



Level 5 TALKABOUT

Assertiveness

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Introduction

Aim of this level	To raise awareness of how to be assertive
Topics covered	<ol style="list-style-type: none"> 1. Understanding assertiveness 2. Expressing feelings 3. Making suggestions 4. Disagreeing 5. Refusing 6. Apologising 7. Being Assertive
Length of level	This level will take 14 - 26 lessons depending on the ability of the students and the length of the lessons
Students	Groups work best if students get on and are well matched for both personality and need. Aim for a group of between 5 and 8 people. Remember that a larger group will mean the level may take longer to complete.
Group gelling	Factors that can help group cohesion are: group cohesion activities (see pages 225-229); get the group to decide on a name for the group; devise some group rules; make sure everyone takes part; and good leadership.
Format of the session	<ol style="list-style-type: none"> 1. Group cohesion activity 2. Recap 3. Main activity(s) 4. Set homework (if appropriate) 5. Group cohesion activity
Confidentiality	Remind everyone that the content of the sessions is not to be discussed with other students outside of the session



Topic 1:

Understanding Assertiveness



Objectives:

To introduce the topic of assertiveness

To consider what it means to be assertive, passive and aggressive



Materials:

Photocopy Worksheets, Handouts & Activities

Talkabout DVD (optional)



Timing:

This topic will take up to 5 sessions to complete

Activity

The Assertive Scale

(Activity 1 & Worksheet 1)

Notes

Students are introduced to the assertiveness scale on Worksheet 1. Using the scenarios in Activity 1, they are asked to consider where the people are on the scale. Students also consider the question – is it possible to be both passive and aggressive at the same time i.e. passive-aggressive? What would that person be like?

Passive People

(Worksheet 2)

Group consider what it means to be passive. They could watch a clip from the Talkabout DVD (scene 32) or think about television characters that are passive. Students complete Worksheet 2 and think of a time when they were passive.

Aggressive People

(Worksheet 3)

Group consider what it means to be aggressive. They could watch a clip from the Talkabout DVD (scene 32) or think about television characters that are aggressive. Students complete Worksheet 3 and think of a time when they were aggressive.

Assertive People

(Worksheet 4 & Handout 1)

Group consider what it means to be assertive. They could watch a clip from the Talkabout DVD (scene 32) or think about television characters that are assertive. Students complete Worksheet 4. Students are given Handout 1 and they discuss the differences between passive, aggressive and assertive.

Being Assertive means...

(Handout 2)

Students think about what situations it might be important to be assertive. Brainstorm these and then consider Handout 2. These topics introduce the rest of this level.



Activity 1:

The assertive scale



Instructions

Photocopy and cut out the cards. Cards are placed face down in the centre of the group. One card is picked up and read. The group then discuss whether they think that person is passive or aggressive using the scale on Worksheet 1. Does everyone agree?



Naomi is very cross. Her boyfriend Richard has forgotten her birthday. She decides to tell him exactly what she thinks of him in front of all her friends.

Nicki is upset. Her boss has asked her to do some extra work and she has been staying late every night to get it done. She has finished it but he hasn't even said thank you. She decides to not say anything and refuse to ever work late again.

Tom is not happy at school. The other children in his class have been teasing him about his mum's job. He decides to start a rumour about another boy's dad to take the heat off him.

Jo is tired and doesn't want to go out tonight. She decides to not answer the door and pretend she is not in when her best friend Lucy calls at the house.

Peter is fed up with homework and is constantly complaining to his teacher about how much they have to do.

Ed has got into trouble at school even though it was his friend Lizzie who was actually to blame. Lizzie is denying everything so he decides to go to the Head teacher and tell him everything Lizzie has done wrong in the last year.



Activity 1:

The assertive scale

Page 2



David is cross. He bought a game from a shop but when he got home he found it didn't work. He storms back to the shop and demands a refund from the shop assistant.

George is upset. His brothers have been teasing him about being a vegetarian. He goes to his bedroom and cries and then decides to make himself feel better by writing down all the reasons why he hates his brothers.

Jim is feeling left out. His friends are deciding what to do at the weekend and no-one has asked him what he thinks. They assume he will go along with their ideas like he usually does. He's had enough this time and suddenly says they can all do what they want because he won't be doing it with them. He then storms off.

Billy is upset. He has heard his class mates saying nasty things about him behind his back. He decides to keep his head down and hope that they will eventually stop.

Gareth is not enjoying school at the moment. Jim has been making Gareth give him his dinner money. Gareth has been allowing this to happen for a couple of weeks now but has decided that he'd prefer to let it continue than make a fuss as he knows that Jim can do a lot worse than just take money.

Tariq was jealous of his best mate, Ali. Ali always has the newest gadgets and Tariq was fed up with him showing off. The next time Ali brought something into school, Tariq was rude about it and said that only losers bought those things.

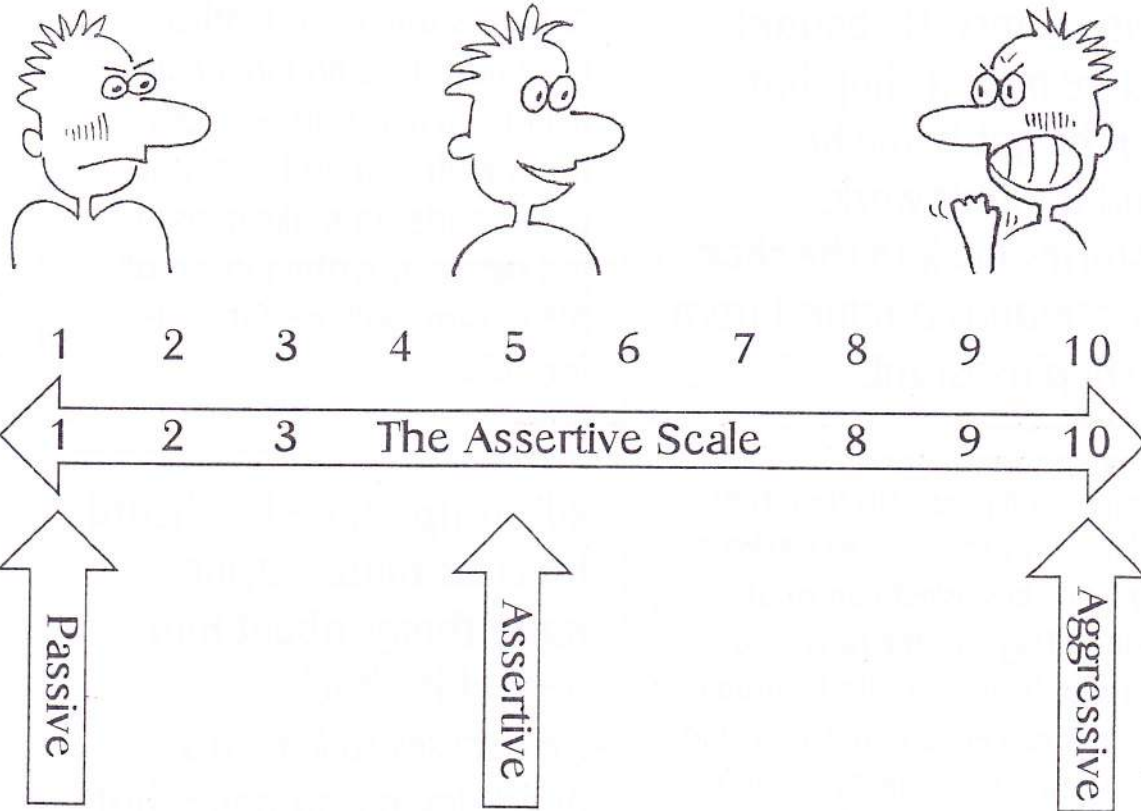


Worksheet 1: The assertive scale

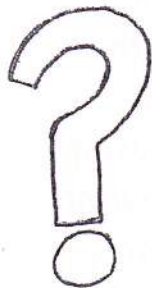
Name Date

Instructions

Consider the scale below. Where do you think the children in the previous activity are on it?



