Chapter 3

Lesson 7
Be Connected / Be Assertive

Theme: Assertiveness

Lesson Objective:

Students will name characteristics of assertiveness. Students will demonstrate assertiveness skills. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

"Leadership is example." --West Point 2000 graduate

"He that gives good advice builds with one hand. He that gives good counsel and example builds with both. But he that gives good admonition and bad example builds with one hand and pulls down with the other." --Sir Francis Bacon

"All respect is self respect." --17 year old student

1. Review Chapter 2 litany.

2. Discuss quotation(s).

Assertiveness

1. Ask: Define "assertiveness". How do skills in assertiveness support resiliency? How is it dependent on communication skills? Build "Assertiveness: The Web". Also, include: When is it useful to have strong assertiveness skills? Recommended ideas to include, are in the Lesson Background**.**

2. Ask: Do you have trouble saying "no"? If someone cuts in front of you in line at the bank, can you stand up for your rights? Do you hesitate to tell your friends when you disagree with them? In our free society, each person has the right to express her feelings, beliefs, and ideas. This includes your right to refuse a request and tell your needs without feeling guilty.

3. Complete*: Stick and Stones S1, Check Your Assertiveness S2, Assertiveness Ingredients S3, Identifying Communication S4, Assertive Role Plays S5.*

4. Read/Complete: *Managing Conflict S6, How Do You Handle Conflict? S7 Strategies for Handling Conflicts – Keep It Simple S8, Strategies for Handling Conflicts – Get the Facts S9, Strategies For Handling Conflicts – Don't Build a Wall S10, Strategies For Handling Conflicts – Give Your Point of View and Get Another Point of View S11, Strategies For Handling Conflicts – Practicing "I" Messages S12.*

5. Do*: Role Play: Handle This Conflict S13*

6. Complete: *Leadership Qualities S14, Leadership Evaluation S15, The Case of Matthew Rude S16.*

7. *Special Education students include: *Becoming My Own Self-Advocate S18, Skills I Need to Be More Assertive S19.*

Materials:

*Special Education students include: *Becoming My Own Self-Advocate S18, Skills I Need to Be More Assertive S19*
Stick and Stones S1
Check Your Assertiveness S2
Identifying Communication S4
Assertiveness Ingredients S3
Assertive Role Plays S5
Role Play: Handle This Conflict S12
Managing Conflict S6
How Do You Handle Conflict? S7
Strategies for Handling Conflicts – Keep It Simple S8
Strategies for Handling Conflicts – Get the Facts S9
Strategies For Handling Conflicts – Don't Build A Wall S10
Strategies For Handling Conflicts – Give Your Point of View and Get Another Point of View S11
Strategies For Handling Conflicts – Practicing "I" Messages S12
Leadership Qualities S14
Leadership Evaluation S15
The Case of Matthew Rude S16
Graph paper
Make a Decision S17

Evaluation:

Rubric

Enrichment:

Goldstein, *Skillstreaming the Adolescent/* Social Skills: Responding to Persuasion
You've Transitioned Before! EN1

STICKS AND STONES

What do sticks and stones have to do with being assertive?

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There are three basic ways people communicate.
These are called aggressive, passive and assertive. Which ones are "sticks and stones?"

People use one method more often than others, but everybody uses all three.

Below are listed the three ways and a description of each:

PASSIVE	ASSERTIVE	AGGRESSIVE
Poor eye contact Soft quiet voice/nagging voice	Maintains eye contact Comfortable volume and tone	Glaring/stare down Loud
Makes excuses Can't say no/gives in/gets even Hides real thoughts and feelings	Admits mistakes Listens/Compromises Expresses feelings and thoughts respecting self and others	Blames others Demands own way Says what they think/doesn't care about others
Believes everyone else is more important Won't state opinion Follower Low self confidence	Believes both self and others are important Has respect for self and others Can be a leader or follower High self confidence	Believes self is more important Judgmental /name calling/closed minded Leader Low self confidence, but appears arrogant

Directions:

1. Identify the following name-calling adjectives as passive, assertive, or aggressive. Place them in the correct column.
   Doormat, know-it-all, bully, wishy-washy, pushy, wimp, easy-going, goody-two-shoes, peacemaker, brown-nose, geek, spiteful, dictator, jerk

2. Discuss the childhood saying, "Sticks and stones can break my bones, but names can never hurt me." Is this about sticks and stones? Is this statement true? Give at least 3 reasons for your opinion. Why do children say it?
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CHECK YOUR ASSERTIVENESS

S2

This chart will help you determine your strengths in assertive communication.
Check each square where you can do the behavior with the person or group.

