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Chapter 4 of Exploring the 6 Cs (21st Century Learning)

COMMUNICATION C

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION C. Assertive Communication

version: v2022-07-24

START HERE

Need a hand? Email me! Mike@educircles.org

INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- [Google Slides](#) or [Microsoft PowerPoint](#)

STEP 2: Print this PDF file.

- It has the handouts and lesson plan.

WHAT'S IN THIS PDF:

- This title page and links to specific files (File Table of Contents)
- Handout - What's your style survey, Styles of Communication (+2 variations), Practice being assertive
- Answers - Styles of Communication, Practice being assertive
- Lesson Plan
- About Educircles, License, Copyright, Sources, Changelog

WHAT'S NOT IN THIS PDF:

- Slideshow (use the links at the top of this page.)
- Digital Handouts (use the Easel by TpT link on the next page.)

Want to download
or edit a specific file?

Click the links on
the next page!

Instructions

What's in this
PDF

What's NOT
in this PDF

6Cs Communication C - START HERE - Page 1 of 10

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Print this PDF

(it has all of the handouts)

File Table of Contents

BIG PICTURE

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plans - Section C <ul style="list-style-type: none">Detailed script with slide thumbnails.Slide Number Comparison Chart	PDF	one-click copy
Lesson	Slideshow - Section C (slides 90-170)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Digital Handouts	Section C: Assertive Communication Note: <ul style="list-style-type: none">TpT currently only allows one Easel file to be attached to a product.All of the handouts are in this single file.Delete the pages you don't need before assigning your file to students.Use the one-click copy link multiple times to create different versions of handouts.	Easel by TpT	one-click copy

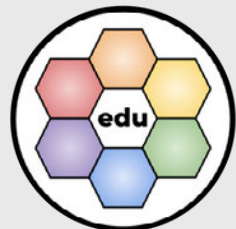
(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).
If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).

PDF

Google Slides

Powerpoint

Easel by TpT



Links to files

NOTE: Duplicate Slide ALERT!

The same slide has been copied into three separate files.

The **Slide Number Comparison Chart** in the Lesson Plan for each Section will tell you which slides match up.

For example, the following slide is



- Slide 153 in **Slideshow - ALL**
- Slide 64 in **Slideshow - Section C**
- Slide 1 in **Slideshow - Lesson C2**

The Lesson Plan will show a thumbnail of the slide and use the slide number from the main slideshow **Slideshow - ALL**.

Different files are used if you teach in class or online.

- Are you teaching in class?
 - Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section C** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
 - Attach **Slideshow - Lesson C1** and **C2** in your assignments.

SECTION C
Assertive Communication

Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section C** (from the product) and project to the class.

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?

- Attach **Slideshow - Lesson C1** and **C2** to your assignments.

	ALL	Section C	Lesson C1
SECTION C Assertive Communication (Slides 90-170)	90-170	1-61	1-61
COMMUNICATION - LESSON C1 - 50 min Communication Activities	90 - 152	1-63	1-63
Part 1: Introduction to Assertive Communication (90-115) - 20 min	90-115	1-26	1-26
Activity #11: Roles of Communication (115-152) - 30 min	116 - 152	27-63	27-63

	ALL	Section C	Lesson C2
COMMUNICATION - LESSON C2 - 50 min Communication Activities	153 - 170	64-1	1-18
Strategies to be Assertive / practice roles (153-170) 50 min	153 - 170	64-61	1-18
Review assertive communication style (Slide 153-159)	153-159	64-70	1-7
Strategies (slides 160-169)	160-169	71-80	8-17
Practice handout (slide 170)	170	81	18

6Cs Communication - Lesson Plans - Page 46 of 98
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The slide number comparison chart is at the start of each section in the following lesson plans

Lesson Plan - ALL
(from the bundle)

Lesson Plan - Section C
(from the product)

It is NOT in individual lesson plans
(i.e. **Lesson Plan - Lesson C1**)

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom



Duplicate Slide Alert

LESSON C1 - Communication Activity #10, #11 Communication Styles (slides 90-152) - 50 MIN

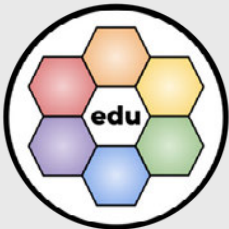
What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - C1	PDF	one-click copy
Lesson	Slideshow - Lesson C1 (slides 90-152)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout (survey)	What's your style survey	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2
Handout (note taking)	Styles of Communication <ul style="list-style-type: none">Differentiated HandoutAll 3 versions have the same thinking questions on Page 1, 4, and 5 Online Version:	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	Use link on page 2
	Styles of Communication (version 1) <ul style="list-style-type: none">Page 2 / 3 is a table for note taking about different communication styles.Notes are provided so students can focus on listening and learning. Online Version:	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	Use link on page 2
	Styles of Communication (version 2) <ul style="list-style-type: none">Some notes are provided so students just have to fill in the blanks. Online Version:	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	Use link on page 2
Answers	Answers - Styles of communication	PDF	one-click copy

Lesson
C1

Google Docs

Word

files are
organized
by lesson



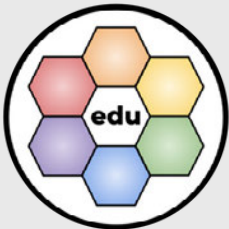
Links to files

LESSON C2 - Strategies to be assertive (slides 153-170) - 30 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - C2	PDF	one-click copy
Lesson	Slideshow - Lesson C2 (slides 153-170)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout	Practice being assertive	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2
Answers	Answers - Practice being assertive	PDF	one-click copy

Lesson
C2

files are
organized
by lesson



Links to files

Name _____ Class _____ Date _____

WHAT'S YOUR STYLE SURVEY

Let's find out your communication style. Read the following scenarios and circle the answer that best fits what you would do in that situation.



Scenario #1:

A friend asks you to borrow a pen in class, but you know they'll never give it back and you don't want to give out your favourite pens. Do you...

1. Smile politely and say, "I'm really sorry but no. I didn't get back the last pen that I loaned out and this is my favourite pen. Maybe you can ask the teacher to borrow a pen."
2. You glare at them and say, "No way! You stole the last pen I gave you. Get your own!" That'll teach them...
3. You pretend not to hear the question. When they keep on asking, you give them a pen, and mutter under your breath, "You're probably not going to give this one back either."
4. Say, "Sure!" with a smile, and hand them the pen. (And in your head, you say, "Goodbye pen, I'll miss you!")



Scenario #2:

The supply teacher mispronounces your name and you find this really annoying. It happens all the time. Do you?

1. Speak up and politely correct the teacher. "Actually, it's pronounced... It's okay. Most people get it wrong the first time."
2. Speak up and talk back to the teacher. "You said my name wrong! You teachers never get it right. It's pronounced..."
3. Turn to a friend and mutter under your breath, "I can say your name right. Why can't you say my name right?"
4. Say nothing and smile. Sure, it bothers you, but there's no point in trying to change it.



What's your
style survey

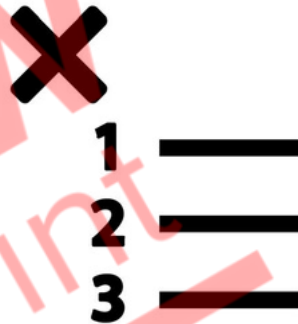
page 1



Scenario #3:

You get your math test back, and you think you got a question correct when it was marked wrong. You double check with a friend, and you both wrote the exact same thing, but he got full marks, and you didn't. You really need these marks. The teacher says if you have any questions, to ask at the end of class because right now we have to move on to something else.

1. At the end of class, go talk to the teacher with your test paper in hand, and say, "Excuse me, I think I got one of my questions correct. Can you could double check the marking?"
2. You raise your hand right away and interrupt the class, "Excuse me, sir. I gave the same answer as my friend, and they got the marks but I didn't. You marked my question wrong and I want you to fix your mistake."
3. You turn to a friend and say, "This teacher never marks my stuff right. When we make mistakes, we get in trouble but when he makes mistakes, nothing happens."
4. Say nothing. You know you're right, but you don't want to bother the teacher to ask them to double check their work. They're busy.



What's your style survey

Scenario #4:

There's a student in class that you don't get along with. The teacher asks that student to give out the handouts to everyone in class. When that student gets to you, they intentionally skip you and make a big deal about giving a handout to the person before you and after you. Do you...

1. Say to the student, "Excuse me, I think you missed me. Can I get a hand out please?"
2. Yell at the student, "What's your problem? Why didn't you give me a handout? Gimme one!" and grab a handout.
3. Mutter under your breath, "and that's why you're a jerk," as you ask a friend to give you an extra copy of the handout.
4. Say nothing. At the end, you know one of your friends will give you an extra copy of the handout.



page 2

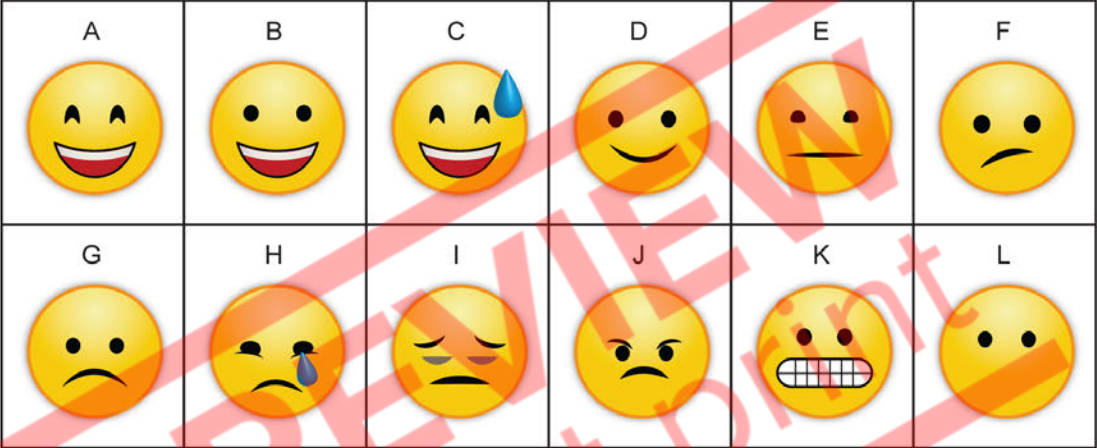


Name _____ Class _____ Date _____

4 STYLES OF COMMUNICATION



Let's explore 4 different styles of communication. Each style has different characteristics. At the end, you need to choose the face that best represents that style and justify your choice. **Note:** You can only choose 1 face for each communication style.



Minds on:

1. Which face best represents you?

2. Is that the face you **want** to be? Is that who you really are?

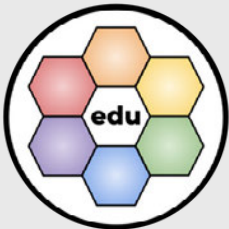
3. When does your outside face match your inside face? Why might they be different?

Styles of Communication

Differentiated
handout
(main handout)

page 1

Minds on



Name _____ Class _____ Date _____

Think about some tough conversations you've had (or you've seen...)

How would the 4 styles of communication respond to the following questions?