QUESTION FOR THE DAY...



Do you think it is possible to be both passive and aggressive?

What do you think that person would be like?

.....

.....

.....

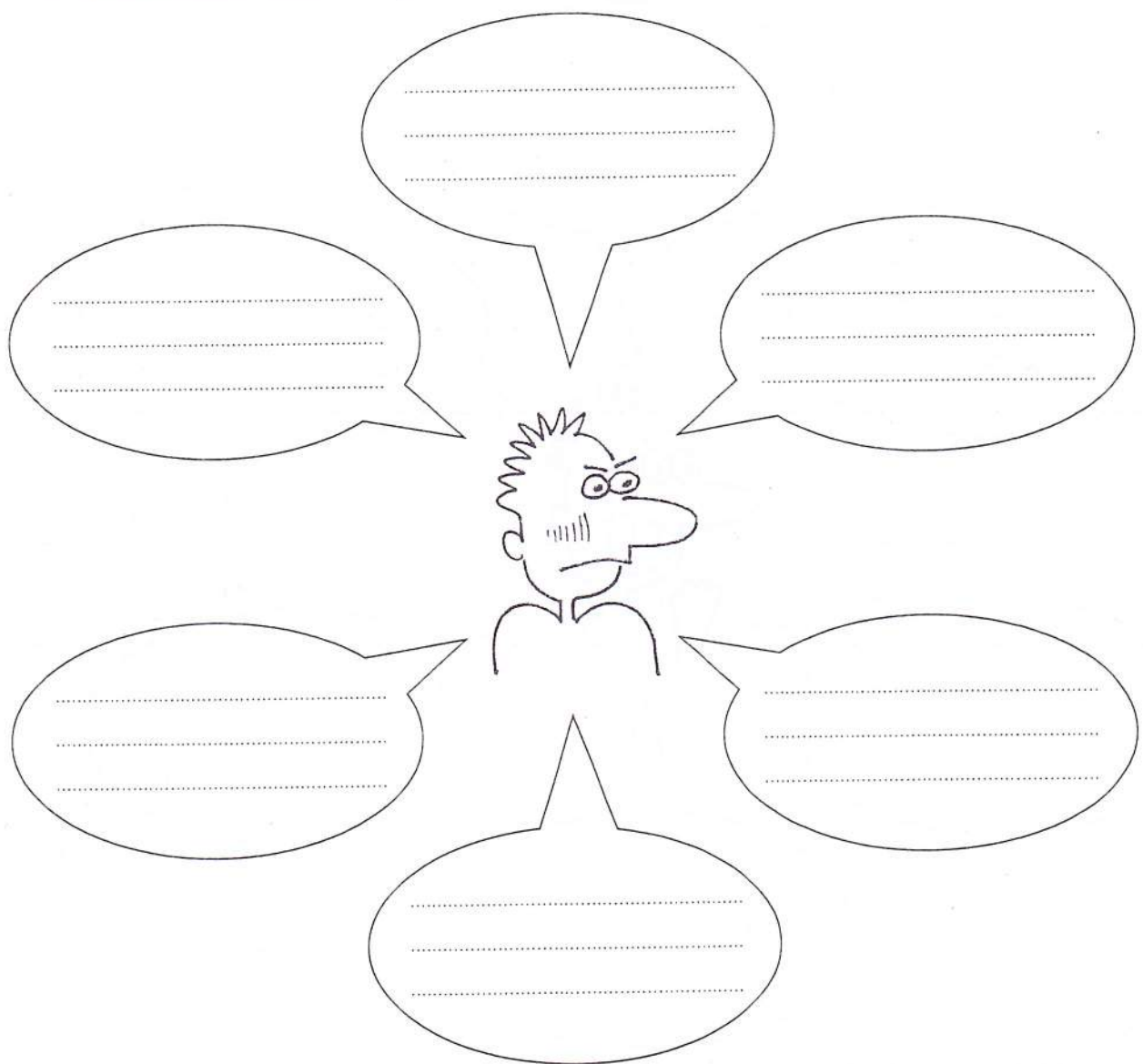


Worksheet 2: Passive people

Name Date

 **Instructions**

Think about what it means to be passive. What does that person look like and sound like?



The central figure is a cartoon man with a large, prominent nose, a small mustache, and a slightly worried or sad expression. He is surrounded by five speech bubbles, each containing three horizontal dotted lines for writing. The speech bubbles are positioned at the top, left, right, bottom-left, and bottom-right relative to the man's head.

Can you think of a time when you were passive?

.....
.....

What would you have liked to do?

.....
.....

