacher asks students to observe the enactment of the above first situation with feelings of suppressed and non-assertive behaviour.
   - **Example:** “Teacher is smiling while showing anguish to class in general or to a student in particular.”
to a student in particular”.

4. Teacher discusses with students the components of non-assertive behaviour.

5. Teacher enacts the situations with feelings expressed and assertive behaviour.
   **Example:** “Teacher is having expressions of anguish while showing anguish to class in general or to a student in particular”.

6. Teacher discusses the enactment especially components of assertiveness.

7. Teacher models the assertive behaviour using as many as possible behaviours.

8. Teacher re-enacts situation showing several assertive possibilities e.g. keeping good posture, gestures etc.

9. Teacher students discuss re-enactments

10. Teacher asks students to practice components of assertive behaviour.

The enactments of situations and modeling of assertive behaviour was repeated for the rest of the situations.
### Target behaviours

1. To say “no” at conflict situations
2. To feel guilty in having different opinions
3. To feel guilty in expressing different opinions
4. To act assertively

### Arranging the target behaviours in order of priority

1. To say “no” at conflict situations
2. To feel guilty in having different opinions
3. To act assertively
4. To feel guilty in expressing different opinions

### Teacher activity

1. Teacher gives the focus statement “Today I will enact and model various classroom and day to day life situations so as to make you assertive.”
   - Teacher and students identify target behaviours on situations where students have difficulty in expressing feelings by having a discussion.
   - Teacher asks the students, “Give examples of situations where you find difficulty in expressing feelings”

2. Teacher asks the students to list the situations in order of priority.

### Situation:

You have prepared notes putting extra efforts and your teacher tells you to lend those notes to one of your classmates whom you have already refused for the same.

3. Teacher asks students to observe the enactment of the above first situation with feelings of suppressed and non-assertive behaviour.

### Enactment:

You say, “Madam, actually I have prepared notes myself.”
to.... I mean I have once...., my Mama will ask for it, anyway

4. Teacher discusses with students the components of non-assertive behaviour.

5. Teacher *enacts* the situation with feelings expressed and assertive behaviour. You say, “I have prepared these notes putting extra efforts and hard work. I have already told her that I cannot lend these notes.”

6. Teacher discusses the enactment especially components of assertiveness.

7. Teacher *models* the assertive behaviour using as many as possible behaviours.

8. Teacher *re-enacts* situation showing several assertive possibilities e.g. keeping good posture, gestures etc.

9. Teacher students discuss re-enactments

10. Teacher asks students to practice components of assertive behaviour.

The enactments of situations and modeling of assertive behaviour was repeated for the rest of the situations.
# LESSON PLAN–7
## Giving and Receiving Criticism and Compliments

### Presentation

**Content Analysis**

<table>
<thead>
<tr>
<th>Teacher activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher gives the focus statement “Today I will enact and model various classroom and day to day life situations so as to make you assertive”. Teacher and students identify target behaviours on situations where students have difficulty in expressing feelings by having a discussion. Teacher asks the students, “Give examples of situations where you find difficulty in expressing feelings”.</td>
</tr>
<tr>
<td>2. Teacher asks the students to list the situations in order of priority.</td>
</tr>
</tbody>
</table>

### Target behaviours

1. To accept compliment
2. To refuse invalid criticism
3. To give valid criticism
4. To give compliments
5. To take valid criticism

### Arranging the target behaviours in order of priority

1. To refuse invalid criticism
2. To take valid criticism
3. To give valid criticism
4. To accept compliment
5. To give compliments

### Situation:

Someone may accuse you of being lazy. You think you are hard-working, but then you remember the occasions when you have been lazy, so you accept the criticism, even though you feel hard done by.

3. Teacher asks students to observe the enactment of the above first situation with feelings of suppressed and non-assertive behaviour.

**Enactment:** You say, “I am sorry”.

4. Teacher discusses with students the components of non-assertive behaviour.

5. Teacher enacts the situation with feelings expressed and assertive behaviour.

**Enactment:** You say, “That is not generally true! I am very hard working.”
true, It is unfair to take one instance, when I generally work very hard”.

6. Teacher discusses the enactment especially components of assertiveness.

7. Teacher models the assertive behaviour using as many as possible behaviours.

8. Teacher re-enacts situation showing several assertive possibilities e.g. keeping good posture, gestures etc.

9. Teacher students discuss re-enactments

10. Teacher asks students to practice components of assertive behaviour.

The enactments of situations and modeling of assertive behaviour was repeated for the rest of the situations.