Remember there is an information sheet and quiz available on this module to share with the group.

# **Slide 1: Being confident and assertive (3 minutes)**

Welcome everyone to the session.

Talk about any domestics of the room (heating, lighting, where the toilets are, if there are any fire alarms scheduled, where the fire exits are).

Explain when the break will be.

Answer any questions the group may have and explain there will be opportunities to ask any questions as we progress through the modules.

Read the objectives.

This session should last about 2 hours depending on size of the group.

# **Slide 2: Objectives (5 minutes)**

Talk through the objectives. Be mindful of any customer with mental health conditions as negative thoughts can be a big part of that. Try to focus on confidence and positive thinking.

# **Slide 3: Activity 1 What is confidence? (5 minutes)**

As a group, discuss your ideas of what the term ‘confidence’ means to you. Remind the group to make notes in their workbook if they would like.

Start by thinking of

* other words for confidence
* people you know or have seen who portray confidence

Explain that confidence comes from within. It is about:

* having belief in our abilities
* how we see ourselves compared with other people
* how we feel about certain situations that we experience
* whether we think we are confident or not
* whether we act confidently with other people

Reminding people that confidence can be considered a skill. It is something that can be lost and gained.

# **Slide 4: Four sources of confidence (5 minutes)**

Read through the points on the slide.

These are ways in which people can increase their confidence.

At the end of each point, ask the group if they have any examples.

# **Slide 5: Activity 2 What is feedback? (5 minutes)**

Gather thoughts from the group on what they think feedback is. Ask for examples.

Record answers on a piece of flip chart paper.

Remind the group to make notes in their workbook if they would like.

Discuss the following with the group. Encourage discussion.

There are two types of feedback:

* for what we are – for example, you are tall, you are small, your age
* for what we do - for example, you can be on time for meetings, you are good at listening, you are conscientious

Negative feedback about what we are is not helpful as it can affect our confidence. It also does not give us information about what we can do to improve and turn the negative into positive feedback.

For example, I am trying to learn something new and someone calls me stupid because it is taking me a long time to learn it. Aside from this being mean and untrue, this is likely to make me feel bad about myself. It does not help me to learn how to do the new task.

You can choose not to feel bad about negative feedback about what you are. This is where being and acting assertive is useful.

Feedback about what we do is the most useful as it gives us information about what we are doing well and where we could choose to do things differently.

For example, I attend an interview and I do not get the job. The feedback I receive is that I did not answer the questions fully and gave very short answers. Using this feedback, I can practise how I answer interview questions to give myself the best possible chance of creating a positive impression at my next interview.

Everyone experiences self-doubts; it is human nature. Learning about being confident will help you to spend less time having doubts about your skills and abilities and more time feeling and being confident.

# **Slide 6: Activity 3 What is it about me? (2 minutes)**

This activity will be looking further into you and what you and others like about you.

Use the table in the workbook.

Give them 5 minutes to think about the following.

What are the things that other people like about you?

What are the things that you like about yourself?

Some people may struggle with this activity. They may need feedback from you and some prompting about what they like about themselves. Draw examples from the previous activity. You may also want to ask what they admire in other people and would like to see in themselves.

Ask them each to share 1 example from each column.

# **Slide 7: Behaving confidently (3 minutes)**

Read through the points on the slide.

# **Slide 8: Things that affect confidence (10 minutes)**

We have explored what confidence is and how we look at ourselves. But there are lots of things that can make us lose confidence. This includes thoughts that come into our heads.

Ask the group to share things that might affect their confidence.

Go through the list on the slide. These are below with prompts for discussion if needed.

Negative thoughts:

* Be optimistic. Learn to see the glass as half full and not half empty.
* Get feedback from other people on your skills. For example, get some mock interview practice and get feedback on your strengths. This will help you to know that you can be confident at doing interviews.
* Read through clearly and talk about examples of optimistic people. Sports coaches after a loss are a good example.

Jumping to conclusions:

* Take a deep breath when you hear someone saying something negative. Take a few moments to think before you respond.
* Ask questions to check your understanding.
* Avoid taking it personally.
* Be an active listener.

Sensitivity:

* When someone pays you a compliment or praises you, take the time to say, “thank you”. Spend a few moments thinking about the feedback.
* Do not automatically accept negative feedback as true. Ask questions to check your understanding.
* When someone gives you negative feedback, thank them. Ask them what they think you might do to turn the positive into a negative.
* Examples of questions to ask:” Can you explain why I did that incorrectly?”

Getting things out of proportion:

* Let things go. Avoid dwelling on things!
* If you receive negative feedback from someone, it does not mean that everyone sees you that way. Ask for feedback from other people.
* Put things into context. Think about all the good things in your life as this will help put the bad thing into perspective.

# **Slide 9: Activity 4 Self-confidence (2 minutes)**

Explain to the group this activity. We will be looking at different traits and whether they fall under being self-confident or having low self-confidence.

