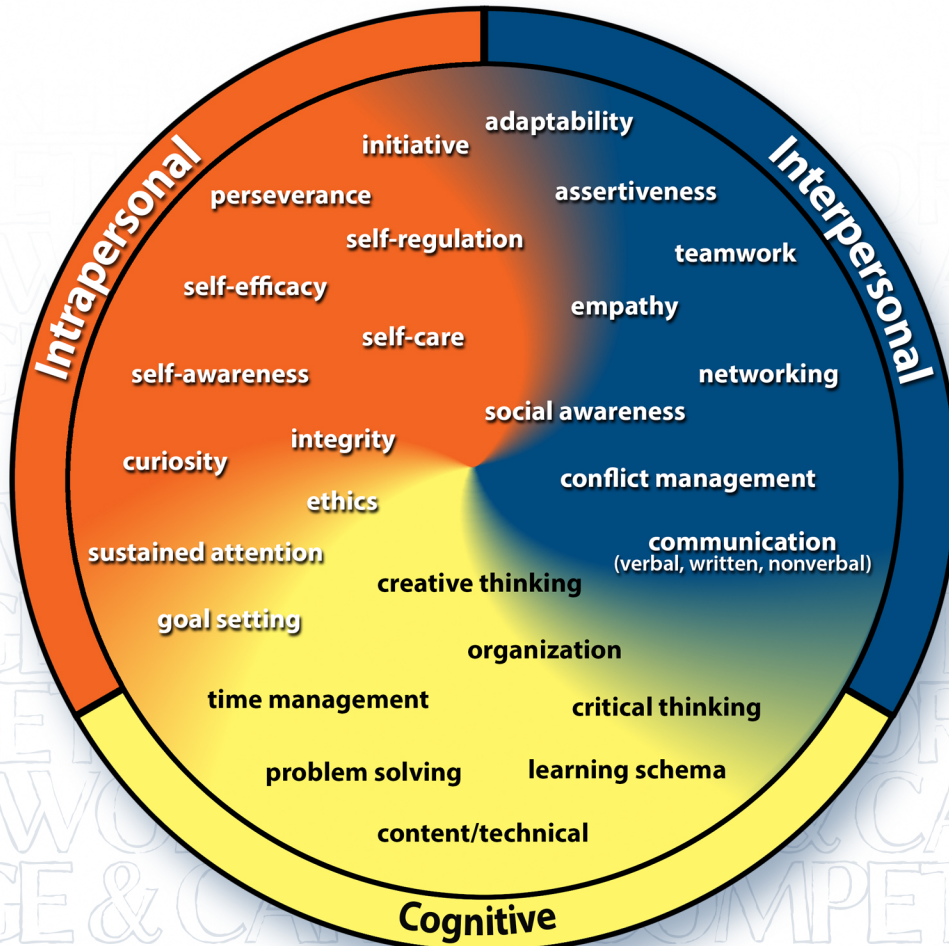


ASSERTIVENESS

LESSONS

INTERMEDIATE



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Introduction

The *Assertiveness Lessons [Intermediate]* contain eight units that build students' understanding and practice of assertiveness concepts. Each unit is designed to be taught across time and contains a series of instructional activities with specific student learning targets. The lessons were developed for students in Grades 3–6 but can be used with older or younger students. The *Assertiveness Lessons [Primary]* and *Assertiveness Lessons [Secondary]* provide aligned instructional activities that can be adapted for all ages.

Instructional Activities

Instructional activities range in length from 20 to 30 minutes and should be taught sequentially. Scenarios, guiding questions, and writing/drawing prompts are included in the activities to build students' understanding of key concepts. Students learn and practice ten Assertiveness Strategies, which help them communicate their ideas respectfully, ask for what they need, and understand others' perspectives in various situations. The strategies can be generalized across school and home settings. The ten Assertiveness Strategies are:

1. **Identify Communication Types:** Understanding the difference between passive, assertive, and aggressive communication supports students in choosing the most appropriate communication type for various situations.
2. **Find My Feelings:** Knowing how to identify complex emotions and the reasons behind emotions helps students better understand themselves.
3. **Show Empathy:** Considering the perspectives of others, including their emotions, thoughts, and ideas, allows students to better understand others.
4. **Voice My Feelings:** Expressing their wants, needs, and thoughts respectfully helps students communicate appropriately and advocate for themselves.
5. **Listen and Summarize:** Listening and summarizing what was said fosters students' understanding of others and respectful social and academic discourse.
6. **Show Respect Without Words:** Using nonverbal communication skills allows students to convey respect and engage in more meaningful interactions.
7. **Speak My Mind and Be Kind:** Using a structure for expressing empathy while articulating their own wants, needs, and thoughts helps students to communicate clearly.
8. **Respect My Boundaries:** Identifying and maintaining personal boundaries helps students overcome peer pressure and reduces bullying.
9. **Do My Part:** Working well with others allows students to communicate their own ideas, listen to the ideas of others, and share in the workload, resulting in effective teamwork.
10. **Predict Outcomes:** Understanding how the communication type students use can affect a situation's outcome helps students choose the most appropriate communication type for the situation.

Teaching Resources

Many of the instructional activities within the units include a prompt for students to demonstrate their knowledge of assertiveness concepts by writing or drawing their responses. A complementary workbook,

[My Assertiveness Workbook](#), can help educators document students' growth in assertiveness concepts, refine their assertiveness instruction, and provide individualized feedback to students. The activities can also be effectively taught without the workbook by asking students to respond to the prompts verbally or in writing.

You will refer to the [Assertiveness Definition](#) and [Strategies Posters](#) throughout assertiveness instruction. These should be displayed in the classroom for students to reference as they are learning and practicing assertiveness. Digital posters can be downloaded for free, or printed posters can be [purchased online](#).

Assessments

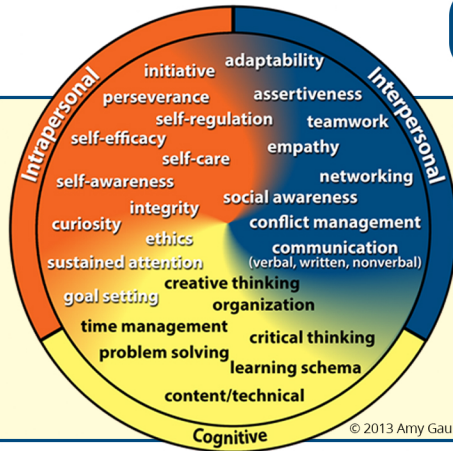
Students' growth in learning and practicing assertiveness should be measured. It is important to collect baseline data related to your students' current ability to be assertive. There are two assessment tools to measure your students' understanding and application of assertiveness concepts: the *Assertiveness Knowledge Test 3–6* and the *Assertiveness Performance-Based Observation*. Both are described below and are available for immediate use at www.cccstudent.org.

The *Assertiveness Knowledge Test 3–6* (Heger et al., 2024) is a curriculum-based measure that assesses students' knowledge of assertiveness concepts. The test includes multiple-choice, true/false, situational judgement, and short-answer items. The knowledge test is directly aligned to the lessons and should be used as a pre/post measure prior to and after teaching the assertiveness lessons. A self-reflection is also included, where students rate behaviors on a 5-point Likert-type scale from *Not Very Like Me* to *Very Like Me*. The results will help students measure their knowledge of assertiveness concepts and gauge their ability to apply that knowledge. For additional information on this assessment, see page 2 of the [Technical Guide](#).

The *Assertiveness Performance-Based Observation* (Noonan & Gaumer Erickson, 2018) assesses how well students demonstrate assertive behaviors. It is appropriate for students of any age and can show growth when combined with explicit instruction and practice. This observation tool can be used at purposeful intervals to monitor the development of each student. Based on observations across time or in specific situations, the educator rates each student's assertive behaviors on a scale. For additional information on this assessment, see page 2 of the [Technical Guide](#).

To use the assessments, create an account on www.cccstudent.org, a free assessment website (students do not need accounts). Once students have taken the *Assertiveness Knowledge Test 3–6* or you have observed their assertive behaviors using the *Assertiveness Performance-Based Observation*, you can view and analyze classroom and individual student results on this website. The assessment results can be used to help refine instruction, and students and educators can use the results to determine growth. Additional details for launching an assessment and reviewing the results are provided on the website.

ASSERTIVENESS



The **College and Career Competency Framework**, developed by Drs. Gaumer Erickson and Noonan at the University of Kansas, supports educators and families in developing resilient learners who collaborate to expand skills, express their wants and needs respectfully, and apply strategies to self-regulate and persevere. Visit www.CCCFramework.org to learn more about College and Career Competencies.

STUDENT IMPACTS

Teachers providing **assertiveness** instruction and classroom practice observe student growth, including:

- Improved communication
- Openness to constructive feedback
- Increased ability to express themselves
- Improved confidence in their own abilities
- Improved conflict management skills

Research in **elementary** and **secondary** education identifies proven student impacts from teaching **assertiveness**.

- Students who have received instruction in **assertiveness** improved their ability to seek assistance and supports (Buell & Snyder, 1981; Lane et al., 2006; Wolfe et al., 2012).
- **Assertiveness** training improves students' self-image and their ability to express themselves (Mohagheghi et al., 2022).
- Adolescents who are **assertive** have improved understanding and knowledge of academic content (Salari Koochfini & Ghasemali Kheirabadi, 2020).
- Students who are **assertive** have higher self-esteem, assert their rights, and self-regulate their emotional reactions (Parray et al., 2020).
- A student's level of **assertiveness** is a good predictor of their adjustment to university (Parmaksiz, 2019).
- **Assertiveness** training reduces instances of bullying (Buell & Snyder, 1981; Hall, 2006).

DEFINITION

Assertiveness is expressing your wants, needs, and thoughts, even when it's difficult, while respecting others (Noonan & Gaumer Erickson, 2017).



Students use **assertiveness** strategies to communicate respectfully and understand others.

RESOURCES

- **Instructional Activities** for teaching **assertiveness** strategies K-12
- **Teacher Testimonial Videos** for implementing **assertiveness**
- **Family Guidance** for building **assertiveness** in the home
- Measure student growth in **assertiveness** at www.CCCStudent.org



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Recommended citation: Heger, E., Noonan, P. M., & Gaumer Erickson, A. S. (2024). *Assertiveness lessons [Intermediate]* [Teacher lessons and student workbook]. College & Career Competency Framework. <https://www.cccframework.org/competency-lessons-and-student-workbooks/>

Assessing Your Assertiveness Knowledge (Pretest)

Materials:

- *Assertiveness Knowledge Test 3–6* (online version; see pages 6–8 for the items)
- *Assertiveness Performance-Based Observation* (online version; see page 10 for the items)

Preparation: To record and access assessment results, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Assertiveness Knowledge Test 3–6*. Each assessment that you set up will have a specific code. Note the code for your test and provide that code and the link below to the students.

Assessment Link: www.cccstudent.org

Code: _____

Administer the *Assertiveness Knowledge Test 3–6*

We recommend that students complete the *Assertiveness Knowledge Test 3–6* online. For the students to complete the assessment online, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the assessment, and title the pretest so that it is easy for you to identify (e.g., “2024 Assertiveness Pretest Grade 3”). On the website, the students will receive personalized reports that you can also access.

Using the copy of the assessment on the following pages as a reference, explain to the students that for Items 1–17, they will use a 5-point scale to rate how each of the statements applies to them. Each rating should be based on how they feel. For example, if students always tell others what they think or feel even if they disagree with them, they will choose *Very Like Me*. In the visual on the next page, “N” denotes items that are reversed or negatively worded. Lower scores on these items denote more assertive behavior. Assure the students that there are no correct or incorrect answers and that everyone’s responses may be different because we all have our own thoughts and feelings. Tell the students to pause and think about how they feel about a statement before marking it. Then the students will complete the second part of the assessment, which measures knowledge about assertiveness. Tell the students that they may not know the correct answers now, which is expected as they might not have learned about assertiveness yet. The students will repeat the *Assertiveness Knowledge Test 3–6* after all instruction is delivered.

Assertiveness Knowledge Test 3–6

Student ID _____

Date _____

	Not very like me				Very like me
	1	2	3	4	5
1. When I get into an argument with someone, I say things I don't mean. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I usually keep my feelings to myself. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It's hard for me to explain how I feel when I experience strong emotions. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I tell others what I think or feel even when they disagree with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I avoid asking questions or asking for help because I don't want people to think I am stupid. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I tell my friends "no" when they ask to do things I disagree with, like cheating off my homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would rather go along with what everyone else wants than share my own thoughts. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When I have strong feelings or opinions, I blurt them out. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If someone is making fun of another person, I feel bad, but I don't get involved. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. It's hard for me to share my ideas when I am working in a group, so I usually just let other people tell me what to do. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. When I have strong emotions, I can't control them. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I try to understand how others feel even when they feel different than me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. When someone says something I don't like, I stop listening to them. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When my friend is telling me a story, I listen carefully, make eye contact, and try not to interrupt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. If I need help with something, it's hard for me to wait my turn. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am careful to avoid hurting other people's feelings, even when they have been hurtful toward me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. When working on a group project, I listen to other people's ideas and think about how to incorporate them into our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Multiple-Choice

18. Choose the best definition of assertiveness.

- a. Respecting what others want, need, or think, even when it's difficult
- b. Expressing your wants, needs, and thoughts while respecting others, even when it's difficult
- c. Expressing your ideas and thoughts respectfully, except when it might cause an argument

Categorize each of these behaviors as passive, assertive, or aggressive (circle the answers).