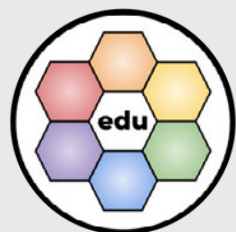
CRITERIA	Assertive	Aggressive	Passive Aggressive	Passive
1. How do you stand up for your point of view? (when it matters)				
2. How do you set up boundaries and limits?				
3. Whose needs come first?				

Styles of Communication

Differentiated
handout
(main handout)

page 2

Note taking



Name _____ Class _____ Date _____

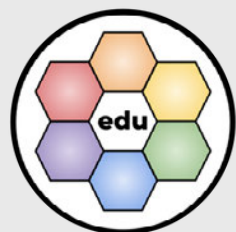
CRITERIA	Assertive	Aggressive	Passive Aggressive	Passive
4. How do you treat others?				
5. How do you handle confrontation?				
6. Who wins? (probably)				

Styles of Communication

Differentiated
handout
(main handout)

page 3

Note taking



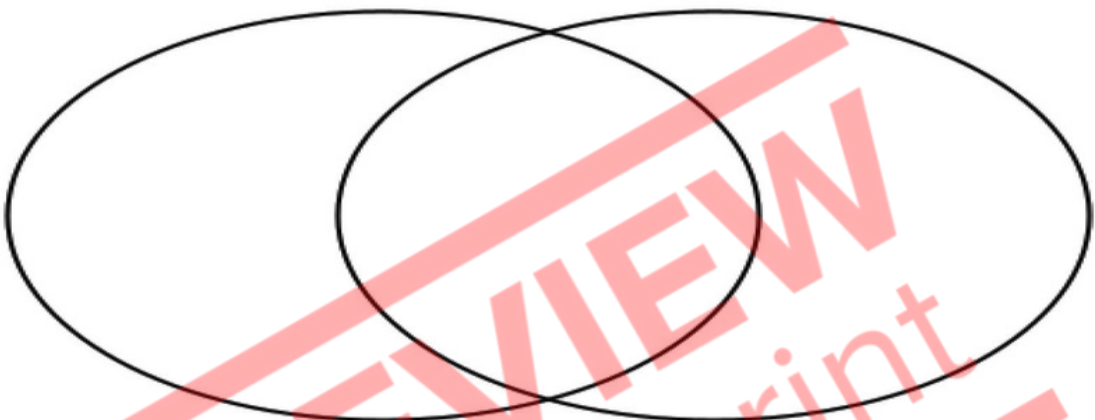
Name _____ Class _____ Date _____

Compare

1. How is **assertive** communication similar and different to **aggressive** communication?

Assertive

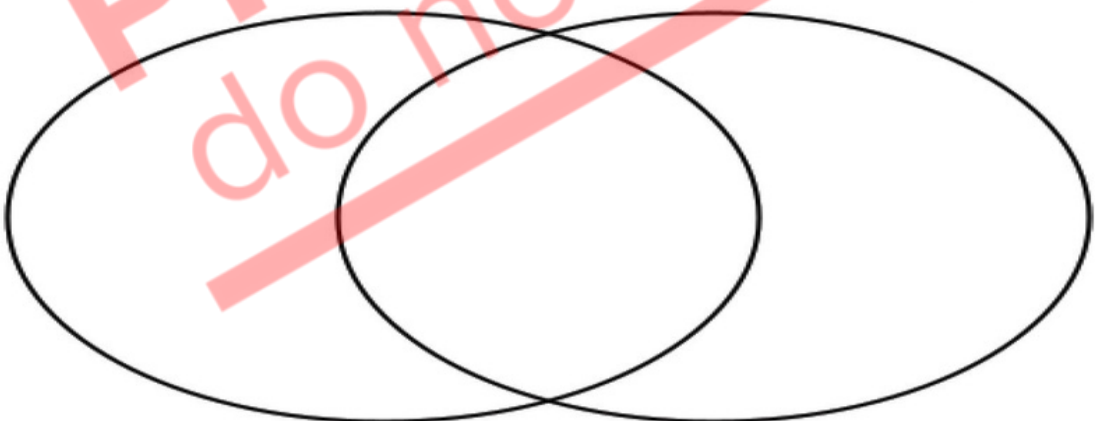
Aggressive



2. How is **passive** communication similar and different to **passive-aggressive** communication?

Passive

Passive Aggressive



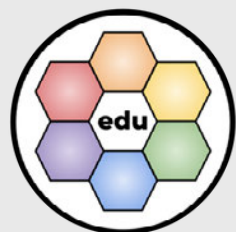
3. What do all four communication styles have in common?

Styles of
Communication

Differentiated
handout
(main handout)













page 4

Comparing styles



Name _____ Class _____ Date _____

Choose the face that best represents each communication style.

A	B	C	D	E	F	G	H	I	J	K	L
											

Explain.

Assertive	Aggressive	Passive Aggressive	Passive

Reflection:

1. Which communication style do you use most often with your friends and why?

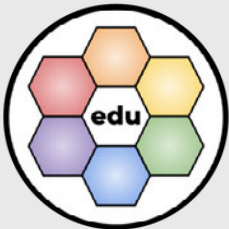
2. Does your communication style differ when interacting with your parents / guardians or teacher? If so, why?

Styles of Communication

Differentiated handout (main handout)

page 5

Reflection



Name _____ Class _____ Date _____

4 STYLES OF COMMUNICATION



Let's explore 4 different styles of communication. Each style has different characteristics. At the end, you need to choose the face that best represents that style and justify your choice. **Note:** You can only choose 1 face for each communication style.

A 	B 	C 	D 	E 	F
G 	H 	I 	J 	K 	L

Minds on:

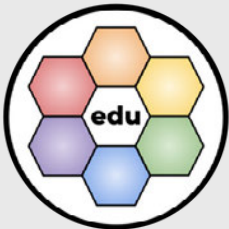
1. Which face best represents you?
- _____
- _____
2. Is that the face you **want** to be? Is that who you really are?
- _____
- _____
3. When does your outside face match your inside face? Why might they be different?
- _____
- _____
- _____

Styles of
Communication

Differentiated
handout
(version 1)

page 1

Minds on



Name _____ Class _____ Date _____

Think about some tough conversations you've had (or you've seen...)

How would the 4 styles of communication respond to the following questions?

CRITERIA	Assertive	Aggressive	Passive Aggressive	Passive
1. How do you stand up for your point of view? (when it matters)	You tell the other person what you want (because it matters.) You stand up for your point of view. You are respectful.	You tell the other person what you want (because it matters.) You stand up for your point of view.	You don't directly tell the other person what you want (even though it matters), but you act like you're unhappy.	You don't tell the other person what you want (even though it matters.)
2. How do you set up boundaries and limits?	You set up your boundaries and limits on what you are willing to do / accept. You're willing to compromise as long as it doesn't cross your limits / boundaries.	You set up your boundaries to protect your needs There's no compromise. It has to be my way.	You try to imply boundaries by being unhappy / sarcastic / or slow on purpose.	You never express your boundaries, so it's never your way.
3. Whose needs come first?	Your needs come first.			

Styles of Communication

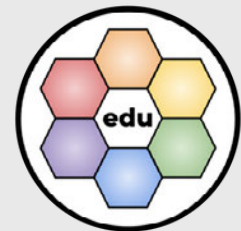
Differentiated handout (version 1)

page 2

Note taking

Answers filled in so students can focus on learning (instead of note taking)

Notes already filled in



CRITERIA	Assertive	Aggressive	Passive Aggressive	Passive
4. How do you treat others?	You consider the rights and beliefs of others and their points of view.	You don't consider other people's opinions because you fail to listen to others, or you listen, but their point of view isn't as valid.	You listen to others, but you're afraid to say something directly to them, so you go along but you're unhappy.	You listen to others, and put the other person's needs over yours.
5. How do you handle confrontation?	Courageous direct confrontation by being true to yourself, and considerate of others. (Diplomatic)	Direct confrontation with others (Steam rolling others)	Avoids direct confrontation, but there might be indirect resistance to the demands of others	Avoids any confrontation at all cost (Door mat)
6. Who wins? (probably)	I win. They win.			

Styles of Communication

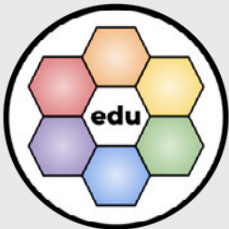
Differentiated handout (version 1)

page 3

Note taking

Answers filled in so students can focus on learning (instead of note taking)

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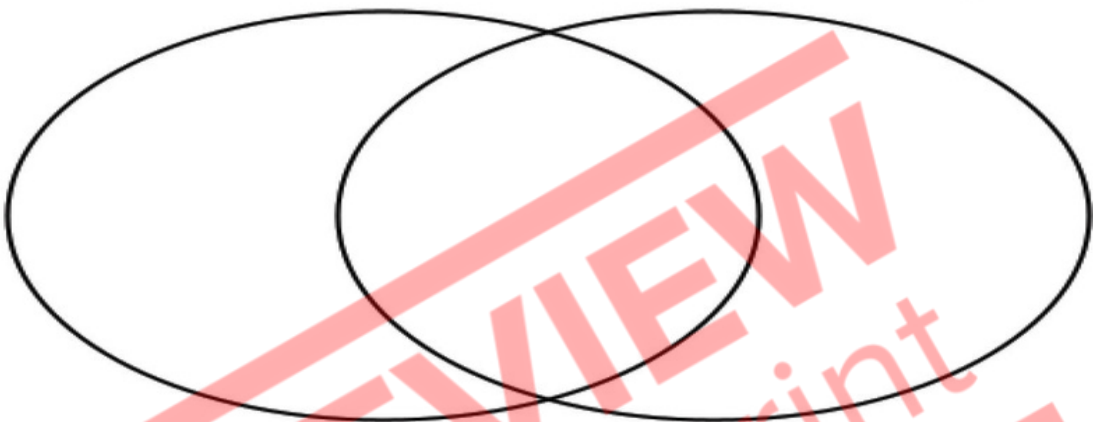
Name _____ Class _____ Date _____

Compare

1. How is **assertive** communication similar and different to **aggressive** communication?

Assertive

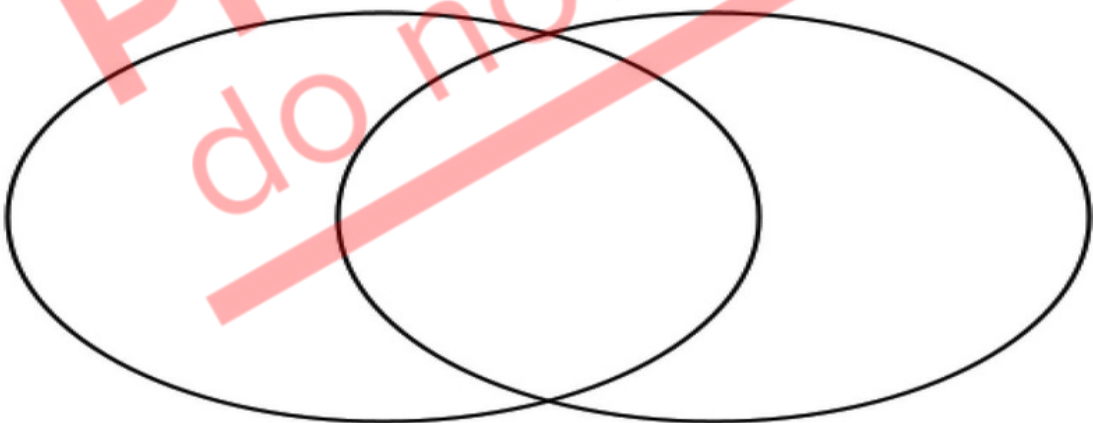
Aggressive



2. How is **passive** communication similar and different to **passive-aggressive** communication?

Passive

Passive Aggressive



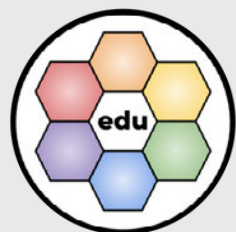
3. What do all four communication styles have in common?

