

## LESSON 13 Aggressive Behavior

Orientation: The purpose of this lesson is to describe for the students the facets of aggressive behavior so that they can identify this type of behavior in themselves. If students are expected to change their inappropriate behaviors, they must first know what behaviors they exhibit that concern others. The lesson discusses the five general areas of eye contact, facial expression, gestures, postures and voice to define aggressive behaviors. Aggressive behavior is defined in each area in the following manner:

1. Eye Contact: staring or glaring at another person, constant contact.
2. Facial Expression: frown, set jaw, no smile, tight-lipped. Usually a lot of tension shows in the face.
3. Gestures: threatening, shaking arms, fists, clenched fists, pointing finger.
4. Posture: feet wide apart, usually standing, leaning toward a person, sometimes to the point of having physical contact.
5. Voice: tone is harsh and threatening; volume is loud or low and threatening.

The teacher should identify the student's aggressive behavior in a neutral manner. For example: James, yelling at Mike is aggressive behavior. What is another way to express in your firm, but friendly, voice that he is angry by using responsible I statements? (I become very angry, Mike, when you bother me when I'm working.) Be sure to have the other student acknowledge this statement and state how he feels. (I didn't know you would be so angry if I bothered you. I'm sorry.) Give verbal praise for both students' honesty and non-aggressive behavior, then have them return to work.

NOTE: This process may seem time consuming and not appropriate for some aggressive behaviors such as fighting and other physically harmful situations. However, the students need to practice alternative behaviors at the time they use inappropriate ones so that they may effectively change their aggressive actions into assertive ones.

### Materials and Equipment:

1. Student Activity Book
  - a. Aggressive Behavior Description ..... p. 41
  - b. Aggressive Picture Answer Sheets ..... p. 42-43
  - c. Role Plays ..... p. 44
  - d. Journal ..... p. 45
2. Overheads (none)
3. Handouts (none)

4. Seven Pictures (Appendix) ..... p. 44-52

<u>Activity</u>	<u>Purpose</u>	<u>Time</u>
1. Relaxation Exercises		5 minutes
2. Introduction : 3 Types of Behavior	To introduce students to the concepts of aggressive, passive and assertive behavior.	10 minutes
3. Non-Verbal Aggressive Behavior	To help students identify Non-verbal Aggressive Behavior.	15 minutes
4. Verbal Aggressive Behavior	To relate tone and volume of voice in regard to Aggressive Behavior.	10 minutes
5. Journal		5 minutes

ACTIVITY 1 Relaxation Exercises

ACTIVITY 2 Introduction: 3 Types of Behavior

Purpose: To introduce students to the concepts of aggressive, passive and assertive behavior.

Time: 10 minutes

- Step 1: Write the terms aggressive, assertive, and passive on the blackboard. Under each term, list its definition. Use the following definitions:
- a. Aggressive: Expressing your emotions openly by using threatening behaviors toward a person or object: violating others' rights (throwing books on floor, shaking your fist, grabbing someone's arm to get their attention, hitting others).
  - b. Passive: Hiding your emotions so that others do not know how you feel and not standing up for your rights.
  - c. Assertive: Expressing your emotions honestly and standing up for your rights without hurting others.

- Step 2: Show example pictures for each type of behavior.
- a. State that we all exhibit these three behaviors at some time, but that many of us use aggressive or passive behavior to express ourselves more often than assertive behavior because we have learned from others how best to get attention or to be left alone.
  - b. Tell the students that this unit will help them in learning to tell the difference between aggressive, passive, and assertive behavior.
  - c. Explain that aggressive behavior (throwing a book, fighting, yelling, shoving) usually results in negative consequences/punishment. The only appropriate place for aggressive behavior is contact sports, war, and other threatening situations (fire, emergencies, etc.)
  - d. Passive behavior (not standing up for yourself) usually results in your not getting your rights and in people taking advantage of you. Aggressive people usually take advantage of passive people.
  - e. Assertive behavior takes the good part of aggressive behavior - being able to express your feelings and stand up for yourself; but unlike aggressive behavior, you don't hurt others. We all need to be able to express our feelings and stand up for ourselves without hurting others. Assertive Behavior will be the type of behavior we will be working toward.

### ACTIVITY 3 Aggressive Behavior

Purpose: To help students identify non-verbal behavior.

Time: 15 minutes

Step 1: Have students turn to pages 41-43 in their Activity Book for the Aggressive Behavior Description and answer sheet.

Step 2: State that aggressive behavior is only appropriate during contact spots, war, dangerous situations, and self defense. A person would look very silly acting like a football player (hitting, pushing, shoving, tackling, etc.) when he was in school, shopping for food, walking down the street, etc. Therefore, we need to define not only aggressive behavior but also decide when it should and should not be used.

Step 3: Explain and demonstrate the behaviors on the Description sheet. Try to use personal examples in your explanation to help students better reflect on themselves.

