



Lesson Concepts

- Being *assertive* means asking for what you want or need in a calm and firm voice.
- Being assertive is a respectful way to get what you want or need.

Key Words

Respectful, passive, aggressive, assertive, calm, firm

Objective

Students will be able to demonstrate assertive communication skills in response to scenarios.

Materials

- CD player and *Sing and Step* CD
- Lesson Card 2
- Following Through Card 3
- Skills for Learning poster
- Skills for Learning card: Be Assertive (use others as needed)
- Doodles, set of 6 (see Teaching Notes)
- Lesson 3 Home Link

Why This Lesson Matters

Knowing how to ask for help is an important Skill for Learning. The students who need the most help may sometimes be least able to ask for it. The ability to communicate assertively not only contributes to academic success, but is also important for solving problems and standing up for oneself or others. Assertiveness skills can help children relate well with peers. Children who are too passive are at higher risk for being bullied. Children who are too aggressive in their interactions have fewer friends.

Teaching Notes

Go online to www.secondstep.org to watch a video of the Doodle Dance game and download doodles for the game.

The mnemonic devices modeled in today's Brain Builder, such as associating information with colors and using rhymes, can be applied to other academic tasks that require students to remember complicated information.

Warm-Up

Review

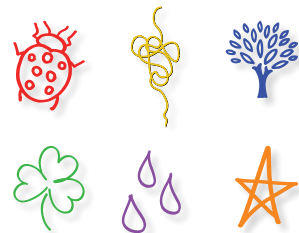
Have students sit. Show Lesson Card 2. **Last lesson, you practiced using self-talk to ignore distractions. What is an example of self-talk you can use to help you be a better learner?** (Ignore him. Concentrate.)

Brain Builder: Doodle Dance

Have students stand up. **Today's Brain Builder is called Doodle Dance.** Point to the Skills for Learning poster. **For this game, you will focus attention, listen, and use self-talk to remember the dance moves.**

Here are the doodles. Each one has a dance move. Show the doodles and model the matching dance moves. Have students practice slowly. Model self-talk as a way to remember.

- Red bug: shoulder shrug
- Yellow squiggles: hip wiggles
- Blue tree: lift knee
- Green clover: shake all over
- Purple drops: foot hops
- Orange star: play guitar



Rule 1 is, when you see the doodles, do the matching dance moves in reverse order. Rule 2 is, stop dancing when you don't see the doodles. Repeat the rules.

1. Hold up two or more doodles.
2. Students do dance moves in reverse order.
3. Hide the doodles.
4. Students stop dancing.

Play several rounds. Encourage students to use self-talk. Increase the challenge as desired (see Following Through Card 3). **Using self-talk helped you learn and remember what dance moves matched each doodle.**

Story and Discussion

Have students sit down. **So far, you've learned and practiced three Skills for Learning. What are they?** (Focus attention. Listen. Use self-talk.) **Today you'll learn the fourth one—how to ask for what you want or need in a respectful way by being assertive.**

Show the photo. **This is Naomi. She arrived late to class. The teacher asked her to join this spelling group to practice the week's list. The group is busy working and doesn't notice Naomi.**



Naomi

1. Show a thumbs-up if Naomi needs or wants something. (Yes.) Naomi needs to join the group.

2. Look at Naomi and think about how she is feeling. Give think-time. Call on a few students at random. (Nervous, shy, worried.) **Naomi feels nervous. She needs to find the best way to ask to join the group. Listen to the different ways Naomi could ask to join. After each one, show a thumbs-up if you think it will work.**

3. Model Naomi asking to join in. Have students reflect on tone and posture for the communication styles below. For each style, ask: **How did my voice sound? How did my body look? What kind of words did I use?** Identify each style once students indicate whether they think it will work.

- *Passive* (shoulders and head down; quiet voice): **Hey, um... uh...I got here late...and...um...need a group?**
- *Aggressive* (aggressive stance; loud, rude voice): **OKAY, GUYS! I'm part of this group now. Tell me what we're doing...NOW!**
- *Assertive* (head and shoulders up; calm, firm, respectful voice): **Excuse me, could I please join this group? I'm late, and the teacher told me to join you.**

Being assertive means asking for what you want or need in a respectful, calm, and firm way. It's the best way for learners to ask for what they need!

Skill Practice

Let's practice asking for what you want or need in an assertive way. For each scenario, you'll decide who to

ask and what to say. Show the Be Assertive card. **I will use this card to remind you and your partner how to be assertive while you practice.**

EXPLAIN and MODEL the steps below, using the first scenario, with a student as Partner A and yourself as Partner B. Circulate and observe. Cue skill use with the Be Assertive card. If students need more support, model each scenario and coach students about what to say.

1. Read the scenario out loud.
2. Have Partner As say, "Be assertive!"
3. Have Partner Bs say who they would ask and what they would say.
4. Call on a few pairs of students to demonstrate.
5. Have partners switch roles for each new scenario.

Scenarios

- **You need a book from a high shelf in the library.**
- **You want a container of milk from the cafeteria.**
- **You need help with your math homework.**
- **You want to join a game of tag at recess.**
- **You need your friend to stop whispering to you during the lesson.**

Wrap-Up

Let's listen to the "Be a Learner" song. Focus your attention and listen for words about being assertive. Stand up and demonstrate an assertive posture when you hear the word "assertive."

Play the song.

Have students sit down. **Today you learned that being assertive is a respectful way to ask for what you want or need at school. Who can show me how to ask to join a group in an assertive way?** Call on a few students to demonstrate. **Being assertive is a Skill for Learning. Let's read all the Skills for Learning together.** Point to each skill on the poster as it is read. **You'll need these skills for all your Second Step lessons.**

Following Through: Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 3. *Note: Lesson 4's skill practice uses a handout.*