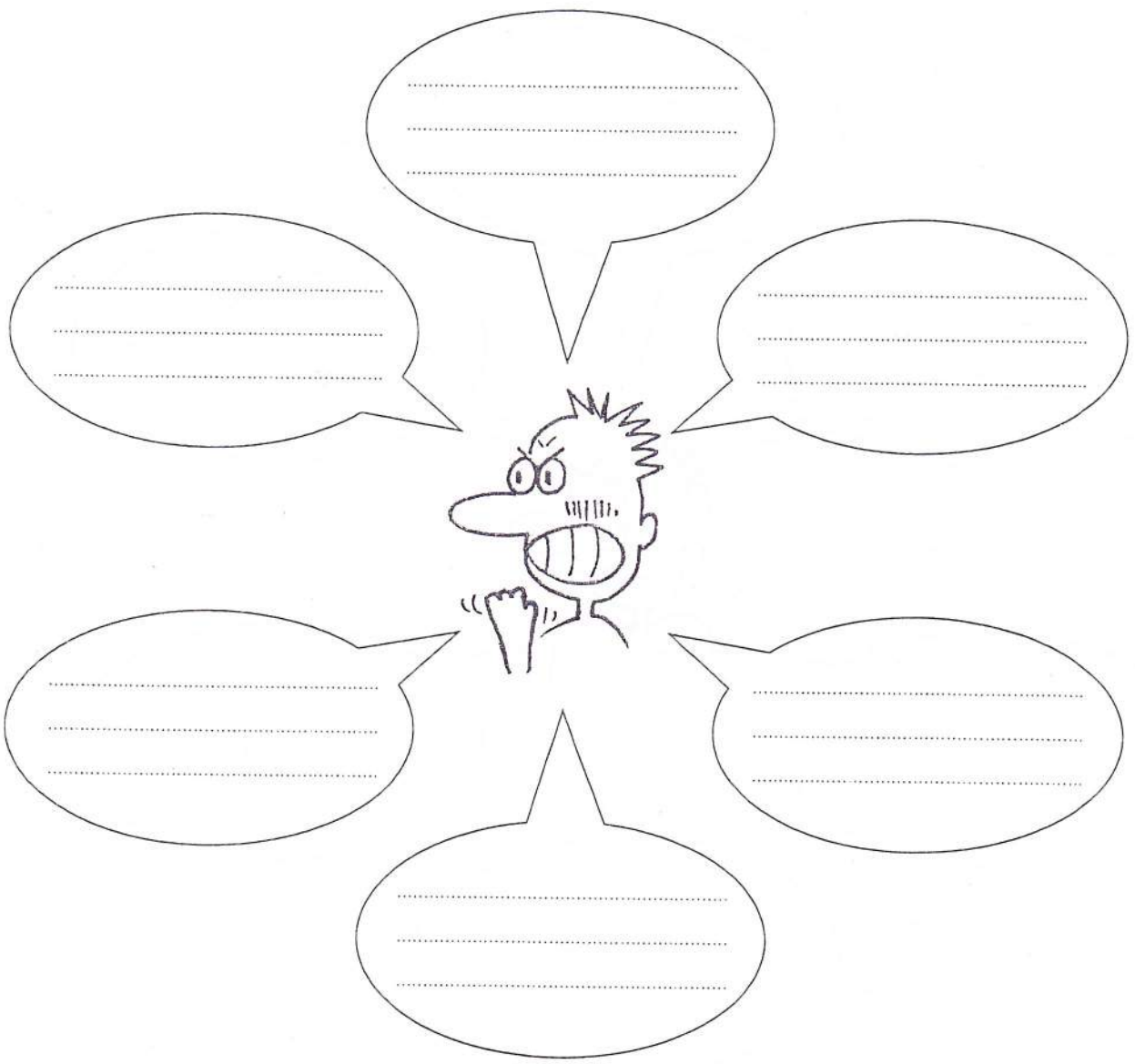


Worksheet 3: Aggressive people

Name Date

 **Instructions**

Think about what it means to be aggressive. What does that person look like and sound like?



Five empty speech bubbles are arranged around the central cartoon character, each containing three horizontal dotted lines for writing.

Can you think of a time when you were aggressive?

.....
.....

What would you have liked to do?

.....
.....

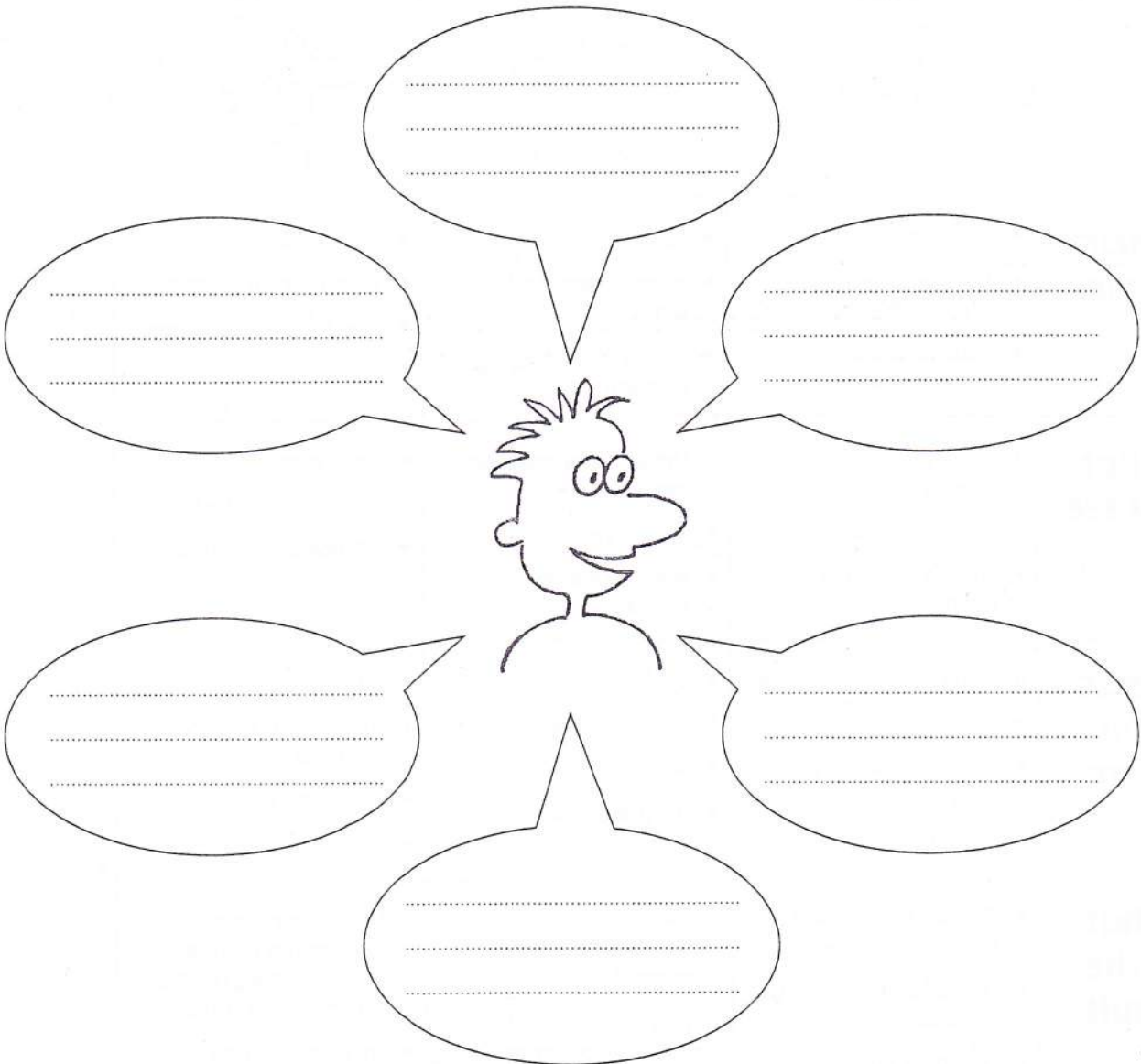


Worksheet 4: Assertive people

Name Date

 **Instructions**

Think about what it means to be assertive. What does that person look like and sound like?






The central character is a simple line drawing of a person with spiky hair, large eyes, and a slight smile. Six speech bubbles of varying sizes are arranged around the character, each containing three horizontal dotted lines for writing.

Can you think of a time when you were assertive?
.....
.....
.....
.....
.....



Handout 1: Assertiveness

Name Date

	Passive	Assertive	Aggressive
			
Their style	<ul style="list-style-type: none"> • I lose, you win • Not expressing their needs or feelings • Puts self down – doesn't value self 	<ul style="list-style-type: none"> • I win, you win • Honest, open and direct • Listens to others' opinions 	<ul style="list-style-type: none"> • I win, you lose • Domineers and insists • Doesn't listen to others
What you see	<ul style="list-style-type: none"> • Small posture - hunched • Little eye contact • Voice is quiet and hesitant 	<ul style="list-style-type: none"> • Upright and balanced posture • Steady eye contact • Voice is clear and easy to hear 	<ul style="list-style-type: none"> • Tense posture • Pointing, clenched fists • Interrupts with loud voice
What you hear	<ul style="list-style-type: none"> • 'Sorry...' • 'I can't seem to...' • 'I expect that's my fault' • 'It's only my opinion...' 	<ul style="list-style-type: none"> • 'I...' • 'I believe / need / feel' • 'No...' • Open questions 	<ul style="list-style-type: none"> • 'You...' • 'That's your problem, not mine' • 'You can't be serious' • 'You owe me'
What is the result	<ul style="list-style-type: none"> • They do not respond to hurtful situations • They allow problems to continue • They may have an explosive outburst when they can't take any more • They then feel guilty and confused so return to being passive 	<ul style="list-style-type: none"> • They respect others' opinions and listen respectfully • They are confident about who they are • They realise it is important to speak honestly • They address issues as they arise • They take the responsibility for their own happiness 	<ul style="list-style-type: none"> • They dominate others and control them by either abusing them or sabotaging a situation • They criticise and blame others to make themselves feel better • They become alienated from others • They never mature



Handout 2:

Assertiveness means...