Styles of
Communication

Differentiated
handout
(version 1)













page 4

Comparing styles



Name _____ Class _____ Date _____

Choose the face that best represents each communication style.

A	B	C	D	E	F	G	H	I	J	K	L
											

Explain.

Assertive	Aggressive	Passive Aggressive	Passive

Reflection:

1. Which communication style do you use most often with your friends and why?

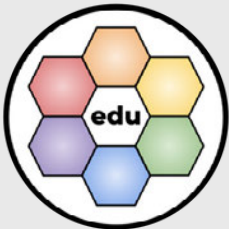
2. Does your communication style differ when interacting with your parents / guardians or teacher? If so, why?

Styles of Communication

Differentiated handout
(version 1)

page 5

Reflection

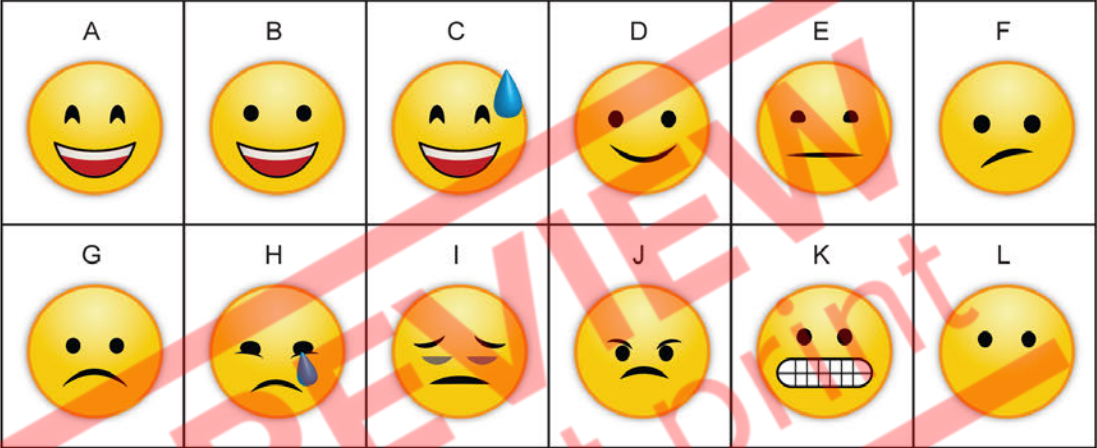


Name _____ Class _____ Date _____

4 STYLES OF COMMUNICATION



Let's explore 4 different styles of communication. Each style has different characteristics. At the end, you need to choose the face that best represents that style and justify your choice. **Note:** You can only choose 1 face for each communication style.



Minds on:

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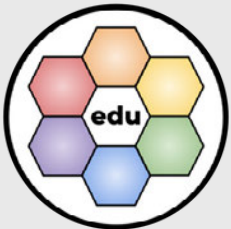
3. When does your outside face match your inside face? Why might they be different?

Styles of Communication

Differentiated
handout
(version 2)

page 1

Minds on



Name _____ Class _____ Date _____

Think about some tough conversations you've had (or you've seen...)

How would the 4 styles of communication respond to the following questions?

CRITERIA	Assertive	Aggressive	Passive Aggressive	Passive
1. How do you stand up for your point of view? (when it matters)	You tell the other person _____ _____ _____ You stand up for _____ _____ You are _____ _____	You tell the other person _____ _____ _____ You stand up for _____ _____ _____	You don't _____ tell the other person _____ _____ but you act like _____ _____ _____	You don't tell the other person _____ _____ _____
2. How do you set up boundaries and limits?	You set up _____ _____ _____ You're willing to _____ _____ _____ As long as _____ _____ _____	You set up _____ _____ _____ There's no _____ _____	You try to _____ _____ _____ _____ by being _____ _____	You never _____ _____ _____
3. Whose needs come first?	Your needs _____ _____ _____	_____	will probably _____ _____ _____	_____

Styles of Communication

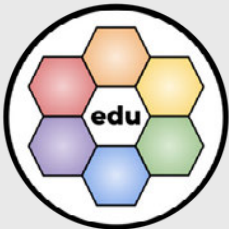
Differentiated handout (version 2)

page 2

Note taking

Fill in the blanks so students can focus on learning (instead of note taking)

Fill in the blank Note Taking



CRITERIA	Assertive	Aggressive	Passive Aggressive	Passive
4. How do you treat others?	You consider _____ _____ _____ And _____ _____ _____	You don't consider _____ _____ _____ because _____ _____ _____ or you listen, but _____ _____ _____	You _____ _____ _____ but you're _____ _____ so _____ but you're _____ _____	You _____ _____ _____ and _____ _____ _____
5. How do you handle confrontation?	Courageous _____ _____ by _____ and _____ The _____	_____ _____ _____ _____ _____ _____	Avoids _____ confrontation, but there might _____	Avoids _____ confrontation at all cost _____
6. Who wins? (probably)	I _____ They _____	I _____ They _____	They _____ I _____	They _____ I _____

Styles of Communication

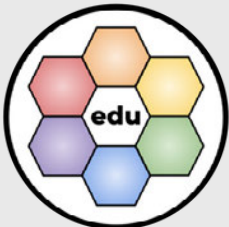
Differentiated handout (version 2)

page 3

Note taking

Fill in the blanks so students can focus on learning (instead of note taking)

Fill in the blank Note Taking



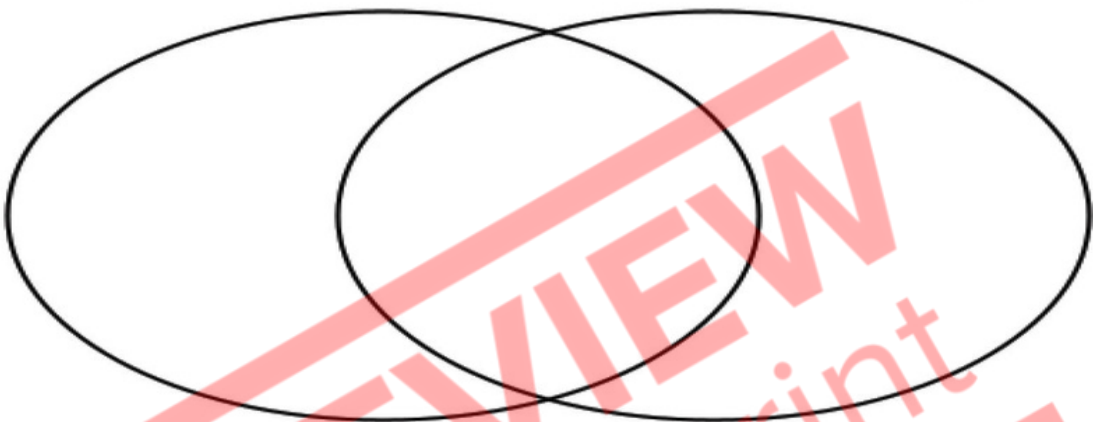
Name _____ Class _____ Date _____

Compare

1. How is **assertive** communication similar and different to **aggressive** communication?

Assertive

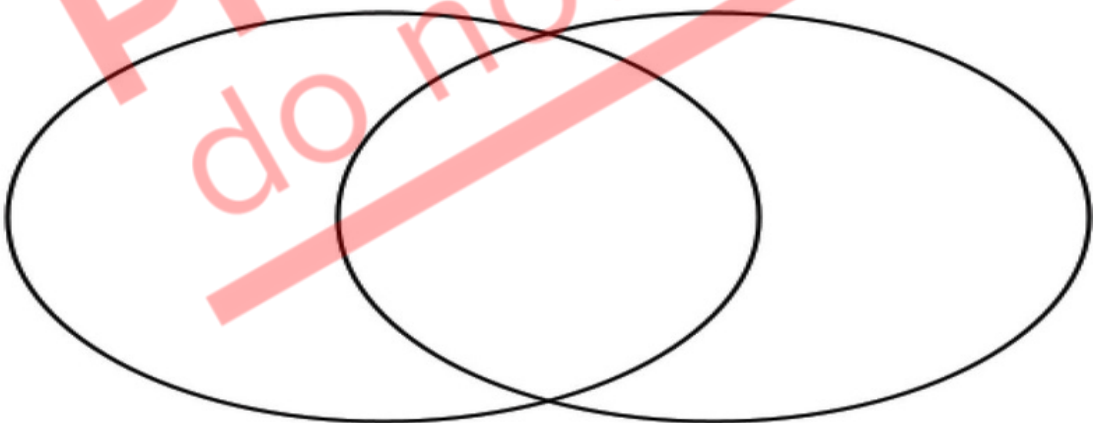
Aggressive



2. How is **passive** communication similar and different to **passive-aggressive** communication?

Passive

Passive Aggressive



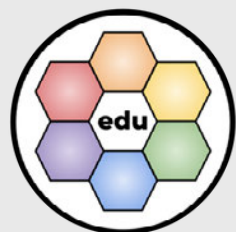
3. What do all four communication styles have in common?

Styles of
Communication

Differentiated
handout
(version 2)













page 4

Comparing styles



Name _____ Class _____ Date _____

Choose the face that best represents each communication style.

A	B	C	D	E	F	G	H	I	J	K	L
											

Explain.

Assertive	Aggressive	Passive Aggressive	Passive

Reflection:

1. Which communication style do you use most often with your friends and why?

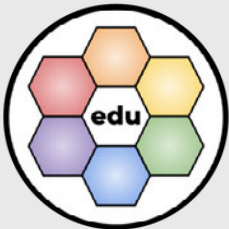
2. Does your communication style differ when interacting with your parents / guardians or teacher? If so, why?

Styles of Communication

Differentiated handout (version 2)

page 5

Reflection



Name _____ Class _____ Date _____

PRACTICE BEING ASSERTIVE



Read the following scenarios. Use the Communication Criteria to help you come up with a response for each of the 4 communication styles.

