

To communicate respectfully, I can...

1. Identify communication types 



2. Find my feelings

3. Show empathy 



4. Voice my feelings

5. Listen and summarize 



6. Show respect without words

7. Speak my mind and be kind 

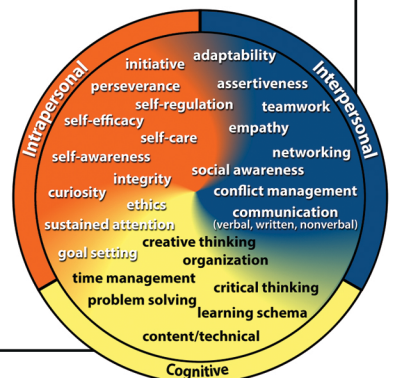


8. Respect my boundaries

9. Do my part 



10. Predict outcomes



Assessing Your Assertiveness Knowledge (Pretest)

Pretest: Complete a short knowledge test to help you (and your teacher) get a better understanding of your current level of assertiveness. As you take the test, it's important to keep in mind that you won't be graded on it. Just be reflective and honest.

Assertiveness Knowledge Test: www.cccstudent.org

Code (provided by your teacher): _____

Items 1–17: As you read each item, pause and think for a moment. Then mark the response that best represents you.

Items 18–36: This part measures your knowledge of assertiveness, including your ability to identify actions that would be most effective in building your ability to be assertive in specific situations.

Once you've completed the *Assertiveness Knowledge Test*, be sure to keep the Results page open so you can complete the next section.

Look over Items 1–17 and identify items you rated high, indicated by checkmarks shaded in green. Write three of these items in the table under the column *My strengths in assertiveness*.

Then, identify items you rated low, indicated by checkmarks shaded in pink or red. Write 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 in pink or red)
1.	1.
2.	2.
3.	3.

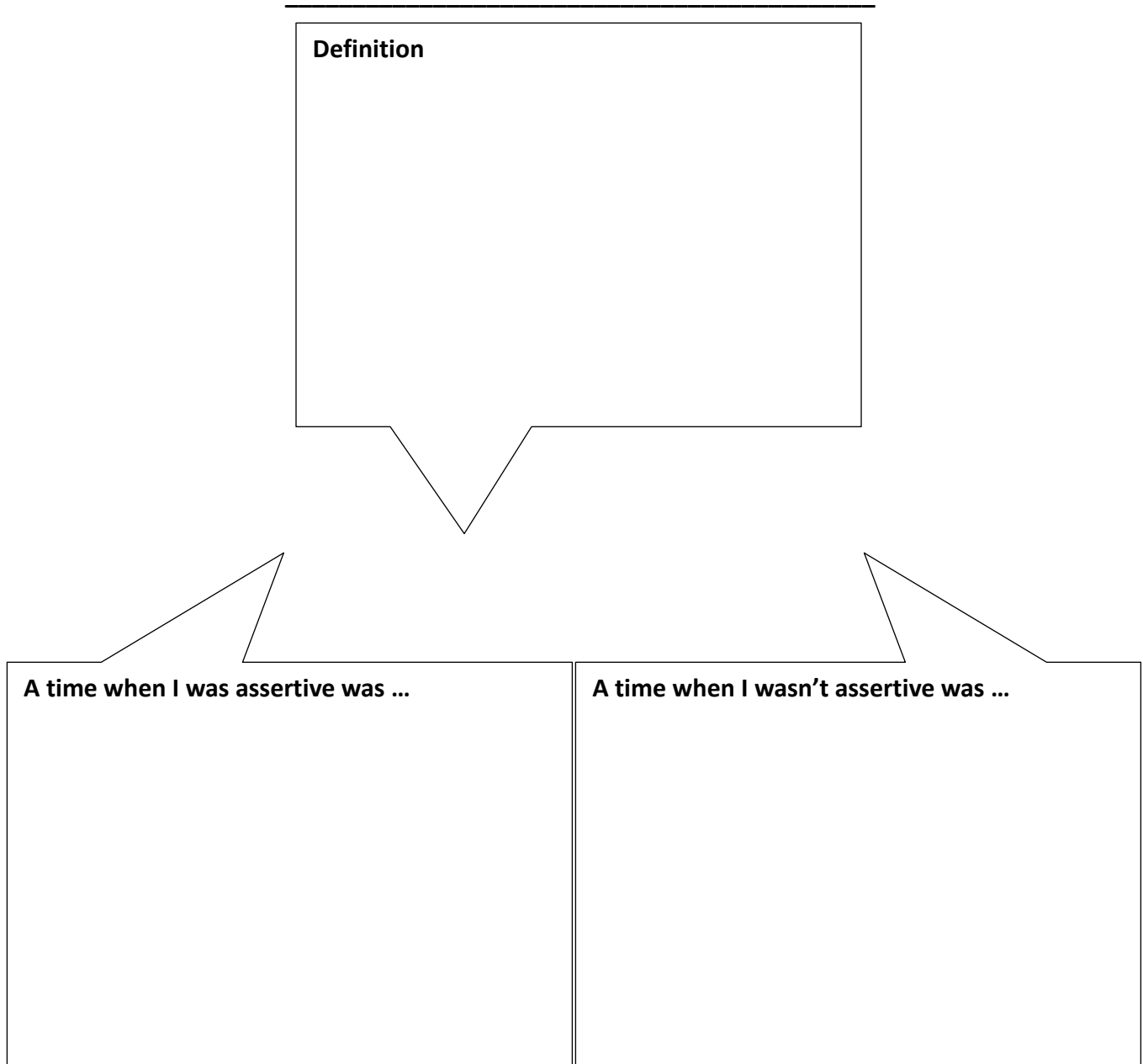
Next, write down your score on the knowledge test:

Multiple-choice score: _____/17 _____%

Unit 1: Introducing Assertiveness

1. I can define assertiveness

Write “Assertiveness” at the top of this diagram. Then use your own words to define assertiveness in the top bubble.