Name Date

Assertiveness is...

being able to stand up for ourselves and...



Tell people how we feel



Make suggestions



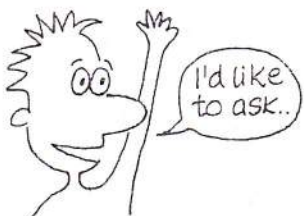
Disagree with others.



Say 'no' without feeling guilty



Say sorry



Request an explanation or ask for something



TOPIC 2:

Expressing Feelings

 **Objectives:**

To improve awareness of how to express feelings in an assertive manner

 **Materials:**

Photocopy Worksheets
Talkabout DVD (optional)

 **Timing:**

This topic will take up to 4 sessions to complete

Activity

The Way I Feel

(Worksheet 5)

Notes

Students consider the impact of different feelings. Recap on Level 1 topic 6 if necessary and use the Worksheet 5 to consider a recent situation. The Talkabout DVD (section 33) could be used to consider different ways to express feelings – i.e. passive, aggressive and assertive.

STOP

(Handout 3)

Use this handout to (re)introduce the students to STOP – a four point plan to help them cope with their feelings. The group then discuss the fourth point 'PLAN'. What would an assertive person say?

The 'I' message

(Worksheet 6)

Introduce the students to using 'I' messages or statements. 'I feel... when you... because...'
Students try to think of a situation and complete the worksheet.

Express your feelings

(Activity 2 &
Handout 4)

Students think about situations that they would like to role play. If this is difficult, the situations from the Activity are used as the basis for role plays. Students practise the skills learnt from this level following Handout 4 if necessary.

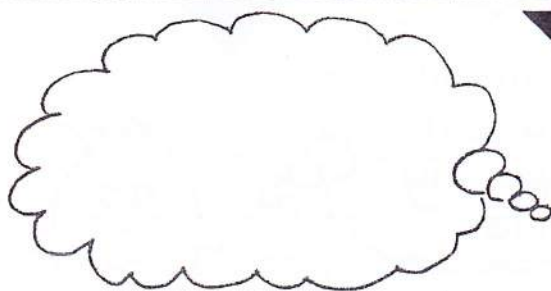


Worksheet 5: The way I feel

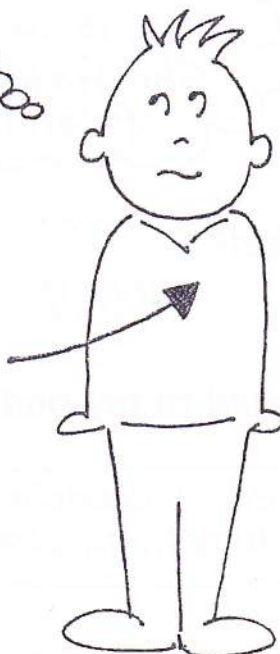
Name Date

The situation...

What did I think?

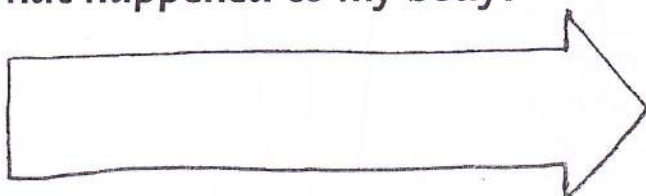


What did I feel?



me

What happened to my body?



What did I choose to do?

choice

What were the consequences?



Is there anything I could of done differently?



Worksheet 5: The way I feel

Name A WORKED EXAMPLE Date

The situation... My mum made me tidy my bedroom when I'd arranged to meet my friends in town.

What did I think?

She is mean.
This is unfair.
She hates my friends

What did I feel?

angry

What happened to my body?

I went red. I clenched my fists. My breathing was fast

ME

What did I choose to do?

I shouted at my mum and slammed the door

choice

What were the consequences?

I got grounded and didn't see my friends

Is there anything I could of done differently?

I could have stayed calm and promised I would do it as soon as I'd got back.

?



Handout 3:
Coping with my feelings

STEPS TO SUCCESS



Stop

- What is happening?
- What are the facts?
- How do I feel?
- What is happening to my body?

Think

- Am I in control?
- What are my choices?
- Do I need help?

Others

- What will the other person do?
- What will they say?
- Think about their behaviour...

Plan

- What am I going to say?
- What am I going to do?



Worksheet 6: The 'I' message

Name Date

Instructions

Think about a situation where you wish you had been able to express your feelings more effectively and assertively. What could you have said using the 'I' message below

The situation...

What did I feel?

I feel

When you

Because

ME

Remember to look and sound assertive!

Your goal...





Activity 2:

Express your feelings



Instructions

Photocopy and cut out the cards. Students use these situations to role play how to express their feelings in an assertive and effective manner. Give them Handout 4 to help when preparing their role play.



Your best friend has told another class mate something you told them in confidence.

Your friend has just been mean about your new hair cut.

Your boyfriend / girlfriend has been ignoring you at school. They seem fine when it's just the 2 of you but when other people are around, they behave as if you are not important to them.

Your best friend is leaving to go to another school.

You have just been selected to be in this year's team but your best friend hasn't.

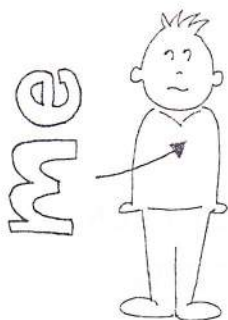
You have just found out that one of your friends has asked your girlfriend / boyfriend out. They knew you were in a relationship.



Handout 4: Express your feelings

Name Date

STEPS TO SUCCESS



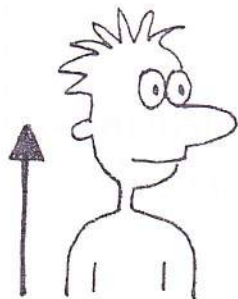
1. Recognise my feeling

What am I feeling?
What is happening to my body?



2. STOP and have thinking time

Use the STOP plan.
What are my choices?



3. Use assertive body language

Think posture
Think eye contact



4. Use 'I' messages

I feel...
when you...
Because...

RESPECT!

5. Remember to respect the other person

And you are not responsible for their behaviour



Topic 3:

Making Suggestions

 **Objectives:**

To improve awareness of how to make suggestions in an assertive manner

 **Materials:**

Photocopy Worksheets, Activities and Handout

 **Timing:**

This topic will take up to 3 sessions to complete

Activity

The negotiating game

(Activity 3)

Notes

Students are given one of the scenarios to act out. In each one, they are asked to spend 10 minutes discussing the options as a group and then deciding on a plan that everyone agrees with (or the majority agree with). The group then discuss what happened. Who made suggestions? Which suggestions were listened to and why? How did people respond to suggestions? Did anyone want to make a suggestion but didn't? Why?

When making suggestions

(Worksheet 7)

Brainstorm good ways to start a suggestion, such as: 'I think you should...', 'maybe you should...', 'why don't we...', 'let's...' etc. Discuss the use of 'I' and 'we' and the use of positives rather than negatives. Then brainstorm how we should respond to other people's suggestions. Phrases such as 'that's a good idea', 'thank you', 'I'll think about that' and 'what do other people think?' etc

Making Suggestions

(Activity 4 & Handout 5)

Students think about situations that they would like to role play. If this is difficult, the situations from the Activity are used as the basis for role plays. Students practise the skills learnt from this level following Handout 5 if necessary.



