

Lesson 2: Focusing Attention

Lesson Concepts

- Focusing attention involves using eyes, ears and brain.
- You can focus your attention just by thinking about it, and the more you do it, the better you get at it.
- Using self-talk helps you focus attention.

Key Words

Skills, focus, attention, distract

Objectives

Students will be able to:

- Name and demonstrate the Listening Rules
- Demonstrate attention skills in the context of a game

Materials

- Streaming Lesson Media for Lesson 2 in your Second Step Dashboard
- Puppy and Snail
- Following Through Lesson 2
- Skills for Learning poster
- Listening Rules cards
- Lesson 2 Home Link

Why This Lesson Matters

To succeed in school, children need to be able to ignore distractions while focusing their attention. This is an important Skill for Learning that helps students to pay attention both to what is important in the classroom and to their peers when playing.

Teaching Notes

This lesson teaches a concrete metaphor for focusing attention: the ‘attent-o-scope’. Students cup each eye with a hand to form binoculars that prevent them from using their peripheral vision and help them to focus on one object. Students first form their attent-o-scopes and focus their eyes on an object, then put their hands down but maintain their focus and avoid looking at other things.

This lesson introduces the ‘Think’ part of the Think, Turn, Tell interactive learning strategy. It is important for students to understand that they do not put their hands up during Think, Turn, Tell, and any one of them could be called on, so they each need to think of an idea.

Warm-Up

Review

P Have students sit. **Puppy is going to join us again today. Hello, Puppy!** Puppy barks and jumps up and down. **It looks like Puppy forgot the Listening Rules from our last lesson.**

Let’s remind Puppy of the Listening Rules. Refer to the Listening Rules cards.

- **Eyes watching.** Point to the corner of your eye.
- **Ears listening.** Cup your ear with your hand.
- **Voice quiet.** Put your finger to your lips.
- **Body still.** Hug your torso with both arms.

Puppy, do you think you can follow these rules? Puppy nods and settles on the floor beside you.

Introduction

Today you will practise listening and then thinking about what you heard. You will listen to ‘The Learner Song’, which is about things students do to learn. We call these things they do *skills*. As I play the song, I want you to listen for the skills that learners need. Touch your head when you hear one.

Play the song.

Now think back and remember one skill that learners need that you heard in the song. (Focus attention. Listen. Use self-talk. Be assertive.) Give students think-time. **When someone I call on says a skill from the song that you heard too, put your thumbs up.** Call on one or two students at random. Have students who do not have an idea when called on to listen to the others. Then call on those students again.

Great listening, thinking and remembering, everyone! Now it’s time for our story.

Story and Discussion



Show the photo. **This is Caleb. He is listening to his teacher explaining a numbers project.**

1. Look carefully. What do you notice about Caleb’s face and body? Give students time to look. Call on one or two students at random. (He is sitting up straight. His eyes are looking straight ahead. He is not fiddling with anything.) **He is focusing his attention on**

the teacher. Put your thumbs up if you noticed the same thing.

Caleb's teacher taught him a way to focus his attention. I will teach you the same skill. When you *focus your attention* on something, you are using your brain (touch your head) to think about it, plus your eyes (point to corner of each eye) and your ears (touch your ears). Focusing attention is an important Skill for Learning.

2. Raise your hand if you have heard of a telescope. Who can tell me what a telescope does? Call on one or two students at random. (Various answers.) A telescope is for looking at things that are far away. It makes those faraway things big so you can see them.

3. Put your hands around each eye, like this. Model making binoculars with your hands. This is your attent-o-scope. Have students put their hands down.

An attent-o-scope is for paying attention to things. It helps you to pay attention just to the things that are important so they become big in your attention. It shuts out the other things that could take your attention away.

4. Make your attent-o-scope again, and focus it on the clock. Now put it down, but pretend your attent-o-scope is still there. Repeat this process with a few other things in the room. Pretending you have an attent-o-scope helps you really focus and shut out things that could distract you.

You switch your pretend attent-o-scope on with your words. When you say to yourself, 'Focus attention' or 'Look carefully' or 'Listen', you are switching on your attent-o-scope. To help yourself learn, you have to switch on your attent-o-scope and focus your attention.

Skill Practice

P Everybody stand up! Hold up Puppy and Snail. This is Puppy's friend Snail. Puppy and Snail will join us for a game of Follow, Follow. This time you follow Snail. So the rule is, only do what Snail tells you to. Repeat the rule. Puppy will try to trick you by telling you to do things too.

Make your attent-o-scope. Say 'Focus attention' to switch it on. Focus it on Snail. Now put it down and pretend it is still there. Practise the game slowly. As Snail or Puppy, have students touch one or more body parts.

1. Snail: **Follow, follow. Touch your nose.**
2. Give wait-time for students to do the action.
3. Puppy: **Follow, follow. Touch your head.**
4. Give wait-time. Students should keep touching their noses and not obey Puppy.

Play the game for a few rounds. Acknowledge students for staying focused and following the rules. See Following Through Lesson 2 for additional challenges.

Wrap-Up

Today you learned how to focus your attention by pretending you have an attent-o-scope. Learners need to focus their attention. Make your attent-o-scope and focus on the poster. Point to the word 'Focus' on the Skills for Learning poster. You need to use your eyes, ears and brain to focus attention. Let's say and point to the body parts you need. Have students repeat and point to eyes, ears and brains. The more you practise, the better you get at focusing attention. Before we do an activity in school, I will remind you to switch on your attent-o-scopes.

Following Through

Skills and concepts are retained best when regularly practised and reinforced. See Following Through Lesson 2.

Lesson 4: Self-Talk for Learning

Lesson Concepts

- *Self-talk* means talking to yourself out loud in a quiet voice or inside your head.
- Self-talk helps you focus and maintain attention.

Key Words

Distraction, ignore/ignoring, self-talk

Objective

Students will be able to demonstrate self-talk strategies for remembering directions.

Materials

- Streaming Lesson Media for Lesson 4 in your Second Step Dashboard
- Puppy
- Following Through Lesson 4
- Skills for Learning poster
- Book or textbook, one for each student
- Lesson 4 Home Link

Why This Lesson Matters

Self-talk is a developmentally appropriate strategy students can use to help themselves listen, follow directions and stay on task. Over time, self-talk typically becomes internalised and no longer spoken out loud. However, whether out loud or silent, it can be a powerful tool to help students remember directions and focus and guide their efforts. Different students in your class may be at different points in this developmental continuum, but practising and using self-instruction in some form is likely to be helpful for all students.

Teaching Notes

To save time, before starting the lesson have students place the book they will use in the skill practice on their desk.

