

To communicate respectfully, I can...

1. Identify communication types 



2. Find my feelings

3. Show empathy 



4. Voice my feelings

5. Listen and summarize 



6. Show respect without words

7. Speak my mind and be kind 

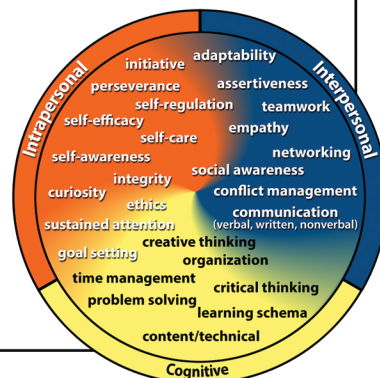


8. Respect my boundaries

9. Do my part 



10. Predict outcomes



My Assertiveness Workbook [Secondary]

This supplemental workbook for students corresponds directly to the *Assertiveness Lessons [Secondary]* (www.cccframework.org). These activities are designed to be completed over time.



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Assessing Your Assertiveness Knowledge (Pretest)

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

Assertiveness Knowledge Test: www.cccstudent.org

Code (provided by your teacher): _____

Items 1–20: As you read each item, pause and think for a moment. Then mark the response that best represents you.

Items 21–40: This part measures your knowledge of assertiveness, including your ability to identify actions that would be most effective in building your ability to be assertive in specific situations.

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

Look over Items 1–20 and identify items you rated high, indicated by checkmarks shaded in green. Describe three of these items in the table under the column *My strengths in assertiveness*.

Then, identify items you rated low, indicated by checkmarks shaded in pink or red. Describe three of these items in the table under the column *My areas for growth in assertiveness*.

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

Next, write down your score on the knowledge test:

Multiple-choice score: ____/17 ____%

Unit 1: Introducing Assertiveness

1. I can define assertiveness

Watch the video *What Is Assertiveness?* (www.cccframework.org/asrt-lessons-sec/#what).

How would you explain assertiveness?

Why is it important to be assertive?

How can being assertive help you?

Student Personal Reflection: Think about a time in the last few months that you were angry with someone—it could have been with a friend, teacher, parent, or anyone else.

Briefly summarize the disagreement.

Did you communicate your thoughts to the person? If so, did you do it in a respectful way?

Were they able to understand your perspective?

What do you wish you had done differently?

Read each example of assertiveness in action and then describe how each of the abilities will be helpful in your current and future life.

Ability	Current life	Future life
1. Say no when there is pressure to do something that you don't want to do		
2. Communicate respectfully when you are angry		
3. Stand up for yourself		
4. Tell an authority figure what you want when they may disagree		
5. Stand up for others		

Improving my assertiveness is important because _____

2. I can explain communication types

Watch the video **Identify Communication Types** (www.cccframework.org/asrt-lessons-sec/#identify).

What are some examples of passive communication?

How would you communicate passively if you were working in a group?

What are some examples of assertive communication?

How would you communicate assertively if you were working in a group?

What are some examples of aggressive communication?

How would you communicate aggressively if you were working in a group?

How does understanding the different communication types help you understand assertiveness?

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

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


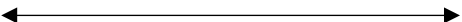


Think of people you know who often communicate passively. What do they do that makes them seem passive? Why might they choose to communicate this way? How might this be an inadequate communication type?

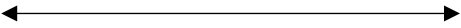


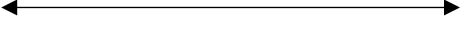


Think of people you know who often communicate aggressively. What do they do that makes them seem aggressive? Why might they choose to communicate this way? How might this be an inadequate communication type?

Think of people you know who often communicate assertively. What do they do that makes them seem assertive? Why might they choose to communicate this way? Why is assertive communication often a better option than passive or aggressive?

3. I can identify communication types

The following table contains a list of behaviors. *Identify the communication type* of each behavior—passive, assertive, or aggressive—and then explain why you chose that type.

