

Assertively Saying No Project 25

[Social-Emotional Skills Projects Module](#)

Grade Level Range: Middle School - Adult

To the Teacher:

Social and emotional skills, like most skills (e.g., playing a musical instrument, shooting a basketball, etc.), are complex and not easily learned and mastered. In order to develop proficiency, students need to be given multiple opportunities to practice the skills in class and in real life. The purpose of this project is to facilitate the development of competency in Assertively Saying “No” in real-life situations. This project is best used as a follow-up learning experience after students have completed the Assertively Saying “No” Learning Experience ([Relationship Skills & Healthy Relationships](#)). The more opportunities students have to use the skill in real life, the better the chances of becoming proficient.

Procedures/Directions:

1. If you have not already done so or done so recently, discuss the importance of being able to say no assertively. See the “Assertively Saying No Reading.
2. Review and model the different parts of how to assertively say no. See the Assertively Saying No Skill Card.
3. Determine how many times you want them to assertively say no before the end of the project. Since they may not have the opportunity to assertively say no immediately, it will take some students longer than others to complete the project. You may also consider having the project be for extra credit. Depending on your time and focus, you may require that students assertively say no once throughout the term or make one required and give them the option of doing others for extra credit.
4. Have students complete the “Beginning of the Project Assessment.”
5. If they are currently being pressured and can plan before assertively saying no, they can increase their chances of success if they can think about what they will say and script what they will say beforehand. If they can plan ahead of time, have students complete the “Assertively Saying No Step 1 questions. Discuss the importance of thinking about and scripting what one will say beforehand.
6. If you are having them keep track of their goals throughout the year (highly recommended), have them complete the information on the My Goals Log. The My Goals Log allows them to look back and see what they have accomplished throughout the year and what they need to do to succeed.
7. Remind them they are not expected to be proficient at the beginning or even at the end of this project. The ability to assertively say no may be difficult to master and must be practiced repeatedly and in multiple situations in order to feel comfortable and become proficient. The

key is to make progress and understand why they are effective and what they need to do to become more effective in the future.

8. Explain the grading procedures. Outlined below are different ways to assess and grade this project.
9. Review the *Stages in Learning a New Skill* outlined below.
10. Each time they assertively say no, they need to complete the “Assertively Saying No Summary Questions”.
11. Every 1-2 weeks, using the “Assertively Saying No Summary Questions,” ask for volunteers who have assertively said no to share how effective they were and how it affected the relationship.
12. At the end of the project, have students bring all required work to class. Have them complete all assessments, place the documents in an identified order, and turn them in. See the Procedures for Grading outlined below.

At the end of the project and before they turn in their work, have a whole class discussion using the questions on the “Assertively Saying No Summary Questions.” For the “Effort” and the “Progress” evaluations, you may want to use the “Are You Someone Who” or the “Thumb O Meter” techniques. See the Nonverbal Self-Disclosure Techniques in How To Teach SES in the

For additional information on the process and steps in teaching social-emotional skills, see How To Teach SES in the [How To Teach Social-Emotional Skills Module](#).

Stages in Learning a New Skill

It is helpful if students understand that learning social-emotional skills is not easy and that they will go through different stages when learning these skills. The stages in learning a new skill include:

1. Feeling self-conscious and awkward when using the skill.
2. Feeling phony while engaging in the skill. When teaching these skills, my students would constantly say: “No one talks like this,” or No one does these things. My response was that, unfortunately, not enough people talk like this, and that is a major reason why so many people are unable to successfully work through misunderstandings, impasses, and conflicts in relationships, or maybe the reason so many people are unsuccessful at reaching their goals is because they don’t.
3. Their use becomes more skilled, but it is still mechanical.
4. They master the skill, and its use becomes natural, automatic, and fully integrated into their behavioral repertoire. They are able to use the skill without thinking about it.

Grading Procedures For The Assertively Saying No Project

Possible Assessment & Grading Procedures

Depending on the project's complexity, students may be assessed on any or all of the following:

1. Teacher grade (and/or student self-evaluation) of the completeness and depth of their answers on all written work (the Assertively Saying No Step 1 Questions and the Assertively Saying No Project Summary Questions. See the Assertively Saying No Rubric For Answers. See the Generic Rubric for Assessing Self-Awareness, Self-Insight, & Self-Knowledge below.
1. Self-evaluation of their progress at the end of the project. See the Assertively Saying No Progress Evaluation.
2. Self-evaluation of their effort. See the Assertively Saying No Effort Evaluation.
3. Decide whether you want to give a single grade for the entire project, including all criteria, or report each separately. Reporting each criterion separately (e.g., a grade for their effort, a grade for their progress, and a grade for self-evaluation and your evaluation of their written work) provides more specific feedback for students and parents. If you are giving separate grades, you must determine the weight each one will have and let them know at the beginning of the project.

