

Assertive Training



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Definition

Assertive training is a form of behavior therapy designed to help people stand up for themselves—to empower themselves, in more contemporary terms. It is an answer that seeks to maintain an appropriate response in behavior, far from passivity and aggression. Furthermore, it promotes fairness and equality in human interactions, based on a positive sense of respect for self and others. An assertive person will protect his/her boundaries, without stepping on someone else private space, and treating them with respect and compassion.

Purpose

The purpose of assertiveness training is to teach people some appropriate strategies for identifying and acting on their desires, needs, and opinions while remaining respectful of others. Assertiveness training is a broad approach that can be applied to many different personal, academic, health care, and work situations. It is important to learn how to communicate in a clear and honest way, because it leads to an improvement of relationships between people around you (family, friends, classmates, colleagues)

Explaining assertive training

- **Trainer:** what do you think assertive training is?
- **Students:** [students raise their hand and answer to the questions]
- **Trainer:** [giving the answer] It is about how to be confident and have a positive personality. (be positive, self-confident, forceful, assured, decisive, determined). It is very important to have to know yourself in order to know the others. You have to know your limits, your personal space and your empathy.

Give them the explanation about how to build a personal bubble and the importance of building the bubble. “Bubble” means to define and set own personal space.

✓ LIMITS

Teach them the importance of get to know which your limits are. The proper separation that it must be between you and the person who you are talking with.

- **Trainer:** which one is the proper distance to talk with a person?

- **Students:**
- **Trainer:** is it this closed? Or this far? (show them acting with the other trainer)
- **Students:**
- **Trainer:** the proper distance between to people who are having a conversation is the distance between your elbow stick to your body and your straight hand.

** It is showed in the image bellow.



- **Students:** (children try to understand the distance)
- **Trainer:** Explanation of the three pigs story to understand why it is important to build a personal and strong personality bubble.

The three little pig story

“Once upon a time there were three little pigs and the time came for them to leave home and seek their fortunes. Before they left, their mother told them " Whatever you do , do it the best that you can because that's the way to get along in the world.

The first little pig built his house out of straw because it was the easiest thing to do. The second little pig built his house out of sticks. This was a little bit stronger than a straw house. The third little pig built his house out of bricks.

One night the big bad wolf, who dearly loved to eat fat little piggies, came along and saw the first little pig in his house of straw. He said "Let me in, Let me in, little pig or I'll huff and I'll puff and I'll blow your house in!" "Not by the hair of my chinny chin chin", said the little pig. But of course the wolf did blow the house in and ate the first little pig.

The wolf then came to the house of sticks. "Let me in ,Let me in little pig or I'll huff and I'll puff and I'll blow your house in" "Not by the hair of my chinny chin chin", said the little pig. But the wolf blew that house in too, and ate the second little pig.

The wolf then came to the house of bricks. " Let me in , let me in" cried the wolf "Or I'll huff and I'll puff till I blow your house in" "Not by the hair of my chinny chin chin" said the pigs. Well, the wolf huffed and puffed but he could not blow down that brick house.

But the wolf was a sly old wolf and he climbed up on the roof to look for a way into the brick house.

The little pig saw the wolf climb up on the roof and lit a roaring fire in the fireplace and placed on it a large kettle of water.

*When the wolf finally found the hole in the chimney he crawled down and **KERSPLASH** right into that kettle of water and that was the end of his troubles with the big bad wolf.*

The next day the little pig invited his mother over . She said "You see it is just as I told you. The way to get along in the world is to do things as well as you can." Fortunately for that little pig, he learned that lesson. And he just lived happily ever after!"



- **Students:** (they understand the metaphor: You need to build the strongest walls to your bubble)

How About Emotions?

- **Trainer:** Now, we will play a game. Let's make two groups.

➤ **Game explanation:**

1. Explain the game

Facilitator make two groups and each group has to make a circle. In the circle, each student has to look into the eyes of another student of the circle and count until ten seconds.

2. Discussion

After everyone look at each other ask them these questions:

- How did you feel?
- How was for you?
- Tell me a feeling that you had while he or she was looking at you.