Behavior	Passive Assertive Aggressive	Why?
Example: Walking out of the room and slamming the door		Clearly mad but not speaking; expressed anger physically; not respectful since it scared people
1. Distancing yourself physically from the group and not participating		
2. Telling someone when you think they're being unkind		
3. Posting something negative about a friend on social media		

Behavior	Passive Assertive Aggressive	Why?
4. Sitting quietly and not sharing your thoughts		
5. Talking face-to-face to a friend you think has disrespected you		
6. Threatening to do something if you don't get your way		
7. Saying "whatever" and rolling your eyes when someone asks what you think		
8. Waiting until the teacher is done giving directions before you ask for help		
9. Asking a teammate to talk less while showing that you understand their perspective		

Unit 2: Using Assertiveness to Express Emotions

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

Watch the video *Find My Feelings & Voice My Feelings* (www.cccframework.org/asrt-lessons-sec/#find)

What do you do when you *find your feelings*?

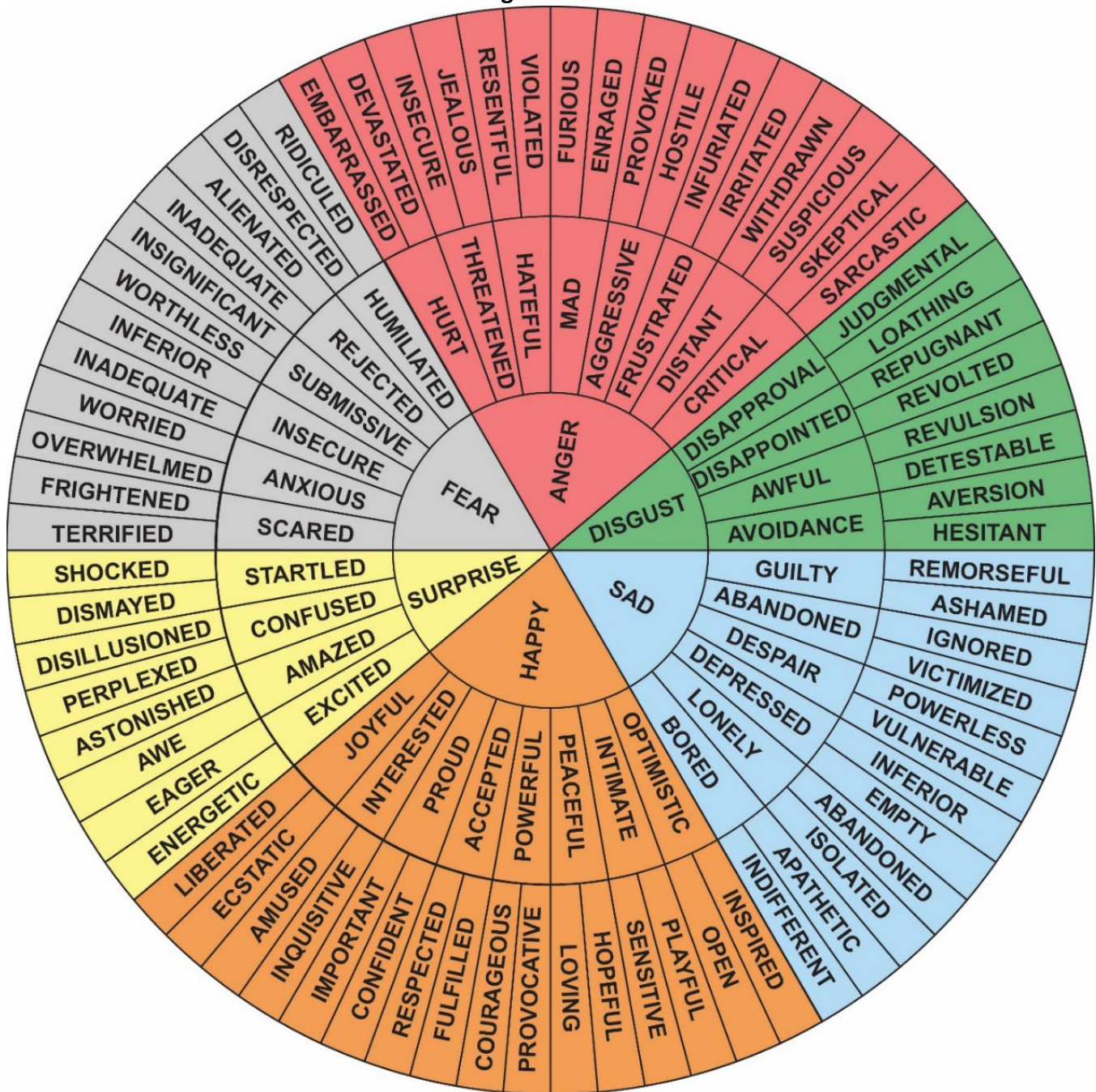
What do you do when you *voice your feelings*?