AGGRESSIVE BEHAVIOR DESCRIPTION

1. Eye Contact: constant eye contact, glaring, staring.
2. Facial expression: frown, tight-lipped, jaw set, no smile, mouthing words, threatening.
3. Body Position: feet wide apart, standing.
4. Gestures: shaking arm, fist, or finger, waving arms threateningly.
5. Personal Space: very close to person or thing addressed, little or no space. Sometimes physical contact.
6. Voice: tone: Harsh, threatening  
volume: Loud, or low and threatening

Step 4: Tell the student that you are going to show them several pictures. (4 Aggressive, 1 Passive in appendix) They will put a check beside the non-verbal aggressive behaviors shown in each picture to indicate whether the person is aggressive or not.

Step 5: Show the students each picture. (Do the first 2 with them). Then let them do the next 3 by themselves.

- a. Display the pictures by number, letting the students come up and look at them. Help students who are having trouble.
- b. Following the exercise, discuss the correct answers with the students as a class. Discuss any answers a student may give that is different from the key. Ask him why he answered as he did. State the correct answer and give an explanation in a supportive manner.

Picture 1: Aggressive:  YES  NO

- glaring or staring
- feet wide apart
- standing
- shaking arm, fist, hand, finger
- waving arms threateningly
- frowning, tight-lipped, jaw set
- no smile, mouthing words
- very close to the person, little space between the person and object threatened

Picture 2: Aggressive:  YES  NO

- glaring or staring
- feet wide apart
- standing
- shaking arm, fist, hand, finger
- waving arms threateningly
- frowning, tight-lipped, jaw set
- no smile, mouthing words
- very close to the person, little space between the person and object threatened

Picture 3: Aggressive: YES  NO

- glaring or staring
- feet wide apart
- standing
- shaking arm, fist, hand, finger
- waving arms threateningly
- frowning, tight-lipped, jaw set
- no smile, mouthing words
- very close to the person, little space between the person and object threatened

Picture 4: Aggressive: YES  NO

- glaring or staring
- feet wide apart
- standing
- shaking arm, fist, hand, finger
- waving arms threateningly
- frowning, tight-lipped, jaw set
- no smile, mouthing words
- very close to the person, little space between the person and object threatened

Picture 5: Aggressive: YES  NO

- glaring or staring
- feet wide apart
- standing
- shaking arm, fist, hand, finger
- waving arms threateningly
- frowning, tight-lipped, jaw set
- no smile, mouthing words
- very close to the person, little space between the person and object threatened

<b>ACTIVITY 4 Verbal Aggressive Behavior</b>	
<u>Purpose:</u>	To relate tone and volume of voice to aggressive behavior.
<u>Time:</u>	10 minutes

- Step 1: Explain that an aggressive person uses a harsh tone and loud voice when he speaks.
- a. Model this behavior by saying the following phrases as indicated:
    1. "I'm very angry with you." (Volume: soft, Tone: normal)
    2. "I'm very angry with you." (Volume: normal, Tone: hard and harsh sounding)
    3. "I am very angry at you." (Volume: loud, Tone: harsh and harsh sounding)
  - b. As students to raise their hands when they think you are being aggressive (#2 and #3 are aggressive)

Step 2: Divide students into pairs and have them turn to the role plays located on page 44 in their Activity Book.

## ROLE PLAYS

### Situation #1

Student 1: is very angry with student 2 for running into him.

Student 1: (staring, frowning, standing close to student 2 speaking in a loud, hard tone. Grabs student 2 by the arm.)  
"Hey, what do you think you're doing. You practically knocked me down."

Student 2: (looking confused) "Sorry."

Student 1: (shoving student easily) "Well, don't let it happen again."

Situation #2 Switch roles — whoever was aggressive in #1 will play student #2.

Student 1: (is very upset because he failed his test)

Student 2: (is meeting student 1 after class)

Student 1: (walking quickly, staring at ground, looks up, sees student 2, frowns)

Student 2: "Hey, how'd the test go?" (friendly, smiling)

Student 1: (Speaks loud, harsh, bumps into student 2)  
"Don't worry about it."

Have them role play the two aggressive dialogues.

- Tell them to use loud voices but not to scream.
- Also, warn them not to hurt one another with non-verbal behaviors.
- Circulate among the students and help any who need help.

After students have role played the dialogues, have them return to their seats. Ask: "How did you feel during the role plays?" (angry, tense, uncomfortable, powerful, etc.) "Did the aggressive way you acted help you become better friends with the others involved?" (NO)

Summarize the activity, making the following points:

- Aggressive behavior lets us express our feelings but hurts others.
- Aggressive behavior is only appropriate in life-threatening situations or contact sports like football.
- We act aggressively both verbally and non-verbally. Verbally we scream or threaten others in a low voice. Non-verbally, we stare, glare, frown, stand with feet apart, and threaten others with our arms, fists, and bodies by hitting, shoving or shaking our fists.
- Most Important: Aggressive behavior in inappropriate places may let us say how we feel, but it usually results in a negative consequence (being hit back, suspension or detention in school, etc.)

ACTIVITY 5 Journal