Check for understanding of activity. It may take a while for people to understand each sentence.

# **Slide 10: What’s the difference? (10 minutes)**

Reveal each behaviour type individually on the slide.

Ask the group what they think each behaviour means. Can they think of people in film or TV, or that they might have seen in real life, who have displayed each behaviour?

Use the prompt below to help discussion.

**Aggressive**

* Manipulating people
* Getting your own way at the expense of other people
* Making sure you always come out the winner regardless of what happens to anyone else
* Giving no consideration to others

**Assertive**

Feedback from group, then deliver the following.

Assertiveness is based on the belief that in any situation:

* You have needs to be met.
* The other people involved have needs to be met.
* You have rights but so do others.
* You have something to contribute but so do others.
* You are honest with yourself and others.
* You can say what you want, need and feel but not at the expense of other people.
* You are self-confident and positive.
* You understand other people’s points of view.
* You behave in a rational, logical way.
* You can negotiate and reach workable compromises. You can explain what negotiation is and compromise.

**Not assertive**

* Downgrading your needs or assuming others’ needs are more important
* Not communicating what you want
* Allowing others to choose and decide things for you
* Over-apologising
* Putting yourself down

Summarise and check understanding with the group.

# **Slide 11: Skills to make you assertive (3 minutes)**

Explain clearly with examples.

# **Slide 12: Activity 5 Tips to be assertive (2 minutes)**

This is a verbal activity so not in the workbook.

We’re now going to go through a few practical techniques that might help the group to become more assertive in their lives.

These include:

* asking for what you want
* broken record technique
* “No... but”
* asking for time
* thinking, feeling and acting positively

Encourage them to ask questions and share their own experience or thoughts on each technique.

# **Slide 13: Broken record technique (3 minutes)**

Give examples from your own life. Explain it is about repeating information but not getting angry or frustrated.

For example, how would you react if you were being given the hard sell by a salesman on your doorstep?

Does anyone have an example of this?

# **Slide 14: “No, but…” (3 minutes)**

Give examples and ask group for some.

Example: “**No**, I can’t help you this afternoon, **but** I might be able to spare you some time tomorrow.”

# **Slide 15: Asking for time (3 minutes)**

When people make requests, give orders or ask a favour and you are not clear about how you wish to respond.

Give yourself time to think about what is being asked and then respond.

To do this:

Listen carefully to the request.

Make sure you understand.

Pause, take a breath and acknowledge the request.

Say, “I can’t decide now. I need time to think about it.”

Say how much time you need and how you will tell the person your decision.

# **Slide 16: Think, feel, act positively (3 minutes)**

Ask the group how they might want to do that?

Use positive thoughts, feelings and actions to stop negative and unhelpful beliefs.

To do this, identify or become aware of these thoughts

Challenge them

Replace them with a more positive thought

Example: Someone you know walks past you in the street without saying ‘hello’:

## Negative thought

No-one wants to bother with me.

## Challenges

What evidence is there that this person was deliberately ignoring me?

Does it mean everyone thinks like that?

Does it matter?

Am I making things sound worse than they really are?

## Positive thought

Oh well, perhaps she was daydreaming and…

* did not see me
* was in a bad mood
* needs new glasses

Anyway, does it matter if she was ignoring me?

# **Slide 17: Activity 6 Assertive skills practice (2 minutes)**

Choose 2 of the scenarios in the workbook to practice the skills from Activity 5.

Depending on the group this can be done in pairs or as a whole group.

# **Slide 18: Optional follow-up activity assertiveness quiz (2 minutes)**

If anyone in the group is interested in finding out what their current level of assertiveness is, the adviser can either:

* Provide a printout of the assertiveness quiz to people then to take to complete
* Email them the quiz to complete between now and their next one to one

Ask the group if they would like this.

# **Slide 19: Reviewing your actions (5 minutes)**

Talk about situations where goals might have to change. Discuss why and how change happens and how to deal with it positively.

# **Slide 20: Learn at Scope (1 minute)**

To introduce Learn at Scope as a resource.

# **Slide 21: What is Learn at Scope (10 minutes)**

Explain Learn at Scope to the group. Show them the Moodle dashboard and how to use it.

If anyone is interested, you can make a referral on their behalf following their next appointment.

# **Slide 22: Scope job board (2 minute)**

To introduce Scope job board as a resource.

# **Slide 23: What is the Scope job board? (3 minutes)**

Explain the Scope job board to the group. Prompts will be on the slide.

# **Slide 24: How to use the Scope job board (5 minutes)**

Play video explaining how to use the Scope job board.

Ask if there are any questions from the group following this.

# **Slide 25: Review and feedback (10 minutes)**

Go back to Slide 2 and review the objectives. Have we achieved them?

Ask people to complete the Wizu feedback.

Share the QR code or link with them.

# **Slide 26: Thank you (2 minutes)**

Thank the group for coming.

Talk briefly about next module.

Remind of time, date and any other housekeeping.