When you have strong feelings, like stress or frustration, why is it important to identify your feelings and the reasons you feel that way?

Why is understanding how to *find your feelings* and *voice your feelings* appropriately an important part of being assertive?

5. I can find my feelings and voice my feelings

Feeling Words Wheel



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For each of the following scenarios, identify three feelings from the Feeling Words Wheel that you might have. Avoid choosing feelings in the center circle (i.e., fear, anger, disgust, sad, happy, surprise) or a cluster of feelings in the same domain. Instead, identify complex feelings from the two outer rings and from multiple domains. Then, in the third column, write what you could say to ***voice your feelings*** appropriately.

Scenario	Three words that best describe what you may be feeling at that moment	<i>Voice your feelings</i> by saying ...
Example: My car won't start, so I'll be late to practice.	Powerless, anxious, frustrated	I feel anxious when I have car trouble because I could be late to practice.
1. Your boyfriend or girlfriend is clearly interested in someone else.		
2. You are the best player on your team.		
3. You lost a piece of jewelry that a friend gave you.		
4. You are in a class where you don't think you can learn the material or do the project.		
5. Your parent has unjustly accused you of doing something you didn't do.		
6. You aced the science unit, and it was easy for you.		
7. You were in a one-car accident, and it was your fault.		
8. You have too much homework and not enough time to get it done.		

None of the following statements clearly convey feelings. Read each statement, think about what feelings you might have in that situation, and then rewrite the statement to respectfully express the feeling(s) you identified.

Statement	Better way to say it ...
Example: Stop driving so fast!	When you drive fast, I feel frightened and worry about wrecking.
1. You are a jerk for telling my secret.	
2. This book is awful.	
3. I have to do everything around here while my sibling does nothing.	
4. I hate that class.	
5. This is a great day!	
6. You don't ever text me back.	

Think about three situations that you currently feel strong emotions about (e.g., an upcoming test, an argument with a friend, trouble making varsity). For each situation, ***find your feelings*** and ***voice your feelings***.

Situation	<i>Find your feelings</i>	<i>Voice your feelings</i>
Example: I need to study for a big test next week, but I have to do a lot of chores after school, so I don't have a lot of time to study.	I feel overwhelmed about the upcoming test and irritated that I have so little time after school.	I could tell my mom, "I feel overwhelmed because I don't have time to study after doing chores."
1.		
2.		
3.		

Extended Activity: Keep track of the three situations you wrote about on the previous page.

To what extent did *finding your feelings* and *voicing your feelings* help you handle each situation?

To what extent did *voicing your feelings* help you communicate assertively?

Unit 3: Understanding Myself

6. I can demonstrate passive, assertive, and aggressive behaviors

Write one new item in each of the boxes in the following table.

