

BEING ASSERTIVE

lesson + activities

- Grades 2 - 5
- Identifying the difference between passive, aggressive, and assertive communication
- Interactive with lots of practice!



teach and model



Use the slideshow to teach students about the three styles of communication and guide the lesson.

(optional) characteristic sort



For classes needing a pause from whole group instruction, invite them to practice matching different characteristics to the correct communication style they describe.

problem situation practice

Prompt students to act out/perform role plays to practice being assertive in different problem situations they may face.



closing questions

CLOSING QUESTIONS

1. Think about the last problem you had with someone.
Were you aggressive, assertive, or passive?
2. Why is being passive unhelpful? Why is being aggressive unhelpful?
3. What if someone is being a monster to you?
Do you need to be a monster in return?
What could happen?
4. What are you going to do to be assertive
"me" more often?



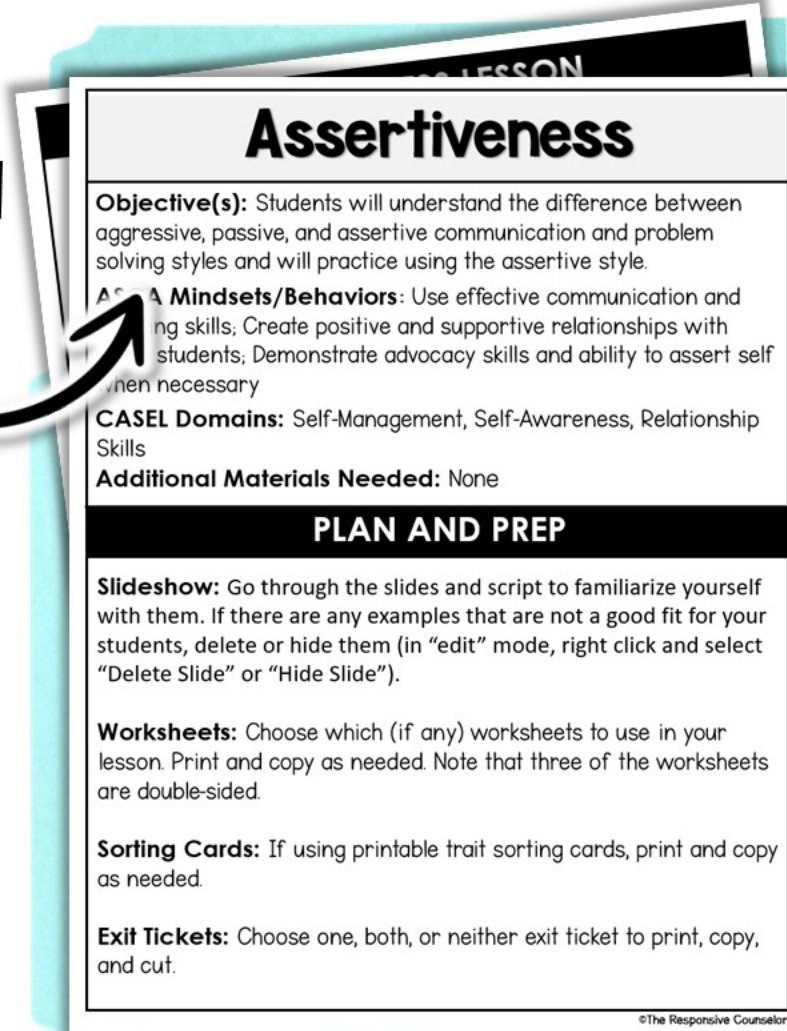
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A worksheet titled "MONSTER, MOUSE, ME" is shown on a clipboard. The worksheet includes a "Name:" field, "DIRECTIONS" (Think of a problem someone might have. Write what they would say if they were trying to solve it in an aggressive, passive, or assertive way.), and a "SITUATION:" field. Below these are three large boxes for writing, each with a wavy line and a small monster icon. The boxes are labeled "AGGRESSIVE", "passive", and "Assertive". A smaller worksheet titled "MOUSE, MONSTER, ME" is also visible, with a "Name:" field and a "Which question are you answering?" section with numbers 1, 2, 3, and 4.

Closing questions and/or a worksheet give students the opportunity to reflect and process the lesson.

written lesson plan

ASCA and
CASEL aligned
lesson plan



Assertiveness

Objective(s): Students will understand the difference between aggressive, passive, and assertive communication and problem solving styles and will practice using the assertive style.

ASCA Mindsets/Behaviors: Use effective communication and problem solving skills; Create positive and supportive relationships with others; Demonstrate advocacy skills and ability to assert self when necessary

CASEL Domains: Self-Management, Self-Awareness, Relationship Skills

Additional Materials Needed: None

PLAN AND PREP

Slideshow: Go through the slides and script to familiarize yourself with them. If there are any examples that are not a good fit for your students, delete or hide them (in "edit" mode, right click and select "Delete Slide" or "Hide Slide").

Worksheets: Choose which (if any) worksheets to use in your lesson. Print and copy as needed. Note that three of the worksheets are double-sided.

Sorting Cards: If using printable trait sorting cards, print and copy as needed.

Exit Tickets: Choose one, both, or neither exit ticket to print, copy, and cut.

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ASSERTIVENESS LESSON

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SLIDE 6:

- The last way people communicate or deal with problems is to be assertive. Assertive is being more like your best self so we can say "me" for this type.

SLIDE 7:

- Let's look at the problem with the scissors one last time.
- Someone who tries to solve that problem assertively might say something like..."Could I please have my scissors back now? I need them."
- What do you notice about her body language? What do you notice about what she said?

Teach

SLIDE 8:

- Let's talk more about these three styles of communicating and handling problems. What is a monster style like? How does it look and sound? How does a monster solve problems.
- What about a mouse?
- What about the best version of you, the "Me"? What does that problem solving look like?
- OPTION A – NO PREP: Ask students about the traits of the style and give them think time. Students share out ideas, then you progress to the next slide to show traits. You could also have students think independently, in pairs, or in groups to brainstorm traits on scrap paper or individual white boards.

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Suggested
scripting to
use

Outline
breakdown
with options
for activity

Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.

Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling & Mental Health

Experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



the **RESPONSIVE**
counselor

Let's Connect:

