



Competency Framework

Professional Learning Module:

Assertiveness

Educator Workbook

As you read through the Assertiveness Professional Learning Module, please complete this Educator Workbook. It is a fillable PDF, so you can complete the module at your own pace, saving your responses as you go. When complete, submit the PDF via email to researchcollab@ku.edu, and you will receive nine continuing education units (CEUs).

Name:

Email Address:

State:

District:

School:

Role:

Guided Notes: Assertiveness Overview Video

1. Assertiveness is the ability to express your _____, _____, and _____ while respecting the rights of others.
2. Assertive students are able to establish and adhere to _____.
3. Teaching students to be assertive prepares them to:
 - a.
 - b.
 - c.
4. Some ways to practice assertiveness include:
 - a.
 - b.
 - c.
 - d.
 - e.

Assessment Key

1. wants, needs, opinions. 2. boundaries. 3. a) advocate for themselves; b) resist peer pressure; c) resolve interpersonal conflict. 4. a) giving feedback on classroom practices; b) working through conflict; c) role-playing activities; d) practicing assertive body language and tone of voice; e) relating to content.

Overview

Reflect and Apply: Now that you know a little more about assertiveness and why it is essential, as well as how to measure it, take a few minutes to reflect and consider the below questions:

- What are your reasons for wanting to teach assertiveness?
- What changes do you want to see within your students resulting from teaching assertiveness?

Part 1: Defining Assertiveness

1b. Reflect and Apply: Think about your own ability to be assertive and how you typically respond in different situations.

1. In what types of situations are you less likely to express yourself?
2. Reflect on your current relationships. Whose perspective do you have the most trouble understanding?
3. How often do you leave a situation wishing you had communicated differently?

1c. Reflect and Apply: Think about a personal example you would like to share with your students about a time you were or wish you had been assertive. Be sure to talk about how you addressed or needed to address both components. Your example should be relatable to your students.

1d. Reflect and Apply: After watching the video of a middle school teacher who embedded the activity **Teach Students: 1d. Understanding Passive, Assertive, and Aggressive Behaviors** into her curriculum, think about how you might embed this activity in your classroom. When and how will you incorporate the discussion and identification of passive, assertive, and aggressive behaviors in your content area?

1e. Reflect and Apply: Think about a recent interaction you took part in or observed. Maybe it was between colleagues, family members, or friends. Reflect on how each person involved in the interaction communicated.

1. Did anyone act passively? If so, in what ways did they communicate passively?

2. Did anyone act aggressively? If so, in what ways?

3. Finally, identify if there was any assertive communication in the interaction you are recalling and identify how the person acted assertively.

Part 2: Understanding Your Ability to be Assertive

2a. Reflect and Apply: As you watch the video of Dr. Pattie Noonan describing the different reactions for two students, think about how you might use examples to help your students understand that reacting passively or aggressively in situations can have consequences. What examples might resonate with your students?

2b. Reflect and Apply: Think about the scenarios in Handout 2b. Are there times when you act differently based on the person you were interacting with? Identify one situation where you have acted passively but wish you could have been more assertive and one where you have acted aggressively but wish you could have been more assertive.

1. Too Passive:

2. Too Aggressive:

Part 3: Understanding Yourself

3a. Reflect and Apply: Reflect on when you might use the Feeling Words Wheel with your students.

1. In what specific situations do your students have difficulty expressing and understanding their feelings?
2. How would using the Feeling Words Wheel help your students learn to understand themselves and express themselves more effectively?

3b. Reflect and Apply: A goal is for students to be able to express themselves respectfully in a variety of situations.

1. In which situations do students struggle to express themselves respectfully within your classroom or building?
2. How will your classroom or building be impacted by students learning to express themselves respectfully?

4. Reflect and Apply:

1. Instructional Criteria 1 (facilitating understanding)

2. Instructional Criteria 2 (applies to them personally)

3. Instructional Criteria 3 (strengths and challenges in assertiveness)

4. Instructional Criteria 4 (practice)

5. Instructional Criteria 5 (feedback)

6. Instructional Criteria 6 (reflection)

Guided Notes: College and Career Competency Overview Video

1. The *College and Career Competency Framework* is an approach that systematically develops students' intrapersonal and interpersonal competencies with practice opportunities integrated into _____.
2. The National Academy of Sciences defined the skills students need for success as falling into these three domains: 1.) _____ 2.) _____ 3.) _____
3. The **interpersonal** domain includes competencies such as:
 - _____
 - _____
 - _____
4. Research has shown that students who have competencies from the **interpersonal** domain:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
5. Students need opportunities to _____ and receive _____.
6. The _____ make up the competency and can be used to teach the competency.
7. There are many resources available for educators at <https://www.cccframework.org/>. Two of them are:
 - a. _____
 - b. _____

Answer Key

1. academic content. 2. 1) intrapersonal; 2) interpersonal; 3) cognitive. 3. assertiveness, conflict management, empathy. 4. a. have higher school attendance rates; b. improved social skills; c. earn better grades and achievement scores; d. experience higher financial success rates. 5. practice, feedback 6. components. 7. 1) competency videos; 2) Padlets.