BEHAVIORS								
	Small group you don't know	Group of 8 or more friends	Parents and/or children	Best friend	Close relations, Spouse, Boy/girlfriend	Authority figure Doctor, Police officer	Employer Boss	Coworkers
Give compliments								
Receive compliments								
Ask for help or a favor								
Tell someone you care about them								
Start and continue a conversation								
Stand up for your rights								
Say no to someone's request								
Tell someone their actions bother you								
State opinions that differ from others								
Listen with respect								

ASSERTIVENESS INGREDIENTS S3

Directions: Make a list of assertive words and body language.

Assertive Words	Assertive Body Language

Directions: Identify each of these characteristics as Passive, Assertive or Aggressive. Put them in the correct column. You may be able to use the words more than once.

Word Bank: angry words and tone, "over the top" emotions, shows self respect, communicates ideas and feelings clearly and firmly, shows no respect, shows no self respect, no communication, fake, fight, fair, strong emotion, recognizes the feelings and rights of the other person,

Passive	
Assertive	
Aggressive	

IDENTIFYING COMMUNICATION S4

Below are situations and responses. Decide if the response is (P) passive, (AG) aggressive, or (AS) assertive. Write the abbreviations in the space beside the response. For responses that are passive or aggressive, write a new assertive response.

SITUATION	RESPONSE
You have set a time to meet and your friend is thirty minutes late. When she arrives you say:	"Why don't you think of someone else for a change instead of yourself. I've been waiting thirty minutes." _____
Your child says he wants the expensive tennis shoes like everyone else. You respond:	"I understand those shoes are nice and you would like to have them, but I can't afford them." _____
A co-worker continually asks to borrow money but does not pay it back. When he asks you for money you say:	"Go bum from somebody else." _____
You are in a hurry to get out of the store. The person behind you asks if she can go ahead since she only has a few items. You respond:	"Yes, that would be okay. Go ahead." _____

IDENTIFYING COMMUNICATION (Page 2)

Your roommate has books and papers spread on the living-room floor and you are expecting guests. You say:

"I would appreciate it if you could move your papers and books. Jim and Mary are on their way over. Can I help you?" _____

Your friend tells you he really likes your shirt. You say:

"This old thing? I've had it forever." _____

You want to borrow your friend's car. You say:

"Could I please drive your car to work tonight? I'll be careful and put in gas." _____

Assertive Role Plays S5

#1

You are in charge of ten workers who take customer orders over the phone. Each worker enters the ordering information into a computer, and then someone in the warehouse uses the information on the computer printout to ship the orders. Several of the telephone workers are making errors, causing customers to receive the wrong merchandise. You need to explain the importance of the workers' being more careful. You can call a group meeting, speak to individual workers, write a general memo, or write individual memos to each worker. Complete *Make a Decision,* then assertively take action. Role-play the action.

#2

You're having difficulty with one of your coworkers. You've tried to make an appointment to talk with the boss, but she's always busy and in a rush. One day you and your boss are both leaving work and going to the parking lot at the same time. (Fortunately, you've already used your *Make a Decision* sheet, preparing for this circumstance. Complete the *Make a Decision* sheet). Now role-play using assertive behavior.

#3

You're hanging around at your friend Sam's house. One of your other friends is talking on the phone and makes a date to meet more friends at the Circle K in a half hour. None of you has a license or car, but the family truck is in the driveway. The others talk Sam into agreeing to drive the truck. You are on Probation and don't want to get into more trouble. You tell them you'll stay and wait for them to bring the others back. One of your friends says, "If you're scared, you should go home." Sam, says, "If you were a real friend, you'd go with me." Use *Make a Decision,* then role-play assertiveness skills.

