



Developing Assertiveness

Long Term Plan

nocn
CREATING OPPORTUNITIES

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Aims of the Programme of Study

Entry Level 1	Entry Level 2	Entry Level 3
Unit Code: J/600/6475 GLH: 20	Unit Code: Y/600/6478 GLH: 20	Unit Code: Y/600/6481 GLH: 20
Purpose		
The purpose of this unit is for the learner to understand the benefits of assertiveness and how to be assertive in a given situation, which will enable learners to function independently in the community as well as to provide opportunities to increase self-determination.		
Additional Assessment Requirements		
As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.	As an E2 unit it is expected that the learner may require some assistance in the form of prompts for the assessment. Practical tasks may be in a simulated environment.	As an E3 level unit it is expected that the learner for the majority of the assessment will be acting independently with any support being minimal. Practical tasks should normally be in a real environment.
Outcomes		
<ol style="list-style-type: none"> 1. Recognise key implications and benefits of assertiveness. 2. Understand ways of being assertive in a given situation. 	<ol style="list-style-type: none"> 1. Recognise key implications and benefits of assertiveness. 2. Understand ways of being assertive in a given situation. 	<ol style="list-style-type: none"> 1. Know what assertiveness is. 2. Understand assertive, passive and aggressive behaviour. 3. Understand ways of being assertive in a given situation. 4. Recognise key implications and benefits of assertiveness.
Assessment Criteria		
<ol style="list-style-type: none"> 1.1. State a situation in which assertiveness can be used to achieve a desired outcome. 2.1. State a situation in which she/he may need to be assertive. 2.2. State a way to address the situation. 	<ol style="list-style-type: none"> 1.1. State a situation in which assertiveness can be used to achieve a desired outcome. 1.2. State a benefit of being assertive. 2.1. State a situation in which s/he may need to be assertive. 2.2. State a way to address the situation. 2.3. State the importance of self-control when being assertive. 	<ol style="list-style-type: none"> 1.1. State what assertiveness means. 1.2. Give an example of assertive behaviour. 2.1. Give an example of assertive behaviour. 2.2. Give an example of passive behaviour. 2.3. Give an example of aggressive behaviour. 3.1. State a situation in which s/he may need to be assertive. 3.2. State how s/he will be assertive in this situation. 3.3. State the importance of self-control when being assertive. 4.1. State a situation in which assertiveness can be used to achieve a desired outcome. 4.2. State a benefit of being assertive.
NOCN Assessment Sheets		
Entry Level 1 J/600/6475	Entry Level 2 Y/600/6478	Entry Level 3 Y/600/6481
Highfield Assessment Documents		

Outcomes, Activities & Resources

External Resources	
Websites	https://kidshealth.org/en/teens/assertive.html Information for Deliverers https://www.friendshipcircle.org/blog/2017/04/20/teaching-assertive-communication-an-essential-life-skill/ https://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/~media/depts/health/family-planning/documents/special-education/SpecialEducationLesson9.ashx https://hes-extraordinary.com/communication-assertive-vs-aggressive https://www.elsa-support.co.uk/communication-assertive-aggressive-passive/ https://biglifejournal-uk.co.uk/blogs/blog/how-to-raise-assertive-child
Talkabout Resources	All the Talkabout resources can be used to deliver this whole unit along with other resources
Resources Folder	O:\1.0 drive Post 16\01. Resources for units\Futures - Independence\Self Assertiveness
Books	Talkabout for Children: Developing Social Skills (Level 3 TALKABOUT Assertiveness) Talkabout for Teenagers: (Level 5 TALKABOUT Assertiveness)
YouTube Video	https://www.youtube.com/watch?v=vlwmfiCb-vc (5 Tips to Make Assertive Communication Easier and More Effective) https://www.youtube.com/watch?v=FFjGGZecO04 (Assertiveness examples EL1/2) https://www.youtube.com/watch?v=zVz4oIEGzEs (Learn to be Assertive!) EL1/2)

How this unit fits into Highfield Post 16 Curriculum and PfA

Assertiveness is a skill regularly referred to in social and communication skills training. Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'. Assertiveness enables individuals to act in their own best interests, to stand up for themselves without undue anxiety, to express honest feelings comfortably and to express personal rights without denying the rights of others.

Staff can use the Talkabout resources that are in the O drive, as well as other resources you feel are useful to deliver the unit