Educator Post-Assessment

1. The three domains on the College and Career Competency Wheel are:
 - a. Intrapersonal, Interpersonal, and Social-emotional
 - b. Self-Efficacy, Self-Regulation, and Conflict Management
 - c. Intrapersonal, Interpersonal, and Cognitive
2. In order for students to develop a competency, they need:
 - a. to be high-level learners.
 - b. to be given opportunities to practice applying the competency and receive feedback.
 - c. to understand the College and Career Competency Wheel.
 - d. support from their peers.
3. Choose the best definition of assertiveness.
 - a. Expressing yourself while respecting others, except in tense situations.
 - b. Expressing your wants, needs, and thoughts.
 - c. Ensuring that you respect others' wants, needs, and thoughts—even when it's difficult.
 - d. Expressing your wants, needs, and thoughts while respecting others—even when it's difficult.
4. Which of these actions or behaviors are **NOT** associated with assertiveness?
 - a. Talking about my feelings instead of bottling up emotions.
 - b. Asking questions even when I'm worried that I might sound stupid.
 - c. Expressing anger through arguing, making sure my point is heard.
 - d. Being careful not to hurt others' feelings—even when I feel I have been wronged.

Determine if each of the following statements is true or false.

5. When you lack assertiveness, you have a higher chance of becoming withdrawn and isolated, experiencing depression and anxiety.
 - a. True
 - b. False
6. Adults who are assertive are more likely to experience unemployment.
 - a. True
 - b. False
7. We can control our emotions and some feelings are unnecessary.
 - a. True
 - b. False

Assessment Answer Key

1c. Intrapersonal, Interpersonal, and Cognitive. 2b. to be given opportunities to practice applying the competency and receive feedback. 3d. Expressing your wants, needs, and thoughts while respecting others—even when it's difficult. 4c. Expressing anger through arguing, making sure my point is heard. 5a. True. 6b. False. 7b. False.

Teaching Students Module Activities

Handouts for many of the activities described in the module are provided. The following table provides a cross-reference and links to aid your instruction.

Teach Students Activity	Handout
Teach Students: 1a. Defining Assertiveness	Handout 1a
Teach Students: 1b. Am I Assertive?	Handout 1b
Teach Students: 1c. Personal Example of Being Assertive	Handout 1c
Teach Students: 1d. Understanding Passive, Assertive, and Aggressive Behaviors	Handout 1d
Teach Students: 1e. Rating Behaviors	Handout 1e
Teach Students: 2a. Identify a Passive, Assertive, and Aggressive Behavior	Handout 2a
Teach Students: 2b. Reflecting on Past Behavior	Handout 2b
Teach Students: 3a. Describing Your Emotions	Handout 3a
Teach Students: 3b. Expressing Your Feelings Respectfully	Handout 3b
Assertiveness Log	Handout 4

Next Steps

You have explored some instructional activities shared within Lessons 1–3 of *Teaching Assertiveness in Middle and High School Classrooms* (Noonan & Gaumer Erickson, 2017, pp. 1–16). Test your knowledge by completing the quiz on page 8 of the **Educator Workbook**.

On <https://www.cccframework.org/> we provide numerous resources to help you facilitate students' development of assertiveness. Use the checklist below to identify the activities that you plan to pursue.

Next Steps

Activity
1. Use the Teach Students instructional activities to introduce the concept of assertiveness to your students and encourage them to identify their emotions (Lesson 3).
2. Purchase Teaching Assertiveness in Middle and High School Classrooms and extend your instruction by incorporating additional instructional activities that focus on understanding others (Lesson 4), using the listening and paraphrasing strategy (Lesson 5), developing assertive statements (Lesson 6), and changing passive and aggressive behavior into assertive responses (Lesson 7).
3. Review the Assertiveness Assessment Suite: Technical Report on https://cccstudent.org . Create an account to launch the online assessments.
4. Explore the https://cccframework.org website. Locate the Assertiveness Exploration Resources Padlet and identify two different resources for use in your classroom.
5. Review the Assertiveness Practice Profile for Teachers and rate yourself on Section A.
6. Review the Assertiveness Guidance for Families webpage on https://cccframework.org/ and consider how to provide the information to families in your school.
7. Share what you have learned about assertiveness with a colleague or administrator. Include information about the student impacts of teaching assertiveness.
8. Continue your learning through the variety of professional development options. The Professional Learning section on https://cccframework.org outlines numerous options.

Congratulations on finishing the module! Don't forget to submit your PDF for CEUs (see first page of this Educator Workbook for submission instructions).