#4

Teacher accuses you of cheating on a test. You didn't cheat. Use *Make a Decision*, then role-play assertiveness skills.

#5

A friend borrowed $600 from you 6 months ago. He promised to pay you when he got his tax return. You know he got it. Now he avoids you. Your work hours are cut for July and August, you need the money to pay bills. Use *Make a Decision*, then role-play assertiveness skills.

#6

You're with a caring girl. You think you may love her. She helps you and likes it when you're happy and doing well. She understands your Recovery, although she was never a heavy user and is clean now. Late one night your old party girlfriend, the girl who left you and you haven't gotten over, calls. She says she loves you and to come party. Use *Make a Decision,* then role-play assertiveness skills.

#7 Say No

Role-play "refusal skills".
Directions: Think of a role-play scenario in which you'll have to say "no" to some sort of persuasion. Have the persuader use phrases such as, "Do it just this once! I'll never ask you again." "If you were a real friend, you'd do it." "If you won't, I'll tell everyone you did anyway." "Everyone else is doing it." "Are you worried about what other people will say?" "If you're scared. I'll get somebody else." **"**Don't you trust me?" "But, I love you."

MANAGING CONFLICT: See the Problem When It is Small S6

Conflict means to disagree. Manage means to handle or direct.

Managing conflict is learning to handle the day-to-day disagreements that enter all of our lives. It is dealing with life when it doesn't go the way we want.

Hollywood has made conflict entertaining to watch. In real life, it is not fun.

Look ahead. Be realistic about the problem and its cause.

Managing conflict is important to parents and children, workers and bosses, businesses and governments. It can mean the difference between war and peace, in our homes, our country, and our world.

Peace doesn't start with nations, it starts with people.

MANAGING CONFLICT: See the Problem When It is Small (Page 2)

Causes of Conflict

Read the list of causes of conflict and add your own examples.

COMMON CAUSES	***EXAMPLES***
Not sharing	A. Three administrative assistants need to use the same computer printer at the same time. B.
Not playing fair	A. An employee doesn't do his/her share of the work. B.
Different values	A. A person who's always on time is in a carpool with someone who's always late. B.
Change	A. A couple who's been married 7 years has twins. B.
Role conflict	A. A parent has conflicting work and family obligations. B.
Poor communication	A. Divorced parents don't talk about parenting practices. Their 10 year old lives with mom during the school year, dad in the summer. B.
Not having needs met	A. Father works 10 hours 6 days a week. B.
Different lifestyles	A. 27-year-old son returns to live at his parent's house and care for his father after his mother dies. B.

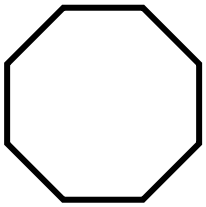
MANAGING CONFLICT: See the Problem When It is Small (Page 3)

Causes of Conflict

You may be able to identify other causes of conflict.

COMMON CAUSES	***EXAMPLES***

Think About it:



Give two examples of conflicts you have had in the last two months.
Identify the causes in each of your examples. Discuss your answers with the group.

MANAGING CONFLICT: See the Problem When It is Small (Page 4)

Causes of Conflict

What are some causes of conflict in your community, country, and world? What effect do they have?

COMMON CAUSES	***EXAMPLES***
	1. 2.

Causes:

On you?

Your community?

On children in the USA?

On families in other parts of the world?

HOW DO YOU HANDLE CONFLICT? S7

Decide how often you use each of the following ways to handle conflict. Use the scale below.

1	2	3	4	5
always	often	sometimes	seldom	never

___A. Avoid the person or situation

___B. Change the subject

___C. Joke about the conflict

___D. Apologize

___E. Understand the others point of view and change your mind

___F. Fight it out physically

___G. Bring in another person to make a final decision

___H. Reach a compromise

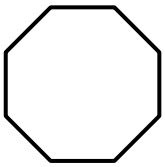
___J. Pretend to agree/give in

___K. Argue/fight it out verbally

Think About It: Answer on the back of this paper.