1. The other person leaves the fridge open and you want it shut.

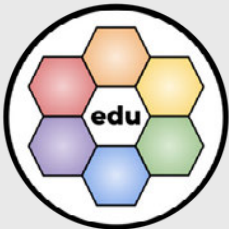
Assertive	Aggressive	Passive Aggressive	Passive (Non-assertive)

2. Your friends think you started the rumour but you didn't say anything.

Assertive	Aggressive	Passive Aggressive	Passive (Non-assertive)

Practice being
assertive

page 1



3. You get in trouble for being late to school, but it was your parent's fault

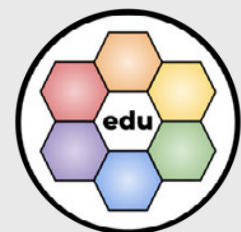
Assertive	Aggressive	Passive Aggressive	Passive (Non-assertive)

Practice being assertive

4. Your parents get upset with you for not doing something, but you've already done it.

Assertive	Aggressive	Passive Aggressive	Passive (Non-assertive)

page 2



5 You get in trouble by the teacher for talking in class, but you didn't say anything.

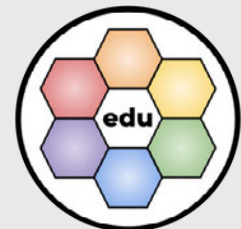
Assertive	Aggressive	Passive Aggressive	Passive (Non-assertive)

Practice being
assertive

6 Come up with your own scenario:

Assertive	Aggressive	Passive Aggressive	Passive (Non-assertive)

page 3



COMMUNICATION CRITERIA

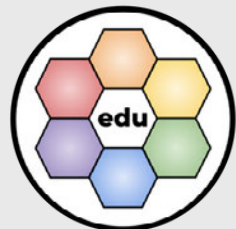


Use the table to figure out the difference between the 4 communication styles.

CRITERIA	Assertive	Aggressive	Passive Aggressive	Passive
1. How do you stand up for your point of view? (when it matters)	You tell the other person what you want (because it matters.) You stand up for your point of view. You are respectful.	You tell the other person what you want (because it matters.) You stand up for your point of view.	You don't directly tell the other person what you want (even though it matters), but you act like you're unhappy.	You don't tell the other person what you want (even though it matters.)
2. How do you set up boundaries and limits?	You set up your boundaries and limits on what you are willing to do / accept. You're willing to compromise as long as it doesn't cross your limits.	You set up your boundaries to protect your needs There's no compromise. It has to be your way because you're right.	You try to imply boundaries by being unhappy / sarcastic / or slow on purpose.	You never express your boundaries, so it's never your way.
3. Whose needs come first?	Your needs come first.	Your needs come first.	The other person's needs will probably come first.	The other person's needs come first .
4. How do you treat others?	You consider the rights and beliefs of others and their points of view.	You don't consider other people's opinions because you fail to listen to others, or you listen, but their point of view isn't as valid.	You listen to others, but you're afraid to say something directly to them, so you go along but you're unhappy.	You listen to others, and put the other person's needs over yours.
5. How do you handle confrontation?	Courageous direct confrontation by being true to yourself, and considerate of others. (Diplomatic)	Direct confrontation with others (Steam rolling others)	Avoids direct confrontation, but there might be indirect resistance to the demands of others (Rain cloud)	Avoids any confrontation at all cost (Door mat)
6. Who wins? (probably)	I win. They win.	I win. They lose.	They win. I might lose.	They win. I lose.

Practice being assertive

page 4





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Chapter 4 of Exploring the 6 Cs (21st Century Learning)

COMMUNICATION C

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION C. Assertive Communication

version: v2022-07-24

ANSWERS - STYLES OF COMMUNICATION

NOTE: I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

I create content. I'm part of a system that needs a little help to amplify stories and perspectives that we don't often hear. I have unconscious bias. I don't know what I don't know. If you think an answer is missing, incorrect, or incomplete, please email Mike@educircles.org so I can update this document to include other perspectives, lived experiences, and teaching experiences. (If you like this note, you'll love [Who is Invisible.](#))

CRITERIA	Assertive	Aggressive	Passive Aggressive	Passive
1. How do you stand up for your point of view? (when it matters)				

6Cs Communication C - Answers - Styles of Communication

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Styles of
Communication

page 1



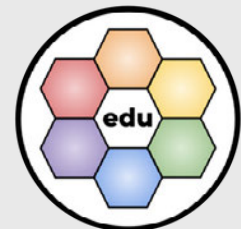
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Answers

CRITERIA	Assertive	Aggressive	Passive Aggressive	Passive
2. How do you set up boundaries and limits?				
3. Whose needs come first?				
4. How do you treat others?				
5. How do you handle confrontation ?				
6. Who wins? (probably)				

Styles of Communication

page 2

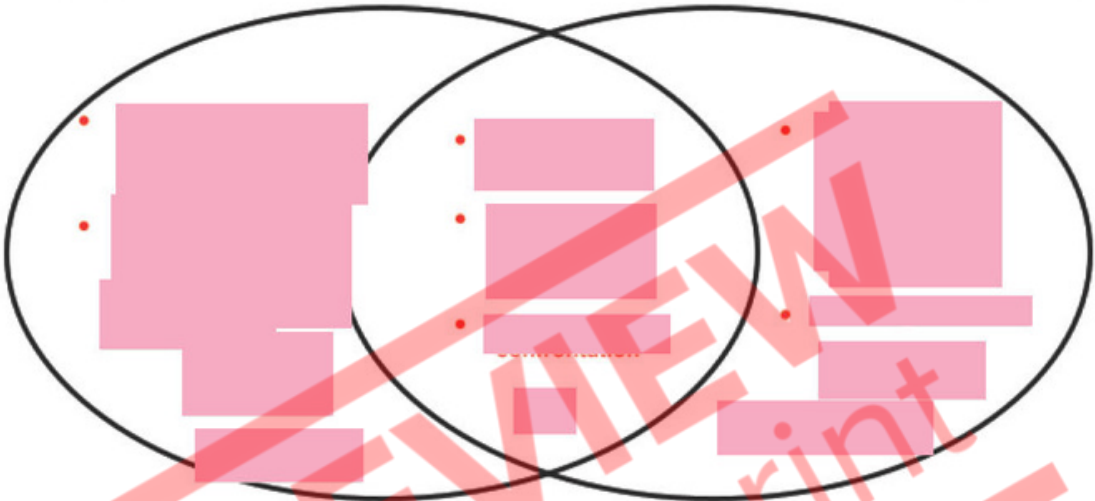


Compare

1. How is **assertive** communication similar and different to **aggressive** communication?

Assertive

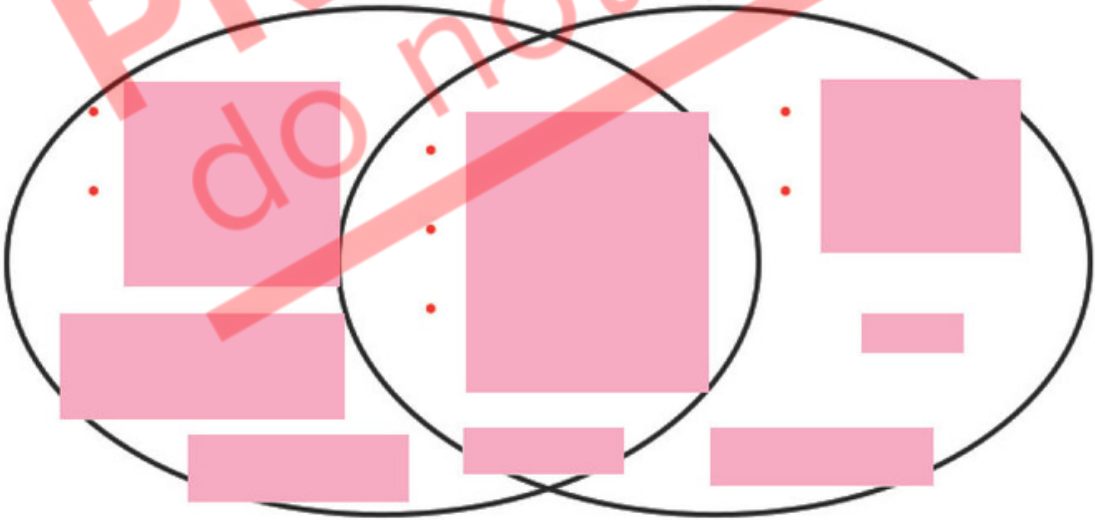
Aggressive



2. How is **passive** communication similar and different to **passive-aggressive** communication?

Passive

Passive Aggressive

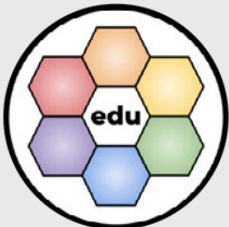


3. What do all four communication styles have in common?

i [redacted]

Styles of Communication

page 3



Answers



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Chapter 4 of Exploring the 6 Cs (21st Century Learning)

COMMUNICATION C

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION C. Assertive Communication

version: v2022-07-24

ANSWERS - PRACTICE BEING ASSERTIVE

NOTE: I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

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1. The other person leaves the fridge open and you want it shut.

Assertive	Aggressive	Passive Aggressive	Passive (Non-assertive)

6Cs Communication C - Answers - Practice being assertive

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Practice being
assertive

page 1



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Answers

2. Your friends think you started the rumour but you didn't say anything.

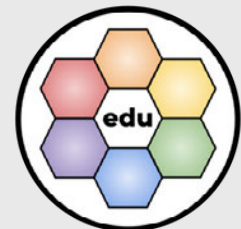
Assertive	Aggressive	Passive Aggressive	Passive (Non-assertive)

Practice being assertive





3. You get in trouble for being late to school, but it was your parents fault

Assertive	Aggressive	Passive Aggressive	Passive (Non-assertive)

page 2



4. Your parents get upset with you for not doing something, but you've already done it.

Assertive	Aggressive	Passive Aggressive	Passive (Non-assertive)
			

Practice being
assertive

5 You get in trouble by the teacher for talking in class, but you didn't say anything.

Assertive	Aggressive	Passive Aggressive	Passive (Non-assertive)
			

page 3

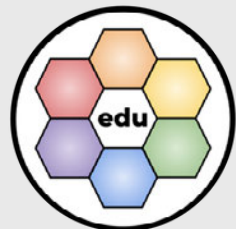
6 Come up with your own scenario:

Answers will vary.

6Cs Communication C - Answers - Practice being assertive

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COMMUNICATION CHAPTER

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION A. Communication Activities

SECTION B. Metaphors and Memes

SECTION C. Assertive Communication

SECTION D. Videos

SECTION E. Consolidation and Review

version: v2022-07-18

LESSON PLANS

SECTION C Assertive Communication

6. COMMUNICATION - LESSON C1 - 50 min
7. COMMUNICATION - LESSON C2: 50 min



SECTION C

Assertive Communication

Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section C** (from the product) and project to the class.

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?

- Attach **Slideshow - Lesson C1**, and **C2** to your assignments.

