

NEW MEXICO 4-H

Aggie Next Step

Self-Advocacy Assertiveness Skills



Post Secondary Pathways



Newt McCarty, State 4-H Agent and Chelsey Juenemann, Education Specialist



New Mexico State University is an equal opportunity employer and educator.
NMSU and the U.S. Department of Agriculture cooperating.
nm4h.nmsu.edu



BE BOLD. Shape the Future.
College of Agricultural, Consumer
and Environmental Sciences
Cooperative Extension Service
Extension 4-H Youth Development



Self-Advocacy

INTRODUCTION

Being your own advocate means knowing your worth, speaking up for your needs, and standing strong – without putting others down. In this lesson, participants will learn how to use assertiveness to express themselves with confidence and lead their lives with independence and purpose.

SET UP

Review lesson materials and determine which worksheets and handouts you will use for the lesson. Print enough pre/post assessments, worksheets, and handouts for each participant.

ACTIVITY

1. Begin by having participants complete *Pre-assessment*.
2. Facilitate a brief group discussion about assertiveness and self-advocacy. Use these prompts to guide the conversation.

Q: *What does it mean to stand up for yourself without putting someone else down?*

Q: *Can you think of a time when you did this – or wish you had?*

Q: *Why do you think it can be hard to speak up, even when you know what you want or need?*

3. Explain that participants will complete an activity to explore what assertiveness is and what it is not. Follow the directions for the *Assertiveness Is / Is Not Activity*.

4. Distribute the *Assertiveness Is / Is Not Handout*. Have participants compare it with their group's list, then discuss:

Q: *Which list do most of your actions fit into now?*

Q: *Can assertiveness look different based on personality or culture?*

5. Introduce the *I Wish I Were / I Can Be Activity*. Explain that it helps participants reflect on their personal growth in assertiveness.

6. Model the reflection. Write on the board: **"I wish I were more _____."** Ask a few volunteers to share. Next write: **"I can be more assertive by _____."** Ask for additional examples to model the second part of the statement.

Supplies

- Worksheets
- Handouts
- Pens/Pencils, Markers
- Flipchart (optional)

OUTCOMES

Students will be able to:

- **Define** self-advocacy and assertiveness.
- **Differentiate** between passive, aggressive, and assertive behaviors.
- **Identify** and apply verbal and nonverbal assertive communication skills.
- **Demonstrate** how to express needs and feelings respectfully.
- **Practice** assertive responses to real-life scenarios.



Self-Advocacy

7. Distribute *I wish I were more... I can be more... Reflection Cards*. Have participants complete them quietly. Invite volunteers to share, using these prompts for discussion:
Q: What assertiveness skills would help you most right now?
Q: How could it help in your life today or in the future?
8. Distribute, review, and discuss the *Tips for Being Assertive* and *Speaking Up for Yourself* handouts as a group.
9. Optional Extension Activities: See below for additional ideas to extend the lesson.
10. *Exit Ticket* – depending on time, this can be done as a class discussion, or students can complete the worksheet in class, as homework, or the following class.
- 15. Have participants complete *Post-assessment*.**

LESSON EXTENSION

Lesson Extension Activity: The Blame Game

Assertive Behavior Role Play:

- Use the *Putting Assertive Behavior into Action* activity to help students practice assertiveness in realistic scenarios.

Debrief Questions:

Q: Was it easy or difficult to act assertively?

Q: Which scenario felt closest to a real experience?

WRAP UP

Being a self-advocate means speaking up for your needs with respect and confidence. With the assertiveness tools and strategies, you practiced today, you're better equipped to take control of your path and communicate your goals clearly and effectively.



New Mexico State University is an equal opportunity/affirmative action employer an educator.
NMSU and the U.S. Department of Agriculture Cooperating.

nm4h.nmsu.edu



BE BOLD. Shape the Future.
College of Agricultural, Consumer
and Environmental Sciences
Cooperative Extension Service
Extension 4-H Youth Development



Self-Advocacy

RESOURCES

NM Standards:

NM PED Standards: Career and Technical Education (CTE):

CTE 2.1.1: Select and employ appropriate reading and communication strategies

CTE 2.1.2: Demonstrate use of the concepts, strategies, and systems to enhance communication in the workplace

CTE 2.1.7: Interpret verbal and nonverbal cues/behaviors to enhance communication

CTE 2.1.9: Listen and speak with diverse individuals to enhance communication

Common Career Technical Core (CCTC) Standards: Career Ready Practices (CRP):

CRP-1: Act as a responsible and contributing citizen and employee

CRP-4: Communicate clearly, effectively, and with reason

Optional ELA Alignment (Grades 6-12)

SL1: Participate in a range of conversations and collaborations

SL6: Adapt speech to a variety of contexts and communicative tasks

Video Resources:

Note: Please preview all videos before showing them to students to ensure they are age-appropriate, relevant, and aligned with your classroom needs.

COMMUNICATION: How can we communicate more assertively?

<https://www.youtube.com/watch?v=F3-yKoHTygg&t=12s>

How to Be More Confident

<https://www.youtube.com/watch?v=68ciKK1afDQ>

Being assertive

<https://www.youtube.com/watch?v=ubSL1tFmgDc>



New Mexico State University is an equal opportunity/affirmative action employer and educator.
NMSU and the U.S. Department of Agriculture Cooperating.

nm4h.nmsu.edu



BE BOLD. Shape the Future.
College of Agricultural, Consumer
and Environmental Sciences
Cooperative Extension Service
Extension 4-H Youth Development