1. List at least three ways your methods of handling conflict are/were affected by your experiences? List three more ways – affected by your goals and values?

2. Circle those methods of handling conflict that you are comfortable with. Why?



3. What if everyone handled conflicts the way you do?

STRATEGIES FOR HANDLING CONFLICTS—Keep It Simple S8

These simple strategies can stop conflicts before they start. They are useful when the issue is fairly simple and you don't have a lot at stake. It can be a way to handle a problem using the least amount of time, energy and feelings.

1. **Flip a coin** - This is a way to solve a problem by leaving it to chance. It's fast - it's fair.

2. **Split the difference** - Meet the other person halfway. It is a simple form of compromise that very often works.

3. **Laugh it off** - Laughing at the problem or yourself can release tension.

4. **Skip it** - Some things are not important enough to get upset about. Ignoring them may be the best way to get rid of them.

5. **Walk away** - Nobody can make you fight. This is best if you are being physically threatened.

6. **Say you are sorry** - Making an apology can be hard but is very effective if you are in the wrong.

Put the number from above that might work in the situations below:

___ 1. You made a mistake at work causing a co-worker to have to stay late and help you fix it.

___ 2. Everyone on the job is responsible for cleaning. No one likes to clean the refrigerator.

___ 3. You and a co-worker still have two sections of the storeroom to inventory and it is quitting time. You have to finish before you leave.

___ 4. You are baby-sitting two children at the park. Several other kids start teasing the older of the two children.

___ 5. A co-worker is having a bad day and absent-mindedly puts several supplies away in the wrong place. Nothing is damaged.

___ 6. At lunch on of your co-workers accidentally spills soda on you.

STRATEGIES FOR HANDLING CONFLICTS – Get the Facts

Think of a time when you caused a problem because you misunderstood, made an assumption or jumped to a conclusion. Now think about a time when someone else caused a problem with you because they made assumptions or misinterpreted things. Usually honest and clear communication will help everyone understand the situation.

Get the facts means that before you jump to conclusions and take action, make sure you understand both sides of the situation.

Active Listening is a way to get the information you need.

Pay attention Listen! Look at the person. Nod and use encouraging phrase like "um-hm", "right", "sure". Stop other activities and Listen!

Ask questions Tell the other person what you thought you heard. Use phrases like, "You are saying that...," or "It seems as though....". Ask questions to find out whether your impression of the situation is accurate.

Clarify Ask the other person if your impression is accurate. "I hear you saying..." or "What I think you are saying is..." is a way to check your understanding. Don't jump to conclusions!

Listen for feelings Try to pay attention to the feelings behind what the person is saying. That is often where the real information is because conflict usually involves things that we feel strongly about. Check you understanding of their feelings with "it sounds as if you feel..." or "You're feeling…because…?"

Summarize: Check your understanding of the situation by restating in your own words what you heard the other person tell you. "So you're saying…?"

Avoid common Listening mistakes

- Interrupting
- Changing the subject
- Making up your mind before the person finishes
- Judging the other person
- Moralizing

Remember to...

- Stay calm
- Don't accuse, but express your impression of the situation
- Listen to the other person's explanation without interrupting
- Ask questions to clarify and get information
- Consider how you might feel if this happened to you
- Try to discover the reasons why this might have happened

STRATEGIES FOR HANDLING CONFLICTS--Don't Build a Wall

The following 10 communication behaviors prevent constructive communication. Instead of helping to avoid or resolve a conflict they make the situation worse.

Accusing/Blaming… Implies that you have already decided that the person is guilty, even before you hear their side of the story.

Changing the subject... Shows that you are not interested or not paying attention.

Diagnosing… Presumes that you understand the situation better than they do.

Globalizing… Draws attention away from the problem at hand through vague, unprovable accusations: "You always do that." "You never do this."

Interrupting… Shows that you are not interested in what someone is saying.

Insulting/Name-calling… Demonstrates anger and disrespect, but provides no information.

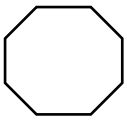
Judging… Puts you on a higher level than the other person.