3. Write a list of feelings

Students must write in a paper many feelings as possible, give them 2-3 minutes to write them.

After 2 minutes, facilitator will realize that students are only capable to write a maximum of 10-15 feelings.

4. Write more feelings

Ask them again to write more feelings. Would they be able to write more even if you give them half an hour?

(Students will be able just to write 2 or 3 more feelings, and they will tell you that there are not more)

Facilitator explains students that there is an average of fifty emotions and later show them the list of emotions.

List of emotions:

Irritated	Furious	Outraged	Anxious	Panicked
Overwhelmed	Afraid	Blissful	Delighted	Merry
Content	Proud	Brave	Fierce	Capable

Bold	Daring	Powerful	Zealous	Blue
Withdrawn	Wistful	Vulnerable	Desolated	Weak
Helpless	Ashamed	Useless	Grrateful	Chill
Satisfied	Blessed	Hopefull	Hopeless	Peaceful
Calm	Frustrated	Devaluated	Appreciated	Angry
Sad	Joy	Depressed	Disturbed	Shoked
Melancholy	Rattled	Uncomfortable	Optimistic	Pesimistic

5. Express yourself

Facilitator ask students:

- **Trainer:** why don't you know how to express yourself?
- **Students:**
- **Trainer:** do you feel weak if you express your feelings?
- **Students:** ...
- **Trainer:** don't you trust yourself enough to express your feelings? Are you confident enough to do this?

Explanation about why people do not express their feelings.

- ❖ Stereotypes prejudice education → feelings → weak → not strong → rejection → loser
- ❖ Put yourself in someone else shoes → EMPATHY

**Write this two sentence in the whiteboard and explain in detail what it means.

- **Trainer:** nowadays, we live in a world were people do not express their feelings, because they have been risen that way. This is due to Stereotypes prejudice education, which it means your family, your friends, your school, the media have taught you not to express yourself, because if you express yourself crying, it means you are weak. You are not strong. People will reject you and you will become a loser.

THIS IS NOT TRUE! That why we are here, we are here to teach you that expressing your feelings is the most normal thing to do, and as human beings we need to be happy, to smile, to cry, to be worried, to be scared.

It is also very important to put yourself in someone else shoe. If some is crying, do not laugh at him, just try to be next to him and support him. Being empathy is the best thing to do.

- **Students:** [students understand]
- **Trainer:** it's the end of the session. What have you learnt?
- **Students:** students rise their hand and tell the facilitator what they have learn.
 - The significance of being self-confident
 - The importance about the limits, personal space and empathy.
 - The value of create our own personal strong (brick) bubble.
 - Put yourselves in someone else shoe→EMPATHY
- **Trainer:** thank you so much. See you next week.

Sociometric test

The sociometric test allows us to determine the degree to which individuals are accepted or rejected in a group (their sociometric status), discover the relationships between individuals and reveal the structure of the group itself.

-Phases-

A) Protocol and Technical data of the test.

Before the construction of a questionnaire, a reflection phase is necessary to help us take into account. Some considerations of the group and to clarify the objectives we intend with the sociometric test. This is the mission of the protocol or technical card that would have, therefore, the following purposes:

- A) Consider the external or circumstantial and internal characteristics or characteristics of the group.
- B) Make decisions regarding different aspects of the test that we want to administer.
- C) Leave a record for the future or for other teachers or counselors of what we have carried out.

Technical sheet has the following parts, according to the characteristics of the group internal or external and the characteristics of the test in your questionnaire or in your administration, external or circumstantial characteristics of the group:

- Name of the centre.
- Location or address.
- Course and group.
- Teacher or tutor.

B) Preparation of the questionnaire.

The questionnaire consists of 4 questions, two positive questions and two negative ones, which must be filled with three names of students belonging to the same class.

- *Name three people you would like to spend your free time with.*
- *Name three people you would not like to spend your free time with.*

WHICH THREE CLASSMATES ARE YOUR BEST FRIENDS?

