

Manipulation Overview

Main Points:

To be resilient requires that a person feels they can have some control over their life situation. When we are manipulated we lose that sense of control and often feel angry over the coercion we have experienced. Students need to learn ways to recognize and resist efforts to manipulate them, thereby, retaining their sense of control.

Essential Questions:

1. What is manipulation?
2. Have I used manipulation in dealing with others? Have I allowed myself to be manipulated?
3. How can I deal with manipulation?

Alternate Books:

Too Smart for Trouble by Sharon Scott
Earrings by Judith Viorst
If Everybody Did by JoAnn Stover
My Lucky Day by Keiko Kasza

Activities:

Quiz from the book Peer Pressure: Deal With It Without Losing Your Cool by Elaine Stevens

Social Skills Activities For Special Children by Darlene Mannix

M & M Madness from More Activities That Teach by Tom Jackson

Utah State Core Curriculum:

K-2 Core - Fine Arts, Health, Physical Education, Science, and Social Studies

Standard 2: Students will develop a sense of self in relation to families and community.

K - 1e; 1st - 1a; 2nd - 1a,b

3-6 Responsible Healthy Lifestyles

Standard 3: The students will understand and respect self and others related to human development and relationships.

3rd - 2a,c; 4th - 2b; 5th - 1b;

Standard 1: The students will learn ways to improve mental health and manage stress.

6th - 4a,b,c

Manipulation Lesson

Review:

Briefly review the main points of the previous lesson and point out any connections to the current lesson.

Main Points:

A- Define manipulation, passivity and assertiveness:

Merriam-Webster Online:

Manipulation: To Manage or utilize skillfully; to control or play upon by artful, unfair, or insidious means especially to one's advantage.

Assertiveness: Disposed to or characterized by bold or confident assertion.

Passive: Receptive to outside impressions or influences

B-Read and discuss Hunter's Best Friend

- 1- Why do you think Hunter stuck out his tongue during lunch?
- 2- If you were Hunter would you want to join Stripe on the table? Was following Stripe a good idea? Then why did Hunter do it?
- 3- Why wouldn't Stripe talk to Hunter for the rest of the day? (Possibly guilt or having achieved getting Hunter to do what he wanted)
- 4- Why wouldn't Luna play with Hunter on the playground? (Kids don't like to be kids don't behave well in class)
- 5- Why did Hunter try to sneak into his bedroom?
- 6- Is Hunter's mom right that being a friend doesn't always mean following along, especially when they are making bad choices?
- 7- Did Hunter make better choices the second day? Did he help Stripe make better choices? How?

C- For older grades you may want to read and discuss selected stories from Too Smart for Trouble by Sharon Scott.

D- Discuss what manipulation looks like, sounds like, and feels like.

Challenge:

Watch for manipulation in the actions of others not just on you but on others.
Make sure you choose wisely regardless of the actions of others.

Goals:

Students will be able to identify manipulation in the interactions with others.