Activity 3:

The negotiating game

Name Date

Instructions

Students are given one of the scenarios to act out. In each one, they are asked to spend 10 minutes discussing the options as a group and then deciding on a plan that everyone agrees with (or the majority). The group then discuss what happened. Who made suggestions? Which suggestions were listened to and why? How did people respond to suggestions? Did anyone want to make a suggestion but didn't? Why?



Your group has won a trip to Disneyland in Paris. The trip is for 3 days and you leave in a month. However, there are not enough places and 2 of you will not be able to go. You have 10 minutes to decide as a group which of you will go and which of you will not go.

You are in a sinking boat and you are all famous people. Spend one minute choosing who you want to be and tell the rest of the group. You then need to decide what you are going to do about your situation. If you all stay in the boat, you will all die. 2 of you need to go overboard to ensure everyone else survives. You have 10 minutes to decide as a group which of you will live and which of you will die to save the others.



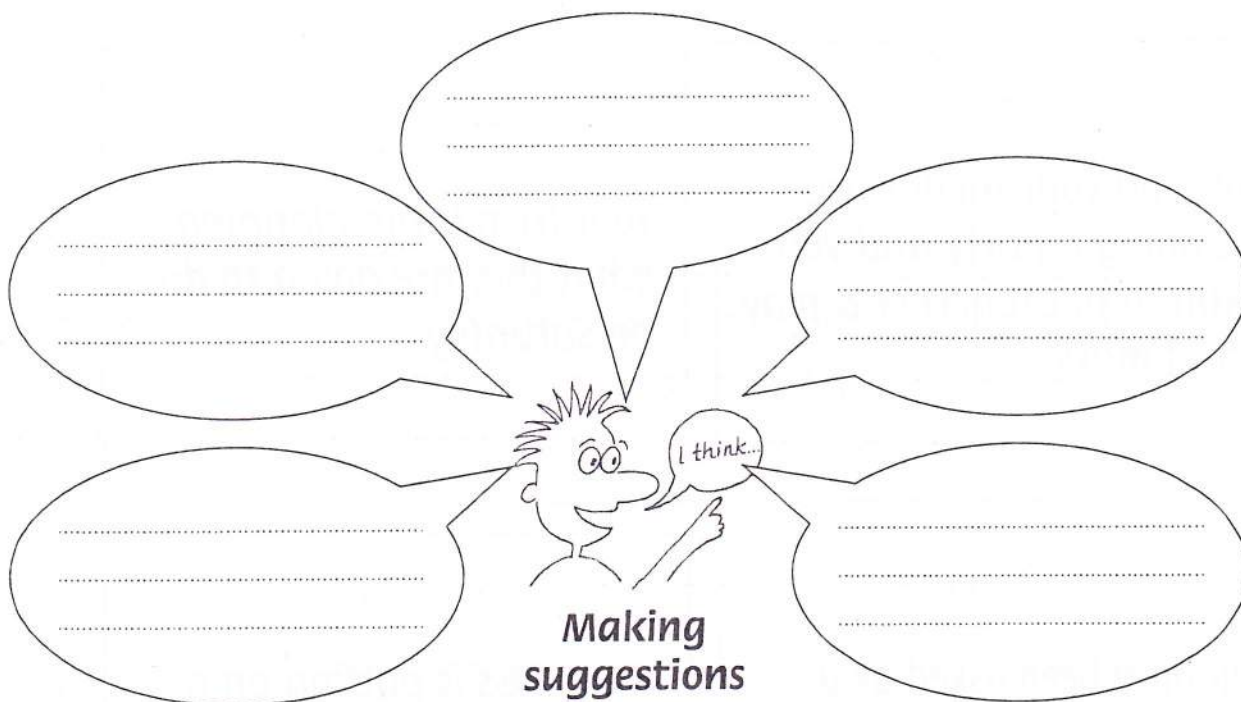
Worksheet 7:

When making suggestions

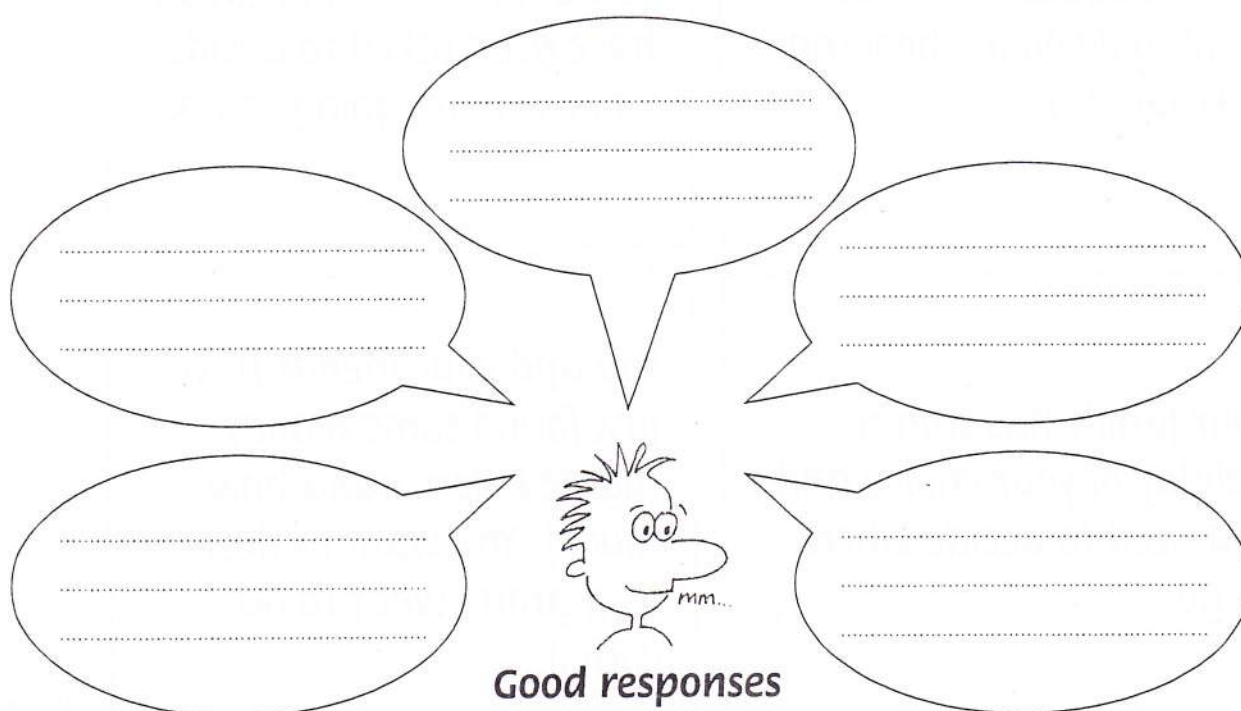
Name Date

 **Instructions**

Brainstorm good ways to make a suggestion and how we should respond to other people's suggestions.



Making suggestions



Good responses



Activity 4:

Making suggestions



Instructions

Photocopy and cut out the cards. Students use these situations to role play how to make suggestions in an assertive and effective manner. Give them Handout 5 to help when preparing their role play.



You and your friends are planning a party and you want to put together a play list of music.

Your friends are planning what they are going to do on Saturday.

You have been asked as a class to decide where you want to go on a school trip next Tuesday.

Your class is putting on a school production and you have been asked to decide what you are going to do.

Your family has won a holiday of your choice and you need to decide where to go.

You and your friends have just found some money (agree before hand how much). You want to decide as a group what to do with it.



Handout 5: Making suggestions

Name Date

STEPS TO SUCCESS

WAIT...

