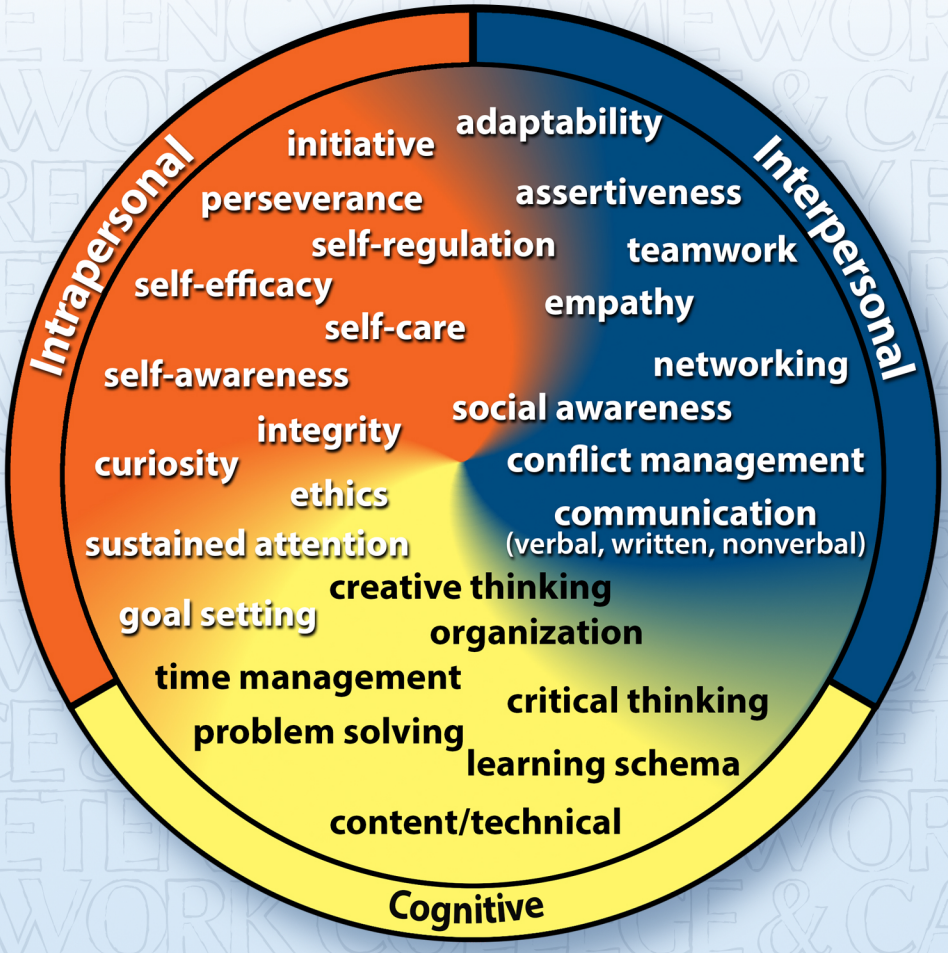
ASSERTIVENESS

Supplemental Assertiveness Employability Lessons



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Introduction

The *Supplemental Assertiveness Employability Lessons* are intended to be used in conjunction with the *Assertiveness Lessons [Secondary]*. For students to understand and practice assertiveness more thoroughly, each activity should be taught after its corresponding activity in the secondary lessons. For example, Activity 1b in these supplemental lessons should be taught after Activity 1 in the secondary lessons; Activity 2b, after Activity 2. The primary and intermediate lessons can be used with students who require additional learning support.

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Unit 1: Introducing Assertiveness

Learning Targets:

1b. I can define assertiveness and what it looks like in the workplace
2b. I can explain communication types related to employment
3b. I can ***identify communication types*** and what they look like in the workplace

Instructional Activities:

1b. I can define assertiveness and what it looks like in the workplace

Ask the students to think about a future job or career they want to pursue.

- Why is it difficult to express what we want, need, and think sometimes at a job?

Remind the students of the definition of assertiveness: "Even when it's difficult, expressing your wants, needs, and thoughts while respecting what others want, need, and think." Have the students discuss in pairs these questions:

- What are some difficult interactions people have at work?
- What does expressing your wants, needs, and thoughts in a workplace entail?
- What does "while respecting what others want, need, and think" mean in the workplace? Who might the others be, and why is it important to respect what they want, need, and think?
- What might happen if we communicate passively or aggressively in the workplace?

Prompt the students to think–pair–share examples of someone being assertive in various occupations. Ask for volunteers to share their examples until at least ten examples in different occupations have been generated by the class.

Examples:

- A prep cook respectfully tells the head chef that an ingredient was mislabeled and asks to verify it before service continues.
- To perform a procedure safely and correctly, a health-science intern asks a supervisor to demonstrate it again.
- A drugstore employee shares a different idea for organizing inventory while acknowledging the manager's priorities and the team's workload.

In pairs, have the students discuss these questions:

- Beyond feeling like your voice was heard, why is assertiveness important in various occupations?
- What might assertiveness look like during a job interview, internship, or first week at work?
- Why might employers value workers who can state concerns and ideas clearly while still respecting others?

2b. I can explain communication types related to employment

Review the three communication types: passive, assertive, and aggressive. Ask for volunteers to give examples of passive, assertive, and aggressive communication that they've seen in the last week.

Give examples of the communication types:

- Passive: A mechanic notices a safety hazard in the shop but stays silent because the head mechanic is busy.
- Assertive: A team member says, "I see why speed matters, but I'm concerned this shortcut could affect quality. Can we check the procedure?"

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- Aggressive: A crew leader at a big-box store interrupts teammates, rejects every suggestion, and orders others to follow their plan without discussion.

After providing the examples, ask the students to choose a field and think of an entry-level job which they can imagine themselves working in. Ask them to develop an example of themselves communicating passively, assertively, and aggressively for specific on-the-job situations. Give the students ten minutes and then ask them to share with the class. For each example, ask:

- What behavior made the communication passive, assertive, or aggressive?
- How might passive or aggressive communication hurt the person in each situation?
- How might assertive communication help the person in each situation?

As a class, discuss:

- What communication type would build the most trust with a supervisor or customer, and why?

3b. I can *identify communication types* and what they look like in the workplace

Ask the students to individually respond to the following prompts:

- Identify the communication type in each of the following examples. Think about which words, tone, or body language led to your decision.
    - A machinist quietly accepts an unsafe assignment without asking questions even though they do not understand the equipment.
    - A graphic designer calmly asks a teammate to pause so everyone can contribute before the group chooses a design.
    - A fast food cashier rolls their eyes at a customer and says, “Whatever,” after the customer requests a correction.
- How could passive or aggressive workplace behavior be changed into an assertive behavior?

Discuss the answers.

As a class, discuss:

- Which communication clues might a supervisor notice first: words, tone, facial expression, posture, or participation?
- Why is assertive communication important for success at work? Discuss for each of these industries: healthcare, childcare, finance/banking, small business owner (e.g., HVAC, electrician, plumber).

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Unit 2: Using Assertiveness to Express Emotions

Learning Targets:

4b. I can explain how to ***find my feelings*** and ***voice my feelings*** in the workplace

5b. I can ***find my feelings*** and ***voice my feelings*** when working with others

Instructional Activities:

4b. I can explain how to *find my feelings* and *voice my feelings* in the workplace

Review what you do when you ***find your feelings*** and ***voice your feelings***. Discuss why it is important to ***find and voice your feelings*** in the workplace.