Warm-Up

Brain Builder: My Turn, Your Turn

Have students stand. **Let's begin by having some fun and building our brains with our game My Turn, Your Turn. We will use mixed-up rule(s).** Use one, two or three mixed-up rules, depending on students' abilities. **Rule 1 is the same. Wait to move until I say 'Your turn'. Now we will add our mixed-up rule(s). When I say 'Touch your elbows', touch your ears.** See Following Through Lesson 4 for more mixed-up rules. **This is challenging for your brain, so you will need all your Skills for Learning.** Repeat the rules. Practise the game slowly.

1. Name and touch two body parts. Add in one or more mixed-up rules. Students wait and stand still.
2. Say: **Your turn.** Students name the two body parts, remembering to use the mixed-up rule(s).

Play the game for several rounds. Ask students what helped them to be successful in the game. **Now your brains are ready to learn!**

Review

Have students sit down. **Last time you learned that focusing your attention and listening to directions help you know what to do in class. You also practised repeating directions. Why does it help to repeat the directions to yourself?** (You remember what to do.)

You also used your attent-o-scope. What can you say inside your head to switch on your attent-o-scope? (Focus. Listen. Watch.) **Make your attent-o-scope. Now put it down, but pretend it's still there, because Puppy is going to visit us.**

Introduction



Puppy is whispering the Listening Rules.

Teacher: **Hello, Puppy, what are you doing?**

Puppy: **Talking to myself to remember the Listening Rules. I keep forgetting some of them.**

Teacher: **Puppy, you are using a Skill for Learning: self-talk. Talking to yourself can help you remember important things like rules and directions.**

Puppy: **Yes, when I say the rules to myself, I remember to follow them.**

Teacher: **Thank you, Puppy, for telling us how you use self-talk to remember the Listening Rules.**

Story and Discussion



Show the photo. This is Will, and this is Lamarr. Will is working on his writing assignment.

The girls behind him have finished and are reading to each other. They are whispering and giggling. The noise they are making is a distraction. A *distraction* is something that bothers you or takes your attention or focus away. Will is *ignoring*, or not paying attention to, this distraction.

1. Is there anyone in the photo who can't *ignore* the distraction? (Lamarr.) How can you tell he is *distracted*? (He's looking at the girls. He's not doing his assignment.) Put your thumbs up if you had the same idea.

2. Think about what Lamarr could do to help himself ignore the distraction. Give think-time. Call on a few students at random. (Use his attent-o-scope. Tell himself to do his work.) Lamarr decides to use his attent-o-scope. He tells himself to ignore the girls. He also repeats the directions for his assignment. He says: 'Focus. Focus. Ignore the girls behind me. Hmm...circle all the pictures that start with the same sound.' When you talk to yourself out loud or in your head, it is called *self-talk*. Although the girls are very distracting, Lamarr can keep doing his work by using self-talk and his attent-o-scope.

Skill Practice

Now you are going to practise self-talk in a My Turn, Your Turn game using a book. Have students take out a book. When it is my turn, I will tell you some things to do or look for in the book. There are two rules. Rule 1 is, wait for me to say 'Your turn' before you do what I tell you to do. Rule 2 is, use self-talk to help you remember what to do. Repeat the rules.

1. Give a direction. Students listen and wait.
2. Students use self-talk to remember the direction.
3. Say: **Your turn.**
4. Students follow the direction.

You can keep repeating the direction to yourself while you wait for me to say 'Your turn' to help you remember what to do. Be sure to give adequate wait-time.

Sample directions:

- Hold the book over your head with both hands.
- Quietly lay the book on the desk.
- Open the book to page 5.
- Find any letter 'e' on page 5 and put your thumb on it.
- Open the book to page 11.
- Point to the first word on page 11.
- Look at the front cover and find the author's name.
- Find the last letter on the last page of the book.

Acknowledge and reinforce students' use of self-talk.

Wrap-Up

Today we learned about self-talk. You can use self-talk to repeat directions to yourself and remind yourself to turn on your attent-o-scope so you can focus your attention. You can use self-talk to ignore distractions and keep doing your work. Self-talk is a very important Skill for Learning. Refer to the Skills for Learning poster. When are some times today you can use self-talk to help you learn? (Various answers.)

Let's finish with 'The Learner Song'. Have students do the movements.

Play the song.

Following Through:

Skills and concepts are retained best when regularly practised and reinforced. See Following Through Lesson 4.

Lesson 17: Solving Problems, Part 1

Lesson Concepts

- Calming down helps you think so you can solve problems.
- Following steps can help you solve problems.
- Saying the problem without blame is respectful.

Key Words

Problem, stuck, fed up, exasperated, blame/blaming

Objectives

Students will be able to:

- Recall the first Problem-Solving Step
- Identify and say a problem in response to Scenarios

Materials

- Streaming Lesson Media for Lesson 17 in your Second Step Dashboard
- Lesson 16 Photo
- Following Through Lesson 17
- How to Calm Down and Problem-Solving Steps posters
- All Skills for Learning cards (as needed)
- Flip chart paper and textas
- Lesson 17 Home Link

Why This Lesson Matters

Students who are more skilled problem solvers get along better with peers and have fewer conflicts and problems with aggression. Students can escalate conflicts by failing to consider the situation from the other person's perspective. The perspective-taking skills learned earlier are an important part of the first of the Problem-Solving Steps, S: Say the problem. It is important for students to see a problem in a neutral way that does not blame the other person.

Teaching Notes

Assign students to new *Second Step* partners for Unit 4. Continue to use the participatory strategies used in units 1–3.

Warm-Up

Introduction and Review

Have students sit. **You've been learning about how to calm down.** Review the Calming-Down Steps on the poster. Show Lesson 16 Photo. Use the Wrap-Up to review using positive self-talk to calm down.

Now you're going to learn about solving problems. To solve a problem, you need to think. Remember that calming down first will help you think more clearly. Model the hand-brain.

Following steps can also help you solve problems.

Point to the Problem-Solving Steps poster. **What are the Problem-Solving Steps?** Point to and say the first letter of each step as you prompt students to repeat them. **S:**_(Say the problem). **T:**_(Think of solutions). **E:**_(Explore consequences). **P:**_(Pick the best solution). **What do the first letters of each step spell?** (STEP.) **Remembering the word 'step', S-T-E-P, will help you remember the Problem-Solving Steps.**

For today's warm-up, let's learn the chorus for 'Step Up'. It will help you remember the steps.

Play the chorus from the Streaming Lesson Media.

Today you're going to practise the first Problem-Solving Step, S: Say the problem.

Story and Discussion



Show the photo. **This is Connor, and this is Tiana. They've been assigned to work together on a poster project.**

1. Do you think they're getting their work done and having fun? Thumbs up for yes, thumbs down for no. (Thumbs down.) It looks like there could be a problem. Let's watch a video to find out more about their story.

Play Part 1 of the video.

2. Connor and Tiana are having a *problem*. They need to solve it so they can get their work done. First they need to calm down. Then they can think and solve the problem. How can they calm down? (Stop. Name their feelings. Calm down.) Let's watch how Connor and Tiana calm down.

Play Part 2 of the video.