Possible Documents That Students Submit at the End of the Project:

1. Assertively Saying No Progress Evaluations ("The Beginning" and "The End of Project Evaluations" and "The Progress Evaluation At the End of the Project Rubric".
2. "Assertively Saying No Step 1 Questions"
3. "Assertively Saying No Project Summary Questions"
4. Assertively Saying No Effort Evaluation
5. The "Assertively Saying No Project Grade Summary"

Collecting All the Work at the End of the Project

At the end of the project, have students bring all required work to class. It is easier to take them through each of the assessments one at a time in class to avoid confusion. Have students transfer their grades from the documents you will collect to the Listening & Inquiry Assessment Grade Summary.

Assertively Saying No Step 1 Questions

Before answering these questions, review your Assertively Saying No Skill Card. It will be easier to assertively say no and increase your chances of success if you have thought about and scripted what you will say beforehand.

Situation # 1:

1. Who do I need to be assertive with?

2. Describe the situation. Be specific about what I am being asked or pressured to do.

3. Describe how I feel about being asked or pressured and about the person or persons asking or pressuring me.

4. What will I say and/or do when they pressure me?

5. What are several things I can say and/or do if they continue to pressure me?

Assertively Saying No End of Project Summary Questions

1. Describe the situation. Be specific about what you were asked or pressured to do.
2. Describe how you felt and why you felt this way.
3. What did you say (the assertive response) and or do? Be specific about what you said and the type of response you used (general, delay the decision, use your personal credit card, recruit an ally, or make your parents the bad guys).
4. How did the other person respond? What did they say and or do? What did they say and/or do if they continued to pressure you?
5. If they continued to pressure you, what did you say (the assertive response) and/or do? Be specific about what you said and/or did.
6. How did you feel afterward? How did you feel about the other person or persons, their response, and the relationship?

8. How did being assertive affect the strength of the relationship? Check the appropriate response.

The Relationship is Worse

The Relationship is Somewhat Stronger

The Relationship is Much Stronger

Using the scale below, how effective was I at assertively saying no? Place the response in the spaces below.

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

0 = I Didn't do it.

12. How effective was I at avoiding passive behaviors and body language? _____

13. How effective was I at using assertive behaviors and body language? _____

14. How effective was I at using one of the assertively saying “no” responses (general, delay the decision, use your personal credit card, recruit an ally, make your parents the bad guy)? _____

15. If they continued the pressure after the initial response, how effective was I at continuing to say 'No assertively'? _____

16. Overall, how effective was I at assertively saying “no” and getting the person or persons to stop pressuring me?

Assertively Saying No Project Assessments

Beginning & End of the Project Likert Scale For Assertively Saying No

1. How willing am I to assertively say no?

1-----2-----3-----4-----5
Not Willing Somewhat Willing Very Willing

2. How effective am I at assertively saying no?

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

End of the Project Assessment

1. How willing am I to assertively say no now?

1-----2-----3-----4-----5
Not Willing Somewhat Willing Very Willing

2. How effective am I at assertively saying no now?

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

Progress Evaluation At The End of the Project Rubric

Compare how willing you were and how effective you were at the beginning of the project and at the end. Based on your progress, give yourself a grade for your progress using the criteria below. Remember, you were not expected to be proficient at the beginning or even at the end of this project. The willingness and ability to effectively be assertive may be difficult to master and must be done repeatedly and in multiple situations in order to feel comfortable and to become proficient. The key is making progress and understanding why you were successful and what you need to do to become more successful/proficient.

Using the criteria below, grade your progress in being willing and able to assertively say no and use the different parts of the assertive saying no process.

90 – 100 = Advanced: Above and Beyond. I made significant progress in being willing and able to assertively say no. I successfully used the appropriate skills to assertively say no.

80 – 89 = Proficient: At Standard. I made good progress in being willing and able to assertively say no, successfully using most of the appropriate skills.

70 – 79 = Needs Improvement. I made some progress in being willing and able to say no successfully, but there are parts of the saying no process that I need to work on.

60-69 = Needs Significant Improvement. I made little progress in being willing and able to say no successfully. If I need to say no assertively in the future, I will not be effective.