Provide some examples of people ***finding and voicing their feelings*** in employment scenarios. Note how the person in each example is naming a feeling and associating it with something that happened.

- A student says, "I feel anxious because I have not used this equipment independently. Can you watch me practice it once before I do it alone to make sure I'm doing it right?"
- An employee says, "When the schedule changes without notice, I feel frustrated because I cannot arrange transportation and may have other plans/commitments."
- A team member says, "I feel proud of our progress and relieved that we completed the quality check before the deadline."

Ask the students to imagine a scenario when participating in college courses or training where they may need to ***find and voice their feelings***. Have the students share various challenging scenarios.

Examples:

- A group member dominates the conversation, and your ideas are repeatedly overlooked.
- You don't understand a new concept during team training, and you begin to fall behind your colleagues.
- You're balancing college and a part-time job, and your parents want you to visit for the weekend.

Then ask the students to imagine themselves in their early twenties in an entry-level role in a field like customer service, skilled trades, healthcare, manufacturing, or retail/hospitality. After they've chosen a field, ask them to generate a scenario where they may need to ***find and voice their feelings***. Have the students share their scenarios.

Discuss as a large group:

- What do you do when you ***voice your feelings*** in the workplace?
- How might ***voicing a feeling*** improve teamwork, safety, or customer service?
- When making a request to a supervisor, how can naming the reason for a feeling make the request clearer and more professional?

5b. I can *find my feelings* and *voice my feelings* when working with others

Here are three examples of students in CTE or work environments having big feelings but then noticing them and talking about them.

- A student is disappointed after receiving corrective feedback on a welding bead but explains the disappointment and asks what to practice next.
- A student feels overwhelmed during a busy shift and calmly asks a teammate to handle waiting customers while they correct a problem with the register.
- An intern feels embarrassed after making a mistake and says, "I feel embarrassed because I missed a step. I want to correct it and learn how to prevent it."

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Discuss:

- What do you notice about these examples? What can happen when we don't ***find and voice our feelings***?

Ask the students to individually imagine and write their responses to the following two scenarios:

- Imagine you're working in a job and something happens and you experience big feelings. Describe the situation, three words from the Feeling Words Wheel that describe how you feel, and why you feel that way.
- Imagine you're working in a job where you communicate via email. You are frustrated because a coworker didn't meet a deadline, and you start to write an aggressive email. Instead, write a professional response that clearly names your feelings, the reason, and the needed next step.

Debrief answers as a large group.

Discuss:

- It's often important to ***find our feelings***, but sometimes it's not helpful to communicate them. What are some examples of times when we should and should not ***voice our feelings***? [Prompt several examples of each.]
- How could ***voicing your feelings*** appropriately after a mistake affect a supervisor's trust in you?

Extended Activity: Ask the students to use the U.S. Department of Labor CareerOneStop website (www.careeronestop.org/GetMyFuture/Toolkit/interest-assessment.aspx) to take an employment assessment to find a career that matches their interests.

The 30-question survey takes about five minutes to complete and identifies careers which may be of interest to each student. Ask the students to review their individual results and then ***find their feelings*** and ***voice their feelings*** respectfully about working in one of the identified careers.

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Unit 3: Understanding Myself

Learning Targets:

6b. I can demonstrate passive, assertive, and aggressive behaviors in work settings
7b. I can ***identify communication types*** in myself while working
8b. I can identify situations when it is difficult to express my wants, needs, and thoughts at work
9b. I can explain how to ***respect my boundaries*** while working with others
10b. I can describe Assertiveness Strategies that are my strengths and those that I need to improve for use in a future career

Instructional Activities:

6b. I can demonstrate passive, assertive, and aggressive behaviors in work settings

Review with students what the three communication types, including both verbal and nonverbal behaviors, look like in various job settings.

Ask the students to consider the following scenario:

> Your supervisor gives you five challenging tasks to complete today.

Ask them to demonstrate how someone might communicate passively, assertively, or aggressively communication. For example:

- Passive demonstration: Look down, speak too quietly to be heard, and say, "It's fine. I can do everyone's tasks."
- Assertive demonstration: Face the supervisor, use a calm tone, and say, "I can finish these two tasks today. Which one should be the priority?"
- Aggressive demonstration: Step too close, raise your voice, and say, "Those tasks are not my problem, and I don't have the time. Make someone else do them."

Remind the students that assertiveness is the sweet spot in the middle between passive and aggressive communication and that it is communicating our wants, needs, and thoughts respectfully.

Ask the students to choose a future workplace and job and then brainstorm how the same request could look using passive, assertive, and aggressive communication in that workplace. Prompt the students to think–pair–share their examples.

Discuss as a large group:

- Which changes in posture, eye contact, volume, and wording make the assertive version effective?
- How might each version affect whether a supervisor understands and responds to the request?

7b. I can *identify communication types* in myself while working

It's important that we think about how we've communicated at work in the past and now. Many students have jobs or employment experiences, paid and unpaid.

Here are some examples of high school students ***identifying communication types*** in themselves:

- A student notices they are assertive with classmates but become passive when speaking to an employer.
- A student realizes they communicate aggressively when rushed by teammates during a timed lab.
- An intern recognizes that they apologize repeatedly before asking a supervisor a reasonable question.

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Ask the students to write a personal scenario where they reflect on a recent experience at work or in school by addressing these questions:

- Where would you place your recent communication with an instructor, supervisor, coworker, or customer on the spectrum of passive, assertive, and aggressive, and why? If you don't have work experience, what about a teacher or coach? What happened, and how did you communicate?
- With which people or in which workplace situations do you find it hardest to communicate assertively? Why do you think this is the case?
- What specific behavior could you change the next time you notice yourself becoming passive or aggressive?

Share in small group discussions.

Debrief as a large group, soliciting several examples.

8b. I can identify situations when it is difficult to express my wants, needs, and thoughts at work

Explain expressing our wants, needs, and thoughts can sometimes be challenging. Provide three scenarios and for each one discuss why communicating assertively might feel difficult.

- A student notices a coworker skipping a required sanitation step but worries that speaking up will cause conflict.
  [Possible responses: the student might be called a tattletale; the coworker might retaliate; the coworker might have more experience and dislike being told what to do by someone with less experience.]
- An intern is assigned a task they have not been trained to complete and must tell the supervisor they need instruction.
  [Possible responses: the intern could worry about appearing inept; the supervisor might belittle the intern; the supervisor could doubt the intern's abilities.]
- A student wants to pursue a CTE pathway that differs from the career their family prefers.
  [Possible responses: the family might not help the student pay for CTE training; the family might be disappointed.]

Ask the students to each generate one example of a scenario at a current or future jobsite where expressing their wants, needs, or thoughts would be difficult. Have the students share their examples, and then discuss common workplace challenging situations and why speaking up is important.

After the students have shared their examples, have a large-group discussion:

- How might the power difference between an entry-level employee and a supervisor affect assertive communication?
- How can you plan for difficult work conversations about workload, safety, or career goals? What would you do in advance?

9b. I can explain how to *respect my boundaries* while working with others

Review boundaries. As a class, generate examples of at least ten boundaries people might have at work.

