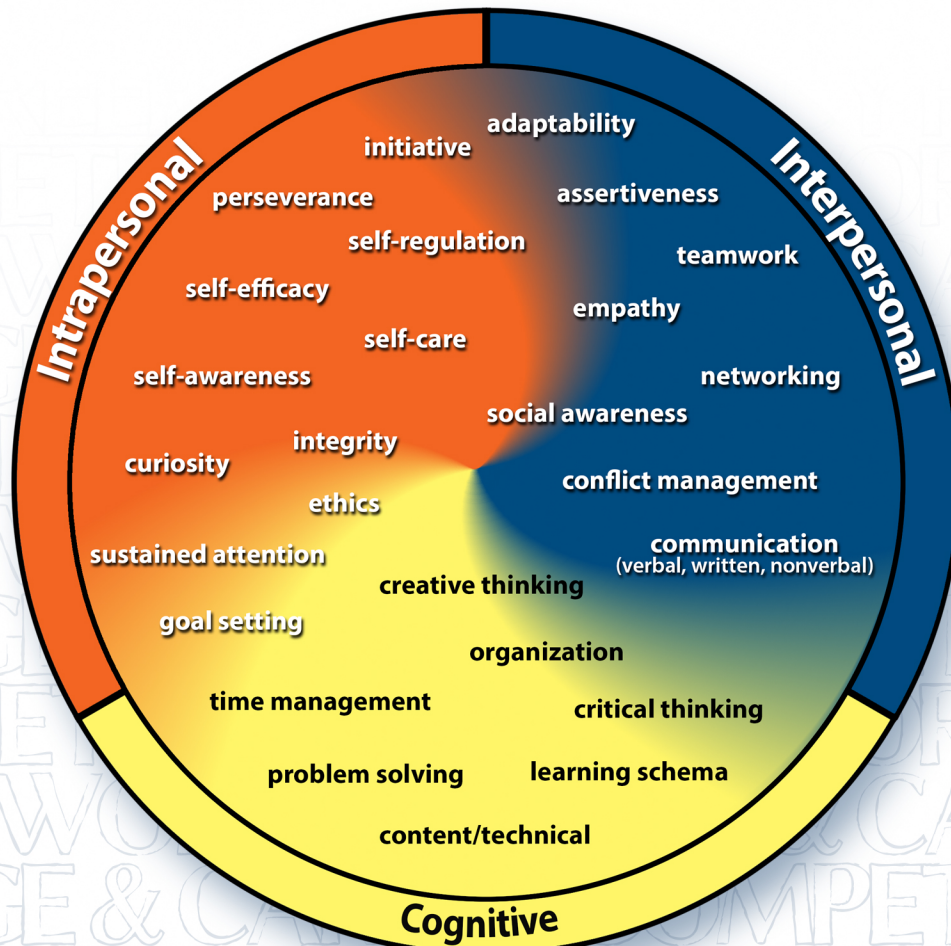


ASSERTIVENESS

LESSONS

PRIMARY



© 2013 Amy Gaumer Erickson and Patricia Noonan

Introduction

The *Assertiveness Lessons [Primary]* contain eight units that build students' understanding and practice of assertiveness concepts. Each unit is designed to be taught across time and contains a series of instructional activities with specific student learning targets. The lessons were developed for students in kindergarten through Grade 2 but can be used with any students who require additional instructional support.

Instructional Activities

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

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

Teaching Resources

Many of the instructional activities within the units include a prompt for students to demonstrate their knowledge of assertiveness concepts by drawing their responses. These activities can be adjusted to writing as needed. A complementary workbook, [My Assertiveness Workbook](#), can help educators

document students' growth in assertiveness concepts, refine their assertiveness instruction, and provide individualized feedback to students. The activities can also be effectively taught without the workbook by asking students to respond to the prompts verbally or in writing or drawings.

You will refer to the [Assertiveness Strategies Poster](#) throughout assertiveness instruction. This should be displayed in the classroom for students to reference while learning and practicing assertiveness.

Four books are read aloud and guide discussions throughout the units. If possible, obtain the books. Within the instructional activities, links are provided to free read-aloud videos that can be used if physical books aren't available.

Alber, D. (2020). *A little spot of feelings: Emotion detective*. Diane Alber Art. www.dianealber.com/products/a-little-spot-of-feelings-emotion-detective

Furnival, C., & Dwyer, K. (Illustrator). (2021). *The not-so-friendly friend: How to set boundaries for healthy friendships*. PESI Publishing. catalog.pesi.com/item/the-notsofriendly-friend-83865

Paul, M., & Glenn, E. (Illustrator). (2020). *Speak up*. Clarion Books. 0c1.1af.myftpupload.com/speak-up

Sornson, B., & Johannes, S. (Illustrator). (2013). *Stand in my shoes: Kids learning about empathy*. Early Learning Foundation. earlylearningfoundation.com/publications/

Links to videos are provided but are not guaranteed to be active. If necessary, search online for similar videos or borrow alternatives from your library.

Assessments

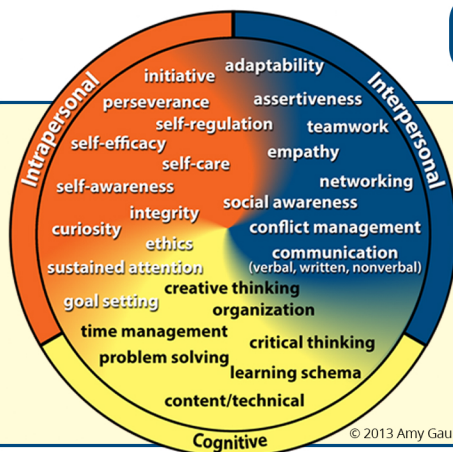
Students' growth in learning and practicing assertiveness should be measured. It is important to collect baseline data related to your students' current ability to be assertive. There are two assessment tools to measure your students' understanding and application of assertiveness concepts: the *Assertiveness Questionnaire K–2* and the *Assertiveness Performance-Based Observation*. Both are described below and are available for immediate use at www.cccstudent.org.

The *Assertiveness Questionnaire K–2* (Heger, Noonan, & Gaumer Erickson, 2024) is a self-report measure that asks students to respond to a series of statements by choosing *Like Me*, *Not Sure*, or *Not Like Me*—represented by emojis—based on their current feelings related to assertiveness concepts. The *Assertiveness Questionnaire K–2* is administered prior to assertiveness instruction. The results will help students better understand their assertive behaviors. For additional information on this assessment, see pages 1–2 of the [Technical Guide](#).

The *Assertiveness Performance-Based Observation* (Noonan & Gaumer Erickson, 2018) assesses how well students demonstrate assertive behaviors. It is appropriate for students of any age and can show growth when combined with explicit instruction and practice. This observation tool can be used at purposeful intervals to monitor the development of each student. Based on observations across time or in specific situations, the educator rates each student's assertive behaviors on a scale. For additional information on this assessment, see page 3 of the [Technical Guide](#).

To use the assessments, create an account on www.cccstudent.org, a free assessment website (students do not need accounts). Once students have taken the *Assertiveness Questionnaire K–2* or you have observed their assertive behaviors using the *Assertiveness Performance-Based Observation*, you can view and analyze classroom and individual student results on this website. The assessment results can be used to help refine instruction, and students and educators can use the results to determine growth. Additional details for launching an assessment and reviewing the results are provided on the website.

ASSERTIVENESS



© 2013 Amy Gaumer Erickson & Patricia Noonan

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

STUDENT IMPACTS

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

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

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

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

DEFINITION

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

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



RESOURCES

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



Table of Contents

| | |
|---|----|
| Assessing Your Assertiveness Knowledge (Pretest) | 5 |
| Administer the <i>Assertiveness Questionnaire K-2</i> | 5 |
| Use the <i>Assertiveness Performance-Based Observation</i> to observe students | 7 |
| Unit 1: Introducing Assertiveness | 9 |
| 1. I can define assertiveness | 9 |
| 2. I can explain communication types..... | 11 |
| 3. I can identify communication types | 14 |
| Unit 2: Using Assertiveness to Express Emotions..... | 17 |
| 4. I can explain how to find my feelings and voice my feelings | 17 |
| 5. I can find my feelings and voice my feelings | 22 |
| Unit 3: Understanding Myself | 23 |
| 6. I can identify situations when it is difficult to express my wants, needs, and thoughts | 23 |
| 7. I can identify communication types in myself | 28 |
| 8. I can explain how to respond assertively to scenarios..... | 30 |
| 9. I can explain how to respect my boundaries | 30 |
| 10. I can name Assertiveness Strategies that are my strengths..... | 33 |
| Unit 4: Understanding Others | 34 |
| 11. I can think about others' feelings..... | 34 |
| 12. I can ask questions to help me understand others | 37 |
| 13. I can explain how to show empathy | 40 |
| Unit 5: Showing Respect for Others | 43 |
| 14. I can explain how to show respect without words | 43 |
| 15. I can show respect without words | 44 |
| 16. I can listen and summarize and show respect without words | 45 |
| 17. I can explain why listening and summarizing and showing respect without words are important | 46 |
| Unit 6: Communicating Assertively | 48 |
| 18. I can explain how to speak my mind and be kind | 48 |
| 19. I can speak my mind and be kind | 50 |
| 20. I can speak my mind and be kind to respect my boundaries | 54 |
| Unit 7: Making Communication Choices | 56 |
| 21. I can explain how to predict outcomes | 56 |
| 22. I can predict outcomes for situations I experience | 58 |
| 23. I can change passive and aggressive communication into assertive communication..... | 59 |
| Unit 8: Assertiveness—Putting It All Together | 62 |
| 24. I can explain how to do my part | 62 |
| 25. I can identify Assertiveness Strategies | 64 |
| 26. I can demonstrate what I know about assertiveness by doing my part | 66 |
| Assessing Your Assertiveness Knowledge (Posttest) | 68 |
| Re-administer the <i>Assertiveness Questionnaire K-2</i> | 68 |
| Reflect on pre- and posttest results | 68 |

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

Assessing Your Assertiveness Knowledge (Pretest)

Materials (available at www.cccframework.org/asrt-lessons-pri/#pre):

- **My Assertiveness Workbook** for each student
- *Assertiveness Questionnaire K–2* (optional online version; see page 6 for the items)
- *Assertiveness Performance-Based Observation* (online version; see page 8 for the items)

Preparation: To record and access assessment results, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Assertiveness Questionnaire K–2*. Each assessment that you set up will have a specific code. Note the code for your test.

Assessment Link: www.cccstudent.org

Code: _____

Administer the *Assertiveness Questionnaire K–2*

We recommend that students complete the *Assertiveness Questionnaire K–2* online. For the students to complete the assessment online, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the assessment, and title the pretest so that it is easy for you to identify (e.g., “2024 Assertiveness Pretest Kindergarten”). On the website, the items will be automatically read to the students, and they will choose the emoji that best represents them. Immediately after completing the assessment, the students will receive personalized reports that you can also access.































Alternatively, the assessment can be completed on paper. Explain to the students that you will provide a set of statements. The students will mark or color in an emoji for *Like Me*, *Not Sure*, or *Not Like Me*.

Each answer should be based on how they feel. For example, if students feel comfortable sharing their thoughts and feelings, they will mark or color in the emoji for *Like Me*. Assure the students that there are no correct or incorrect answers and that everyone’s answers may be different because we all have our own thoughts and feelings. Tell the students that they should pause and think about how they feel about a statement before marking it.

Assertiveness Questionnaire K-2

Student ID _____

Date _____

| | | | |
|---|--|---|--|
| 1. When I work with a partner, I am comfortable sharing my thoughts and feelings. |  LIKE ME |  NOT SURE |  NOT LIKE ME |
| | | | |
| 2. I would tell my friends "no" if they asked to do things like copy my homework. |  LIKE ME |  NOT SURE |  NOT LIKE ME |
| | | | |
| 3. I tell others how I feel about something even if I know they will disagree. |  LIKE ME |  NOT SURE |  NOT LIKE ME |
| | | | |
| 4. I know how to respectfully ask for something I want. |  LIKE ME |  NOT SURE |  NOT LIKE ME |
| | | | |
| 5. If I don't like the way someone is being treated, I speak up. |  LIKE ME |  NOT SURE |  NOT LIKE ME |
| | | | |
| 6. If someone hurt my feelings, I would tell them how I felt in a nice way. |  LIKE ME |  NOT SURE |  NOT LIKE ME |
| | | | |
| 7. When I work with a partner, I listen to their thoughts. |  LIKE ME |  NOT SURE |  NOT LIKE ME |
| | | | |
| 8. When my friends disagree with me, I try to understand how they are feeling. |  LIKE ME |  NOT SURE |  NOT LIKE ME |
| | | | |
| 9. I listen to others without interrupting them when they are telling a story. |  LIKE ME |  NOT SURE |  NOT LIKE ME |
| | | | |
| 10. Even if someone says mean things to me, I try not to say mean things to them. |  LIKE ME |  NOT SURE |  NOT LIKE ME |

After the students have completed the assessment, remind them that there are no incorrect responses to the statements and that they will have different answers because they each have their own unique feelings about things. After the students have completed the online assessment, a Results page will be displayed. Tell the students to count their responses in each category. Then ask the students:

- How many marks did you have in the category *Like Me*?
- How many marks did you have in the category *Not Sure*?
- How many marks did you have in the category *Not Like Me*?

Tell the students that they may start to feel different about some of their answers as they learn about assertiveness. Explain that they will take this assessment again later in the year, after all instruction is delivered, to see how much they have improved their ability to be assertive.

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

The *Assertiveness Performance-Based Observation* (see page 8) measures students' assertive behaviors. You will rate each student's assertive behaviors on a 4-point scale. We recommend that you observe and record your students' assertive behaviors three times per year (at the beginning, midway through, and after instruction) to see student growth and challenges.

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

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

Assertiveness Performance-Based Observation

Student ID _____

Date _____

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

Beginning: Not yet able to demonstrate without scaffolding.

Emerging: Minimal or superficial demonstration; prompting likely required.

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

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

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

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

Unit 1: Introducing Assertiveness

Learning Targets:

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

Materials (available at www.cccframework.org/asrt-lessons-pri/#u1):

- Video *What Is Assertiveness?*
- Assertiveness Definition Poster
- Assertiveness Strategies Poster
- Video ***Identify Communication Types***
- Book or video *Speak Up*, by Miranda Paul

Instructional Activities:

1. I can define assertiveness

Explain to the students that they are going to learn how to ask for help and express their thoughts respectfully. They will also learn how to stop and think about others' feelings and ideas, even if they are different than their own. Tell the students that it is important for them to learn how to communicate respectfully what they think, feel, and need. It is also important to respect what others think, feel, and need.

Play the one-minute video [What Is Assertiveness?](#) Afterward, discuss:

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

Show the [Assertiveness Definition Poster](#) and explain that when we ask for what we want, say respectfully what we think and feel, and respect how others think and feel, it is called assertiveness. When we practice being assertive, we do two things: We express our wants, needs, and thoughts, even when we feel nervous or afraid, and we respect others' wants, needs, and thoughts, even when they are different than our own. Emphasize that assertiveness is a way to communicate respectfully and show respect to others.

Ask the students to turn to a partner and explain what they know so far about assertiveness. Then ask the students to share what they discussed.

Provide the students with a personal example of why learning and practicing assertiveness is important. You can use the following example, about a person who did not communicate assertively and ways that impacted him and his friend.

Broken Glasses Example:

When I was in first grade, I wore glasses. I usually took them off before going to recess so they wouldn't get broken. One day, I forgot to take them off. When my friend and I were playing soccer, I got hit in the face, and my glasses broke. I got very upset with my friend and told him he should have

been more careful. I put my broken glasses in my pocket and stomped away from him. When I came in from recess, my teacher asked me to read the sight words on the board. I didn't tell her I couldn't see them because my glasses were broken. Instead, I tried to read them, but I read every word incorrectly. I felt embarrassed and worried that my friends would think I couldn't read. In this situation, I forgot to use assertiveness. I did not stop and think about how my friend might feel after accidentally breaking my glasses. Instead, I yelled at him and only thought about myself. He probably felt worried after breaking my glasses. I also didn't use assertiveness when I didn't speak up for what I needed when it was time to read from the board. The result was me being embarrassed and reading the words incorrectly. If I had used assertiveness, I wouldn't have hurt my friend's feelings, and I wouldn't have felt embarrassed.

Ask the students:

- What happens when you need help but don't ask for it?
- When have you forgotten to think about how another person was feeling, and what happened? Did you hurt their feelings or cause an argument?