Lesson C1

[SECTION C Assertive Communication \(Slides 90-170\)](#)

[COMMUNICATION - LESSON C1 - 50 minCommunication Activities Part 6 \(slide 90 - 152\)](#)

[Activity #10 What's your style? \(slide 90-115\) - 20 min](#)

[Activity #11 Styles of Communication \(slide 116 - 152\) - 30 min](#)

Slideshow		
ALL	Section C	Lesson C1
90-170	1-81	1-81
90 - 152	1-63	1-63
90-115	1-26	1-26
116 - 152	27-63	27-63

Lesson C2

[COMMUNICATION - LESSON C2: 50 minCommunication Activities Part 7 \(slides 153 - 170\)](#)

[Strategies to be assertive / practice \(slide 153 -170\) 50 min](#)

[Review assertive communication style \(slide 153-159\)](#)

[Strategies \(slides 160-169\)](#)

[Practice handout \(slide 170\)](#)

Slideshow		
ALL	Section C	Lesson C2
153 - 170	64-81	1-18
153 -170	64-81	1-18
153-159	64-70	1-7
160-169	71-80	8-17
170	81	18

Pages 2-45
are in a different
product

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom

Page 46



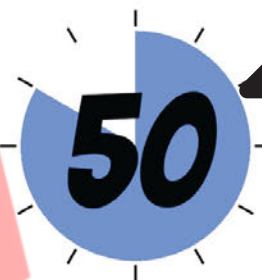


COMMUNICATION - LESSON C1 - 50 min

Communication Activities Part 6 (slide 90 - 152)

OVERVIEW

- Activity #10 What's your style? (slide 90-115) - 20 min
- Activity #11 Styles of Communication (slide 116 - 152) - 30 min





Timing

MATERIALS

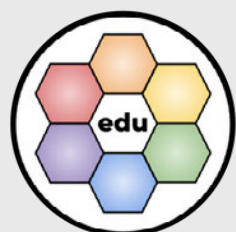
- Slideshow (**Slideshow ALL**, **Slideshow - Section C**, or **Slideshow - Lesson C1**)
- Class set of handout (**Handout - What's your style survey**)
- Class set of handout (**Handout - Styles of communication**)
 - There are two differentiated versions. All versions have the same questions but...
 - Version 1 has answers for the note taking table (on page 2, 3) filled in.
 - Version 2 has sentence stems included in the note taking table
- Teacher copy of answers (**Answers - Styles of communication**)

Materials

Activity #10 What's your style? (slide 90-115) - 20 min

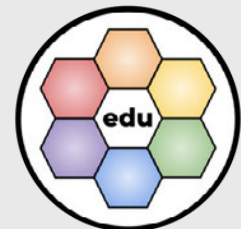
	What's your style? (Express meaning in multiple ways, ask questions / listen actively; clearly express yourself; respect different perspectives; verbal communication)
	Activity Overview: <ul style="list-style-type: none">• As a class, go through multiple scenarios - students complete a survey and choose their response (multiple-choice).• At the end, they come up with a score indicating a communication style that they might have: Assertive, Aggressive, Passive-Aggressive, Passive Handout Preparation: Handout - What's your style survey



What's your style survey



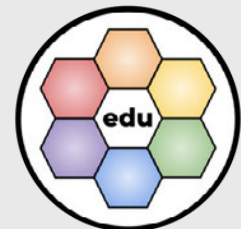
	<p>Learning Objective:</p> <ul style="list-style-type: none">• Can you express meaning in multiple ways, in a variety of contexts?• Can you ask questions and listen actively to understand what is being communicated?• Can you clearly express yourself?• Can you understand and respect many different perspectives? <p>Teacher Prompt: When is it easier to communicate?</p> <ul style="list-style-type: none">• When you agree• When you're with friends / <i>besties</i>• When the answer is easy• When you're in a good mood <p>Teacher Prompt: When is it harder to communicate?</p> <ul style="list-style-type: none">• With your boss / parents• With people who don't get you• When you disagree about something• When you've disagreed with this person in the past (so you have baggage)• When you're in a bad mood <p>EXPLAINING THIS ACTIVITY using the vocabulary from the 4 parts of Communication (video #1: https://youtu.be/3AYdHzUVmZY)</p> <p>What's your style? (Express meaning in multiple ways, ask questions / listen actively; clearly express yourself; respect different perspectives; verbal communication)</p> <p>How does communication break down in this activity?</p> <p>When you're aggressive:</p> <ul style="list-style-type: none">• The person who is aggressive (sender) may also be giving (encoding) intentional or unintentional messages through their body language that the other person (receiver) finds (decodes as) intimidating.• The other person (receiver) might do what they're told to do really quickly (feedback) and the original sender might interpret (decode) this feedback (message) like sending a message in an aggressive way is an effective way to get things done.• For example, you yell at your partner that their idea is wrong: "That's not what the teacher said how we should do this project! Look at the worksheet!"
--	--

Communication
break down



	<p>When you're passive-aggressive:</p> <ul style="list-style-type: none">• The person who is receiving the instructions (receiver) might (decode) the message and disagree with the message.• But the feedback they send back is unclear because they're doing what the other person (sender) asked... but they're doing it slowly under protest, and then they mutter under their breath (feedback) a complaint• For example, the partner is told, "That's not what the teacher said how we should do this project! Look at the worksheet!" and in their head, they know that the teacher wrote on the board some missing instructions. But they look at the worksheet defeated and say, "Fine! I'll look at the worksheet! Sure. I'm looking..." <p>When you're passive:</p> <ul style="list-style-type: none">• The person who is receiving the instructions (receiver) might (decode) the message but be afraid to disagree with the message or the sender. So the feedback they send back seems like they agree with the sender and there is no sign that there is a complaint.• For example, the partner is told, "That's not what the teacher said how we should do this project! Look at the worksheet!" and in their head, they know that the teacher wrote on the board some missing instructions. But they smile in agreement with the sender and say, "Oh yeah! It's in the worksheet!" <p>Strategies to improve communication:</p> <ul style="list-style-type: none">• Being assertive can help improve communication (see next section)
<div><div>92</div><div></div></div> <div><div>93</div><div></div></div>	<p>Note: This survey only works if the given scenario is something that is important to the student. One of the question is about loaning a pen to another student, but you don't want to:</p> <ul style="list-style-type: none">• If we have a million pens and we don't care about losing a single pen, then we might not care about what happens. <p>Teacher Tip: The challenge for the teacher is to modify the scenario or explain it in a way that students will feel strongly about this issue.</p>

Teacher
Tip



Scenario 1 Loaning Money

2. Name is mispronounced

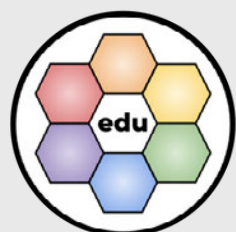
<p>94</p> <p>COMMUNICATION</p> <p>SCENARIO #1</p> <p>A friend asks you to borrow a pen in class.</p> <ul style="list-style-type: none"> • But you know they'll never give it back and • you don't want to give out your favourite pens. <p>Do you...</p>	<p>Scenario #1 - Other possibilities:</p> <ul style="list-style-type: none"> • Loaning Money • Giving your time / doing a favour (I'll do you a favour, but you never help me out when I need help) • Helping the other person out (but they never reciprocate)
<p>95</p> <p>COMMUNICATION</p> <p>SCENARIO #1</p> <p>1. Smile politely and say:</p> <ul style="list-style-type: none"> • "I'm really sorry but no." • "I don't get back the last pen that I asked out and" • "This is my favourite pen." • "Maybe you can ask the teacher to borrow a pen." 	
<p>96</p> <p>COMMUNICATION</p> <p>SCENARIO #1</p> <p>2. You glare at them and say:</p> <ul style="list-style-type: none"> • "No way!" • "You stole the last pen! Give you." • "Get your own!" • "That's teach them..." 	
<p>97</p> <p>COMMUNICATION</p> <p>SCENARIO #1</p> <p>3. You pretend not to hear the question...</p> <ul style="list-style-type: none"> • When they keep on asking. • You give them a pen, and • mutter under your breath. • "You're probably not going to give this one back either." 	
<p>98</p> <p>COMMUNICATION</p> <p>SCENARIO #1</p> <p>4. You say "Sure!"</p> <ul style="list-style-type: none"> • with a smile, • and hand them the pen. • And in your head, you say "Goodbye pen, I'll miss you!" 	
<p>99</p> <p>COMMUNICATION</p> <p>SCENARIO #2</p> <p>The supply teacher mispronounces your name.</p> <ul style="list-style-type: none"> • you find this really annoying. • It happens all the time. <p>Do you...</p>	<p>Scenario #2 - Other possibilities:</p> <ul style="list-style-type: none"> • Your friends tease you about your name or the way teachers mispronounce your name • People in class call you a nickname, but you don't like the nickname they gave you • The parents of your friend mispronounce your name
<p>100</p> <p>COMMUNICATION</p> <p>SCENARIO #2</p> <p>1. Speak up and politely correct the teacher.</p> <ul style="list-style-type: none"> • "Actually, it's pronounced..." • "It's okay, but people get it wrong the first time..." 	
<p>101</p> <p>COMMUNICATION</p> <p>SCENARIO #2</p> <p>2. Speak up and talk back to the teacher.</p> <ul style="list-style-type: none"> • "You said my name wrong!" • "You teachers never get it right." • "It's pronounced..." 	
<p>102</p> <p>COMMUNICATION</p> <p>SCENARIO #2</p> <p>3. Turn to a friend and mutter under your breath.</p> <ul style="list-style-type: none"> • "I can say my name right." • "Why can't you say my name right?" 	
<p>103</p> <p>COMMUNICATION</p> <p>SCENARIO #2</p> <p>4. Say nothing and smile.</p> <ul style="list-style-type: none"> • Sure, it bothers you. • But there's no point in trying to change it. 	



104	COMMUNICATION SCENARIO #3 You get your math test back. • You think a question was marked wrong. 1 • You need these marks. 2 • The teacher says to ask questions at the end of class. 3 Do you...	Scenario #3 - Other possibilities: <ul style="list-style-type: none"> You get in trouble by the teacher / principal for something your friends did, but you didn't do it... Your parents blame you for something your sibling did... You know you handed in an assignment, but the teacher can't find it...
105	COMMUNICATION SCENARIO #3 1. At the end of class, go back to the teacher. • "Excuse me, sir." 1 • "With your test paper in hand, go to the teacher." 2 • "Excuse me, sir, I've got one of my questions wrong." 3 • "Can you please check the marking?"	
106	COMMUNICATION SCENARIO #3 2. Rub your hand right away and interrupt the class. • "Excuse me, sir." 1 • "Answer to my friend, and then get the marks out of it." 2 • "You marked my question wrong." 3 • "I want you to fix your mistake."	
107	COMMUNICATION SCENARIO #3 3. Turn to a friend and say. • "This teacher never marks anything right." 1 • "When we make mistakes, we get in trouble." 2 • "But when he makes mistakes, nothing happens!" 3	
108	COMMUNICATION SCENARIO #3 4. Say nothing. • "You know you're right." 1 • "But you don't want to turn the teacher to ask them to double-check their work." 2 • "They're busy." 3 • "You don't want to cause any bad feelings."	
109	COMMUNICATION SCENARIO #4 There's a student in class that you don't get along with. • The student is passing out handouts to everyone. 1 • When they get to you, the responsibility stops you. 2 Do you...	Scenario #4 - Other possibilities: <ul style="list-style-type: none"> You're in the cafeteria line and you don't have a lot of time when another student cuts in front of you... You're walking down the hallway and another student you don't get along with bumps you "by accident" You're at the store in a line and an adult goes in front of you because you're just a kid...
110	COMMUNICATION SCENARIO #4 1. Say to the student. • "Excuse me." 1 • "I know you missed me." 2 • "Can't get a hand out please?" 3	
111	COMMUNICATION SCENARIO #4 2. Tell all the students. • "What's your problem?" 1 • "Why didn't you give me a handout?" 2 • "Gimme one!" 3 • "and give a handout."	
112	COMMUNICATION SCENARIO #4 3. Mutter under your breath. • "Seriously? Thanks!" 1 • "As you ask a friend to give you an extra copy of the handout." 2	
113	COMMUNICATION SCENARIO #4 4. Say nothing. • "At the end, you know one of your friends will give you an extra copy of the handout." 1	

3. You get in trouble, but...

4. Handing out exclusion



Results
scoring

Tough
Conversations

114 **COMMUNICATION**
SCORING

- Look at your circled answers.
- Each number represents points.
- Add up the points to get a score (out of 16).