19. Telling your teacher, "I need help with this math problem right now!"	Passive	Assertive	Aggressive
20. Rolling your eyes when you don't like what someone else said	Passive	Assertive	Aggressive
21. Sharing your ideas in a respectful manner	Passive	Assertive	Aggressive
22. Saying, "I don't care," when you really do care about something	Passive	Assertive	Aggressive
23. Apologizing over and over	Passive	Assertive	Aggressive
24. Speaking clearly and making eye contact	Passive	Assertive	Aggressive
25. Interrupting your friend when you think you have a better idea	Passive	Assertive	Aggressive

26. The best way to show your friend you are listening to them is to:

- a. Summarize what they have said to you.
- b. Interrupt them when you have an idea that could help them.
- c. Tell them what to do after they finish talking.

27. Which of these options best describes an assertive statement?

- a. Make eye contact with the other person and explain your idea.
- b. Tell the other person how they made you feel and why you think your idea is better.
- c. Show empathy for the other person, voice your feelings respectfully, and speak your mind and be kind.

28. When you respect your boundaries, you:

- a. Set rules for yourself about how you will be treated and what you will do.
- b. Yell at your friends when they ask you to do something you don't like.
- c. Avoid your friends when they want to do something you don't like.

29. Which of these is **NOT** assertiveness?

- a. Becoming angry and loud when I want to make sure my ideas are heard
- b. Asking questions even when I'm worried that I might sound stupid
- c. Talking about my feelings instead of keeping them to myself

30. **Scenario:** Mary's friends want her to sign up for band so they can all be in the same class together, but Mary would rather sign up for art. What should Mary say to be assertive?

- a. Say, "I understand that it would be fun to be in the same class, but I would really like to try art. I am going to sign up for art next year."
- b. Say, "Let's sign up for art. It will be an easier class."
- c. Say, "Band is boring! There is no way I would ever sign up for band!"

True or False

31. ___ When you disagree with someone, you are being aggressive.
32. ___ Doing your part when you are working in a group means telling others what to do.
33. ___ The way we communicate with others can affect the outcome of a situation.
34. ___ It is more important to think about other people's feelings than your own.

Open-Ended

35. Write a three-part assertive statement to a friend who wants you to let him copy your math homework.
36. What are two reasons why assertiveness is important?
- 1.
 - 2.

After the students have completed the online assessment, a Results page will be displayed. Remind them that there are no incorrect responses to the first 17 items and that they will have different answers because they each have their own unique feelings about things. Have the students look over Items 1–17 and identify items they rated high, indicated by checkmarks shaded in green. Ask the students to describe three of these items in the table under the column *My strengths in assertiveness*.

Then, have the students identify items they rated low, indicated by checkmarks shaded in pink or red. Ask the students to describe three of these items in the table under the column *My areas for growth in assertiveness*.

My strengths in assertiveness (checkmarks shaded in green)	My areas for growth in assertiveness (checkmarks shaded pink or red)
1.	1.
2.	2.
3.	3.

Next, have the students write down their score on the knowledge test:

Multiple-choice score: _____/17 _____%

Explain to the students that they will likely improve on the knowledge test portion as they learn concepts related to assertiveness. They will retake this assessment later in the year, and it will show their growth.

To access both individual and aggregated student results yourself, log back into your account on www.cccstudent.org, click on **My Portal**, scroll to the list of **My Assessments**, locate your assessment, and click on the **Results** button to open the teacher view for that assessment. To view the individualized reports for each student, in **My Portal** click on your assessment’s title.

The students will repeat the *Assertiveness Knowledge Test 3–6* after all instruction is delivered.

Use the *Assertiveness Performance-Based Observation* to observe students

The *Assertiveness Performance-Based Observation* (see page 10) measures students’ assertive behaviors. You will rate each student’s assertive behaviors on a 4-point scale. We recommend that you observe and record your students’ assertive behaviors three times per year (at the beginning, midway through, and after instruction) to see student growth and challenges.

Reflect on the past three weeks and each student’s demonstration of the behaviors listed in the observation. Use the scale to rate each student’s proficiency. If you haven’t had an opportunity to observe a behavior, select *Not Observed*. For behaviors that you haven’t observed, consider providing classroom activities that allow students to demonstrate those behaviors. For example, asking the students to work in groups while completing a project would provide an opportunity to observe how well each student is addressing the fifth indicator, “Demonstrates assertive communication during collaborative learning.”

To complete the *Assertiveness Performance-Based Observation*, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Assertiveness Performance-Based Observation*. Title the observation so that it is easy for you to identify (e.g., “2024 Assertiveness Observations Grade 3”). The website will automatically graph three observations for each student and provide both individualized reports and a class-wide summary.

Assertiveness Performance-Based Observation

Student ID _____

Date _____

Based on observations across time or in specific situations, evaluate each student's performance. This assessment can be used at purposeful intervals to monitor the development of each student.

Beginning: Not yet able to demonstrate without scaffolding.

Emerging: Minimal or superficial demonstration; prompting likely required.

Proficient: Sufficient demonstration, including self-appraisal and detailed, personalized application.

Advanced: Independent and consistent demonstration; teaches/prompts others.

Not Observed is documented if there has not been the opportunity to observe the behavior performed by an individual student.

Assertiveness Sequence Indicators	Beginning	Emerging	Proficient	Advanced	Not Observed
1. Respectfully expresses basic feelings and preferences (Strategy 4, voice my feelings).					
2. Communicates a need or want to peers and adults in a respectful manner (Strategy 7, speak my mind and be kind).					
3. Demonstrates respectful refusal skills (Strategy 7, speak my mind and be kind ; Strategy 8, respect my boundaries).					
4. Demonstrates nonverbal assertive communication (e.g., body language, tone of voice) (Strategy 6, show respect without words).					
5. Demonstrates assertive communication during collaborative learning (Strategy 9, do my part).					
6. Determines personal boundaries and generates assertive statements to apply if boundaries are compromised (Strategy 8, respect my boundaries).					

Unit 1: Introducing Assertiveness

Learning Targets:

1. I can define assertiveness
2. I can explain communication types
3. I can **identify communication types**

Materials:

- Videos *What Is Assertiveness?* and *Identify Communication Types* (www.cccframework.org/elementary-assertiveness-videos)
- Assertiveness Definition Poster (www.cccframework.org/wp-content/uploads/Assertiveness-Poster.pdf)
- Assertiveness Strategies Poster (www.cccframework.org/wp-content/uploads/ASRT-Strategies-Poster.pdf)
- Communication Types Chart (www.cccframework.org/wp-content/uploads/Communication-Types-Chart-Activity.pdf). For Activity 2, each group will need one printed copy of the chart.
- Scissors and glue
- Note cards

Instructional Activities:

1. I can define assertiveness

Explain to the students that they are going to begin learning and practicing assertiveness. Tell them that they are going to watch a short video that will help them understand more about assertiveness. Show the one-minute video [What Is Assertiveness?](#) Afterward, discuss:

- How would you explain assertiveness?
[Possible response: it is telling others what you want or need and respecting how others think and feel.]
- Why is communicating your wants, needs, and thoughts important?
[Possible response: it allows us to get help when we need it and explain how we are feeling.]
- Why is it important to try and understand others' wants, needs, and thoughts?
[Possible response: when we understand others, it makes us a better friend, and we can help others.]

Show the [Assertiveness Definition Poster](#) and read the definition for the students. Explain that learning assertiveness will help them communicate more effectively and have a better understanding of others. Divide the students into three different groups and ask them to discuss portions of the definition with their group.

Group 1:

What does “even when it’s difficult” mean? What are some examples of situations where it is difficult to speak up or ask for help? What makes these situations difficult?

Group 2:

What does “express my wants, needs, and thoughts” mean? How do we express our wants, needs, and thoughts with and without talking?

Group 3:

What does “respect what others want, need, and think” mean? Who might others be? What does it look and feel like when you are respectful? What does it look and feel like when you are disrespectful?

Have each group write down notes, make drawings, and develop examples for their phrase. After they have had time to work, ask each group to share what they have written or drawn.

Provide the students with a personal example of why learning and practicing assertiveness is important. You can also use the scenario below, about a person who did not communicate assertively and the impact such communication had on him and his friend.

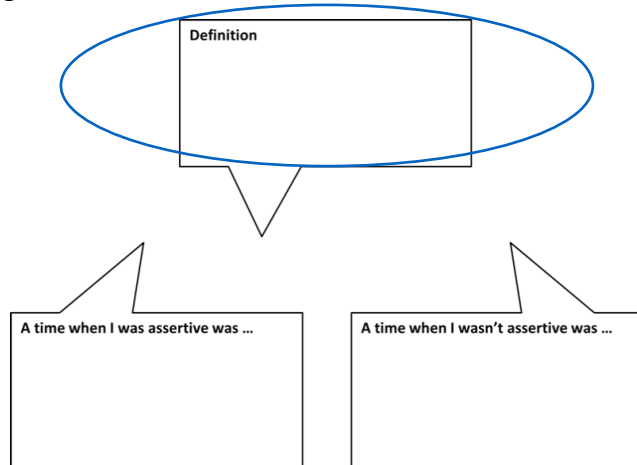
Struggling in Math Example:

When I was in fourth grade, I was really struggling with math, especially long division. When I got my assignments back, most of my answers were incorrect. I didn't know what to do. My friends didn't seem to have trouble understanding math. I was afraid they would think I was dumb, so I didn't want to ask for help during class. My mom worked late and was always tired when she got home, so I didn't want to ask her for help either. I chose not to do anything. I just got further and further behind in math. After about a month, my teacher said I would need to come in during recess and after school to work on my long division. This meant that I couldn't play basketball with my friends during recess or walk home from school with them. I was so embarrassed! I started going in to get help from my teacher. After we worked a few problems, I got better. She asked me why I hadn't asked for help earlier, and I just said, "I don't know," but I think she knew that I was afraid. She also helped me to understand that I usually made a mistake when I subtracted. She suggested that I check each problem after I finished it and pay close attention to Step 3, which was subtracting. After a few more days, I got in the habit of checking my work, and I was able to catch most of the mistakes I made. When I turned in my assignments, I got most of the problems correct.

After providing a personal example, ask the students:

- What could have changed if I had been assertive and asked for help?
- When have you lacked assertiveness and been unable to express what you needed or ask for help?

Tell the students they will begin making a diagram that will help them understand what assertiveness is and why it is important. Ask them to begin their diagram by writing the word "Assertiveness" at the top. Then have them use their own words to define assertiveness. Explain that they will complete the diagram over the next two activities.



Summarize the activity by asking the students to share their definitions of assertiveness. Reteach as necessary and emphasize that assertiveness will help them communicate their needs, thoughts, and feelings more effectively. Learning assertiveness will also help them think about the feelings of others who have different ideas and opinions. By thinking about how others are feeling, the students will be able to communicate respectfully in difficult situations.

2. I can explain communication types

Explain to the students that part of learning assertiveness is understanding the different ways we communicate, or express our wants, needs, and thoughts. Show the [Assertiveness Strategies Poster](#) and emphasize the strategy **identify communication types**. Explain that there are three ways we can communicate our wants, needs, and thoughts. By learning to recognize each communication type and considering potential outcomes, we can make better choices in how we communicate.

Tell the students that assertiveness is not just for individuals using passive communication who need to speak up more, like in the example you provided in Activity 1. Assertiveness also helps those using aggressive communication to learn to effectively communicate their thoughts instead of communicating in a dominating and overbearing manner. We want to be able to communicate our wants, needs, and thoughts in a respectful, assertive (not angry or threatening) way.

Show the students the two-minute video [Identify Communication Types](#). Afterward, discuss:

- What do you say or do when you communicate passively?
[Possible responses: say, "I don't care"; shrug your shoulders; frown.]
- What do you say or do when you communicate aggressively?
[Possible responses: speak in a loud voice, stomp your feet.]
- What do you say or do when you communicate assertively?
[Possible responses: speak clearly and calmly, make eye contact.]

Explain that there are times when each communication type is appropriate to use. For example, it would be appropriate to use passive communication if you didn't care about the end result, like if your friends wanted to go to the movies and you didn't care what movie you saw. Likewise, it would be appropriate to use aggressive communication if someone was getting hurt or was in danger, like if you saw a student hurting another student by hitting or pushing them.

Tell the students that in this activity, they will focus on learning about the strategy **identify communication types**. Remind the students that there are three different communication types: passive, assertive, and aggressive. We use different communication types for different situations, but most of the time, we want to use assertive communication.

Pass out the [Communication Types Chart](#). Ask the students to cut out the behavior statements and glue them in the correct columns. When they're finished, have the students review in pairs.

Communication Types

Passive behaviors	Assertive behaviors	Aggressive behaviors
Being afraid to speak up	Speaking openly but without interrupting or disrespecting others	Interrupting others
Speaking softly	Speaking at a conversational tone	Speaking loudly
Looking down	Making eye contact	Glaring and staring at others
Showing expressions that match how others feel	Showing expressions that match how you feel	Grimacing or rolling your eyes
Slouching and turning away from others	Focusing on what others say	Crossing arms and standing too close

Avoiding others	Participating in groups	Controlling groups
Agreeing with others no matter what they say	Expressing your wants, needs, and thoughts respectfully while considering others' wants, needs, and thoughts	Considering only your own feelings and making demands of others
Valuing yourself less than others	Valuing yourself and others	Valuing yourself more than others

Adapted from "Tell the Difference Between Assertive, Passive and Aggressive Behavior," by Jacqueline Spence, 2012, *Counselling Service in France*

Remind the students that assertiveness is that sweet spot in the middle between passive and aggressive. Review the column *Assertive behaviors* in the [Communication Types Chart](#). Then, on their assertiveness diagrams, have the students write about a time when they were assertive.

Definition

A time when I was assertive was ...

A time when I wasn't assertive was ...