Pat reassurances… Makes the other person feel that you don't take what they say seriously.

Sarcasm… Conveys a lack of respect; suggests that you don't believe the other person.

Threatening/Ordering/Giving Ultimatums... Attempts to overpower the other person, rather than promote understanding or find solutions.

Think About It:



Pick 3 of these behaviors. Write 3 scenarios that show how these actions interfere with understanding and cause conflict.

Give Your Point of View and Get the Other Person's Point of View

An important part of resolving conflicts is being able to identify the issues, how each person feels and what they think about the problem. It is important to be able to state your side of the issue without blaming or accusing.

A strategy for giving your point of view is "I" Messages.

An I Message usually has three parts

I feel ___(Name the feeling)_____ e.g.: "I feel frustrated…"

when you ___(Name the behavior)___ e.g.: "when you don't talk to me"

I would appreciate __(What would make you feel better)___ e.g.: "I want you to tell me your opinion"

- You don't always have to use these exact words or the same order, but all three parts
  help the other person understand your position better.

  e.g.: "When you are late for work, I feel upset because I can't leave until you come- Please get here on time!"

  e.g.: "I wish you would be more careful checking the schedule. I feel angry when I am counting on you to show up for work and you don't."

- I Messages can be used for positive feelings as well as negative ones

  e.g.: "I feel very pleased with how quickly you have picked things up in training. It makes working with you a real pleasure!'

- Remember that after the words "I feel…" needs to be a feeling. A common misuse of I Messages is to accuse or blame disguised as a feeling.

  WRONG e.g.: "I feel that you are unfair when you interrupted my sale and took it over."

  RIGHT e.g.: " When you interrupted my sale and took it over for yourself, I felt frustrated and angry. I feel we should respect each other's sale-contact so we have an equal chance at commissions."

STRATEGIES FOR HANDLING CONFLICTS--
Give Your Point of View and Get the Other Person's Point of View (Page 2)

Can you think of a conflict situation that doesn't involve another person?

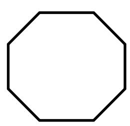
Even if you have conflict within yourself, it's likely there's at least one other person connected to the problem. What that other person is thinking, feeling and doing is just as much a part of the situation as your thoughts, feelings and behavior. This other person may have a very different view of the situation.

Ask yourself: What factors form a person's "point of view?"

Think of a situation where there are two different points of view. Although it is the same situation, each person looks at things differently.

- The parent insists that the child attend school every day, the child wants to stay home and play video games.
- The team doctor benches an injured player, the player wants to keep playing.
- Your girlfriend cheats on you because she "wants to make you jealous."
- Your boyfriend doesn't understand why you get upset when he "hangs out" with his ex-girlfriend since he says they are "just good friends."
- You go to see a used car you saw advertised in the newspaper. What is your point of view – your VGC? What is the seller's?
- You are standing at the curb and witness a 2-car traffic accident. How is your viewpoint different from the drivers? You literally saw the incident from a different point of view.

Think About It



Take one of the situations above, or one that you have thought of, and role-play it with other students.

Then discuss and answer these questions.

1. What factors form a person's point of view?

2. Whose point of view is right if two points differ?

3. If other people can't see your point of view, why should you bother with theirs?

4. For you personally, what interferes when you are trying to understand where another person is "coming from?"

STRATEGIES FOR HANDLING CONFLICTS--Practicing "I" Messages

Here are some work situations that might easily become conflicts. See if you can come up with an I Message for each. Be assertive. Express how you might feel and what you think without starting a fight:

1. Your co-worker, Jason, did not show up for work. When you try to reach him, he is not home. Later you find out that he mis-read the schedule and didn't think he was supposed to work.

I feel _____when you _____
I would appreciate_____

2. Jean starts a rumor about you that gets back to your boss. You have to prove it was wrong.

When you _____I feel_____, I want
_____

3. Your boss calls you by a nickname that you do not like.

I feel _____when you_____I would like
_____

4. Your job requires you to work in teams. Sarah does not do her fair share making the rest of the teamwork harder to make up for her.