Some examples include:

- A student refuses to sign off on a safety inspection they did not complete.
- An employee says they will not share a coworker's password or use another person's login credentials.

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- An intern explains that they cannot stay beyond the agreed shift because they do not have safe transportation home.

Ask the students to write answers to these prompts:

- Think about a field you're interested in working in. What personal, ethical, or safety boundary might be tested in your career pathway?
- How could you state a boundary respectfully at work without accusing or embarrassing the other person?

Have a large-group discussion:

- What should you do if someone continues pressuring you after you have clearly stated a boundary?

10b. I can describe Assertiveness Strategies that are my strengths and those that I need to improve for use in a future career

Review assertiveness strategies which have been taught thus far:

- ***Identify communication types:*** differentiating between passive, assertive, and aggressive communication
- ***Find my feelings:*** identifying complex emotions and the reasons behind them
- ***Voice my feelings:*** expressing my wants, needs, and thoughts respectfully
- ***Respect my boundaries:*** identifying and maintaining personal boundaries

Direct students to the U.S. Department of Labor CareerOneStop (www.careeronestop.org/Explore Careers/explore-careers.aspx). Have the students explore careers in the occupation profile by entering an occupation and location. Ask the students to choose one of the results and read about the career silently for five minutes. Then ask each student to create an example, imagining themselves using one of Assertiveness Strategies in that career. Prompt sharing for each of the four strategies mentioned above.

Next, prompt the students to generate examples of how they have been assertive in work or school over the past month. Encourage the students to generate as many specific examples as possible of them applying Assertiveness Strategies in various work and school scenarios.

Ask the students to complete a written reflection:

- Thinking about your current or future work, which Assertiveness Strategy is your strongest, and what evidence supports this observation?
- If you practiced it more consistently, which strategy would help you improve your employability? Why might this improvement be important for success in your job or career?

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Unit 4: Understanding Others

Learning Targets:

11b. I can ask questions to help me understand others in workplace settings

12b. I can explain how to ***show empathy*** in workplace settings

Instructional Activities:

11b. I can ask questions to help me understand others in a workplace setting

Review the strategy ***show empathy***: Considering the perspectives of others, including their emotions, thoughts, and ideas, allows students to better understand others.

Provide examples of ***showing empathy*** in workplace settings.

- A veterinary assistant asks a pet owner specific questions about symptoms, timing, and changes in behavior before the examination.
- A construction intern asks the client what matters most regarding cost, appearance, timeline, and durability before proposing a solution.
- A team leader asks a quiet coworker what obstacles are affecting their assigned task instead of assuming they are unmotivated.

Ask the students to each develop one example of ***showing empathy*** in a workplace setting to either a customer or coworker.

Then tell the students they are going to practice what they might say in some scenarios.

Scenarios:

1. Your coworker Julie broke her arm and came to work unable to do any of her normal tasks.

   One sentence about how Julie may be feeling:

   One question you could ask Julie to understand her better:

2. Someone just came into the urgent care complaining of severe stomach pain, and you're the receptionist.

   One sentence about how the patient may be feeling:

   One question you could ask the patient to understand them better:

3. Nikki forgot to order chicken, and now there isn't enough to serve during the dinner rush.

   One sentence about how Nikki may be feeling:

   One question you could ask Nikki to understand her better:

4. Maria lost the hard drive with her lesson plans, and now she isn't prepared for today's classes.

   One sentence about how Maria may be feeling:

   One question you could ask Maria to understand her better:

5. Preston has filed the wrong information for the business's license, and now the business is being fined.

   One sentence about how Preston may be feeling:

   One question you could ask Preston to understand him better:

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6. Your coworker, Doug, came in today with red eyes and has been unusually quiet. You need him to suggest ideas for an upcoming pitch to a new client.

   One sentence about how Doug may be feeling:

   One question you could ask Doug to understand him better:

7. Your mother calls you while you're at work. She asks you to leave work early because something important has come up at home, but you're incredibly busy.

   One sentence about how your mother may be feeling:

   One question you could ask your mother to understand her better:

8. You're just about to close up for the night, and a customer comes in. He's crying and says he'll only be a few minutes.

   One sentence about how the customer may be feeling:

   One question you could ask the customer to understand them better:

9. Your boss, Frank, has been told to shrink the workforce and fire two of the ten employees.

   One sentence about how Frank may be feeling:

   One question you could ask Frank to understand him better:

12b. I can explain how to *show empathy* in workplace settings

Discuss with students

- What are some ways we can ***show empathy*** for someone in the workplace when we do not know the person very well?
  [Possible responses: stop and think about them; put ourselves in their shoes; ask questions to try to understand more about what they are feeling.]
- Why is ***showing empathy*** important in the workplace, both for customers and coworkers?
  [Possible responses: to show that you understand someone; to show respect; it helps you understand different perspectives.]

Explain to the students that ***showing empathy*** starts by identifying the potential feelings that others are experiencing. For each of the following scenarios, they are to identify three feelings from the Feeling Words Wheel that the person may be having. Then they will write a question they could ask to help them understand what the other person is experiencing.

Scenario	Three possible feelings this person may be experiencing	A question you could ask to gain understanding
A customer is upset because a repair will take longer than expected		
A coworker is worried about learning new software		
A coworker receives difficult feedback		
A supervisor must correct an employee's mistake		
An intern realizes that they don't know the code everyone else is using		

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A customer is demanding a refund for their meal		
An employee is asking for vacation in the middle of a busy week		

Discuss:

- How can empathy improve the way you respond to an upset customer without promising something you cannot provide?
- Why is empathy important for a supervisor even when they still need to enforce a rule, deadline, or quality standard?

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Unit 5: Showing Respect for Others

Learning Targets:

13b. I can explain how to ***listen and summarize*** and ***show respect without words*** when working with others

14b. I can ***listen and summarize*** and ***show respect without words*** in workplace situations

15b. I can explain why ***listening and summarizing*** and ***showing respect without words*** are important strategies in the workplace

Instructional Activities:

13b. I can explain how to *listen and summarize* and *show respect without words* when working with others

Review the two strategies ***listen and summarize*** and ***show respect without words***:

Listen and Summarize: Listening and summarizing what was said fosters students' understanding of others and respectful social and academic discourse.

Show Respect Without Words: Using nonverbal communication skills allows students to convey respect and engage in more meaningful interactions.

Emphasize these steps for ***listening and summarizing***:

- As someone is talking about their thoughts or feelings, focus entirely on understanding what that person is saying instead of thinking about what you plan to say back.
- Periodically, as the person is sharing their thoughts and feelings, summarize (i.e., restate in your own words) what the person has said, without adding your own thoughts or perspective or telling the other person what to do.
- Restate the other person's wants, feelings, and reasons in your own words. Start your remarks with "You want …, " "You feel …, " or "You think … "

Remind the students that ***showing respect without words*** involves behaviors like making eye contact, keeping your body still, and waiting your turn to speak.

Provide examples of people using the strategies at work:

- During a safety briefing, a student puts away their phone, faces the speaker, listens, and then summarizes the key steps.
- A customer-service employee listens without interrupting, then says, "You're concerned that the order is late, and you need it before Friday. Is that correct?"
- During a team huddle, an employee uses eye contact and attentive posture while a coworker explains a production problem.