	Passive	Assertive	Aggressive
Body language	<ul style="list-style-type: none"> • Turned away • Collapsed posture • No eye contact • 	<ul style="list-style-type: none"> • Facing other person • Open posture, feet solidly planted • Level, eye-to-eye contact • 	<ul style="list-style-type: none"> • Invading others' space • Crossed arms • Sulking, hostile, or bored expression •
Voice	<ul style="list-style-type: none"> • Quiet, inaudible, or quavering tone • Uncertain intonation • 	<ul style="list-style-type: none"> • Firm and audible • Clear and reasonable tone • 	<ul style="list-style-type: none"> • Muttering under breath • Insincere, hostile, bullying tone • Shouting •
Words	<ul style="list-style-type: none"> • Capitulating ("Okay, whatever you want") • Excessive apologizing • Self-recriminating ("I'm such an idiot!") • 	<ul style="list-style-type: none"> • "I" statements • Makes point rationally and sticks to the point • Takes responsibility for self • 	<ul style="list-style-type: none"> • Abuse ("You're pathetic!") • Generalizations ("You never ...") • Sarcasm ("Well, Mr. Perfect ...") • Feigned indifference ("Whatever") • Insincere agreement ("Fine!") • Silence or grunts •

Adapted from Resilient Kids' Site, by the Mental Health Foundation of Australia, n.d.

7. I can *identify communication types* in myself

Think about recent interactions you've had with friends, boyfriends, girlfriends, parents, teachers, and others. For each interaction, mark in the following table where you think your behavior fell on the spectrum of passive, assertive, and aggressive.

	Passive	Assertive	Aggressive
Example: Sibling(s)	← →		
1. Closest friend (same sex)	← →		
2. Closest friend (different sex)	← →		
3. Parent or guardian	← →		
4. Teacher	← →		
5. Other friends	← →		
6. Authority figure (e.g., boss, coach)	← →		

Write about a time when you wished you had said something or spoken up for yourself.

Describe a time when you overreacted and hurt a relationship instead of expressing your thoughts and feelings respectfully.

Reflect on your answers in the table above. Consider why you might act one way (passive, assertive, or aggressive) with one person but differently with another. Write one sentence summarizing what your ratings mean to you.

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

When have you found it difficult to ask for help or tell others what you think?

Why was it difficult?

How could you **voice your feelings** respectfully in this situation?

Read the following scenarios, pausing to consider how difficult it would be for you to express your wants, needs, and thoughts in each. Then rate the difficulty. In the third column, jot down a few ideas for how you could **voice your feelings** respectfully.

How difficult would it be to express your wants, needs, and thoughts if ...	Easy Very Hard	How could you <i>voice your feelings</i> in this situation?
Example: You didn't like the restaurant your friend suggested you go to for lunch.	<div><div></div></div>	I know you love that restaurant, but I think it might be nice to go to a different restaurant for a change.
1. Your sibling asked your opinion on the movie you saw last weekend.	<div><div></div></div>	
2. You are working on a group project for English, and one group member hasn't done any of their work.	<div><div></div></div>	
3. Your friend is spreading rumors about you that aren't true.	<div><div></div></div>	

How difficult would it be to express your wants, needs, and thoughts if ...	Easy	Very Hard	How could you <i>voice your feelings</i> in this situation?
4. You don't understand the algebra assignment, and you need to meet with the teacher to have her explain it.			
5. Your friends really want you to go to a party this weekend, but you don't want to.			
6. Your best friend is making fun of you for getting a bad grade on your science test.			
7. Your parent doesn't agree with the classes you plan to take next year.			
8. Your sister took the same math class last year and said she would give you copies of all the tests.			
9. Your parent was really good at basketball in high school and wants you to try out for the team, but you have never enjoyed basketball.			
10. You know you need to study for your history test, but your friends asked you to go to the movies with them.			

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

Watch the video ***Respect My Boundaries*** (www.cccframework.org/asrt-lessons-sec/#respect).

How do you know when a boundary has been crossed?

What are the three things you can do to ***respect your boundaries?***

1. _____
2. _____
3. _____

Why is it important to ***respect your boundaries?***

Choose three boundaries from the list your class generated. Brainstorm responses you could use when those boundaries have been crossed. Remember to consider both what you can say and what you can do in response to a crossed boundary.

