

Considerations for survey one.

OBJECTIVES

The aim of this activity is to introduce students to the concept of assertiveness by discovering their degree in the specific survey. The questions lead them to concrete real-life situations in which they can reflect on whether their attitude and communication are assertive.

Students should get a clear concept of what assertiveness is, and low scores (high on the survey) should make it easier for those students to reflect on themselves and try to improve this skill.

On the other hand, it will make them see the importance of this skill in the different emotional intelligences, especially in their social skills.

DEVELOPMENT OF THE ACTIVITY

As the students' level of English may partially condition their answers, it is suggested that the questions are answered in class one by one with the support of their teachers.

Although the answers are recorded on the form, students can additionally record their answers on a sheet of paper or add up the scores before submitting it. To facilitate this process, they are ordered by the same criterion (DO NOT REVEAL THIS CRITERION TO THE STUDENTS UNTIL THEY HAVE ADDED UP)

Always 1 point

Sometimes 2 points

Rarely 3 points

Never 4 points

Once you have completed the questionnaire, add up the points obtained.

20- 25 Confident and assertive in the way you handle situations.

25- 35 Although you know how to be assertive, you would benefit from a little more improvement.

35 - 50 Your assertive behaviour lacks consistency and you should work on improving it.

50 -80 You need to work considerably to improve your assertiveness.

It is important for each student to reflect individually on what aspects of their real life could be improved by assertive communication. This is the fourth question in survey 2.

EVALUATION

In the second survey students will be asked some specific questions about what assertive communication is, and about their degree of assertiveness. They should reflect on the importance of assertiveness in the development of social skills.

Considerations for survey two.

OBJECTIVES

The aim for students is to improve both their self-awareness and their response to conflict.

Based on an experienced conflict, students reflect on the different parts of the conflict, and some conflict resolution skills such as the importance of verbal and non-verbal communication, active listening and assertive communication. These skills are fundamental in Emotional Intelligence.

DEVELOPMENT OF THE ACTIVITY

As the students' level of English may partially condition their answers, it is suggested that the questions are answered in class one by one with the support of their teachers.

The first question is to consolidate what we are working on together. It is answered on the basis of common sense. But you can ask them to look it up on the Internet.

The questions on assertiveness aim for students to consolidate what they have reflected on in the previous survey. It is very important to have worked well on question 4 in the previous survey.

With the following questions we aim to make students aware of the different aspects that condition the development and possible resolution of a conflict, based on a conflict they have experienced. There are very basic questions related to non-verbal communication, self-knowledge, personal attitude towards the conflict and its resolution, empathy or physical response.

It is important that they take their time to answer, and that they know that the survey is anonymous for being honest.

EVALUATION

The students' answers will help to conduct the workshop in Spain, and many aspects not understood at the time will be resolved, enhancing the activity.

After the workshop, students will carry out another short reflection activity.