Then in pairs, brainstorm nonverbal and verbal behaviors that show a supervisor, customer, or teammate that you are fully listening:

	Nonverbal and verbal behaviors
Supervisor	
Customer	
Teammate	

Debrief, noticing similarities and differences.

Solicit more examples from the class of scenarios in various job settings where you would ***listen and summarize*** and ***show respect without words***.

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Discuss as a large group:

- How can summarizing directions reduce mistakes before you begin a technical task?
- What is the difference between listening to understand and waiting for your turn to respond?

14b. I can *listen and summarize* and *show respect without words* in workplace situations

Use the following workplace scenarios to help the students practice ***listening and summarizing*** and ***showing respect without words***. Start by reading the first part to the whole class and responding to the prompts as a group. Have the students individually respond to the rest of the scenarios. Debrief as a whole group.

Scenario 1: A mistake at a retail job

Your coworker says, "I made a mistake while ringing up a customer today. I entered the wrong discount, and the customer got upset. My supervisor had to come over and fix it. I'm worried my supervisor thinks I'm not good at this job."

You wouldn't say: [ask the students to give an example that interrupts, judges, minimizes the concern, or immediately tells the coworker what to do]

You could say: [ask the students to restate what they heard and acknowledge the coworker's feelings]

One way to ***show respect without words*** is by: [ask the students to describe body language that shows they are listening]

Your coworker continues: "It was embarrassing because there were other customers waiting in line. I could tell they were getting impatient. I've only been working here for two weeks, but I feel like I should know everything already."

You wouldn't say:

You could say:

Another way to ***show respect without words*** is by:

Your coworker continues: "Now I'm nervous about working at the register tomorrow. I don't want to make another mistake or have my supervisor take me off the schedule."

You wouldn't say:

You could say:

A third way to *show* ***respect without words*** is by:

Scenario 2: Feeling overwhelmed at a restaurant job

Your coworker says, "Today was so stressful. I had several tables at once, and I forgot to bring drinks to one of them. The customers complained to the manager, and I feel terrible."

You wouldn't say: [ask the students to identify a response that blames the coworker, dismisses the problem, or compares it to their own experience]

You could say: [ask the students to summarize what happened and acknowledge how the coworker might be feeling]

One way to ***show respect without words*** is by:

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Your coworker continues: “I was trying to keep up, but people kept asking me for different things. I didn’t know what to do first. Everyone else seemed like they were handling the rush better than I was.”

You wouldn’t say:

You could say:

Another way to ***show respect without words*** is by:

Your coworker continues: “I’m scheduled to work another busy shift tomorrow. I’m worried I’ll fall behind again and that the manager will decide I can’t handle the job.”

You wouldn’t say:

You could say:

A third way to *show* ***respect without words*** is by:

Scenario 3: Struggling with a first office job

Your coworker says, “My supervisor gave me several tasks this morning, but I didn’t finish all of them. I’m still learning the computer system, and everything takes me longer than I expected.”

You wouldn’t say: [ask the students to identify a response that criticizes the coworker, minimizes the concern, or gives unwanted advice]

You could say: [ask the students to put the coworker’s concerns into their own words]

One way to ***show respect without words*** is by:

Your coworker continues: “I asked for help once, but everyone looked busy. I didn’t want to keep bothering people, so I tried to figure it out by myself. Then I made an error and had to redo part of the work.”

You wouldn’t say:

You could say:

Another way to *show* ***respect without words*** is by:

Your coworker continues: “I really want to do well here, but I’m afraid people will think I’m too slow. I’m starting to wonder whether I’m qualified for the job.”

You wouldn’t say:

You could say:

A third way to *show* ***respect without words*** is by:

Discuss as a large group:

- What is the difference between summarizing and giving advice?
- What kinds of body language can make a coworker feel respected? How might checking a phone, crossing your arms, or looking away affect the conversation?
- How can respectful listening improve teamwork in an entry-level job?

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15b. I can explain why *listening and summarizing* and *showing respect without words* are important strategies in the workplace

Pair students and assign each of the pairs two of the following scenarios. One student will be the speaker, and the other the listener. Then they will switch roles for the second scenario. The speaker will explain the situation, the result, how they feel, and what they are thinking about doing next—while the listener ***listens and summarizes*** and ***shows respect without words***.

Directions for Speakers: Explain the issue by relating events, results, and feelings (but do not blame others). Provide a couple of sentences at a time and then pause for the listener to summarize. After the listener summarizes, continue saying a couple of sentences and pausing until you've fully explained the situation. "At my job, _____ happened. [Pause.] I felt _____ because _____. [Pause.] I am thinking about _____."

Directions for Listeners: As the speaker talks, make eye contact and nod your head to show that you're listening. After the speaker says a couple of sentences and then pauses, summarize what you've heard. Don't add your own thoughts or information. Repeat this process until the speaker seems finished. Then ask, "Is there more?" to allow the speaker to continue if necessary. Finally, summarize the complete scenario using this template: "So what I hear you saying is _____. And you're feeling _____. And you're thinking about doing _____. Did I understand correctly?" If you didn't understand, allow the speaker to re-explain. Remember, as the listener, your focus is on understanding what is being said to you and reflecting it back.

1. **First-day confusion:** "It's my first week at a new job, and I'm having trouble remembering all the procedures. I made a small mistake today, and now I'm worried that my supervisor thinks I'm not learning quickly enough. I'm thinking about asking for more training."
2. **Unclear instructions:** "My supervisor gave me a task, but I wasn't sure exactly how they wanted it completed. I tried my best, but I had to redo part of the work. I feel frustrated and embarrassed, and I'm thinking about asking more questions next time."
3. **Receiving constructive feedback:** "My supervisor told me that I need to work faster. I understand that speed is important, but I also want to make sure I do the work correctly. I feel nervous about making mistakes, and I'm thinking about asking what I should prioritize."
4. **Making a mistake with a customer:** "I gave a customer the wrong information, and another employee had to correct it. The issue was resolved, but I felt embarrassed. I'm thinking about reviewing the information before my next shift."
5. **Dealing with an unhappy customer:** "A customer became upset when I could not give them the refund they wanted. I stayed calm and asked my supervisor for help, but the experience was stressful. I'm worried about handling a similar situation in the future."
6. **Feeling overwhelmed during a busy shift:** "The workplace became very busy, and I had several tasks to complete at once. I forgot one of the tasks and had to finish it later. I feel disappointed in myself, and I'm thinking about making a checklist during my next shift."
7. **Being asked to do something new:** "My manager asked me to use equipment or software that I have never used before. I want to be helpful, but I don't feel confident yet. I'm thinking about asking someone to demonstrate it before I try it alone."
8. **Balancing school and work:** "My work schedule changed, and now I am scheduled the night before an important school assignment is due. I want to be dependable at work, but I also need

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enough time to complete my schoolwork. I'm thinking about talking with my supervisor about my availability."