Boundary 1: _____

Response: _____

Boundary 2: _____

Response: _____

Boundary 3: _____

Response: _____

10. I can describe Assertiveness Strategies that are my strengths and those that I need to improve

Reflect on the Assertiveness Strategies you have learned so far: ***identify communication types, find my feelings, voice my feelings, and respect my boundaries.***

Provide examples of how you have applied the strategies.

Which strategies do you want to work on to use more effectively?

List three actions you can do to be more assertive.

Unit 4: Understanding Others

11. I can ask questions to help me understand others

Write one sentence on how the person in the scenario may be feeling and one question you could ask the person to better understand them.

Example: Toby is a straight-A student who takes a lot of advanced classes. He has just encountered a class that he finds pretty difficult and wants to drop, but the teacher and his parents aren't letting him.

One sentence about how Toby may be feeling:

Toby is probably frustrated because he's used to good grades and because he feels like no one is listening to him. He also might be worried that he won't be successful.

One question you could ask Toby to understand him better:

Toby, what do you think it is about this class that makes you want to drop it, when you've done well in a lot of other difficult classes?

Scenarios:

1. Sophie recently lost a family member. She's been coming to school every day but doesn't seem herself.

One sentence about how Sophie may be feeling:

One question you could ask Sophie to understand her better:

2. Jaycee just saw her boyfriend holding hands with another girl.

One sentence about how Jaycee may be feeling:

One question you could ask Jaycee to understand her better:

3. Isaiah's serious girlfriend breaks up with him via Snapchat.

One sentence about how Isaiah may be feeling:

One question you could ask Isaiah to understand him better:

4. Your grandparent is diagnosed with dementia/Alzheimer's.

One sentence about how your grandparent may be feeling:

One question you could ask your grandparent to understand them better:

5. Your parent got a promotion at work, but it includes traveling to another state four days per week.

One sentence about how your parent may be feeling:

One question you could ask your parent to understand them better:

6. Your friend Dominique finds out he has a serious illness that is curable but will involve a long recovery.

One sentence about how Dominique may be feeling:

One question you could ask Dominique to understand him better:

7. Isaac did not get the scholarship he applied for, and he needed it to afford college tuition next year.

One sentence about how Isaac may be feeling:

One question you could ask Isaac to understand him better:

Extended Activity: Identify careers where it’s essential to be assertive (including learning about other’s wants, needs, and thoughts) and the reasons why it’s essential.

Career	Why it’s essential to be assertive and learn about others’ wants, needs, and thoughts
Example: Emergency room nurse	A nurse needs to learn to ask patients important questions about physical and mental health to treat them. A nurse must also be assertive by showing respect to patients while communicating what needs to be done.
1.	
2.	
3.	
4.	
5.	

12. I can explain how to *show empathy*

Watch the video *Show Empathy* (www.cccframework.org/asrt-lessons-sec/#empathy).

What does *showing empathy* mean?

What are some ways we can *show empathy* for someone else?

Why is *showing empathy* important?

For each of the following scenarios, identify three feelings from the Feeling Words Wheel (page 10) that a person may be having. Avoid choosing feelings in the center circle (i.e., fear, anger, disgust, sad, happy, surprise). Instead, think about the underlying feelings that the person might be experiencing in the moment, and remember that people can experience both positive and negative feelings at the same time. Then write a question that you could ask to help you understand what the other person is experiencing.

Scenario	Three possible feelings this person may be experiencing	A question you could ask to gain understanding
Example: Your best friend just got into her long-shot dream school—but it’s across the country.	Overwhelmed, ecstatic, flabbergasted	What do you feel about moving to a new place?
1. Your best friend’s dog died.		
2. Your friend was accused of cheating but is innocent.		
3. Your cousin just saw the ocean for the first time.		

