


Name of the creator of the material	Tallinn Construction School (Lya Männiste)
Title of the lesson plan / task sheet	How do you react?
Targeted 21 st century skill	Communication , self-management, critical thinking - problem solving
Brief description of the competences the students will learn (including, for example, which scientific theory is based on)	The learner notices and analyzes his reactions 'aggressive - assertive - submissive / adaptive' in different professional communication situations in order to develop an assertive behavior style. The situations presented in the task can be partially transferred to potential communication situations that occur in the learning environment.
Specialty/target group (if applicable)	All specialties
Learning outcome(s) for the vocational profession	Student: <ul style="list-style-type: none"> • increases awareness of assertive behavior in difficult communication situations • develops the ability to react in difficult communication situations in a constructive way, which would be free of judgments and expressed in a calm-positive tone.
Tools needed for this lesson plan/ task sheet (if applicable)	Study cards with situational tasks (added, need to print on both sides and cut apart). A pen to mark the answers.
Approximate time to complete the task	Ca 60 min
Suggested more comprehensive methodical guide for doing / carrying out the task (for the teacher or student)	The task can be used by the teacher as an independent task for the learners, as a pair work or as a frontal discussion embedded in vocational training (e.g. in learning) situations, when the situations described on the cards occur, or when there are breaks in the learning / waiting times during practical learning (paint needs to dry, etc.).
- Warming up	The teacher explains that it is possible to react in difficult situations in several ways and introduces 'aggressive - assertive - submissive / adaptive' ways of responding and potential communication situations resulting from the responses. For example, an aggressive response may be followed by a situation turning into a conflict; however, in the case of submissive/adaptive behavior, the communicator's own well-being suffers. Cards - "Introduction" and "Summary" help the teacher when introducing the theory.
- Task description for the students	The task of the students is to draw any card from the deck or to deal with them sequentially, starting with an introductory card. In the next step, the learner familiarizes himself with the situation described on the yellow side of the cards and chooses one of the responses described there, closest to his own possible response. From the blue side of the card, he can see whether the selected reaction is classified as aggressive, assertive or submissive-adaptive. In this way the learner works with all situation cards. The learner can also make notes on the selected answers on an additional card

	<p>or paper and find the result, which way of response is more characteristic of him.</p> <p>The "In summary" card briefly describes the most positive and negative aspects of different responses and gives recommendations for developing more assertive behavior.</p> <p>The learner can discuss and analyze the result with a fellow learner or teacher.</p>
- Explanation for the students at the start	<ol style="list-style-type: none"> 1. Check out the "Introduction" card. 2. Start by reading the situations described on the cards and choosing your possible responses from the yellow side of the cards. 3. You can check the nature of the reactions either immediately from the blue side of the card, or you can do it later, when you have thought through all the situations on the cards one after the other. 4. You can mark the numbers of your chosen reactions (1-2-3) on an additional card (sheet) and count how you tend to react in difficult situations. 5. Read the explanations on the "Summary" card. 6. If desired, discuss the result with fellow students or the teacher.
- Additional activities for the students	-
- Extra resources for learners	-
- Self-reflection for students	Share with fellow students or write down individually what you learned from the experience of this assignment.
- Feedback on the solution (if applicable) / Possibility to check	Self-control takes place through the activity of the task.
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INTRODUCTION

These flashcards describe situations that may occur in working life (or during studies).

... response that own possible spones on the ... t card, you will hether this response ive, assertive or

... an additional card se which reactions t, i.e., which reaction ristic of you. out these response / card.

STUDYCARDS

HOW WOULD YOU REACT?

EXTRA FLASHCARD for notes

How would you react?
Circle the number of the chosen answer and count the circles at the end of the column (the table continues on the turn).

NO.	1	2	3
1	1	2	3
2	1	2	3
3	1	2	3
4	1	2	3
5	2	1	3
6	1	3	2
7	2	1	3
8	1	2	3
9	3	1	2
10	1	2	3
11	1	2	3
12	2	3	1
13	1	3	2
14	3	2	1
15	3	2	1

EXTRA FLASHCARD for notes

How would you react?
Circle the number of the chosen answer and count the circles at the end of the column (the table continues on the turn).

NO.	1	2	3
16	1	3	2
17	1	3	2
18	3	1	2
19	1	2	3
20	2	1	3
21	1	3	2

INTRODUCTION

Often, communication becomes tense and uncomfortable because people do not express their real needs (do not stand up for themselves) or fail to consider others. Self- and other-considerate behaviour is assertive when you present your wishes in a constructive and respectful tone. Reacting aggressively can encourage a situation to become confrontational. Behaving submissively tries to avoid conflict, gain approval, and stay in the safe zone of communication. Unfortunately, we often push our real needs and desires into the background. However, in some situations, a more aggressive or submissive reaction may be appropriate. Think – in which cases?

Way of responding

- 1 Aggressive
- 2 Submissive / Adaptable
- 3 Assertive

SITUATION 1

Situation: A colleague has a habit of constantly bothering you with questions or idle chatter talk.

How do you react?

- 1 You snap at the colleague that you want to concentrate and for him to leave you alone.
- 2 You agree with him that if you wear headphones, it is a signal that you do not want to be disturbed.
- 3 You are polite to your colleague - you communicate with him and hope to get the job done later.

SITUATION 2

Situation: Your boss says that the quality of your work is not good enough.

How do you react?

- 1 You'll laugh arrogantly and say that you know better how to do your job.
- 2 You apologise and promise to try to do better.
- 3 When communicating with your boss, you try to find out what and how you should do things differently.

SITUATION 3

Situation: It's as if your manager is constantly "rewarding" you with new extra tasks no longer fit into your working hours.

How do you react?

- 1 You explain to the manager that by taking on a new task you will have to postpone some other work – will he agree to this, or will he still delegate the new task to someone else.
- 2 You say politely that you will do the task.
- 3 You sharply tell the manager that your hours aren't flexible and you won't take on the task.

SITUATION 4

Situation: The colleague you have to work with in the same room with is constantly negative about everyone and everything.

How do you react?

- 1 You tell your colleague to shut up.
- 2 You try to help your colleague to see positive aspects and focus on them, if that doesn't help, you ask the manager to find another place (room) to work.
- 3 You try to ignore him and tolerate the situation.