- **Mike:** Darren, Connor, James
- **Olivia:** Lena, Tracy, Tiona
- **Connor:** Mike, Darren, Taylor
- **Tracy:** Olivia, Lena, Tiona
- **Lena:** Olivia, Tiona, Tracy
- **Darren:** Mike, James, Taylor
- **James:** Mike, Connor, Darren
- **Tiona:** Olivia, Tracy, Lena
- **Lisa:** Olivia, Connor, Tracy
- **Taylor:** Mike, Connor, James

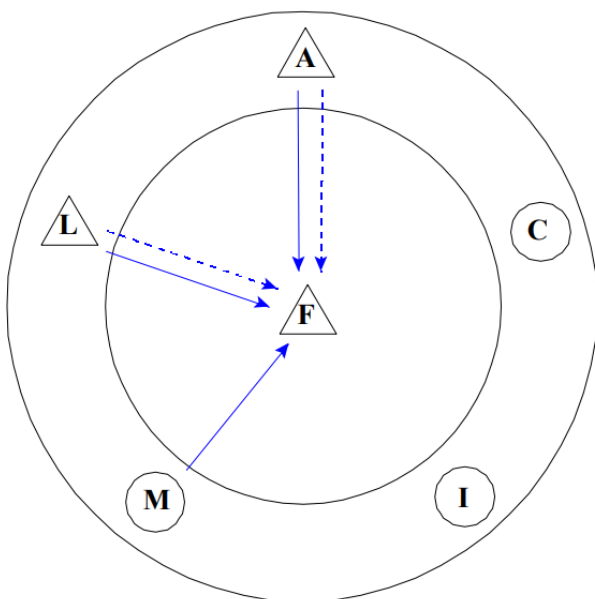
- *Wich persons do you think will select you to spend his/her time with?*
- *Who think they have rejected you?*

First question example.

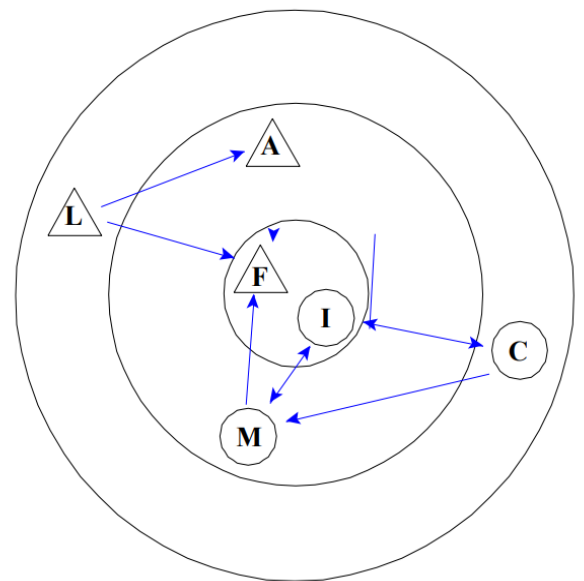
C) Analysis of results.

- *Positive leader:* The positive leader is the student whom the majority of the class appreciates and considers a friend.
- *Negative leader:* The negative leader against has obtained the negative votes of questions 2 and 4, this person focuses all the hatred of the class.
- *Friendship:* In this aspect, the test can show us that students maintain a strong bond of friendship with each other.

Once analyzed, it will proceed to perform sociometric graphs that show the degree of affinity between the students, here are a few examples:



A. We observe a positive leader standing in the center of the circle ("F"), this leader has the acceptance of "A", "L" and "M", while "C" and "I" do not accept "F" as leader.



B. In the third ring of the circle we find "L" and "C" which would be the negative leaders of the group, while in the middle ring we find "A" and "M" and to finish in the center they are "F" "And" I "considered as positive leaders. This example shows that there may be positive relationships between the positive and negative leader (Ex. "I" and "C"), and also non-reciprocal relationships (Ex. "L" and "F").

D) The report.