After the students have had time to develop their examples, ask a few to share, and make connections to the column *Assertive behaviors* in the chart. Summarize the activity by emphasizing that it is important to understand the different communication types in ourselves and others. When we can notice examples of passive, assertive, and aggressive behaviors, we are practicing **identifying communication types**.

3. I can **identify communication types**

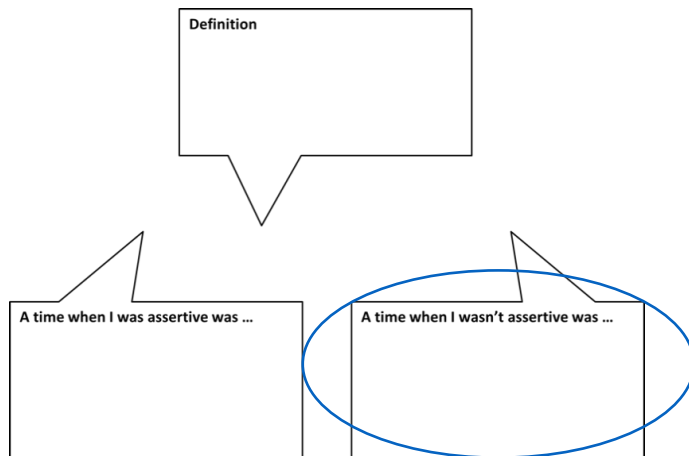
Review the characteristics of passive, assertive, and aggressive communication by asking the students to provide examples for each communication type. Remind them that it is important to use assertive communication to respectfully express their wants, needs, and thoughts.

Tell the students they are going to practice **identifying communication types** for a variety of scenarios. Write "Passive," "Assertive," and "Aggressive" on three different note cards and divide the students into three groups. Explain that you will read a scenario and each group will draw a card. After drawing the card, the group must work together to develop a brief skit where the communication type they drew is represented. Have them include both verbal and nonverbal communication. As each group is acting out their skit, the other groups try and guess the communication type that is being represented. After each scenario, ask each group to draw a new card so they have the opportunity to develop a skit for all three communication types.

Scenarios:

1. Your friend didn't invite you to her birthday party, and you want to know why not.
2. You didn't do well on your science quiz, and your teacher asks you to stay after school and correct your quiz.
3. Your sister borrowed your iPad without asking, and now the battery is dead.
4. You see a group of older kids picking on a younger kid.
5. Your mom asked you to help your little sister with her homework, and you already have a lot of homework to do yourself.
6. You have been working on your math problems but can't get the correct answer, so you ask the teacher for help.

After the students have completed skits for each communication type, ask them to recall the different characteristics that were represented in passive, assertive, and aggressive communication. Emphasize that the communication type we choose affects the outcome of a situation. Ask the students to refer back to the assertiveness diagram they have been developing. Tell them to complete the diagram by writing about a time when they were not assertive. Their examples can include either passive or aggressive communication.



Ask a few students to share their examples. Emphasize the strategy **identifying communication types** on the [Assertiveness Strategies Poster](#).

Extend the learning by asking the students to identify different communication types they observe at school, during extracurricular activities, and at home. Ask them to think about how the communication type impacts the outcome of a situation.

Unit 2: Using Assertiveness to Express Emotions

Learning Targets:

4. I can explain how to **find my feelings** and **voice my feelings**
5. I can **find my feelings** and **voice my feelings**

Materials:

- Assertiveness Strategies Poster (www.cccframework.org/wp-content/uploads/ASRT-Strategies-Poster.pdf)
- Feelings Chart (padlet.com/ResearchCollaboration/assertiveness-exploration-resources-rxmnrotx1ux/wish/2663493777)
- Video **Find My Feelings & Voice My Feelings** (www.cccframework.org/elementary-assertiveness-videos)

Instructional Activities:

4. I can explain how to **find my feelings** and **voice my feelings**

Use the [Assertiveness Strategies Poster](#) to review the strategy **identify communication types**. Remind the students that the way they communicate likely affects the outcome of a situation.

Explain to the students that they are going to learn more about themselves by thinking about their feelings and reasons they feel a certain way. Tell them that we all have different emotions throughout the day and there are times when we might feel more than one emotion. For example, if you just found out you get to sing a solo in the school music program, you might feel excited and worried at the same time. You might feel excited because you like to sing and worried because you know you will have to sing in front of the whole school.

Emphasize that part of learning assertiveness is identifying our feelings and respectfully communicating them. We will start by learning how to identify our feelings. Show the students the [Feelings Chart](#). Point out that there are emotions on the chart that are more complex than happy and sad. Complex emotions include disappointed, confused, and jealous. When we have strong emotions, we might get butterflies in our stomach, feel our heart beating fast, or experience shaky hands. These are clues from our body that we are experiencing strong emotions.

Inform the students that when you stop and think about what you are feeling and why you are feeling a certain way, you are using the strategy **find my feelings**. Identifying your feelings helps you understand yourself and express your feelings more effectively. Once you **find your feelings** and understand more about what you are feeling, it is important to use the strategy **voice my feelings** to respectfully explain what you are feeling.

Show the two-minute video [Find My Feelings & Voice My Feelings](#). Afterward, discuss:

- When you use the strategy **find my feelings**, what do you do?
[Possible responses: you think about what you are feeling and why you are feeling that way; you name your feelings; you use clues from your body, like a racing heart or sweaty palms.]



From the video [Find My Feelings & Voice My Feelings](#)

- When you use the strategy **voice my feelings**, what do you do?
 [Possible response: you explain your feelings by using the sentence "I feel _____ when _____."]



From the video [Find My Feelings & Voice My Feelings](#)

- When would you use the strategies **find your feelings** and **voice your feelings**?
 [Possible response: when you have big feelings, when you need to describe your feelings to someone else.]

Emphasize that when we use the strategy **find my feelings**, we use clues from our body to understand our feelings. We might find clues in our facial expressions or the signals our body is sending us, like butterflies in our stomach, shaky hands, or a racing heart. When we use the strategy **voice my feelings**, we calmly explain what we are feeling and why we are feeling that way.

Show the students the [Assertiveness Strategies Poster](#) and emphasize that they can practice the strategies **find my feelings** and **voice my feelings** by using the sentence "I feel _____ when _____" to help them find and name their feelings. Provide a personal example of when you didn't stop and think about what you were feeling and you **voiced your feelings** inappropriately, or use the example provided.

Frustrated With Basketball Example:

When I was in fifth grade, my friends and I signed up to be on a basketball team. We thought it would be fun to play basketball together. During practice, I worked really hard, but I wasn't as good at playing basketball as my friends. Right before each game, the coach would announce who was going to start the game. I never got to start the game, and I spent most of the game sitting on the bench. Before the third game, the coach announced the players who would start the game, and I wasn't one of them. I sighed really loudly, rolled my eyes, and said, "I guess I will just sit on the bench the whole time for the stupid game again." My coach asked me if I wanted to talk to him

about something, and I said, “No, I hate basketball anyway.” He grounded me for two games for being disrespectful.

After sharing the example, ask the students to work with a partner and use the [Feelings Chart](#) to identify three emotions you were feeling in the example. Then ask them to use the sentence “I feel _____ when _____” to develop statements you could have used to express your feelings more appropriately. Ask the students to share their statements, and emphasize that it is normal to have strong emotions and to feel several emotions at once but that learning how to express your emotions in an assertive manner will help you communicate more effectively.

Summarize the activity by asking the students to think about a time when they didn’t express their emotions appropriately. Have them use the following prompts to write about the situation and what they will do the next time they experience big feelings:

A time when I didn’t express my feelings appropriately was _____.

The next time I have strong emotions, I will say _____.

5. I can *find my feelings* and *voice my feelings*

Review the strategies **identify communication types**, **find my feelings**, and **voice my feelings**. Emphasize that the students have practiced **finding their feelings** by using the [Feelings Chart](#) and they have practiced naming their feelings and the reasons behind them by using the sentence “I feel _____ when _____.” Tell the students that they will now focus on practicing both strategies together.

Explain to the students that they are going to practice **finding their feelings** and **voicing their feelings** for different scenarios that you will read aloud. After you read the scenario, have them pause, think about how they might feel in that situation, and then use the [Feelings Chart](#) to name three emotions they might feel. Then they write a sentence that voices one or more of their feelings.

Scenario	Write three feelings you might have	Write how you would voice your feelings
Example: Your mom told you that you have to go to a family event and will miss soccer practice.	<ul style="list-style-type: none"> • Mad • Disappointed • Guilty 	I feel disappointed when I miss soccer practice, because I was looking forward to learning a new skill.
1. You told your friend you didn’t want to play video games after school, and now he won’t talk to you.		
2. You are explaining to your mom that you are the fastest runner in PE class.		
3. You are telling your teacher that you lost your homework.		
4. Your teacher just showed you a math problem that you don’t understand.		

5. Your brother said you broke his PlayStation even though you didn't.		
6. You are telling your friend about how you got an A on your writing assignment.		
7. Your friend asked if they could copy your homework.		
8. You are explaining to your mom that you were absent from school and now have a lot of make-up work.		

After the students have written their responses to each scenario, ask a few to share. Summarize the activity by emphasizing the strategies ***find my feelings*** and ***voice my feelings*** on the [Assertiveness Strategies Poster](#). Explain to the students that when they start to feel strong emotions, they should stop and ***find their feelings*** and then ***voice their feelings*** calmly.

Unit 3: Understanding Myself

Learning Targets:

6. I can identify situations when it is difficult to express my wants, needs, and thoughts
7. I can **identify communication types** in myself
8. I can explain how to respond assertively to scenarios
9. I can explain how to **respect my boundaries**
10. I can describe Assertiveness Strategies that are my strengths

Materials:

- Assertiveness Definition Poster (www.cccframework.org/wp-content/uploads/Assertiveness-Poster.pdf)
- Video **Respect My Boundaries** (www.cccframework.org/elementary-assertiveness-videos)
- Assertiveness Strategies Poster (www.cccframework.org/wp-content/uploads/ASRT-Strategies-Poster.pdf)

Instructional Activities:

6. I can identify situations when it is difficult to express my wants, needs, and thoughts

Show the students the [Assertiveness Definition Poster](#). Remind them that to be assertive, they need to express their wants, needs, and thoughts, even when it's difficult, and respect what others want, need, and think. Remind the students that being passive, assertive, or aggressive can impact the outcome of a situation (such as in the Struggling in Math Example, in [Unit 1, Activity 1](#)).



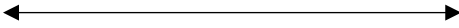
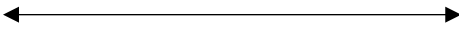



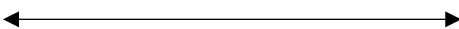


Tell the students they are going to learn about how to communicate, or express themselves, in situations where it is difficult to tell others how they feel or what they need. Explain that we all have times when we feel uncomfortable, nervous, or scared and we find it difficult to communicate. For example, if you are afraid of what others think about you, it might be difficult to express your thoughts or ask for help. It could also be difficult if you know others will disagree with you. Tell the students to work with a partner and identify a few situations where it might be difficult to communicate your thoughts, feelings, or ideas or to ask for something you need. Have the students answer these prompts as they work with their partner:

- When have you found it difficult to ask for help or tell others what you think?
- Why was it difficult?
- How could you have **voiced your feelings** respectfully in that situation?

Afterward, ask them to summarize their discussions with the whole group.

Read a scenario from the following table and ask the students to pause and think about how difficult it would be for them to speak up and communicate their ideas or ask for help. Even if they haven't experienced some of the scenarios, they should think about how they might feel.

After the students have rated how difficult it would be to speak up in each scenario, have them jot down a few ideas for how they could **voice their feelings** respectfully, especially in the scenarios they rated *Very Hard*.

How difficult would it be for you to speak up if ...	Easy Very Hard	What could you say to <i>voice your feelings</i> respectfully?
Example: You don't like what your mom made for dinner.		I feel grateful when you make dinner, but the food doesn't taste good to me.
1. Your friends want to go to a movie, but you want to play video games.		
2. You are working on a group project, and someone isn't doing their share of the work.		
3. Your friend is telling people things about you that aren't true.		
4. You don't understand how to do your math problems, and you need help from the teacher.		
5. You see an older student making fun of a younger student.		
6. Your older sibling is mad at you about something.		
7. Your friends are planning to cheat on their science quiz and asked you to cheat too.		
8. You are working on a group project, and someone in the group is telling everyone what to do and not listening to others' ideas.		
9. Your friends all think basketball is the best sport, but you like soccer better.		

After the students have had time to complete the chart, ask them to work with a partner and review their answers. Have them focus on the scenarios where they found it difficult to express themselves, brainstorming ways to **voice their feelings** respectfully.

Ask a few to share their ideas for speaking up in difficult situations. Summarize the activity by reminding the students that part of learning to be assertive is speaking up even when they are afraid or nervous. Learning and practicing how to **voice their feelings** respectfully will help them feel more confident and communicate better.

7. I can *identify communication types* in myself

Remind the students they have been learning about the different communication types and ways to share their feelings. Review the Assertiveness Strategies **identify communication types**, **find my feelings**, and **voice my feelings**. Tell the students they are going to focus on identifying times when they might react passively or aggressively in a situation. Review the differences between passive, assertive, and aggressive behaviors. Ask a few students to share their reflections from [Unit 1, Activity 2](#), where they classified passive, assertive, and aggressive behaviors using the [Communication Types Chart](#).

Remind the students that passive, assertive, and aggressive behaviors can include our body language, our voice, and our words. Explain that we all react to situations differently. For example, you might react aggressively by using a loud voice and invading your friend's personal space if they didn't save you a seat in the cafeteria, but someone else might react passively by shrugging their shoulders and not saying anything in the same situation.