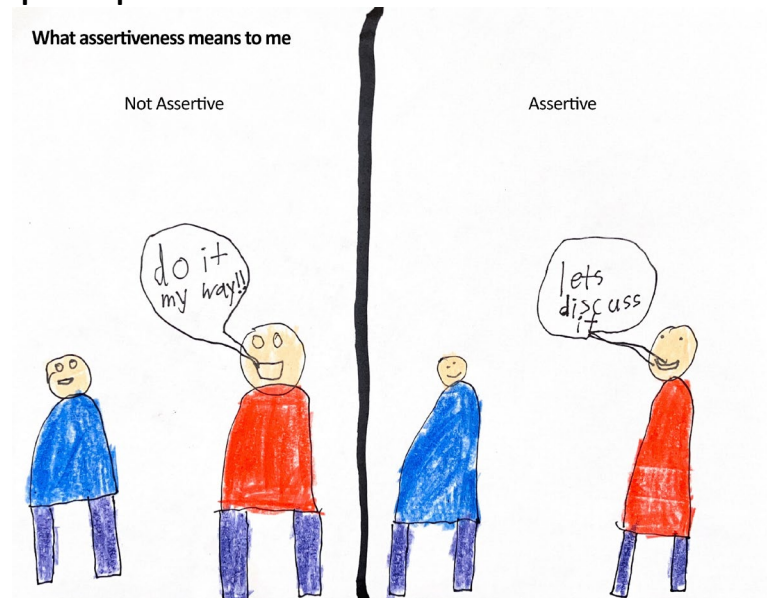
We have all made mistakes in how we communicated. Sometimes we feel shy and don't tell others what we need. There are also times when we have big feelings, yell at another person, and end up hurting their feelings. Learning assertiveness will help you communicate and understand others better.

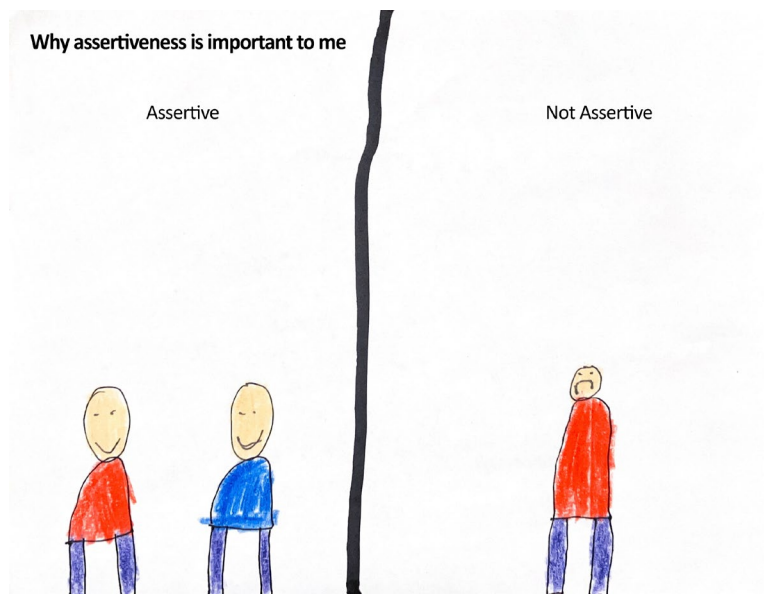
Using the prompt below, ask the students to write or draw their own definition of assertiveness.

Assertiveness means ...

Why is assertiveness important to you?

Sample Responses From Students:



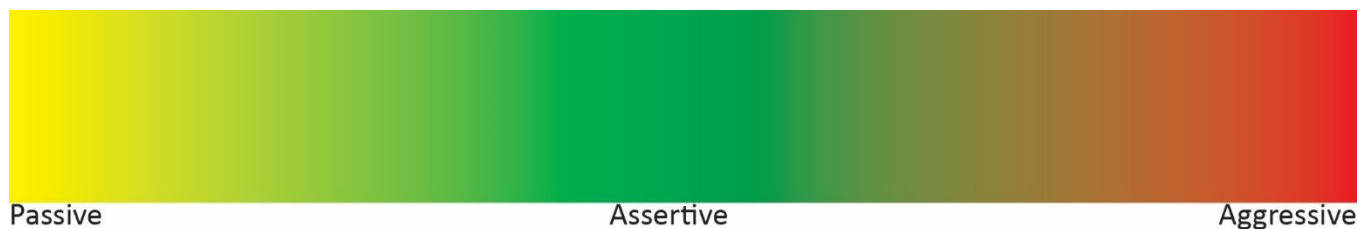


After the students have had time to complete the prompts, ask them to share their ideas with the class. Summarize the activity by emphasizing that they are going to learn and practice ten Assertiveness Strategies to communicate their wants, needs, and thoughts respectfully and respect other's wants, needs, and thoughts.

2. I can explain communication types

Explain to the students that part of learning assertiveness is learning the different ways we communicate with each other. Inform the students that “communicate” means sharing our thoughts, feelings, and ideas and working to understand others’ thoughts, feelings, and ideas.

Show the [Assertiveness Strategies Poster](#) and emphasize the strategy **identify communication types**. Explain that there are three ways we can communicate our wants, needs, and thoughts. By learning to recognize each communication type and considering what could happen when we use each, we can make better choices in how we communicate. Tell the students that in this activity, we will focus on learning and practicing the strategy **identify communication types**. Create an assertiveness scale similar to the one below on large chart paper and explain what communication type each color represents (yellow = passive; green = assertive; red = aggressive).



Point to yellow and explain that when we are being passive, we are afraid to say what we want, need, and think. We don't voice our feelings. When we feel this way, we communicate passively with our words or with our body. When our words are passive, we speak quietly and may say things like “I don't care.” When our bodies are passive, we may frown, shrug our shoulders, and not look at the other person. Ask the students:

- How would you act or what would you do if you needed help from the teacher on a math problem and you communicated passively?
[Possible responses: look at your feet, not speak, mumble.]

- Are there times when you should be passive? What are they?
[Possible responses: when you don't care about something, when you don't have an opinion.]
- Are there times when you shouldn't be passive? What are they?
[Possible responses: when someone is hurt, when you need help.]

Point to red and explain that another communication type is aggressive. When our words are aggressive, we may raise our voices and shout or say mean things to others. When our bodies are aggressive, we may cross our arms, stomp our feet, or put our face too close to someone else's. Ask the students:

- How would you act or what would you do if you needed help from the teacher on a math problem and you communicated aggressively?
[Possible responses: wave your hand around while waiting on the teacher, yell at them, not wait your turn.]
- Are there times when you should be aggressive? What are they?
[Possible responses: when someone is in danger, when someone is being hurt.]
- Are there times when you shouldn't be aggressive? What are they?
[Possible responses: when the other person is already upset, when we can solve the problem calmly by talking about it.]

Point to green and explain that another communication type is assertive. When we are assertive, we speak clearly and pronounce our words. Our bodies communicate assertively by standing up straight and making eye contact with others. When we communicate assertively, we are showing others that we respect them and that we respect ourselves. Ask the students:

- How would you act or what would you do if you needed help from the teacher on a math problem and you communicated assertively?
[Possible responses: raise our hand politely; say, "Could you please help me?"]
- Why is being assertive a good way to communicate?
[Possible response: it helps you explain what you are feeling in a way that others understand, and it is a respectful way to communicate.]

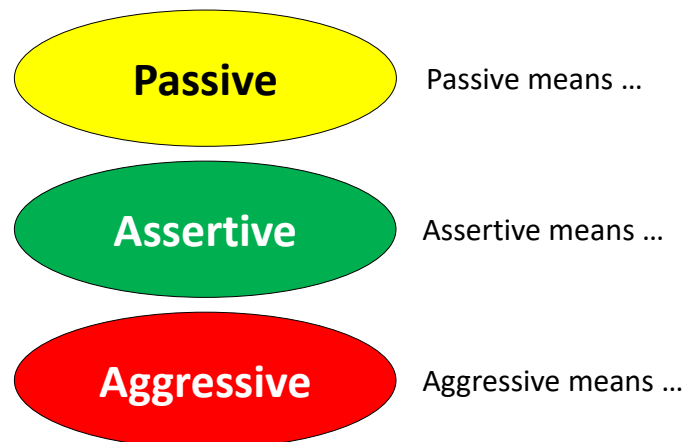
Show the two-minute video [Identify Communication Types](#). After the video, read these scenarios to the students and ask them to demonstrate how they would communicate passively, assertively, and aggressively in each. Remind the students that communication includes our facial expressions and body language. For each scenario, start with the passive column, then the aggressive column, and then finally the middle assertive column.

| | | | |
|--|---|--|---|
| You are working with a partner to complete your math problems. | What would you say and do if you were communicating passively while working with a partner? <i>[Possible responses: you wouldn't say anything; you might shrug your shoulders and avoid eye contact.]</i> | What would you say and do if you were communicating assertively while working with a partner? <i>[Possible responses: listen to the other person; help them; say, "Let's take turns working on the problems."]</i> | What would you say and do if you were communicating aggressively while working with a partner? <i>[Possible responses: sigh and roll your eyes at the other person; say, "I will just do all the problems myself."]</i> |
|--|---|--|---|

| | | | |
|---|---|--|---|
| You want to join your friends in a game at recess. | What would you say and do if you were communicating passively and wanted to join your friends in a game? <i>[Possible response: you would just watch, stand off to the side, and wouldn't ask to join.]</i> | What would you say and do if you were communicating assertively and wanted to join your friends in a game? <i>[Possible response: ask, "Could I please join your game?"]</i> | What would you say and do if you were communicating aggressively and wanted to join your friends in a game? <i>[Possible responses: stomp your feet; yell, "I want to play too!"]</i> |
| Your friends want to play basketball, but you would rather play soccer. | What would you say and do if you were communicating passively and wanted to play soccer instead of basketball? <i>[Possible responses: you would go ahead and play basketball; say, "Okay, whatever you want to do."]</i> | What would you say and do if you were communicating assertively and wanted to play soccer instead of basketball? <i>[Possible response: ask, "Could we please play soccer next time?"]</i> | What would you say and do if you were communicating aggressively and wanted to play soccer instead of basketball? <i>[Possible response: stomp your feet; yell, "No, I want to play soccer!"]</i> |

Summarize the activity by emphasizing that it is important to understand the different communication types. When we can **identify communication types**, it helps us identify times when we react passively, assertively, or aggressively. It also helps us recognize those reactions in others. When we practice the strategy **identify communication types**, we also think about how each type can impact the outcome. For example, if you communicate passively, you may not get what you need. If you communicate aggressively, you may end up hurting others. If you communicate assertively, you respect yourself AND others. Emphasize that we should identify passive, assertive, and aggressive communication in ourselves and others.

Tell the students to use the prompts below to draw a depiction of each communication type. Afterward, ask them to share and explain their examples so that you can check for their understanding of passive, assertive, and aggressive communication.



3. I can *identify communication types*

Review the characteristics of passive, assertive, and aggressive communication. Tell the students to demonstrate each of the communication types by responding to this scenario:

You don't understand how to do a math problem, and you need help. How might you respond if you were being passive? Assertive? Aggressive?

Remind the students that it is important to use assertive communication when we express our wants, needs, and thoughts.

Explain to the students that they are going to practice using the strategy *identify communication types* for situations in a book to determine how someone might communicate using passive, assertive, and aggressive communication. Remind the students that communication types can be in the words we say and in our actions.

Begin the story *Speak Up*, by Miranda Paul. Stop on the illustration of the teacher pronouncing the boy's name incorrectly.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Ask the students:

- What is happening in this picture?
[Possible response: there is a new student in the class, and the teacher doesn't say his name correctly.]
- What would a person communicating passively say and do when someone mispronounced their name?
[Possible responses: they wouldn't say anything; they would go along with what the teacher said.]
- What would a person communicating aggressively say and do if someone mispronounced their name?
[Possible response: they would raise their voice, interrupt the teacher, or roll their eyes.]
- How could the boy communicate assertively and let the teacher know how to pronounce his name?
[Possible response: he could look at the teacher, speak very clearly, and say in a kind voice, "I appreciate you introducing me, but this is how you say my name."]

Continue the story. Stop on the illustration of students whispering about the boy with mud on his pants.

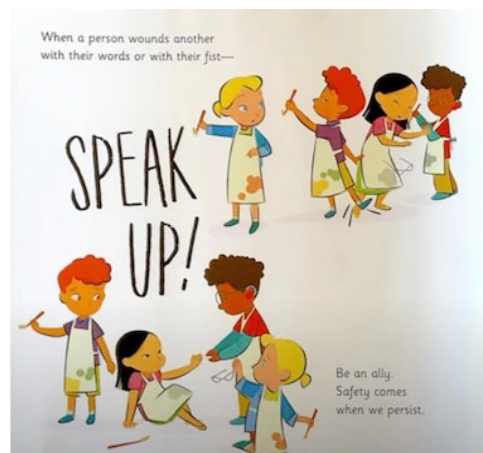


From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Ask the students:

- What is happening in this picture?
[Possible response: a boy has fallen in the mud, and now his friends are saying things about him that aren't true.]
- If your friends were saying things about another person that weren't true, what would you say or do if you were passive?
[Possible responses: I wouldn't say anything; I would go along with what they were saying.]
- If your friends were saying things about another person that weren't true, what would you say or do if you were aggressive?
[Possible responses: I would yell at them; I would roll my eyes and say, "Whatever."]
- If your friends were saying things about another person that weren't true, what would you say or do if you were assertive?
[Possible responses: say in a kind voice, "Please stop saying things that aren't true"; ask them to think about how the other person might feel.]

Continue the story. Stop on the illustration of the girl tripping another girl.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Ask the students:

- What is happening in this picture?
[Possible response: the girl in the purple shirt is tripping the girl in the pink shirt.]

- How would a person being tripped by another person communicate passively?
[Possible responses: they wouldn't say anything; they would walk away.]
- How would a person being tripped by another person communicate aggressively?
[Possible responses: they would fight back; they would yell at her.]
- How could the girl in the pink shirt communicate assertively after being tripped?
[Possible response: she could tell the other girl that it hurt when she tripped her and ask her to please stop.]

Explain to the students they are going to think about a time when they were passive, assertive, and aggressive. To support them in reflecting on their past behaviors, provide them with a personal example of when you communicated passively, assertively, and aggressively by describing your body language and what you said. Tell the students to think about a time when they were passive. Facilitate discussion, having students share verbally as a large group:

- What did your body language look like?
- What words did you use?

Tell the students to think about a time when they were aggressive:

- What did your body language look like?
- What words did you use?

Finally, ask the students to think about a time when they were assertive:

- What did your body language look like?
- What words did you use?

Emphasize that there are times when we use each communication type. When we stop and think about how we communicate and how it will affect what is happening, we can avoid misunderstandings and hurt feelings. We can stick up for ourselves and others respectfully.

Have the students write or draw their reflections to the prompts below.



A time when I was passive was ...



A time when I was assertive was ...



A time when I was aggressive was ...

Ask a few students to share their reflections, and emphasize that practicing the strategy **identify communication types** can help us better understand how we and others communicate. When we choose to react passively, we can hurt ourselves by not expressing what we think or need. When we choose to react aggressively, we can hurt other people. When we are in situations like the ones in the book, we should remember to use assertive communication so that we are respectful to others and ourselves. Emphasize the strategy **identify communication types** on the [Assertiveness Strategies Poster](#). Explain that in order to understand how to be assertive, we also need to understand passive and aggressive communication and ways those communication types can impact what happens in a situation.

Unit 2: Using Assertiveness to Express Emotions

Learning Targets:

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

Materials (available at www.cccframework.org/asrt-lessons-pri/#u2):

- Assertiveness Strategies Poster
- Feelings Chart
- Video *Find My Feelings & Voice My Feelings*
- Book or video *A Little Spot of Feelings*, by Diane Alber

Instructional Activities:

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

Use the [Assertiveness Strategies Poster](#) to review the strategy *identify communication types*. Remind the students that they have been learning how to express their wants, needs, and thoughts respectfully and that the way they communicate often affects the outcome of a situation.

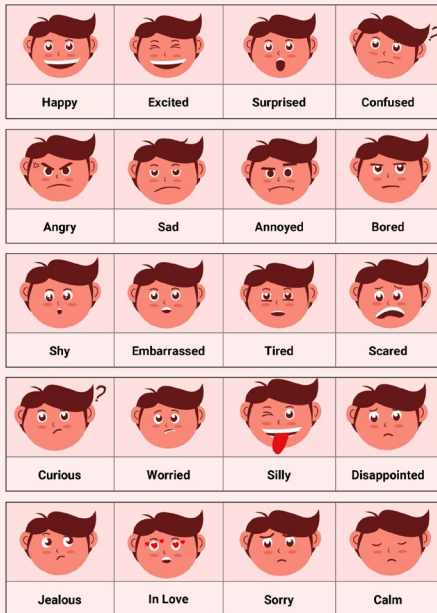
Explain to the students that they are going to learn more about themselves by thinking about their feelings. Some examples of feelings are sad, happy, angry, and joyful. Ask the students:

- Can you think of a time when you felt sad? Describe how you felt and why.
- Can you think of a time when you felt happy? Describe how you felt and why.