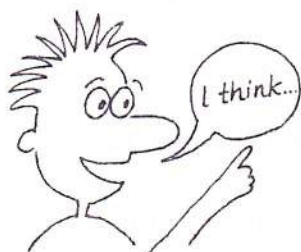
1. Wait...

For a good opportunity to speak



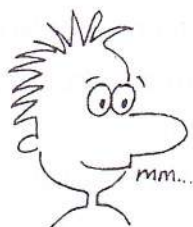
2. Use assertive body language

Think posture
Think eye contact



3. Use 'I' or 'we' messages

I think you should...
Maybe you should...
Why don't we...
Let's...



4. Listen

Be respectful of the other person's opinion



5. Respond

That's a good idea
Thank you for that
I'll think about it
What do other people think?



Topic 4: Disagreeing

Objectives:

To improve awareness of how to disagree in an assertive manner

Materials:

Photocopy Worksheets, Activities & Handout
Talkabout DVD (optional)

Timing:

This topic will take up to 3 sessions to complete

Activity

How to disagree (Worksheet 8)

Notes

Students watch the Talkabout DVD (scenario 37) or group leaders prepare a role play that shows inappropriate and appropriate ways to disagree with others. Important points to raise are:

- Keep calm
- Be respectful and listen
- Speak for yourself & use 'I' messages: 'in my opinion...', 'I believe that...' and 'in my experience...'
- State the facts
- Consider compromise
- If you can't agree, agree to disagree

Students complete worksheet 8 with their ideas.

Disagreeing (Handout 6)

Handout 6 is given to the students and the rules discussed. These are then practiced in the following activity.

The disagreeing game (Activity 5)

Students are asked to consider statements and decide whether they agree or disagree with them. They are then asked to go to one side of the room (the agree side or disagree side). In their small groups they discuss why they agree or disagree and come up with a couple of reasons to tell the rest of the group. The students then state why they agree / disagree using the rules in Handout 6 and in particular the phrases 'I believe..' etc. After all the opinions are given, they are asked if anyone would like to change sides or disagree with anything that was said. Again, they have to use the rules. When they have finished, the leader reads out another statement and the game continues.



Worksheet 8: How to disagree

Name Date

 **Instructions**

Brainstorm the important things to remember when disagreeing with other people.

I believe..



Handout 6: Disagreeing

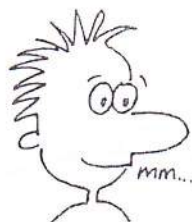
Name Date

STEPS TO SUCCESS



1. Keep calm

Wait until you are calm before you speak



2. Be respectful

Show you are listening
Value the other person



3. Use 'I' messages

In my opinion...
I believe that...
In my experience...



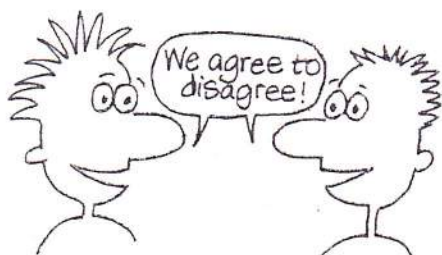
4. State the facts

Be prepared to tell people what you know



5. Consider compromise

Keep an open mind and don't walk away
from compromise



6. Agree to disagree

If you can't agree, then agree to disagree
and remain respectful and polite



Activity 5:

The disagreeing game

Instructions

Students are asked to consider the statements below and decide whether they agree or disagree with them. They are then asked to go to one side of the room (the agree side or disagree side). In their small groups they discuss why they agree or disagree and come up with a couple of reasons to tell the other group. The students then state their reasons using the rules in Handout 6 and in particular the phrases 'I believe..' etc. After all the opinions are given, they are asked if anyone would like to change sides or disagree with anything that was said. Again, they have to use the rules. When they have finished, the leader reads out another statement and the game continues. If all students go to one side of the room, ask them to state their reasons and then continue the game with another statement.



Homework is an important part of our education

It is right that schools force us to eat healthily

Mixed sex schools help produce more socially skilled individuals

Schools shouldn't filter internet access

Rich people are happier than poor people

Women will never be equal to men in the work place

Footballers earn too much money

The death penalty is acceptable in some cases



Topic 5: Refusing

Objectives:

To improve awareness of how to refuse in an assertive manner

Materials:

Photocopy Worksheets, Activities & Handout
Talkabout DVD (optional)

Timing:

This topic will take up to 3 sessions to complete

Activity

The refusing game

(Activity 6)

Notes

Students are seated in a circle. The group leader does not give any explanation to the activity but asks each student in turn to do something. For example: 'go and stand facing the wall', 'sit on the floor by the window', etc. These requests could become more unusual as they progress, e.g. 'get the wastepaper bin and put it on your lap'. If any student refuses, then move onto the next student without any comment. At the end of the activity, ask the students why they agreed to do what they had been asked. Did anyone want to say no? How could they have done it?

How to refuse

(Worksheet 9)

Students could watch the Talkabout DVD (scenario 36) or the group leaders' prepare a role play showing bad and good refusal. Group discussion on the rules for good refusing (see Handout 7). Students complete Worksheet 9.

Saying no

(Worksheet 10)

Students are asked to keep a diary for a week on saying 'no'. They are asked to say 'no' to something once a day and to write down what they were asked to do, what they said and how they felt.

Refusing

(Handout 7)

Handout 7 is given to the students and the rules for saying no discussed. Students think of a situation that they would like to role play and then practise their refusing skills following the rules in Handout 7.



Activity 6: The refusing game



Instructions

Students are seated in a circle. The group leader does not give any explanation to the activity but asks each student in turn to do something. If any student refuses, then move onto the next student without any comment. At the end of the activity, ask the students why they agreed to do what they had been asked. Did anyone want to say no? How could they have done it?

Possible instructions

1. Go and stand by the window
2. Turn your chair around so that you're facing away from the group
3. Go and face the wall
4. Go and sit on the floor next to that table
5. Put your coat on and stand by the door
6. Put your head in your hands and close your eyes
7. Get the wastepaper bin and put it on your lap
8. Find something that doesn't belong to you in the room and put it in your bag



Worksheet 9: How to refuse

Name

Date



Instructions

Brainstorm the important things to remember when refusing with other people.

NO!

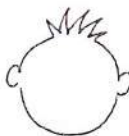
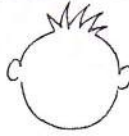
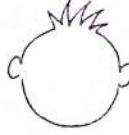
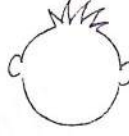
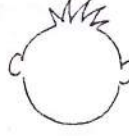
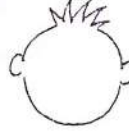
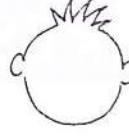


Worksheet 10: Saying no

Name Date

 **Instructions**

Keep a diary for a week on saying 'no'. You may want to start by practising with people you trust, for example, members of this group, your family, or your friends.

Today's date	What I was asked to do	What did I say?	I felt... 
			
			
			
			
			
			



Handout 7: Refusing

Name Date

STEPS TO SUCCESS



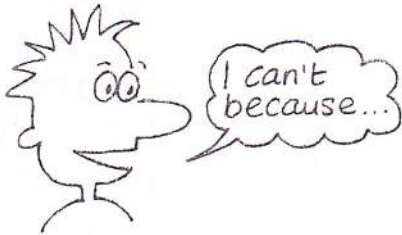
1. STOP

Are you sure you know what is being asked of you?
Do you have a choice?

NO!