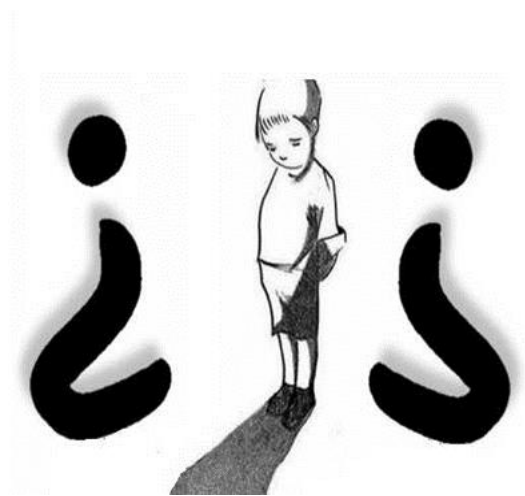
The report will collect the final results including the following parts:

- General report of the group:
 - Sociomatrix and sociometric values
 - Group sociograms (choice and rejection)
 - Group cohesion.
 - Group structures
 - Explanation and analysis of the results obtained.

- Report by student.
 - Individual sociometric values.
 - Individual sociograms
 - Individual indices.
 - Explanation and analysis of the results obtained.

- Orientations and clues for educational intervention.

- Annex: the questionnaires used.



The Assertive Critique

Is it easy to say something negative without offending? How do we help to change difficult behaviors without hurting and getting our criticism to be constructive?

Get others made a change sometimes easier for us and others less so since the caller can disagreeing with us to carry out such action. For this reason, we are sometimes obliged to make a criticism. When dealing with people we must remember that we do not deal with logical creatures, but with emotional creatures, full of prejudices and fears and moved by pride and vanity. So we must show respect, have a kind treatment and express ourselves in the most appropriate way so as not to damage and get them to identify with our purpose.



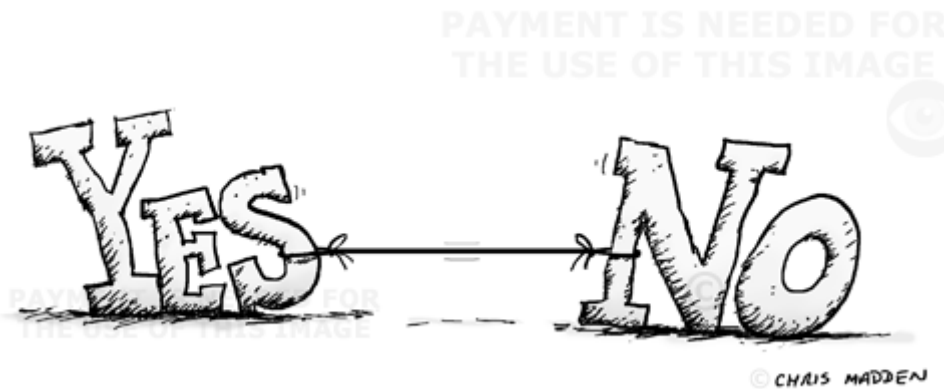
- How to make a assertive critique? –

1. Tell a good thing about your partner (compliment).
2. “But...”
3. Specific issue: “I think, I noticed...”
4. Express your feeling openly: “I’m feeling...”.
5. Advice or suggestion for the future: “I suggest you should...”

Example heard in a class: *“You are very Smart but sometimes you treat very bad your friends. I think that you should change your attitude because I am feeling offended with your actitude, so I suggest you try to be more polite and handsome with the people”.*

Tips: Do not generalize: “You always do this”. Be specific and personal: “I think”, “I feel”, “I suggest”

How to Say Yes or No



Today we can find young people who are able to say NO, or those who are not capable and recognize it, or the risk group, those who believe they are capable but when the time comes they are not.

Teach them the proper way to say NO (assertiveness):

- Reasons for people not to say NO: fear of hurting the feelings of others, be abandoned or rejected, make other angry, take a punishment, feeling shame, being considered a bad person.
- Assertiveness: Training in everyday situations: "when you did / said ... I felt ...; I would like that from now on ... ". Saying NO it means: you are protecting your boundaries, you may save other person's time, you are saving your time.

- Games.

