

How to look confident and assertive- group activity (Session 2 of 3)

Acknowledgements

This resource is reproduced with the kind permission of East Sussex County Council Anti-Bullying Team, from their Practitioners' Toolkit: *Responding to bullying of children & young people with special educational needs and disabilities*.

This is Session 2 of 3, and can be used individually or in sequence: Session 1 looks at "Dealing with name-calling" and Session 3 focuses on with "Promoting positive friendship skills".

You may however, want to think about the group meeting on a regular basis beyond the three sessions. Where a group of Year 7 young people have been brought together at the beginning of a new term, you might want to think about the group meeting regularly over the first school term, as part of their settling in process.

How to look confident and assertive- group activity

Sometimes it may be more beneficial to work with a group of young people with SEND, using a nurture group style approach, as opposed to working with each young person individually. This can be particularly useful where a group of young people with SEND have been identified as being vulnerable to bullying behaviour as they make the transition from primary to secondary school. Better still, schools could consider mixed groups of learners.

There are a number of benefits of using a group work approach. These are:

- **As part of a wider group, children and young people have the opportunity to make new friends - a key protective factor against bullying behaviour.**
- **Children and young people are able to support each other and reinforce the anti-bullying strategies that they learn.**

Outcomes

By the end of the session members of the group will understand:

- There are different kinds of people (passive, assertive and aggressive).
- The importance of body language and tone of voice in deflecting bullying behaviour.
- Identified ways to practise their assertiveness skills.

Resources

- Copies of the assertive, passive and aggressive characters
- Copies of the assertive, passive and aggressive characters worksheet
- Copies of the blank assertiveness chart and character traits
- Copies of the completed assertiveness chart and character traits

ACTIVITY 1 Reassert ground rules:

It will be important to get the young people to discuss setting ground rules at the beginning. Write these down on a flip chart and hang them up for everyone to see. Explain that anyone can ask to go back to these at any time.

They may include:

- Arriving to the sessions on time
- Switching off mobile phones
- Not interrupting when others are talking in the group
- Respecting other people's contributions and their feelings
- Things that are discussed within the group remain confidential i.e. not discussed with other people outside of the group.

ACTIVITY 2 Ways to show confidence with body language

Start the session off by asking the young people to walk around the room with their heads down with no eye contact. After a few minutes ask them to stop. How do they feel?

Now ask them to walk around the room again, but this time making eye contact with others in the group. Ask them to smile. After a few minutes stop them and ask them how they feel now?

ACTIVITY 3 Passive angry and assertiveness characters

Use copies of the passive, angry and assertiveness characters to start a discussion about body language. At this point you may need to discuss what passive (shy), assertive (confident) and aggressive (angry) means.

DISCUSS

What kind of people do we think each of these posters might be like?

How would they behave?

What would they be like in the classroom or in the playground?

What kind of friend would each one be?

ACTIVITY 4 Worksheet

Handout copies of the assertive, passive and aggressive characters worksheet.

Take out the **blank assertiveness chart** and accompanying brief descriptions. Start with body language (**Column 1**), read out each of the brief descriptions and ask the young people to match this to the corresponding character e.g. hunched, head down, with little eye contact, describes the body language of a passive person.

DISCUSS how important body language is. 70% of our communication with others is done using body language, often without us even noticing or realising that we're doing this. To illustrate the point, sit as if you are bored, sad, confident or impatient and get the group to say what you're feeling.

EXPLAIN the way we sit and stand sends out messages about what we're feeling. Ask the group which of the 3 characters is most likely to get picked on? Why is this?

EXPLAIN to the group that by looking confident, you can make people believe you are confident, and the more likely they are to treat you this way. If you look confident people are less likely to bully you even if you don't feel confident inside.

Completed assertiveness chart.

	Body Language	Tone of voice	Expressing feelings	Standing up for yourself	What others think of them
<p>Agressive</p> 	Seem bigger than they are. They stare or glare.	Loud and angry	Loud and angry.	Often becomes loud and angry.	Can make people nervous of them. People are not sure how they are going to react.
<p>Assertive</p> 	Chin up, shoulders back, confident eye contact, smiling, feet apart.	Clear firm and to the point.	Clear and polite.	Tells people what they do/don't like very clearly and politely.	Is likely to have more friends as people know where they stand with them.
<p>Passive</p> 	Hunched, head down little eye contact.	Quiet or muttering.	Don't tell people how they feel. Often get tearful or angry.	Will either ignore or go along with others.	Often ignored by others or treated unkindly because others know they won't stand up for themselves.