9. **Transportation problems:** "My usual ride to work is no longer available, and I'm worried that I might be late for an upcoming shift. I feel stressed because I want my employer to know that I am reliable. I'm thinking about finding another ride and notifying my supervisor early."
10. **A schedule conflict:** "I was scheduled to work at a time when I already had an important appointment. I may not have communicated my availability clearly. I feel anxious about bringing it up, and I'm thinking about asking whether the shift can be changed."
11. **Asking for help:** "I was struggling with a task, but everyone around me looked busy. I kept trying on my own, and the task took much longer than expected. I feel unsure about when it is appropriate to ask for help."
12. **Working with a new team:** "I was assigned to work with people I do not know well. I had difficulty knowing when to speak up or offer ideas. I feel quiet and uncomfortable, but I'm thinking about introducing myself and asking how I can help."
13. **A coworker communication problem:** "A coworker and I understood our responsibilities differently, so one task was completed twice while another task was missed. I feel frustrated about the confusion, but I want us to communicate better next time. I'm thinking about checking our responsibilities at the beginning of the shift."
14. **Taking responsibility for a forgotten task:** "I forgot to complete one of my closing duties, and another employee had to finish it. I feel guilty because it created extra work. I'm thinking about using a closing checklist in the future."
15. **Using a phone at the wrong time:** "I checked my phone during a quiet moment, but my supervisor reminded me that phones should be put away during work. I felt embarrassed, and I'm thinking about keeping my phone in my bag during future shifts."
16. **Being nervous about speaking to a supervisor:** "I have a question about my responsibilities, but I feel nervous about approaching my supervisor. I don't want to seem unprepared. I'm thinking about writing down my question and asking at an appropriate time."
17. **Not getting enough hours:** "I was hoping to work more hours, but I have only been scheduled for a few shifts. I feel disappointed and unsure whether my manager is satisfied with my work. I'm thinking about asking respectfully whether more hours may become available."
18. **Being offered additional responsibility:** "My supervisor asked whether I would like to learn a new responsibility. I'm excited about the opportunity, but I'm also worried that I may not be ready. I'm thinking about asking what training will be provided."
19. **Preparing for a workplace evaluation:** "My first performance review is coming up, and I don't know what to expect. I think I have worked hard, but I know there are still things I need to improve. I feel nervous and am thinking about making a list of questions to ask."
20. **Correcting a timecard or paycheck issue:** "I noticed that the hours on my paycheck may not match the hours I worked. I feel uncomfortable bringing up money, but I want to make sure the information is correct. I'm thinking about checking my records and speaking privately with my supervisor."

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21. **Addressing a safety concern:** "I noticed something in the workplace that might be unsafe, but I'm not sure whether it is my responsibility to report it. I feel concerned about someone getting hurt. I'm thinking about telling a supervisor and asking what procedure to follow."
22. **Learning from a missed deadline:** "I underestimated how long a task would take, so I did not finish it by the expected time. I feel disappointed and worried that others were depending on me. I'm thinking about asking for clearer deadlines and planning my time differently."
23. **Deciding whether to apply for a promotion:** "A higher-level position has opened at work, and I am interested in applying. I'm excited, but I'm also unsure whether I have enough experience. I'm thinking about asking my supervisor what skills I should develop."
24. **Handling a change in duties:** "My job duties changed unexpectedly during my shift. I adjusted as well as I could, but I felt unprepared. I'm thinking about asking for clarification about what will be expected during future shifts."

After their turn as the speaker, have them complete the Active Listening Checklist on the listener. Partners should then discuss the results.

Active Listening Checklist

Circle YES or NO for each item below.

The listener made eye contact with me as I spoke.	YES	NO
The listener stayed focused/engaged with me (didn't look at their phone, get distracted, etc.).	YES	NO
The listener used good posture, appropriate facial expressions, and body/vocal prompts (such as shaking their head, nodding, and saying "uh-huh" or other vocalizations to show they were engaged).	YES	NO
The listener allowed me to finish without interruption.	YES	NO
The listener summarized their understanding of what I had expressed.	YES	NO
The listener refrained from giving advice.	YES	NO

Discuss as a large group:

- How could strategies ***listen and summarize*** and ***show respect without words*** help you advance in future endeavors, like college, your career, or your workplace?

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Unit 6: Communicating Assertively

Learning Targets:

16b. I can explain how to ***speak my mind and be kind*** to those I work with
17b. I can ***speak my mind and be kind*** in workplace situations
18b. I can ***speak my mind and be kind*** to ***respect my boundaries*** in workplace situations

Instructional Activities:

16b. I can explain how to *speak my mind and be kind* to those I work with

Review the strategy ***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.

Explain that ***speak my mind and be kind*** helps the students clearly communicate their ideas or what they want to happen in the workplace. Remind them that the combination of the strategies ***show empathy***, ***voice my feelings***, and ***speak my mind and be kind*** creates a three-part assertive statement.

Ask the students to each identify a challenging time in a future job when they will want to be assertive. Have the students write a paragraph describing the situation with as much detail as possible.

Next, review the three parts of an assertive statement. Emphasize that all three parts are required to form an assertive statement:

- **Part 1:** An empathy statement, or indication that you understand the perspective and feelings of another person. To develop this statement, use the strategy ***show empathy***.
- **Part 2:** The rationale behind your action or request. Share your feelings and reasons to support your opinion. 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"). To explain what you feel and the reasons for these feelings, use the strategy ***voice my feelings***.
- **Part 3:** A direct statement of what you want to happen. To develop this statement, use the strategy ***speak my mind and be kind***. Be clear and detailed.

Provide an example of a situation and a corresponding assertive statement in a workplace environment, such as the following:

- I understand that you are frustrated about the problem with your order. I feel uncomfortable continuing the conversation while I am being yelled at. I want to help, but I need you to speak calmly, or I will ask my supervisor to assist you.
- I understand that you were looking for the charger you misplaced. I felt uncomfortable when you searched through my bag without asking. Please ask me before touching or looking through my belongings.
- "I understand that you prefer your design. I feel that our team has not compared both options. I would like each of us to explain one strength before we decide as a team."

Ask the students to craft their own three-part assertive statements to help them clearly and respectfully communicate what they feel and what they want to happen for the situations they described in their paragraphs. Note that assertive statements can be written, like in an email requesting help on a task, or verbal, like when explaining your ideas while working in a group.

Solicit several student examples and debrief.

Discussion as a whole group:

- How could a three-part assertive statement help you disagree with a teammate or supervisor without damaging the working relationship?

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17b. I can *speak my mind and be kind* in workplace situations

Tell the students that they will practice ***speaking their mind and being kind*** by reviewing some statements and determining if they are assertive or not. Have the students individually read each of the situations and corresponding statements in the following table, keeping in mind what they've learned about assertive statements. In the second column, they note whether each statement qualifies as an assertive statement. In the third column, they modify the statement to make it an assertive statement that includes the strategies ***show empathy***, ***voice my feelings***, and ***speak my mind and be kind***.

Situation and statement	Assertive statement? (yes/no)	How could the statement be modified to be an assertive statement?
Situation: Jordan frequently interrupts you while you are speaking during team meetings. **Statement:** Stop interrupting me. You are being rude and making me angry.	no	I understand that you have ideas you want to contribute. I feel frustrated when I am interrupted, because I am not able to finish explaining my thoughts. I would appreciate it if you would let me finish speaking, and then I will be glad to listen to your ideas.
Situation: Your supervisor asks you to stay late with very little notice, but you already have an important commitment. **Statement:** I'm not staying late. You always give me work at the last minute.		
Situation: You were late two days in a row, so your supervisor temporarily removed you from your preferred shift. **Statement:** I want my regular shift back. This new schedule is ruining everything, and I need you to change it.		
Situation: A coworker repeatedly leaves shared equipment or work materials disorganized after using them. **Statement:** I know you are often busy at the end of your shift. I feel stressed when I cannot find the materials I need. Could you please return the materials to their assigned places before you leave?		
Situation: You are completing most of the work on a group project while another team member is missing deadlines. **Statement:** You are lazy, and I'm tired of doing your job. Start helping, or I'm reporting you.		