Tell the students they are going to continue learning about themselves by identifying how they would most likely react in different scenarios. Emphasize that each person will react differently in each scenario and that it is important to think about themselves. There are no correct or incorrect responses to the scenarios. They should read each scenario, pause, and think about how they would feel, even if they haven't personally experienced it, and determine how they would react. Tell them to circle the response in [My Assertiveness Workbook](#) they are most likely to exhibit in each scenario.

1. You were really excited to play soccer with your friends, but at the last minute, they changed their minds and decided to go to the movies instead. Would you:
 - a. shrug your shoulders and say, "Okay, whatever you guys want to do"
 - b. explain that you would rather play soccer and suggest that everyone go to the movie next week
 - c. raise your voice, cross your arms, and say, "We never do what I want to do!"
2. You were sick and missed a few days of school. You have a lot of homework, and you don't understand how to do any of it. Would you:
 - a. avoid asking the teacher for help because you don't want her to think you're dumb
 - b. ask the teacher for help and explain that you are feeling stressed about getting all the work done
 - c. become overwhelmed and yell, "I don't understand any of this, and I will never get it all done!"
3. You see some older kids making fun of some younger kids while they are waiting for the bus. Would you:
 - a. feel bad for the younger kids but avoid getting involved
 - b. tell the older kids to leave the younger kids alone and remind them about how they felt when they were younger and had to ride the bus with older kids
 - c. get angry and shout, "Leave them alone. You're being a jerk!"

4. Your group is trying to finish their science project on time, but one member of the group hasn't done any of the work. Would you:
 - a. ignore them and do the work yourself
 - b. explain that you don't want a lower grade for turning it in late and ask the group member when they plan to finish their portion of the project
 - c. raise your voice and say, "If we get a lower grade for turning this in late, it's all your fault!"
5. You made plans to play video games with your friends after school. Your mom just told you that you need to mow the lawn as soon as you get home from school. Would you:
 - a. avoid telling your mom that you had plans
 - b. tell your mom that you made plans with your friends and ask if you could mow the lawn tomorrow
 - c. roll your eyes and say, "It's not fair that I always mow the lawn!"
6. Your sister borrowed your iPad and accidentally broke it. Would you:
 - a. shrug your shoulders and avoid saying anything
 - b. tell her that you know it was an accident and suggest that she help you pay for a new one
 - c. threaten to break something of hers

After the students have completed their responses, review the answers with the class. Explain that if they chose "a," it means that they would usually react passively in that scenario; "b," assertively; and "c," aggressively. Ask the students to work with a partner and discuss their responses.

- In which scenarios did you communicate passively? Assertively? Aggressively?
- Do most of your reactions tend to be either passive or aggressive? Why do you think this is?

Once the students have reflected on times when they are usually passive and aggressive, ask a few to share their reflections with the class. Remind the students that sometimes our communication types are based on the situation or people we are communicating with. By identifying times when we tend to be passive or aggressive, we can plan how to be more assertive in those situations.

8. I can explain how to respond assertively to scenarios

Remind the students that there is a time and a place for each communication type. Facilitate a class discussion about when it would be appropriate for students to use passive or aggressive communication.

- When would it be appropriate to respond to a situation passively?
[Possible responses: when you don't care about the outcome of a situation, when you don't have an opinion.]
- When would it be appropriate to respond to a situation aggressively?
[Possible responses: when someone is in danger, when someone is being hurt by another person.]

Summarize the discussion by emphasizing that assertiveness is the most appropriate communication type to use most of the time. Tell the students they are going to work with a partner to identify how they could change each of the following passive or aggressive scenarios to be more assertive.

Scenarios:

- Some kids are playing basketball at recess, and you would really like to join them, but you sit and watch their game from a distance. How could you change your passive reaction to be more assertive?
- You don't understand how to do one of your math problems, but you are afraid to ask for help, so you skip that problem. How could you change your passive reaction to be more assertive?

- You see a couple of older students making fun of one of your friends, but you don't want them to start making fun of you, so you walk away. How could you change your passive reaction to be more assertive?
- Your older brother has eaten the piece of chocolate cake you were saving in the refrigerator. You glare at him, slam the refrigerator door shut, and stomp out of the room. How could you change your aggressive reaction to be more assertive?
- You want to play soccer at recess, but by the time you get outside, both teams have already been chosen. You shout at your best friend, "Thanks for saving me a spot!" How could you change your aggressive reaction to be more assertive?
- The teacher thinks you were the one who left their backpack on the floor, and she asks you to hang it up, but it isn't yours. You yell, "That's not mine! I'm not picking it up!" How could you change your aggressive reaction to be more assertive?

After the students have had time to work with a partner, ask them to summarize their conversations for the whole class, explaining how they would change the passive or aggressive reactions to be more assertive.

9. I can explain how to *respect my boundaries*

Remind the students they have been practicing changing their passive and aggressive communication into assertive communication. When they communicate assertively, it leads to a better outcome, and they avoid hurt feelings or miscommunication.

Tell the students they are going to learn about the strategy *respect my boundaries*. Explain that this strategy relates to their own feelings and ideas about things. Boundaries are rules we set for ourselves about what we will or will not do in situations. We need personal boundaries so that we can stay happy and healthy. To help the students understand personal boundaries, tell them to think about a time when someone asked them to do something they didn't think was right. Use these scenarios to guide your discussion:

- Has a friend ever asked you to stop talking to a different friend, and it made you feel confused and sad?
- Maybe you have had a friend that asked to copy the answers on your math quiz, and it made you feel nervous and guilty.
- Maybe someone told you to take the basketball from the lost and found even though it wasn't yours, and you regretted doing it.

Inform the students that they could have felt sad, nervous, or regretful in each of these scenarios because a boundary was crossed. Someone broke one of the rules you set for yourself about how you want to be treated or what you will or will not do. Explain to the students that boundaries can be crossed when someone hurts our feelings or makes us do something we don't want to do. You know a boundary has been crossed when you feel strange or uncomfortable emotions as it is happening.

Provide the students with a personal example of how you *respected your boundaries* or wished you had, or use the following example.

Broken Window Example:

When I was in fifth grade, my friends and I were walking across the playground after school. My friend Adrian found a big rock in the middle of the playground, and one of my other friends dared him to throw it at a window. He did, and it broke the window. The next day, the principal was trying to figure out who had thrown the rock. He was meeting with each of us individually, and before it

was my turn, Adrian asked me to lie and say I didn't know who had thrown the rock. When I got to the principal's office, I told him I didn't know who had thrown the rock. I felt horrible the rest of the day. I felt guilty and nervous; my stomach even hurt. I didn't know it at the time, but I was feeling this way because I didn't **respect my boundaries**. I felt uncomfortable that I had lied and that my friend had asked me to lie for him. At the end of the day, I went into the principal's office and told him what had happened. I instantly felt better. Even though I knew my friend might be mad at me, it wasn't worth feeling guilty and ashamed.

Tell the students they are going to watch a video that will help them better understand the strategy **respect my boundaries**. Show the two-minute video [Respect My Boundaries](#). Afterward, discuss:

- What do you do when you **respect your boundaries**?
[Possible response: you make rules about what you will or will not do in different situations.]



From the video [Respect My Boundaries](#)

- How do you know when a boundary is being crossed?
[Possible response: you feel regret, shame, or discomfort about doing something.]
- What are some examples of boundaries that could be crossed?
[Possible responses: letting someone cheat off you, taking things without asking.]
- What are the three things you should do to prepare yourself for **respecting your boundaries**?
[Possible response: think about past situations when you felt uncomfortable; identify your boundary by thinking, "I won't _____ when _____"; and think about what you'll say if a boundary is crossed.]



From the video [Respect My Boundaries](#)

Emphasize that to **respect their boundaries**, they should do three things:

1. Think about past situations when you felt uncomfortable;
2. Identify your boundary by thinking, "I won't _____ when _____"; and
3. Think about what you'll say if your boundary is crossed.

Remind the students that **respecting our boundaries** can mean respecting how we feel and what we will or will not do. Tell the students that they are going to brainstorm some examples of boundaries. Begin writing a list of boundaries on large chart paper. Use the examples below to help generate more ideas from the students.

Boundaries I set for myself:

- limiting screen time (e.g., time on my phone, computer, or iPad)
- keeping my room clean
- not hanging out with people who are mean or hurtful
- limiting sugary snacks
- not letting other people copy my homework
- not lying, even when a friend asks me to
- not taking something that isn't mine
- not making fun of other people
- not ignoring the situation when I see someone being bullied

After the class has generated a list of boundaries, explain that boundaries can be respected by being assertive and respectfully telling others what you will or will not do. Ask the students to brainstorm a list of things they could say or actions they could take to **respect their boundaries**. Use the following list to help generate more ideas from the students.

- Say, "I am not comfortable talking about ..."
- Tell the other person, "No, thanks."
- Walk away.

Once the students have brainstormed a list, ask them to describe what it means to **respect their boundaries** and then to list three of their personal boundaries.

Respecting my boundaries means _____.

My boundaries include:

1. _____
2. _____
3. _____

10. I can describe Assertiveness Strategies that are my strengths

Show the students the [Assertiveness Strategies Poster](#) and ask volunteers to explain each of the Assertiveness Strategies they have learned so far: **identify communication types**, **find my feelings**, **voice my feelings**, and **respect my boundaries**.

In small groups, ask each student to share strategies they consider strengths or find easy to do. Use these prompts to expand the discussion:

1. Name an Assertiveness Strategy that is easy for you.
2. Explain how to do each strategy.
3. How could you help someone who found this strategy difficult? What would you say to them?

Next, ask them to choose their best Assertiveness Strategy and write about a time when they demonstrated this strategy. For example, a student who considers the strategy **voice my feelings** a strength might write about themselves explaining their hurt feelings to a friend.

Afterward, ask them to share their story with the class. Point out that each member of the class has different scenarios and strategies they considered strengths. Remind the students that practicing the

Assertiveness Strategies when they work in groups or interact with others will help them improve their ability to use each strategy.

Extended Activity: Support the students in practicing assertiveness by asking them to share what they have written in this activity with their parents or guardians and tell them to describe the Assertiveness Strategies they consider to be their strengths. Refer families to the family guidance resources at www.cccframework.org/family-guidance to help build assertiveness in the home.

Unit 4: Understanding Others

Learning Targets:

11. I can think about others' feelings
12. I can ask questions to help me understand others
13. I can explain how to **show empathy**

Materials:

- Assertiveness Definition Poster (www.cccframework.org/wp-content/uploads/Assertiveness-Poster.pdf)
- Feelings Chart (padlet.com/ResearchCollaboration/assertiveness-exploration-resources-rxmnrotx1ux/wish/2663493777)
- Assertiveness Strategies Poster (www.cccframework.org/wp-content/uploads/ASRT-Strategies-Poster.pdf)
- Video **Show Empathy** (www.cccframework.org/elementary-assertiveness-videos)

Instructional Activities:

11. I can think about others' feelings

Referring to the [Assertiveness Definition Poster](#), remind the students that being assertive means they are able to express their own wants, needs, and thoughts, even when it's difficult, and respect what others want, need, and think. In [Unit 3, Activity 6](#), they identified situations when it can be difficult to speak up and express their wants, needs, and thoughts respectfully, but they also learned that they should practice the strategy **voice my feelings** when they have difficulty speaking up.

Tell the students they are going to focus on understanding others by thinking about how they might feel in different situations. When we stop and think about how others feel, it helps us to understand each other and be kind.

Refer back to the Frustrated With Basketball Example, in [Unit 2, Activity 4](#). Review how the person responded aggressively to the coach and didn't stop to think about how the coach might feel after being disrespected. Ask the students to reflect on how the coach might have felt after a player disrespected him.

Explain that part of learning to be assertive is considering how others are feeling. Prompt the students to work with a partner and complete the following table by thinking about how others might be feeling in each scenario. Have them start by reading the scenario and using the [Feelings Chart](#) to identify two feelings the character might be feeling, then write about a time they themselves felt the same way.

Scenario	Feelings	A time when I felt the same
<i>Goldilocks and the Three Bears</i> : Imagine you are Papa Bear and that you have just come home from a walk with your family. You discover your house has been broken into, someone's eaten your food, and several pieces of your furniture are broken.	Papa Bear feels ...	

<i>The Three Little Pigs</i> : Imagine you are one of the little pigs and there is a scary wolf outside your house threatening to blow it down.	The little pigs feel ...	
<i>Cinderella</i> : Imagine you are the prince and that Cinderella has just run out of the ball. You are left holding one of her shoes.	The prince feels ...	
<i>Jack and the Beanstalk</i> : Imagine you are the giant and that a small boy has just climbed up a beanstalk and stolen some of your magical possessions.	The giant feels ...	

After the students have completed the table, ask a few to share their responses. Remind them that learning to be assertive means that they can think about how someone else might be feeling. The next time they experience a disagreement or feel different about a situation than another person, they should stop and think about how the other person is feeling.

12. I can ask questions to help me understand others

Remind the students that they have been learning about how to understand others. In the last activity, they practiced identifying how others might feel and reflected on a time when they felt the same way. Explain that another way we can practice thinking about how others feel is to ask them questions. Asking questions helps us understand others and the reasons they might feel different than we do. For example:

- If your friend found out that they had to move to a new town and start a new school, how do you think they might feel?
[Possible responses: they might feel nervous or scared; they could feel excited about meeting new people.]
- A question you could ask your friend might be “How do you feel about moving to a new town?”

Provide two more scenarios to support the students in learning how to ask questions to **show empathy**.