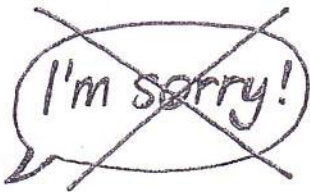
2. Say 'no'

Make sure 'no' is the first thing you say



3. Keep it simple

Be brief
Give a reason
Repeat this if necessary



4. Don't apologise

You don't need to!
You have the right to say no



5. Remember your body...

Good eye contact
Don't smile

RESPECT!

6. Respect the other person

Respect their feelings



Topic 6: Apologising

Objectives:

To improve awareness of how to apologise in an assertive manner

Materials:

Photocopy Worksheets, Activities & Handout
Talkabout DVD (optional)

Timing:

This topic will take up to 3 sessions to complete

Activity

How to apologise (Worksheet 11)

Notes

Students could watch the Talkabout DVD (scenario 39) or the group leaders could role play bad and good apologising. The group then discuss the rules for apologising. Important points to remember are:

- Consider: have you done something wrong?
- Be quick to apologise
- Keep it short and simple – don't go on
- Express regret and that you understand
- Watch your body language – eye contact
- Watch your intonation – you need to sound genuinely sorry
- Don't dwell on it – move on
- Try not to repeat the same mistake
- Do something nice (if appropriate)

Students complete Worksheet 10.

Apologising (Handout 8)

Handout 8 is given to the students and the rules discussed. These are then practiced in the following activity.

The apologising game (Activity 7)

Students take it in turns to apologise for a specific situation. The group leader starts with the first sentence 'I am sorry that my homework was late...' and the first student completes the sentence. The group looks for a brief explanation, evidence of regret and actions to remedy the situation. If all 3 are not present, the leader asks the next person to have a go. They continue until the apology is agreed to be excellent. The second sentence is then used and the game continues.



Worksheet 11: How to apologise

Name Date

 **Instructions**

Brainstorm the important things to remember when apologising to other people.

The central character is a simple line drawing of a person with spiky hair and large eyes. A speech bubble next to them contains the text "I'm sorry". Six other speech bubbles are arranged around the character, each with three horizontal dotted lines for writing.



Handout 8: Apologising

Name Date

STEPS TO SUCCESS



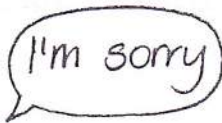
1. STOP and check...

Do you need to apologise?
Have you done something wrong?



2. Make it quick

It's always better to apologise sooner rather than later



3. Keep it short & simple

Be brief – don't go on and on otherwise it will seem insincere



4. Express the 3 'R's

Regret – you regret your actions
Responsibility – take responsibility
Remedy – be willing to remedy it



5. Look and sound sincere

Good eye contact
Good intonation



6. Try not to repeat the mistake

Learn from it!



7. Do something nice

If appropriate and only after you have been forgiven



Activity 7:

The apologising game



Instructions

Students are seated in a circle. The group leader explains that they are going to take it in turns to apologise for a situation. The group will be looking for 3 things within the apology:

1. A brief explanation
2. Evidence of regret
3. Actions to remedy the situation

The group leader starts with the first sentence 'I am sorry that my homework was late...' and the first student completes the sentence.



I'm sorry that my homework was late...

I'm sorry that I called you that name...

I'm sorry I forgot about our meeting...

I'm sorry I am late for the lesson...

I'm sorry that I broke your model...

I'm sorry that I took your pen without asking...

I'm sorry that I lost your book...

I'm sorry I was being silly in class...



Topic 7: Being Assertive

Objectives:

To improve awareness of the skills involved in being assertive

Materials:

Photocopy Worksheets, Activities & Handout
Talkabout DVD (optional)

Timing:

This topic will take up to 5 sessions to complete

Activity

The bill of assertive rights

(Worksheet 12)

Notes

Students discuss the fact that we all have human rights and that by protecting our rights, we are maintaining self respect. Also if you respect other people's rights, this is the basis of assertive communication. Students brainstorm the 'rules' for assertive behaviour by starting each sentence with 'I have the right to...' Group leaders should try and encourage the following points:

- Respect who I am and what I do
- Recognise my own needs as an individual
- Tell people what I feel and think – use 'I' messages
- Make mistakes and learn from them
- Change my mind if I want to
- Ask for thinking time if I need it
- Feel pleased with my successes and want to share it with others
- Ask for what I want
- Recognise that I am not responsible for the behaviour of others
- Respect other people

(Adapted from Norfolk NHS 'Assertiveness: a self help guide')
Students then complete their Bill of rights on Worksheet 11.
The group could discuss how this makes them feel.
How close are they to meeting this bill of rights?



Topic 7:

Being Assertive

Activity

Being assertive

(Worksheet 13 & Handout 9)

Notes

Students recap on the previous sections and the various steps to success. What are the common and core assertive skills? Important ones to bring out in the discussion are:

- Stop and think
- Plan (and rehearse)
- Use assertive body language
- Use 'I' messages
- Short and clear messages
- Repeat – use the scratched record approach
- Show respect at all times

The assertive quiz

(Worksheet 14)

Students are asked to think about how assertive they are and with whom? They complete the assertiveness quiz and compare their total scores with the different groups of people. Who are we most likely to be assertive with?

Moving forward

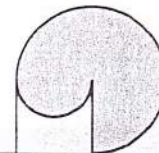
(Activity 8 & Worksheet 15)

Students think of a situation in which they would like to be more assertive. This may be a past situation or one that has not happened yet. The students each choose 1 that they would like to practice and then work through their action plan. If the students are unable to come up with their own situations, then the scenarios in Activity 8 could be used. The students prepare a role play and practise these situations using Handout 9 as a prompt if necessary. They are then encouraged to practise these outside of the group setting and feedback at following sessions.



Worksheet 12:

Bill of assertive rights



Bill of Assertive Rights

I hereby declare that I have the right to:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Signed

Dated



Worksheet 13: Being assertive

Name Date



Instructions

Brainstorm the important things to remember when being assertive.

The central character is a simple line drawing of a person with spiky hair and large eyes. Five speech bubbles are arranged around the character, each containing three horizontal dotted lines for writing.



Handout 9: Being Assertive

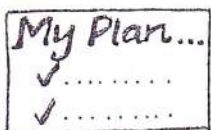
Name Date

STEPS TO SUCCESS



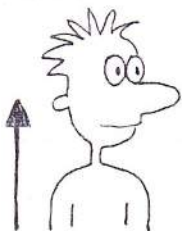
1. STOP and think...

What is the situation?
How do I feel?



2. Plan and rehearse

Think about what you want to say and practise it if you can.



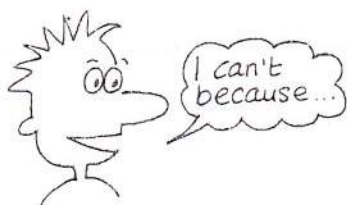
3. Use assertive body language

Think posture
Think eye contact



4. Use 'I' messages

I think...
I feel...
I believe...



5. Short and clear messages

Keep it simple
Don't go on and on

Repeat
Repeat Repeat

6. Repeat

Use the scratched record approach

RESPECT!

7. Respect

Always show respect for the other person



Worksheet 14: Assertiveness quiz

Name Date

 **Instructions**

Think about the following situations.
How would you rate yourself?

1 Definitely would not 2 Probably would not 3 Probably would 4 Definitely would

	Family	Friends	Peers	Teachers
Telling them how I feel				
Saying sorry				
Saying no				
Disagreeing with				
Complaining to				
Making a suggestion				
Expressing a difference of opinion				
Asking for help				
Asking for a favour				
Requesting something				
Saying that something annoys you				
Giving them a compliment				
TOTAL				



Activity 8: Moving forward



Instructions

Photocopy and cut out the cards. Students use these situations to role play how to communicate in an assertive and effective manner. Give them Handout 9 to help when preparing their role play



You have just returned from a shopping trip with your friend. You notice that the DVD you bought is damaged.