3. How are Connor and Tiana feeling?

(Frustrated, fed up, angry.) **How could you tell?** (Face, body, situation.) **Tiana and Connor feel stuck and fed up—or exasperated—about their project. Now that they’ve calmed down, they can start to solve the problem.**

4. Point to the Problem-Solving Steps poster. What’s the first Problem-Solving Step? Let’s say it together, S: Say the problem.

Play Part 3 of the video.

5. Both Tiana and Connor say the problem in a way that *blames* the other person, or makes it the other person’s fault. What do they say? Refer to screen.

Blaming words like ‘never’ and ‘always’ are not respectful. When you blame others, it can make them angry. It’s hard to solve problems when you’re angry!



6. Think about how you would say the problem. Give think-time. **Turn and tell your partner your idea.** (Various answers.) Identify and discuss blaming words as they arise. Help students rephrase their statements.

Let’s find out how Anthony helps Connor and Tiana say the problem without blame.

Play Part 4 of the video.

Read Connor and Tiana’s problem statement from the screen. **Now Connor and Tiana are ready to use the next Problem-Solving Steps.**

Skill Practice

Let’s practise saying the problem without blame.

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 Skills for Learning cards. 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, ‘S: Say the problem.’
3. Have Partner Bs say a problem statement based on the scenario.
4. Call on a few pairs of students to demonstrate. Help students restate the problem using non-blaming language.
5. Write one non-blaming problem statement for each scenario on a new piece of flip chart paper to use in the next lesson.
6. Have students switch roles for each new scenario.

Scenarios

- **Shawna needs to use the pencil sharpener, but Peter is sharpening a lot of coloured pencils.**
- **Kim and Ian are arguing about who gets to be first in the queue.**
- **Recess is almost over. Jelijah wants her turn on the swing, but Spencer won’t get off.**

Wrap-Up

Refer to the Problem-Solving Steps poster. **Today you learned about solving problems using S-T-E-P and practised the first Problem-Solving Step, S: (Say the problem).**

Let’s finish with the ‘Step Up’ chorus. Write an S in the air when you hear ‘S: Say the problem’.

Play the ‘Step Up’ chorus.

Following Through:

Skills and concepts are retained best when regularly practised and reinforced. See Following Through Lesson 17.

Lesson 8: Accepting Differences

Lesson Concepts

- Having empathy helps you understand and accept how others are the same as or different from you.
- Accepting and appreciating other people's differences is respectful.

Key Words

Similar, different, accept, appreciate, individual

Objectives

Students will be able to:

- Name similarities and differences between people
- Predict how others will feel when teased for being different

Materials

- Streaming Lesson Media for Lesson 8 in your Second Step Dashboard
- Lesson 7 Photo
- Lesson 8 Handout, one per student
- Following Through Lesson 8
- Empathy poster
- All Skills for Learning cards (as needed)
- Coloured pencils for each student

Why This Lesson Matters

Practice in finding things they have in common with other students can help children to develop empathy and avoid the stereotyping that can fuel teasing and other forms of bullying. Teasing is a very common and hurtful form of bullying, and it is important for children to understand that it is wrong.

Teaching Notes

Discussing the topic of teasing may evoke strong feelings in students who have been victims of this form of bullying. Take care to acknowledge students' feelings as they arise. Be prepared to offer them support, or alert a school counsellor or psychologist if a particular student needs more specialised assistance.

Today's Brain Builder is similar to the Lesson 7 Home Link activity.

Warm-Up

Introduction and Review

Have students sit. Show Lesson 7 Photo. Use the Wrap-Up to review. **Today you'll learn about accepting people's differences.**

Brain Builder: Common Ground

Have students stand, facing their partners. **Let's play Common Ground. You and your partner will learn ways you're alike—or similar—and ways you're different. The space between you and your partner is your 'common ground'. When you step into it, it means you've found something in common.** Practise the steps slowly. Remind students to use their Skills for Learning. Cue skill use with the Skills for Learning cards. **Let's play!**

1. Read the question out loud.
2. Students show a thumbs-up or thumbs-down.
3. Partners with the same answer step together, then slap hands. Partners with different answers squat down.

Questions

Do you like: Eating fish? Studying science? Building models? Going on excursions? Climbing ropes?

Play a few rounds. Increase the challenge as desired (see Following Through Lesson 8). **Raise your hand if you and your partner found several ways you're alike.** Comment on the number of hands up. **You found a lot of common ground! Think about the ways you are similar and different.** Give think-time. **You'll need to remember them for today's skill practice.**

Story and Discussion



Have students sit down. **Let's learn about two students who find something they have in common and learn to accept their differences.** Show the photo. **Here are**

Yasaman and Olivia. Yasaman recently joined Olivia's Year 3 class.

1. **Look at the photo and think about ways that Olivia and Yasaman appear different.** (Clothing, ethnicity.) **Yasaman comes from Iran. She wears different clothing from Olivia. English is not her first language. Sometimes Olivia laughs when other students tease Yasaman for being different.**

2. Why would some of the students laugh at Yasaman? (She's different. They don't understand how she acts. They don't consider how she feels.)

3. How do you think Yasaman feels when students tease and laugh at her? (Sad, hurt, embarrassed.) **Teasing or laughing at someone because he or she is different is not respectful.**

4. Look at the photo again and think about ways the girls are similar. Give think-time. (Both are girls. Both are Year 3s. Both are doing art.)

Point to the photo. **Olivia notices that Yasaman is really focused on her art project. Olivia also enjoys art. She's interested in learning how to make the designs Yasaman is making.**



5. Think about how Olivia could get to know Yasaman better. Give think-time.

Turn and tell your partner your ideas. (Comment on her designs. Ask to learn how to draw the designs. Invite her to play at recess.)

Olivia decides to be assertive and comment on Yasaman's designs. Yasaman explains that they are traditional designs from Iran. She teaches Olivia how to make one. Later, they play together at recess. Yasaman and Olivia are becoming friends.



6. Think about what Olivia could say to the other students at school if they tease or laugh at Yasaman again. Give think-time. **Turn and tell your partner your ideas.** (Teasing hurts people and it's against the rules! People deserve to be treated with respect. Think about how you'd feel if we laughed at you!)

7. What can help Olivia and the other students feel or understand how Yasaman might be feeling? (Imagine being her. Remember when they were teased.) Point to the Empathy poster. **Having empathy helps you understand things from someone else's perspective. This helps you accept and appreciate other people's differences. Accepting people's differences is respectful.**

Let's listen to 'The Empathy Song'. Show a thumbs-up each time you hear what 'empathy' means.

Play the song.

Skill Practice

Today's activity will help you get to know your partner better. Knowing people better helps you accept and appreciate their differences.

Think about the ways you learned you and your partner were similar and different during today's Brain Builder. Think about something you'd like to learn from your partner, like how Olivia wanted to learn how to make designs from Yasaman.

