

Chapter 3

Lesson 7

Be Connected / Be Assertive

Theme: Assertiveness

Lesson Objective:

Students will name characteristics of assertiveness. Students will demonstrate assertiveness skills. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

“Leadership is example.” --West Point 2000 graduate

“He that gives good advice builds with one hand. He that gives good counsel and example builds with both. But he that gives good admonition and bad example builds with one hand and pulls down with the other.” --Sir Francis Bacon

“All respect is self respect.” --17 year old student

1. Review Chapter 2 litany.
2. Discuss quotation(s).

Assertiveness

1. Ask: Define “assertiveness”. How do skills in assertiveness support resiliency? How is it dependent on communication skills? Build “Assertiveness: The Web”. Also, include: When is it useful to have strong assertiveness skills? Recommended ideas to include, are in the Lesson Background.
2. Ask: Do you have trouble saying “no”? If someone cuts in front of you in line at the bank, can you stand up for your rights? Do you hesitate to tell your friends when you disagree with them? In our free society, each person has the right to express her feelings, beliefs, and ideas. This includes your right to refuse a request and tell your needs without feeling guilty.
3. Complete: *Stick and Stones S1, Assertiveness Ingredients S3, Identifying Communication S4, Assertive Role Plays S5.*

Materials:

**Special Education students include: Becoming My Own Self-Advocate S18*

Stick and Stones S1

Identifying Communication S4

Assertiveness Ingredients S3

Assertive Role Plays S5

Evaluation:

Rubric

Enrichment:

Goldstein, *Skillstreaming the Adolescent/ Social Skills: Responding to Persuasion You've Transitioned Before!* EN1

What do sticks and stones have to do with being assertive?

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There are three basic ways people communicate. These are called aggressive, passive and assertive. Which ones are “sticks and stones?”

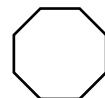
People use one method more often than others, but everybody uses all three.

Below are listed the three ways and a description of each:

| PASSIVE                                  | ASSERTIVE                                                  | AGGRESSIVE                                     |
|------------------------------------------|------------------------------------------------------------|------------------------------------------------|
| Poor eye contact                         | Maintains eye contact                                      | Glaring/stare down                             |
| Soft quiet voice/nagging voice           | Comfortable volume and tone                                | Loud                                           |
| Makes excuses                            | Admits mistakes                                            | Blames others                                  |
| Can't say no/gives in/gets even          | Listens/Compromises                                        | Demands own way                                |
| Hides real thoughts and feelings         | Expresses feelings and thoughts respecting self and others | Says what they think/doesn't care about others |
| Believes everyone else is more important | Believes both self and others are important                | Believes self is more important                |
| Won't state opinion                      | Has respect for self and others                            | Judgmental /name calling/closed minded         |
| Follower                                 | Can be a leader or follower                                | Leader                                         |
| Low self confidence                      | High self confidence                                       | Low self confidence, but appears arrogant      |

**Directions:**

- Identify the following name-calling adjectives as passive, assertive, or aggressive. Place them in the correct column.  
Doormat, know-it-all, bully, wishy-washy, pushy, wimp, easy-going, goody-two-shoes, peacemaker, brown-nose, geek, spiteful, dictator, jerk
- Discuss the childhood saying, "Sticks and stones can break my bones, but names can never hurt me." Is this about sticks and stones? Is this statement true? Give at least 3 reasons for your opinion. Why do children say it?



# ASSERTIVENESS INGREDIENTS

**Directions:** Make a list of assertive words and body language.

| Assertive Words | Assertive Body Language |
|-----------------|-------------------------|
|                 |                         |

**Directions:** Identify each of these characteristics as Passive, Assertive or Aggressive. Put them in the correct column. You may be able to use the words more than once.

Word Bank: angry words and tone, “over the top” emotions, shows self respect, communicates ideas and feelings clearly and firmly, shows no respect, shows no self respect, no communication, fake, fight, fair, strong emotion, recognizes the feelings and rights of the other person,

|                   |  |
|-------------------|--|
| <b>Passive</b>    |  |
| <b>Assertive</b>  |  |
| <b>Aggressive</b> |  |

# IDENTIFYING COMMUNICATION

S4

Below are situations and responses. Decide if the response is (P) passive, (AG) aggressive, or (AS) assertive. Write the abbreviations in the space beside the response. For responses that are passive or aggressive, write a new assertive response.