Scenario	Three possible feelings this person may be experiencing	A question you could ask to gain understanding
4. Your teacher has two more classes to teach than last semester and was already swamped.		
5. Your friend donated money to a food shelter after a natural disaster.		
6. Your parent just lost their job.		
7. Your teacher just found out their parent is very sick, but they live in another state.		
8. Your sibling is leaving for college but doesn't have a job or enough money to get through one semester.		
9. A student is grounded for low grades and isn't allowed to attend the school dance.		
10. A friend didn't make the football team.		

Unit 5: Showing Respect for Others

13. I can explain how to *listen and summarize* and *show respect without words*

Watch the video *Listen and Summarize & Show Respect Without Words* (www.cccframework.org/asrt-lessons-sec/#listen).

What are the key ideas for *listening and summarizing*?

How do you *show respect without words*?

Why are *listening and summarizing* and *showing respect without words* important?

Describe a time when you were listened to. Include the behaviors of the other person that showed they were listening to you.

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

For the following scenario, create responses that you would and wouldn't give while *listening and summarizing* and *showing respect without words*.

Your friend says, "I'm not sure what to do. I totally bombed that test, and my parents are going to be so mad. They might not even let me go to the game Friday night when they see that my grade has dropped."

You wouldn't say: _____

You could say: _____

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

She continues: “Their expectations are so high that I don’t think I can meet them. I tried to do well on the test, but I got distracted while studying. I wish I could go back and repeat the last couple days.”

You wouldn’t say: _____

You could say: _____

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

She continues: “I wish there was a way they would let me go to the game. I can’t wait till high school is over and I don’t have to do all this work anymore.”

You wouldn’t say: _____

You could say: _____

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

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

With a partner, practice the steps for *listening and summarizing* and *showing respect without words*. One of you will describe a situation you are experiencing or have recently experienced. The other will *listen and summarize* while *showing respect without words*. Then switch roles and repeat the activity.

Write down a situation that you are willing to talk about with your partner.

Speaker: Explain the issue by relating events, results, and feelings (but do not blame others). Provide a couple of sentences at a time and then pause for the listener to summarize. After the listener summarizes, continue saying a couple of sentences and pausing until you've fully explained the situation.

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

After you have completed your turn as the speaker, complete the Active Listening Checklist.

Active Listening Checklist

Circle YES or NO for each item below.

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

Unit 6: Communicating Assertively

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

Watch the video ***Speak My Mind and Be Kind*** (www.cccframework.org/asrt-lessons-sec/#speak).

What does it mean to *speak your mind and be kind*? What do you do?

What two strategies do you use before you ***speak your mind and be kind***?

How can ***speaking your mind and being kind*** help you when working with others?

Identify a time when you wish you had been more assertive. This can be at home, in school, with friends, or even during extracurricular activities. Write a paragraph describing the situation with as much detail as possible.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

Keeping in mind what you've learned about assertive statements, read each of the situations and corresponding statements. In the second column, note whether each statement qualifies as an assertive statement. In the third column, modify the statement to make it an assertive statement that includes the strategies ***show empathy***, ***voice my feelings***, and ***speak my mind and be kind***.

Situation and statement	Assertive statement? (yes/no)	How could the statement be modified to be an assertive statement?
Situation: Riley is distracting you in class. Statement: I want you to stop interrupting my reading. You are frustrating and making me angry.	no	I understand that you're bored in class. I feel frustrated and angry that I'm having a hard time concentrating on my reading. I'd like to focus now, but could we please do something fun together after class?
Situation: Hope dislikes you and makes fun of you with her friends. Statement: If you stop making faces, gestures, and put-downs about me, I will help you with biology.		
Situation: You used too much data last month, so your guardian took your phone away. Statement: I want my phone back. It is killing me not being able to talk with my friends. I need it.		
Situation: Ray lied to you about not having money to repay what you loaned him. Statement: I know you struggle with managing money, but it feels like you took advantage of me. And you lied!		

Refer back to the time when you wish you had been more assertive (at the bottom of page 29). Draft an assertive statement, including all three parts, specific to that situation.

