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S.O.F.T. – Start our future today

LESSON PLAN

TOPIC	Assertiveness	
KEY LANGUAGE	Assertiveness, behaviour, assertive techniques, I-messages, „broken record“	
PURPOSE	Pupils will learn the term assertiveness and the advantages of assertive behaviour.	
TEACHER	Gordana Maršić	
OUTCOMES		
LEARNING OUTCOMES	skills	Taking a stand
Pupils will be able to describe the term assertiveness, distinguish between different types of behaviour (assertive, passive and aggressive), give examples of basic forms of behaviour and conclude about advantages and disadvantages of basic forms of behaviour.	Pupils will apply the right assertive techniques in everyday communication. Practice of individual work, group work (collaborative work, making conclusions together) and practice the ability to notice and conclude.	Positive attitude towards assertive behaviour and its application in everyday communication with peers and adults.
TEACHING FORMS	Frontal, individual and group work	
TEACHING METHODS	Conversation, writing, presentation	
TEACHING AIDS	Board, worksheets, sheets with the rules of the workshop, pencils, magnets, LCD projector, computer, Powerpoint presentation	
LITERATURE	<ul style="list-style-type: none"> o Cooper, S. (2009.). Braniti se riječima. Buševac: Ostvarenje o Miljković, D., Rijavec, M. (2002). Kako se zauzeti za sebe. Zagreb: IEP-D2 o Pregrad, J.(2007.) Priručnik – Projekt Za sigurno i poticajno okruženje u školama. Zagreb: Ured UNICEF-a za Hrvatsku 	

	<p style="text-align: center;">COURSE OF THE WORKSHOP</p>	<p style="text-align: center;">TEACHING METHODS AND WORK FORMS TEACHING AIDS TIME (in minutes)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">INTRODUCTION</p>	<p>Before the beginning of the workshop, chairs are placed in a semi-circle around the board. Students are told about the things they will need for the workshop and about the rules of the workshop. Teacher places the sheets with the rules of the workshop on the board and explains them. (Pupils sit in a circle; raise their hand when they want to say something; Everyone is listening while one pupil is talking; Everyone has a right to express their opinion, even if it differs from the opinions of others).</p> <p>Teacher invites the pupils to shortly introduce themselves: Everyone will say their name and what they expect from today's workshop.</p> <p>Aim is for everyone to introduce themselves and create a relaxing and positive atmosphere.</p>	<p>Frontal Conversation Sheets with the rules of the workshop 5'</p>

After the introductory part, pupils are given the „Do I stick up for myself?“ worksheets and are informed how they are to be done.

There are ten statements on the worksheet. For each statement you will determine to which extent it refers to you (1 – it doesn't refer to me at all, 2 – it doesn't refer to me often, 3 – it often refers to me, 4 – it refers to me completely). At the end of the workshop we will check the results.

Teacher starts the presentation and invites the pupils to explain the term if they can or introduces them to the term and the goal of the workshop:

Have you ever heard the word assertiveness?

Today we will learn what assertiveness is and why it is useful for us.

Then the teacher explains three basic models of behaviour.

„Can I recognize the reactions of others?“

The teacher will hand out worksheets to the pupils to practice given situations and possible answers. Pupils will sort out given answers in three groups: passive, aggressive and assertive answer.

„What is assertiveness?“

The teacher will invite pupils to try and define assertiveness based on the previous activity. The benefits of assertive behaviour and application of assertive techniques („I“ – messages, denying other people's requests, „broken record“) will be explained to the pupils. Teacher will give a simple example for each assertive technique.

Practice: I – messages

Teacher will divide pupils into five groups. Each group has their own worksheet. Each group decides who their representative will be.

Each group creates an „I – message“ based on a „you – message“ with the help of a possible model „When you... (I feel) ... because ... and I would like ...“.

Teacher monitors the pupils' work and helps if necessary. After groups finish their work, chosen representatives present the given „you – messages“ and possible „I – messages“, and try to think of an example of an „I – message“.

