

Subject- Year 9/10 Health

Term 2 Week 1

Lesson

Content- assertive responses and actions

1	<p>Learning intentions</p> <ul style="list-style-type: none">• Students discriminate between assertive, passive/ submissive and aggressive actions• Students understand how to apply the assertion model to a personal situation• Students practice asserting their stance on a situation by expressing their thoughts, opinions and beliefs that acknowledge the feelings and decisions of others <p>Task 1- Read through worksheet Say What You Mean. Decided if you have the skills to act assertively.</p> <p>Task 2- Explain the difference between non- assertive action (aggressive and passive/ submissive) and assertive action.</p> <ul style="list-style-type: none">• Being assertive does not mean a person wins every situation. It means that the person has taken responsibility for their feelings and expressed what they see to be their rights• Assertion should not be confused with aggression, which seeks to win at the expense of another's rights and feelings. However, anger may be present while acting assertively but is more likely to be contained through positive action.• By using assertion, a better outcome is more likely, the relationship may not be harmed, and conflict may be resolved without one party feeling guilty, let down or emotionally dishonest.• Assertive action is significant in social situations where a decision to act unsafely, such as to use a drug or not, must be weighed against the desire to be accepted by a person or group using the drug.• Assertion may not be appropriate in all situations. <p>Task 3- Recall and write down an incident where you were dissatisfied with the outcome and use the table on the worksheet Say What You Mean to check if how you acted or failed to act, or what you said or failed to say, was aggressive or passive/ submissive.</p> <p>Understanding why people act in certain ways is useful in helping us to respond to them in a more productive manner. Highlight that the second step, the expression of feelings, is the most important.</p>
----------	--

Task 4- Read through the following scenario and work through the scenario using assertive action steps found on Say what you mean worksheet 2. Write down your thoughts.

Carmelo is a new student in Ben's class. Ben invites Carmelo to meet him after school at a local takeaway shop. Carmelo arrives twenty minutes late. Ben has only a few minutes before he starts his after school job and is starving because he hasn't had anything to eat and doesn't want to be late for work.

Task 5- Using the incident you wrote about in task 3, write down on Say What You Mean page 2 what you would say for each of the 5 steps using the second table.

Task 6- make a list of people with whom it is more difficult to act assertively can be challenging.

Some students may feel that it can be difficult to speak assertively to adults. Let students know that most adults do not expect adolescents to be assertive, so when they are assertive rather than aggressive, adults are more likely to listen.

Task 7- Read through the scenarios on Say What You Mean 2 and decide if you would respond assertively or other, by ticking the appropriate box.