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

Describe one of your boundaries.

Write a three-part assertive statement that you could use if this boundary is crossed.

Unit 7: Making Communication Choices

19. I can explain how to *predict outcomes*

Watch the video *Predict Outcomes* (www.cccframework.org/asrt-lessons-sec/#predict).

What do you do when you *predict outcomes*?

How can the communication type you choose affect the outcome of a situation?

Why is *predicting outcomes* important?

Use these prompts to guide a discussion about *predicting outcomes*:

- Describe a recent interaction you've had with another person where you chose a specific communication type.
- How did the communication type you chose affect the outcome?
- How could the outcome have been different if you had communicated differently?

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

For each scenario, note where you think the person's behavior falls on the passive/assertive/aggressive spectrum and *predict outcomes*. Brainstorm how the person could have been more assertive and predict how the outcome might have been different with a more assertive response.

Example: Ethan, a junior, sees a freshman being bullied by another student. He wants to help but is unsure what to do, so he heads to class.

Mark where Ethan's behavior falls on the spectrum of passive, assertive, and aggressive.	<div>PassiveAssertiveAggressive</div> <div>← →</div>
Predict what will happen next.	Ethan feels guilty about his reaction and realizes that the bullying will continue if no one steps up.
What could Ethan have done to be more assertive?	As long as Ethan felt safe doing so, he could have walked over to the bully and used assertive body language and tone to confidently ask them to leave the freshman alone. He wouldn't have threatened or insulted them, just asked them directly and respectfully to stop what they were doing.

If he had been more assertive, predict what would have happened next.	The bully most likely would have stopped because Ethan took away their target and called them out.
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Scenario 1: Mackenzie posts a mean rumor about another girl, and several students view the post. Kylee, a student who really isn't involved in the situation, posts, "You're so stupid, Mackenzie."

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

Scenario 2: Juan is accused of cheating, but he didn't do it. He decides that he won't turn in any more homework in that class.

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

Scenario 3: Sage's best friend talks endlessly about herself. Sage is tired of it, so she tells her friend that she is selfish and needs to learn to be a true friend.

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

Scenario 4: Tracy's parents want him to go to community college to become an electrician. They take him on a campus visit, ask questions, submit his application, and enroll him. Tracy actually likes graphic design but decides that he'd better learn to like wiring houses.

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

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

For each of the following sentences, **identify the communication type** used and then rewrite the sentence to **speak your mind and be kind**.

- If you think I'm doing that, you're sorely mistaken.

Communication type used: _____

Assertive rewrite: _____

- Never mind. I didn't want one anyway.

Communication type used: _____

Assertive rewrite: _____

- I had plans then, but I guess my plans aren't that important.

Communication type used: _____

Assertive rewrite: _____

- What kind of writing is this? Wow, you cannot punctuate a sentence to save your life!

Communication type used: _____

Assertive rewrite: _____

- Can't you be quiet for a second? I'm concentrating over here, and all I can hear is you babbling on about your day.

Communication type used: _____

Assertive rewrite: _____

- I'm horrible at math, so I was just wondering whether you could help me with this problem. If it's too much trouble, though, I can just wait till you're done or ask someone else. Really, it's up to you. I know you're busy.

Communication type used: _____

Assertive rewrite: _____

Unit 8: Assertiveness—Putting It All Together

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

Watch the video **Do My Part** (www.cccframework.org/asrt-lessons-sec/#do).

What does it mean to *do your part*?

What are the four things you do when you *do your part*?

1.

2.

3.

4.

Why is *doing your part* important?

23. I can identify Assertiveness Strategies

Match each Assertiveness Strategy to its description.



1. Identify communication types

a. I will communicate how I feel and why.



2. Find my feelings

b. I will stop and think about someone else's feelings.



3. Show empathy

c. I will communicate my ideas and thoughts respectfully when in a group. I will also listen to others' thoughts and ideas so we can decide how best to complete the task.