Have students sit with their *Second Step* partners. Distribute one copy of the Lesson 8 Handout plus coloured pencils to each student. Read the directions out loud. Give students about ten minutes to complete the handout. When students are finished, have the class discuss their thoughts and feelings about the activity.

Show a thumbs-up if you learned something new about your partner. Comment on the number of thumbs up. **The more you know someone, the more you can appreciate that person as an individual.**

Wrap-Up

Today you learned about noticing similarities and accepting people's differences. Accepting differences shows _____ (respect). What can help you understand another person's perspective? (Empathy.) Having empathy and showing respect help you get along with others.

Following Through:

Skills and concepts are retained best when regularly practised and reinforced. See Following Through Lesson 8.

Lesson Concept

You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps.

Objectives

Students will be able to:

- Identify common playground conflicts
- Demonstrate using the Problem-Solving Steps to handle playground conflicts

Materials

- Computer with speakers, projector and screen
- Handout 19
- Lesson 19 Teaching the Lesson card
- Following Through Card 19
- How to Calm Down poster
- Problem-Solving Steps poster
- Sidewalk chalk or other materials (see Lesson Preparation)
- S, T, E, and P problem-solving papers, if applicable (see Lesson Preparation)

Lesson Preparation

Display the How to Calm Down and Problem-Solving Steps posters where students can see them clearly and you can refer to them during the lesson.

Read through the Lesson 19 activity. Determine whether the outdoor or indoor option will work best for your class, and obtain the necessary materials (chalk, stencils, cards, and so forth).

Before the lesson, determine where in the playground your class will draw the Problem-Solving Steps. If it is raining, you may need to postpone this lesson or use the S, T, E, and P Problem-Solving Papers indoors.

Copy the first page of Handout 19, one per pair of students. If you are using the Problem-Solving Papers (the remaining four pages of Handout 19), copy one set per pair of students, single-sided.

Why This Lesson Matters

Students who have a process for getting control of their emotions and a model for problem solving are better able to resolve their own conflicts.

Although students have learned and practised the Problem-Solving Steps in earlier lessons, practising applying them to problems will help students generalise the use of the skills to a wider range of situations. And although students have learned the problem-solving process, they may still need adult assistance. Making the Problem-Solving Steps visible in the area where conflicts occur most often, then walking through them, will help students use their skills when problems arise. The kinesthetic act of having the students walk through the steps reinforces the learning. Having the steps in a visible location reminds staff and students that problem-solving is the norm.

Teaching Notes

Displaying the Problem-Solving Steps poster in an area where conflicts are likely to occur is a good reminder for students to use their problem-solving skills when they need them most. The playground is a likely area for frequent conflict, but, if necessary, adjust the activity for this lesson to the area of most frequent conflict in your school. If the high-conflict area is indoors, follow the indoor directions in the lesson and post the Problem-Solving Steps poster in this area.

You may need to adjust time expectations, depending on which version of the activity you choose.

Go online to www.secondstep.org to find:

- In-depth guidance for teaching and implementing the program
- Video examples of program activities in real classrooms
- Digital versions of the Following Through cards
- Writable PDFs of the Home Links to email to students and families
- Online training

Review

Play the 'Step Up' music video.

Have students listen with attention for how many times they hear the phrase 'make your plan'. (Three.)

Review the Problem-Solving Steps and making a plan from the last lesson. Refer to the poster.

Introduction (5 minutes)

Display the first screen.

Today we're going to start by listening to some voices. Listen carefully to hear what kinds of emotions these voices are expressing.

Play the audio clip.

What kinds of emotions do you think these kids are feeling? (Anger, frustration, irritation.)

When you're feeling these strong emotions, what is the first thing you should do? (Calm down.) Go through the How to Calm Down poster or play the 'Calm Down' music video.

Where do you think these kids are? (Playground, gym, recess.)

It sounds like they are having problems in the playground. The last couple of lessons, you learned how to use the Problem-Solving Steps. What are those steps? (S: Say the problem. T: Think of solutions. E: Explore consequences. P: Pick the best solution.) Refer to the Problem-Solving Steps poster and 'Step Up' song.

Now you're going to pull together and use all the Problem-Solving Steps and skills we've learned so far. You can use the Problem-Solving Steps any time there is a problem or a conflict. Today you're going to think of some common conflicts we have here on our playground. Then you're going to use the Problem-Solving Steps to find some solutions.

Story and Discussion (10 minutes)

First, let's hear from real students talking about some conflicts that happen at their schools. Listen carefully for problems that you may also have had.

Play the video.



1. Do any of these sound familiar? (Various answers.)

2. What are some typical problems

we have here on our playground? Write some of the problems where all students can see them. If the list does not include disputes over the rules, add this problem.

Distribute Handout 19, one per pair of students.

3. Now, with your partner, choose one of the problems we listed on the board. Write a description of the problem in the space provided at the top of your handout. Give students one or two minutes to write their descriptions. Coach students as necessary.

Activity (20 minutes)

In a couple of minutes, you're going to actually step through the Problem-Solving Steps. But first let's watch this video showing us how to do it.

Play the video.

Each pair of students is going to physically walk through the Problem-Solving Steps to find a solution to the problem they just described. Follow either the outdoor or indoor directions for the problem-solving activity. If space is limited, have groups take turns. Adjust the activity as necessary to meet your physical needs.

Outdoor Setup Directions

With your partner, draw the Problem-Solving Steps with chalk in the area I will show you in the playground. Then try to solve the problem you wrote on your handout with your partner, while physically stepping through the Problem-Solving Steps as you complete each one. Read the directions on Handout 19 out loud if necessary.

Take the student groups outside to a designated area in the playground. Provide each group with their drawing materials. Have students draw the Problem-Solving Steps as shown on the video, using the Problem-Solving Steps listed on the checklist on their handouts. Give students five to ten minutes to complete the drawing. Help pairs of students as needed. Then skip to the Activity directions below.

Indoor Setup Directions

Work with your partner to arrange the four Problem-Solving Steps papers in a staircase pattern. Then try to solve the problem you wrote on your handout with your partner while physically stepping through the Problem-Solving Steps as you complete each one. Read the directions on Handout 19 out loud if necessary.

Distribute one set of the four problem-solving papers to each pair of students. Have students arrange the papers in a staircase pattern. Make sure there is enough space for all partners to arrange and step through all their steps at the same time. Give students two or three minutes to arrange their steps. Help pairs of students as needed.

Activity Directions

After completing the problem-solving drawings or arranging the handouts, give students another five or ten minutes to physically step through the Problem-Solving Steps. Have students tick off each step on their handouts as they complete it. Monitor and coach groups as they practise.

As time allows, have students volunteer to demonstrate how they physically stepped through the Problem-Solving Steps.

If you went outside, bring students back inside to conclude the lesson. Leave at least one set of chalk Problem-Solving Steps in the playground for students to continue to use.