Tell the students that we all have emotions but that sometimes it is hard to know how we are feeling. If we have big feelings, like anger, excitement, or disappointment, we can feel all mixed up inside and unsure about how we really feel. When we have big feelings, it can be difficult to express ourselves respectfully. Emphasize the strategies *find my feelings* and *voice my feelings* on the [Assertiveness Strategies Poster](#). Explain that when we have big feelings, it is important to use the strategy *find my feelings* to stop and think about what we are feeling, then use the strategy *voice my feelings* to communicate our feelings respectfully.

Show the students the [Feelings Chart](#). Explain that we are going to use this chart to learn more about how to *find our feelings* and *voice our feelings*.

How Are You Feeling Today?



From Template.net

Provide the students with an example of a time when you didn't express your emotions appropriately, or use the example below. As you are explaining your example, point to the emotions on the [Feelings Chart](#).

Scooter Example:

When I was younger, my brother and I had a scooter. We loved to ride it on the trails my dad had made. We felt *excited* to get home from school and go for a ride. My parents had a rule that we had to finish our homework before we could ride the scooter. Whoever finished their homework first could ride first. One day, my brother and I both had math homework, but he only had three problems to do, and I had ten. I knew he would finish his homework first and get to ride the scooter. I felt *angry* because I had more homework and *jealous* because he would get to ride the scooter first. I got so *upset* I ripped up his math paper so he would have to start over again. My brother was *hurt*, and my mom said I couldn't ride the scooter for a week. I let my emotions take over when I ripped up my brother's paper. If I had stopped and thought about what I was feeling, I could have explained my feelings to my mom and my brother, and I would have been able to ride the scooter after I finished my homework.

Ask the students:

- Think of a time when you felt sad, mad, or jealous. How did you react to your big emotions? What happened?

After a few students have shared their experiences, explain that it is normal to have different feelings at different times. When we can't express our feelings respectfully, though, we can hurt others with our words and actions. Explain that they are going to learn how to think about their feelings and ways to express them by using the strategies *find my feelings* and *voice my feelings* together.

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

- When you use the strategy **find my feelings**, what do you do?
[Possible responses: you think about what you are feeling and why you are feeling that way; you name your feelings.]



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

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



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

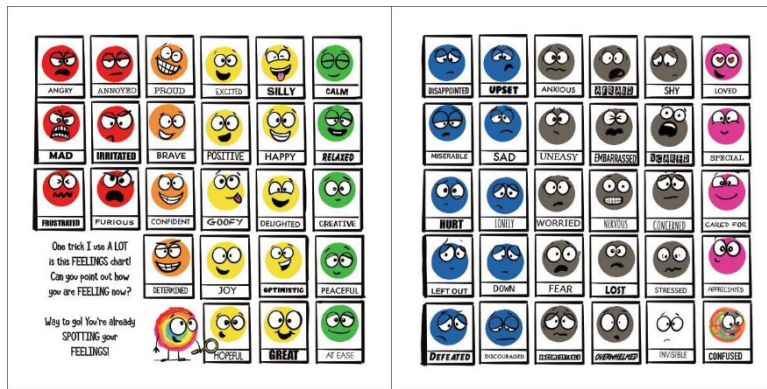
- When would you use the strategies **find your feelings** and **voice your feelings**?

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

Tell the students that they are going to hear a story to learn more about how to **find their feelings** and **voice their feelings**. Begin the story [A Little Spot of Feelings](#), by Diane Alber.

Stop on the illustration of feelings. Ask the students to use the emoji chart and share which emoji represents their current feelings. As they are pointing to the different emojis, ask them to turn to partner and say,

"I am feeling _____ because _____."

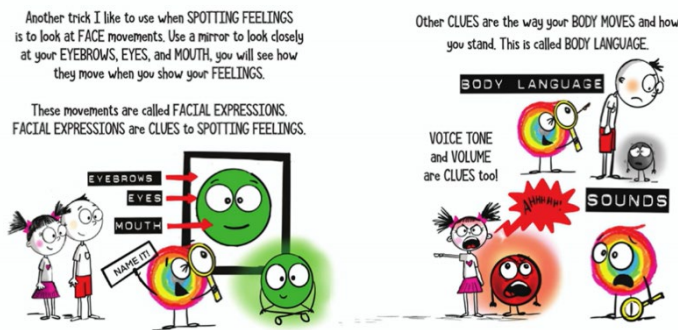


From *A Little Spot of Feelings*, by D. Alber, 2020

After a few students have shared, continue the story. Stop after facial expressions and body language have been explained. Discuss:

- How would we communicate fear with facial expressions?
- How would we communicate fear with body language?

Once the students have also demonstrated the facial expressions and body language for fear, emphasize that they should remember to use the strategy **find my feelings** and look for clues in their facial expressions and body language when they are trying to name their feelings. They can also look for clues in others' facial expressions and body language when they are trying to understand how other people might be feeling.



From *A Little Spot of Feelings*, by D. Alber, 2020

Continue the story. Stop after the feeling peaceful has been explained. Explain that they are going to practice feeling peaceful. Instruct them to relax their eyebrows, use focused eyes, and breathe deeply.

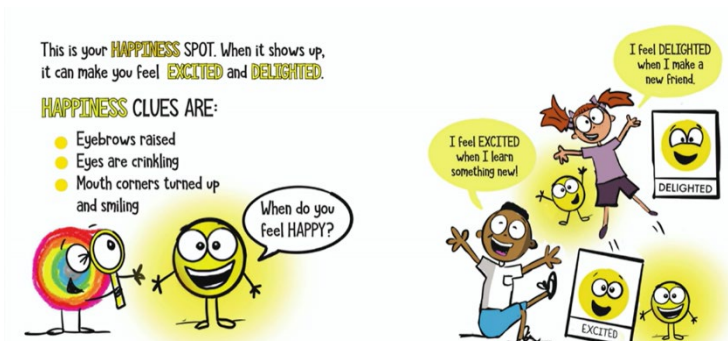
Ask the students to use the sentence "I feel peaceful when _____" to help them name a time when they feel peaceful.



From *A Little Spot of Feelings*, by D. Alber, 2020

Continue the story. Stop after the feeling happiness has been explained. Tell the students they are going to practice feeling happiness and using their facial expressions and body language to show others how they are feeling.

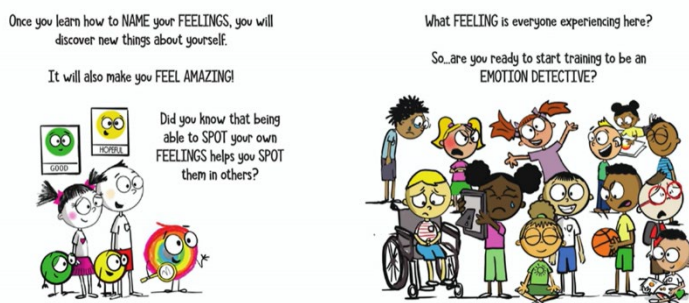
Ask the students to raise their eyebrows, make crinkling eyes, and smile. Tell the students to use the sentence “I feel happiness when _____” to help them name a time when they feel happy.



From *A Little Spot of Feelings*, by D. Alber, 2020

Continue the story and ask the students to practice feeling as many emotions as time allows. The additional emotions explained are love, anxiety, sadness, anger, and confidence.

Stop after the question “What feeling is everyone experiencing here?” Ask the students to be emotion detectives and name the feeling of each character in the illustration.



From *A Little Spot of Feelings*, by D. Alber, 2020

After the students have discussed each character’s feelings and practiced naming their emotions, explain that they can use the sentence “I feel _____ when _____” anytime they want to **voice their feelings** respectfully. For example, “I feel nervous when I have to read out loud” or “I feel excited when I finally learn a new math concept.” When they use the sentence “I feel _____ when _____,” they are **finding their feelings** and **voicing their feelings**.

Ask the students to write or draw their responses to these prompts:

Describe how you **find your feelings**.

Describe how you **voice your feelings**.

After the students have had time to write or draw their responses, ask a few of them to share their ideas. Refer back to the [Assertiveness Strategies Poster](#) and emphasize that they can practice the strategy **find my feelings** by identifying what they are feeling and why they are feeling that way. They can practice **voicing their feelings** by using the sentence “I feel _____ when _____” to help them find and name their feelings. Remind the students that they can use these strategies when they have big feelings and need to explain those feelings respectfully.

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

Review the strategies ***identify communication types***, ***find my feelings***, and ***voice my feelings***. Remind the students that when they understand the different communication types, they can communicate their feelings appropriately. Emphasize that they have practiced ***find my feelings*** by using the [Feelings Chart](#) and that they have practiced ***voice my feelings*** by using the sentence “I feel _____ when _____.”

Explain to the students that they are going to practice ***finding their feelings*** and ***voicing their feelings*** for different scenarios that you will read aloud. After you read each scenario, have them pause, think about how they might feel in that situation, and then use the [Feelings Chart](#) to find three different feelings they might feel. The students can write or draw emotions for each scenario. Then ask the students to turn to a partner and practice ***voicing their feelings*** for each scenario, using the sentence “I feel _____ when _____.”

| Scenario | Write or draw three feelings you might have |
|--|---|
| Example: Your friend didn’t sit beside you on the bus. | <ul style="list-style-type: none">• Angry• Sad• Annoyed |
| 1. Your friend doesn’t want to play soccer with you at recess. | |
| 2. You are telling your brother that you are the fastest runner in PE class. | |
| 3. You are explaining to your teacher that you lost your library book. | |
| 4. Your teacher just showed you a math problem that you don’t understand. | |
| 5. Your brother said you ate the last cookie in the package even though you didn’t. | |
| 6. You are telling your mom about getting all of your math problems correct. | |
| 7. You ran into a friend at recess, and she fell down and hurt her knee. | |
| 8. You are explaining to a friend that you were absent from school and now you have a lot of make-up work. | |

Summarize the activity by emphasizing the strategies ***find my feelings*** and ***voice my feelings*** on the [Assertiveness Strategies Poster](#). Remind the students that they can ***voice their feelings*** using the sentence “I feel _____ when _____.” Explain to the students that when they start to feel strong emotions, they should stop and ***find their feelings*** and then ***voice their feelings*** calmly.

Unit 3: Understanding Myself

Learning Targets:

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

Materials (available at www.cccframework.org/asrt-lessons-pri/#u3):

- Assertiveness Definition Poster
- Book or video *Speak Up*, by Miranda Paul
- Assertiveness Strategies Poster
- Video **Respect My Boundaries**
- Book or video *The Not-So-Friendly Friend*, by Christina Furnival

Instructional Activities:

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

Show students the [Assertiveness Definition Poster](#). Remind them that to be assertive, it takes two parts:

- 1) They should communicate their wants, needs, and thoughts, even when they might feel nervous.
- 2) They should also stop and think about how others might feel. Using the Broken Glasses Example, from [Unit 1, Activity 1](#), remind the students how being passive or aggressive can lead to misunderstandings and hurt feelings.

Tell the students they are going to focus on learning more about how to express themselves when it is difficult. Explain that we all have times when we feel uncomfortable, nervous, or scared and we find it difficult to tell others what we need or how we feel. Ask them to think about a time when they didn't feel comfortable asking for help or sharing their ideas with others. Facilitate a discussion using these prompts:

- When have you found it difficult to ask for help?
- When have you felt uncomfortable sharing your ideas with others?

Explain that to learn more about how to **voice their feelings**, even when it is difficult, they are going to take another look at [Speak Up](#), by Miranda Paul. Begin the story. Stop on the illustration of the teacher pronouncing the boy's name incorrectly.

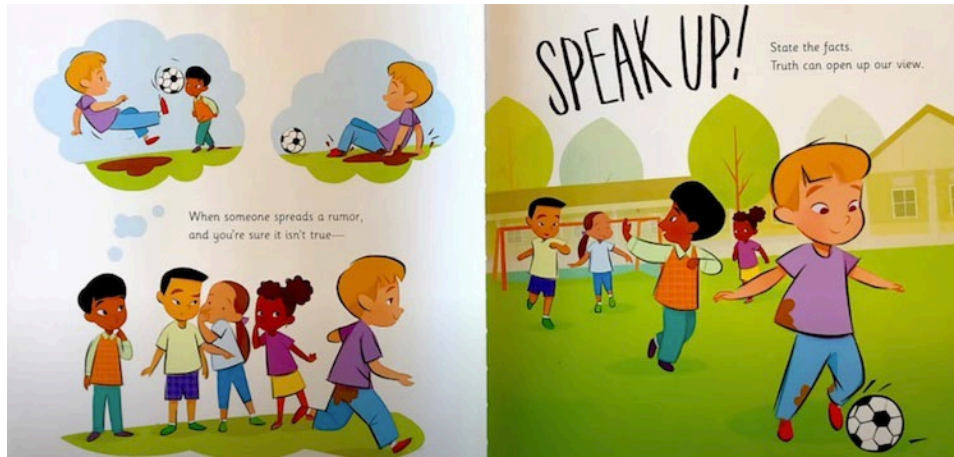


From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Ask the students:

- What is happening in this picture?
[Possible response: the teacher is mispronouncing the boy's name.]
- When have you experienced someone pronouncing your name incorrectly?
- Why might it be difficult to **voice your feelings** in this situation?
[Possible responses: you don't want to interrupt the teacher; you don't want others to make fun of you.]
- What could the boy say to respectfully explain how to pronounce his name correctly?
[Possible response: "I know that it's not a common name, but could you please say my name _____?"]

Continue the story. Stop on the illustration of the students whispering about the boy who has mud on his pants.

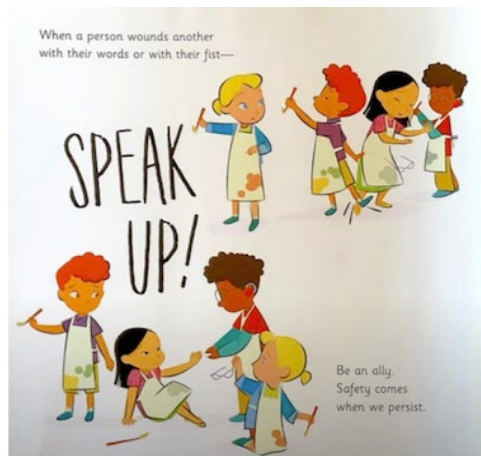


From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Ask the students:

- What is happening in this picture?
[Possible response: a boy has fallen in the mud, and now his friends are saying things about him that aren't true.]
- How do you think the boy is feeling?
[Possible responses: embarrassed, hurt, angry, ashamed.]
- Why might it be difficult for the boy in the orange shirt to **voice his feelings**?
[Possible response: because the other students are already whispering about the boy and he doesn't want to stand up to them.]
- What could the boy in the orange shirt say to be assertive and respectfully **voice his feelings**?
[Possible response: he could say, "How would you feel if someone was saying untrue things about you?" or "We should offer to help the boy."]

Continue the story. Stop on the illustration of the girl tripping another girl.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Ask the students:

- What is happening in the picture?
[Possible response: the girl in the purple shirt is tripping the girl in the pink shirt.]
- Why might it be difficult for the girl in the pink shirt to **voice her feelings**?
[Possible response: because she is afraid of the girl in the purple shirt.]
- What could the girl in the pink shirt say to be assertive and respectfully **voice her feelings**?
[Possible response: she could say, "I know it is crowded in the art room, but when you tripped me, I fell down. Could you please apologize?"]

Continue the story. Stop on the illustration of the boy who doesn't have a friend to sit by in the cafeteria.

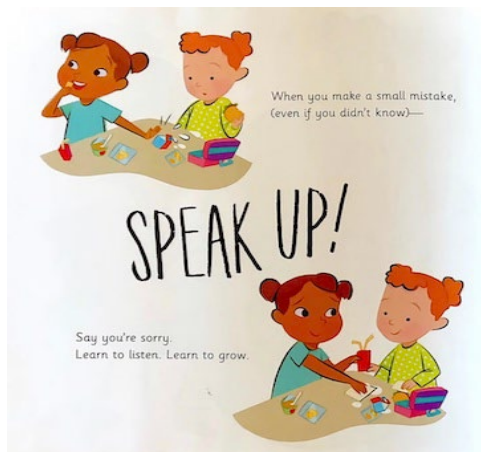


From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Ask the students:

- What is happening in this picture?
[Possible response: the boy in the yellow shirt doesn't have a place to sit.]
- Why might it be difficult for the boy to **voice his feelings**?
[Possible responses: because he is afraid, because he feels embarrassed.]
- What could the boy say to be assertive and respectfully **voice his feelings**?
[Possible response: he could say that he is new and needs a friend, then ask one of the other students if he could sit beside them.]

Continue the story. Stop on the illustration of the girl who has spilled her friend's milk.