2. I can explain communication types.

Return to the diagram. In the bottom left bubble, write about a time when you were assertive.

3. I can *identify communication types*

Return to the diagram. In the bottom right bubble, write about a time when you were not assertive.

Cut out the behavior statements and place them in the correct columns on the Communication Types Chart.

Communication Types

Passive behaviors	Assertive behaviors	Aggressive behaviors

Behavior Statements

Avoiding others	Being afraid to speak up	Controlling groups
Focusing on what others say	Glaring and staring at others	Grimacing or rolling your eyes
Interrupting others	Looking down	Making eye contact
Participating in groups	Speaking loudly	Speaking softly
Valuing yourself and others	Valuing yourself less than others	Agreeing with others no matter what they say
Crossing arms and standing too close	Showing expressions that match how others feel	Showing expressions that match how you feel
Slouching and turning away from others	Speaking at a conversational tone	Valuing yourself more than others
Considering only your own feelings and making demands of others	Speaking openly but without interrupting or disrespecting others	Expressing your wants, needs, and thoughts respectfully while considering others' wants, needs, and thoughts





















This page is intentionally blank for the activity on the previous page.

Unit 2: Using Assertiveness to Express Emotions

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

Feelings Chart

How Are You Feeling Today?

			
Happy	Excited	Surprised	Confused
			
Angry	Sad	Annoyed	Bored
			
Shy	Embarrassed	Tired	Scared
			
Curious	Worried	Silly	Disappointed
			
Jealous	In Love	Sorry	Calm

From Template.net

Think about a time when you didn't express your emotions appropriately. Write about the situation and what you will do the next time you 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*

For each scenario in the following table, use the Feelings Chart to name three emotions you might feel. Then write a sentence that voices one or more of your feelings.

Scenario	Write three feelings you might have	Write how you would <i>voice your feelings</i>
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.		






Scenario	Write three feelings you might have	Write how you would voice your feelings
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.		

Unit 3: Understanding Myself

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

For each scenario in the following table, pause and think about how difficult it would be for you to speak up and communicate your ideas or ask for help.

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.		

How difficult would it be for you to speak up if ...	Easy Very Hard	What could you say to voice your feelings respectfully?
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.		

7. I can *identify communication types* in myself

Think about how you would feel in each of the following scenarios. Determine how you would react, and circle your response.

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

8. I can explain how to respond assertively to scenarios

Change each passive or aggressive scenario to be more assertive.

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?

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

Complete the prompts below to help define your boundaries.

Respecting my boundaries means _____

My boundaries include:

1. _____

2. _____

3. _____

10. I can describe Assertiveness Strategies that are my strengths

Choose your best Assertiveness Strategy and write about a time when you demonstrated this strategy.

Unit 4: Understanding Others

11. I can think about others' feelings

Identify two feelings the character might be feeling. Then write about a time you yourself 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 ...	

13. I can explain how to *show empathy*

Conduct an empathy interview with a partner. Ask your partner the questions in the left column of the table and write down their responses. Once you have interviewed each other, identify times when you felt the same way as your partner, and write your responses in the right column.

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

Unit 5: Showing Respect for Others

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

List ten ways you can *show respect without words*.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

15. I can *show respect without words*

Use the table below to help form arguments for a topic you will debate.

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?

Unit 6: Communicating Assertively

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

Develop a short script for your assigned scenario by adding an assertive statement.

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?

Assertive Statement

Part 1: *show empathy*: _____

Part 2: *voice my feelings*: _____

Part 3: *speak my mind and be kind*: _____

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

Determine the boundary being crossed in each of the following scenarios. Then create a three-part assertive statement for each scenario.

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.		
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.		
Your friend Peter calls you a know-it-all because you earned a perfect score on your science test.		

Unit 7: Making Communication Choices

21. I can explain how to *predict outcomes*

Watch the video *Mindful Choices* (www.cccframework.org/asrt-lessons-int/#choices). Stop the video when Jayden feels like everyone is staring at him.

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.

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

For each of the following scenarios, **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.

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?
She used aggressive communication because she threatened Melissa.
- **Predict the outcome.**
They could start yelling at each other and make the argument worse.
- What could Melissa do to communicate assertively to Stephanie?
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.”

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? _____

- **Predict the outcome.**

- What could Javier do to communicate assertively to David?

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? _____

- **Predict the outcome.**

- What could Leslie do to communicate assertively to Kinley?

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? _____
- **Predict the outcome.**

- What could Danielle do to communicate assertively?

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

In Activity 21, you watched *Mindful Choices* (www.cccframework.org/asrt-lessons-int/#choices). Review what you wrote about Jayden reacting passively or aggressively.

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.

What happens when a group or team doesn't use the strategy *do my part*?

25. I can identify Assertiveness Strategies

Match the Assertiveness Strategy to its description.



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 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.

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?

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

Research one of the following famous teams, who accomplished challenging tasks by working together:

- 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

Collaborate and **do your part** to create a presentation that 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?

Reflect on your use of the strategy **do my part**. Use the **Do My Part** Reflection Rubric, on the next page, to rate how well you 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> .

Assessing Your Assertiveness Knowledge (Posttest)

Reflect on your assertiveness. Describe your strengths and your areas for growth.

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