4. Voice my feelings

d. I will use my own words to explain the most important parts of what someone else has said.



5. Listen and summarize

e. I can tell if someone is being passive, assertive, or aggressive.



6. Show respect without words

f. Before making a decision, I will stop and think about what will happen if I'm passive, assertive, or aggressive.



7. Speak my mind and be kind

g. I can respectfully tell someone what I want to happen.



8. Respect my boundaries

h. I will set guidelines, or boundaries, about what I will or will not do in challenging situations.



9. Do my part

i. I will make eye contact with the other person, keep my hands and feet still, and focus on what they say.



10. Predict outcomes

j. I can stop and think about my feelings.

Reflect on and answer these questions:

Why is communicating assertively important?

Why do you think taking steps to increase your assertiveness looks like?

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

To show your mastery of Assertiveness Strategies, choose one of these options:

- Perform a skit about assertiveness. The skit should include examples of students demonstrating at least three Assertiveness Strategies and discussing how each strategy can help them communicate better.
- Create a video to share with younger students. In the video, describe situations they're likely to encounter when it will be difficult for them to express their wants, needs, and thoughts respectfully. Explain how to use at least three Assertiveness Strategies to communicate appropriately in those situations.
- Write a group essay to share with others that describes at least three Assertiveness Strategies and ways you could use each strategy to improve your communication.

Use the following rubric to self-assess your use of the strategy ***do your part*** during the group project.

Do My Part Reflection Rubric

	I fully demonstrated <i>doing my part</i>.	I <i>did my part</i> some of the time.	I found <i>doing my part</i> challenging.
I listened to others as they shared their ideas.	Each time someone shared their ideas, I <i>showed respect without words</i> by focusing on what they were saying and making eye contact. I <i>listened and summarized</i> each time a group member shared an idea.	I <i>showed respect without words</i> by making eye contact and focusing on what others said when they shared their ideas, but there were times when I didn't <i>summarize</i> their ideas.	I didn't <i>show respect without words</i> , and I didn't <i>listen and summarize</i> while I was working on the project.
I clearly and respectfully communicated my own ideas.	I communicated my thoughts and ideas by <i>showing empathy, voicing my feelings, and speaking my mind and being kind</i> each time I shared an idea or stated what I thought the group should do.	I <i>showed empathy</i> by agreeing with others and <i>voiced my feelings</i> a few times, but it was hard for me to <i>speak my mind and be kind</i> and directly state my ideas or what I thought the group should do.	I didn't <i>show empathy, voice my feelings, or speak my mind kindly</i> during the project.
I helped others reframe their passive or aggressive communication to be more assertive.	Each time I noticed a group member communicating passively or aggressively, I encouraged them to use assertive communication and <i>do their part</i> .	I encouraged others to reframe their passive or aggressive communication a couple of times.	I noticed when others were using passive or aggressive communication, but I didn't encourage them to reframe their communication to be more assertive.
As a group, we worked together to develop a plan for completing the project, and each member <i>did their part</i>.	We communicated assertively and collaborated to complete the project.	We were able to complete the project but didn't communicate assertively the whole time.	It was challenging for my group to <i>do their part</i> and collaborate.

Assessing Your Assertiveness Knowledge (Posttest)

Posttest: Complete a short knowledge test to help you (and your teacher) get a better understanding of your current level of assertiveness.

Assertiveness Knowledge Test: www.cccstudent.org

Code (provided by your teacher): _____

For Items 1–20, pause for a moment after reading each item to think about your ability to express your wants, needs, and thoughts while respecting what others want, need, and think.

Items 21–40 test your knowledge of assertiveness concepts and potential ways to communicate assertively.

Once you’ve completed the *Assertiveness Knowledge Test*, be sure to keep your Results page open to complete the next activity.

Looking over your results, answer the following questions:

How do Assertiveness Strategies help me?

Looking at my score for Items 21–37 on the posttest, what have I learned about assertiveness?

What questions do I have about assertiveness?