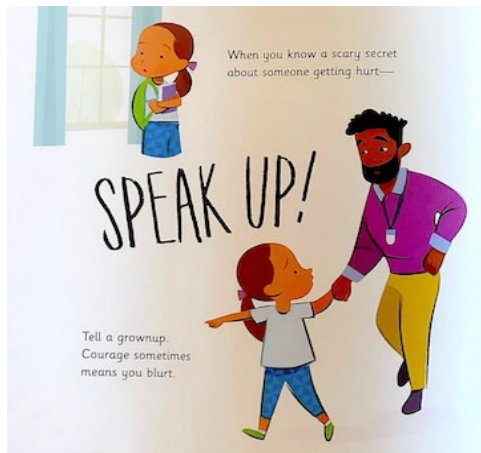


From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Ask the students:

- When have you been afraid to apologize or admit a mistake?
- Why might it be difficult for the girl to apologize to her friend for spilling her milk?
[Possible responses: she feels embarrassed; she might be ashamed.]
- What could the girl say to be assertive and respectfully **voice her feelings**?
[Possible response: she could say, "I accidentally spilled the milk. I'm sorry. Would you like to share my drink?"]

Continue the story. Stop on the illustration of the student who has a secret.

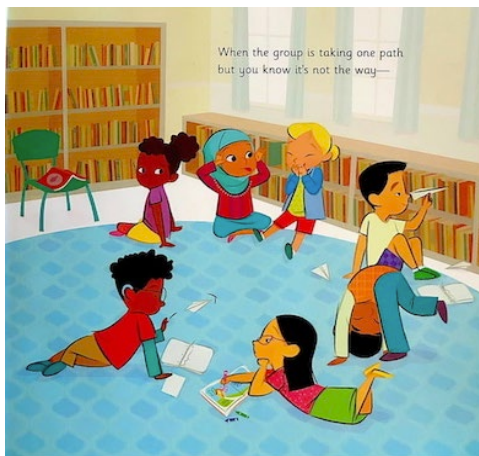


From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Explain to the students that this is another situation when it might be difficult to speak up and tell others what we want, need, or think. Explain that the girl in the picture knows a secret that could hurt someone. She feels like she needs to tell an adult. Ask the students:

- Why would it be difficult to speak up if you knew a secret?
[Possible responses: the person might have told you not to tell; you might be afraid.]
- What might happen if you didn't speak up when you knew something that could hurt another person?
[Possible response: that person might get hurt.]
- What could you say to respectfully **voice your feelings** in this situation?
[Possible response: say, "My friend asked me not to tell, but I am afraid she might be hurt. Could you help?"]

Continue the story. Stop on the illustration of the students throwing paper airplanes in the library.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Ask the students:

- What is happening in this picture?
[Possible response: the students are misbehaving in the library.]
- Why might it be difficult for the girl in the purple shirt to **voice her feelings** when her friends are doing something they shouldn't do?
[Possible responses: she doesn't want the others to get mad at her; she doesn't want to be a tattletale.]
- What could she say to be assertive and respectfully **voice her feelings**?
[Possible response: she could say, "Throwing paper airplanes is fun, but we should wait until recess so we are respectful of the people who are trying to read in the library."]

After finishing the story, remind the students that they have learned about many different situations when it might be difficult to express their wants, needs, and thoughts: when they feel shy, make a mistake, need to stand up for someone who is being mistreated, and know their friends are doing something they shouldn't. These are all situations when we should use the strategy **voice my feelings** to let others know how we feel.

Show the students the [Assertiveness Strategies Poster](#). Explain that when we use the strategy **voice my feelings** to express our wants, needs, and thoughts, we are practicing assertiveness. Remind the students that the next time they need to ask for help, admit a mistake, tell an adult about a situation, or stop a friend from making a bad decision, it is important to use the strategy **voice my feelings**, even when they feel nervous or afraid. Emphasize that when they **voice their feelings**, they say what they feel and why they are feeling that way.

Ask the students to work with a partner to identify situations when it was difficult to **voice their feelings**. Provide a few examples of situations when they have likely had difficulty **voicing their feelings**. These might include when they disagreed with someone, when they thought someone might become angry, or when they felt intimidated and didn't want others to think they didn't know the answer. They should use the sentence "I felt _____ when _____" to describe the situation to their partner.

Have the students write or draw their responses to the prompts below:

- It is difficult for me to **voice my feelings** when ...
- Next time, I will **voice my feelings** and say ...



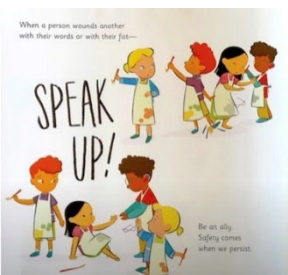
Summarize the activity by reminding the students that they will all experience times when it is difficult to communicate what they want, need, or feel. Learning assertiveness will help them improve their ability to express themselves.




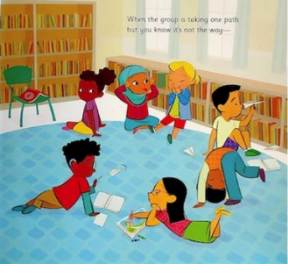
7. I can *identify communication types* in myself

Remind the students that they have been learning about the different communication types and ways to understand their feelings. Review the strategies ***identify communication types***, ***find my feelings***, and ***voice my feelings***. Tell the students they are going to focus on identifying times when they might react passively or aggressively in a situation. Review the difference between passive, assertive, and aggressive behaviors. Ask a few students to share their reflections or drawings from [Unit 1, Activity 2](#), where they wrote or drew their own definitions for passive, assertive, and aggressive communication.

Explain that passive, assertive, and aggressive behaviors can include our body language, our voice, and our words. We all react to situations differently. For example, you might react to someone mispronouncing your name very aggressively, getting angry and shouting at the person, but your friend might react very passively, not saying anything.

Tell the students that they are going to think about which communication type they are likely to use in a variety of scenarios. Using the scenarios in the table, ask them to pause, thinking about how they would feel in that situation and how they might react. Have them put an X in the column showing which communication type they would use, whether passive, assertive, or aggressive.

| | Scenario | Passive | Assertive | Aggressive |
|---|--|---------|-----------|------------|
|  | Which communication type would you use if a teacher mispronounced your name? | | | |
|  | Which communication type would you use if other people were making fun of your friend for having mud on his pants? | | | |
|  | Which communication type would you use if someone tripped you? | | | |

| | Scenario | Passive | Assertive | Aggressive |
|---|---|---------|-----------|------------|
|  | Which communication type would you use if you didn't have friends to sit with during lunch? | | | |
|  | Which communication type would you use if you accidentally spilled your friend's milk? | | | |
|  | Which communication type would you use if you knew a scary secret? | | | |
|  | Which communication type would you use if your friends were misbehaving? | | | |

Images from *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Explain to the students that they have just practiced **identifying communication types** in themselves. They have reflected on whether they would react passively, assertively, or aggressively if they were in a similar situation.

Briefly assess students' understanding of different communication types they are likely to experience. Post the words "passive," "assertive," and "aggressive" with their corresponding colors (yellow, green, and red) at three different places in the room. Describe a few common classroom scenarios with clear communication types and ask the students to move to the part of the room that represents the specific communication type for each scenario.

Example:

If both you and your friend wanted to play with the basketball at recess and you took the basketball from your friend and yelled, "I want to play basketball," what communication type would you be

using? (The students should move toward the red circle to demonstrate they understand that the communication type in the example was aggressive).

Once the students have practiced **identifying communication types** for a few classroom examples, explain that when they understand communication types, it will help them understand themselves better and recognize when they have a difficult time speaking up respectfully. Remind them that we all have different times when it's appropriate to be passive, assertive, and aggressive. Knowing what communication type to use, even when it's difficult, is an important part of learning assertiveness.

8. I can explain how to respond assertively to scenarios

Remind the students that they have been learning a lot about themselves. They have learned how to **identify communication types**, **find their feelings**, and **voice their feelings**, and they know that there are times when they have difficulty expressing themselves.

Remind the students that the goal is for them to be more assertive. That means that they need to express their thoughts and feelings respectfully. One way they can improve their ability to be assertive is to practice changing their passive or aggressive reactions to be more assertive.

Ask the students to look back at their responses for Activity 7 and identify where they marked passive or aggressive communication. Then, as a class, review each scenario and brainstorm how passive and aggressive responses could be reframed to be more assertive.

Summarize the activity by emphasizing that we all have different times when it is difficult for us to communicate assertively. Remind the students that when they find themselves in a situation where they have difficulty expressing themselves respectfully, they can ask themselves:

- What is the best way to communicate in this situation?
- What could I do to be assertive?

As an extended activity, when you notice students communicating passively or aggressively, ask them to stop and **identify the communication type** they are using. Then ask them, "How do you know?" and have them describe the behaviors they are using that are either passive or aggressive. Finally, brainstorm ways they can communicate more assertively.

9. I can explain how to respect my boundaries

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

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

Inform the students that they may have felt sad, nervous, or regretful in each of these scenarios because their boundary was crossed. Explain that boundaries can be crossed when someone hurts our feelings or convinces us to do something we don't want to do. You know a boundary has been crossed when you

feel strange emotions as it is happening. Tell the students they are going to watch a video that will help them better understand the strategy **respect my boundaries**.

Show the two-minute video [Respect My Boundaries](#). Afterward, ask:

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



From the video [Respect My Boundaries](#)

- How do you know when a boundary is being crossed?
[Possible response: you feel regret, shame, or discomfort about doing something.]
- What are some example boundaries that could be crossed?
[Possible responses: letting someone cheat off you, taking things without asking.]
- What can you do to prepare yourself for **respecting your boundaries**?
[Possible response: 1. think about past situations when you felt uncomfortable; 2. identify your boundary by using the sentence "I won't _____ when _____"; 3. think about what you'll say if your boundary is crossed.]



From the video [Respect My Boundaries](#)

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

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

Ask the students to brainstorm some boundaries they already have. Provide a few examples of boundaries they may have:

- I will not make fun of other people even if my friends are doing it.
- I will stay healthy by brushing my teeth before bed every night.
- I will not say bad words.
- I will not be quiet if other people call me names.

After the students have generated several more examples of personal boundaries, ask them to identify a boundary by saying, “I won’t _____ when _____.” Then discuss:

- Why is it important to **respect our boundaries**?

[Possible responses: so we respect ourselves, so we don’t get in trouble.]

Emphasize that **respecting our boundaries** can mean protecting how we feel and what we will or will not do. Tell the students they are going to learn about a girl who is having trouble with a friend. Have them pay attention to the boundaries that her friend is crossing and think about how the girl can use the strategy **respect my boundaries**.

Begin the story [*The Not-So-Friendly Friend*](#), by Christina Furnival. Stop on the illustration of the girl being pushed down.



From *The Not-So-Friendly Friend*, by C. Furnival, illustrated by K. Dwyer, 2021

Ask the students:

- What boundaries do you see being crossed?
[Possible response: the girl with blonde hair is being mean to the girl with brown hair by pushing and teasing her.]
- What do you think the girl with brown hair could do?
[Possible response: she should tell the girl with blonde hair to stop pushing and teasing her or she won’t be her friend.]

Finish the story. Then ask the students:

- What did the girl with brown hair do when her friend wasn’t being kind?
[Possible response: she set boundaries and told her friend that she wouldn’t play with her if she was going to be mean.]

Refer back to the list of personal boundaries the students have brainstormed. Ask the students to determine what they could say or do to respect each of the boundaries on the list. For example, if they have a boundary that they won’t make fun of other people even when their friends are, what could they say or do to **respect their boundary** if their friend is making fun of another person at recess?

Ask the students to write or draw responses to these prompts:

- A time when I felt uncomfortable was ...
- I felt uncomfortable because ...
- The next time it happens, I will ...

Summarize the activity by emphasizing that we all have boundaries. When we **respect our boundaries**, we feel better about ourselves.

10. I can name Assertiveness Strategies that are my strengths

Show the students the [Assertiveness Strategies Poster](#) and ask them to work with a partner and take turns explaining each of the Assertiveness Strategies they have learned so far: **identify communication types**, **find my feelings**, **voice my feelings**, and **respect my boundaries**.

After the students have reviewed the strategies, ask them to each answer the following questions.

1. Which Assertiveness Strategies are easy for you?
2. How could you help someone who found these strategies difficult? What would you say to them?

Once the students have discussed the strategies, ask them to choose their best Assertiveness Strategy and draw themselves doing the strategy in a difficult situation. For example, a student who considers the strategy **voice my feelings** a strength might draw themselves explaining their hurt feelings to a friend. Ask them to share their drawings with the rest of the class. Point out that each member of the class had different strategies and scenarios they considered strengths.

Support the students in practicing assertiveness by asking them to share their drawings with their parents or guardians and describe the Assertiveness Strategies they consider to be their strengths. Refer families to the family guidance resources at www.cccframework.org/family-guidance to help build assertiveness in the home.

Unit 4: Understanding Others

Learning Targets:

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

Materials (available at www.cccframework.org/asrt-lessons-pri/#u4):

- Book or video *Speak Up*, by Miranda Paul
- Feelings Chart
- Assertiveness Definition Poster
- Assertiveness Strategies Poster
- Video **Show Empathy**
- Book or video *Stand in My Shoes*, by Bob Sornson

Instructional Activities:

11. I can think about others' feelings

Tell the students that they have been learning how to communicate their wants, needs, and thoughts and to respect others' wants, needs, and thoughts. Explain that when we stop and think about how our friends or other people are feeling, it is helping us understand them. Even though others might have different feelings or ideas than our own, we should still try and understand their feelings and ideas. Learning about how others feel helps us understand and respect each other. For example, your friend might love to draw and color, but you don't really like to draw. You and your friend have different feelings about drawing. As a class, discuss:

- When have you and your friend felt different about something?
- How could you try to understand your friend better?

[Possible responses: stop and think about them, ask them questions to try and understand them better.]

Tell the students that they are going to practice thinking about how others might feel in different situations. Refer back to *Speak Up*, by Miranda Paul. Explain that thinking about how others feel means looking at each character's facial expressions and body language to try and understand them.

Show the illustration of the teacher pronouncing the boy's name incorrectly.

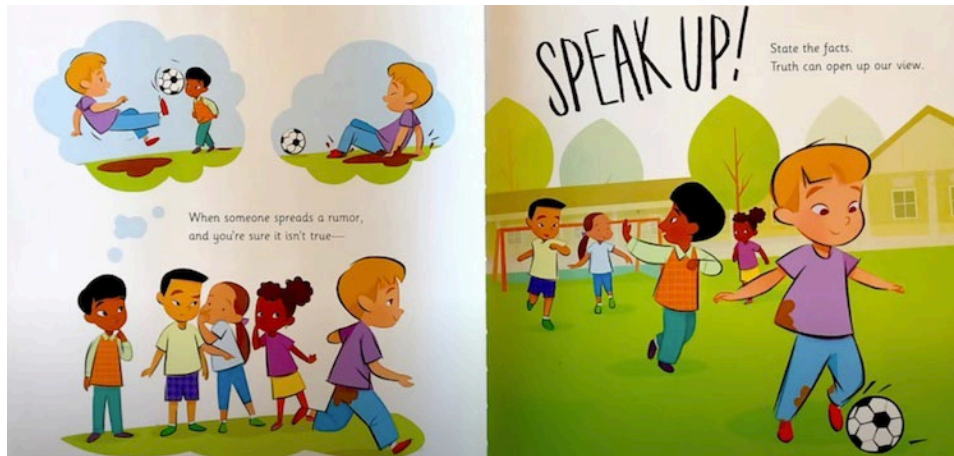


From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Have the students work with their partners and use the [Feelings Chart](#) to try understanding how the boy might be feeling. Have them name a few emotions they think he might be experiencing. Afterward, ask the students:

- What do you think the boy is feeling after the teacher mispronounced his name?
[Possible responses: *embarrassed, hurt, angry, confused.*]
- What clues did you use to identify his feelings?
[Possible response: *his eyes and mouth show that something is wrong.*]

Show the illustration of the students whispering about the boy who has mud on his pants.

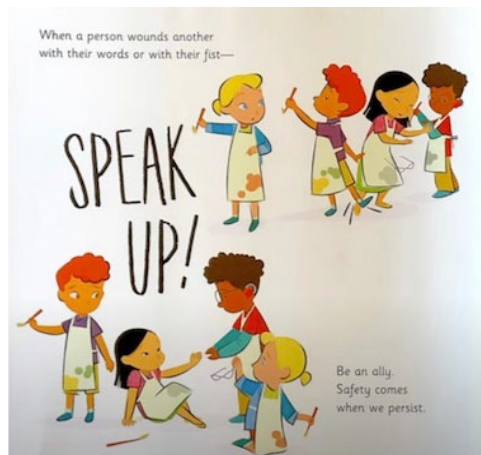


From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

After partners discuss how the boy might be feeling, ask the students:

- What do you think the boy is feeling after he fell and got mud on his pants?
[Possible responses: *embarrassed, ashamed.*]
- What clues did you use to identify his feelings?
[Possible response: *in the top right picture, he is closing his eyes, and his mouth is frowning.*]

Continue to the illustration of the girl tripping another girl.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

After partners discuss how the girl who is being tripped might be feeling, ask the students:

- What do you think the girl who is being tripped is feeling?
[Possible responses: *hurt, angry, afraid.*]
- What clues did you use to identify her feelings?
[Possible response: *her face looks scared, and she lost her glasses.*]

Show the students the illustration of the boy who doesn't have a friend to sit by in the cafeteria.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

After partners discuss how the boy might be feeling, ask the students:

- What do you think the boy who doesn't have a friend to sit by is feeling?
[Possible responses: afraid, embarrassed, alone.]
- What clues did you use to identify his feelings?
[Possible response: his face, eyes, and eyebrows show he is feeling afraid.]

