



Cap sur l'école inclusive
en Europe



Pedagogical, sheet

Preventing indiscipline by training assertiveness

Section of the module /E

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Objectives

- Identifying aggressive, manipulative, passive and assertive attitudes;
- Reflecting about the advantages/disadvantages of each of them;
- Promoting assertiveness.

Principles and theoretical fundaments on the basis of the theory

Assertiveness has a great importance because it is closely related to the child's self-esteem, being a shield that will protect her for life. However, the behaviours or skills to be or not to be assertive are learned, they are habits, patterns of behaviour. It is learned through imitation and reinforcement, that is, through what our parents, teachers, friends and means of communication, among others, convey to us while behaviour role models. Therefore, there isn't an "innate personality" which is assertive or not assertive, neither do we inherit assertive characteristics, it is, therefore, a learning process.

The little ones assimilate everything they hear and see, forming basis for what they will be later as adults

and, as a consequence, it is necessary that the children to live the pleasure of learning and learn how to relate properly with the others, without considering themselves worse than the others around her/him.

Target public

It can be applied in any lesson of the basic education that is not working due to indiscipline.

The “surprise” factor, as they are not expecting that reaction from the teacher, may make them understand that promoting situations of conflict is not beneficial for them, making them change their behaviour.

Material / Instruments :

- Pencil or pen
- Questionnaire

Bibliography / References:

Adapted from the Activity For Civic Training,

Psicoterapia cognitivo-comportamental: www.Comoandaatuaassertividade.htm;

Autoajuda: www.cemp.com.br/textos22.htm;

Vitimosidade vs Assertividade: www.vitimosidadeversusassertividade.htm.)

Presentation of the methodology :

Using the analysis of a situation that shows lack of assertiveness in the classroom.

- Answering a questionnaire that shows the assertiveness experienced by each of the students.
- Analysing the answers given by the students and reflecting about possible changes.

Situations of conflict watched or experienced in the classroom/school or, as for exemple, the ones that follow:

The soup is spoiled

A. What crap!

B. I can't eat this, I'm going to ask for another thing.

C. I'm going to eat this. I hope I won't get sick.

D. Is your soup also spoiled? Have you ever seen anything like this? You got some nerve! They only want to earn money! Don't you want to complain, you are really good at it.

Someone tries to get ahead

A. Wait for your turn.

B. People are always passing ahead!

C. They've got the nerve!! He thinks he is smarter... go back to the line!!

D. And you allow people to pass ahead? After all you are a coward!!

A hair in the sandwich

A. A hair! How disgusting! I'm going to take it out... I hope nobody is watching...

B. Do you mind giving me another sandwich? This one has got a hair.

C. This is disgusting! This place is a dump! I'm leaving and I won't come back here any more.

Presentation of the methodology:

When the teacher verifies that there's too much indiscipline in the classroom, he informs, in a very calm way, that as they are not interested in the lesson they are going to play a game (saying the word **game**, the **surprise** effect, the calm tone of the teacher and the **playful aspect** of the new activity may raise the interest of the students and may put an end to indiscipline).

Then, the teacher informs about what they are going to do:

- 1- They will analyse/describe situations that reveal lack of assertiveness (the situations presented in the "instruments" or the situations experienced/watched in the class or school) and then they will reflect about the different answers and the characteristics of each person – 15 min.
- 2- They analyse the Advantages/disadvantages of each answer – 15 min.
- 3- They answer the questionnaire "How is your assertiveness?" after the projection of the document (the teacher can read the recorded Test as strategy to use if necessary). Then the answers are written on the exercise book. In the end, they can see how they are reacting in their relationship with the others- 5 min.
- 4- The teacher and the students discuss the results of the questionnaire and reflect about the following questions:

4.1 – How should we act in society?

4.2 – What are the advantages that come from the way we act in society ?

Questionnaire: "how is your assertiveness?"

Put a cross (x) on the hypothesis you consider as correct

Situations	Do you feel uncomfortable when	Do you feel comfortable when
1. You ask for a favour to someone...		

2. You admit you are afraid to ask for help		
3. You say to someone you like that he/she did something disturbing		
4. You admit you don't know about the subject that is being discussed		
5. You ask someone if you have offended him/her		
6. Argue with someone that has criticized your behaviour...		
7. You express an opinion different from the one expressed by the person you are talking to.		
8. You criticise a friend		
9. You criticise your boyfriend/girlfriend		
10. You express your opinion to a person you don't know very well		
11. you contradict someone, even when you know that is going to hurt him/		
12. you compliment someone for his/her creativity		

Analysis of the results:

More than 6 answers Uncomfortable	You are having problems about dealing with social situations and it would be important to see how these difficulties are interfering in your life.
Less than 6 answers Comfortable	You are dealing in a peaceful and appropriate way with the different social situations.

Skills affected

- Communication in the mother tongue ;
- Linguistic skills ;
- Sensitivity, cultural and artistic expression;
- Social and civic skills;
- Development of the cognitive skills

Evaluation:

The evaluation of the activity should take into account the implementation of a questionnaire. The teacher should reflect about the practical results and the evolution of the answers of the students both in individual and collective terms.