115 **COMMUNICATION**
SCORING

If your score is around:

- 4: You have an **ASSERTIVE** style.
- 8: You might have an **AGGRESSIVE** style.
- 12: You might have a **PASSIVE-AGGRESSIVE** style.
- 16: You have a **PASSIVE** style.

Scoring:
This is just a survey to get a sense of our communication style. It's a starting point for conversation.

- Do you agree or disagree with the results? Why?

There's no right or wrong answer in terms of what style we use.

Remind students that we might use different communication styles depending on...

- the situation...
- who we are talking with...
- our mood...

We might even use multiple communication styles in the same conversation!

Activity #11 Styles of Communication (slide 116 - 152) - 30 min

116 **COMMUNICATION**
ACTIVITY #11

Tough Conversations

- When you want something that matters to you.
- But, they want something else (and that matters to them...)

117 **COMMUNICATION**
LEARNING SKILLS

- Can you communicate well?
- Can you express meaning in multiple ways, in a variety of contexts, including verbal ways?
- Can you ask questions and listen actively to understand what is being communicated?
- Can you clearly express yourself, verbally, in writing, and using the nonverbal aspects of communication?
- Can you understand and respect many different perspectives and viewpoints?

Tough Conversations & Styles of Communication (Express meaning in multiple ways, ask questions / listen actively; clearly express yourself; respect different perspectives; verbal communication)

Activity Overview:

- Explore different communication styles in tough conversations: **Assertive, Aggressive, Passive-Aggressive, Passive**
- Students fill out a worksheet and decide which happy face best represents each of the 4 communication styles.

Handout Preparation: **Handout - Styles of Communication**

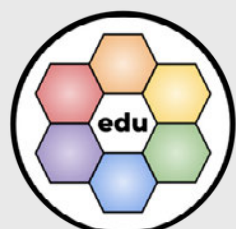
- Optional - use differentiated handout (**v1** or **v2**)
- Print out teacher **Answers - Styles of Communication**

Learning Objective:

- Can you express meaning in multiple ways, in a variety of contexts?
- Can you ask questions and listen actively to understand what is being communicated?
- Can you clearly express yourself?
- Can you understand and respect many different perspectives?

Minds on:

- It's **easier** to communicate when we agree, or when we talk with friends...
- It's **harder** to communicate when you disagree, or when you talk with people in authority (your boss / parents / teachers), or with people who don't get you.



Key Teaching Points

Communication break down

Key Teaching Points:

- This is the start of an important conversation about how to be assertive and communicate clearly and effectively.
- Remind students this is about how we communicate during tough conversations about things that are important to you
- If you don't care about the issue, then you're not necessarily being passive... You just don't care.
 - For example, what do you want for lunch? I don't care.... (That's not being passive.)
- Some people like to fight every issue... not because they care specifically about the issue... If everything matters to you, then nothing really matters to you, and you're just being argumentative.
- Being assertive also means trying to pick and choose your battles. It's recognizing where your boundaries are and working to maintain those boundaries...

EXPLAINING THIS ACTIVITY using the vocabulary from the 4 parts of Communication (video #1: <https://youtu.be/3AYdHzUVmZY>)

Strategies to be Assertive / Practice being assertive (Express meaning in multiple ways, ask questions / listen actively; clearly express yourself; respect different perspectives; verbal communication)

How does communication break down in this activity?





- Strategy #1: When the sender says "you" (encode) in their message, the person who they are talking to (receiver) may feel (decode) like they're being blamed.
 - Example: "You didn't help clean the mess."
- Strategy #2: When the sender states (encode) their interpretation of the situation like a fact (message), the person who they are talking to (receiver) may feel (decode) like they're being blamed and start to refute the message.
 - Example: "Nobody else is doing their part of the project."
- Strategy #3: When the receiver listens to the sender complain about a situation (message) and then right away starts in with their point of view / rebuttal, then the sender of the original complaint feels like they weren't heard (because there wasn't any feedback that the person actually heard the complaint.)
 - Example: the first partner says, "You didn't help clean the mess", and the other partner interrupts and says, "I was going to get more paper towel."



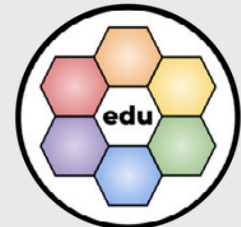
Communication Strategies

- Strategy #4: When the **sender** generalizes (**encode**) the negative behaviour of the other person (**message**), the person who they are talking to (**receiver**) may feel (**decode**) like they're being blamed with lies and start to refute the message.
 - Example: "You never help clean up."
 - Strategy #5: When you talk with someone about a tough topic, if you have an audience of other people around (**receiver**), you or your partner (**sender**) may feel the need to act (**encode** non-verbal / verbal message) cool or strong to save face.
 - Example: You feel like you need your friends' support when you talk to your partner about how they don't clean up, so you bring your besties along (for moral support), even though they're not even in the same class.
 - Strategy #6: When the **sender** just thinks about their needs and concerns and they don't listen or care about the other person's situation (**receiver**):
 - Example: "I have to do all of the work cleaning up the mess! You never do anything!"
- Strategies to improve communication:**
- Strategy #1: Use the third person - the **sender** can make (**encode**) their **message** with more neutral / objective language by using the third person (It, nouns...) so the other person (**receiver**) doesn't feel (**decode**) like they're being blamed.
 - Example: "No one helped clean the mess."
 - Strategy #2: Use "I" statements - the **sender** can make (**encode**) their **message** with the word "I" to make it more clear that they're describing their feeling / opinion and this might help the other person (**receiver**) be less defensive.
 - Example: "I feel like I'm doing a lot of work here."
 - Strategy #3: Paraphrase / repeat back what they said. When you (**receiver**) are listening to another person (**sender**) in a tough situation, if you repeat back what you heard (**feedback**), the other person in the argument might feel less angry because they feel heard / their **message** got across.
 - Example: "It sounds like you're saying that you're upset that you had to clean up after we left. Is that right? I was just going to get more paper towel to clean up the mess."







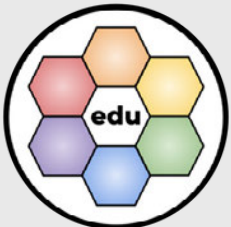
	<ul style="list-style-type: none">Strategy #4: Avoid using "never" or "always" - the sender can make (encode) their message with more specific examples (instead of generalizing with "always" or "never") so the other person (receiver) doesn't feel (decode) like they're being attacked because they feel the message is untrue.<ul style="list-style-type: none">Example: "Yesterday and the day before, I was the only one left to clean the mess."Strategy #5: Talk one on one - the sender can make (encode) their message more clear with less noise from other people.<ul style="list-style-type: none">Example: if you don't have an audience (receiver) when you're having a tough conversation with a classmate, you don't have to worry about sending messages to the crowd about how cool or tough you are, because these messages might get in the way of communicating clearly with the person you're having a disagreement with.Strategy #6: Walk in their shoes - If you (sender) think about the other person's situation first, that prior knowledge might make a difference in the way you encode your message to the person you're having a disagreement with (receiver).<ul style="list-style-type: none">Example: You (sender) realize that their point of view (receiver) was that they were helping because they went to go get paper towel, so you say, "I know you're helping by going to get paper towel, but there's also some paper towel at the teacher's desk that's closer. Why don't we just use that next time?" (message)
<div>118</div> <div></div> <div>119</div> <div></div> <div>120</div> <div></div> <div>121</div> <div></div>	<p>Which face best represents you?</p> <p>Possible Teacher prompts:</p> <ul style="list-style-type: none">A lot of kids / adults are little chameleons - everyone wants to be accepted... do you change it based on where you are or who you're with?Is there a face missing that you think should be added?If you have more than a face in a day, what percentage would you have each face for?Do kids faces change based on teachers they are with?How much of an impact does prior knowledge of a person or situation impact our "face" - in other words, if we have baggage with that person, does that affect our face?When is a time when your face will change?

Which face represents you?



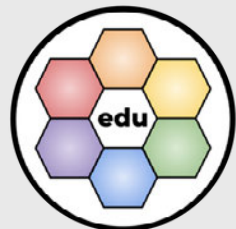
Differentiated Handout

	<p>Model / share a time with your class when your face changes:</p> <ul style="list-style-type: none">As a teacher, does your face change during parent interviews, staff meetings, when the principal watches you teach? When you're not at school?
<div><div>122</div><div></div></div> <div><div>123</div><div></div></div> <div><div>124</div><div></div></div>	<p>Handout the student package</p> <p>Note: There are 3 different versions (of scaffolding support) available depending on student / class needs.</p> <p>All 3 versions have the same thinking questions on Page 1, 4, and 5:</p> <ul style="list-style-type: none">Page 1 has some minds on questions to get students thinking about the happy faces, and which face best represents them.Page 2 / 3 is a table for note taking about the different styles of communication.Page 4 has venn diagrams to have students compare and contrast communication stylesPage 5 asks students to evaluate and choose the best happy face that represents each style of communication. It also includes reflection questions. <p>What differs is the amount of scaffolded support provided in the table on Page 2 and 3:</p> <ul style="list-style-type: none">Handout 4h. Styles of Communication is designed for older students to take notes from the lesson about the 4 different communication style.Handout 4h. Styles of Communication (v1) has all of the notes typed out so students can focus on listening and learning.Handout 4h. Styles of Communication (v2) has some of the notes typed out and blanks, so students can fill in the blanks as they go through the lessons <p>The teacher answer key has the answer table on 1 page, and possible student answers for the venn diagram.</p>
<div><div>125</div><div></div></div>	<p>This is a generic scenario that we'll use to explore all 4 communication styles...</p> <p>Minds On: Ask students what they would say if a friend asks you to finish the group project, but...</p> <ul style="list-style-type: none">You've already done your partYou're busy tonight.You don't want to do this.









