

## Curriculum References

PSHE, Key Stage 4.

- 1a. Pupils should be taught to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals.
- 2b. Pupils should be taught to use assertiveness skills to resist unhelpful pressure.

## Road Safety Messages

Drinking and driving.

Avoiding accidents by staying in control.

## Aim(s) of Lesson

To consider assertiveness as a way of managing pressures including anger, stress, time and peer pressure.

## What you will need

Activity Sheet: *Responding to Situations*.

Discussion Sheet: *Drinking and Driving*.

Diagram: *I'm OK, You're OK*.

## Activities

- Begin the lesson by explaining that you are going to consider assertiveness as a way of managing a range of pressures. These pressures include stress, anger, time pressure and peer pressure.
- Ask pupils to work in pairs and to explain to each other what they think assertiveness means.
- Bring the class back together and discuss whether or not people are clear about the meaning of assertiveness.
- Explain that one way to understand assertiveness is to contrast assertive behaviour with aggressive behaviour and with passive (or submissive) behaviour.
- Distribute the activity sheet *Responding to Situations*. Working in pairs or small groups, ask pupils to identify which of the responses are assertive/aggressive/passive (or submissive).
- Bring the class back together and discuss their suggestions. Draw out and summarise the characteristics of assertive/aggressive/passive people. Examples could include:

*Passive (submissive) people tend to...*

- Put up with things.
- Give in easily to others.
- Do things that they don't really want to do because they go along with what other people want to do.
- Don't stand up for themselves.

*Aggressive people tend to...*

- Dominate others.
- Be rude, sarcastic, abusive.
- Try to get their own way regardless of what other people want.
- Express their own views without listening to others.

*Assertive people tend to...*

- Stand up for their own rights but respect other people's rights at the same time.
- Express their own views but also listen to other people.
- Stay calm and polite even when they disagree with other people.
- Negotiate rather than try to dominate or give in.

- Summarise the discussion with the concept of 'I'm OK/you're OK' as an explanation of assertiveness, which can be shown as three points of a triangle. Refer to *the diagram: I'm OK, You're OK*.
- Distribute the discussion sheet *Drinking and Driving*. Working in pairs or small groups, ask pupils to consider the situations and to identify an assertive way of dealing with each one. Go on to identify possible aggressive and passive responses and to record their ideas.
- Bring the class back together and share ideas about assertive ways of dealing with the situations. Compare these with pupils' ideas about aggressive or passive responses. Focus on potential consequences of aggressive or passive responses.
- Emphasise that assertive behaviour helps people keep control of situations where they are under pressure. This is often true of situations related to travel whether as drivers, passengers or pedestrians. Examples might include situations where passengers argue or where there is pressure to speed or to drive after drinking.

## Review

- Ask pupils to reflect on how assertive they are when faced with pressure. Ask them to focus on one pressure relevant to their own lives, eg stress, anger, time pressure or peer pressure and think about how they could deal with it more assertively.

# KS4: PSHE 6

## Being assertive and in control

### Activity Sheet Responding to situations

Look at the following situations and the different possible responses.  
Decide which response is assertive, which is aggressive and which is passive.

#### SITUATION ONE

You take an expensive pair of trainers back to the shop as they have split soon after you bought them. You ask for your money back or a new pair. The shop assistant says that's not possible.

	Assertive	Aggressive	Passive
<b>POSSIBLE RESPONSES</b>			
● Shout angrily that you'll never shop there again and storm out of the shop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● Insist politely on seeing the manager to discuss the issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● Accept the shop assistant's reply and leave feeling embarrassed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### SITUATION TWO

You belong to the school drama group. In your absence you have been 'volunteered' to play the leading role in the next production. You are not confident and don't want such a big part but feel under pressure.

	Assertive	Aggressive	Passive
<b>POSSIBLE RESPONSES</b>			
● Agree reluctantly, then you fake illness on the day of the performance and don't turn up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● Say nothing until the next meeting and then lose your temper and threaten to leave the drama group unless you are given a smaller part.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● Speak to the director straight away and say that you are proud to have been suggested for the part but that you are not accepting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### SITUATION THREE

Your friend asks you to pay for his/her lunch as he/she has left their wallet at home. This has happened several times before and your friend never remembers to repay you.

	Assertive	Aggressive	Passive
<b>POSSIBLE RESPONSES</b>			
● Explain clearly that you are not willing to lend them any more money and suggest that they borrow it from the school office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● Get angry and call your friend a scrounger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● Pay yet again, too embarrassed to mention the money already owed to you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## KS4: PSHE 6

# Being assertive and in control

### Discussion Sheet Drinking and driving

*Discuss the following situations.*

*Think of an assertive way of dealing with each situation.*

*Go on to think of possible aggressive and passive responses.*

- 1. Your parents often collect you from parties and friends' houses late at night. They have usually had a drink but always appear to be very safe.**
- 2. Your older brother/sister often drives after drinking alcohol and is convinced that they are 'fire proof'. He/she wants to join the police service.**
- 3. You end up having to drive some intoxicated friends home. You are worried about their behaviour in the car.**
- 4. Your friends know you are driving tonight but insist that one drink is perfectly alright and well within the law.**
- 5. The person chosen to drive has clearly had loads to drink. You never drink much and feel OK. Your friends want you to drive the other person's car home.**
- 6. A friend of yours has a serious drink problem and is drinking throughout the day. She frequently takes the car out when she's had half a bottle of gin. You really feel you ought to tell someone.**

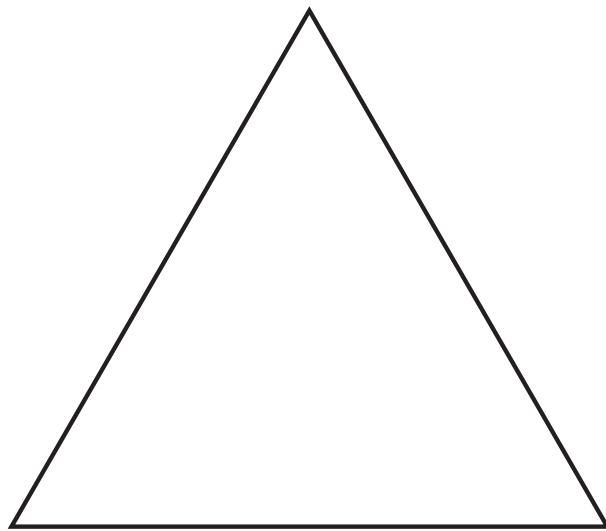
## KS4: PSHE 6

### Being assertive and in control

**Diagram** I'm OK, You're OK

**I'm OK and you're OK**

(Assertive)



**I'm OK but you're not OK**

(Aggressive)

**I'm not OK but you're OK**

(Passive)