Continue to the illustration of the girl who has spilled her friend's milk.

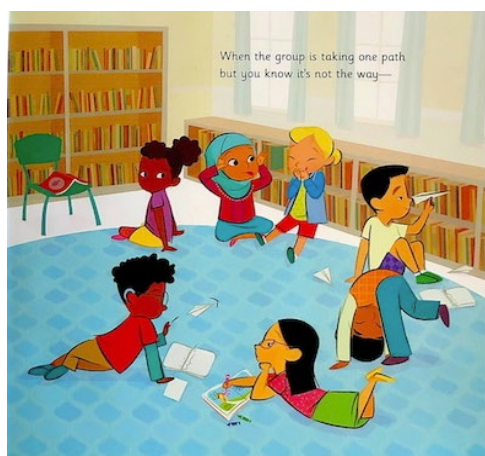


From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

After partners discuss how the girl who has spilled her friend's milk might be feeling, ask the students:

- What do you think the girl who has spilled her friend's milk is feeling?
[Possible responses: embarrassed, guilty.]
- What clues did you use to identify her feelings?
[Possible response: her cheeks are red, and her mouth looks embarrassed.]

Finally, show the illustration of the students throwing paper airplanes in the library.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

After partners discuss how the girl in the purple shirt might feel about her friends throwing paper airplanes in the library, ask the students:

- What do you think the girl in the purple shirt is feeling?
[Possible responses: afraid, worried, ashamed.]
- What clues did you use to identify her feelings?
[Possible response: her body is facing away from the others, and her face seems worried.]

Summarize the activity by emphasizing the importance of thinking about how others may feel. Remind the students that when we imagine how others may feel, we learn to respect them even when they have different feelings or ideas.

12. I can ask questions to help me understand others

Remind the students they have been learning about how to understand others and they practiced identifying how others might feel in the last activity. They used clues from facial expressions and body language to help them identify the characters' feelings.

Explain that another way we can practice understanding others is to ask questions. Asking questions helps us understand how others are feeling or what they are thinking. Ask the students:

- If your friend found out that they had to move to a new town and start a new school, how do you think they might feel?
[Possible responses: they might feel nervous or scared; they could feel excited about meeting new people.]
- What could you ask your friend to find out about their feelings?
[Possible responses: "How does moving to a new town feel?" "Are you more nervous or excited about moving?"]

Tell the students they are going to practice understanding how others feel by asking questions. Refer back to story *Speak Up*, by Miranda Paul.

Show the illustration of the teacher pronouncing the boy's name incorrectly and ask students to recall what is happening in the picture. Ask the students:

- What question could we ask the boy that would help us understand how he is feeling?
[Possible response: "How does it feel when someone says your name wrong?"]

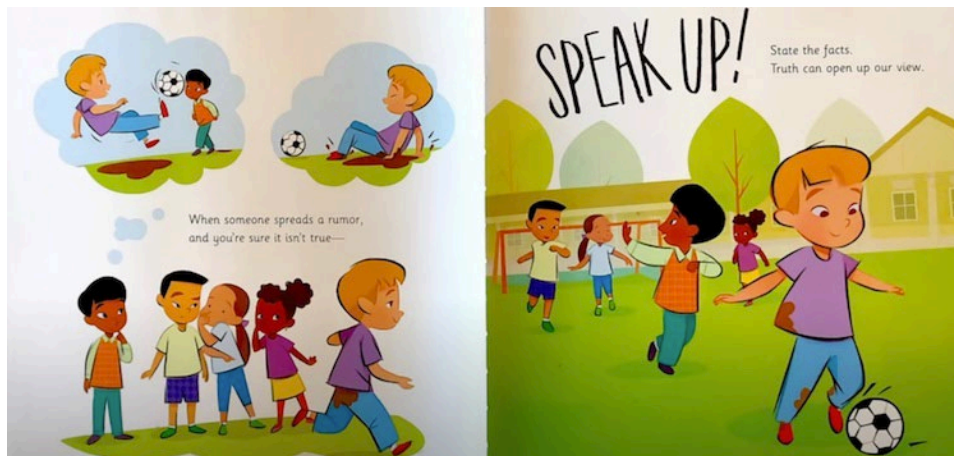
Emphasize that asking the boy a question about his situation would help us understand his feelings.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

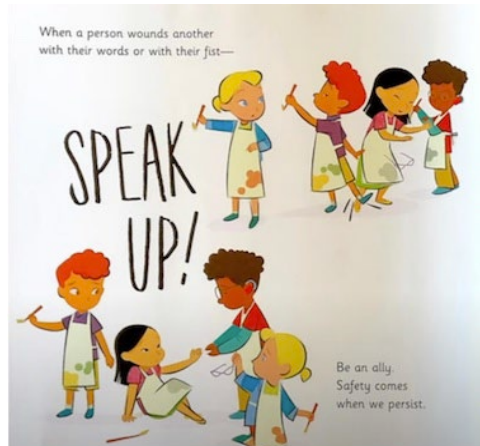
Show the illustration of the students whispering about the boy who has mud on his pants. After the students recall what is happening in the illustration, ask them to work with a partner to generate a question they could ask the boy with mud on his pants to help understand him. After the students have collaborated with their partner ask:

- What question could we ask the boy to help us understand how he is feeling?
[Possible responses: “How did you feel when you fell down?” “What happened?” “How does it feel when other students are whispering about you?”]



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Show the students the illustration of the girl tripping another girl. Prompt the students to recall what is happening, work in partners to generate questions, and then share out.



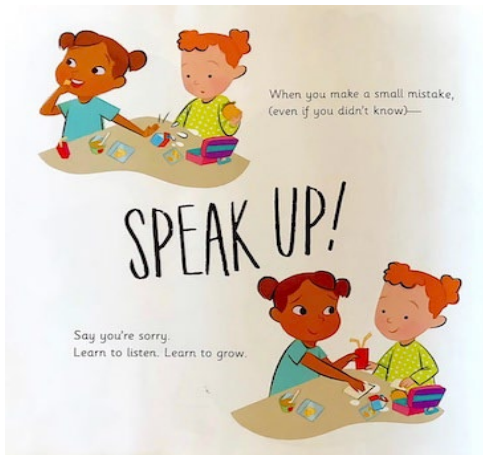
From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Show the students the illustration of the boy who doesn't have a friend to sit by in the cafeteria. Prompt the students to recall what is happening, work in partners to generate questions, and then share out.



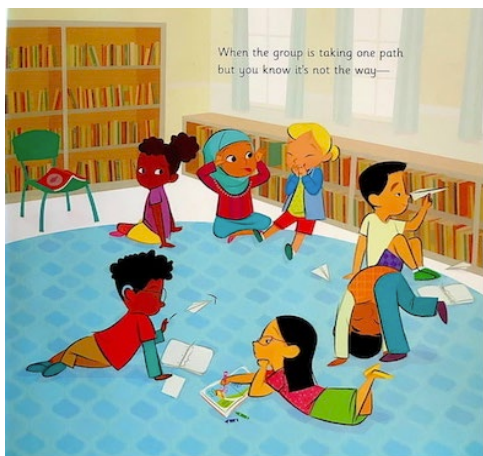
From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Show the students the illustration of the girl who has spilled her friend's milk. Prompt the students to recall what is happening, work in partners to generate questions, and then share out.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Show the illustration of the students throwing paper airplanes in the library. Prompt the students to recall what is happening, work in partners to generate questions, and then share out.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Give the students two more opportunities to practice generating questions to help them understand how a person is feeling. Explain that you will read two scenarios and then they will collaborate with their partner to develop questions they could ask to help them understand the person's feelings.

Scenarios:

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

Summarize the activity by emphasizing that the students have been learning how to understand others. Remind them that they can stop and think about how others are feeling and they can ask questions to better understand others. When they try and understand how others are feeling, it shows that they respect and care about others.

13. I can explain how to *show empathy*

Refer to the [Assertiveness Definition Poster](#) and remind the students that being assertive means that they are able to voice their own wants, needs, and thoughts, even when it is difficult, while respecting others' wants, needs, and thoughts.

Remind the students they have been focusing on things they can do to understand what others want, need, or feel. When we stop and think about how others may feel, it helps us to have compassion for each other and be kind.

Refer to the Broken Glasses Example, from [Unit 1, Activity 1](#), and review how the person involved forgot to stop and think about their friend's feelings after he broke their glasses. Ask the students:

- How might you feel if you accidentally broke someone's glasses?
- How might you feel if your friend yelled at you after the glasses were broken and told you to be more careful?

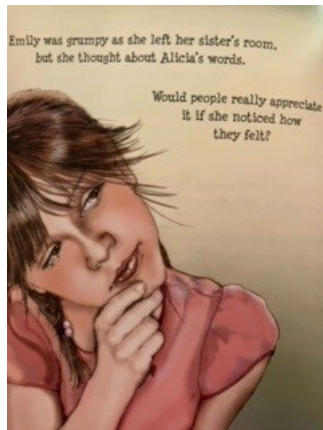
When we stop and think about how others might be feeling and we ask them questions, we have a better understanding of their feelings and can probably think of a time when we might have had those same feelings. Emphasize the strategy **show empathy** on the [Assertiveness Strategies Poster](#). Tell the students that they will watch a video that will help them understand what it means to **show empathy**.

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

- How would you explain the strategy **show empathy**?
[Possible responses: it means that you think about how the other person feels by remembering a time when you felt that way; you show with words or body language that you understand how they feel.]

- What can you do to understand how others feel?
[Possible responses: you look at the other person's body language or facial expressions; you can also ask them questions about what they are feeling.]
- Tell me about a time when you **showed empathy** for someone.
- Tell me about a time when someone **showed empathy** for you.

Tell the students they are going to learn more about how to **show empathy** by listening to [Stand in My Shoes](#), by Bob Sornson. Explain that the girl in the book stops to think about how others might feel and asks them questions to help her understand them. Finally, she **shows empathy** by remembering a time when she had those feelings and by letting others know she cares about them. Begin the story. Stop after Emily's sister has just explained empathy.

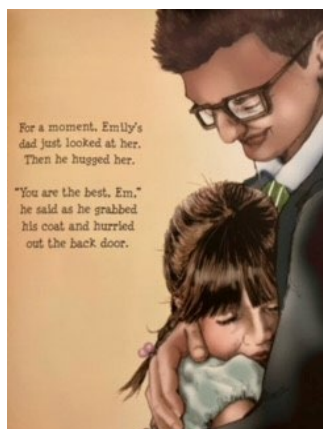


From *Stand in My Shoes*, by B. Sornson, illustrated by S. Johannes, 2013

Ask the students:

- How did Emily's sister describe empathy?
[Possible response: when you understand someone's feelings because you imagine what it is like to be them, you stand in their shoes.]
- What does it mean to stand in someone else's shoes?
[Possible response: it means you think about how they are feeling.]

Continue the story. Stop after Emily has hugged her dad.



From *Stand in My Shoes*, by B. Sornson, illustrated by S. Johannes, 2013

Ask the students:

- What did Emily do to **show empathy** for her dad?
[Possible responses: she looked at his facial expressions and thought about what he might be feeling; she asked if he was in a hurry.]

- How do you think her dad felt after Emily **showed empathy** for him?
[Possible response: he felt like she cared about him.]

Finish the story. Then ask the students:

- What are some examples of Emily **showing empathy**?
[Possible responses: she thought about Rosie, the little girl who fell down; she thought about how her teacher was feeling; she thought about how the lunch lady and the art teacher might be feeling; she thought about how Samantha might be feeling when Tommy tried to take her turn on the tire swing.]
- How did Emily **show empathy** in each situation?
[Possible responses: she stopped what she was doing and thought about how the other person was feeling; she looked at their facial expressions for clues; she asked questions to help understand the other person.]
- How did **showing empathy** help?
[Possible responses: it helped the other person feel like someone cared about them; the other person felt important or respected.]
- When have you **shown empathy**, or imagined how someone else was feeling?

Show the students the [Assertiveness Strategies Poster](#). Emphasize the strategy **show empathy**. Explain that when we stop and think about how someone might feel in different situations, we are using the strategy **show empathy** to understand how they feel and show them that we respect their feelings.

Explain to the students that they are going to work in small groups to create their own empathy posters. Begin by asking them to think about times when they could **show empathy** for another person:

- What are some situations when someone might feel lonely or scared?
How might we **show empathy** for someone who is lonely or scared?
- What are some situations when someone might feel frustrated or angry?
How might we **show empathy** for someone who is frustrated or angry?
- What are some situations when someone might feel embarrassed or ashamed?
How might we **show empathy** for someone who is embarrassed or ashamed?

Divide the students into three different emotion groups (e.g., lonely or scared, frustrated or angry, and embarrassed or ashamed). Explain that each group will create a poster depicting a time when someone might feel the emotions assigned to their group and a way another person might use the strategy **show empathy** in that situation. For example, a student might feel lonely when sitting all alone on the bus ride home, so another student could **show empathy** by sitting next to them. The students could illustrate this scenario on their posters. The students may also include a written explanation on their poster, using the prompt below:

Showing empathy means ...

Display the posters in the classroom and remind the students to practice the strategy **show empathy** to help understand others' feelings and show respect for them.

Unit 5: Showing Respect for Others

Learning Targets:

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

Materials (available at www.cccframework.org/asrt-lessons-pri/#u5):

- Assertiveness Strategies Poster
- Video *Be a Whole Body Listener*
- Chart paper
- Video **Listen and Summarize & Show Respect Without Words**
- Video *The Importance of Listening*

Instructional Activities:

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

Remind the students that we have been trying to understand the feelings of others and show that we respect them. Explain that we have practiced **showing empathy**. Emphasize that we have learned how to look for clues to help us understand a person by observing facial expressions and body language. We have also learned how to ask questions to understand more about how another person may be feeling.

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

Emphasize the strategy **show respect without words** on the [Assertiveness Strategies Poster](#). When we use our whole body to listen to a friend or a teacher, we show respect and become better learners.

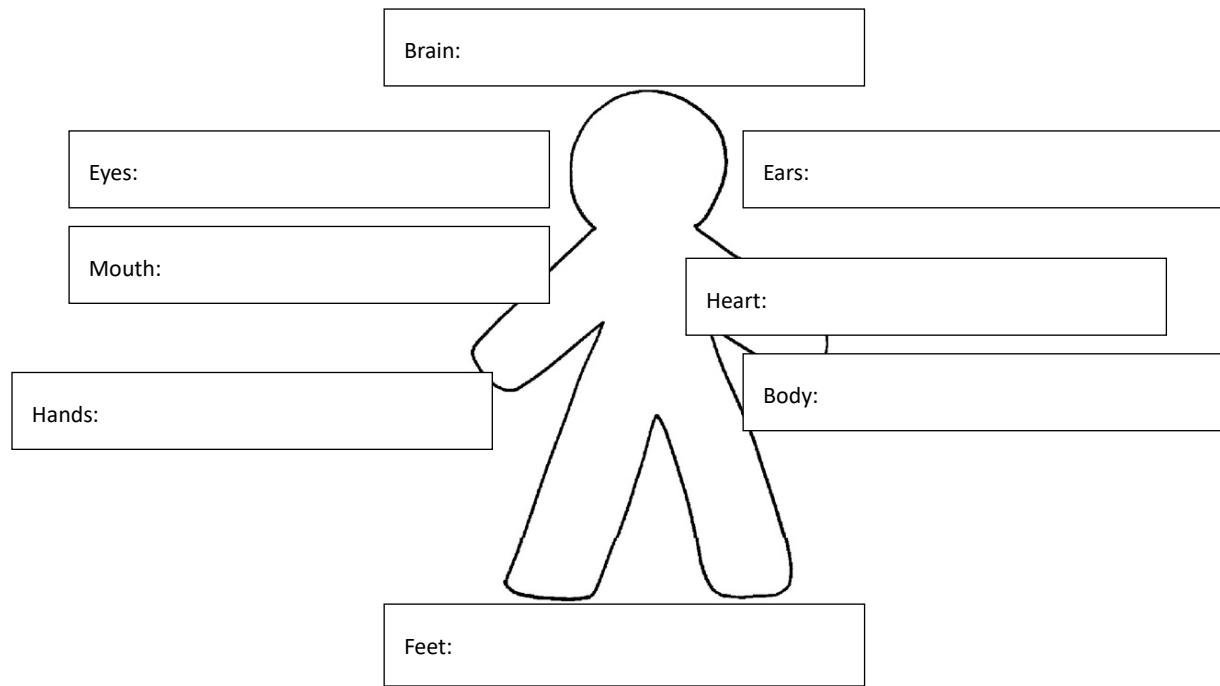
Ask the students:

- What does it mean to **show respect without words**?
[Possible response: we show respect with our bodies by making eye contact, listening closely to what they are saying, and not interrupting the person who is talking.]
- Without words, how can we show respect with our mouths?
[Possible response: we can keep our mouths closed and not interrupt the person who is talking.]
- How can we show respect with our hands?
[Possible response: we can keep them still at our sides while we are listening to the other person.]
- How can we show respect with our eyes?
[Possible response: we can look at the person when they are talking to us.]