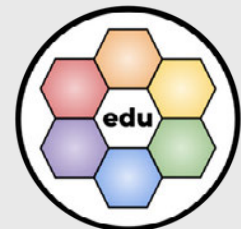
Note Taking: Assertive

<p>126</p> <p>COMMUNICATION</p> <p>1. ASSERTIVE</p> <p>Your needs come first (in a respectful way)</p>	<p>Assertive: "The Diplomat"</p> <p>Additional talking points: If someone is treating you poorly, how do you handle it?</p> <ul style="list-style-type: none">• Empower yourself.• Respect yourself• It's not always what you say, but how you say it that is important.• If you consider the rights and opinions of others, it might help you from steamrolling others.
<p>127</p> <p>COMMUNICATION</p> <p>1. ASSERTIVE</p> <p>1. Respectfully stand up for your point of view by telling the other person what you want.</p> <p>2. Set personal boundaries and limits on what you are willing to do / accept. You're willing to compromise as long as it doesn't cross your limits.</p>	
<p>128</p> <p>COMMUNICATION</p> <p>1. ASSERTIVE</p> <p>3. Your needs come first.</p> <p>4. You consider the rights and beliefs of others and their points of view.</p> <p>5. Courageous direct confrontation by being true to yourself and considerate of others.</p>	<p>Assertive - speaks and listens equally</p>
<p>129</p> <p>COMMUNICATION</p> <p>1. ASSERTIVE</p> <p>What outcome are you looking towards?</p> <p>I win. They win.</p> <p>"THE DIPLOMAT"</p>	
<p>130</p> <p>COMMUNICATION</p> <p>ASSERTIVE</p> <p>A friend asks you to finish their group project, but...</p> <p>You've already done your part.</p> <p>You're busy tonight.</p> <p>You don't want to do this.</p> <p>Saying this, I've already done my part, and I have plans tonight.</p>	<p>What could you say that was assertive?</p> <p>This could be a think pair share activity</p> <ul style="list-style-type: none">• Think about what you could say• Talk with a partner / check to see if your idea fits the 6 notes on your table (Pages 2 and 3 from the handout).<ul style="list-style-type: none">◦ How could you modify your response so that it does fit the 6 categories on your table?• Share with the group
<p>131</p> <p>COMMUNICATION</p> <p>ASSERTIVE</p> <p>Can find be:</p> <ul style="list-style-type: none">• Standing self• Positive• Earning others' respect• Helping others• Management <p>Can be seen as:</p> <ul style="list-style-type: none">• Confident• Positive• Bold• Self-assured• Effective• Diplomatic	<p>Look at the example answer on the slideshow</p> <ul style="list-style-type: none">• How is it similar or different from student responses?• Does it fit the 6 categories on the table?• How could you make this response more assertive?<ul style="list-style-type: none">◦ Possible student responses<ul style="list-style-type: none">■ Stand tall■ Look the person in the eye■ Sound confident



Note Taking:
Aggressive

<div>132</div> <div> COMMUNICATION</div> <div>2. AGGRESSIVE</div> <div>Your needs come first (at their expense)</div>	<p>Aggressive: “The Steam Roller”</p> <p>Additional talking points: If someone is treating you poorly, how do you handle it?</p> <ul style="list-style-type: none">Be forceful / demanding - this can be verbal or nonverbal. <p>Aggressive - speaks lots, listens little</p>
<div>133</div> <div> COMMUNICATION</div> <div>2. AGGRESSIVE</div> <div>1. Stand up for your point of view by telling the other person what you want. 2. Set personal boundaries to protect your needs. There's no compromise. It has to be your way because you're right.</div>	
<div>134</div> <div> COMMUNICATION</div> <div>2. AGGRESSIVE</div> <div>3. Your needs come first. 4. You don't consider other people's opinions because you don't listen, or you listen, and they're wrong. 5. Direct confrontation with others.</div>	
<div>135</div> <div> COMMUNICATION</div> <div>2. AGGRESSIVE</div> <div>What does it look like? I win. They lose. "THE STEAM ROLLER"</div>	
<div>136</div> <div> COMMUNICATION</div> <div>2. AGGRESSIVE</div> <div>A friend asks you to finish the group project but... • You've already done your part. • They're being belligerent. • You don't want to do it. NO! I did my part. You WANT TO do your part.</div>	<p>What could you say that was aggressive?</p> <p>This could be a think pair share activity</p> <ul style="list-style-type: none">Think about what you could sayTalk with a partner / check to see if your idea fits the 6 notes on your table (Pages 2 and 3 from the handout).<ul style="list-style-type: none">How could you modify your response so that it does fit the 6 categories on your table?Share with the group <p>Look at the example answer on the slideshow</p> <ul style="list-style-type: none">How is it similar or different from student responses?Does it fit the 6 categories on the table?How could you make this response more assertive?<ul style="list-style-type: none">Possible student responses<ul style="list-style-type: none">Stand tall but invade the other person's spaceLook the person in the eyeSound angryPut angry face on (eyebrows furrowed) / clench fist
<div>137</div> <div> COMMUNICATION</div> <div>2. AGGRESSIVE</div> <div>Can lead to: • Arguments • Dislikes • Hostilities • Prejudice • Fear • Isolation Can be seen as: • Hostile / Rude • Rude • Foul • Intimidating • Scolding others</div>	



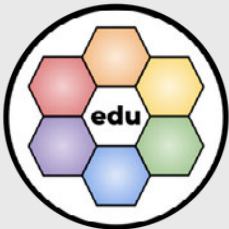
Notes: Passive Aggressive

<p>138</p> <p>COMMUNICATION</p> <p>3. PASSIVE AGGRESSIVE</p> <p>Their needs come first (regardless)</p> <p>139</p> <p>COMMUNICATION</p> <p>3. PASSIVE AGGRESSIVE</p> <p>1. Don't directly tell the other person what you want, but act unhappy.</p> <p>2. You try to imply boundaries by being unhappy, sarcastic, or intentionally slow.</p> <p>140</p> <p>COMMUNICATION</p> <p>3. PASSIVE AGGRESSIVE</p> <p>3. The other person's needs will probably come first.</p> <p>4. You listen to others, but you're afraid to say something directly to them so you go along but you're unhappy.</p> <p>5. Avoids direct confrontation, but there might be indirect resistance.</p> <p>141</p> <p>COMMUNICATION</p> <p>3. PASSIVE AGGRESSIVE</p> <p>What outcome are you working towards?</p> <p>I might</p> <p>They win. win or lose.</p> <p>"THE RAIN CLOUD"</p>	<p>Passive Aggressive: "The Rain Cloud"</p> <p>Additional talking points: If someone is treating you poorly, how do you handle it?</p> <ul style="list-style-type: none"> I might win or lose depending on the other person's actions. (If they feel guilty or feel bad that I'm acting upset, they might let me win...) <p>Passive aggressive - listen lots, reply indirectly</p>
<p>142</p> <p>COMMUNICATION</p> <p>3. PASSIVE AGGRESSIVE</p> <p>A friend asks you to help with their project, but...</p> <p>• You're already doing your part</p> <p>• You're busy tonight</p> <p>• You don't want to do this</p> <p>143</p> <p>COMMUNICATION</p> <p>3. PASSIVE AGGRESSIVE</p> <p>Can lead to:</p> <ul style="list-style-type: none"> • Damaged relationships • Loss of respect • A harder time getting what you need <p>Can be seen as:</p> <ul style="list-style-type: none"> • Flouting • Procrastinating • A rain cloud 	<p>What could you say that was passive-aggressive?</p> <p>This could be a think pair share activity</p> <ul style="list-style-type: none"> Think about what you could say Talk with a partner / check to see if your idea fits the 6 notes on your table (Pages 2 and 3 from the handout). <ul style="list-style-type: none"> How could you modify your response so that it does fit the 6 categories on your table? Share with the group <p>Look at the example answer on the slideshow</p> <ul style="list-style-type: none"> How is it similar or different from student responses? Does it fit the 6 categories on the table? How could you make this response more assertive? <ul style="list-style-type: none"> Possible student responses <ul style="list-style-type: none"> Stand a little smaller Don't look the person in the eye? Mutter under your breath / talk quietly



Note Taking:
Passive

<div>144</div> <div><div><div>COMMUNICATION</div><div>COMMUNICATION STYLES</div><div>4. PASSIVE</div><div>Their needs come first (at your expense)</div></div></div>	<p>Passive: "The Door Mat"</p> <p>Additional talking points: If someone is treating you poorly, how do you handle it?</p> <ul style="list-style-type: none">Smile and nod! Don't let them see you're upset!Your needs come second, because you're trying to avoid conflict <p>Passive - listen and don't reply (about how you really feel)</p>
<div>145</div> <div><div><div>COMMUNICATION</div><div>4. PASSIVE</div><div>1. Don't tell the other person what you want (even though it's important).</div><div>2. You never express your boundaries, so it's never your way (when someone else wants something different).</div></div></div>	
<div>146</div> <div><div><div>COMMUNICATION</div><div>4. PASSIVE</div><div>3. The other person's needs come first.</div><div>4. You listen to others, and put the other person's needs over yours.</div><div>5. Avoids any confrontation at all cost.</div></div></div>	
<div>147</div> <div><div><div>COMMUNICATION</div><div>4. PASSIVE</div><div>What outcome do you want towards?</div><div>They win. I lose.</div><div>"THE DOOR MAT"</div></div></div>	
<div>148</div> <div><div><div>COMMUNICATION</div><div>PASSIVE</div><div>A friend asks you to finish the group project, but you've already done your part. You're busy tonight. You don't want to do this.</div><div>Sorry, I can't do it.</div><div>I don't want to get into an argument.</div></div></div>	<p>What could you say that was passive?</p> <p>This could be a think pair share activity</p> <ul style="list-style-type: none">Think about what you could sayTalk with a partner / check to see if your idea fits the 6 notes on your table (Pages 2 and 3 from the handout).<ul style="list-style-type: none">How could you modify your response so that it does fit the 6 categories on your table?Share with the group <p>Look at the example answer on the slideshow</p> <ul style="list-style-type: none">How is it similar or different from student responses?Does it fit the 6 categories on the table?How could you make this response more assertive?<ul style="list-style-type: none">Possible student responses<ul style="list-style-type: none">Stand small / slouch?Smile a lotDon't look the person in the eye?talk quietly
<div>149</div> <div><div><div>COMMUNICATION</div><div>PASSIVE</div><div>Can lead to:<ul style="list-style-type: none">StressDisengagementFrustrationVictimisationWanting to get even</div><div>Can be seen as:<ul style="list-style-type: none">WeakUnassertiveA push-overA door mat</div><div>(over time steps up and down)</div></div></div>	



150

151

152

Look at your notes (the table from page 2 and 3)

Part 1: Minds on: This could be a think pair share activity as the class

- Think about what you could say
- Talk with a partner / check to see if your idea fits the 6 notes on your table (Pages 2 and 3 from the handout).
 - How could you modify your response so that it does fit the 6 categories on your table?
- Share with the group

Part 2. Thinking / Compare and Contrast

- Fill out the venn diagrams and answer the questions on page 4 using your notes from page 2/3

Teacher note:

- There's no right answer - as long as they can defend and support their point of view - their explanation will show how well they understand the similarities and differences between each style.
- Some kids who are aggressive, may not realize they come across as aggressive.

There's no right answer...



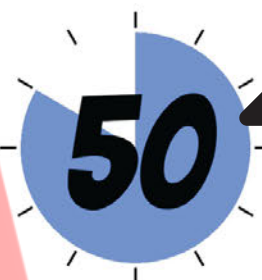


COMMUNICATION - LESSON C2: 50 min

Communication Activities Part 7 (slides 153 - 170)

OVERVIEW

- Strategies to be assertive / practice (slide 153 -170) 50 min
 - Review assertive communication style (slide 153-159)
 - Strategies (slides 160-169)
 - Practice handout (slide 170)



Lesson
C2

MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section C**, or **Slideshow - Lesson C2**)
- Class set of handout (**Handout - Practice being assertive**)
- Teacher copy of answers (**Answers - Practice being assertive**)

Strategies to be assertive / practice (slide 153 -170) 50 min

Review assertive communication style (slide 153-159)

	<p>Strategies to be Assertive / Practice being assertive (Express meaning in multiple ways, ask questions / listen actively; clearly express yourself; respect different perspectives; verbal communication)</p> <p>Activity Overview:</p> <ul style="list-style-type: none">As a class, explore strategies to help us communicate assertively.Students fill out a handout to try to come up with an assertive response for each scenario. <p>Handout Preparation:</p> <ul style="list-style-type: none">Photocopy Handout - Practice being assertivePrint out teacher Answers - Practice being assertive <p>Learning Objective:</p> <ul style="list-style-type: none">Can you express meaning in multiple ways / contexts?Can you ask questions and listen actively to understand what is being communicated?Can you clearly express yourself?Can you understand and respect many different perspectives? <p>Minds on:</p> <ul style="list-style-type: none">It's easier to communicate when we agree, or talk with friends...It's harder to communicate when you disagree, talk with people in authority (your boss / parents / teachers), or people you don't like.When we talk about being assertive, we're talking about being assertive in tough conversations:

Practice being
assertive



155

 COMMUNICATION

MINDS ON

Let's review what it means to be assertive.