Outcomes	Assessment Criteria	Activities & Resources	Assessment Opportunities
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Recognise key implications and benefits of assertiveness.</p>	<p>Entry 1:</p> <p>1.1. State a situation in which assertiveness can be used to achieve a desired outcome.</p>	<p>To achieve the assessment for this criterion, students need to increase awareness into assertiveness skills and to improve skills of effective body language and speaking skills.</p> <p>The delivery of this will be through the story of the lion, the mouse and the owl</p> <p>Check the following website to look at how to introduce the session https://biglifejournal-uk.co.uk/blogs/blog/how-to-raise-assertive-child</p>	
	<p>Entry 2:</p> <p>1.1. State a situation in which assertiveness can be used to achieve a desired outcome.</p> <p>1.2. State a benefit of being assertive.</p>	<p>Preparation for the story</p> <p>Print out the story and the pictures, laminate them so that they can be used again.</p> <p>Explain that you are going to read a story and they are going to listen, and at different areas you are going to discuss the choices that the animals have been making.</p> <p>Resource: The Lion the Mouse and the Owl</p> <p><u>Introduce the topic of assertiveness</u></p> <p>The ability to assert oneself is an important social skill. Requests communicated assertively are much more likely to get a positive response. Similarly, refusals which are expressed firmly will be more likely to be accepted without contest. Assertiveness in communication comes in many forms. Body language, eye contact, how physically close we are to another person, loudness and tone of voice - all are essential to assertive and effective communication.</p> <p>Use the Talkabout for Teenagers (level 5 Talkabout Assertiveness)</p> <p><u>Understanding Assertiveness (can take up to 3 Sessions)</u></p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • To introduce the topic of assertiveness • To consider what it means to be assertive, passive and aggressive. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Know what assertiveness is.</p>	<p>Entry 3:</p> <p>1.1. State what assertiveness means.</p> <p>1.2. Give an example of assertive behaviour.</p>	<p><u>Introduce the topic of assertiveness</u></p> <p>Students to use a dictionary to find out the definition of assertiveness</p> <p>The ability to assert oneself is an important social skill. Requests communicated assertively are much more likely to get a positive response. Similarly, refusals which are expressed firmly will be more likely to be accepted without contest.</p> <p>Assertiveness in communication comes in many forms. Body language, eye contact, how physically close we are to another person, loudness and tone of voice - all are essential to assertive and effective communication.</p>	

Outcomes	Assessment Criteria	Activities & Resources	Assessment Opportunities
<p>Understand ways of being assertive in a given situation.</p>	<p>Entry 1:</p> <p>2.1. State a situation in which she/he may need to be assertive.</p> <p>2.2. State a way to address the situation.</p>	<p>Discussions and work can be based around the meetings that students would have, such as EHCP annual Reviews, CIN, PEP meetings, Progress meetings in Tutor times.</p> <p>Class discussions about current topics, altercations with other peers</p> <p>Look at the Talkabout information on the difference of Assertive, aggressive and passive behaviours.</p>	
	<p>Entry 2:</p> <p>2.1. State a situation in which s/he may need to be assertive.</p> <p>2.2. State a way to address the situation.</p> <p>2.3. State the importance of self-control when being assertive.</p>	<p>How feelings would impact on someone trying to be assertive and in control – worried, sad, nervous, angry, frightened</p> <p>How it is good to stop, think, speak and listen</p>	
<p>Understand assertive, passive and aggressive behaviour.</p>	<p>Entry 3:</p> <p>2.1. Give an example of assertive behaviour.</p> <p>2.2. Give an example of passive behaviour.</p> <p>2.3. Give an example of aggressive behaviour.</p>	<p>Discussions with the group about the differences of assertive, passive and aggressive behaviours.</p> <p>Assertive: Stating your needs and opinions clearly so that people take notice; confidence and directness in claiming your rights or putting forward your views while taking the views of others into account.</p> <p>Passive: Accepting or allowing what happens or what others do without active or resistance</p> <p>Aggressive: inclined to behave in an actively hostile and emotional way.</p> <p>Definitions of Aggressive, Passive and Assertive Behaviour:</p> <ul style="list-style-type: none"> • Assertive behaviour includes honest, direct, and confident behaviour that does not violate the rights of others. • Aggressive behaviour involves hostility and violent towards others. • Passive behaviour involves non-resistant behaviour. <p>Characteristics of Aggressive, Passive and Assertive Behaviour:</p> <p>Assertive Behaviour:</p> <ul style="list-style-type: none"> • Honest • Confident • Considerate of others and their rights • Direct • Deals with the problem • Expressive 	

		<p>Aggressive Behaviour:</p> <ul style="list-style-type: none"> • Violent and hostile • Expressive • Governed by anger • Inconsiderate • Blames others <p>Passive Behaviour:</p> <ul style="list-style-type: none"> • Avoids the situation • Non-expressive • Isolated • Indifferent • Lacks confidence 	
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Outcomes	Assessment Criteria	Activities & Resources	Assessment Opportunities
Understand ways of being assertive in a given situation.	Entry 3:		
	<p>3.1. State a situation in which s/he may need to be assertive.</p> <p>3.2. State how s/he will be assertive in this situation.</p> <p>3.3. State the importance of self-control when being assertive.</p>	<p>Discussions and work can be based around the meetings that students would have, such as EHCP annual Reviews, CIN, PEP meetings, Progress meetings in Tutor times.</p> <p>Class discussions about current topics, altercations with other peers</p> <p>Promote student to be able to identify personal situations, what they did, was the correct way, could they have done things differently,</p> <p>Activities 195 onwards will be useful for delivery</p>	

Outcomes	Assessment Criteria	Activities & Resources	Assessment Opportunities
Recognise key implications and benefits of assertiveness.	Entry 3:		
	<p>4.1. State a situation in which assertiveness can be used to achieve a desired outcome.</p> <p>4.2. State a benefit of being assertive.</p>	<p>Activities 195 onwards will be useful for delivery</p>	