The game consists of putting on awareness and seeing different ways of "saying no": not saying no, saying not attacking others or saying it assertively without harming anyone. It is very important that children know how to say no and do not let themselves be influenced. That they are able to defend their ideas and not do something they do not agree with.

We will analyze different situations in which "we want to say no" and we will see how each of the three students would act. For this we will complete the following table for each of the situations.

- Situations:

- A classmate asks you to tell him the answers to an exam, while you are doing it.
- Your best friend, has asked you a favor for this afternoon, but you can not because you have to study for an exam tomorrow.
- Your brother borrows your new shirt, you do not want to leave it because you have not released it yet.
- Your friends want to go to a party, to go you have to lie at home, you do not want to do it because they punish you.
- The other classmates, they mess with a child, they ask you to do it too, but you do not want to do it because you have nothing against the child.

We can include and change situations, depending on age, problems, dynamics time, etc.

Communication

Learning Objectives:

- ✓ To understand that a major part of communication is demonstrated through body language (knowledge) .
- ✓ To have practiced using body language to communicate different emotions (skills)
- ✓ To discuss and review how to ‘read’ other people’s body language, and to think about what their own body language might be communicating to others (attitudes/values)

Age group : 12-14

Total time : 45 min

Materials: Flip Chart Paper & marker pens

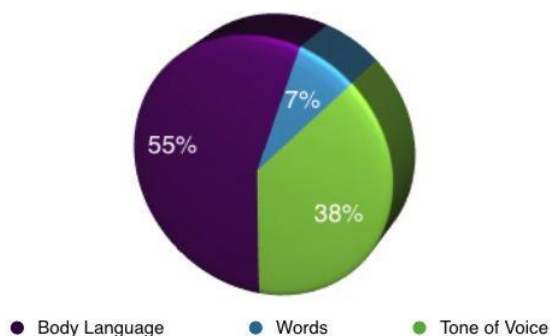
What is Communication?

Introduction: Explain aim of session and set basic ground rules including respect for each other, listen to who is speaking and only one person speaking at a time.

How do we communicate? Ask the group for different ways that we communicate, Remember to include the following: • **verbal** • **body language**, • **Intonation**

Which of them is most important, when we communicate?

Student must write they opinion about it and after teacher will explain the real situation, which is shown in this diagram. (Draw a pie chart on the board to illustrate this.)



Body language: People use body language without thinking (unconsciously) to communicate or the message to another person. We are also constantly dropping clues about what is going on in our head, sometimes without even knowing.

Tone of voice: Emotions are often given away not so much by what people are saying but how they say it. For example speaking loudly in short sentences can show aggression, speaking gently and giving smiles and encouragement can show caring

Why is body language important?



Activity :”power of body language”

Instructions and set up :

1. Explain to the group that you are going to give them a series of instructions, which you would like them to copy as fast as they can
2. State the following actions as YOU do them:
 - Put your hand to your nose
 - Clap your hands
 - Stand up
 - Touch your shoulder
 - Sit down
 - Stamp your foot
 - Cross your arms
 - Put your hand to your mouth – BUT WHILE SAYING THIS PUT YOUR HAND TO YOUR NOSE
3. Observe the number of group members who copy what you did rather than what you said.

What's the purpose of this activity ?

Facilitate discussion on how body language can reinforce verbal communication, however it can also be stronger than verbal communication – it is important that we are aware of our body language in order to ensure we are projecting the right message.

Guess the Emotion

This activity is simple and effective, especially for children, but it could easily be helpful to adults. Many people don't seem to be aware of the expressions they make that could either reinforce or detract from what they're saying, or could give the wrong signals to those they are listening to.

Divide your group into two teams.

Give each team a set of cards with an emotion on it.

Have a participant from Team A act out the emotion on the card until his or her team guesses correctly. Switch and have Team B act out their card.

Cycle out opportunities so that each group member has a chance to act.