50 = Not Acceptable. I didn't try to assertively say no or didn't use any of the appropriate parts of the assertively saying no process.

40 = I never assertively said no or didn't turn the project in.

Based on the progress I made to become more proficient using these skills, I believe I deserve the following grade:

Explain why you believe you deserve this grade.

Assertively Saying No Effort Evaluation

Using the criteria below, give yourself a grade for your effort throughout this project.

90 – 100 = Advanced: Above and Beyond. I gave my **best effort** throughout this project and used the skills to say no when appropriate assertively.

80 – 89 = Proficient: At Standard. My effort was **good**, but not my best effort. I was assertive in most but not all situations when I had the opportunity and when it was appropriate.

70 – 79 = Needs Improvement. This was **not a good** effort for me. There were more than a few opportunities when I could have been assertive but wasn't.

60-69 = Needs Significant Improvement. This was a **poor** effort for me. There were multiple opportunities when I could have been assertive but wasn't.

50 = Not Acceptable. I didn't try to be assertive when I had the opportunity.

40 = I never tried to be assertive or didn't turn the project in.

Based on my effort to become more proficient using these skills, I believe I deserve the following grade:

A Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge

To earn a grade of 90 or higher, you must meet **all** of the criteria in the 90-100 range listed below. To earn a grade of 100, your work must be perfect. To earn a grade of 80-89, you must meet **all** of the criteria in the 80-89 range listed below. Even if one question was not answered, if the answers are incomplete, or if you hurried through parts of the assignment to get it done, the highest grade **you** can give yourself is a 79. Based on the quality of your work, I may give you a higher grade but do not give yourself a grade higher than a 79 if it is incomplete.

90 – 100 = Advanced: Above and Beyond. My answers demonstrate deep and complex self-awareness, self-insight, and self-knowledge.

- Best Effort, Best Work
- All the Questions Have Been Answered
- The Answers are Complete and Fully Supported in Great Detail
- Answers Show **Deep & Complex** Insight: I Thought Very Deeply About The Answers to **Each** Question.

80 – 89 = Proficient: At Standard. My answers demonstrate significant self-awareness, self-insight, and self-knowledge.

- Good Effort, Good Work, but Not My Best
- All the Questions have been Answered
- The Answers are Complete and Supported
- Answers Show **Significant Insight**: I Thought Deeply About The Answers to **Most** of the Questions.

70 – 79 = Needs Improvement. My answers demonstrate some but incomplete self-awareness, self-insight, and self-knowledge.

- This is Not Good Work or Good Effort for Me
- Some of the Questions Are Incomplete or Have Not Been Answered
- Some Answers are Not Well Developed: I Didn't Think Deeply About the Answer to Some of the Questions
- I Hurried Through Parts of the Assignment to Get It Done
- Answers show **Incomplete** Self-Awareness, Self-Insight, & Self-Knowledge

60-69 = Needs Significant Improvement. My answers demonstrate a lack of self-awareness, self-insight, and self-knowledge.

- Poor Effort and Poor Quality of Work for Me
- Many of the Questions Are Incomplete or Have Not Been Answered
- Many Answers are Not Well Developed: I Didn't Think Deeply About the Answers to Most of the Questions, and My Answers Lack the Necessary Details and Support.
- I Hurried Through Large Parts of the Assignment to Get it Done
- Answers show a **Lack** of Self-Awareness, Self-Insight, & Self-Knowledge

50 = Not Acceptable. The Task Needs to be Completed or Done Over.

40 = The Assignment Wasn't Turned In

Assertively Saying No Project Grade Summary

Student Self-Evaluation of the Completeness & Depth of Their Answers

Students grade themselves using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge.

_____ My Self-Evaluation Grade For The Depth of My Answers on The Assertively Saying No Step 1 Questions

_____ My Self-Evaluation Grade For The Depth of My Answers For The End of the Project Summary Questions.

My Self-Evaluation of My Progress

_____ My Self-Evaluation Grade For My Progress

My Self-Evaluation of My Effort

_____ My Self-Evaluation Grade My Effort

Teacher Evaluation of the Completeness & Depth of Their Answers.

Teachers grade students using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge.

_____ Teacher Evaluation Grade For The Completeness & Depth of Students Answers on The Assertively Saying No Step 1 Questions

_____ Teacher Evaluation Grade For The Completeness & Depth of Students Answers on The End of the Project Summary Questions.

(My signature indicates all the self-evaluation information is
a complete, accurate, and an honest assessment!)