Scenarios:

1. Your sister was very good at basketball but hasn't made any baskets in the last two games. She tells you that she wants to quit.
 - What do you think she is feeling?
[Possible response: she might be feeling sad or disappointed.]
 - What question could you ask your sister to find out more about what she is feeling?
[Possible response: “Why do you feel like you want to quit basketball?”]
2. Your friend is working on his math problems, then crumples up his paper and puts his head down on the desk.
 - What do you think he is feeling?
[Possible response: he might be feeling frustrated.]
 - What question could you ask your friend to find out more about what he is feeling?
[Possible responses: “How are you doing on your math problems?” “How do you feel about practicing math problems?”]

Tell the students they are going to practice asking questions to help them understand others by referring back to the scenarios in Activity 11. They will work with a partner. One person will be the character in the scenario and describe what has happened. The other person will ask a question to help them understand how the character in the scenario is feeling.

For example, Partner A will be Papa Bear and describe what he noticed when he came home. Partner A might describe the situation by saying, "I came home and noticed that the door was open, so I entered the house cautiously. I looked around and noticed that a couple of my chairs were broken."

Partner B will ask a question to help them understand how Papa Bear is feeling. Partner B might ask, "How do you feel about coming home and finding your chairs broken?" Partner A will then answer the question. After each scenario, the students switch roles.

After the students have had time to work with their partners, ask them to each share out a question that they asked. Remind them that sometimes it is difficult to understand how others are feeling and that they may need to ask a few questions. Asking questions will help them learn to think about how others are feeling.

13. I can explain how to *show empathy*

Remind the students they have been learning to think about how others feel. Thinking about how others feel is an important part of learning assertiveness. Emphasize the strategy **show empathy** on the [Assertiveness Strategies Poster](#).

Show the two-minute video [Show Empathy](#). Afterward, discuss:

- How would you explain the strategy **show empathy**?
[Possible responses: it means that you think about how the other person feels by remembering a time when you felt that way; you show that you understand how they feel.]
- What do you do when you **show empathy**?
[Possible responses: you look at the other person's facial expressions or body language; you ask them questions about what they are feeling.]
- Tell me about a time when you have **shown empathy** and stopped to think about how someone else was feeling.

Explain to the students that part of **showing empathy** is being able to identify the feelings another person is experiencing. When you can identify how someone else is feeling, you can relate it to a time when you felt the same way.

Tell the students that thinking about how others feel is important because it helps us understand each other and respect each other. Remind the students that they have learned how to think about others' feelings by observing their facial expressions and body language. They have also learned that they can ask questions to help them understand how others are feeling. Ask the students to think about a time when they had different feelings than their friend about something. For example, "Maybe your friend was really nervous about playing in the band concert, but you thought it was going to be exciting."

- What could you ask your friend that would help you **show empathy**?
[Possible response: "What part of playing in the band concert do you feel nervous about?"]

Explain that they will conduct empathy interviews with a partner. They begin by asking their partner the following questions and writing down their partner's responses. Then they switch roles so that each person has an opportunity to ask and answer the interview questions.

After the students have conducted their interviews, they reflect on how their partner answered each of the questions. Then they identify a time when they felt the same way as their partner, and write their responses in the second column. Once they have finished writing their experiences, they discuss with their partner what they have written.

Interview	A time when I felt the same was ...
When have you felt confused about something?	I felt confused when ...
When have you felt nervous or anxious about something?	I felt nervous or anxious when ...
When have you felt excited about something?	I felt excited when ...
When have you felt sad or hurt about something?	I felt sad or hurt when ...
When have you felt surprised about something?	I felt surprised when

Ask a few pairs to summarize what they learned about each other. Emphasize the strategy **show empathy** on the [Assertiveness Strategies Poster](#) and remind the students that **showing empathy** will help them understand others. When we **show empathy** for each other, it helps us respect each other, even when we have different wants, needs, or thoughts.

Unit 5: Showing Respect for Others

Learning Targets:

14. I can explain how to **show respect without words**
15. I can **show respect without words**
16. I can **listen and summarize** and **show respect without words**
17. I can explain why **listening and summarizing** and **showing respect without words** are important

Materials:

- Assertiveness Strategies Poster (www.cccframework.org/wp-content/uploads/ASRT-Strategies-Poster.pdf)
- Video **Listen and Summarize & Show Respect Without Words** (www.cccframework.org/elementary-assertiveness-videos)
- Listen and Summarize Bingo Cards (padlet.com/ResearchCollaboration/assertiveness-exploration-resources-rxmnrotx1ux/wish/2700312585)

Instructional Activities:

14. I can explain how to **show respect without words**

Remind the students that they have been learning how to understand others and show them respect. Emphasize that they have learned how to look for clues to help them understand others' feelings by observing facial expressions and body language. They have also learned how to ask questions to understand more about how others may be feeling.

Tell the students they are going to continue learning how to show respect for others by using the strategy **show respect without words**. Explain that we can show others we care with our words and with our facial expressions and body language. When we use the strategy **show respect without words**, we look at the person when they are speaking, listen to their words, and focus on what they are saying. We use our body language to show respect.

When we **show respect without words**, we are also becoming better learners. Emphasize the strategy **show respect without words** on the [Assertiveness Strategies Poster](#).

Inform the students that when we **show respect without words**, we make eye contact, keep our facial expressions neutral, and nod our heads to show them we are listening. We face our bodies toward the other person, keep our feet and hands quiet, and concentrate on what they are saying.

Discuss the following scenarios or create your own based on recent actions you have observed from your students.

- If you are working with a partner and they have an idea that you don't agree with, instead of interrupting them and stating your opinion, what could you do to **show respect without words**?
[Possible responses: wait until they are finished talking before you tell them your opinion, make eye contact, listen to their idea.]
- When you are in class and the teacher is explaining something that seems really hard, instead of slouching and sighing loudly, what could you do to **show respect without words**?
[Possible responses: listen closely to what the teacher is saying, sit up and face your body toward them, make eye contact.]
- If a younger sibling is trying to tell you a story but keeps getting off track, instead of rolling your eyes and walking away from them, what could you do to **show respect without word**?
[Possible responses: smile at them and nod your head when they get back on track, look at them while they are talking.]

Explain to the students that they are going to work in small groups and create a list of ten ways they can **show respect without words**. Divide the students into groups and allow them a few minutes to generate a list of nonverbal cues they could use to **show respect without words**. For example, making eye contact with the other person or nodding their head to show understanding. After a few minutes, ask each group to share their list. Consider posting a master list of actions in the classroom for the students to use.

Summarize the activity by reminding the students that being assertive and respecting others is more than what they say. Encourage them to think about their body language during their interactions with others and to practice **showing respect without words**.

15. I can **show respect without words**

Tell the students they have been learning how to show others that they understand and respect them by using the strategies **show empathy** and **show respect without words**. Remind the students that showing respect goes beyond what we say to others and includes how we act toward them. **Showing respect without words** includes our facial expressions and body language. Explain that it is important to be aware of our body language and avoid hurting someone's feelings or disrespecting them by rolling our eyes, sighing loudly, or not giving our full attention to them when they are speaking. Ask the students:

- When have you experienced someone being disrespectful even though they weren't using words?
- How did you feel when they did that?
- Why is **showing respect without words** important?

Show the students the two-minute video [Listen and Summarize & Show Respect Without Words](#).

Afterward, discuss:

- How do you **show respect without words**?
[Possible response: you look at the person, focus on what they are saying, and keep your hands and feet still.]



From the video [Listen and Summarize & Show Respect Without Words](#)

- When might it be important to **show respect without words**?
[Possible response: when the teacher is talking or when someone is telling you a story.]

Inform the students that they are going to practice **showing respect without words** by participating in a respectful debate in front of the class. Generate a short list of opinion statements that are likely controversial for your students, or use the list below.

- Labradors are the best breed of dog.
- Overall, cats are better than dogs.
- The best video game is Mario Kart (or another common video game).

- The most important subject in school is math.

Then divide the students into groups of four and assign each group an opinion statement. Tell the students that two people in the group will argue that they agree with the statement while the other two will argue that they disagree. After the students have decided who will agree and disagree, ask them to prepare to debate by jotting down a few notes about why others should agree or disagree with the statement.

Opinion Statement:	
Agree Group: What are three reasons why others should agree with the statement?	Disagree Group: What are three reasons why others should disagree with the statement?

Have the group debate in front of the class. Following a typical debate structure, the pair who agrees with the statement presents, and then the pair who disagrees with the statement presents. Finally, each pair has the opportunity for a rebuttal. While one pair is presenting their arguments, the other pair will need to practice **showing respect without words**.

As each group is debating, the rest of the class observes how the group **shows respect without words**. After each debate, discuss how respect was shown or not shown through the group members' actions.

Summarize the activity by emphasizing the strategy **show respect without words** on the [Assertiveness Strategies Poster](#). It's okay to have different thoughts or opinions, but we can still show respect. Challenge the students to be more aware of how their actions can be disrespectful to others. Remind them that as they are working together in groups, talking to others, or listening to others, they should stop, think about how their actions could be perceived, and remember to **show respect without words**.

16. I can *listen and summarize* and *show respect without words*

Review the strategies **show empathy** and **show respect without words**. Remind the students they have been learning to use these strategies to show they understand how others may be thinking or feeling in situations. Tell the students they are going to learn another strategy that will help them think about others and respect their feelings.

The strategy is called **listen and summarize**. Explain that summarizing means using your own words to explain the most important parts of what someone has said. The students may have practiced summarizing what characters said or what a passage of text meant. Inform the students that the strategy **listen and summarize** means that we use our whole body to listen. When a person has finished speaking, we summarize what they have said using our own words. Emphasize that when students practice the strategy **listen and summarize**, they should not:

- tell the other person what they think or
- tell the other person what to do

Practicing the strategy **listen and summarize** means that you listen carefully so that you understand the other person's thoughts and feelings. It is not an opportunity for you to give them advice or your opinion. Emphasize the strategy **listen and summarize** on the [Assertiveness Strategies Poster](#).

Tell the students that they are going to watch the video [Listen and Summarize & Show Respect Without Words](#) again. This time, they should listen closely for what to do when using the strategy **listen and summarize**. Afterward, discuss:

- What do we do when we **listen and summarize**?
[Possible response: we use our own words to explain the important parts of what someone has told us.]

Listen and Summarize

listen closely

summarize

Use your **own words** to **explain** the most important parts. !

From the video [Listen and Summarize & Show Respect Without Words](#)

- What do we say and do when using the strategies **listen and summarize** and **show respect without words**?
[Possible response: while someone is talking, we make eye contact and don't interrupt, then restate the important parts of what they have just said.]

Tell the students they are going to practice **listening and summarizing** and **showing respect without words** with a story that you are going to tell them. Remind them that they will need to **show respect without words** as you are telling the story. Provide them with an example of a time when you had strong emotions, or use the example below.

Trumpet Example:

When I was in fifth grade, we could choose between band or art as our extracurricular activity. I chose band, and I was really excited because my older brother gave me the trumpet he had played when he was in band. After a few weeks of band, I was doing really well and learning to play simple songs on the trumpet. The teacher said that it was time to have chair tryouts. The person who was the best trumpet player would be first chair. I was working really hard to memorize the song we were using for chair tryouts. I could play it perfectly for my brother. The day of chair tryouts arrived, and I was nervous but still excited. We had to play the song in front of everyone. When the teacher called my name, I suddenly felt sick to my stomach, and my knees were shaking. I started to play my trumpet, but my hands were shaking. I played all the wrong notes. I even forgot part of the song. It didn't sound the way it had when I practiced at home. It sounded awful. I did the best I could to finish the song, but there were so many wrong notes, and I felt like the other students were going to make fun of me. When I finished the song, I wanted to quit band and never play the trumpet again!

Explain to the students that they can use sentence stems to help them summarize what another person says:

- You just told me that _____.
- You said you felt _____.

Ask the students to use these sentence stems with a partner to summarize the story you have just told them. Afterward, ask a few to share their summaries. Here is an example:

You just told me that you had spent a long time practicing for chair tryouts. During your tryout, though, you played the wrong notes and forgot part of the song. You said you felt excited at first but then felt sick and didn't want to play the trumpet anymore. Is there more you would like to tell me?

Have the students write about a time when they had big feelings. Some examples are learning something new and challenging, winning a sports competition, or their friend moving to a different town.

Encourage the students to include details in their writing that relate to how they felt and what they did.

Afterward, ask the students to work with a partner and practice using the strategies **show respect without words** and **listen and summarize**. Partner A demonstrates the strategy **show respect without words** by making eye contact, placing hands by their sides, and listening carefully to their partner’s story without interrupting. Partner B reads their story.

After Partner B has shared, Partner A uses the strategy **listen and summarize**. Emphasize that they should not tell the other person what they think or what to do. Remind them to use the sentence stems below to help them summarize their partner’s experience.

- You just told me that _____.
- You said you felt _____.

After summarizing, they should ask a question to learn more. Example questions include:

- Did I summarize that correctly?
- Is there more you would like to tell me?

Have the partners reverse their roles so that each of them has the opportunity to practice using the strategy **listen and summarize**.

Wrap up the activity by reminding the students that they can use the strategies **show respect without words** and **listen and summarize** together when they need to understand another person.

17. I can explain why listening and summarizing and showing respect without words are important

Explain to the students that they have learned several ways to show they understand how others might think or feel in different situations. By using the strategies **show respect without words** and **listen and summarize**, we show that we have taken the time to think about another person and understand their thoughts or feelings. When we listen closely to what another person is saying and don’t tell them what to do—just **listen and summarize**—we understand them better.

Ask the students to think about a time when they experienced someone not listening to what they were saying.

- What did the other person say?
- What did the other person do?
- How did you feel?

Then ask the students to think about a time when they didn’t listen. For example, not following directions, not listening to their friend’s story, or not listening to their parents explain something. Ask the students:

- What did you do? How were you distracted?
- What happened?