Tell the students that they are going to learn a song that will help them remember how to practice the strategy **show respect without words**. Show [Be a Whole Body Listener](#). As they watch, have them listen for the eight different ways they can listen with their whole body.

After the video, draw an outline of a body on chart paper. Label each of these eight body parts: eyes, ears, mouth, hands, feet, body, brain, heart. Then ask the students to recall what they can do with each body part to be a good listener and **show respect without words**.

Showing Respect Without Words



Possible Answers:

Eyes: Look at the person that is talking.

Ears: Listen to what they say.

Mouth: Be quiet and wait your turn to talk.

Hands: Keep them by your side.

Feet: Keep them on the floor, quiet and still.

Body: Face the person and keep steady and still.

Brain: Think about what the person is saying.

Heart: Care what the person says.

Summarize the activity by explaining to the students that they have learned how to ***show respect without words***. Emphasize that ***showing respect without words*** takes their whole body. Post the chart to use in Activity 15 and to refer to as needed.

15. I can *show respect without words*

Remind the students that we have been learning how to understand and respect others by using the strategies ***show empathy*** and ***show respect without words***.

Inform the students that they are going to practice ***showing respect without words*** by playing a game called Parts on the Table. Tell the students that you will provide instructions for moving various body parts but they must listen carefully and use their whole body to ***show respect without words*** to play the game. Start by asking the students to recall what each body part should be doing to ***show respect without words***. For example, “What should your feet be doing? What should your brain be doing?”

Use the following directions to play the game. The directions will get longer and more difficult each round. After each round, remind the students to reset by making sure each body part is doing what it should be doing to ***show respect without words***. If the students couldn’t complete a round because they were not listening, ask them to reflect and determine which of their body parts was not ready.

- Round 1. Put one elbow and one finger on your table.
- Round 2. Put one thumb and two other fingers on your table.
- Round 3. Put one ear and two elbows on your table.
- Round 4. Put two fingers, one wrist, and one ear on your table.
- Round 5. Put one elbow, one chin, and two fingers on your table.

Summarize the activity by reminding the students that **showing respect without words** will help them be better learners and help them learn to listen to others. Remind them that when their friends need to share a story with them or when their parents need to explain something to them, they should use their whole body to **show respect without words**.

As an extended activity, when the students need to focus and listen, remind them to use their whole body by referring to the chart you made in Activity 14. When you notice they aren't using their whole body to **show respect without words**, refer to the chart and ask them to reflect on how well they are using each body part to **show respect without words**.

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

Review the strategies **show empathy** and **show respect without words**. Remind the students that they have been learning to use these strategies to better understand how others may be feeling in situations. Tell the students they are going to learn another strategy that will help them better understand others: **listen and summarize**. Describe how summarizing means using your own words to explain the most important parts of what someone has said. The students may have practiced summarizing what characters said or what a passage of text meant. Inform them that the strategy **listen and summarize** means that we use our whole body to listen by **showing respect without words**. When the other person has finished speaking, we summarize what they said using our own words. Emphasize that when the students practice the strategy **listen and summarize**, they don't tell the other person what they think or what to do. They are just **listening and summarizing** what the other person has said.

Show the two-minute video [Listen and Summarize & Show Respect Without Words](#). Afterward, ask:

- What do we do when we **listen and summarize**?
[Possible response: we restate the important parts of what someone has told us.]
- If someone was telling us about an upsetting situation, how would we **listen and summarize** and **show respect without words**?
[Possible response: while the person was talking, we would make eye contact and not interrupt, then restate the important parts of what they just said.]

Tell the students they are going to practice **listening and summarizing** and **showing respect without words** with a story that you are going to tell them. Remind them to show respect by preparing their eyes, mouths, hands, and feet. Provide the students with an example of a time when you had strong emotions, or use the example below.

Recital Example:

When I was in second grade, I was really excited about my piano recital. I had been working hard to memorize a difficult piece of music, and I could play it perfectly for my piano teacher. The day of the recital arrived, and I was nervous but still excited to play the piano for my parents, grandparents, and friends. When the teacher called my name, I suddenly felt sick to my stomach, and my knees were shaking. I made my way to the piano, but my hands were shaking so much I could barely put them in place to begin playing. I began playing, and I played all the wrong notes. I even forgot part of the song. It didn't sound the way it had when I practiced with my teacher. It sounded awful. I did the best

I could to finish the song, but there were so many wrong notes that nobody recognized the song. When I got up to go back to my seat, I felt awful and wasn't sure when I would feel like playing the piano again.

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

1. **You just told me that _____.**
2. **You said you felt _____.**
3. **Is there more you would like to tell me?**

Ask the students to use these sentence stems with a partner to practice the strategy ***listen and summarize***. Afterward, ask a few students to share their summaries. Here is an example:

You just told me that you had spent a long time practicing a song for your piano recital. You thought that the recital didn't go well, because you made a lot of mistakes and the song sounded funny. You said you felt excited at first but then felt sick and didn't want to play piano anymore. Is there more you would like to tell me?

Have the students write or draw about a time when they had strong emotions. Some examples are learning something new and challenging, winning a sports competition, or their best friend moving to a different town. Encourage the students to include details in their writing or drawing that relate to how they felt.

Next, ask them to work with a partner and practice using the strategies ***show respect without words*** and ***listen and summarize***. Partner A demonstrates the strategy ***show respect without words*** by making eye contact, placing hands by their sides, and listening carefully to their partner's story without interrupting. Partner B reads or shares their drawing and describes the situation.

After Partner B has shared, Partner A uses the strategy ***listen and summarize***. Emphasize that they should not tell the other person their own thoughts. Remind the students to use the following sentence stems to help them summarize their partner's experience:

1. **You just told me that _____.**
2. **You said you felt _____.**
3. **Is there more you would like to tell me?**

Have the partners reverse their roles so that each of them has the opportunity to practice using the strategies ***show respect without words*** and ***listen and summarize***. Afterward, ask a few students to share their summaries as the rest of the class checks to make sure they are summarizing without giving opinions or advice.

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

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

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

Tell the students they are going to watch a video that will help them understand the importance of being a good listener and summarizing what others say. Show [The Importance of Listening](#).

Stop the video after the rabbit says, “Hey, what’s going on?” and ask the students:

- What is happening in the video?
[Possible response: the dog and the squirrel aren’t listening to the chicken.]
- What part of the strategy **show respect without words** are they missing or failing to do?
[Possible responses: they are interrupting the chicken, and they aren’t waiting for their turn to talk; they aren’t keeping their mouth quiet.]
- How does the chicken feel when the dog and squirrel aren’t listening to her?
[Possible response: she feels frustrated and upset because they aren’t listening to her.]

Finish the video. Then ask the students to turn to a partner and summarize what they just watched.

- Tell your partner what happened in the video.
- Explain how each character was feeling.
- Determine a question you could ask the chicken to make sure you understand her. (For example, “The dog and the squirrel were not listening to the chicken. They thought a lot of different things were wrong with her because they didn’t give her a chance to explain. The chicken felt frustrated. I would ask the chicken, ‘Why are you “not good, not good”?’ and then pause and wait for her to answer.”)

Afterward, ask a few students to share the responses they created with their partner of how to **listen and summarize**. Explain how the strategies **show respect without words** and **listen and summarize** are very important to use when someone is upset and coming to you as a friend to discuss what happened. Have the students reflect on why using the strategies **show respect without words** and **listen and summarize** are important. Encourage the students to write or draw their responses to the following prompts:

- The strategy **show respect without words** is important because ...
- I will **show respect without words** and **listen and summarize** when a friend is upset because ...

Complete the activity by asking a few students to share what they have written or drawn about each strategy. Emphasize that when we use both strategies, we better understand others.

Unit 6: Communicating Assertively

Learning Targets:

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

Materials (available at www.cccframework.org/asrt-lessons-pri/#u6):

- Assertiveness Strategies Poster
- Assertive Statements Visual
- Video *Speak My Mind and Be Kind*
- Feelings Chart
- Chart paper
- Book or video *Speak Up*, by Miranda Paul
- Book or video *The Not-So-Friendly Friend*, by Christina Furnival

Instructional Activities:

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

Review each of the Assertiveness Strategies the students have learned so far: *identify communication types*, *find my feelings*, *show empathy*, *voice my feelings*, *listen and summarize*, *show respect without words*, and *respect my boundaries*. Explain that each strategy helps us communicate better and understand others, especially in difficult situations.

Work with the students to identify some situations when it's difficult for them to express themselves respectfully. Tell the students they are going to learn a new Assertiveness Strategy, *speak my mind and be kind*. Emphasize it on the [Assertiveness Strategies Poster](#). We use this strategy to express ourselves respectfully, even in situations where it is difficult to communicate with others.

Use the [Assertive Statements Visual](#) to explain that an assertive statement consists of three parts, each of which is a strategy. First, we use the strategy *show empathy* to think about how another person might be feeling, and we put those thoughts into words. Next, we use the strategy *voice my feelings* to communicate how we are feeling and why we feel that way. Finally, we use the strategy *speak my mind and be kind* to explain what we'd like to happen or an idea for solving a problem.

Tell the students they are going to watch a video that will help them understand how to *speak their mind and be kind*. Show the three-minute video [Speak My Mind and Be Kind](#). Afterward, ask:

- What does it mean to *speak your mind and be kind*?
[Possible response: it means that we respectfully *voice our feelings* or ideas and that we understand how the other person might be feeling.]
- What are the three things you do when you want to use an assertive statement?
[Possible response: *show empathy*, *voice my feelings*, and *speak my mind and be kind*.]

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

Basketball Example:

After coming home from teaching last night, I was tired. My daughter wanted me to practice basketball with her in the driveway, but I just didn't have the energy. I thought about how my daughter was feeling. Then I thought about what I was feeling and what I could do. I used an assertive statement to express how my daughter was feeling, how I was feeling, and what I thought

would be the best solution. I said, “I know that you are excited to practice basketball and have someone help you rebound the ball, but I have had a long day at work. Could you please give me a few minutes to change my clothes and get a drink of water?”

I understood that my daughter was excited to practice basketball, but I also knew I needed a break before I could play with her, so I remembered to **speak my mind and be kind** to communicate my feelings. First, I used the strategy **show empathy** when I told her I understood how she was feeling. Then, I used the strategy **voice my feelings** to explain how I felt. Finally, I used the strategy **speak my mind and be kind** when I said what I wanted to happen, asking her to give me a few minutes before I started playing basketball with her.

Say to the students, “Let’s practice the strategy **speak my mind and be kind** and create an assertive statement. Pretend that it is time for recess and it’s your friend’s turn to be captain of the soccer team. He has already grabbed the soccer ball and decided who is on his team. When you ask if you could be on his team, he says, ‘We already have enough players. You can’t be on my team today.’” Tell the students that we need to express our wants, needs, and thoughts in this situation. Ask:

- What is the first step in an assertive statement?
*[Possible responses: we need to stop and think about how the other person feels; we need to use the strategy **show empathy**.]*

Use the [Feelings Chart](#) to help students brainstorm possible feelings for the friend who is the captain of the soccer team.

- How might your friend be feeling in this situation?
[Possible response: he might be feeling excited to start the game but also sorry that he didn’t choose me to be on the team.]

After the students have brainstormed feelings, tell them to agree on one feeling that the friend might be experiencing and to create a sentence to represent his feelings. Ask the students:

- What can we say to show that we are trying to understand how the friend is feeling in this situation?
[Possible response: “I know you are excited to start the soccer game and are in a hurry to choose your team.”]

Write the sentence on large chart paper in **blue** marker. Early learners may not be able to read the sentence, but they will be able to associate the first step in creating an assertive statement with blue. By representing the steps with different colors, you are providing them with a visual representation of each step. Then ask:

- What is the next step when we create an assertive statement?
*[Possible response: we need to use the strategy **voice my feelings** to explain our own feelings.]*

Use the [Feelings Chart](#) and ask the students to brainstorm how they might feel in this situation. Ask:

- What feelings might you have if your friend didn’t choose you to be on his soccer team?
[Possible response: I might feel sad or hurt that my friend didn’t choose me to be on his team.]

Once the students have brainstormed some feelings they might have, ask them to decide on one that they will use to represent their feelings.

- What could we say to communicate our feelings and the reason behind them?
[Possible response: “I feel left out because I can’t play soccer, and it hurts my feelings when you don’t save me a place on the team.”]

Add the sentence to the large chart paper in **orange** marker. Then ask:

- What is the third step for creating an assertive statement?
[Possible response: *we need to tell the other person respectfully what we want or to offer a solution to the problem, **speaking our mind and being kind.***]

Tell the students to brainstorm solutions to this situation:

- How can we tell our friend respectfully what we want? What do we want to happen?
[Possible response: *“Could you please save me a place on the soccer team next time? I would like to sub into the game as soon as possible.”*]

Add the sentence to the large chart paper in **green** marker. Explain that the final step is to put all of the parts together. Lead the students in reading the three sentences together.

Example:

I understand that you were in a hurry to start the soccer game [blue: **show empathy**, showing they understand the other person], but I felt sad when I couldn't be in the game or on your team [orange: **voice my feelings**]. Could you please save me a place on your team next time [green: **speak my mind and be kind**, stating what they want to happen or offering a solution to the problem]?

Summarize the activity by emphasizing that the students have just learned how to create an assertive statement and how to use the strategy **speak my mind and be kind**. Remind them that assertive statements help us do three things:

1. show others that we are considering how they may be feeling by using the strategy **show empathy**,
2. understand and explain our own feelings by using the strategy **voice my feelings**,
3. state what we want to happen or offer a solution to the problem by using the strategy **speak my mind and be kind**.

Tell the students that using the strategy **speak my mind and be kind** will help them express themselves respectfully. It will help them communicate what they want or feel while showing that they understand the other person.

19. I can speak my mind and be kind

Remind the students they have been learning how to be assertive. Using the [Assertive Statements Visual](#), explain the process for creating a three-part assertive statement to help them communicate assertively. Tell the students that they are going to practice using the strategy **speak my mind and be kind** for situations where they might find it difficult to **voice their feelings**.

Refer back to [Speak Up](#), by Miranda Paul. Tell the students that they will use the different situations in the book to help them practice **speaking their mind and being kind**. Begin by showing the illustration of the teacher pronouncing the boy's name incorrectly and review what is happening in the picture.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Tell the students that they are going to pretend to be the boy who is new to school and whose name has been mispronounced. To start their assertive statement, they first have to think about how the teacher might feel. To identify possible emotions, the students should practice the strategy **show empathy** and use the [Feelings Chart](#). Ask:

- How do you think the teacher might be feeling about having a new name to pronounce?
[Possible response: *she might feel nervous or embarrassed because she isn't sure how to say the boy's name.*]
- What could the boy say to show that he has considered how the teacher is feeling?
[Possible response: *"I understand that this is a new name for you to say and you probably haven't ever had a student with this name in your class."*]

Once the students have collaboratively developed a sentence to **show empathy** toward the teacher, write the statement on large chart paper in **blue** marker.

Next, guide the students in determining how the boy might feel. Tell them that their next step is to pretend to be the boy in the picture and think about how they might feel if someone mispronounced their name. Encourage them to practice the strategy **voice my feelings** and use the [Feelings Chart](#) to explain how the boy might be feeling. Ask:

- What feelings might the boy have in this situation?
[Possible response: *he might feel angry or embarrassed about his name being mispronounced.*]
- What could the boy say to let the teacher know how he is feeling?
[Possible response: *"I feel embarrassed when people don't say my name correctly, and I feel like I don't belong."*]

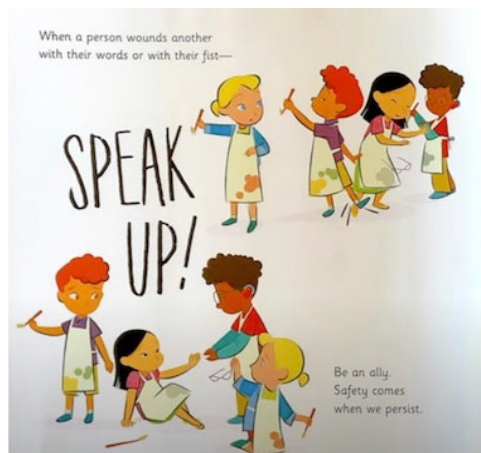
After the students have determined a sentence that they can use to show how the boy feels in this situation, add it on the chart paper in **orange** marker. Remind them that the next step is to develop a direct statement of what they want to happen, using the strategy **speak my mind and be kind** to express what they want or need. In this case, they should create a direct statement of what the boy in the illustration wants to happen. Ask:

- What could the boy say to tell the teacher about what he wants to happen?
[Possible response: *"Please pronounce my name _____."*]

Once the students have determined the sentence to represent what the boy wants to happen, add it to the chart paper in **green** marker. Emphasize that the students have completed all three parts of their assertive statement. Read the complete assertive statement.

