

Title:	Assertiveness and Decision Making Skills
Level:	Entry Level 3
Credit value:	2
GLH:	20
Unique Reference Number:	Y/505/0387
Sector Subject Area:	14.1: Foundations for Learning and Life.
Aim:	The aim of this unit is to provide learners with the knowledge and skills to be able to understand assertiveness, prepare for personal decision-making, use assertive behaviour to put forward their own views in structured situations, and make reasoned decisions based on appropriate information and advice.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.
Learning outcomes	
<i>The learner will:</i>	
1. Understand the meaning of assertiveness.	
Delivery content:	
<p>The aim of this learning outcome is to provide learners with the knowledge and skills to understand what assertive behaviour means, identify examples of assertive, passive, and aggressive behaviour, and recognise how different communication styles affect interactions and outcomes.</p> <p>The learner must:</p> <ol style="list-style-type: none"> 1.1 Give an example of assertive behaviour. 1.2 Identify examples of assertive behaviour. 1.3 Identify examples of passive behaviour. 1.4 Identify examples of aggressive behaviour. 	

2. Know how to prepare for personal decision making.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to identify factors that can influence personal decision-making, recognise where to find advice to help with making decisions, and understand how to prepare themselves before making important choices.

The learner must:

2.1 Identify **factors which can influence personal decision making**.

2.2 State **where to find advice to help with making specified decisions**.

3. Be able to use assertive behaviour to put forward own views in a structured situation.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to use assertive behaviour when contributing their own views in a structured group discussion or role-play, identify the benefits of putting forward views assertively, and practise communicating confidently and respectfully.

The learner must:

3.1 Use **assertive behaviour to contribute own views** to a structured group discussion or role-play.

3.2 Identify the **benefit of putting forward views in an assertive way**.

4. Be able to make a reasoned decision.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to outline how a reasoned decision was made, explain the steps and factors involved in the decision-making process, and demonstrate effective decision-making in a structured group discussion or role-play.

The learner must:

4.1 Outline **how a reasoned decision was made** on a given situation in a structured group discussion or role play.

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Requirements</p>	
<p>1.1: Example of assertive behaviour</p>	<p>Definition:</p> <p>An example of assertive behaviour is a clear, respectful way of expressing thoughts, feelings or needs whilst respecting the rights of others. It involves confident communication without being passive or aggressive.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining assertive behaviour as confident, clear and respectful communication. • Teaching learners to identify key features of assertiveness including eye contact, calm tone, use of 'I' statements and respectful body language. • Providing clear real-world examples such as saying 'I would like to finish speaking, please' or 'I feel uncomfortable with this, can we discuss it?' • Supporting learners to understand the difference between assertive communication and passive or aggressive communication. • Reinforcing the benefits of assertiveness, such as building respect, improving relationships and increasing confidence. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Role-playing scenarios where learners practise assertive responses. • Creating posters or visual aids showing examples of assertive statements. • Analysing video clips demonstrating assertive versus passive or aggressive behaviour. • Discussing real-life situations where assertiveness helped resolve a conflict.

<p>1.2: Examples of assertive behaviour</p>	<p>Definition: Examples of assertive behaviour are situations where individuals communicate their needs, boundaries or opinions in a calm, confident and respectful way, without violating the rights of others.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining a range of assertive behaviours including expressing disagreement politely, setting personal boundaries and asking for what you need clearly. • Teaching learners to identify assertive body language such as upright posture, steady eye contact and open gestures. • Providing diverse examples from everyday settings such as declining a request, requesting time to think, or expressing appreciation clearly. • Supporting learners to recognise how tone, volume and facial expressions contribute to assertiveness. • Reinforcing that assertiveness promotes fairness, mutual respect and effective communication. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Categorising examples into assertive, passive and aggressive during group activities. • Watching and analysing assertiveness in real-world situations or videos. • Creating scenario cards for learners to identify assertive responses. • Peer feedback on assertive communication practice.
<p>1.3: Examples of passive behaviour</p>	<p>Definition: Examples of passive behaviour are situations where individuals avoid expressing their thoughts, feelings or needs, often prioritising others' wishes at their own expense and failing to stand up for themselves.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining passive behaviour as avoiding conflict, not speaking up and consistently putting others first.

	<ul style="list-style-type: none"> • Teaching learners to identify signs of passive behaviour such as avoiding eye contact, quiet voice, hesitant speech and submissive body language. • Providing clear examples such as agreeing to tasks you don't want to do, apologising excessively, or saying 'it doesn't matter' when it does. • Supporting learners to understand the negative effects of passivity including frustration, resentment and loss of self-esteem. • Reinforcing that everyone has the right to express their views and needs respectfully. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Comparing passive behaviour with assertive behaviour through case studies. • Role-playing situations where learners identify passive responses. • Creating posters showing passive communication examples and their impacts. • Reflection activities on personal experiences of passive communication.
<p>1.4: Examples of aggressive behaviour</p>	<p>Definition: Examples of aggressive behaviour are situations where individuals express their thoughts, feelings or needs in ways that disrespect, intimidate or violate the rights of others, often using hostile language or body language.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining aggressive behaviour as forceful, hostile or disrespectful communication that prioritises one person's needs whilst disregarding others. • Teaching learners to identify aggressive body language such as invading personal space, pointing fingers, raised voice and glaring. • Providing clear examples such as shouting, blaming others, interrupting, making threats or using sarcasm to belittle someone. • Supporting learners to understand the harmful effects of aggression including damaged relationships, fear and conflict escalation.

