

## 14 Respond Assertively when Accused

## TRANSITION OBJECTIVE

Using simulated activities, students will practice responses to use when accused of a problem.

## RELEVANCE TO SUCCESSFUL TRANSITION

Accusing others is a quick way to shift responsibility for a problem away from ourselves. Learning how to handle accusations and how to look at each situation objectively are critical life skills.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

To me, accusing others . . .

**❑ STEP 2: Convene Roundtable**

"One thing for which I was accused was

### ❑ STEP 3: Advance Organizer

"Today you will learn how to keep calm and in control when you are accused of something you did not do."

☐ **STEP 4: Activity - 20 Minutes**

Lead the following discussion; "Today we are going to talk about what happens when we accuse or are accused of something. Think of a time when you were accused of something."

Typically, at these times another person uses the word "YOU" in phrases like "YOU should have . . ." "YOU always . . ." "It is your fault," or "YOU never . . ." Explain that accusations create hard feelings and create an argument, not a solution. Using the activity sheet **Who's to Blame?** have students work in pairs to read the story and answer the questions. Next, choose two students to role-play the parts of Terry and John. You may want to play the part of John for this role-play in order to demonstrate relaxation and control.



## CAREER MANAGEMENT: Unit 1


## LESSON 14

# **Who's to Blame?**

### Activity Sheet

**Story**

John offered to take the football equipment to the storage room after PE. The next day, the coach reported that the door was left unlocked. Most of the equipment was missing. John had locked the door and returned the key, but some of the students accused him of taking the equipment.



**Questions**

What words would the students use to accuse him?  
How would John feel?  
What would John say?  
What good would come out of accusing John?  
What harm could come from accusing him?  
Why do accusations create fear and anger in another person?

**Role Play**

Terry is the accuser and John is being accused.  
Terry: I can't believe you messed up, John! You didn't lock the door. You lost our equipment. It's all your fault!  
John: (Relax and show control). "Terry, I'm sure I locked the door. There's got to be an explanation for this. I don't want to fight about it. Can we work together to find the answers?"  
Pairs: Practice solving the problem by role-playing each part. Discuss the different feelings John and Terry would have, using the words, "I" and "we," versus "you" and "they."

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CAREER MANAGEMENT: Unit 1

LESSON 14

## Someone Accused Me

Your team will act out a situation where someone is accused of doing something wrong. One person narrates by describing the situation and the other three act it out. Two people accuse the third person for a problem. The person who is accused, replies and maintains control. He or she then handles the comments with a positive response.

Team Name: \_\_\_\_\_

Team Members: \_\_\_\_\_

Name of Skit: \_\_\_\_\_

Narrator: \_\_\_\_\_

Blamer 1: \_\_\_\_\_

Blamer 2: \_\_\_\_\_

Blamed: \_\_\_\_\_

Situation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Discussion

When you accuse someone for something, how do the accusers and accused person feel?

What could the accusers/accused say or do to change or correct the situation?

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### □ STEP 5: Activity - 25 Minutes

Divide students into groups of four. Each group will develop a three-minute mini-skit using the skit guide **Someone Accused Me**. Team members describe and act out a situation in which someone is accused of doing something wrong, role-playing it to the larger group. Have groups choose a narrator to describe the situation. The group chooses two people who will accuse the third person of a problem. The person who is accused practices relaxation to handle the comments with a positive response. After all role-play situations have been presented, have students answer and discuss the questions at the end of the skit guide.

Take advantage of opportunities to discuss bullying and how blaming can come across as bullying. Help students become more aware and review the steps for responding to bullying from Lesson 3.

### □ STEP 6: Evaluate Outcomes

When I'm accused of something I didn't do, I will "\_\_\_\_\_."

### □ STEP 7: Connecting Activity

Ask students to interview one person to find out what they did or said when they were accused of something that went wrong.

## KEY WORDS

accuse

accusation

responsibility

frustration

problem

### MATERIALS AND PREPARATION

- Student Handouts: **Who's to Blame?**, page 42; **Someone Accused Me**, page 43.
- Prepare to discuss and direct the role-play.
- Prepare to set up role-play activity.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Speaking
- Thinking Skills: Decision-Making, Reasoning
- Personal Qualities: Responsibility, Sociability, Self-Management