I understand that my name may be new for you. I feel embarrassed when my name is mispronounced. Please pronounce my name _____.

Next, show the students the illustration of the girl tripping another girl. Remind the students that the girl in the purple shirt is tripping the girl in the pink shirt.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Tell the students that they are going to pretend to be the girl in the pink shirt. First, they have to think about how the girl in the purple shirt might feel. Ask:

- How do you think the girl in the purple shirt might be feeling?
[Possible response: she might feel frustrated because she wants to use the paint too.]
- What could the girl in the pink shirt say to show that she has considered how the girl in the purple shirt is feeling?
[Possible response: "I understand that you wanted to use the paint I was using."]

Once the students have determined a sentence to **show empathy** toward the girl in the purple shirt, write it on chart paper in **blue** marker. Tell them that their next step is to pretend to be the girl in the pink shirt and explain how she might be feeling by practicing the strategy **voice my feelings**. Ask:

- What feelings might the girl in the pink shirt have in this situation?
[Possible response: she is probably feeling hurt or angry.]
- What could she say to let the girl in the purple shirt know how she is feeling?
[Possible response: "I felt hurt when you tripped me."]

After the students have determined a sentence they can use to show how the girl in the pink shirt feels in this situation, add it to the chart paper in **orange** marker. Tell the students that they need to finish their assertive statement by creating a direct statement of what the girl in the pink shirt wants to happen. Ask:

- What could the girl in the pink shirt say to tell the girl in the purple shirt what she wants to happen?
[Possible response: "Please apologize for tripping me."]

Once the students have determined a sentence to represent what they want to happen, add it to the chart paper in **green** marker. Emphasize that the students have completed all three parts of their assertive statement. Read the complete assertive statement:

I understand that I may have used the paint your wanted. When you tripped me, I felt hurt. Please apologize for tripping me.

Tell the students that they are going to practice as a group creating one more statement that will help them ***speak their mind and be kind***. Show them the illustration of the students throwing paper airplanes in the library and ask the students to explain what is happening.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

Tell the students that they are going to pretend to be the girl in the purple shirt. First, they have to consider how the students who are misbehaving might be feeling. Ask:

- How do you think the students who are misbehaving might be feeling?
[Possible response: they are probably excited to have free time.]
- What could the girl in the purple shirt say to show she has considered how the students are feeling?
[Possible response: "I know that it has been a long day and you are all excited to have free time."]

Write the sentence on chart paper in **blue** marker. Then ask:

- What feelings might the girl in the purple shirt have in this situation?
[Possible response: she might feel scared of getting in trouble.]
- What could the girl in the purple shirt say to let the other students know how she is feeling?
[Possible response: "I don't want to get in trouble."]

Add the sentence to the chart paper in **orange** marker. Then ask:

- What could the girl in the purple shirt say to tell the other students about what she wants to happen?
[Possible response: "Please stop playing and making too much noise. I don't want to get in trouble."]

Add the sentence to the chart paper in **green** marker. Read the completed assertive statement:

I understand that it has been a long day and you are excited to have free time. I don't want to get in trouble. Please stop playing so we don't get in trouble.

Tell the students that they are going to practice using the strategy ***speak my mind and be kind*** with a partner. Divide the students into partners and ask them to create a three-part assertive statement for the illustration of the boy who doesn't have a friend to sit by in the cafeteria.



From *Speak Up*, by M. Paul, illustrated by E. Glenn, 2020

After a few minutes, ask them to share their assertive statements with the whole group. Tell them to explain to the group how the other students might be feeling, what the boy might be feeling, and what he could say in this situation. For example, the students could develop a three-part assertive statement where the boy says:

I understand that you are having fun sitting with your friends. I feel lonely without anyone to sit by. May I please join you?

Summarize this activity by reminding the students that anytime they have a situation where they find it difficult to **voice their feelings**, they can use the strategy **speak my mind and be kind** and create three-part assertive statements.

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

Remind the students that in [Unit 3, Activity 9](#), they learned about **respecting their boundaries**. When they **respect their boundaries**, they set rules for how they want to be treated and rules for things they will not do. When we practice the strategy **respect my boundaries**, we don't let others persuade us to do things that cause us to feel uncomfortable.

Review the events from [The Not-So-Friendly Friend](#), by Christina Furnival. Remind the students that the girl set boundaries for how she wanted others to treat her. When those boundaries were crossed, she respectfully told her friend to stop and walked away from the situation. Explain to the students that they have already learned how to **speak their mind and be kind** and that they can use this strategy to **respect their boundaries**. Tell the students when they create assertive statements to **respect their boundaries**, it will help them know what to say when their boundaries are crossed.

Provide the students with a personal example of a boundary that has recently been crossed and how you used a three-part assertive statement, or use the example below.

Text Example:

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

what happened, but I was having dinner with my family, and it is important for me to spend time with them. If you text me on a Sunday evening, please remember that I won't return your text or call until after I have finished eating dinner with my family."

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

Tell the students that they are going to think about a few situations and ways they can use assertive statements and the strategy **speak their mind and be kind** to help them **respect their boundaries**. Explain that you will read a scenario. Then they will need to identify what boundaries are being crossed, and as a class we will develop a three-part statement where we are **speaking our mind and being kind**.

| Scenario | What boundaries are being crossed? | Three-part assertive statement |
|---|--|---|
| You got a new basketball for your birthday, and you invited your friends over to play basketball after school. When you got home, your brother and his friends were playing with your new basketball. | My brother didn't ask to borrow my basketball. | I understand you love playing basketball with your friends, but I invited my friends over to play. Please give me my basketball and ask me before you play with it next time. |
| Your friend wants to copy your math homework because he was too busy to do his last night. You feel nervous about letting him copy your answers. | My friend is asking to copy my math homework. | I know that you were busy last night. I feel nervous about letting you copy, because it feels like cheating. I can't let you copy my answers, but we can work on math together sometime. |
| Your friend Betty called you a know-it-all because you earned the Superstar Reading Award and she didn't. | Betty is calling me names. | I understand you worked hard on your reading too. Calling me a know-it-all hurts my feelings. Please don't call me names. |

Have the students write or draw about a time someone crossed their boundaries. Examples might include someone mistreating them, someone teasing them, or someone not asking before borrowing their things. After the students have had time to write or draw their experiences, ask them to reflect. Ask:

- What boundaries were crossed in your example?
- Now that you know how to create assertive statements to **respect your boundaries**, what will you say to the other person if this happens again?

Each student should prepare an assertive statement. Review or listen to the assertive statements and clarify any misunderstandings.

Summarize the activity by emphasizing that when someone crosses a boundary and we feel sad, uncomfortable, or angry, we can use assertive statements and the strategy **speak my mind and be kind** to respectfully tell them what we want.

Unit 7: Making Communication Choices

Learning Targets:

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

Materials (available at www.cccframework.org/asrt-lessons-pri/#u7):

- Assertiveness Strategies Poster
- Video ***Predict Outcomes***
- Assertiveness Scale from [Unit 1, Activity 2](#)
- Sticky notes
- Feelings Chart
- Assertive Statements Visual
- Video *Angry Son*
- Chart paper
- Video *I Don't Need Your Help*
- Video *I'll Never Be Like You*
- Video *Conflict Management*
- Video *Woody & Buzz*

Instructional Activities:

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

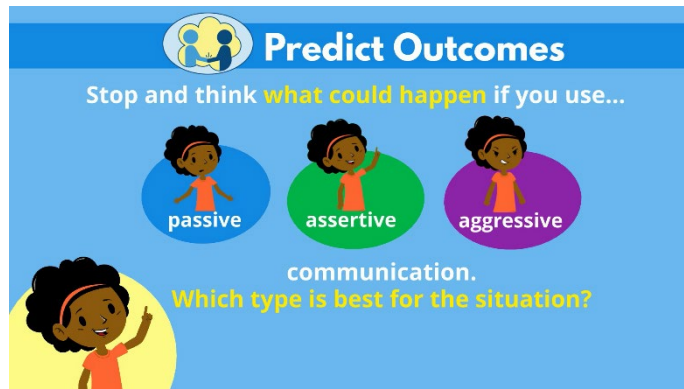
Explain to the students that they are going to learn a new Assertiveness Strategy that will help them determine which communication type they want to use in various situations. Using assertive communication often helps us reach outcomes we want. Emphasize the strategy ***predict outcomes*** on the [Assertiveness Strategies Poster](#). Inform them that “predict” means think ahead. Thinking about the possible outcomes ahead of time helps us determine what communication type is best.

Discuss with the students:

- When have you said or done something that you wished you hadn't?
- What happened? Why?
- What could you have done differently?

Tell the students they are going to watch a video that will explain the strategy ***predict outcomes***. Show the two-minute video [Predict Outcomes](#). Afterward, ask:

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



From the video [Predict Outcomes](#)

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

Explain to the students that they are going to practice **predicting outcomes** using some example scenarios that you will read. For each scenario, you will ask the students to **identify the communication type** using the assertiveness scale you created in [Unit 1, Activity 2](#). Alternatively, you could place the terms “passive,” “assertive,” and “aggressive” or the colors yellow, green, and red on sticky notes in different areas of the classroom and have the students move to the communication type for each scenario. Then ask the class to **predict outcomes** to think about what could happen next based on the behavior that was exhibited in the scenario.

Scenario 1: Jordan sees some older students making fun of a kindergartner who doesn't know how to tie his shoes. He wants to help the kindergartner but isn't sure what to say or do, so he walks past them and continues to his classroom. Ask the students:

- Which communication type did Jordan use?
[Response: passive.]
- Jordan chose to communicate passively. **Predict the outcome.**
[Possible response: the older kids could keep picking on the younger kid, the situation could get worse, and someone could get hurt.]

Scenario 2: Cassandra saves a place for two of her friends at the lunch table. Madison is upset that Cassandra didn't save her a place, and says, “You're so rude, Cassandra!” Ask the students:

- Which communication type did Madison use?
[Response: aggressive.]
- Madison chose to communicate aggressively. **Predict the outcome.**
[Possible responses: Cassandra could get upset; they might not be friends anymore.]

Scenario 3: Javier's friend says he cheated during the basketball game at recess, but he didn't. Javier shrugs his shoulders and walks away without saying anything. Ask the students:

- Which communication type did Javier use?
[Response: passive.]

- Javier chose to communicate passively. **Predict the outcome.**
[Possible responses: his friend could continue to treat him poorly; he would miss playing basketball at recess.]

Scenario 4: Kinley is bragging about how well she did on her solo at the music competition. Her friend Leslie is tired of hearing about Kinley's solo, and she yells, "If you were a good friend, you wouldn't brag so much about your solo!"

- Which communication type did Leslie use?
[Response: aggressive.]
- Leslie chose to communicate aggressively. **Predict the outcome.**
[Possible responses: Kinley's feelings could be hurt; they might not be friends anymore.]

Scenario 5: Danielle is having trouble understanding how to do math problems, and even though she doesn't want the other students to know she is having trouble, she raises her hand and says to the teacher, "Could you please help me with my math problems. I don't understand them."

- What communication type has Danielle used?
[Response: assertive.]
- Danielle chose to communicate assertively. **Predict the outcome.**
[Possible responses: she will get better at math; she won't have to redo the problems.]

Summarize this activity by explaining that how we communicate is a choice and that we all have times when we need to act more assertively. Facilitate a brief discussion about why it is important to **predict outcomes**.

- Why should we stop and think about how we want to communicate?
[Possible response: it helps us choose the best communication type for that situation.]
- What happens when we don't think about how we want to communicate?
[Possible responses: we could say or do things that we wish we hadn't; when we don't think about the best way to communicate, it can make a situation worse.]

Emphasize that there are times when we should use each communication type. When we stop and **predict outcomes**, we can usually choose a way to communicate that results in a more desirable outcome. Remind the students to stop and think about how their communication type can impact the outcome of a situation. Explain that the strategy **predict outcomes** can help them choose the best option for the situation.

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

Remind the students they have been learning to think about how their reactions and communication types affect the outcomes of situations. They have practiced the strategy **identify communication types** to identify what communication type is being used, and they have learned the strategy **predict outcomes** to think about how the communication type used will impact the outcome of a situation.

Tell the students they are going to practice **predicting outcomes** for situations they might experience. Remind them that when they **predict outcomes**, they stop and think about how each communication type will affect the outcome of the situation and choose the best communication type for that situation.

Explain that you are going to provide them with several scenarios and that they are going to practice thinking about what could happen if they used passive, assertive, or aggressive communication.

Have the students write, draw, or act out their responses to the scenarios. Begin by reading the first scenario aloud. Ask the students to **predict the outcome** of choosing passive communication (Column 1). Allow them to complete their reflections, and then ask a few to share what they predicted.

Repeat this process with aggressive communication (Column 3) and assertive communication (Column 2), allowing a few students to share their predictions for each communication type.

| Scenario | Predict what could happen if you chose passive communication | Predict what could happen if you chose assertive communication | Predict what could happen if you chose aggressive communication |
|---|--|--|---|
| When I have to stay in from recess for talking during the science lesson but my friends were also talking ... | | | |
| When my friends are doing something I don't want to do ... | | | |
| When I need help with math but I am afraid to ask my teacher ... | | | |

Summarize the activity by reminding the students that they have a choice in how they communicate. When they think about the different outcomes based on the communication type they use, they are taking the time to **predict outcomes**. When they **predict outcomes**, it helps them choose the best way to communicate in a situation, and they are more likely to get their desired outcome.

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

Explain to the students that they are going to practice changing passive and aggressive communication to be more assertive. Remind them that communicating assertively starts with **showing empathy** and thinking about how another person might feel. Show them the [Feelings Chart](#), which they have used to practice thinking about how others are feeling. Then show them the [Assertive Statements Visual](#). Remind them that they have been practicing creating assertive statements that show they understand another person and that express their thoughts and needs respectfully.

Tell the students that they are going to watch several different video clips and decide if the characters in each are acting passively or aggressively. They will need to carefully watch their actions and listen to their words to determine if each character is communicating passively or aggressively. Then they will use

the [Feelings Chart](#) to describe how each character in the clip is feeling. Finally, they will determine how the characters' behavior can be changed to be more assertive.

Inform the students that the first video clip includes a father and his son, Max. Max doesn't want to go on the trip with his father. He would rather stay home and spend time with his friends. Show [Angry Son](#). Afterward, discuss:

- Was Max using passive or aggressive behaviors?
[Response: aggressive.]
- How do you know?
[Possible response: he yelled at his dad.]
- What words or actions did he use that showed passive or aggressive behaviors?
[Possible responses: he raised his voice; he crossed his arms and rolled his eyes.]

Show the students the [Feelings Chart](#) and ask them to identify a few different emotions Max may be having. Then tell the students to think about how Max's father might be feeling in this situation. Ask:

- How do you think Max's father felt after Max reacted so aggressively to going on a trip?
[Possible responses: Max's dad probably felt sad that Max didn't want to go on their trip; Max's dad probably felt confused because he thought Max would like the trip.]

Tell the students they are going to create a statement that Max could use to respectfully communicate his feelings to his father. Remind the students that when they use an assertive statement, they begin by **showing empathy** and that they understand the other person. Ask:

- How could Max **show empathy** and tell his father he understands how he feels?
[Possible response: "I understand that you wanted to spend time with me and take me on a trip."]
- How could Max **voice his feelings** to explain how he feels to his father?
[Possible response: "I am upset because I made plans with my friends."]
- What is a solution to this issue? What does Max want to happen? How could Max **speak his mind and be kind** to his father?
[Possible response: "When we get home, could I please spend time with my friends?"]

Write each part of the statement on chart paper. For example:

I understand that you wanted to spend time with me and take me on a trip. I am upset because I made plans with my friends. When we get home, could I please spend time with my friends?