Explain that **listening and summarizing** and **showing respect without words** are ways that we can be open to others’ ideas and show them that we respect them. Remind the students that part of being assertive is trying to understand others.

Tell the students they are going to play a game, [Listen and Summarize Bingo](#), which will help them review and practice explaining why the different aspects of **listening and summarizing** and **showing respect without words** are important. Divide the students into groups of four. One person in the group will be the caller; the others will be the players. Give the caller from each group a set of Call Cards and the rest of the players bingo cards. When a person gets a bingo, they must explain why each spot on their card is important. For example, if they used the spot “Ask questions,” they would need to explain why it is important to ask questions when they are listening to another person.

Allow the students enough time to play two or three rounds, switching the caller each time. After the students have had time to review and explain why the aspects of **listening and summarizing** and **showing respect without words** are important, discuss these questions as a class:

- Why is **listening and summarizing** important?
[Possible responses: it shows you respect the other person; it shows you listened to the other person.]
- What happens when you don't **listen and summarize**?
[Possible responses: the other person might have hurt feelings; you won't understand the other person; you aren't being respectful.]
- Why is **showing respect without words** important?
[Possible responses: it helps us be aware of our body language; we need to understand that communication is more than what we say.]
- What happens when you're not **showing respect without words**?
*[Possible responses: you might hurt the other person's feelings; they won't want to tell you things if you don't listen; you aren't learning how to **show empathy**.]*

Summarize the activity by reminding the students to use the Assertiveness Strategies **listen and summarize** and **show respect without words** anytime they are working with a partner or in groups. Both strategies are also important for building stronger friendships and relationships with family members. When we **listen and summarize** and **show respect without words**, we are using assertiveness to improve how we communicate.

Unit 6: Communicating Assertively

Learning Targets:

18. I can explain how to *speak my mind and be kind*
19. I can *speak my mind and be kind*
20. I can *speak my mind and be kind* to *respect my boundaries*

Materials:

- Assertive Statements Visual (www.cccframework.org/wp-content/uploads/Assertive-Statements-Visual.pdf)
- Video *Speak My Mind and Be Kind* (www.cccframework.org/elementary-assertiveness-videos)
- Feelings Chart (padlet.com/ResearchCollaboration/assertiveness-exploration-resources-rxmnrott1ux/wish/2663493777)
- Video *Boundaries* (youtu.be/STP6KTKArPc)

Instructional Activities:

18. I can explain how to *speak my mind and be kind*

Review each of the Assertiveness Strategies the students have learned so far: **identify communication types, find my feelings, show empathy, voice my feelings, listen and summarize, show respect without words, and respect my boundaries**. Explain that each strategy helps us communicate better and understand others. When we can communicate our wants, needs, and thoughts respectfully and understand others' wants, needs, and thoughts, we are being assertive.

Tell the students they are going to learn a new Assertiveness Strategy, ***speak my mind and be kind***. We can use the strategy to let others know we understand them and to express our own wants, needs, and thoughts respectfully, even in situations where it is difficult to communicate with others.

Use the [Assertive Statements Visual](#) to explain each part in an assertive statement. Tell the students that when we need to communicate our thoughts and ideas clearly, we should use three strategies. First, we should use the strategy ***show empathy*** to think about how another person might be feeling, and we put those thoughts into words. Next, we use the strategy ***voice my feelings*** to explain our own feelings. The last strategy is ***speak my mind and being kind***, where we clearly state what we want to happen.

Show the three-minute video [Speak My Mind and Be Kind](#). Afterward, discuss:

- What are the two strategies you should use before you ***speak your mind and are kind***?
[Possible response: ***show empathy*** by letting the other person know you understand them, and then explain your feelings by ***voicing your feelings***.]
- What do you do when ***you speak your mind and are kind***?
[Possible response: you clearly state what you want to happen.]

Speak My Mind and Be Kind
assertive statement

1. Show Empathy
2. Voice My Feelings
3. **Speak My Mind and Be Kind**
clearly explain what you want to happen

From the video [Speak My Mind and Be Kind](#)

Provide the students with a personal example of how you used or could have used the strategy **speak my mind and be kind**, or use the example provided.

Chores Example:

In our house, each of my children is expected to do chores. When I came home from teaching yesterday, I noticed that my son hadn't loaded the dishwasher when he got home. He was playing video games with a friend in his room. I was tired and felt like raising my voice and telling him to load the dishwasher immediately, but I knew we would both feel frustrated if I did, so I decided to use an assertive statement. I started by **showing empathy** toward my son. I knocked on his door and said, "I know you are having fun with your friend." Then I **voiced my feelings** by explaining how I felt. I said, "I am tired from a long day and would like to start cooking supper." Finally, I used the strategy **speak my mind and be kind** to clearly explain what I wanted to happen. I said, "Please pause your video game and load the dishwasher."

Say to the students, "Let's practice the strategy **speak my mind and be kind**. Pretend that you have a lot of homework and that your brother has asked you to watch him shoot baskets and give him some feedback on how to improve at basketball." Tell the students that they need to express their wants, needs, and thoughts in this situation. Ask:

- What is the first strategy you need to use before **speak your mind and be kind**?
*[Possible responses: we need to stop and think about how the other person feels; we need to use the strategy **show empathy** by telling the other person we understand their feelings.]*

Ask the students to work with a partner and use the [Feelings Chart](#) to brainstorm possible feelings their brother might have if he needed help shooting baskets. After they have brainstormed possible feelings, ask a few to share their ideas. Then tell the class to agree on one feeling that the brother might be experiencing. Ask them to work with a partner again and use the strategy **show empathy** to develop a statement that **shows empathy** toward the brother. After they have brainstormed possible empathy statements, ask a few to share their ideas. Have the class agree on the best statement to use.

Once the students have agreed on a statement, write it on large chart paper in **blue** marker. By representing the steps with different colors, you are providing students with a visual representation of each part. Then ask:

- What is the next strategy you need to use before **speak our mind and be kind**?
*[Possible response: we need to use the strategy **voice my feelings** to explain our feelings to the other person.]*

Ask the students to use the [Feelings Chart](#) and work with a partner to brainstorm how they might feel in this situation. Once they have brainstormed some feelings, ask a few to share their ideas. Then ask the students to work with a partner again and brainstorm possible statements they could use to **voice their feelings** respectfully.

After the students have brainstormed possible statements, ask a few to share their ideas. Decide as a class on the best statement they could use to **voice their feelings** respectfully. Add the statement to the large chart paper in **orange** marker. Then ask:

- What do you do when you use the last strategy, **speak your mind and be kind**?
[Possible response: we tell the other person respectfully what we want or offer a solution to the problem.]

Tell the students to work with a partner and brainstorm statements for what they want to happen in this situation. Once the students have brainstormed ways to express their wants, needs, and thoughts

respectfully, ask a few to share their ideas. Have the class agree on a statement to add to the chart paper.

Add the statement to the large chart paper in **green** marker. Explain that the final step is to say all the parts together. Remind the students that they should **show empathy** with a statement that shows they understand the other person's feelings. Then they should **voice their feelings** to explain what they are feeling. Finally, they should **speak their mind and be kind** by clearly stating what they want to happen. Lead the students in saying the complete assertive statement.

Example:

I understand that you are excited to have me help you with basketball [**show empathy**, showing they understand the other person], but I feel overwhelmed with the amount of homework I have [**voice my feelings**, explaining their own feelings]. I can practice with you this weekend, when I can be more focused [**speak my mind and be kind**, stating what they want to happen or offering a solution to the problem].

Summarize the activity by emphasizing that the students have just learned a new Assertiveness Strategy, **speak my mind and be kind**. Remind them that when they need to share their thoughts or ideas, they should:

1. show that they understand others by using the strategy **show empathy**,
2. explain their own feelings by using the strategy **voice my feelings**, and
3. provide a clear statement about what they want to happen by using the strategy **speak my mind and be kind**.

This way of communicating shows respect to others and allows you to express your ideas.

19. I can **speak my mind and be kind**

Remind the students they have been learning how to be assertive. Using the [Assertive Statements Visual](#), review the process for communicating their wants, needs, and thoughts clearly and respectfully by combining the strategies **show empathy**, **voice my feelings**, and **speak my mind and be kind** to make an assertive statement. Tell the students that they are going to practice using the strategies for situations where they might find it difficult to communicate their thoughts and ideas.

Review the process for creating a three-part assertive statement to communicate wants, needs, and thoughts.

- **Part 1:** Use the strategy **show empathy** to explain your understanding of others' feelings.
- **Part 2:** Use the strategy **voice my feelings** to explain how you feel and why you feel that way. Do not blame others (e.g., don't say "you make me feel angry") but do share feelings (e.g., do say "I feel frustrated").
- **Part 3:** Use the strategy **speak my mind and be kind** to respectfully explain what you want to happen. Be clear and detailed.

Explain to the students that they are going to practice using the three strategies with some scenarios they are likely to experience. Tell them that you will provide them with a scenario and they will work with a partner to develop a short script. For each scenario, there will be one character who is communicating passively or aggressively instead of assertively. There will also be one character who is communicating assertively by using the strategies **show empathy**, **voice my feelings**, and **speak my mind and be kind** to share their thoughts and ideas. As a class, read the example scenario and create a script together.

Example:

Wen asks her cousin Yuri to go for a bike ride together, but Yuri promised her mother that she would help clean their house. Wen says, “Fine, I didn’t want to ride bikes with you anyway. You’re always too busy for me.”

Ask the students:

- How is Wen communicating, and how do you know she is communicating that way?
[Possible response: she’s communicating aggressively; she blames Yuri instead of trying to understand why Yuri can’t go for a bike ride.]
- What could Yuri say?
 - **Part 1: show empathy**
[Possible response: “I know you were excited about going for a bike ride together.”]
 - **Part 2: voice my feelings**
[Possible response: “I already promised my mom I would help clean the house. She has been at work all day, and I want to help her so that she doesn’t have to do all the housework by herself.”]
 - **Part 3: speak my mind and be kind**
[Possible response: “Could we please go for a bike ride after I’m finished?”]

Write the three parts of the assertive statement on the board. If possible, color-code the parts to match the [Assertive Statements Visual](#). Ask two volunteers to act out the scenario ending with Yuri’s assertive statement.

Provide each set of partners with one of the scenarios below. Ask them to write a three-part assertive statement that combines the strategies **show empathy**, **voice my feelings**, and **speak my mind and be kind**.

Scenarios:

1. Zack is upset with Paden for losing his football during recess. Zack yells at Paden and says, “That football was new, and now I am probably going to get in trouble for losing it. It’s all your fault!” How can Paden communicate assertively?
2. Eva is avoiding eye contact and barely speaking to Luz because Luz forgot to save her a place at lunch. How can Luz communicate assertively?
3. Caitlin and Brock are working on a science project together. Brock tells Caitlin what to do, and when she tries to share an idea, he tells her that his ideas are better. How can Caitlin communicate assertively?
4. Lindsey’s mom asks her to help her sister with her reading homework. Lindsey would rather watch her favorite TV program, so she rolls her eyes, stomps her feet, and says, “Why do I have to help her?” How can Lindsey’s mom communicate assertively?
5. Mrs. Davis just explained how to do a math problem, but Kaylee is really confused. When Mrs. Davis asks if anyone has a question, Kaylee looks down and doesn’t say anything. How can Kaylee communicate assertively?
6. Seth is working with Jill on a research project about monarch butterflies. Jill hasn’t done any of the work, and when Seth asks her to write a paragraph about their life cycle, she shrugs her shoulders and says, “Whatever.” How can Seth communicate assertively?
7. Mary missed a basket during the basketball game in PE, and her team lost. Sarah tells Mary that she doesn’t ever want to be on Mary’s team again and that it was Mary’s fault they lost. How can Mary communicate assertively?

8. Anthony promised Jordan he could be on his soccer team at recess, but when Jordan gets out to recess, Anthony’s team already has enough players. Jordan shrugs his shoulders and walks away from the game. How can Jordan communicate assertively?
9. Serena invites Madison to hang out after school, but Madison would rather go to another friend’s house and watch movies. How can Madison communicate assertively?
10. Carla and Dalton are working on an art project. Dalton has asked Carla to share her ideas several times, but she just says, “It’s okay. Whatever you think is best.” How can Carla communicate assertively?

Ask each group to practice and then perform their skit. After each set of partners has performed, ask the class:

- Did the assertive character **show empathy** by indicating that they understood the perspective of the other person? What did they say to **show empathy**?
- Did they provide a reason for their action or request which included **voicing their feelings** respectfully? What did they say to **voice their feelings**?
- Did they use a direct statement of what they wanted to happen by **speaking their mind and being kind**? What did they say to **speak their mind and be kind**?
- What suggestions or feedback could you give this group?

After all the students have performed their skits, summarize the activity by emphasizing that we all have different situations where it can be difficult to communicate how we feel or to share our ideas. When we find it difficult, we should combine the strategies **show empathy**, **voice my feelings**, and **speak our mind and be kind** to create an assertive statement. Remind the students to use this format anytime they are working in a group or find it difficult to share their thoughts and ideas.

20. I can **speak my mind and be kind to respect my boundaries**

Remind the students that in [Unit 3, Activity 9](#), they learned about **respecting their boundaries**. When they **respect their boundaries**, they set rules for how they want to be treated and rules for things they will not do. When we practice the strategy **respect my boundaries**, we aren’t passive when others treat us unkindly or try to make us do things that we feel uncomfortable about.