Wrap-Up (5 minutes)

Before you even begin problem solving, what should you do first? Refer to the How to Calm Down poster. (Calm down.)

What are the Problem-Solving Steps you used today? Refer to the Problem-Solving Steps poster or 'Step Up' song if necessary.

How was it helpful to have to actually 'step' through the Problem-Solving Steps? (Various answers.)

Think about how you can use the Problem-Solving Steps in the playground in the future. Give students think-time. **Turn and tell your partner your ideas.** After a minute, call on a few students at random to report. (Various answers.)

What would happen on our playground if more students solved problems with the steps? (People would get along better. It would be more fun. It would make our school a nicer place to be.)

Lesson Concepts

- It is OK to say no to others, and it is OK for them to say no to you.
- Negative emotions like guilt and remorse can be reasons not to go along with peer pressure.

Objectives

Students will be able to:

- Demonstrate using assertiveness skills to resist peer pressure
- Demonstrate using the Problem-Solving Steps to resist peer pressure

Materials

- Computer with speakers, projector and screen
- Handout 21
- Lesson 21
- Following Through Lesson 21
- Problem-Solving Steps poster
- How to Calm Down poster

Lesson Preparation

Display the How to Calm Down and Problem-Solving Steps posters where students can see them clearly and you can refer to them during the lesson.

Copy Handout 21, one per student.

Why This Lesson Matters

It can be difficult to say no to people we like. Students should learn that it is OK to say no, and that they needn't be upset when someone says no to them. Both giving and accepting an assertive refusal are skills. Learning how to resist going along with peers can help students avoid a variety of problem behaviours.

Teaching Notes

Another kind of peer pressure that is not covered in this lesson but is often experienced, especially as students approach the teenage years, is the internal pressure they feel to go along with their peers in order to fit in or be cool. Even if others aren't overtly trying to convince students to do something they know is wrong, they may feel compelled to participate in order to fit in. Help students understand that thinking about consequences and using positive self-talk can help them deal with these feelings. They can say things to themselves like 'I don't want to get into trouble' or 'I'll feel bad if I do that' to help counter the urge to go along.

Go online to www.secondstep.org to find:

- Streaming Lesson Media
- In depth guidance for teaching and implementing the program
- Video examples of program activities in real classrooms
- Digital versions of the Following Through cards
- Writable PDFs of the Home Links to email to students and families
- Online training

Review

Play the 'Step Up' music video.

Have students listen with attention for how many times they hear the phrase 'What would happen if...' (Three.)

Review using the Problem-Solving Steps to deal with gossip from the last lesson.

Introduction (5 minutes)

Display the first screen.



We've been talking about how to solve problems. Refer to the Problem-Solving Steps poster.
Sometimes a

problem can be about peer pressure. Who can tell me what 'peer pressure' is? (When friends or other kids your age try to persuade you to do something.)

Peer pressure can be good thing. For example, if all of your friends are eating healthy food, you may feel pressured to eat healthily, too.

But peer pressure becomes a problem when others try to get you to do something that is not safe or respectful or something that could result in negative consequences. Let's listen to what some kids have to say about their experiences with peer pressure.

Play the video.

How do you think these students felt about being pressured by their friends? (They didn't like it. They felt uncomfortable, scared, nervous, unhappy.)

Today you're going to learn how to use the Problem-Solving Steps to deal with the kind of peer pressure that becomes a problem. Then

you'll practise ways to say no to people who want you to do something you shouldn't.

Story and Discussion (10–15 minutes)

As you watch this next video, think about what Diondre might do resist the pressure he feels from his friends to do something he shouldn't do.

Play the video.

1. How do you think Diondre is feeling?

(Conflicted. Worried his friends will make fun of him.)

2. Think about what's wrong with Diondre's friends trying to talk him into taking the money.

Give students think-time. **Turn and tell your partner your ideas.** After a minute, call on a few students at random to report. (It's stealing. It's not right. It's unfair to pressure him to do something he doesn't want to do. It's disrespectful.)

3. If Diondre's emotions get so strong that he can't think straight, what should he do?

Refer to the How to Calm Down poster. (He can use his stop signal, name his feelings, breathe, count, use positive self-talk.)

4. Once Diondre calms down, he can start solving the problem.

Refer to the Problem-Solving Steps poster.

5. Let's go through the steps. First, S: Say the problem. What is Diondre's problem?

(He doesn't want to take the money. He wants to say no, but doesn't want his friends to make fun of him.)

6. Diondre doesn't want to take the money, but he's worried about how his friends will react. Now let's do the next step, T: Think of possible solutions. Think of at least one solution for Diondre's problem.

Give students think-time. **Now turn and tell your partner your ideas.** After a minute, call on a few students at random to report. For each idea ask students, **Is it safe? Is it respectful?** Write the ideas on the board. (Tell his friends how he feels. Walk away. Find other friends

to hang out with. Distract them with a different, safe, respectful idea. Tell an adult. Say no assertively.)

7. Now let's do the next step, E: Explore consequences. For each of these solutions we need to ask, 'What could happen?'

(Various answers.)

8. Let's see which solution or solutions Diondre picked for the last step, P: Pick the best solution.

Play the video.

9. Many of the solutions we came up with, including the one that Diondre picked, require assertiveness skills. Who remembers what you need to do when you're being assertive? (Face the person or people you're talking to. Keep your head up and shoulders back. Use a clear, firm voice. Use respectful language.)

10. Where was Diondre looking when he said no? (He was looking at the people he was talking to.)

How did Diondre's voice sound? (He used a calm, firm voice. He sounded confident.)

Was Diondre being assertive? (Yes.)

11. Why did Diondre decide to say no? (He knew that taking money from someone, no matter how little money, is wrong. He knew it would make him feel bad if he did it.)

12. Did you notice that Diondre also gave his friends a way out of the situation so they didn't do something wrong? (He said, 'Let's just bring some money tomorrow. We don't need to take it from your brother.')

Activity (10–15 minutes)

Now you're going to do a skill practice. Who remembers why we practise? (To get better. To build connections in our brains. To make skills permanent.) **Now you're going to think of a situation in which you either have been or might be pressured to do something you don't want to do. Then you're going to do a skill practice using your assertiveness skills to refuse.**



Distribute Handout 21, one per student.

Read the directions out loud. Give students ten minutes to complete the handout.

After most students seem to be finished filling out the handout, remind them to practise their assertive statements with their partners.

As time allows, ask students the following questions.

What is the most difficult thing about being assertive? (Various answers.)

Is it easy or difficult to be assertive with your friends when they want you to do something you don't want to do? (Various answers.)

Wrap-Up (5 minutes)

Today you used the Problem-Solving Steps to deal with the problem of peer pressure. Although it can be hard, being able to say no assertively to people who want you to do something that is dangerous, against the rules or disrespectful is a very important skill. Practising this skill can help you be prepared.

