

ASSERTIVE RIGHTS

Include these *rights* in your everyday thinking and gain self-respect, as well as respect from others.

I have the right to . . .

1. ___ say "NO".
2. ___ be competent and proud of my accomplishments.
3. ___ feel and express anger.
4. ___ be treated as a capable human being.
5. ___ make mistakes and be responsible for them.
6. ___ change a situation.
7. ___ say "I don't know, I don't agree, and I don't understand."
8. ___ be treated with respect.
9. ___ express my needs, opinions, thoughts, ideas, and feelings.
10. ___ judge my own behavior and be responsible for it.
11. ___ take pride in my body and define attractiveness in my own terms.
12. ___ have a support system.
13. ___ be myself and have a separate identity.
14. ___ structure my own time priorities.
15. ___ request help and receive information from others.
16. ___ ask and not assume.
17. ___ have privacy.
18. ___ say "I'm not willing to accept that responsibility."
19. ___ be imperfect.
20. ___ grow, learn, change, and to value my age and experience.
21. ___ recognize MY needs as important.
22. ___ _____
23. ___ _____
24. ___ _____
25. ___ _____

ASSERTIVE RIGHTS

I. PURPOSE:

To increase assertive skills by recognizing assertive rights.

II. GENERAL COMMENTS:

Assertive rights are often overlooked. Many people were never taught these *rights* as children, and many are in relationships infringing on these *rights*. Recognizing and exercising these assertive rights empower people, offering a sense of control and dignity.

III. POSSIBLE ACTIVITIES:

A. 1. Distribute handouts.

2. Encourage each group member to choose one *right* and explain it to the group, stating why it's important and ways to exercise that *right*.

3. Consider as a follow-up activity, role-playing the "difficult" assertive rights and processing the benefits of exercising these *rights*.

B. 1. Distribute handouts.

2. Discuss concept of assertive rights.

3. Instruct each group member to check off those *rights* that are difficult for him/her to accept and live by.

4. Encourage each group member to stand and read aloud those statements he/she has checked, beginning with "I, _____, have the *right* to _____".

5. Ask each group member to conclude with one goal.

6. Encourage applause for efforts after each member shares.

7. Process benefits of this activity.

~~ASSERTION~~ *diary*

OPPORTUNITY TO BE ASSERTIVE	MY RESPONSE	FEELINGS AS A RESULT OF MY RESPONSE	WAS I SATISFIED WITH MY RESPONSE?	OTHER POSSIBLE ASSERTIVE RESPONSES
			<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	

ASSERTION *diary*

I. PURPOSE:

To increase assertive skills by observing, recording, and evaluating responses in various situations.
To identify alternative assertive responses.

II. GENERAL COMMENTS:

Assertive skills allow for more effective communication. On a daily basis, one is given numerous opportunities to be assertive. Some interactions are handled assertively, thereby enhancing relationships and positively affecting self-esteem; others are handled in a passive or aggressive way, possibly harming relationships and lowering self-esteem. Diaries assist in the assessment process by allowing the individual to 1) recall interactions throughout the day, 2) record them in a logical, organized way, 3) evaluate them, and 4) identify alternative responses.

III. POSSIBLE ACTIVITIES:

- A. 1. Provide overview of assertion, discussing how it improves communication and relationships.
2. Distribute handout and provide the following example for group members:

Opportunity To Be Assertive	My Response	Feelings as a Result	Was I Satisfied?	Other Possible Assertive Responses
When the receptionist at the doctor's office continued a personal phone call for several minutes while I was waiting to be assisted.	I said nothing. I just stood there waiting.	Angry. Frustrated. Resentful. Irritated.	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input checked="" type="checkbox"/> no	"Excuse me. I have an appointment at 2:00 and would like to fill out any forms while I'm waiting." "Hi, I'm here for my 2:00 appointment and wanted to let you know."

3. Encourage group members to complete handout with 5 examples that have occurred within the past week.
4. Ask group members to share 2-3 of their examples, as time permits, and encourage feedback and support from others.
5. Process benefits of using a diary to increase assertive skills.
- B. 1. Photocopy 7 handouts per group member and staple in packets.
2. Provide overview of assertion, discussing how it improves communication and relationships. Include a discussion of the many opportunities available for assertion each day. Briefly describe purpose of diary and benefits.
3. Distribute one packet per group member.
4. Instruct group members to complete the first diary handout for today.
5. Share as able.
6. Instruct group members to use remaining 6 sheets as daily diaries. If possible, follow through in next week's group or individual sessions.
7. Process benefits of using a diary to increase assertive skills.

