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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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The red "stop or wait" light represents uncontrolled anger. Uncontrolled anger is danger waiting to happen.

The green "go" light represents controlled anger, which is not harmful or dangerous. When we are in control, it is generally safe to proceed.

(A pattern for the traffic signal is provided on page I-B-38. This could be used as an overhead transparency, a bulletin board, or poster.)

**4. Analyze the differences between passive, assertive, and aggressive behavior.**

**4-1 Passive, Assertive, Aggressive Behavior**

**ANALOGY:** Use the analogy of various types of vehicles representing the three personality types; i.e., small car = submissive, mid-car = assertive, and large car (Hummer) = aggressive. (Overhead transparency patterns of these vehicles are provided on pages I-B-40 to I-B-42)

Using the teacher background information provided on page I-B-39 and the overhead transparencies of the vehicles, identify and describe passive, aggressive and assertive behavior types for the students. Give the students a copy of the activity guide, **BEHAVIOR ANALYSIS**, (page I-B-43), and have the students complete the student activity guide on their own. When they have finished, go over the situations and discuss them as a group.

**4-2 Behavior Role Play**

Divide the class into groups of three and give each group a copy of the student activity guide, **BEHAVIOR ROLE PLAY**, (page I-B-44). One student will take the passive and assertive roles. The second student will be the receiver of the message. The third student will be the observer and record the types of behaviors and responses.

Have the students play each role passively and assertively. Also, have the students in each group rotate roles within that group, so everyone has multiple experiences. When the students have completed the activity, as a class discuss how needs are met in each situation.

**Additional Strategy:** Have some groups do their role-playing for the rest of the class.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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**4-3 Personality Type Survey**

Using the teacher background information on page I-B-45 as a guide, introduce the students to the two personality types. Have the students complete the student activity guide, **PERSONALITY TYPE SURVEY**, (page I-B-46). Explain to the students that no one else will see it, so they can be quite honest with their answers. When the students have completed the survey, display the answer key (page I-B-47) for student evaluation. Explain the scoring for self-evaluation. (If the answer key is put on a poster board or an overhead transparency, it can be used repeatedly.)

**5. Recognize legal, mental, social, ethical, physical, and financial consequences of uncontrolled emotions to individuals and family.****5-1 Consequences of Uncontrolled Emotions**

Break the students into small groups and give each group a different newspaper or magazine article that depicts uncontrolled emotions on the part of someone or a group of people (e.g., current crimes of passion, hostage situations, kidnapping, rape, child/spouse abuse, or other violent crimes). Have the groups complete the student activity guide, **CONSEQUENCES OF UNCONTROLLED EMOTIONS**, (page I-B-49), and analyze the legal, mental, social, ethical, and physical consequences of the uncontrolled emotions and violent crimes described. If time permits, have each group summarize its article and the consequences for the rest of the class.

**6. Identify consequences and costs of uncontrolled emotions to the community.****6-1 Costs to Community**

Using the news articles from the previous activity (5-1), have the students identify and discuss the consequences and costs to the community. Be sure to include such things as law enforcement, prisons, social workers, broken families, welfare dependency, traumatized neighborhoods, etc.

**7. Review stress materials, including:****a. definitions of stress-related terms**

**Note:** These materials were covered in the 7th grade Technology-Life-Careers Curriculum and in the 8th grade Life Skills Curriculum. If this material has been adequately covered in these programs, this section should be kept to a review status. However, if the materials