Think about a time when you might need to use this skill in the future. Give students think-time. **Turn and tell your partner your ideas.** After a minute, call on a few students at random to report. (Various answers.)

How will practising the skill now help you in the future? (Various answers.)

Overview

Practising being assertive can help students express themselves respectfully. It also prepares them to take a stand against bullying, substance abuse and other risky behaviour. Students can learn to be more assertive by practising appropriate body language, facial expressions, tone of voice and choice of words.

Objectives

Students will be able to:

- Distinguish differences between passive, assertive and aggressive communication styles
- Identify and assume the physical and verbal characteristics of assertive communication
- Apply assertive communication skills

Lesson at a Glance

Part 1

Partner activity: Identifying communication styles using cartoon situations.

Class discussion: Understanding the characteristics of passive, aggressive and assertive communication styles.

Group activity: Communication Styles Challenge. Identifying characteristics of passive, aggressive or assertive communication using video vignettes.

Part 2

Video: Demonstration of the Assertive Communication skill practice.

Skill practice: Assertive Communication.

Class discussion: Benefits of assertive communication.

Supplies and Equipment

- Computer with projector and screen
- Note cards, three per group
- Clipboard and Observational Assessment Form if doing the observational assessment

Lesson Materials

- Streaming lesson media, Lesson 5 segment
- Handout 5A: Communication Styles
- Handout 5B: Chart of Communication Styles
- Handout 5C: Assertive Communication Skill-Practice Instructions
- Assertive Communication Skill-Practice Scenarios
- Optional: 'What's Your Style?' homework

Lesson Preparation

- Copy Handout 5A: Communication Styles, one per pair of students.
- Copy Handout 5B: Chart of Communication Styles, one per student.
- Copy Handout 5C: Assertive Communication Skill-Practice Instructions, one per student.
- Make three signs on A4 paper for the Communication Styles Challenge. Write 'passive' on the first, 'aggressive' on the second, and 'assertive' on the third. Post them on the wall one to two metres apart, at the front of the classroom.
- Preview the Communication Styles Challenge in the lesson and video clips on screen 5.5 of the streaming lesson media.
- Copy and cut apart the Assertive Communication Skill-Practice Scenarios, one set per group.
- Prepare a personal example of how being assertive, rather than passive or aggressive, helps you communicate with other teachers or administrators.
- Optional: Copy the 'What's Your Style?' homework, one per student.

Digital lesson materials!

Go online today:

www.secondstep.org

Teaching Notes

Assertive vs. aggressive: In this lesson, students learn the effective and respectful communication style expected *within* the school setting. Some students may challenge the idea that being assertive, as opposed to aggressive, is the most effective way to have their needs met *outside* school. You can remind them that the goal of this program is to teach them skills that help them be successful in school now and in the workplace in the future.

Eye contact: Looking into another person's eyes is considered a sign of disrespect in some cultures. This lesson directs students to look at someone, but this does not necessarily mean making eye contact. If you think there may be students for whom eye contact is disrespectful, these students can focus on other components of assertive communication such as tone, clarity of voice, word choice and posture. This lesson offers a good opportunity to discuss cultural differences with students.

Using Lesson Content Every Day

Transition times provide a good opportunity to model assertive communication skills and behaviours. Using an attention signal along with clear, firm verbal instructions will convey your need for students' attention.

Use the terms 'assertive', 'passive' and 'aggressive' when commenting on behaviours during group work. Describe and reinforce effective assertive communication when you notice it. For example, 'I noticed how Anton asked everyone to get back to work on the handout in a clear, calm way. He was using assertive communication and it really got everyone's attention in a positive way.'

Take time to individually coach students who are overly passive or aggressive in groups. Suggest comments they can use, such as 'Let's hear from everyone. What do you think, Tianna?' or 'Those are good ideas, Tran' or 'Let's make sure we have time to hear from everyone.'

Demonstrate how students can communicate assertively with their teachers when seeking help or clarification with assignments. Let them know the best way to get your attention.

Why This Lesson Is Important

It is important for students to learn the differences between assertive, aggressive and passive ways to communicate. Much of the violence that can plague some schools begins with aggressive interactions that escalate. Aggressive communication causes problems with other students, school staff, and adults in the community. Students can reduce their involvement in aggression and violence by using assertive communication skills to stand up for themselves and get their point across without disrespecting others.

Learning to be assertive also has value for students being bullied, sexually harassed or otherwise mistreated by peers. Assertiveness can be a tool for standing up for their rights.

Because the upper primary and early high school years can be a time of intense pressure to go along with peers, students can also apply assertiveness skills to refuse to take part in unsafe behaviour, including alcohol and other drug abuse. Finally, young adolescents interact with a wide range of adults and need to learn to be assertive to get help in school and communicate respectfully in a variety of situations.

Total Time **25 minutes**

You will need:

- Year 6 Streaming Lesson Media, Lesson 5 segment
- Handout 5A: Communication Styles, one per pair of students
- A personal example of a time when being assertive helped you communicate
- Handout 5B: Chart of Communication Styles, one per student
- Note cards, three per group
- Game signs: 'Passive', 'Assertive' and 'Aggressive' posted on the wall, one to two metres apart, at the front of the classroom

Outline

Select Lesson 5 menu, then select 'Begin'.

5.1



Review empathy and perspectives.

Introduce the lesson topic.

Script and Instructions

Before class starts, display the introductory screen.

5 minutes

We've been learning about the importance of trying to understand or consider other people's perspectives.

Review the following points:

- Considering perspectives is part of empathy.
- When we make assumptions, we believe we *know* what someone is thinking or why someone is acting the way they are.
- Always consider possibilities for what others may be thinking or reasons for their actions.
- Get more information if you can.


For the same reasons it's important to try to understand someone else's perspective, it's equally important to be able to clearly communicate your own perspective to be understood.


The understanding has to go both ways, just like this quote says.

Last time, we learned how to communicate our perspectives respectfully in a disagreement.

Today we're going to explore how to state your perspective effectively in other types of situations when you need to stand up for what is right or tell someone what you believe, need or want.

To do this effectively and respectfully, you will need to recognise different styles of communication.