Debrief: Review each workplace situation as a class. Ask volunteers to identify whether each original statement is assertive and to share their revised statements.

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As students respond, ask them to identify the three parts of each revision:

- Where does the speaker ***show empathy***?
- Where does the speaker ***voice their feelings***?
- Where does the speaker ***speak their mind*** and make a kind, clear request?

Emphasize that an assertive workplace statement is not passive, aggressive, threatening, or insulting. It communicates the speaker's needs clearly while also showing respect for the other person.

18b. I can *speak my mind and be kind* to *respect my boundaries* in workplace situations

Remind the students that boundaries are limits or rules we set for ourselves about what we find acceptable and unacceptable behavior.

Ask the students to brainstorm boundaries that they have (or that people their age often have) in job settings. If the students are having difficulty identifying their personal boundaries at work, some examples you could share with them are:

- I will not perform a task that I believe is unsafe or that I have not been trained to do.
- I will not use broken or unsafe equipment.
- I will wear required safety equipment, even if other employees choose not to.
- I will not ride with a coworker who has been drinking or using drugs.
- I will not clock in or out for another employee.
- I will not work off the clock or change my time record to show hours I did not actually work.
- I will not help a coworker break workplace rules or steal merchandise.
- I will not share my passwords, employee login information, or access code with coworkers.
- I will not share a customer's or employee's private information.
- I will not let coworkers look through my phone, bag, locker, or other personal belongings without my permission.
- I will not lend money to coworkers if doing so makes me uncomfortable.
- I will not accept unwanted touching, sexual comments, insults, threats, or discriminatory jokes.
- I will not participate in gossip, bullying, hazing, or making fun of a coworker.
- I will not stay silent when someone is being bullied, harassed, or treated unfairly. I will seek help from a trusted adult or supervisor.
- I will not continue a conversation with a customer or coworker who is yelling at me or threatening me. I will seek help from a supervisor.
- I will not feel required to add supervisors, customers, or coworkers to my personal social media accounts.
- I will not respond to nonemergency work messages late at night when I am not scheduled to work.
- I will not agree to every request to cover a shift when it interferes with school, sleep, health, transportation, or family responsibilities.
- I will not skip a necessary meal, medication, or approved break because I feel pressured by others.
- I will not lift or move something that is too heavy for me without asking for help.
- I will not enter a private or isolated area with a customer or coworker if I feel unsafe.
- I will not meet a customer, supervisor, or coworker outside of work if the invitation makes me uncomfortable.

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- I will not use my personal vehicle, phone, or money for work unless I understand the expectation and have agreed to it.

Explain that boundaries can differ from person to person. A healthy boundary should not be used to control another person. Instead, it clearly communicates what the speaker will do, will not do, or needs in order to feel safe and respected.

Describe how we can use assertive statements with coworkers, supervisors or customers when our personal boundaries are crossed at work. Ask the students to imagine a personal boundary in a future workplace settings and then write a three-part assertive statement that they could use when their expressed boundary has been crossed.

Example:

Situation: A coworker asks you to clock them in because they are running late.

I understand that you are worried about getting in trouble for being late. I would feel uncomfortable clocking you in because it would be dishonest and could get both of us in trouble. I'm not going to clock you in, but you can contact the supervisor and explain that you are running late.

Have students complete the following:

My workplace boundary:

A situation in which this boundary might be crossed:

Show empathy: "I understand that _____."

Voice my feelings, or explain my rationale: "I feel/I am concerned _____."

Speak my mind and be kind: "I need/I would like/I will not _____."

Complete assertive statement:

Ask for volunteers, if anyone is willing to share, but do not require anyone to share.

Conclude by emphasizing that identifying and refining workplace boundaries helps the students prepare for employment situations before problems arise. Using assertive statements allows them to protect their well-being, safety, values, and professional relationships while still communicating respectfully. Remind the students that serious concerns involving safety, harassment, discrimination, threats, or illegal behavior should also be shared with a trusted adult, workplace supervisor, teacher, counselor, or work-based learning coordinator.

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Unit 7: Making Communication Choices

Learning Targets:

19b. I can explain how to ***predict outcomes*** in the workplace
20b. I can ***predict outcomes*** for workplace situations
21b. I can change passive and aggressive communication into assertive communication in workplace situations

Instructional Activities:

19b. I can explain how to *predict outcomes* in the workplace

Review how to ***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.

Explain that when you ***predict outcomes***, you stop and think about what could happen if you used passive, assertive, or aggressive communication. You think about how your reaction will affect the situation. If you use an ineffective communication type on the job, it can make the situation worse. Your communication type could make customers or coworkers angry or allow them to take advantage of you. By ***predicting outcomes***, you think about ways to communicate in a workplace setting, process what could happen next, and choose the best response.

Provide some examples and discuss how thinking through situations and ***predicting outcomes*** can help us in the workplace:

- An employee predicts that passively ignoring a supervisor's correction may lead to repeated errors and less responsibility in future shifts.
- An employee predicts that aggressively confronting a customer could escalate the complaint and damage the organization's reputation.
- An employee predicts that calmly reporting a safety concern may pause production briefly but prevent injury and costly damage.

Ask the students to work with a partner to identify how passive, assertive, or aggressive communication affected the outcome, either positively or negatively, of a recent interaction in a workplace setting. They can talk about an interaction they witnessed or imagine a common challenging interaction. They should also discuss how using different communication types could have resulted in various outcomes. They can use these prompts to help guide the discussions:

- Describe a recent interaction you've witnessed where someone chose a specific communication type, or imagine a challenging workplace situation.
- How did the communication type the person chose affect the outcome, or how might it affect the outcome of the situation you imagined?
- How could the outcome have been different if the person had communicated differently?

Afterward, ask a few students to share how the communication type affected the outcome of a situation. Summarize the activity by reminding the students that how we communicate through our words and actions is a choice.

Hold a large-group discussion:

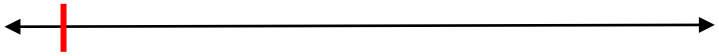
- How could your communication choice affect trust, safety, quality, or future opportunities at work? Discuss each of these.

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20b. I can *predict outcomes* for workplace situations

Have the students work in pairs, read each of the following job scenarios, and complete the corresponding tables. The students will note where they think the person's behavior falls on the passive/assertive/aggressive spectrum and ***predict outcomes***. Then the students will brainstorm how the person could have been more assertive and predict how the outcome might have been different with a more assertive response. Teacher note: Scenario 2 and Scenario 5 aren't easy to classify; these could be passive, aggressive, or passive-aggressive depending on the intent or tone.

Example: Ethan is working at a grocery store and sees an experienced employee making fun of a new employee who is having difficulty learning the cash register. Ethan wants to help but is unsure what to do, so he walks away to stock shelves.