Think, we'll learn strategies to help us be more assertive. Study, and I practice these strategies on a friend.

156

 COMMUNICATION

MINDS ON

1. ASSERTIVE

Your needs come first (in a respectful way)

157

 COMMUNICATION

MINDS ON

1. Respectfully stand up for your point of view by telling the other person what you want.

2. Set personal boundaries and limits on what you are willing to do / accept. You're willing to compromise as long as it doesn't cross your limits.

158

 COMMUNICATION

MINDS ON

3. Your needs come first.

4. You consider the rights and beliefs of others and their points of view.

5. Courageous direct confrontation by being true to yourself and considerate of others.

159

 COMMUNICATION

MINDS ON

What outcomes do you want?


I win. They win.

THE DIPLOMAT

Review Assertive communication strategy from previous lesson.

Strategies (slides 160-169)

160

 COMMUNICATION

HOW TO BE ASSERTIVE


Being assertive is a skill that can be learned by anyone.

- It is hard work.
- It takes practice.
- It gets easier with practice.

THE DIPLOMAT

I win. They win.

161


 COMMUNICATION

STRATEGIES


TRY THESE STRATEGIES

to communicate assertively (instead of aggressively.)

162

 COMMUNICATION

THINGS TO SAY










You might be predisposed to a certain communication style, but we can also use strategies to help us be more assertive.

Here are 4 strategies about things to SAY to help us communicate assertively (or less aggressively):

1. Use third-person
2. Use I statements
3. Paraphrase what they said
4. Avoid using words like "never" and "always"

4 strategies to be assertive



163		<p>Possible Teacher Prompts: Think of a time you had a tough conversation</p> <ul style="list-style-type: none"> Which strategies have you used before? Did they work? Why or why not? Which of these strategy do you think is the best?
164		<p>Remind students</p> <ul style="list-style-type: none"> Just because you use strategies, doesn't guarantee you'll get the result you'll want. But strategies help improve our chances by helping us to communicate more clearly.
165		
166		
167		<p>Here are 2 strategies about things to DO to help us communicate assertively (or less aggressively)</p> <ol style="list-style-type: none"> Talk one-on-one Start from their point of view.
168		<p>Possible Teacher Prompts: Think of a time you had a tough conversation</p> <ul style="list-style-type: none"> Which strategies have you used before? Did they work? Why or why not? Which of these strategy do you think is the best?
169		<p>Remind students</p> <ul style="list-style-type: none"> Just because you use strategies, doesn't guarantee you'll get the result you'll want. But strategies help improve our chances by helping us to communicate more clearly.

It doesn't always work...



Practice handout (slide 170)

170



Hand out the student package **Handout - Practice being assertive**

Remind students to use the **6 assertive strategies** and the **communication criteria table** to help them come up with assertive, aggressive, passive-aggressive, passive responses to each scenario.

- Students should use their notes from the handout package from the last activity (4h. Styles of Communication)
- They can also use the condensed communication criteria table provided on page 4 of this handout (handout 4i)

There are many ways you could deliver this lesson. Here's one possibility:

Option 1. Do the scenarios as a class (think pair share)

- Teacher reads the scenario.
- Students think about what you could say for each of the 4 communication styles. (Use the communication criteria table on Page 4 to make sure their response fits.)
- Students work in pairs to check to see if their response works
 - How could you modify your responses so that it does fit the 6 categories on the communication criteria table?
- Share with the group / take up the answers.

Teacher note:

- There's no right answer - as long as they can defend and support their point of view - their explanation will show how well they understand the similarities and differences between each style.
- Some kids who are aggressive, may not realize they come across as aggressive. This is a good opportunity to review the 6 assertive strategies.

Practice
time



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MINDSET

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6Cs Communication C - START HERE - Page 6 of 10

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Specific things to know about this product: 6Cs Communication C version 2022-07-24

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6Cs Communication C - START HERE - Page 7 of 10

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Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

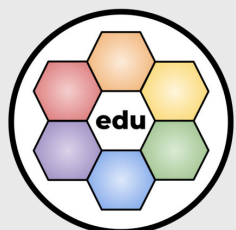
- Download the most recent version: [6Cs Communication C](#)
- How to update (or know if you need to update): [HELP \(6Cs Communication\)](#).

SINGLE PDF FILE update 2022-07-18

1. This product has been simplified into a bundle of single TpT **digital download PDF** products:
 - <https://links.educircles.org/tpt/6cs-communication-a>
 - <https://links.educircles.org/tpt/6cs-communication-b>
 - <https://links.educircles.org/tpt/6cs-communication-c>
 - <https://links.educircles.org/tpt/6cs-communication-de>
2. The original product was a bundle of TpT **Google Drive folder** products. The TpT Google Drive folder products will be archived:
 - <https://www.teacherspayteachers.com/Product/6Cs-Communication-Folder-1-5872061>
 - <https://www.teacherspayteachers.com/Product/6Cs-Communication-Folder-2-5872054>
 - <https://www.teacherspayteachers.com/Product/6Cs-Communication-Folder-3-5872044>
3. If you purchased an older TpT Google Drive folder product, please email Mike@educircles.org

This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version (Easel by TpT)**
- **I added Microsoft versions for all files**
- **No changes to teaching content in Section C:**
- Other changes
 - Files are now packaged by section (A. Communication Activities, B. Metaphors and Memes, C. Assertive Communication, D/E Video + Consolidation) instead of splitting Google Drive folders by use (i.e. Print and Teach, Edit the documents, Google Classroom),
 - Simplified file names using descriptive words (handout, slideshow).
 - Minor changes to formatting / layout
 - Combined all handouts into a single PDF for easier printing
 - Removed Google Slides versions of handouts (and replaced with Easel by TpT)



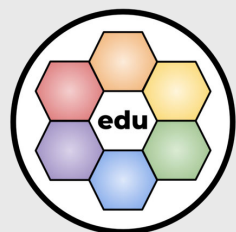
Version 2.6 Simplifying file organization on Sep 5, 2020

This update is about trying to make the file organization more clear and less overwhelming.

- No changes to content. Just changes in file names and Google Drive folder organization
- Made file names shorter by removing "Educircles"
- Organized the Google Drive folders by intended use (instead of just going numerically)
 - Folder 1 has the files so teachers can just print and teach. (PDFs and the main slideshow file **File 3**)
 - Needed to combine files to meet the TpT requirement of 30 files in a Google Drive folder.
 - Combined File 2a Lesson Outline and File 2b Lesson Plans into a single file (File 2 Lesson Outline and Lesson Plans)
 - Combined File 5a Who am I - Cartoons and File 5b Who am I - Celebrities to (File 5a Who am I)
 - Folder 2 has the editable Google Docs or Google Slide files for the handouts.
 - Folder 3 has modified files for Google Classroom. (This includes all of the duplicated slideshow files for individual google classroom assignments. It also includes any modified versions of handouts for easier completion online.)
- Updated the READ ME file
 - Fixed errors
 - Added information about "NOT EASY but WORTH IT"
 - Added section header tables from the lesson plan to show which files are the same.
 - Updated the Quick Start Guide to try to clarify the 3 google drive folders.

Version 2.0 Distance Learning update on Aug 4, 2020

- Main content is identical to version 1.0 but this product now contains additional files to make it easier for online use and distance learning
- The files are all in Google Drive for 1-click easy copying of the lesson folder into your Google Drive. No more copying view-only files.
- The slideshow in Google Slides format includes 1 large file (**File 3**) if you are teaching in the classroom, but you also get 5 smaller files in case you are only teaching 1 section: (**File 3** Lesson A, B, C, D, E)
- Easy uploading to Google Classroom assignments by lesson. The slideshow is now also broken up into individual lessons that you can upload:
(**File 3** Lesson A1, A2, A3, B1, B2, C1, C2, D1, D2, D3, E1, E2)
- Added NEW lesson review handouts for lessons that didn't previously have handouts (**File 4** A1, A2, A3, B1, D1, D2, D3a, D3b, D3c, D3d)
- Adapted for Google Classroom
 - Describe the drawing (**File 5e**) has been converted into Google Slides format with tutorial slides on how to draw in Google Slides.
 - Make your own meme (**File 5f**) has been converted into Google Slides format so students can answers directly in text boxes and also create captions over an image for their meme.
 - What's your (communication) style survey (**File 5g**) has been converted into Google Slides format so students can type numbers in text boxes and click and drag circles.
 - Styles of Communication note taking (**File 5h**) has been converted into Google Slides so students can type directly in the Venn Diagram (text boxes)
 - Vocabulary Builder Graphic Organizer (**File 6**) has been converted into Google Slides so students can type directly on the Frayer Model (text boxes)
- File numbers and lesson timing have changed

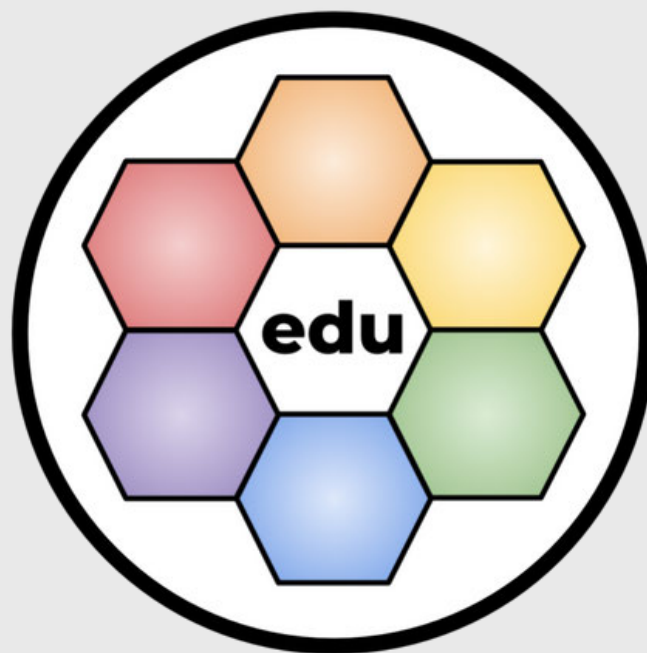


Version 1.0: Initial release of Communication

- This version included a zipped file with Microsoft Powerpoint, Google Slides, Microsoft Word, and PDF
- If you have purchased this product but would also like a copy of the Microsoft Powerpoint and Word versions, please email me at support@educircles.org
- Note: You will need to install the Bangers (comic book) font which I use for titles and headings. (The free font and installation information is included in the zipped file.)
- This version only includes the slideshow lessons in a single file. Additional content in Version 2.0 is not available in MS Powerpoint or Word format.

PREVIEW
do not print





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