Outline	Script and Instructions
<p>5.2</p>  <p>Partner Activity Which communication style fits each cartoon? • Passive • Aggressive • Assertive</p> <p>5.2 Back Menu Next</p> <p>Introduce and give instructions for the partner activity.</p> <p>Handout 5A: Communication Styles</p> <p>Have students do the partner activity.</p> <p>Call on a few students at random to report their answers.</p>	<p style="text-align: right;">5 minutes</p> <p>To get started, you will do a quick partner activity.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;"> <p>HANDOUT</p> <p style="font-size: 2em; font-weight: bold;">5A</p> </div> <p>Distribute Handout 5A and go over the instructions.</p> <ol style="list-style-type: none"> 1. Look at the way the mouse is communicating to get his cheese back in each cartoon. 2. Choose a communication style from the list that best describes the way the mouse is communicating. 3. Write your choice on the line below each cartoon. <p>You will have one minute.</p> <hr/> <p>Give students one minute to do the partner activity.</p> <hr/> <p>For each cartoon, call on one student to report which communication style he or she had written down. Ask if others agree.</p> <p>In which cartoon do you predict the mouse is most likely to get what it wants? Why? (Cartoon 2. The assertive mouse is being reasonable. He is being clear. He is being respectful. Since the mouse can actually hear and understand what the other mouse wants and does not feel threatened, he returns the lost cheese.)</p> <p>In cartoon 1, where the mouse is being aggressive, what was the effect on the other mouse? (He was scared. He ran away.)</p> <p>Last time we watched video scenes in which siblings who had a difference of opinion communicated with each other. Did you see them use any of these styles of communication? (Aggressive in Part 1, assertive in Part 2.)</p> <p>Which style worked best to help them get along or get the chores done? (Being assertive.)</p>

Outline	Script and Instructions
<p>5.3</p>  <p>Discuss assertive communication.</p>	<p style="text-align: right;">5 minutes</p> <p>An assertive communication style will enable you to stand up for yourself. It lets people know what you want and need while still being respectful of others.</p> <p>Why should we care about respecting others when we are trying to communicate our perspectives? (It's the right/kind/ethical thing to do. If others feel respected, they will be more likely to help us. If others feel respected, they are more likely to listen to and consider our perspectives.)</p> <p>Each of you learns every day which kinds of behaviour and communication skills help you work things out within your own families and in your own neighbourhoods.</p> <p>Assertiveness helps you be successful here in school. It also helps you be successful outside school and later in your life when you have a job. If you have students who feel that assertive communication is not the best way to communicate in their homes or neighbourhoods, you might lead a discussion about the merits of different types of communication in and out of school.</p> <p>Give a personal example of how being assertive, rather than passive or aggressive, helps you communicate with other teachers or administrators. For example, describe a time when you were asked to take on too many tasks and had to say 'no' to someone.</p>
<p>Identify characteristics of passive, aggressive and assertive communication styles.</p> <p>Handout 5B: Chart of Communication Styles</p>	<p>To be able to communicate assertively, it's important to know the differences between passive and assertive or between assertive and aggressive communication.</p> <p>Just like you've done before when using your empathy skills to try to understand someone else's perspective, you need to pay careful attention to your own and other people's body language, facial expressions, tone of voice and choice of words when you are trying to communicate assertively.</p> <div data-bbox="646 1556 751 1691" style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>HANDOUT</p> <p>5B</p> </div> <p>Let's look at a chart that describes the characteristics of the three communication styles. Distribute Handout 5B. Go through the chart and have students read and demonstrate each style to each other. Clarify the meaning of 'Words that give the message...' if necessary.</p> <p>Have a student volunteer read the characteristics of passive communication.</p> <p>Now turn to your partner and together say, 'I am not important' with a passive tone of voice, facial expression and body language.</p>

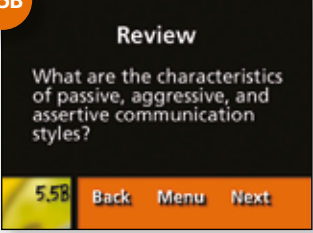


Outline	Script and Instructions
	<p>Have a student volunteer read the characteristics of aggressive communication.</p> <p>Now turn to your partner and together say, 'You are not important' with an aggressive tone of voice, facial expression and body language.</p> <p>Have a student volunteer read the characteristics of assertive communication.</p> <p>Now turn to your partner and together say, 'We are both important' with an assertive tone of voice, facial expression and body language.</p>
<div data-bbox="111 779 167 840" style="background-color: #f4a460; border-radius: 50%; width: 35px; height: 27px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">5.4</div> <div data-bbox="140 801 454 1041" style="background-color: #333; color: white; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center; margin: 0;">Communication Styles Challenge</p> <ol style="list-style-type: none"> 1. Watch the video and look for clues. 2. Decide on the communication style. 3. Clue-writer writes clues on the card. 4. One person stands by the sign. <div style="display: flex; justify-content: space-between; margin-top: 5px;"> 5.4 Back Menu Next </div> </div> <p>Introduce the group activity.</p> <p>Note cards</p>	<div data-bbox="1289 757 1402 788" style="background-color: #f4a460; padding: 2px 5px; text-align: center; font-weight: bold;">5 minutes</div> <p>Now let's do a Communications Styles Challenge activity. In your groups, you will see how well you can identify the characteristics that make communication passive, aggressive or assertive.</p> <p>Give each group three note cards and have the students identify a clue-writer for their group.</p> <p>You will watch three video clips that show characters demonstrating passive, aggressive or assertive communication. During each clip, your group will look for clues in body language, facial expression, tone of voice and word choice that tell you what style of communication is being demonstrated. Decide as a group what communication style is being shown.</p> <p>After each video clip you will have 30 seconds to write down as many clues to the communication style being shown as your group can think of. For example, if you noticed that a character is shouting, you would write that down as a clue for aggressive communication. You may use your chart to help you.</p> <p>After 30 seconds, I will call for one member of your group to bring me your clue card and then stand under the sign that your group agreed was the communication style shown in the video. Point out the three signs on the wall at the front of the room.</p>



Outline	Script and Instructions
<p data-bbox="220 293 256 331">5.5</p>  <p data-bbox="236 577 453 645">Have students do the challenge.</p> <p data-bbox="236 734 528 801">Debrief students about the challenge.</p>	<p data-bbox="1390 264 1497 293" style="text-align: right;">5 minutes</p> <p data-bbox="647 309 1433 443">Play the video clips. After each clip, give students 30 seconds to decide which style of communication is being demonstrated and to write down clues. Have one student from each group come up to the front, give you the note card and stand under the sign chosen.</p> <p data-bbox="647 465 1406 600">Read aloud some of the clues from the cards after each clip to reinforce the differences and to give the students positive feedback on their detective skills. Note where the students are standing and comment on how well they are able to identify the styles.</p> <p data-bbox="647 622 1437 667">Note: Clip 1 is 'passive', Clip 2 is 'aggressive' and Clip 3 is 'assertive'.</p> <p data-bbox="647 734 1406 835">Knowing the differences between passive, aggressive and assertive communication will help you when you attempt to communicate assertively.</p> <p data-bbox="647 869 1453 969">Paying attention to your own body language, facial expressions, tone of voice and choice of words are all important when communicating assertively.</p> <p data-bbox="647 992 1374 1059">Which style of communication do you see students at this school using most?</p> <p data-bbox="647 1093 1310 1126">How does this affect the atmosphere here at school?</p> <p data-bbox="647 1160 1422 1249">What do you think students at this school need to work on to communicate assertively: body language, facial expressions, tone of voice or choice of words?</p>
<p data-bbox="236 1328 496 1417">End Part 1. Conclude here, or continue on to Part 2.</p>	<p data-bbox="647 1328 1166 1361">Today we explored communication styles.</p> <p data-bbox="647 1395 1070 1429">Review the main points of the lesson:</p> <ul data-bbox="695 1429 1369 1619" style="list-style-type: none"> • We learned the characteristics of passive, aggressive and assertive communication styles. • We practised identifying passive, aggressive and assertive communication styles. • We discussed how assertive communication helps you be successful in school and later in your life. <p data-bbox="647 1653 1326 1686">Next time we will practise communicating assertively.</p>

