

VIBE

Session Title: Assertiveness

Duration: 4 x 45 minute sessions

Resources:

- Whiteboard/flipchart & pens
- 'Passive, Aggressive, Assertive' & 'Broken Record Role Play' resources
- Pack of playing cards (or cards labeled 1-12)
- Blu tac
- Paper & pens
- YouTube/Spotify

Aims:

- To explain to learners what assertiveness is and why it is useful
- To help learners apply this to concrete scenarios and relationships

Outcomes:

- Learners will be able to define assertiveness, contrast it with passivity and aggression and outline why it is preferable
- Learners will be able to list assertive techniques
- Learners will pledge to use these new skills in a concrete scenario of their choosing

At a Glance:

- Session 1 : Definitions & Contrasts
(discussion & labeling)
- Session 2 : Scenarios
(card game & applying qualities to examples)
- Session 3 : Assertiveness Toolkit
(top tips & different contexts)
- Session 4 : Pledges & Positivity
(writing out aims & sharing positive vibes)



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Timings: 45 minutes

Subject: Definitions & Contrasts

Resources:

- Whiteboard/flipchart & pens
- 'Passive, Aggressive, Assertive' resource
- Blu tac

Activity:

- Ask the group what they understand by the term “assertive” and discuss, using questions as prompts.

- Why is it important to be assertive?
- What can it create?
- What can it prevent?
- What are the barriers?
- When is it difficult?

Assertiveness can be:

- Standing up for ourselves and to say how we feel when we feel we need to
- Expressing our opinions and feelings
- Setting our own priorities
- Asking for what we want
- Challenging people or questioning authority
- Making complaints, giving criticism, disagreeing with someone
- Dealing with difficult conversations before we get angry (or run away)
- Saying no, refusing requests and avoiding doing something we don't want to do (peer pressure)

Activity on differences between assertiveness, passivity and aggression.

On whiteboard/flipchart draw “Ms Passive”, “Ms Assertive” and “Ms Aggressive”. (These can be stick people or group can get more creative with their drawing).

Label each one with their respective characteristics (cut up the resource)

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Subject: Scenarios

Resources:

- Pack of playing cards
- Paper & pens

Activity:

- Begin by recapping the characteristics of Ms Passive, Aggressive & Assertive

Card Game

In pairs

Ask one person in each pair to draw a card from the deck. The number of the card indicates how confident & assertive they need to be. i.e. 2 extremely passive, 7 assertive, King is aggressive

Give the learners a scenario. Suggestions:

- Returning a faulty item to the shop
- Explaining to your friend you don't want to come out tonight
- Disagreeing with a teacher about your grade/feedback
- Telling your partner you don't like pet names

Role play the scenario

Get the other learners to guess what card they had.

Real life scenarios

Get each learner individually to write down a scenario of a time they have found it difficult to say no to someone or not got what they want and they feel they may not have put up a convincing enough argument and / or a time that they got angry / rowed / fell out trying to get their own way.

Replay the card game with their real life scenarios.

Try to have a go with different passive / assertive / aggressive characters for each situation.

Discuss with group which approach was most successful in getting what they wanted.

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Timings: 45 minutes

Subject: Assertiveness Toolbox

Resources:

- Whiteboard/flipchart & pens
- 'Broken Record Role Play' resource

Activity:

Who are you?

- Recap of the '3 characters'. Ask girls which characters they most resemble in the below relationships. What causes that (power dynamic/social expectations/character of the other people)

Child / Friend / Student / Partner / Stranger

Broken Record

- Introduce the group to one of the easiest and most effective methods of being assertive/saying no – the broken record strategy.

Ask for a participant to help read through the broken record role play then get the girls to practise it with each other.

Toolbox summary

Group discussion: What tools / methods do you have of being assertive?

Prompt from list below, and list on the board:

- Delayed response
- Take time to think it over
- Saying no is OK
- Be clear
- Provide an alternative
- Keep it simple 'No' Broken record
- Write it down to process it
- Know the implications of saying yes
- 'I' statement

- I hear what you're saying...
- I understand your perspective...
- ...However I'm still saying no

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Timings: 45 minutes

Subject: Pledge & Positivity

Resources:

- Paper & pen
- YouTube/Spotify

Activity:

- Ask the learners to identify a relationship or situation which requires from them more assertive behaviour (model this with an example from your own life).
- Ask learners to fill out a pledge card stating which techniques they are going to try and by what date they will do it. Either copy it out twice or use carbon paper to get a duplicate – each learner to give one copy to someone else on the course, so they can ask about it.
- To play us out: each learner select a song that makes them feel like they can take on the world and create a playlist!