When you _____I feel_____
I'd appreciate _____

5. Jennifer often uses the phone during work hours even though it is against business policy.

When you _____I feel_____
I'd appreciate_____

Role Play using I messages:
Your teenager comes home late.
You're working full time and you need help with the household chores.
You 4 year old colored on the wall.

ROLE PLAY: Handle This Conflict S13

With a partner role-play one of the following situations. Use some of the strategies for handling conflict that you've studied in this lesson.

#1

Mr. and Mrs. Williams disagree on who should do household chores. Mr. Williams thinks this is women's work. Mrs. Williams thinks they should be shared. They both work full-time outside the home.

#2

There is a freeze on hiring. Jennifer is forced to take on more work. This means many late nights. She wants the company to hire another person. Linda, Jennifer's supervisor, says the company can't afford to hire anyone.

Tips for Managing Conflict

Be assertive

Pick a good time and place for both people

Don't bring up the past

Get the facts

Deal only with the current conflict

Avoid words like "always" and "never"

Try to understand your own feelings and the other person's feelings

Stay calm

Have a sense of humor

Keep things in perspective

Write your personal tips to yourself that remind you how to stay out of a conflict.

Leadership – Qualities

S14

The purpose of this activity is to make you more aware of qualities thought to be important for good leadership.

Steps The following words describe leadership traits, skills and responsibilities**.** Define each by writing a sentence or brief scenario to show the word's meaning. You may want to work with a partner or group.

Example: In the classroom, the teacher was so *alert*, she saw him throw the first spitball.

Example: Jay is an entrepreneur; he owns six car washes in a city with a population of close to 1 million people. The businesses gross $6 million a year. He says a big part of his success is his determination to stay well *informed*. He reads 3 newspapers a day, belongs to four community organizations, talks weekly to officials in the local government, talks daily and meets weekly with his managerial staff, regularly talks with his customers about the service his business provides. Jay says, to make good business decisions and investments, he could never have enough up-to-date information.

Leadership Vocabulary Words

visionary
alert
hard worker
confident
creative power
energy
ethical
fairness
active listener
has a need to know more
honesty
informed
innovative
intelligent
independent
integrity
inspirational
leads by example
motivated
reliable
respected
learns lessons
take success and failure in stride
self confident
skillful
tactful

Now: Using graph paper, use at least 15 of the words to make a wordfind.

LEADERSHIP EVALUATION S15

The purpose of this activity is to help you rate your own leadership behavior.

Be as objective as possible – remember a leadership skill, like any other skill, improves with practice.
Answer using this number code:

3 - Most of the time 2 - Usually 1 - Seldom 0 - Never

_____1. You recognize and appreciate your own strengths and weaknesses.
_____2. You recognize and appreciate the strengths and weaknesses of others.
_____3. You can adapt to different people and conditions.
_____4. You avoid thinking that other people think as you do.
_____5. You set goals and reach them.
_____6. You're willing to let your group take credit for things you accomplished.
_____7. You compliment others for outstanding achievement.
_____8. You behave as you want others to behave.
_____9. You can spot hidden meanings when you communicate with others.
_____10. You make a special effort to encourage individuals in your group.
_____11. You work harder than anyone else.
_____12. You listen attentively to others.
_____13. You're aware of other people's moods.
_____14. You carefully analyze problems before you take action.
_____15. You ask questions.
_____16. You recognize the needs of others.
_____17. You go out of your way to get to know your associates better.
_____18. You keep eye contact when you're talking with someone.
_____19. You actively listen to and think about ideas even if they're different from yours.
_____20. You make a special effort to always be ethical in your dealings.
_____21. You turn every situation into a learning experience.
_____22. You avoid bragging about yourself.
_____23. You gather information and don't pre-judge a situation or person.
_____24. You resist arguing with a very argumentative person.
_____25. You overlook minor annoyances?
_____26. You are careful not to "pass the buck".
_____27. You avoid complaining about things you cannot control.
_____28. You don't repeat information given to you in confidence.
_____29. You avoid making negative remarks about others.
_____30. You constantly strive to know and understand more about everything.