Tell the students they are going to watch a video to help them review the strategy **respect my boundaries**. As they are watching, they should listen for types of boundaries that can be crossed and for how we know when our boundaries have been crossed. Show the video [Boundaries](#). Afterward, discuss:

- What example boundaries did you hear in the video?
[Possible responses: roughhousing, teasing another person.]
- What other boundaries could be crossed?
[Possible responses: cheating, stealing, bullying, lying.]
- How do we know when a boundary has been crossed?
[Possible responses: by our emotions and how our bodies feel; we feel uncomfortable.]

Explain to the students that once they know their boundaries, they can plan how to respect them. One way to **respect our boundaries** is to **speak our minds and be kind**. We can use a three-part assertive statement to explain how we feel and what we won’t do.

Provide the students with a personal example of a boundary that has recently been crossed and the way you used the strategies **show empathy**, **voice my feelings**, and **speak your mind and be kind** to communicate.

Text Example:

My family is very busy, so we set a boundary that we would try to have a family meal together on Sunday nights. My children know that they are expected to put away their phones and that they aren't allowed to schedule other activities during this time. We were recently having a family dinner when my phone beeped from across the room. It meant that I had received a text. I had a boundary that we would have an uninterrupted family dinner, so I didn't look at the text and continued eating with my family. After we finished eating dinner, I read the text and saw that a colleague of mine wanted me to call her about an issue at school. I called her back, and she said, "What took you so long? I have been waiting to tell you about this!" I said, "I know you are anxious to tell me about what happened, but I was having dinner with my family, and it is important for me to spend time with them. If you text me on a Sunday evening, please remember that I won't return your text or call until after I have finished eating dinner with my family."

Using the [Assertive Statements Visual](#), emphasize that you **showed empathy** for your colleague (Part 1) by explaining that you knew she was anxious to tell you what happened. You **voiced your feelings** (Part 2) by providing a reason for not returning her text. You used the strategy **speak my mind and be kind** (Part 3) to give a direct statement about what you wanted to happen by stating that you wouldn't return her text until after you had finished dinner with your family.

Tell the students that they are going to think about a few situations and ways they can **speak their mind and be kind** to help them **respect their boundaries**. Working in small groups, they will determine the boundary being crossed and develop a three-part assertive statement.

Scenario	What boundary is being crossed?	Three-part assertive statement
Your brother and his friends are playing video games at your house, and they are using your game controller without asking.	My brother didn't ask to borrow my game controller.	I understand you and your friends needed another game controller, but I was excited to play video games after school too. Please don't borrow my things without asking.
Your friend is being sent to the office for getting into a fight that you saw. He asks you to tell the principal that it was the other person's fault even though you saw him start the fight.	My friend is asking me to lie.	I know that you don't want to get in trouble, but I feel guilty about lying, so I will tell the principal what I saw.
Your friend Peter calls you a know-it-all because you earned a perfect score on your science test.	Peter is teasing me when I don't want to joke around with him.	I know that sometimes we joke around with each other, but calling me a know-it-all hurts my feelings. Please don't make fun of me about my schoolwork.

Have the students write about a time someone crossed their boundaries. Examples might include someone mistreating them, teasing them, or not asking before borrowing their things.

- Describe what happened.
- What boundaries were crossed?

- Now that you know how to ***speaK your mind and be kind*** to ***respect your boundaries***, what will you say to the other person if this happens again? Write an assertive statement:
 - Part 1: ***show empathy***
 - Part 2: ***voice my feelings***
 - Part 3: ***speaK my mind and be kind***

Review each student's assertive statement and clarify any misunderstandings.

Summarize the activity by emphasizing to the students that when we feel sad, uncomfortable, or angry that someone has crossed a boundary, we should remember to use the strategy ***speaK my mind and be kind*** to respectfully tell them what we want to happen.

Unit 7: Making Communication Choices

Learning Targets:

21. I can explain how to **predict outcomes**
22. I can **predict outcomes** for situations I experience
23. I can change passive and aggressive communication into assertive communication

Materials:

- Assertiveness Strategies Poster (www.cccframework.org/wp-content/uploads/ASRT-Strategies-Poster.pdf)
- Video **Predict Outcomes** (www.cccframework.org/elementary-assertiveness-videos)
- Video *Mindful Choices* (youtu.be/yTgNM5wGr2E)
- Assertive Statements Visual (www.cccframework.org/wp-content/uploads/Assertive-Statements-Visual.pdf)

Instructional Activities:

21. I can explain how to **predict outcomes**

Explain to the students that they are going to learn a new Assertiveness Strategy that will help them think about the outcome of a situation and **identify the communication type** they want to use. Tell them that the strategy is called **predict outcomes** and emphasize it on the [Assertiveness Strategies Poster](#).

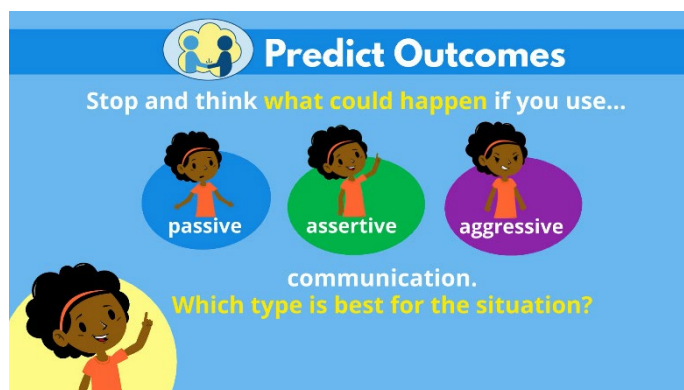
Discuss with the students:

- What does it mean to predict something?
- When have you predicted something?
- What is an outcome?
- What is an example of an outcome?

Inform the students that when they learn to **predict outcomes**, they can determine what communication type is best for any situation. Emphasize that we have all said or done things that we wish we hadn't. When that happens, it usually means that we chose the wrong communication type for that situation. When we stop and think about what could happen based on the communication type we choose, we are **predicting outcomes**.

Show the two-minute video [Predict Outcomes](#). Afterward, discuss:

- What do you do when you **predict outcomes**?
[Possible response: you stop and think about what would happen if you used each communication type, and then you decide which is best for that situation.]



From the video [Predict Outcomes](#)

- When would it be okay to use passive communication?
[Possible responses: when we don't care about what happens, when we don't have strong feelings or opinions about a situation.]
- When would it be okay to use aggressive communication?
[Possible responses: when someone is hurting another person, when someone is in danger.]
- How does **predicting outcomes** help you choose the best communication type to use in a situation?
[Possible response: it helps you think about all the different things that could happen if you communicated a certain way and choose the one that is best for the situation.]

Remind the students that part of learning to **predict outcomes** is to stop and think about what could happen if they react a certain way. In stressful situations, this might mean taking a deep breath and thinking about how their actions will affect the outcome.

Tell the students they are going to watch a video about Jayden, who is having a really bad day. He is starting to have strong emotions. Tell the students that you will stop the video just as Jayden has the opportunity to choose which communication type he will use. Show the video [Mindful Choices](#). Stop at 1:15 and have the students work in small groups that represent either passive or aggressive communication. As they work in their groups, they respond to these prompts:

- **Predict the outcome** if Jayden uses _____ (passive or aggressive, based on your group) communication. What will he say or do?
- Provide details about how Jayden's communication type affects those around him, including his teacher and others in the class.
- Explain why this communication type is or is not appropriate in this situation.

After each group has developed an outcome based on their communication type, ask a spokesperson from each group to share their responses. Once each group has shared, emphasize that the outcomes were very different depending on the communication type.

Finish playing the video. Afterward, ask:

- What communication type did Jayden choose?
[Possible response: he chose aggressive communication and raised his voice at the teacher.]
- What was the outcome?
[Possible response: he had to stay in from recess and talk to the teacher.]
- The next time you experience setbacks like Jayden's, what could you do to avoid choosing an inappropriate communication type?
*[Possible responses: stop and **predict outcomes**, take deep breaths, think about what could happen if I choose passive or aggressive communication.]*

Summarize the activity by reminding the students to stop, think, and **predict outcomes** anytime they have strong emotions or a difficult choice to make. Choosing the best communication type for that situation will result in an outcome that is more favorable to them. You'll return to these scenarios in Activity 23.

22. I can **predict outcomes** for situations I experience

Remind the students that they have been learning how to **predict outcomes** and think about how their communication choices impact what happens in a situation. Explain to the students that they are going to practice **predicting outcomes** using some example scenarios. For each scenario, the students need to **identify the communication type, predict the outcome** of the situation based on the communication

type, and brainstorm how the person can use assertiveness to create a more positive outcome for the situation. Help the students understand the structure of this activity by leading them through the example scenario.

Example Scenario: Melissa’s friends Rachel and Stephanie had a disagreement. Rachel said to Melissa, “If you talk to Stephanie, I will be mad at you too!”

- What communication type did Rachel use toward Melissa?
[Possible response: she used aggressive communication because she threatened Melissa.]
- **Predict the outcome.**
[Possible response: they could start yelling at each other and make the argument worse.]
- What could Melissa do to communicate assertively to Stephanie?
[Possible response: she could say, “I understand that you are upset with Stephanie right now, but I care about both of you, so I don’t want to get in the middle of things. Please talk to Stephanie so you can resolve your disagreement.”]

Once the students understand what they need to do in this activity, ask them to work with a partner to complete the scenarios.

Scenario 1: Javier’s friend David yelled, “You’re such a cheater!” during the basketball game at recess, but Javier didn’t cheat.

- What communication type did David use toward Javier?
[Possible response: he used aggressive communication because he yelled at Javier.]
- **Predict the outcome.**
[Possible responses: they might not be friends anymore; Javier might not want to play basketball anymore.]
- What could Javier do to communicate assertively to David?
[Possible response: he could say, “I understand that you were upset because you were losing the game, but I didn’t cheat. Would you like to talk about it more or continue our basketball game?”]

Scenario 2: Kinley is bragging about how much better she did on her solo at the music competition than her friend Leslie.

- What communication type is Kinley using toward Leslie?
[Possible response: she is using aggressive communication because she is bragging.]
- **Predict the outcome.**
[Possible responses: Kinley will keep bragging; they might not be friends anymore; Leslie will continue to feel disappointed.]
- What could Leslie do to communicate assertively to Kinley?
[Possible response: she could say, “I understand that you did well on your solo, but it hurts my feelings when you brag about doing better than me. Could we please practice together so we both do well next time?”]

Scenario 3: Danielle is having trouble understanding her math assignment. She knows she needs to complete the problems before she can go to recess. She is afraid to ask for help.

- What communication type is Danielle using?
[Possible response: she is using passive communication because she is afraid to ask for help.]
- **Predict the outcome.**
[Possible responses: she will have to stay in during recess to work on her math; she won’t do well on her math test.]

- What could Danielle do to communicate more assertively?
[Possible response: she could tell her teacher, “I understand that you have already shown us how to do these problems, but I still don’t understand. Could you please help me?”]

After the students have had time to complete the scenarios, debrief each one with the class by asking the students to share the responses they developed. Emphasize that the outcomes aren’t favorable to the characters if they don’t communicate assertively.

Remind the students that how we communicate is a choice and that we all have times when we should act more assertively. When we stop and **predict outcomes**, it usually results in more desirable outcomes. The strategy **predict outcomes** helps us choose the best option for the situation.

23. I can change passive and aggressive communication into assertive communication

Explain to the students that they are going to practice changing passive and aggressive communication to be more assertive. Show the [Assertive Statements Visual](#) and remind them that communicating assertively starts with **showing empathy** and thinking about how others might feel.

Tell the students they are going to work in the same groups they used in Activity 21, when they watched the video [Mindful Choices](#). If necessary, show the video again and remind the students that they worked in groups that represented either passive or aggressive communication. Explain that they will reframe Jayden’s response to be assertive.

Ask each group to create responses for the prompts below:

- What could Jayden say and do to communicate assertively using the strategies **show empathy**, **voice my feelings**, and **speak my mind and be kind**?
- **Predict the outcome** if Jayden had been assertive.

After the groups have had time to reframe their passive or aggressive responses to be more assertive, ask a spokesperson from each group to share their responses. While each group is presenting, the other members of the class should make sure their three-part statement includes the strategies **show empathy**, **voicing my feelings**, and **speak my mind and be kind**.

Once each group has presented their responses, summarize the activity by emphasizing that we all have choices in how we communicate. When we stop and **predict outcomes** before we speak or act, the result is better communication and an outcome that is more favorable to everyone.

Emphasize that we all have different times when we feel passive or aggressive. Remind the students that when they experience scenarios like the one Jayden experienced, they should use the strategy **identify communication styles** to identify which communication type they are using. They should use the strategies **show empathy**, **voice my feelings**, and **speak my mind and be kind** to respectfully explain how they are feeling and what they want to happen.

Unit 8: Assertiveness—Putting It All Together

Learning Targets:

24. I can explain how to **do my part**
25. I can identify Assertiveness Strategies
26. I can demonstrate what I know about assertiveness by **doing my part**

Materials:

- Assertiveness Strategies Poster (www.cccframework.org/wp-content/uploads/ASRT-Strategies-Poster.pdf)
- Video **Do My Part** (www.cccframework.org/elementary-assertiveness-videos)
- Video *Teamwork* (youtu.be/PpLPQVyxdkk)
- Assertiveness Strategies Matching Game (www.cccframework.org/wp-content/uploads/ASRT-Strategies-Matching-Game.pdf)
- **Do My Part** Reflection Rubric (www.cccframework.org/wp-content/uploads/Do-My-Part-Reflection-Rubric-Intermediate.pdf)
- [Assertiveness Performance-Based Observation](#)

Use Activity 26 to observe and rate your students' assertive behaviors as they are working on their projects. To record the [Assertiveness Performance-Based Observation](#) results, you or your school will need an account on www.cccstudent.org, a free assessment website.