You are in a coffee shop with your friends. You ordered your food ages ago. Your friends have all got their food and have nearly finished eating.

You have been struggling to understand the recent lessons in maths and your latest homework looks impossible.

Your neighbour keeps asking you to babysit. You were happy to do it to begin with as you really like them, but they are now asking you to do it every week.

Your friend borrowed a CD of yours and when he eventually gave it back, it was scratched. He keeps on ruining your things and he now wants to borrow another one.

Your mum and dad have gone away and your friend has now invited loads of people to come round to your house for a party. You don't want this to happen.

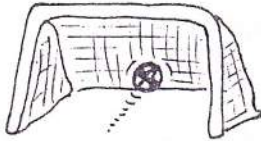


Worksheet 15: Moving forward

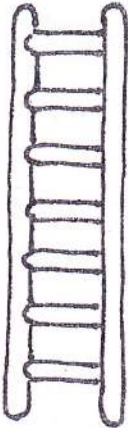
Name Date

 **Instructions**

Think of one situation where you would like to be more assertive.




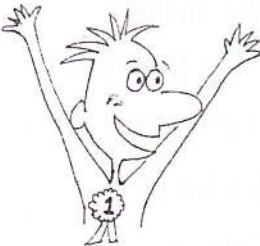
MY GOAL
I'd like to be more assertive...



MY STEPS TO SUCCESS
I could try to...

- 1.
- 2.
- 3.
- 4.





How will I know I've succeeded?
People will notice that...

I will feel...



Group Cohesion Activities

Introduction

Group cohesion activities are an important part of any group. The purpose of them is to bring the group together so that they gel and work well together as a group. If a group never gels, then it may mean that they never really relax enough to learn and so it is an essential aspect of group work, especially in the first few weeks. Ideally group cohesion activities should be short, fun, and easy and you should also ensure that everyone participates. As the group progresses, you may also choose to add in a few more challenging group cohesion activities.

This section includes 10 of our favourite group cohesion activities. You can get further ideas from *Talkabout Activities*, pages 3 – 29.

Index of Activities

1. The Zoo Game
2. Fruit Salad
3. I went to the market
4. Chinese drawings
5. Chinese Tales
6. Mystery Objects
7. Change Place Wink
8. Change One thing
9. How are you?
10. The Praise Game

Group Cohesion Activities

Activity

Notes

1. The Zoo Game

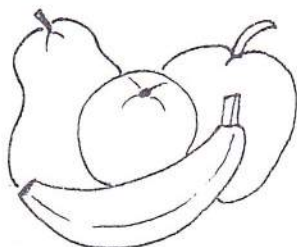


Materials: none

Activity: Everyone chooses an animal they would like to be. The group leader explains that every time they hear their animal's name, they should stand up, turn around and sit back down again. If they hear the word 'zoo' they should all stand up, turn around and sit down in unison. The group leader then makes up a story about a trip to the zoo.

Variation: Choose another topic such as 'Christmas' and ask everyone to think of something they would like to be to do with Christmas.

2. Fruit Salad



Materials: none

Activity: Everyone chooses a fruit. One chair is removed from the circle and the person without a chair stands in the middle. This person calls out 2 fruit and those 2 must change places. The person in the middle then tries to sit in one of the chairs before the other person gets there. Whoever is left in the middle without a chair then calls 2 other fruit and the game continues. If anyone calls 'fruit salad' then everyone has to change places

Variation: Everyone sits in a circle and there is no-one in the middle. The group leader calls out commands such as 'change places if you are wearing shoes'; 'change places if you have blue eyes' etc

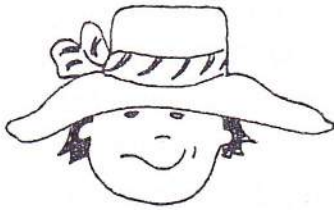


Group Cohesion Activities 2

Activity

Notes

3. I went to the market



Materials: none

Activity: Students sit in a circle and the group leader starts the activity by saying 'I went to the market and bought a ... hat'. The person to the right then says 'I went to the market and bought a hat and a... dog'.

The activity continues around the group until everyone has had a turn.

Variation: Add in mimes for the items as well to make it more visual.

4. Chinese Drawings

Materials: a simple drawing on a piece of paper e.g. a Christmas tree, the outline of a house, a smiley face and a blank piece of paper.



Activity: Everyone faces one way in a line so that all students are facing the same way and looking at the next person's back. The person at the end is given the drawing and they then draw it on the next person's back.

The second person then draws what they think has been drawn on their back on the next person's back.

This continues until the last person who then has to draw on a piece of paper what they think has been drawn.

This is then compared to the original drawing.

Variation: Play it in 2 teams - the winning team is the team who gets the drawing the closest to the original

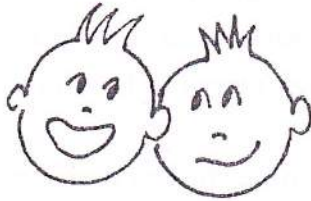


Group Cohesion Activities 3

Activity

Notes

5. Chinese Tales



Materials: none

Activity: All but one student leaves the room. The remaining person listens to the group leader reading a sentence, for example 'For breakfast I had sausage, egg, bacon and toast and I then had two cups of coffee'. Another student is then called in and the first student tries to repeat the sentence as accurately as possible. The third student is then called in and the activity continues until everyone has had a turn. The leader then reads the original sentence and compare.

Variation: this can be done in a circle by whispering to their neighbour.

6. Mystery Objects

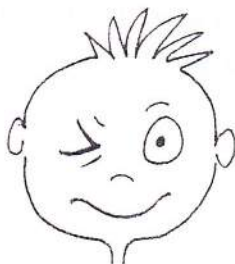


Materials: a number of everyday objects and a bag

Activity: Students take it in turns to stand facing the group but with their hands behind their back. They are then given an object to feel. The other students then ask them questions about the object e.g. 'What does it feel like?' 'What size is it?' and 'What is it made out of?' The group then see if they can guess the object.

Variation: none

7. Change Place Wink



Materials: none

Activity: The group stands or sits in a circle and one person is chosen to be the 'director'. The director winks at 2 students who then change places with each other. Students need to watch the group director to see when and with whom they should change places. After several turns, someone else should be the director.

Variation: use pointing rather than winking



Group Cohesion Activities 4

Activity

Notes

8. Change One Thing

Materials: none.

change
change

Activity: Students take it in turns to leave the room and change one thing about the way they look. When they return the group see who can spot the difference.

Variation: If it not possible to leave the room, bring in a large towel that they can change behind

9. How are you?



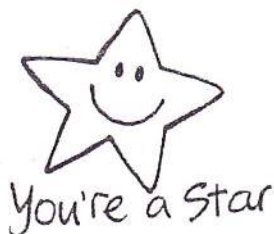
Materials: Handout 1 'Today I am...' from Level 1 Talkabout Me.

Activity: This is a good activity for the beginning of the session, not for the end. Students take it in turn to look at the emotions on Handout 1 and to consider how they are feeling today. They are then asked to consider the emotion on a scale of 1 - 10 and to then share it with the group. The group may want to think about the overall mood of the group and the consequences of this for the session.



Variation: none

10. The Praise Game



Materials: none

Activity: Students are encouraged to pay a compliment to someone in the room. The group leaders should go last to ensure that they can compliment someone in the group who has not yet received a compliment.

Variation: Go round the circle and ask them to compliment their neighbour