Now go onto **column 2**. Using the phrase "I'm feeling really happy" start by saying this loudly and aggressively, then in a quiet and muttering voice, and lastly in a clear and confident way with good eye contact. Discuss the different effect each has and the way that we convey how we are feeling through the tone of our voice. Which one sounds like you mean what you say without threatening someone?

Repeat the sequence for **expressing feelings**. Discuss why the passive character 'gets angry or upset'. Talk about sometimes having to explain how important it is to let other people know how we are feeling and that often we expect people to know how we are feeling, when they don't. Give some examples "I feel really upset when you ignore me" or "I don't like it when you shout at me".

Go onto the '**Standing up for yourself**' column. Repeat the sequence. Discuss how you might use the 'I' statements to stand up for yourself. Look at the passive response. Will that stop nasty things happening to them? Discuss, out of the three which one has the easiest life?

Repeat the sequence for the **last column**. If you are dealing with an aggressive young person focus on the 'is a scary friend to have'. Is this true? Why might that be?

Look at the completed chart. Which one does the young person think they are? Which of the 3 has the easiest life? Which would it be best to be? Discuss if any of the assertive column they find easy. What might they need to practise? (Only circle a couple). Give the young person the filled in sheet and circle the things they need to practise.

Handout copies of the completed **assertiveness chart worksheet**.

ACTIVITY 5 "It's not what you say... it's how you say it!"

This is a good optional activity for showing the importance of how you say something and not just the content.

Get 7 young people to stand in a line and each deliver the following line: 'I never said she stole that pencil'

Each young person will deliver the line with a word from the sentence emphasized over another word. This will show the young people how the way you say something can change the meaning and encourage them to think about the way they speak to each other as well as the content.

This works well in larger groups so that there is an audience to hear the changes in tone but could also be adapted to work with smaller groups.

'**I** never said she stole that pencil'

'I **never** said she stole that pencil'

'I never **said** she stole that pencil'

'I never said **she** stole that pencil'

'I never said she **stole** that pencil'

'I never said she stole **that** pencil'

'I never said she stole that **pencil**'

ACTIVITY 6 Homework

Ask the young people to practise looking confident in a mirror at home, standing up straight, chin up, good eye contact, etc.

Ask them to practise speaking clearly and firmly, using I statements.

Help us improve this resource

If you have ideas or suggestions that would improve this resource, such as alternative statements, or adaptations to make activities more affective with younger/older learners, or in the context of specific learning difficulties, we would really welcome your suggestions and comments:

Please contact antibullying@afa3as.org.uk

ABA Information Hub: www.anti-bullyingalliance.org.uk/1198

Achievement for All 



Funded by



Department
for Education

SEN and disabilities: developing effective anti-bullying practice: A programme of work, led by the Anti-Bullying Alliance and funded by the Department for Education, to reduce the incidence and impact of bullying of children and young people with SEN and/or disabilities in schools.

