

Types of Behaviour

Equipment

- > One balloon and one large rubber band for each student.
- > 'Types of behaviour' sheet (see below).

Achievement objectives

- > Initiate and develop ideas with others and improvise drama in a range of situations. (Developing Ideas Level 3 The Arts)
- > Identify factors that affect personal, physical, social and emotional growth and develop skills to manage changes. (3A1 H/PE Specific learning outcomes).
- > Identify and distinguish between passive, aggressive, indirectly aggressive, and assertive types of behaviour.
- > Work as a group to prepare an action song or poem demonstrating behaviour characteristics.

Learning outcomes

- > Express a range of word stimuli as locomotor and non-locomotor actions.
- > Sequence actions.
- > Teach action sequences.
- > Perform action sequences.
- > Develop and perform action sequences from brainstormed ideas.

Suggested assessment

- > Students discuss the main characteristics of the following behaviours: aggressive, indirectly aggressive, passive or assertive with a buddy.
- > Students record the main characteristics of the behaviours on a grid or information chart.
- > Students assess how they worked as a group, giving themselves a star rating out of 10 about how they worked as a group on the following aspects:
 - co-operation
 - equal participation
 - getting the message across
 - creativity and originality
 - overall.
- > Students discuss ways they could improve their teamwork in the future.

Notes

- > This activity is based on *Taking Action – Life Skills in Health Education*.

Before the lesson

- > Develop a positive classroom climate so that students are willing to take risks, be creative and feel supported in their learning.
- > Explore group roles through co-operative learning techniques. The website www.co-operation.org/ has more information about this.
- > It would be beneficial for students to have some previous experience working in small groups with little preparation time to develop role plays, songs or poems.



Teaching and learning

Introductory Activity – Bursting Balloons

- > Give each student a balloon and a rubber band.
- > Get students to inflate their balloon and use the rubber band to attach it to their ankle.
- > Ask students to stand in a circle facing inwards. Explain to the students that the idea is to burst as many balloons as possible while keeping their own intact.
- > When all the balloons are burst, discuss with the group:
 - How did you feel when your balloon burst? What did you do?
 - Did you enjoy this activity? Why? Why not?
- > Discuss the following aspects of the activity:
 - It involved conflict, because it emphasised winning.
 - Some people were passive and some were aggressive.
 - Assertiveness can be a way of dealing with conflict to avoid winners or losers.
- > Split students into four groups. Each group is given a set of descriptors for one type of behaviour: aggressive, indirectly aggressive, passive or assertive.
- > Allow each group five to eight minutes to prepare an action song or poem that demonstrates the characteristics of their allocated behaviour. Encourage the groups to be as creative as possible in their presentations.
- > Groups present their compositions in turn. After each presentation, read out the initial list of descriptors.
- > Once all the behaviour types have been covered, discuss the various types of behaviours by introducing the following points:
 - Because our self-esteem fluctuates, most of us operate in each of these ways, at different times.
 - Some people move between being passive (until the pressure of repressed feelings is too great) and being aggressive, but they never manage to be assertive.
 - Quietness and passivity are not the same behaviour.

What to look for

- > What type of behaviour do they display most often?

What next?

- > Students work in groups to brainstorm ideas (recording them on large sheets of paper) in response to these questions:
 - What are the advantages of behaving assertively?
 - What are the disadvantages of behaving assertively?
- > Students discuss ideas and make a class chart. Each group contributes an idea at a time so that all groups are involved and repetition is avoided.

Ways to adapt

- > Many health topics could be taught through drama activities such as producing and presenting an action song, poem or play. Examples may include how to make friends, how to listen reflectively, co-operative group roles, and ways to deal with bullies.

Group assessment chart

Assess how you worked as a group.

Give your group a star rating out of 10 as to how you worked together on the following aspects.

	Star rating out of 10	Comments
Co-operation		
Creativity and originality		
Equal participation		
Getting the message across		
Overall		
Total stars		

Behaviour Types

Aggressive

I win/you lose

- > Is competitive: I must win.
- > Stands up for own rights – ignores the rights of others.
- > Puts others down.
- > Does not listen to others; overrides feelings and wishes.
- > Is defensive, hostile; may use verbal or physical abuse.
- > Has little real self-esteem.
- > Leaves behind hurt and humiliated feelings.

Indirectly aggressive

I win/you lose

- > Subtle, hidden behaviour.
- > Manipulates rather than facing confrontation and risking being rejected.
- > Gets needs met by making others feel guilty, or by getting others to act on their behalf.
- > Appears to think well of others, but there is an undercurrent of disapproval.
- > Leaves others feeling puzzled, thwarted or guilty.
- > Has little real self-esteem.

Passive

I lose/you win

- > Doormat behaviour; sees self as a victim, a loser.
- > Ignores own rights and allow others to infringe on own rights.
- > Does not state own needs, ideas or feelings.
- > Allows others to make decisions for them.
- > Is emotionally dishonest – actions and words do not fit with feelings, leading to suppressed anger and resentment.
- > Eventually alienates others with negative outlook.
- > Has low self-esteem.

Assertive

I win/you win

- > Stands up for own rights and recognises the rights of others.
- > Accepts own positive and negative personal characteristics.
- > Accepts other people's characteristics.
- > Respects self and others.
- > Expresses needs, ideas and feelings.
- > Accepts responsibility for choices and behaviour.
- > Has high self-esteem.
- > Relates confidently to others.