Total Time **25 minutes**



You will need:

- Year 6 Streaming Lesson Media, Lesson 5 segment
- Handout 5C: Assertive Communication Skill-Practice Instructions, one per student
- Assertive Communication Skill-Practice Scenarios, one set per group
- Optional: 'What's Your Style?' homework, one per student

Outline	Script and Instructions
<p>If presenting the lesson in two parts, select the Lesson 5 menu on the Year 6 Lesson Streaming Media page, then select 'Part 2'.</p> <div data-bbox="209 667 549 920"> <p>5.5B</p>  </div> <p>Recap Part 1 of this lesson.</p>	<p>Last time we explored communication styles.</p> <p>Review the main points of the lesson:</p> <ul style="list-style-type: none"> • We learned the characteristics of passive, aggressive and assertive communication styles. • We practised identifying passive, aggressive and assertive communication styles. • We discussed how assertive communication helps you be successful in school and later in your life. <p>Now we will practise communicating assertively.</p>
<div data-bbox="209 1081 549 1344"> <p>5.6</p>  </div> <p>Introduce the skill practice and video demonstration.</p> <p>Handout 5C: Assertive Communication Skill-Practice Instructions</p>	<p style="text-align: right;">6 minutes</p> <p>Responding assertively to a situation is a skill that, like any skill, improves with practice.</p> <p>Now we are going to practise how to respond to a variety of situations in an assertive way.</p> <div data-bbox="647 1301 751 1435">  </div> <p>Distribute Handout 5C.</p> <p>Look at the checklist on Handout 5C. Here are the specific things you will practise. Read through the list with the whole class.</p> <p>In a few minutes, everyone will work with their groups to practise. First let's watch some students showing how the skill practice works.</p> <p>As you watch, notice how the students are working with a partner. Two are practising, and two are coaching.</p>

Outline	Script and Instructions
<p>Have students watch the video demonstration.</p> <p>Video length: 2:40 minutes</p>	<p>Play the video.</p>
<div data-bbox="113 495 169 544" style="background-color: #e67e22; color: white; border-radius: 50%; width: 25px; height: 25px; display: flex; align-items: center; justify-content: center;">5.7</div> <div data-bbox="140 517 453 748" style="border: 1px solid #e67e22; padding: 5px;"> <p>Assertive Communication</p> <ul style="list-style-type: none"> • Look at the other person. • Keep your head up and shoulders back. • Use a calm voice. • Use respectful, clear language. <div style="display: flex; justify-content: space-between; border-top: 1px solid #e67e22; padding-top: 2px;"> 5.7 Back Menu Next </div> </div> <p>Give the skill-practice instructions.</p> <p>Assertive Communication Skill-Practice Scenarios</p>	<div data-bbox="1289 472 1398 499" style="background-color: #e67e22; color: white; padding: 2px 5px; font-weight: bold;">18 minutes</div> <p>Now it is your turn to practise with your group.</p> <p>Read skill-practice instructions from Handout 5C.</p> <ol style="list-style-type: none"> 1. Decide which set of partners will practise first and which will be the coaches. 2. One practise partner reads the situation, the others listen carefully. 3. The coaches suggest assertive responses to the situation. 4. The student who is practising chooses one of these responses or uses one of his/her own. 5. Coaches give encouraging feedback and fill in the checklist. <p>Then the second practice partner takes a turn. Then everyone switches, and the practice partners become the coaches for the other two students.</p> <p>Some people may feel uncomfortable or even a little awkward practising this skill. But that is just how it sometimes feels when you need to respond assertively in real life. For example, it can feel really uncomfortable or awkward to tell a friend that you don't want to go along with what he or she is doing. It's rarely easy. We only get better at it with practice.</p> <div data-bbox="552 1279 655 1413" style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;">  </div> <p>Distribute the skill-practice scenarios.</p>
<p>Have students do the skill practice.</p>	<div data-bbox="552 1491 655 1637" style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;">  </div> <p>Give the students five to seven minutes to do the skill practice. After two or three minutes, remind the students to switch parts. Observe and coach as necessary.</p>

Outline	Script and Instructions
<p>Ask for volunteers, as time allows, to demonstrate the skill practice for the class.</p>	<p>Ask for volunteers, as time allows, to demonstrate the skill practice for the class.</p>
<p>Debrief the students after each demonstration with these questions.</p>	<p>What was done particularly well in this skill practice?</p> <p>What characteristics of assertive communication did you see?</p> <p>Where could this student improve?</p>
<p>Discuss the benefits of assertive communication.</p>	<p>How might assertive communication help you get what you need or want? (Respectful language, being confident and being able to state clearly what you want can help others listen to and understand your perspective. When people feel respected, they are more likely to be open to helping or cooperating.)</p> <p>Why would communicating passively not be in your best interest in most situations? (You might feel like someone has taken advantage of you. You won't feel in control of a situation. You might agree to something you don't want to do or don't believe is right. Others might assume you agree with them when you don't.)</p> <p>Why would communicating aggressively not be in your best interest in most situations? (You could end up in a fight. You could get hurt. You could get into trouble. You could make someone angry. You could make someone defensive.)</p> <p>What can make it difficult to respond assertively? (You might feel embarrassed, shy, uncomfortable, scared, afraid you'll seem uncool, afraid for your safety.)</p> <p>What can you do about those things? (Practise responding assertively in safe situations with people you trust and feel safe around, such as family or friends. Plan or think about what you might do or say in advance. Think about what can happen if you don't respond assertively.)</p>

Outline	Script and Instructions
<p>5.8</p>  <p>Summarise the lesson.</p>	<p style="text-align: right;">1 minute</p> <p>Today you learned the importance of assertive communication.</p> <p>Review the main points of the lesson:</p> <ul style="list-style-type: none"> • Identify differences between passive, assertive and aggressive communication styles. • Communicate assertively: <ul style="list-style-type: none"> ◦ Use a clear, firm, calm voice. ◦ Look at the person with a confident expression. ◦ Keep your head up and shoulders back in a confident posture.
<p>Optional: 'What's Your Style?' homework</p>	 <p>Distribute and explain the 'What's Your Style?' homework.</p>
<p>Using Lesson Content Every Day</p>	<p>Remember to incorporate the Using Lesson Content Every Day suggestions into daily academic tasks.</p>