Checking Results

Add up the numbers.

LEADERSHIP EVALUATION (Page 2) S15

If you have been honest with yourself, a score of 60 points should indicate you have developed good leadership qualities.

Pick out two behaviors that you rated “2”. Circle them. List three situations in which you could practice these behaviors every day

Behavior #1

Situation 1

Situation 2

Situation 3

Behavior #2

Situation 1

Situation 2

Situation 3

THE CASE OF MATTHEW RUDE

S16

Matthew Rude is a new hospital orderly. He has excellent job skills and 6 years experience. However, co-workers have complained about Matt. The doctors and nurses say that Matt is impolite. He is demanding and talks constantly. Matt interrupts people and makes nasty comments. Workers are becoming very annoyed with him. Matt has one more month in his probationary period.

You are Matt's supervisor. You need to have a talk with him about his behavior. If Matt does not change his behavior, you will have to fire him at the end of his probationary period. You hired Matt and you know hospital orderlies are hard to find. Role-play what you will say to Matt. Take turns being Matt and the supervisor.

Remember: good listening skills, assertive behavior, I messages, leadership qualities

BECOMING MY OWN SELF-ADVOCATE

S17

As an adult, you will need to speak up for yourself.
When you do this you are being a "self-advocate."

Good self-advocates

- **Are informed** about the topic they are discussing
- **Speak** calmly and clearly. Are assertive.
- **Listen** while others speak.
- **Think** about the importance of what they are hearing.
- **Ask questions if they don't understand.**

‘‘’’’

SKILLS I NEED TO BE ASSERTIVE

- **Greet people by name**
- **Use correct titles (for example: Mr., Mrs., or Dr.)**
- **Show self respect**
- **I look people in the eyes**
- **I sit or stand up straight (don't slump!)**
- **I say my ideas calmly and clearly**
- **I wear clean and neat clothing**
- **I listen carefully to others**
- **I ask for help**
- **I ask questions**
- **I show a positive attitude**
- **I will try again if things don't work out right now**

An assertive person shows confidence that is rarely challenged, while an aggressive person provokes anger that will be fought or avoided.
--*Self-Advocacy: Empowerment for Adult Learners with Learning Disabilities***,** Fall 1997 published by the National Adult Literacy and Learning Disabilities Center

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Think About It

1. **What does it mean to "transition?"**
2. **What skills work for you when you are moving from a familiar situation to a new situation?**
3. **What skills help you to deal with change?**

You've Transitioned Before! EN1

In life one thing for sure is that things change and people change. You have changed as you have matured. It's inevitable.

During life there are times when you must make a transition, or change, to a new situation or stage of life. Some people think of transition as a bridge that connects the old to the new, or familiar to the unfamiliar.

Think of your first day of school. You were transitioning from home to school, from being just a kid, to being a student!

What were you thinking, feeling, doing? Probably you were having "mixed feelings." What does this mean? Probably you were thinking good and bad thoughts, like "What's going to happen to me?" And, "This is a scary adventure." These mixed feelings and thoughts are a part of transition.

Think About It

1. When change occurs in your life, new ideas and experiences are often gained while others are given up. Use this timeline to mark 5 transition events in your life (the first one, your birth! Is done for you). Then write what you gained and gave up for each event.

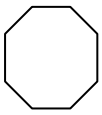
Event 1	Event 2	Event 3	Event 4	Event 5
I was born				

Gained

Gave up

2. Some transition events are planned, marriage, for example. Some we look forward to, like school graduation. Some just happen whether we like it or not, ageing. Some transitions happen quickly, "I'm 21!" Some take more time, "But it's taken me 21 years to get here!"

Have changes gone smoothly for you in the past? List 3 difficulties.

3. **Brainstorm** with your class the skills or activities that are needed to make change a positive thing. (Hints:  self-awareness, resiliency skills)

On the chart, list the next 5 major transition events that you think will happen in your life.

Look at your past difficulties. Write what you will do to make future changes go well for you.

You've Transitioned Before! (Page 3) EN1

Transition Event	What I'll do