	<ul style="list-style-type: none"> • Reinforcing the importance of respect, empathy and calm communication in resolving disagreements. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Watching video clips and identifying aggressive behaviours and their consequences. • Sorting activities where learners categorise behaviours as passive, assertive or aggressive. • Role-playing how to respond calmly when someone else behaves aggressively. • Group discussions on alternative assertive responses in conflict scenarios.
<p>2.1: Factors which can influence personal decision making</p>	<p>Definition: Factors which can influence personal decision-making are the various internal and external elements that affect how individuals consider options and make choices, including emotions, values, peer pressure, time constraints and available information.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining internal factors such as feelings, beliefs, past experiences and personal preferences that shape decisions. • Teaching learners to identify external factors such as advice from trusted people, peer influence, time limits and available resources. • Providing clear examples showing how factors like stress, excitement or tiredness can affect judgement. • Supporting learners to recognise when outside influences are positive or potentially unhelpful. • Reinforcing the importance of pausing to think and weighing up factors before making decisions. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Brainstorming sessions where learners list factors affecting a particular decision. • Creating mind maps showing internal and external influences. • Discussing case studies where different factors led to different outcomes.

	<ul style="list-style-type: none"> • Reflection activities on decisions learners have made and what influenced them.
<p>2.2: Where to find advice to help with making specified decisions</p>	<p>Definition: Knowing where to find advice to help with making specified decisions means identifying appropriate sources of support, guidance or information that can help individuals consider options, understand risks and make informed choices in different situations.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining trusted sources of advice such as family members, teachers, support workers, healthcare professionals and official organisations. • Teaching learners to match the type of decision to the appropriate source, such as financial decisions to a bank adviser, health questions to a doctor or career choices to a careers adviser. • Providing clear examples showing how to access support, including phone numbers, websites or physical locations. • Supporting learners to evaluate whether a source of advice is reliable, trustworthy and appropriate. • Reinforcing the importance of seeking advice when unsure and avoiding making important decisions in isolation. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Creating a resource directory of local and national support services. • Role-playing scenarios where learners practise asking for advice appropriately. • Inviting guest speakers from advice organisations to talk to learners. • Researching reliable websites and helplines for specific decisions.
<p>3.1: Assertive behaviour to contribute own views</p>	<p>Definition: Using assertive behaviour to contribute own views means expressing personal thoughts, ideas or opinions clearly, confidently and respectfully in a group setting, whilst listening to and valuing the contributions of others.</p>

	<p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining how to participate assertively in group discussions using clear language, appropriate tone and confident body language. • Teaching learners to use phrases such as 'I think...', 'In my opinion...' or 'I would like to suggest...' to introduce their views. • Providing clear examples of respectful disagreement such as 'I see your point, but I feel differently because...' • Supporting learners to balance speaking up with listening actively to others. • Reinforcing the importance of maintaining respect, patience and open-mindedness during discussions. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Structured group discussions where learners practise contributing assertively. • Role-playing exercises based on everyday scenarios such as group work or family decisions. • Providing sentence starters and communication prompts for learners. • Video recording and reviewing practice discussions to build confidence.
<p>3.2: Benefit of putting forward views in an assertive way</p>	<p>Definition:</p> <p>The benefit of putting forward views in an assertive way is that it promotes effective communication, builds mutual respect, increases confidence and helps individuals ensure their opinions are heard and valued without causing conflict or damaging relationships.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining the benefits of assertiveness including improved self-esteem, healthier relationships and being taken seriously by others. • Teaching learners to recognise how assertiveness reduces misunderstandings, prevents resentment and leads to better outcomes.

	<ul style="list-style-type: none"> • Providing clear examples showing how assertiveness helps in resolving conflicts, making group decisions and negotiating fairly. • Supporting learners to understand that assertiveness is a skill that improves with practice. • Reinforcing that assertiveness empowers individuals and creates a culture of respect. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Group discussions reflecting on times when assertiveness led to positive results. • Creating comparison charts showing outcomes of passive, aggressive and assertive communication. • Testimonial sharing activities where learners describe benefits they've experienced. • Poster or presentation projects highlighting advantages of assertive communication.
<p>4.1: How a reasoned decision was made</p>	<p>Definition: Outlining how a reasoned decision was made involves explaining the logical steps taken to gather information, consider options, weigh up pros and cons, seek advice if needed and reach a conclusion based on thoughtful consideration rather than impulse.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining the steps of reasoned decision-making including identifying the decision, gathering information, listing options, evaluating consequences and making a choice. • Teaching learners to articulate the reasoning behind their decisions clearly and logically. • Providing clear examples showing how to explain factors considered, advice sought and why one option was chosen over others. • Supporting learners to reflect on whether their decision-making process was thorough and fair. • Reinforcing that explaining decisions builds confidence, accountability and trust. <p>Teaching could include:</p>

	<ul style="list-style-type: none">• Role-playing decision-making scenarios with structured debriefs.• Creating decision-making flowcharts or frameworks to guide learners.• Group discussions where learners present and justify their decisions.• Reflection activities reviewing past decisions and identifying what worked well.
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