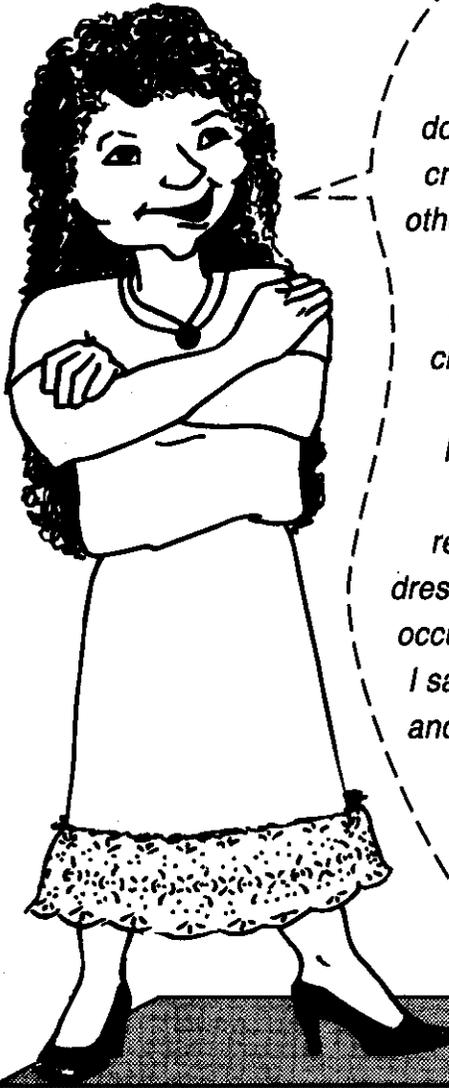
Passive – AGGRESSIVE

Passive -AGGRESSIVE is a category of behavior and communication associated with indirect aggression. It takes the form of a passive, but non-confrontive style.

Meet

PATRICIA

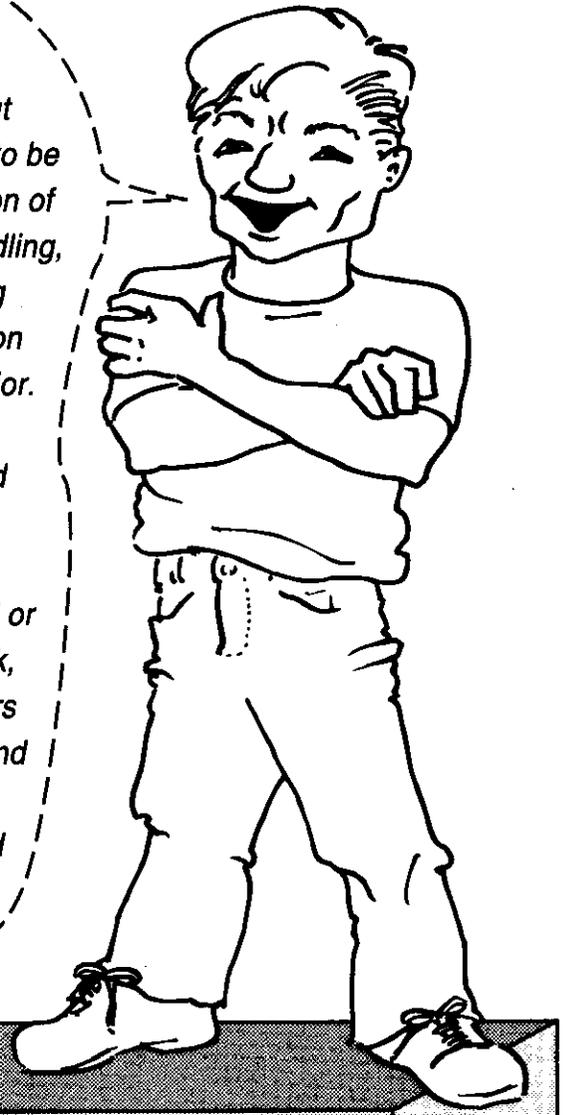
Passive-AGGRESSIVE



Meet

PATRICK

Passive-AGGRESSIVE



Hi! I'm
sarcastic and sly –
often feeling one way, but
doing something else. I like to be
critical of advice and direction of
others. Sulking, pouting, dawdling,
procrastinating and being
chronically late are common
characteristics of my behavior.
Negative and pessimistic,
I often feel like a victim and
have difficulty accepting
responsibility. Sometimes, I
dress inappropriately for social or
occupational activities. At work,
I sabotage the efforts of others
and often have educational and
social failures. I often feel
envious and resentful and
am subtly antagonistic.

Helpful strategies in dealing with *Passive -AGGRESSIVE* traits . . .

- encourage ventilation and space for anger
- offer consistency and rules
- model assertive responses
- try humor and openness
- confront behavior directly
-

Passive -AGGRESSIVE

I. PURPOSE:

To increase communication by recognizing passive-aggressive traits and helpful strategies to deal with them.

To increase communication by practicing assertive responses.

II. GENERAL COMMENTS:

In an assertiveness model, this is the fourth category of communication or behavior. Indirect aggression leads to resentful, unhealthy relationships. In contrast, assertion is the method of communication recommended. It will enhance the integrity and self-esteem of both parties and will lead to more fulfilling relationships.