Instructional Activities:

24. I can explain how to **do my part**

Remind the students they have been learning how to be assertive. They have learned and practiced strategies they can use to express themselves respectfully and show others respect. Emphasize the strategy **do my part** on the [Assertiveness Strategies Poster](#) and explain that this strategy means that we understand ourselves, understand others, work well together, and communicate respectfully. Tell the students it is important to remember the strategy **do my part** when they work in groups or with a partner, sibling, or friend to meet a goal.

Show the two-minute video [Do My Part](#). Afterward, discuss:

- When have you experienced a situation like the one in the video when it was difficult to work as a team?
- What four things do you need to do when you are **doing your part**?
[Possible response: communicate ideas respectfully, encourage others to share their ideas, listen to others, and work together.]



From the video [Do My Part](#)

- Why is **doing your part** important?
[Possible responses: so that everyone learns, so that one person doesn't have to do all the work, to show respect for others.]

Explain to the students that they are going to watch a video about the importance of teamwork. The video includes several quotes that students will be asked to analyze in groups afterward. Show the video [Teamwork](#).

After the video, divide the students into groups of three or four and ask them to use the strategy **do my part** to analyze what each quote means and how it applies to the strategy. Remind the students that **doing our part** means that we all share ideas, listen to each other, and contribute to accomplishing the task. Assign each group a quote from the video:

- One pair of hands can achieve great things, but another pair catches you when you fall.
- The strength of one's resolve can carry one across great distances, but imagine the power of collective will. Nothing will ever stand in your way.
- As an individual, you can accomplish big things, but as a team, you are part of something bigger than yourself.
- Teamwork is not just about cooperation, is more than following orders, is not just about having structure. Teamwork is about sharing a common passion. It's about communication. It's about having mutual respect for one another.
- In triumph and in failure, a team sticks together. There may be star players in a team, but you can only achieve so much [alone].
- As individual intellect, strength, skill, hard work, and determination all have limitations, only through teamwork can a man transcend and soar above his own personal limitations.

Tell each group to discuss their quote and develop responses to the following prompts. Each group will also need to select a spokesperson to share their responses with the rest of the class.

- What does your quote mean?
- Explain how your quote relates to the four things you need to do when you **do your part**:
 - communicate ideas respectfully
 - encourage others to share their ideas
 - listen to others' ideas
 - work together to complete the task
- What happens when a group or team doesn't use the strategy **do my part**?

After the groups have had time to discuss their quote, ask the spokesperson from each to share their responses. After each group has shared, summarize the activity by emphasizing the strategy **do my part** on the [Assertiveness Strategies Poster](#). Remind the students that working together requires assertive communication. The next time they work in a group or with a partner, remember to use the strategy **do my part**.

25. I can identify Assertiveness Strategies

Remind the students that they have been learning assertiveness and ways to communicate respectfully. Tell the students they have learned all ten Assertiveness Strategies. To improve their ability to be assertive, they will need to remember and practice each of them when they have the opportunity.











Give the students a few minutes to individually complete the [Assertiveness Strategies Matching Game](#).

Answer Key

1. **Identify communication types:** e
2. **Find my feelings:** j
3. **Show empathy:** b
4. **Voice my feelings:** a
5. **Listen and summarize:** d
6. **Show respect without words:** i
7. **Speak my mind and be kind:** g
8. **Respect my boundaries:** h
9. **Do my part:** c
10. **Predict outcomes:** f

Assertiveness Strategies Matching Game

Directions: Draw a line from the assertiveness strategy on the left to its matching description on the right.

 1. Identify communication types	a. I will communicate how I feel and why.
 2. Find my feelings	b. I will stop and think about someone else's feelings.
 3. Show empathy	c. I will communicate my ideas and thoughts respectfully when in a group. I will also listen to others' thoughts and ideas so we can decide how best to complete the task.
 4. Voice my feelings	d. I will use my own words to explain the most important parts of what someone else has said.
 5. Listen and summarize	e. I can tell if someone is being passive, assertive, or aggressive.
 6. Show respect without words	f. Before making a decision, I will stop and think about what will happen if I'm passive, assertive, or aggressive.
 7. Speak my mind and be kind	g. I will explain what I want to happen as part of an assertive statement.
 8. Respect my boundaries	h. I will set guidelines, or boundaries, about what I will or will not do in challenging situations.
 9. Do my part	i. I will make eye contact with the other person, keep my hands and feet still, and focus on what they say.
 10. Predict outcomes	j. I can stop and think about my feelings.


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Ask the students to compare their answers with a partner and then reflect on each Assertiveness Strategy and answer these questions:

- Which Assertiveness Strategy do you use most often? Provide an example of when you used it.
- Which Assertiveness Strategies were difficult for you to match to their descriptions?
- Which Assertiveness Strategies do you want to practice more? When could you practice these strategies?

After the students have answered the questions, ask them to share out a strategy they want to practice more. Emphasize that learning assertiveness takes effort and practice. When they remember to use the Assertiveness Strategies and practice them while they are working in groups, interacting with others during recess, or finding it difficult to communicate their thoughts or ideas, they will become better at being assertive.

26. I can demonstrate what I know about assertiveness by *doing my part*

The purpose of this activity is for the students to apply what they know about assertiveness by **doing their part** and collaborating on a group project. Remind the students they have been learning about assertiveness. They have learned strategies to understand themselves and others. They have also learned how to communicate their wants, needs, and thoughts respectfully. Tell them that they have just learned how to practice assertiveness when they work with others by **doing their part**. Ask volunteers to recall the four things they need to do to **do their part**:

- communicate ideas respectfully
- encourage others to share their ideas
- listen to others' ideas
- work together to complete the task

Explain to the students that they are going to work in groups to complete a project that emphasizes the importance of good teamwork and **doing their part**. Tell them that the goal of the project is to research famous teams who accomplished challenging tasks by working together. Share a few examples of famous

teams and what they accomplished. Then explain to the students that they are going to research a famous team to determine how they **did their part** and worked together to become successful.

As they are researching their assigned team, they will also need to work together as a team to complete the assignment, and each member will need to **do their part**. Assign each group a famous team to research and a link to an article about the team.

- 1992 Men’s Basketball Dream Team: www.youngupstarts.com/2012/09/03/the-10-best-teams-ever-assembled-and-what-we-can-learn-from-them
- Sherlock Holmes and Dr. Watson: www.youngupstarts.com/2012/09/03/the-10-best-teams-ever-assembled-and-what-we-can-learn-from-them
- Rogers and Hammerstein: www.youngupstarts.com/2012/09/03/the-10-best-teams-ever-assembled-and-what-we-can-learn-from-them
- Cirque du Soleil: www.fastcompany.com/1724123/cirque-du-soleil-very-different-vision-teamwork
- Apollo 11 Team: www.youngupstarts.com/2012/09/03/the-10-best-teams-ever-assembled-and-what-we-can-learn-from-them
- Geese: www.billgosling.com/blog/5-things-geese-can-teach-you-about-teamwork

Ask the students to collaborate and **do their part** to create a presentation that illustrates each team’s accomplishment and includes responses to these questions:

- What did your team accomplish?
- How did members of the team **do their part** and complete a task?
- What can we learn from your team?

As the students are working in groups, observe their application of the Assertiveness Strategies and provide them with feedback. Use the [Assertiveness Performance-Based Observation](#) to observe each student’s application of Assertiveness Strategies. Students that need scaffolding and support to contribute to the project will likely score in the *Beginning* or *Emerging* categories. Students that can develop personalized applications of the strategies, don’t require prompting, and can support others in addressing the strategies should be scored in the *Proficient* or *Advanced* categories. Summarize the Assertiveness Strategies you observed, including feedback about the strengths and opportunities for growth as a class.

After the students have had time to complete and present their group projects, ask them to reflect on their use of the strategy **do my part**. Have them use the [Do My Part Reflection Rubric](#) to rate how well they applied the strategy while working on the group project.

Do My Part Reflection Rubric

	I fully demonstrated <i>doing my part</i>.	I <i>did my part</i> some of the time.	I found <i>doing my part</i> challenging.
I listened to others as they shared their ideas.	When group members shared ideas, <i>I showed respect without words</i> by focusing on what they were saying and making eye contact. I <i>listened and summarized</i> what was said.	I somewhat <i>showed respect without words</i> when others shared their ideas, but there were times when I didn't <i>listen and summarize</i> their ideas.	For much of the time we were working together, I didn't <i>show respect without words</i> , and I didn't <i>listen and summarize</i> when group members shared their ideas.
I clearly and respectfully communicated my own ideas.	I continually communicated my thoughts and ideas about what the group should do by <i>showing empathy, voicing my feelings, and speaking my mind and being kind</i> .	I partially shared my thoughts and ideas assertively but not always. It was sometimes hard for me to <i>speak my mind and be kind</i> and directly state my ideas.	I was unable to do all of the parts of the assertive statement (<i>show empathy, voice my feelings, and speak my mind and be kind</i>) during the project.
I helped others reframe their passive or aggressive communication to be more assertive.	Each time I noticed a group member communicating passively or aggressively, I encouraged them to use assertive communication and <i>do their part</i> .	I encouraged others to reframe their passive or aggressive communication a couple of times.	I noticed when others were using passive or aggressive communication, but I didn't encourage them to reframe their communication to be more assertive.
As a group, we worked together to develop a plan for completing the project, and each member <i>did their part</i>.	We developed and followed a plan to work together, and each member communicated assertively and collaborated to complete the project.	We were able to create a plan and work together somewhat, but each member didn't <i>do their part</i> completely. We didn't communicate assertively the whole time.	Our group was unable to work well together. As a group, we didn't <i>do our part</i> .

Summarize the activity by emphasizing the Assertiveness Strategy ***do my part*** and explain to the students that they will be asked to collaborate with others throughout school and life. When they share their ideas, encourage others to do the same, listen to each other, and work together to complete a task, they are ***doing their part*** and being assertive.

Assessing Your Assertiveness Knowledge (Posttest)

Materials: A computer or tablet for each student

Preparation: To record and access assessment results, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Assertiveness Knowledge Test 3–6* again as a posttest. Note the code for your test and provide that code and the link below to the students. The items on the posttest are the same as those on the pretest.

Assessment Link: www.cccstudent.org

Code: _____

Re-administer the *Assertiveness Knowledge Test 3–6*

Explain to the students that they will each be taking the *Assertiveness Knowledge Test 3–6* a second time. The multiple-choice items will measure their knowledge of assertiveness concepts. Comparing the results of the second section to their pretest results will demonstrate how much their understanding has increased.

For Items 1–17, encourage the students to pause for a moment after reading each item to think about their ability over the last couple months to express their wants, needs, and thoughts while respecting what others want, need, and think.

Tell the students that Items 18–36 test their knowledge of assertiveness concepts and potential ways to effectively build assertiveness.

Give the students time to complete the assessment (approximately 15 minutes).

Reflect on pre- and posttest results

Review each student’s *Assertiveness Knowledge Test 3–6* with the *Assertiveness Performance-Based Observations* you have completed, noting areas in which they have grown and areas where they are still learning. Meet with each student to review and discuss the results. The goal is to help the students determine their areas of strength and opportunities for growth related to assertiveness. Ask the students to answer the questions below to begin your discussion. Help the students identify their next steps in improving their assertiveness.

- What did you learn about yourself related to assertiveness?
- Which strategies do you find easy and practice consistently?
- Which strategies do you find challenging and need to continue practicing?

After the students have reflected, ask them to summarize the concepts that are their strengths and the concepts that are their areas for growth.

Strengths in assertiveness	Areas for growth in assertiveness
1.	1.
2.	2.
3.	3.

Assertiveness Activity Crosswalk

This table shows the location of each Assertiveness Strategy within the three grade bands of the *Assertiveness Lessons [Primary, Intermediate, and Secondary]*. Regular font indicates that the strategy is addressed but is not the primary purpose of the activity. Bold font indicates that the strategy is a primary focus of the activity.

Strategy	Primary Activities	Intermediate Activities	Secondary Activities
 <small>IDENTIFY COMMUNICATION TYPES</small> Identify communication types	2, 3, 7, 8, 21, 22, 23, 25	2, 3, 7, 25	2, 3, 6, 7, 21, 23
 <small>FIND MY FEELINGS</small> Find my feelings	4, 5, 25	4, 5, 25	4, 5, 23
 <small>SHOW EMPATHY</small> Show empathy	11, 12, 13, 18, 19, 20, 23, 24, 25	11, 12, 13, 18, 19, 20, 23, 24, 25	11, 12, 16, 17, 18, 22, 23
 <small>VOICE MY FEELINGS</small> Voice my feelings	4, 5, 6, 18, 19, 20, 23, 25	4, 5, 6, 18, 19, 20, 23, 25	4, 5, 8, 16, 17, 18, 22, 23
 <small>LISTEN & SUMMARIZE</small> Listen and summarize	16, 17, 25	16, 17, 25	13, 14, 15, 23
 <small>SHOW RESPECT WITHOUT WORDS</small> Show respect without words	14, 15, 16, 17, 25	14, 15, 16, 17, 25	13, 14, 15, 23
 <small>SPEAK MY MIND AND BE KIND</small> Speak my mind and be kind	18, 19, 20, 23, 25	18, 19, 20, 23, 25	16, 17, 18, 21, 23
 <small>RESPECT MY BOUNDARIES</small> Respect my boundaries	9, 20, 25	9, 20, 25	9, 18, 23
 <small>DO MY PART</small> Do my part	24, 25, 26	24, 25, 26	22, 23, 24
 <small>PREDICT OUTCOMES</small> Predict outcomes	21, 22, 25	21, 22, 23, 25	19, 20, 23

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