

4

Learn How to Handle Put-Downs

TRANSITION OBJECTIVE

Students will learn a process for responding to negative comments about themselves or their friends.

RELEVANCE TO SUCCESSFUL TRANSITION

Put-downs are an indication of poor self-esteem or bullying in the speaker and can stifle enthusiasm in the person who is receiving the negative message. Students need to learn how to react to a negative statement.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

When someone puts me down, I feel . . .

❑ STEP 2: Convene Roundtable

"I am a worthwhile person because ____."

❑ STEP 3: Advance Organizer

"Today you will learn what to do and say when someone bullies you or uses a put-down to describe you or your behavior."

22



CAREER MANAGEMENT: Unit 1 LESSON 4

Believe in Yourself

It takes practice to handle put-downs. After each statement practice saying the positive response with your partner. Next, change the negative remark to a positive statement. Remember to do this when you are faced with a put-down or negative attitude in the future.

- "You will never make the team; you're too slow."
Positive response: "It doesn't matter what you say, I still believe in myself."
Change to a positive statement.
- "Give up! We'll never ask you out."
Positive response: "It doesn't matter what you say, I still believe in myself."
Change to a positive statement.
- "Are you ever going to get this right? Use your brain!"
Positive response: "It doesn't matter what you say, I still believe in myself."
Change to a positive statement.
- "Are you awake yet? Is your brain working?"
Positive response: "It doesn't matter what you say, I still believe in myself."
Change to a positive statement.
- "Duhhh. Are you here today?"
Positive response: "It doesn't matter what you say, I still believe in myself."
Change to a positive statement.
- "That is a stupid joke; nobody thinks it's funny."
Positive response: "It doesn't matter what you say, I still believe in myself."
Change to a positive statement.
- "That was a dumb thing to say. You are so stupid!"
Positive response: "It doesn't matter what you say, I still believe in myself."
Change to a positive statement.
- "Is anyone in there? Is your brain out to lunch?"
Positive response: "It doesn't matter what you say, I still believe in myself."
Change to a positive statement.

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22

someone criticizes you or uses a negative remark about you? Is their opinion of you important? Why? What is a typical put-down that you might hear? Can someone put you down without saying anything? Is it a put-down if someone rolls their eyes, ignores you or laughs at you?"

Tell students: "Responding with anger to put-downs gives our power and control to the other person. Our anger tells them their opinion of us is very important. Using put-downs helps an insecure person feel more important, especially when we let them affect our feelings."

Tell students they can learn to handle put-downs and stay in control. From now on, when someone uses a put-down, they should repeat this phrase, "It doesn't matter what you say, I believe in myself." Write the statement on the board and have students repeat it several times. Go over the directions on the worksheet **Believe in Yourself**. After students complete the worksheet, review the importance of staying in control.

❑ STEP 5: Activity - 20 Minutes

Hand out one set of game cards for **Handling Put-Downs with Class** for each group of three students. The game cards are placed face down on the table. Students take turns choosing a card and reading the statement to the group. Students in the group will say "mine" if they can get the

❑ STEP 4: Activity - 25 Minutes

Write the following statement on the board: "I will not be influenced by the opinions of other people." Lead the following discussion with the class: "How do you feel when

response: "It doesn't matter what you say, I believe in myself," and then change the negative statement on the card to a positive statement. The student who changes the card statement keeps the card. After 10 minutes, call time and have students count their cards. Those with the most cards in each group are invited to stand for a round of applause.

Have a short discussion about bullying and talk about when "put-downs" become bullying. Remind students to follow the steps for responding to bullies from Lesson 3.

❑ STEP 6: Evaluate Outcomes

I believe in myself, even when someone "_____."

❑ STEP 7: Connecting Activity

Students listen for at least three put-downs among family members and friends. These can be in person or in text messaging. Each time they hear a put-down they say to themselves: "It doesn't matter what you

say about me, I believe in myself," and then change the negative put-down to a positive statement. Tell students to prepare to discuss this assignment at the beginning of the next class.

CAREER MANAGEMENT: Unit 1 LESSON 4

Handling Put-Downs With Class Game Cards

Use the card templates to make one set of game cards for each small group of students participating in the game. Cut the strips apart and mount on 3 x 5 cards.

After your new hair cut a friend said, "Did you get that hair cut on purpose?"	Your Mom yelled, "You will never amount to anything!"
Your Mom said, "Let me do it, you'll never get it right!"	While talking to a friend and she changed the subject right in the middle of your story.
A friend told you, "I got a much better deal when I bought my jeans."	You sat down on the end of a bleacher at the assembly and two people moved away from you.
Your teacher said, "Will you ever get it right?"	A girl in class said, "Hey, get it right this time!"
Your Dad said this after your team lost a game, "You'll never be as good as your brother."	Your teacher said, "Do you have cotton between your ears?"
A classmate said, "You act so stupid!"	Your Mom said, "I'm sick of your attitude!"
Your brother yelled, "Would you please just shut up!"	A friend broke a date with you, then you found out he went out with someone else.
The teacher never calls on you when you raise your hand in class.	You passed a friend in the hall and said "hi" but he ignored you.
You got all of your chores done early on Saturday but your parents didn't notice.	After planning a shopping trip with your Mom, she called and said it will have to wait.
Your sister screams at you and tells you how dumb you are.	The teacher announced everyone's grades in class and you had a "D."
A girl from across the room rolled her eyes when you gave a wrong answer in class.	You saw some kids you know at the movies but they acted like they didn't know you when you waved.
When you asked the person next to you for help in class, she said, "Ask someone who cares!"	Your friend said, "Where did you find that outfit, in the dumpster?"
In PE, a classmate yelled, "Hey, stupid!"	A friend said, "Have you ever thought of wearing makeup?"
A teacher said, "You're going to make the same mistakes your brother made when he was here."	

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A6

KEY WORDS

control

believe
hurtful

opinion

confidence
criticize

sarcasm

MATERIALS AND PREPARATION

- Student Handouts: **Believe in Yourself**, page 22; **Handling Put-Downs with Class, Game Cards**; Appendix A, page A6.
- Prepare to discuss handling put-downs using the positive response.
- Make game cards from the card template.
- Review one or more of the anti-bullying websites listed on the references for assistance and tools.

SCANS FOUNDATION SKILLS

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