

### ASSERTIVENESS

**OBJECTIVE:** Students will be able to recognize what assertiveness is and how being assertive can help them find positive solutions to a problem while working in a team.

#### WARM UP

Greet the class. Write the word *Assertiveness* on the board. Elicit from students what they think assertiveness is. Then have them write a definition of it in their own words on a separate sheet of paper. Ask some students to share their definitions with the class. Try to create a definition together that you can later correct as a class.

#### STEP BY STEP

- 1 Ask a volunteer to read the instructions. Write the words *Communication Problems* on the board and take notes of the problems the students mention. If students have problems coming up with ideas, you can help them with vocabulary, prompts, or mentioning some situations you have witnessed in the classroom. Encourage students to respect each other's ideas while sharing them with the class.
- 2 Make sure all the students have the handout or a piece of paper to write. Have a volunteer read the instructions. If necessary, clarify any doubts about what they have to write in each space. Set a specific time limit. Have students complete their handout individually.
- 3 When they finish, get them into small groups to talk about attitudes that show assertiveness, and attitudes that do not. Give an example so that they understand what they have to do. You can ask them to discuss how they could solve their problem by being assertive. Monitor, check, and help if necessary.

- 4 Encourage volunteers from different teams to share some of the ideas they discussed about being assertive. Then ask them to do the activity individually. Set a specific time limit for them to write new ideas. Monitor to check that they are complementing the last part of the handout. Help with vocabulary if necessary.

#### WRAP IT UP

- 5 *What does it mean to be assertive? Why is it important to be assertive? What are three concrete actions you can take to be assertive when working in a team?*

Ask students if they got some new ideas on how to solve problems using assertiveness or not and why. Then discuss the questions and write the students' ideas on the board. Ask them to look at the definitions they wrote at the beginning of the class. Have them analyze if what they wrote was accurate or not and why. Have them rewrite their definitions if necessary, taking into account what they learned. When they finish, encourage them to share their new definitions with the class.

**TEACHING TIP** Encourage students to practice assertiveness every time they have a problem at school. Whenever possible, give them time to stop and re-think so they can express themselves more assertively. That way they will put into practice what they are learning so they can solve real-life problems. If they are able to find positive solutions, they will acquire skills that will benefit them throughout their life.

## SOLVING CONFLICTS BY USING MEDIATION SKILLS

**OBJECTIVE:** Students will be able to recognize what mediation is and how to use it to help solve a conflict.

## WARM UP

Make sure students are familiar with the basic plot of the traditional tale *The Three Little Pigs and the Big Bad Wolf*. (A wolf wants to destroy the pigs' houses so he can eat them because he is hungry.) Get them into teams of three for a short role-play. One of them is a pig, one of them is the wolf, and the other is a person from the same town who has to help them solve their problem. Tell them they have to come up with a solution that benefits both the pigs and the wolf. Set a specific time for them to find a solution. When they finish, ask them: *What is the role of a mediator (in this case, the person from the town)? What attitudes should a mediator have? Why do we need a mediator to help us solve a problem?* Elicit answers from the students and write some ideas on the board. Then have them write the main attitudes a mediator should have. Encourage them to use a separate sheet of paper to keep as evidence of their work.

## STEP BY STEP

- 1 Ask a volunteer to read the instructions. Elicit answers from the students and write them on the board. Encourage them to listen to each other respectfully. Set a positive mood so students feel confident to be honest about their problems. If you consider it more appropriate, you can have students do most of these activities individually, as this will probably help them be more honest about their answers.
- 2 Set a specific time limit for students to complete their handouts individually. Monitor, check, and help if necessary.
- 3 When they finish, get students into small groups to share their ideas to solve a conflict.

Have each group choose one of their ideas and share it with the rest of class. Write their ideas on the board. Encourage students to support them with facts. Ask everybody to evaluate how useful those solutions could be for different situations. When they finish voting on the best ideas, encourage them to write them down so they can prevent and solve conflicts in the future.

- 4 Have them read the instructions and do the activity individually using some of the ideas they wrote in the previous activity. Set a specific time limit. Monitor and check that they are doing the activity, but keep in mind that some students might not want to share personal information with others. You can assure them that they will not discuss this problem with the class if it makes them uncomfortable to do so.

## WRAP IT UP

- 5 *What does mediation mean? Do you think you can use mediation for every conflict? Why or why not? What steps can you take next time you want to mediate a conflict?*

Ask students to think about the activities they did and explain where they applied mediation skills to solve a conflict, and how. Then read the questions and elicit answers from different students. Guide them to realize that mediation is only one of many strategies to solve conflicts. Elicit some situations where mediating might not be the best option. Then review once more the steps to follow for effective mediation to make sure they are now familiar with them.

**TEACHING TIP** At the end of each lesson, encourage students to reflect on the attitudes they had towards working in a team. Have them think if they needed to use their mediation skills in order to solve a conflict or not and why.

## TOLERANCE

**OBJECTIVE:** Students will be able to describe what tolerance is and mention some actions that show that someone is tolerant.

## WARM UP

Play some music and have the students stand up and walk around. Stop the music and say: *Get into groups of four.* Have students get into groups and hold hands. Repeat the instructions calling out different numbers of students. Give some numbers so that you know someone is going to be left out. After playing for a couple of minutes, ask students to go back to their seats. Then ask them: *How did you feel when you were left out from the groups? How did you feel when you saw someone that had no group? How did you feel when you felt part of a group?* Then discuss with the students if they think inclusion is related to tolerance and why.

## STEP BY STEP

- 1 Ask a volunteer to read the instructions. Do the activity. Elicit answers from the students and write them on the board. If they cannot come up with ideas, you can prompt them by mentioning two attitudes and asking them which one shows tolerance and which one does not, for example: *listening when other people talk and interrupting when you don't like an idea.*
- 2 Make sure all the students have a copy of the handout. Have a volunteer read the instructions. If necessary, clarify what they have to do: describe what tolerance is by writing one sentence with each of the letters of the word. Get students into small groups and set a specific time limit. If you think students will have problems finishing in time, you can make sure a more advanced student is part of each team, so he / she can help the others. When they complete the handout, have them share their acronyms with the class.
- 3 Have a student read the instructions and allow some time to answer the questions individually. Monitor and help if necessary. When they finish, elicit answers from some students to check as a class. Add these ideas to the list of attitudes on the board.
- 4 Get students into pairs. Make sure they understand what “concrete action” means: This time they do not have to describe what tolerance is in the abstract; they have to write an action they can actually do. Set a specific time limit to complete the activity. When they finish, have them share their answers with another pair. Monitor and help if necessary.
- 5 *Did you treat your teammates and spoke to them respectfully for this activity? Did you accept others' points of view? Did you come to an agreement peacefully or was there any conflict?*

## WRAP IT UP

- 5 *Did you treat your teammates and spoke to them respectfully for this activity? Did you accept others' points of view? Did you come to an agreement peacefully or was there any conflict?*

Ask students to think about the activities they did. Have some volunteers read the questions and give their answers. Write their ideas on the board. When they finish, have them write their conclusions on a separate sheet of paper to keep as evidence of their work.

**TEACHING TIP** Showcasing students' work can make them feel it was worth their time and effort. Whenever possible, encourage them to paste their work on the walls or show it to family, friends, and other students. If possible, vote on the bests acronyms and invite students to write them again on a large piece of construction paper to display somewhere in the classroom. You can use it to remind students to be tolerant while working in teams.