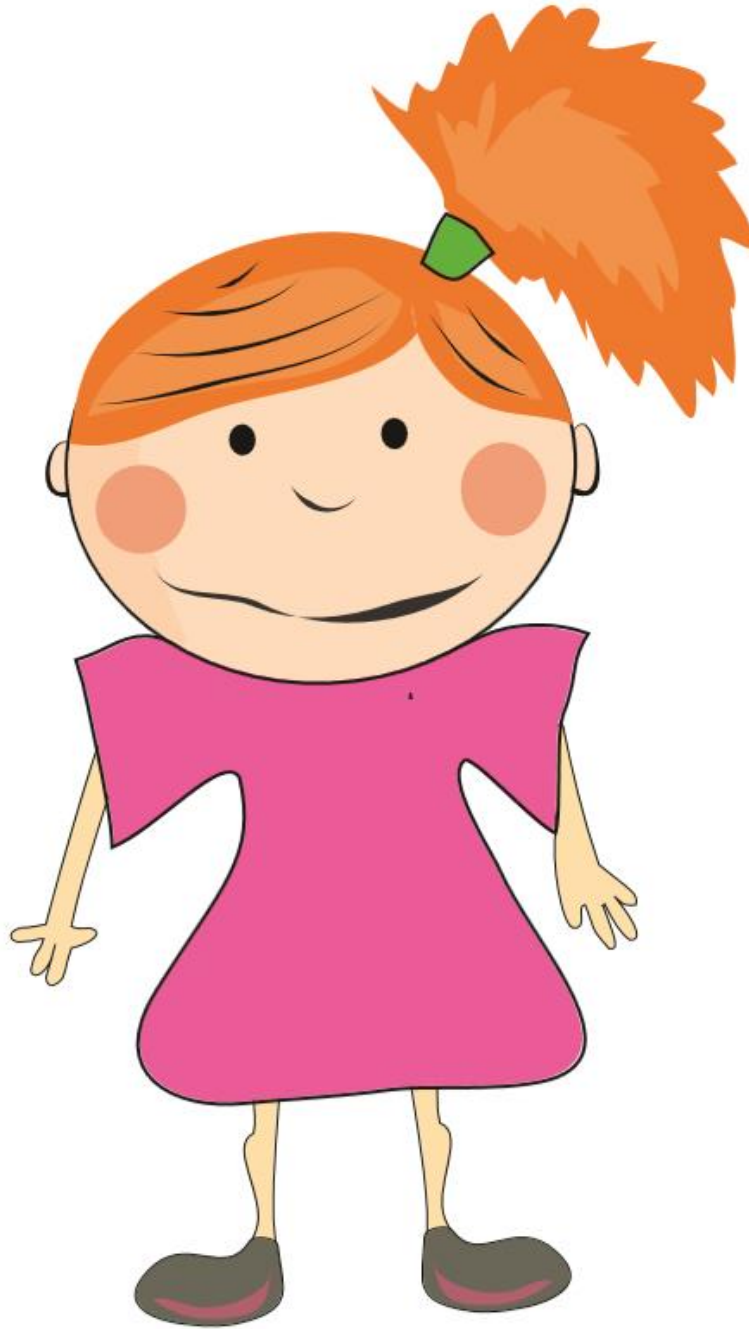
AGGRESSIVE



ASSERTIVE



Passive



AGGRESSIVE



I seem bigger than I am.

I'm loud, bossy and pushy. I often glare or stare at others.

I get my own way. I often start sentences with "You".

ASSERTIVE

I'm firm, direct and honest.

I respect other people. I tell people what I want clearly and politely. I often start sentences with "I". I make good eye contact.

I speak clearly and to the point. I'm confident about who I am.






Passive



I find it difficult to stick up for myself.

Other people ignore me. I speak quietly and mutter.

I often get angry or tearful. I find it difficult to make eye contact.

<p>Aggressive</p> 	<p>Body Language</p>	<p>Tone of voice</p>	<p>Expressing feelings</p>	<p>Standing up for yourself</p>	<p>What others think of them</p>
<p>Assertive</p> 					
<p>Passive</p> 					

	Body Language	Tone of voice	Expressing feelings	Standing up for yourself	What others think of them
<p>Agressive</p> 	Seem bigger than they are. They stare or glare.	Loud and angry	Loud and angry.	Often becomes loud and angry.	Can make people nervous of them. People are not sure how they are going to react.
<p>Assertive</p> 	Chin up, shoulders back, confident eye contact, smiling, feet apart.	Clear firm and to the point.	Clear and polite.	Tells people what they do/don't like very clearly and politely.	Is likely to have more friends as people know where they stand with them.
<p>Passive</p> 	Hunched, head down little eye contact.	Quiet or muttering.	Don't tell people how they feel. Often get tearful or angry.	Will either ignore or go along with others.	Often ignored by others or treated unkindly because others know they won't stand up for themselves.

'**I** never said she stole that pencil'

'I **never** said she stole that pencil'

'I never **said** she stole that pencil'

'I never said **she** stole that pencil'

'I never said she **stole** that pencil'

'I never said she stole **that** pencil'

'I never said she stole that **pencil**'