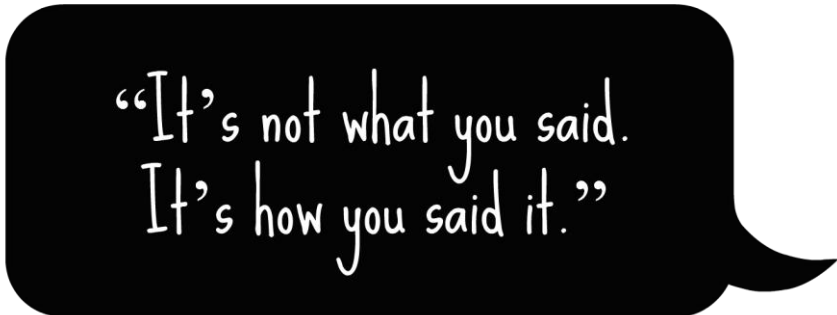
Make it competitive. Award points and assign short time limits such as one or two minutes for the group to guess

The importance of Tone of voice

Teacher: why intonation is important?

Student will express their opinions and after that teacher explains them the importance of intonation by following game:

This is **activity** to underline the importance of intonation when your students, as they often do, talk like robots. Basically, get them to say the words in quotation marks in the contexts that follow.



“It's not what you said.
It's how you said it.”

Hello'

to a friend

to a friend you haven't seen for 3 years

to a neighbour that you don't like

to a 6 month old baby

to someone you have just found doing something they shouldn't

to someone on the phone when you're not sure if they are still on the other end

'Goodbye'

to a member of your family as they are going through the boarding gate at the airport

to someone who has been annoying you

to a child starting his very first day at school

'How are you?'

to someone you haven't seen for 20 years

to someone who has recently lost a member of the family

to someone who didn't sleep in their own bed last night

To sum up, everything that they learn teacher asks questions :

what do you think, why do we need body language?

Was training interesting ?

What did you learn?

Making Compliments

Definition

Giving a genuine compliment is an amazing positivity boost! But compliments are not only good for the recipients—they're good for the people who give them as well. When you go out of your way to say something nice and give thoughtful praise to another person, it amplifies your self-confidence and nourishes your self-esteem.

Age group : 12-14

Total time : 45 min.

Materials: Flip Chart Paper/Blackboard & marker pens

Main questions:

What is compliment?

It is easy to make a compliment?

Is it important to make compliments?

Why do we make a compliments?

How can you make a compliment?

What kind of compliments are there?

Ask the group these questions and wait for their answers. After that the teacher can help them find the right answers.

General reactions when we make compliments

- Making compliments when you see something good things.
- Making compliments that someone feel good.
- Appreciation
- When you need something from someone
- Give a motivation to anyone
- To support anyone
- Ironic

There are some general situation/reaction when we make compliments, teacher should explain to each of the students and finally ask them, which reaction is the most important in their lives and why?

Activity

This is a game about how to make compliments

Instructions and set up:

One volunteer (student/Group member) sits on the chair in front of the blackboard. He/She can't see the board. Other members go and write on the board compliments, about the person who sits on the chair. When they finish writing, the volunteer can read the compliments. After that a new volunteer will sit on the chair and game continues. Please keep in mind that compliments should be only a positive kind. In this game participation should take as many student as possible.

NOTE: Usually, students like this game very much and don't forget enough time to give it up!

After this activity teacher can ask group members:

It was easy to make compliment?

What did you feel when you make a compliment?

What do you feel when you hear the compliment?

What you think now, is it easy to make a compliments?

Compliments is it important for a person?





Why is this activity important?

This activity helps students to become more open, express their feelings openly, overcome shame and make their opinion clearly. This game also helps to create a positive relationship between students. They gradually learn to appreciate each other and make compliments for each other. All this is very important for their social and personal development.

Disclaimer

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This activity is part of the Project:



2017-2-RO01-KA105-037647

Co-funded by the
Erasmus+ Programme
of the European Union



Hosted and Coordinated in Constanta, Romania, by



Sending organizations:



Special thanks to:

The ESV volunteers:

Mariam Akobia, Aleko Machaladze (Georgia)

Felisa Del Viejo Nunez, Juan Anaya Rodriguez (Spain)

Project Coordinator and Scientific Consultant:

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