Mark where Ethan's behavior falls on the spectrum of passive, assertive, and aggressive.	**Passive** **Assertive** **Aggressive** 
Predict what will happen next.	Ethan may feel guilty that he did not help. The new employee may feel embarrassed or unsupported, and the teasing may continue if no one speaks up.
What could Ethan have done to be more assertive?	As long as Ethan felt safe doing so, he could have calmly said, "They're still learning. Let's give them a chance to practice." He could also have offered to help the new employee or privately reported the behavior to a supervisor.
If he had been more assertive, predict what would have happened next.	The experienced employee may have stopped teasing the new employee. The new employee may have felt supported, and the supervisor could have addressed the behavior before it became a larger problem.

Scenario 1: Mackenzie posts an insulting comment about a coworker in the workplace group chat. Kylee is not directly involved in the disagreement, but she replies, "You're so immature, Mackenzie. No one here likes working with you."

Mark where Kylee's behavior falls on the spectrum of passive, assertive, and aggressive.	**Passive** **Assertive** **Aggressive**
Predict what will happen next.	
What could Kylee have done to be more assertive?	
If she had been more assertive, predict what would have happened next.	

Scenario 2: Juan's supervisor accuses him of entering information incorrectly, but Juan does not believe he made the mistake. Juan becomes angry and decides that he will stop completing that part of his job.

Mark where Juan's behavior falls on the spectrum of passive, assertive, and aggressive.	**Passive** **Assertive** **Aggressive**
Predict what will happen next.	
What could Juan have done to be more assertive?	

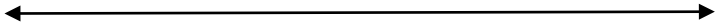
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If he had been more assertive, predict what would have happened next.	

Scenario 3: Sage works with a coworker who talks constantly about her own accomplishments and rarely listens to anyone else's ideas. Sage becomes frustrated and says, "You are completely selfish, and you are a terrible person to work with."

Mark where Sage's behavior falls on the spectrum of passive, assertive, and aggressive.	**Passive** **Assertive** **Aggressive** 
Predict what will happen next.	
What could Sage have done to be more assertive?	
If she had been more assertive, predict what would have happened next.	

Scenario 4: Tracy's family wants him to attend community college and train to become an electrician. They schedule a campus visit, help complete his application, and encourage him to enroll in the program. Tracy is more interested in graphic design, but he does not explain his interests or career goals. He decides that he will have to learn to like electrical work.

Mark where Tracy's behavior falls on the spectrum of passive, assertive, and aggressive.	**Passive** **Assertive** **Aggressive** 
Predict what will happen next.	
What could Tracy have done to be more assertive?	
If he had been more assertive, predict what would have happened next.	

Scenario 5: Ava is scheduled to leave work at 5:00 p.m. Her supervisor asks her to stay two additional hours, but Ava has an important family responsibility that evening. Instead of explaining the situation, Ava says, "Fine," and stays late. She spends the rest of the shift feeling angry and treating customers impatiently.

Mark where Ava's behavior falls on the spectrum of passive, assertive, and aggressive.	**Passive** **Assertive** **Aggressive** 
Predict what will happen next.	
What could Ava have done to be more assertive?	
If she had been more assertive, predict what would have happened next.	

Debrief each of the scenarios with the whole class. Highlight that people naturally experience different feelings and tendencies when responding to difficult workplace situations. However, responding passively or aggressively can produce undesirable outcomes. Assertive communication allows a person to express their concerns, needs, boundaries, and opinions directly and respectfully while also considering the needs and rights of others.

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Remind the students that being assertive does not guarantee they will always get the outcome they want. However, it increases the likelihood that a workplace concern will be understood and addressed appropriately.

Ask the students to discuss the following question in a small group. Then discuss their answers as a class:

- If you choose to communicate assertively, how might the outcome affect future assignments, references, advancement, or career satisfaction?

21b. I can change passive and aggressive communication into assertive communication in workplace situations

Explain that employees sometimes communicate passively when they are afraid to speak up or aggressively when they are frustrated. Assertive communication allows employees to express their thoughts, needs, and concerns clearly while still treating coworkers, supervisors, and customers with respect.

Review each of the three examples, and prompt the students to explain how the assertive statement is communicating similar information but in a much more respectful way.

- Aggressive: "You never follow directions, and your work is always wrong." Assertive: "The last two orders did not match the written specifications. Let's review the checklist before the next one."
- Passive: "It's probably my fault, but maybe I could possibly have a break sometime." Assertive: "I have worked four hours without a break. When can I take the scheduled break?"
- Aggressive: "Stop bothering me; figure it out yourself." Assertive: "I need ten uninterrupted minutes to finish this calculation. I can help you after that."

Then, for each of the following workplace statements, have the students identify the communication type used. Have them rewrite each statement so the employee can ***speak their mind and be kind***.

- A supervisor asks an employee to complete a task that is not part of the employee's assignment. The employee responds, "If you think I'm doing that, you're sorely mistaken."

  Communication type used: *[Possible response: aggressive.]*

  Assertive rewrite: *[Possible response: "I am currently working on the assignment you gave me earlier. Would you like me to pause that task and complete this one instead?"]*

- A supervisor asks an employee to stay late even though the employee already has plans. The employee responds, "I had plans then, but I guess my plans aren't that important."

  Communication type used: *[Possible response: passive-aggressive, depending on tone.]*

  Assertive rewrite: *[Possible response: "I already have plans after my scheduled shift, so I am not able to stay late today."]*

- An employee notices several mistakes in a new coworker's written customer notes and says, "What kind of writing is this? You cannot punctuate a sentence to save your life!"

  Communication type used: *[Possible response: aggressive.]*

  Assertive rewrite: *[Possible response: "I noticed a few punctuation errors in these notes. Let's review them together so the information is clear for the customer."]*

- An employee is trying to complete an order while a coworker talks loudly nearby. The employee says, "Can't you be quiet for a second? I'm concentrating over here, and all I can hear is you babbling about your day."

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Communication type used: *[Possible response: aggressive.]*

Assertive rewrite: *[Possible response: "I need to concentrate while I finish this order. Could we talk after I am done?"]*

- A new employee does not understand how to use the scheduling system and says to a coworker, "I'm horrible at this, so I was just wondering whether you could help me. If it's too much trouble, I can wait or ask someone else. Really, it's up to you. I know you're busy."

  Communication type used: *[Possible response: passive.]*

  Assertive rewrite: *[Possible response: "I need help using the scheduling system. Could you show me how to enter this information when you have a moment?"]*

Ask the students to discuss as a class:

- How do the assertive rewrites change the likely response of a coworker, customer, or supervisor?

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Unit 8: Assertiveness—Putting It All Together

Learning Targets:

22b. I can explain how to ***do my part*** while working with others
23b. I can identify Assertiveness Strategies to use in the workplace
24b. I can demonstrate what I know about assertiveness by ***doing my part*** while working with others

Instructional Activities:

22b. I can explain how to *do my part* while working with others

Review the strategy ***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.

This strategy relies on all the other strategies and helps us work together as part of a group. This combination of strategies prevents one person from dominating the group, pushing all the work onto others, or letting others push all the work onto you. It's very important to learn how to ***do your part*** in the workforce, as this is often key to completing tasks, learning new skills, and progressing in a career.

Have the class discuss:

- What does it mean to ***do your part*** at work?
- What are the four things you do when you ***do your part***? What might these look like in a job situation?
    1. Communicate your ideas respectfully.
    2. Encourage others to share their ideas.
    3. Listen to each other.
    4. Work together to complete a task.
- Why is ***doing your part*** important in your job?