III. POSSIBLE ACTIVITIES:

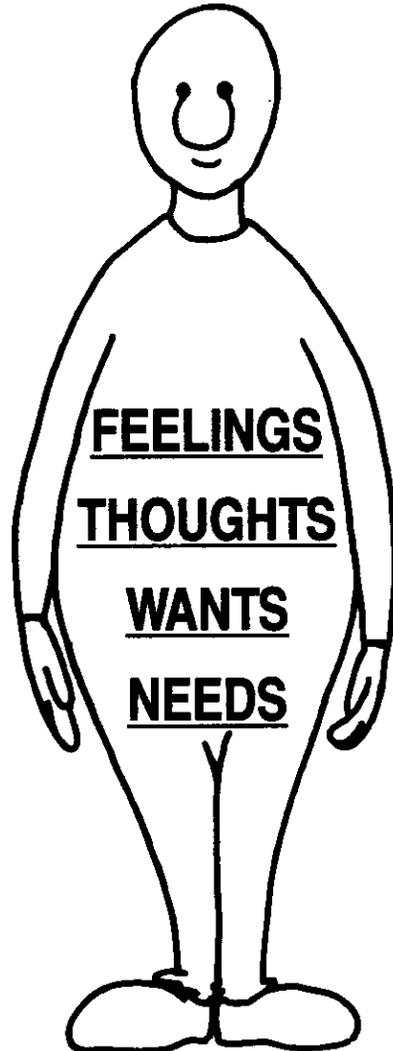
- A. 1. Distribute handouts and read aloud as a group.
2. Divide the group into dyads, asking each pair to write a brief (1-2 pp.) skit from their own observed experiences, e.g., within their spousal interactions, a work-related scenario, customer/salesperson verbal exchange, etc.
3. Ask each dyad to role-play the skit, first in the original passive-aggressive style and then in the more assertive style, utilizing the helpful strategy suggestion.
4. Encourage active listening of group members by asking that they provide feedback to role-players.
5. Process by asking group members to identify passive-aggressive traits discussed, without looking at their handouts, and helpful strategies they can use to increase assertiveness.
- B. 1. Distribute handouts and read aloud as a group.
2. Brainstorm on chalkboard a list of situations that represent passive-aggressive behavior.
3. Write each one identified on a separate piece of paper and place in a basket.
4. Randomly ask a group member to choose a paper from the basket and choose one other group member to do a role-play with him/her, focused on the chosen situation.
5. Support assertive responses.
6. Continue until all group members have role-played.
7. Process benefits of activity.

We Are People With ...

SITUATIONS

1. A friend/co-worker makes fun of your inability to do something.

2.



REACTIONS

1. Say nothing – withdraw –
internalize hurt feelings –
feel hesitant to try new things.

2.

1. Verbally degrade him/her in front of others.

2.

1. Undermine a task that he/she attempts to do – set him/her up for failure without saying anything directly.

2.

1. Say "I feel hurt and angry that you said those things to me. I'd rather you give me direct, helpful feedback, instead of teasing me."

2.

PASSIVE

AGGRESSIVE

PASSIVE-AGGRESSIVE

ASSERTIVE

We Are People With ...

I. PURPOSE:

To promote assertiveness by increasing awareness of our choices of communication styles.

II. GENERAL COMMENTS:

Awareness of choices in communication is the first step to assertion. The "we are people" exercise visually ties in the relationship between situations and reactions to increase this awareness.

III. POSSIBLE ACTIVITIES:

A. 1. Present the handout to individuals.

2. Explain and define the 4 communication styles or reactions:

PASSIVE - I do not have a right to my feelings, thoughts, wants and needs, but others do have that right. So . . .

Example - I am quiet.

I don't make decisions.

I go along with others.

AGGRESSIVE - I have a right to my feelings, thoughts, wants and needs, but others have no rights. So . . .

Example - I am loud.

I am always right.

I demand my way.

PASSIVE - AGGRESSIVE - I have no rights and others don't either. So . . .

Example - I refuse to communicate.

I seek revenge in sneaky ways (hidden agenda).

I don't listen and I don't talk.

I am sarcastic.

ASSERTIVE - I have a right to my feelings, thoughts, wants and needs, and others have a right to their feelings, thoughts, wants, and needs. So . . .

Example - I state how I feel and I listen to how you feel.

I make decisions, but I'm also willing to compromise.

I'm honest, direct and speak openly.

3. Instruct individuals to complete the handout by using the following examples of situations:

Personal - fears - e.g., war
failures - e.g., loss of job
health conditions - e.g., limited handicapped access

Social - parents / spouse - e.g., divorce
death / loss
activities - e.g., closure of bowling alley

Environmental - alcohol / drugs
job / school pressures
moving

4. Process benefits of this activity and discuss action plans.

B. 1. Instruct group members to break into groups of 5 and present each group with a handout.

2. Ask group members to brainstorm possible situations that they may or may not have control over and choose 3 to write on the handout.

3. Under Reactions, again encourage members to brainstorm reactions for each of the 4 communication styles.

4. Reconvene as a large group and share responses.

5. Role-play situations, identifying reactions.