## SITUATION

## RESPONSE

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You have set a time to meet and your friend is thirty minutes late. When she arrives you say:

"Why don't you think of someone else for a change instead of yourself. I've been waiting thirty minutes." _____

Your child says he wants the expensive tennis shoes like everyone else. You respond:

"I understand those shoes are nice and you would like to have them, but I can't afford them." _____

A co-worker continually asks to borrow money but does not pay it back. When he asks you for money you say:

"Go bum from somebody else." _____

You are in a hurry to get out of the store. The person behind you asks if she can go ahead since she only has a few items. You respond:

"Yes, that would be okay. Go ahead." _____

Your roommate has books and papers spread on the living-room floor and you are expecting guests. You say:

"I would appreciate it if you could move your papers and books. Jim and Mary are on their way over. Can I help you?" _____

Your friend tells you he really likes your shirt. You say:

"This old thing? I've had it forever." _____

You want to borrow your friend's car. You say:

"Could I please drive your car to work tonight? I'll be careful and put in gas." _____

#1

You are in charge of ten workers who take customer orders over the phone. Each worker enters the ordering information into a computer, and then someone in the warehouse uses the information on the computer printout to ship the orders. Several of the telephone workers are making errors, causing customers to receive the wrong merchandise. You need to explain the importance of the workers' being more careful. You can call a group meeting, speak to individual workers, write a general memo, or write individual memos to each worker. Complete *Make a Decision*, then assertively take action. Role-play the action.

#2

You're having difficulty with one of your coworkers. You've tried to make an appointment to talk with the boss, but she's always busy and in a rush. One day you and your boss are both leaving work and going to the parking lot at the same time. (Fortunately, you've already used your *Make a Decision* sheet, preparing for this circumstance. Complete the *Make a Decision* sheet). Now role-play using assertive behavior.

#3

You're hanging around at your friend Sam's house. One of your other friends is talking on the phone and makes a date to meet more friends at the Circle K in a half hour. None of you has a license or car, but the family truck is in the driveway. The others talk Sam into agreeing to drive the truck. You are on Probation and don't want to get into more trouble. You tell them you'll stay and wait for them to bring the others back. One of your friends says, "If you're scared, you should go home." Sam, says, "If you were a real friend, you'd go with me." Use *Make a Decision*, then role-play assertiveness skills.

#4

Teacher accuses you of cheating on a test. You didn't cheat. Use *Make a Decision*, then role-play assertiveness skills.

#5

A friend borrowed \$600 from you 6 months ago. He promised to pay you when he got his tax return. You know he got it. Now he avoids you. Your work hours are cut for July and August, you need the money to pay bills. Use *Make a Decision*, then role-play assertiveness skills.

#6

You're with a caring girl. You think you may love her. She helps you and likes it when you're happy and doing well. She understands your Recovery, although she was never a heavy user and is clean now. Late one night your old party girlfriend, the girl who left you and you haven't gotten over, calls. She says she loves you and to come party. Use *Make a Decision*, then role-play assertiveness skills.

#7 Say No

Role-play "refusal skills".

Directions: Think of a role-play scenario in which you'll have to say "no" to some sort of persuasion. Have the persuader use phrases such as, "Do it just this once! I'll never ask you again." "If you were a real friend, you'd do it." "If you won't, I'll tell everyone you did anyway." "Everyone else is doing it." "Are you worried about what other people will say?" "If you're scared. I'll get somebody else." "Don't you trust me?" "But, I love you."

As an adult, you will need to speak up for yourself.
When you do this you are being a “self-advocate.”

Good self-advocates

- **Are informed** about the topic they are discussing
- **Speak** calmly and clearly. Are assertive.
- **Listen** while others speak.
- **Think** about the importance of what they are hearing.
- **Ask questions if they don’t understand.**

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Times I might need to be a self-advocate:

- My IEP meeting (in high school)
- When asking for accommodations for classes in high school, when taking the GED or in college
- On the job

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**What do I need to help me
become a better self-advocate?**

- **Understand** my rights and responsibilities
- **Practice** being assertive
- **Know** the types of accommodations I need
- **Find** opportunities to make choices
- **Know** how to contact support people I need
- **Use** resources such as the Arizona Department of Education,
www.ade.state.az.us/ess/transitionservices
- Other: _____