Continue the same process of explaining each video clip, asking the students to **identify communication types**, determine how each character might feel, and brainstorm how the character can **be kind and speak their mind** by creating an assertive statement that **shows empathy** toward the other person, describes their own feelings, and explains what they want to happen.

| Clip | Synopsis |
|--|---|
| I Don't Need Your Help | Lightning McQueen is mad at Mater for getting distracted during the race and causing him to lose. <ul style="list-style-type: none">• Is Lightning McQueen communicating passively or aggressively? How do you know?• How could Lightning McQueen speak his mind and be kind and respectfully let Mater know how he is feeling? |

| | |
|---|--|
| <u>I'll Never Be Like You</u> | <p>Merida is upset with Queen Elinor, who tells her what to do all the time.</p> <ul style="list-style-type: none"> • Is Merida communicating passively or aggressively? How do you know? • How could Merida <i>speaks her mind and be kind</i> and respectfully tell the queen how she feels? |
| <u>Conflict Management</u> | <p>Agnes is upset because her toy unicorn is destroyed. Instead of asking for help, she holds her breath.</p> <ul style="list-style-type: none"> • Is Agnes communicating passively or aggressively? How do you know? • How could Agnes <i>speaks her mind and be kind</i> and politely ask for her unicorn back? |
| <u>Woody & Buzz</u> | <p>Woody is having strong emotions about Buzz's arrival.</p> <ul style="list-style-type: none"> • Is Woody communicating passively or aggressively? How do you know? • How could Woody <i>speaks his mind and be kind</i> and respectfully tell Buzz what he is feeling? |

Summarize the activity by emphasizing that the students have practiced ***identifying communication types*** and used the strategy ***speaks my mind and be kind*** to help the character from each clip communicate their feelings respectfully. Explain that in each scenario, the outcome was affected by the characters' behaviors. When we act too passively, we don't get what we need, and the result isn't what we want. When we act too aggressively, we can hurt others' feelings, and the outcome usually isn't what we want either. Remind the students that when they choose to communicate assertively, they ***speaks their mind and are kind*** and understand that the communication type they choose will affect what happens in a situation.

Unit 8: Assertiveness—Putting It All Together

Learning Targets:

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

Materials (available at www.cccframework.org/asrt-lessons-pri/#u8):

- Assertiveness Strategies Poster
- Video **Do My Part**
- Video *Good Teamwork and Bad Teamwork*
- Assertiveness Strategies Bingo
- Scissors and glue
- [Assertiveness Performance-Based Observation](#)

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

Instructional Activities:

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

Remind the students they have been learning how to be assertive. They have learned and practiced numerous strategies they can use to express themselves respectfully. Show the students the [Assertiveness Strategies Poster](#) and review strategies as needed. Then explain that the last strategy they will learn about compiles all the Assertiveness Strategies together. Emphasize the strategy **do my part** and explain that **doing my part** means that we understand ourselves, understand others, work well together, and communicate respectfully. Tell the students that they can **do their part** when they work in groups or with a partner, sibling, or friend to meet a goal.

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

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



From the video [Do My Part](#)

- Why is **doing your part** important?

[Possible responses: so that everyone learns, so that one person doesn't have to do all the work, to show respect for others.]

Explain to the students that they are going to watch a few video clips of characters working together. Some of the clips show characters **doing their part**, and some show characters who are not being assertive, and the outcome isn't productive. Begin [Good Teamwork and Bad Teamwork](#).

Stop the video after the example of bad teamwork and ask the students:

- What were the birds doing that showed they didn't know how to **do their part**?
[Possible responses: they were making fun of the larger bird; they were not listening to each other or sharing ideas; they didn't work together to come up with a plan.]
- What could the birds do that would help them **do their part**?
[Possible response: they could communicate their ideas, encourage others to communicate their ideas, listen to others, and work together to find a way to include the bigger bird so that everyone could sit together.]

As you continue the video, ask the students to look for how the characters demonstrate the strategy **do my part**. Show the clip of the crabs working together to avoid being eaten by the seagull. Afterward, ask:

- How did the crabs **do their part**?
[Possible response: when they saw the seagull, they worked together to keep it from eating them.]
- What was the result?
[Possible response: they were able to protect each other from the seagull.]

Show the last clip. Afterward, ask:

- How did the polar bears **do their part**?
[Possible responses: they helped each other, listened to each other, and worked together to make a ladder so they could get to the moon.]
- What was the result?
[Possible response: they were able to accomplish their goal.]
- Why is it important to **do your part** when you are working with others?
[Possible responses: so that you are respectful, so that you get your work done, so you can reach your goals.]

Emphasize that **doing your part** means you combine Assertiveness Strategies like **voicing your feelings**, **showing empathy**, and **speaking your mind and being kind** as you are working with others. **Doing your part** also means that if someone in the group is not using the Assertiveness Strategies, you help them understand what they can do to be more assertive.

Divide the students into four groups and ask each group to write or draw one of the four things they need to do to **do their part**:

- Communicate your ideas respectfully
- Encourage others to share their ideas
- Listen to others' ideas
- Work together to complete the task

After the students have had time to write or draw their responses, ask each group to share their responses. Emphasize that **doing your part** means that you practice the Assertiveness Strategies and you help those who are not being assertive understand what they need to do to be more assertive. You communicate your ideas respectfully, encourage others to share their ideas, listen to others' ideas, and

work together to complete the task. It is important to practice the strategy *do my part* anytime you are working with others and need to complete a task together.

25. I can identify Assertiveness Strategies

As a review, [Assertiveness Strategies Bingo](#) will support students in recalling each Assertiveness Strategy and can be played anytime the students need to review the strategies.

Ask the students to cut out each icon and choose nine to place and glue in the spaces of their choice on the card. When the students have finished placing the icons onto the card, use the clues to describe each strategy without naming it. The students should identify the strategy based on your descriptions.

Assertiveness Strategies Bingo Card

| | | |
|--|--|--|
| | | |
| | | |
| | | |



Bingo Clues:

- When you use this strategy, you show the other person that you understand how they are feeling.
[Response: **show empathy.**]
- When you use this strategy, you think about each communication type and about how it will affect the outcome of a situation.
[Response: **predict outcomes.**]
- When you use this strategy, you use parts of your body to show you're listening.
[Response: **show respect without words.**]
- By using this strategy, you tell others how you're feeling.
[Response: **voice my feelings.**]
- This strategy helps you respectfully explain what you would like to happen.
[Response: **speak my mind and be kind.**]
- When you use this strategy, you use your own words to explain the important parts of what someone has just told you.
[Response: **listen and summarize.**]
- This strategy is necessary for making sure everybody in a group shares their ideas, listens to others, and works together to accomplish a goal.
[Response: **do my part.**]
- When you use this strategy, you make rules for what you will and won't do.
[Response: **respect my boundaries.**]
- This strategy helps you understand the three different ways you can communicate.
[Response: **identify communication types.**]
- When you use this strategy, you think about what you are feeling and why you are feeling that way.
[Response: **find my feelings.**]

Summarize the activity by asking the students to share examples of how they have practiced each strategy, and remind them that learning assertiveness takes practice. Anytime they need to communicate clearly and respectfully, they can use the Assertiveness Strategies.

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

Remind the students they have been learning Assertiveness Strategies to communicate their wants, needs, and thoughts respectfully. Tell the students that they have learned how to practice assertiveness when they work with others by **doing their part**. When we practice **doing our part**, we can work with others and complete tasks or meet a goal together.

Explain to the students that they are going to work in small groups to create a skit to demonstrate their understanding of Assertiveness Strategies. The skit will be about assertiveness and how to **do their part** when they work with others. They will present their skits to the class.

Tell the students the skit has three characters: Pas, Sert, and Aggie. All three students are in the first grade at your elementary school. They are working on a science project where they need to build a volcano. They need to decide how they will paint the volcano to make it look realistic. Pas and Aggie get into a disagreement about how to paint the volcano, and Sert teaches them both to be more assertive. Explain that Pas is the passive character. He has some good ideas about what color to paint the volcano, but he is afraid to share those ideas. Ask the students:

- What are some passive words and actions Pas might use?
[Possible response: Pas might say, "Whatever color you want to use is fine. I don't care," and he might move away from the others and shrug his shoulders.]

Aggie is the aggressive character and tells the other two what to do. Ask the students:

- What are some aggressive words and actions Aggie might use?
[Possible response: she might say, "I have the best ideas for how to paint the volcano," and she might push the others out of the way and talk over them.]
- How do you think Aggie's words and actions make Pas and Sert feel?
[Possible response: Pas and Sert probably feel left out and frustrated because they have ideas for the project too.]

Next, remind the students that Sert is the assertive character. He understands how to express his wants, needs, and thoughts respectfully, and he is respectful of other people. He teaches Pas how to change his passive words and actions to become more assertive. Sert also helps Aggie to change her aggressive words and actions to be more assertive. Sert helps both Pas and Aggie **do their part** so they can keep working together. Ask the students:

- What Assertiveness Strategies could Sert teach Pas and Aggie?
*[Possible response: he could teach them the strategies **show empathy, voice my feelings, listen and summarize, and speak my mind and be kind.**]*
- What are some words and actions Sert might use when talking to Pas and Aggie?
*[Possible responses: he might say, "I understand that you each want to make a good volcano, but when Pas doesn't share his ideas and Aggie tells Pas what to do, we aren't working together. Let's take turns sharing our ideas"; he might **listen and summarize** their ideas and use the strategy **show respect without words** to let them know he appreciates their ideas.]*

Divide the students into groups of three and ask them to decide which character they will be in the skit. Remind them that this is an opportunity for them to practice **doing their part** as they work on the skit. Encourage them to be aware of how they are communicating their ideas, listening to each other, and working together to develop the skit.

As the students are developing their skits, use the [Assertiveness Performance-Based Observation](#) to observe each student's application of Assertiveness Strategies. Students that need scaffolding and support to contribute to the skit will likely score in the *Beginning* or *Emerging* categories. Students that

can develop personalized applications of the strategies, don't require prompting, and can support others in addressing the strategies should be scored in the *Proficient* or *Advanced* categories. Consider recording the skits and showing them to parents.

After the students have had time to prepare and practice their skits, ask each group to present for the class. As the students are watching the skits, remind them to watch for passive, assertive, and aggressive behaviors and the different Assertiveness Strategies Sert teaches Pas and Aggie. If the students can, ask them to jot down notes about the skits, including the passive, assertive, and aggressive communication they observe. At the conclusion of each skit, ask the students:

- What passive words and actions did you see in this skit?
- What aggressive words and actions did you see in this skit?
- What Assertiveness Strategies did you see used in this skit?

Summarize the activity by reviewing the different communication types that were demonstrated in each skit and emphasizing that the communication type we choose affects the outcome of a situation. Remind the students that when they practice ***doing their part***, they are sharing their ideas respectfully, encouraging others to share their ideas, listening to each other, and working together to meet a goal or complete a task.

Assessing Your Assertiveness Knowledge (Posttest)

Materials (available at www.cccframework.org/asrt-lessons-pri/#post):

- *Assertiveness Questionnaire K–2* (optional online version; see page 6 for the items)

Preparation: To record and access assessment results, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Assertiveness Questionnaire K–2* again as a posttest. Note the code for your test and provide that code and the link below to the students. The items on the posttest are the same as those on the pretest.

Assessment Link: www.cccstudent.org

Code: _____

Re-administer the *Assertiveness Questionnaire K–2*

We recommend that students complete the *Assertiveness Questionnaire K–2* online. Using the www.cccstudent.org account that you created to launch the pretest, follow the directions on the website and title the posttest so that it is easy for you to identify (e.g., “2024 Assertiveness Posttest Kindergarten”). On the website, the items will be automatically read to the students, and they will choose the emoji that best represents them. Immediately after completing the assessment, the students will receive personalized reports that the teacher can also access.

Alternatively, the assessment can be completed on paper. Explain to the students that you will provide a set of statements. The students will mark or color in an emoji for *Like Me*, *Not Sure*, or *Not Like Me*.

Each answer should be based on how they feel. For example, if students feel comfortable sharing their thoughts and feelings, they will mark or color in the emoji for *Like Me*. Assure the students that there are no correct or incorrect answers and that everyone’s answers may be different because we all have our own thoughts and feelings. Tell the students that they should pause and think about how they feel about a statement before marking it.

After completing the assessment, explain to the students that they may feel different about some of the statements now that they have learned about assertiveness. Tell them that you are going to meet with each of them so they can compare their answers to the ones marked before they learned about assertiveness.

Reflect on pre- and posttest results

Compare each student’s questionnaire results with the *Assertiveness Performance-Based Observations* you have completed during Unit 8, noting areas in which they have grown and areas where they are still learning. Use these data to prioritize ongoing guided practice.

Meet with each student to review and discuss the results of their self-assessment. An analysis of student responses is provided on the following pages to help guide your discussions. The goal is to help the students determine their areas of strength and opportunities for growth related to assertiveness.

Use the following questions to begin your discussion and help the students identify their next steps in improving their assertiveness.

1. Tell me what you know about assertiveness. What is it?
2. What do you do when you need to express your wants, needs, and thoughts respectfully? Tell me about Assertiveness Strategies you've tried.
3. Reference the [Assertiveness Strategies Poster](#) and ask: "Which strategies are hard for you to do or understand?"

| Statement | Analysis |
|---|---|
| 1. When I work with a partner, I am comfortable sharing my thoughts and feelings. | If a student marked <i>Not Like Me</i> on this statement, it could mean that they struggle with expressing their wants, needs, and thoughts when they are in a peer group. Remind the student to use the strategy identify communication types to determine if they are being passive, and to use the strategy voice my feelings in these situations to help them communicate their wants, needs, and thoughts respectfully. Consider brainstorming words and phrases they could use to express their wants, needs, and thoughts when they want to do something different than their friends. You can also remind the student that it is important when working in groups or with a partner for each person to use the strategy do my part and share ideas as well as listen to the ideas of others. |
| 2. I would tell my friends "no" if they asked to do things like copy my homework. | If a student marked <i>Not Like Me</i> on this statement, it could mean that they have difficulty respecting their boundaries . Talk to the student about personal boundaries and brainstorm ways they can speak their mind and be kind when their boundaries are compromised. |
| 3. I tell others how I feel about something even if I know they will disagree. | If a student marked <i>Not Like Me</i> on this statement, it could mean that they have difficulty expressing their thoughts and ideas in certain situations. Talk to the student about using the strategy voice my feelings . Brainstorm some phrases they can use to express their thoughts in situations where it is difficult for them. You could also talk to the student about the strategy speak my mind and be kind . Explain that when it is difficult to speak up, they can plan how they will respond to make it easier to speak up. |
| 4. I know how to respectfully ask for something I want. | If a student marked <i>Not Like Me</i> on this statement, it could mean that they don't know how to express their needs respectfully. Talk to the student about using the strategy speak my mind and be kind or brainstorm some phrases they can use to respectfully ask for something. If the student is having difficulty managing their emotions when they need help, consider teaching them to use calming techniques. |
| 5. If I don't like the way someone is being treated, I speak up. | If a student marked <i>Not Like Me</i> on this statement, it could mean that they don't feel comfortable speaking up in certain situations. Brainstorm phrases that the student could use to speak up in situations when someone is being mistreated, or teach them how to use the strategy speak my mind and be kind . |

| | |
|---|---|
| 6. If someone hurt my feelings, I would tell them how I felt in a nice way. | If a student marked <i>Not Like Me</i> on this statement, it could mean that they don't know techniques they can use to voice their feelings . Talk to the student about respecting their boundaries and ways they can voice their feelings respectfully. |
| 7. When I work with a partner, I listen to their thoughts. | If a student marked <i>Not Like Me</i> on this statement, it could mean that they don't understand how to listen and summarize . Talk to the student about using the strategy show respect without words and ways to be respectful when others are sharing their thoughts. You could also talk to the student about the strategy listen and summarize and explain that summarizing someone's story shows that they were listening and being respectful. Encourage the student to use the strategy do my part when they are working in groups and other members need to explain their ideas. Remind the student that doing their part involves expressing their ideas and listening to the ideas of others too. |
| 8. When my friends disagree with me, I try to understand how they are feeling. | If a student marked <i>Not Like Me</i> on this statement, it could mean that they have difficulty using the strategy show empathy . Talk to the student about how they can stop and think about why the other person feels different and how they can identify a similar time when they experienced the same feelings. |
| 9. I listen to others without interrupting them when they are telling a story. | If a student marked <i>Not Like Me</i> on this statement, it could mean that they may not understand how to show respect without words and listen and summarize what the other person has said. Talk to the student about what their mind and body do when they listen to others. |
| 10. Even if someone says mean things to me, I try not to say mean things to them. | If a student marked <i>Not Like Me</i> on this statement, it could mean that they have difficulty expressing themselves respectfully. Talk to the student about using the strategy predict outcomes to think about how the communication type they use affects the outcome of a situation. Remind them to use the strategy show empathy to understand others, and help them brainstorm phrases they could use when someone has said mean things to them and they need to speak their mind and be kind . |

After the students have reflected, help them to complete the chart by drawing or writing about the concepts that are their strengths and areas for growth.

| Strengths in assertiveness | Areas for growth in assertiveness |
|----------------------------|-----------------------------------|
| | |

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 & 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