„Am I assertive?“

Pupils are presented with the meaning of achieved results from the first activity, and then, through guided conversation, comment on the results.

Aim is to familiarize the pupils with the term assertiveness and the benefits of its application through practice and group work.

frontal
individual
conversation
worksheet
6'

PowerPoint presentation
frontal
conversation
5'

frontal
individual
conversation
worksheet
5'

PowerPoint presentation
frontal
conversation
4'



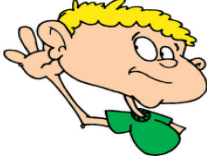

Group work
conversation
worksheets
10'

PowerPoint presentation
frontal
conversation
5'

FINAL PART	<p>After the presentations, pupils are given evaluation sheets and are invited to express their impressions on the workshop.</p> <p>In the end, teacher thanks the pupils for their participation.</p> <p>Aim is to end the workshop on a positive note.</p>	<p>individual conversation worksheets 5'</p>
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ATTACHEMENTS:

1. Workshop rules

 <p>1. We sit in a circle.</p>	 <p>2. We raise a hand when we want to say something.</p>
<p>3. We listen while someone is talking.</p> 	 <p>4. Everyone has a right to express their opinion, even if it differs from the opinions of others.</p>

2. Worksheet

Do I stick up for myself?

1. If I don't like what someone is asking of me, I can say <i>no</i> .	1	2	3	4
2. When I have a lot of homework, I can tell my friend I don't have time for <i>League of Legends</i> .	1	2	3	4
3. If someone interrupts me while I am still talking, I can say it bothers me	1	2	3	4
4. If someone repeatedly gives me a hard time, I complain about it.	1	2	3	4
5. If someone I respect has an attitude I don't agree with, I express my opinion.	1	2	3	4
6. I think I apologize too much in general.	1	2	3	4
7. If my peers criticize me unjustifiably, I can express my opinion about it	1	2	3	4
8. I avoid unpleasant situations because of the fear I wouldn't be able to deal with them	1	2	3	4
9. I stay calm in stressful situations.	1	2	3	4
10. I can deal with criticism I get.	1	2	3	4

3. Worksheet

Can I recognize the reactions of others?

SITUATIONS	ANSWER	Aggressive	Passive	Assertive
1. Ema is upset because Mia made fun of her in front of everyone. Ema says:	a) Mia, I am upset because you made fun of me.			
	b) Mia, you are so mean and I will get you back as soon as I can!			
	c) ... „Ah...“			
2. A shop assistant offers Ema some candy bars at the cash register. Ema doesn't want to buy them. Ema says:	a) OK, thank you!			
	b) Thank you, but I don't want them.			
3. Marko invited Mia to go with him to the cinema. Mia doesn't want to go with him. Mia says:	a) Thank you, but I don't want to go to the cinema.			
	b) To the cinema? I don't want to go with you.			
	c) OK...			
4. Marko's friend Patrik wants to copy his book report. Marko says:	a) Can't you do anything yourself?			
	b) If you have to...			
	c) I don't think It's a good idea because everyone should write their own impressions about the book.			

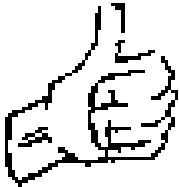
4. Worksheet

I-messages

You -message	I -message
<p>MUM</p> <p>You come home from school late every day, but today you overdid it!</p>	
<p>TEACHER</p> <p>This isn't the first time you don't have your homework.</p>	
<p>SHOP ASSISTANT</p> <p>Why do you spend so much time looking at displayed products? The products mustn't be touched.</p>	
<p>CONDUCTER</p> <p>Take you feet off that seat! Do you do that at your home?</p>	
<p>GIRL</p> <p>I've been waiting for you for half an hour!</p>	

5. Evaluation sheet

If you liked the workshop, circle the thumbs-up picture, and if you didn't like it, circle the thumbs-down picture.



Thank you!