Provide some examples of people ***doing their part*** in workforce settings:

- During a construction project, each team member completes an assigned role, reports progress, and helps solve a problem without taking over another person's work.
- In a school-based enterprise, students invite ideas from every team member, divide the opening tasks fairly, and take turns checking that all tasks are finished at the end of the shift.
- A team in a hospital communicates respectfully, listens during the handoff of responsibilities at shift changes, and works together to prepare rooms accurately and on time.

Ask the students to work in pairs to generate more examples of people ***doing their part*** in workforce settings. Generate a large list of examples as a class.

Then ask the students to discuss the following questions in small groups, then report out:

- How might you encourage a quiet teammate to contribute without putting them on the spot?
- How might you balance completing your own responsibility with helping the group stay on track?

23b. I can identify Assertiveness Strategies to use in the workplace

Ask the students to individually complete the matching game. Then have them compare their answers with a partner and discuss any differences. Review the correct answers as a whole group, clarifying content for any misunderstandings.

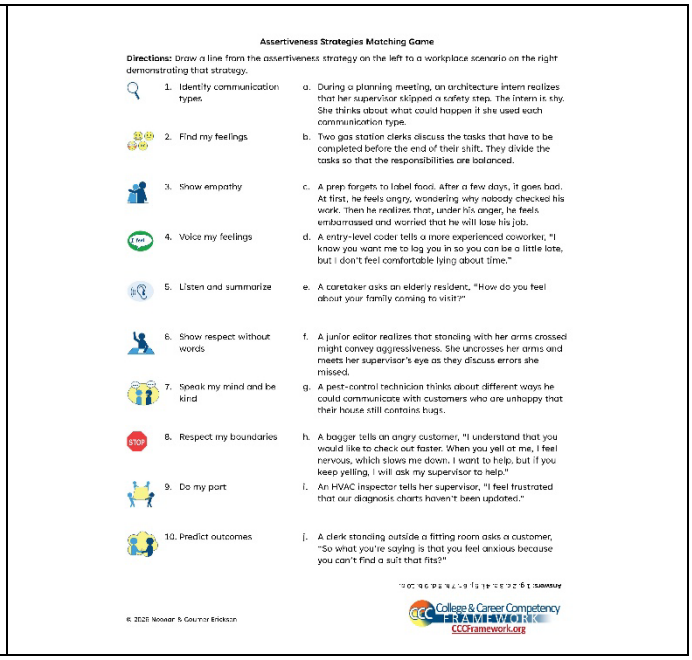
Tell the students to take a few minutes to reflect on and answer this question:

- Why is it important to communicate assertively in current and future jobs as well as higher education and training?

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Answer Key

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



Assertiveness Strategies Matching Game

Directions: Draw a line from the assertiveness strategy on the left to a workplace scenario on the right demonstrating that strategy.

1. Identify communication types	a. During a planning meeting, an architecture intern realizes that her supervisor skipped a safety step. The intern is shy. She thinks about what could happen if she used each communication type.
2. Find my feelings	b. Two gas station clerks discuss the tasks that have to be completed before the end of their shift. They divide the tasks so that the responsibilities are balanced.
3. Show empathy	c. A prep forgets to label food. After a few days, it goes bad. At first, he feels angry, wondering why nobody checked his work. Then he realizes that, under his anger, he feels embarrassed and worried that he will lose his job.
4. Voice my feelings	d. A entry-level coder tells a more experienced coworker, "I know you want me to log you in so you can be a little late, but I don't feel comfortable lying about time."
5. Listen and summarize	e. A caretaker asks an elderly resident, "How do you feel about your family coming to visit?"
6. Show respect without words	f. A junior editor realizes that standing with her arms crossed might convey aggressiveness. She uncrosses her arms and meets her supervisor's eye as they discuss errors she missed.
7. Speak my mind and be kind	g. A pest-control technician thinks about different ways he could communicate with customers who are unhappy that their house still contains bugs.
8. Respect my boundaries	h. A bagger tells an angry customer, "I understand that you would like to check out faster. When you yell at me, I feel nervous, which slows me down. I want to help, but if you keep yelling, I will ask my supervisor to help."
9. Do my part	i. An HVAC inspector tells her supervisor, "I feel frustrated that our diagnosis charts haven't been updated."
10. Predict outcomes	j. A clerk standing outside a fitting room asks a customer, "So what you're saying is that you feel anxious because you can't find a suit that fits?"

Answers: 1-g, 2-c, 3-e, 4-i, 5-j, 6-f, 7-h, 8-d, 9-b, 10-a

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After the students have written their answers, facilitate a brief class discussion.

24b. I can demonstrate what I know about assertiveness by *doing my part* while working with others

Ask volunteers to recall the four things they need to do to ***do their part***:

1. Communicate your ideas respectfully.
2. Encourage others to share their ideas.
3. Listen to each other.
4. Work together to complete a task.

Tell 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*** in a job situation. Explain that the goal of the project is to share what they have learned about assertiveness and why it's important in their future careers. While working on the project, they should explain at least three Assertiveness Strategies and provide examples of how each strategy could be used in the workplace.

Have the students choose one of the options below (or provide your own additional options that address the same intent):

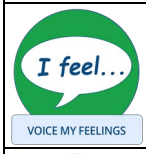
- Perform a skit about assertiveness. The skit should include examples of students demonstrating at least three Assertiveness Strategies in a job setting and discussing how each strategy can help them on their career path.
- Create a video to share with younger students. In the video, describe challenging work situations they're likely to encounter when it will be difficult for them to express their wants, needs, and thoughts respectfully. Explain how to use at least three Assertiveness Strategies to communicate appropriately in those workplace situations.

After the students have completed their assertiveness projects, ask them to reflect on how well they ***did their part***. They should use the ***Do My Part*** Reflection Rubric to self-assess their use of the strategy ***do my part*** during the group project.

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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
 Identify communication types	**2**, **3**, **7**, 8, 21, 23, 25	**2**, **3**, **7**, 23, 25	**2**, **3**, 6, **7**, 21, 23
 Find my feelings	**4**, **5**, 25	**4**, **5**, 25	**4**, **5**, 23
 Show empathy	**13**, **18**, **19**, **20**, 23, 24, 25	**12**, **13**, **18**, **19**, **20**, 23, 25	**12**, 13, **16**, **17**, 22, 23
 Voice my feelings	**4**, **5**, **6**, **18**, **19**, **20**, 23, 25	**4**, **5**, **6**, **18**, **19**, **20**, 23, 25	**4**, **5**, **8**, **16**, **17**, 22, 23
 Listen and summarize	**16**, **17**, 25	**16**, **17**, 25	**13**, **14**, **15**, 23
 Show respect without words	**14**, **15**, **16**, **17**, 25	**14**, **15**, **16**, **17**, 25	**13**, **14**, **15**, 23
 Speak my mind and be kind	**18**, **19**, **20**, 23, 25	**18**, **19**, **20**, 23, 25	**16**, **17**, **18**, 21, 23
 Respect my boundaries	**9**, **20**, 25	**9**, **20**, 25	**9**, **18**, 23
 Do my part	**24**, 25, **26**	**24**, 25, **26**	**22**, 23, **24**
 Predict outcomes	**21**, **22**, 25	**21**, **22**, 23, 25	**19**, **20**, 23

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

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