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Practice Expressing Your Career Preference

TRANSITION OBJECTIVE

Students will practice responding assertively in order to make the best decision.

RELEVANCE TO SUCCESSFUL TRANSITION

In order to make the best decision for ourselves it is important that we have a broad range of options to consider. When our choices are restricted or limited, it is important to build self-determination by knowing how to express our own choices and preferences.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I make good choices when . . .

❑ STEP 2: Convene Roundtable

"I like to make my own decisions because ____."

❑ STEP 3: Advance Organizer

"Today you will learn what to do when others try to make decisions for you."

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PERSONAL MANAGEMENT: Unit 4 LESSON 2

Aggressive & Assertive

Using a dictionary, find the definitions and synonyms. Then make up a sample sentence for these words:

Aggressive:
Definition:
Example:
Synonym:
Sample Sentence:

Assertive:
Definition:
Example:
Synonym:
Sample Sentence:

Differences between aggressive and assertive:
Using assertive versus aggressive language will always get better results. Read the examples for stating your preferences in an assertive way. It is best to use statements. For example:

➡ "I have some other ideas, could we talk about those?"
➡ "I'm not comfortable with those choices. Are there some other things we could consider?"
➡ "I'd like to think about this and see if I can think of some other choices."
➡ "Another possibility I had thought about is ..."
➡ Make up your own assertive statement:

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❑ STEP 4: Activity - 10 Minutes

Demonstrate the following *limited choice activity*: Select three students and explain to the class, "Yesterday you were given a career goal. Today, I'll let three students choose a career from one of the six Career Cards I am holding. To choose, they will need to think about the things they know about themselves as well as their values." Hold up six *Career Cards* and ask the three students to make their selections. Ask the three students: "Are you satisfied with your selection? What other jobs would you have liked to consider? Should you have more jobs to choose from? Why?"

Ask the class to discuss times when they were given limited choices, such as: when making a class schedule, choosing from a lunch menu or selecting clothes to wear. Ask, "Do you make choices based on your preferences or on what is available?" Summarize by emphasizing our need to recognize when our choices are too limited and the need for us to stand up for ourselves.

❑ STEP 5: Activity - 15 Minutes

Point out that if we do not feel enough options are being given, there are some things we can do. Introduce the concepts of aggressive and assertive communication skills. Have students complete the **Aggressive & Assertive** worksheet with partner.

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PERSONAL MANAGEMENT: Unit 4 LESSON 2

Limited Choices

You will have a turn of each of the roles described here. The questioner will read the situation. The responder will give an assertive answer to solve the problem. The recorder will rate the responder's answer on the chart. Give the responder two turns to give an assertive answer.

- Questioner:** It is time to register for classes. You want to take a computer class. Your goal is to learn to program computer games. Your advisor is telling you to choose between an auto repair class or graphics printing class. What will you say to the advisor?

Responder:

Recorder:

Rate the Response						
Aggressive	1	2	3	4	5	Assertive
- Questioner:** You just got a job in the Summer Training program. The counselor told you that you could work in the library or bus barn. Neither job is interesting to you. What will you say to the counselor?

Responder:

Recorder:

Rate the Response						
Aggressive	1	2	3	4	5	Assertive
- Questioner:** You asked the club sponsor if you could join the Science Club. You were told you couldn't because you didn't take Honors Science. The sponsor suggested ROTC or Computer Club. You love science and your best friend is in the club. What will you say to the sponsor?

Responder:

Recorder:

Rate the Response						
Aggressive	1	2	3	4	5	Assertive

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when they are in a position to advocate for themselves about decisions that impact their futures. Divide the students into groups of three. In triads, students take one of three roles: questioner, responder and recorder. The questioner asks the questions, the responder answers the questions and the recorder records the student's response as assertive or aggressive. Rotate, so that each student has an opportunity to play each role. Give students three minutes to complete each round.

□ STEP 7: Evaluate Outcomes

One thing I can say when I feel I'm being given limited choices is "_____."

□ STEP 8: Connecting Activity

Students bring a news topic (from TV, radio or Internet) describing a limited choice situation, such as government control in a non-democratic society.

□ STEP 6: Activity - 20 Minutes

Using the **Limited Choices** worksheets, students practice responding to someone who gives them limited choices. This activity is designed to make them feel comfortable

KEY WORDS

aggressive

assertive

limited

options

honest

MATERIALS AND PREPARATION

- Student Handouts: **Aggressive & Assertive**, page 160; **Limited Choices**, page 161.
- Prepare skit activity.
- Choose three students ahead of class and explain skit. Use six 3" x 5" *Career Cards* from previous lesson.
- Make a screen image of the **Aggressive & Assertive** handout. Prepare examples for aggressive and assertive.
- Give clear directions for this activity so each student takes a turn at all three roles.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing Listening, Speaking
- Thinking Skills: Problem Solving, Reasoning
- Personal Qualities: Self-Esteem, Sociability