

# Adolescent Health Program Sexual Risk Avoidance (SRA) Grant Real Essentials High School Curriculum



**Florida**  
**HEALTH**  

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**Baker County**



# ICE BREAKERS







# Get Acquainted Bingo

## OBJECTIVE

To have fun welcoming and acquainting students with one another.

## MATERIALS

- *Worksheet: Get Acquainted Bingo on page 5*
- *Small prize(s) for winners*
- *Flip chart paper and markers*

## STEP BY STEP

1. Introduce yourself to your class.
2. Distribute the *Get Acquainted Bingo* worksheet. Announce to the class that this is a contest. The object is to get a Bingo, 4 in a row, either across, up and down, or diagonally.
3. Explain that the only way to fill in a square on the bingo card is to meet someone in the class who truthfully meets that description. Once a match is identified, the student who meets the description signs the box. Students can only sign their name one time on each page and may not sign their own page.
4. Encourage students to circulate and mingle with as many different students as possible. Direct students to shout out, "Bingo"! when they complete a full row.
5. End the game when several have scored a Bingo.
6. Call on the first Bingo winner to share the name signed for each description that made a Bingo. Award the winner a small prize.
7. Call on the second winner to do the same as the first. Repeat this step for all the winners.
8. Ask the class which square was the hardest to get filled in, and allow for discussion. Just for fun, ask someone to name all the Dwarfs!
9. Share a little background information about yourself with the class. Then, ask each student to introduce themselves.



# Get Acquainted Bingo

**WORKSHEET**

Has Traveled to Another Country	Shoe Size Matches Mine	Has a Fascinating Hobby	Can Roll Their Tongue
Likes Walking in the Rain	Has More Than Six in Family	Was Born in Another State	Plays a Sport
Likes the Same Types of Music	Has a Relative That's Quit Smoking	Shares Same Initials	Is Shorter Than I Am
Has a Pet Other Than a Dog or Cat	Can Name All 7 Dwarfs	Plays a Musical Instrument	Has an Allergy






# Rabbit, Pig, Tiger

## OBJECTIVE

To have fun while creating a safe classroom climate.



## STEP BY STEP

- 
1. Have students get into pairs and stand back-to-back so both partners can see you (the teacher).
  2. Demonstrate the hand gestures for the three animal groups, and have students emulate you at the same time.
    - Rabbit – hold both hands up above your head like rabbit ears
    - Pig – put your fist over your nose
    - Tiger – make tiger claws with both hands held shoulder high
  3. Ask the students to put their hands at their sides.
  4. Have each student make a gesture with their hands that represents either a rabbit, pig or tiger on the count of three. Count to three, and make sure all pairs are holding up their hands.
  5. Ask the students to quickly turn around and face one another while making their hand gestures.
  6. Direct all students, whose hand gestures match their partner's, to be seated.
  7. Ask those pairs who do not match to turn back to back again.
  8. Repeat the exercise, and ask the matching pairs of the second round to be seated. Ask the non-matching pairs to try again.
  9. Repeat the exercise a third time. Then, have all students left standing to return to their seats.
  10. Ask the class, "What does *Rabbit, Pig, Tiger* have to do with healthy relationships?"
  11. Exclaim that the correct answer is, "NOTHING! It just made you laugh, and when you're laughing, you're learning!"

# Concentric Circles

## OBJECTIVE

To have fun while creating a safe classroom climate.

## MATERIALS

- *Concentric Circles Open-Ended Statements on page 11*

## STEP BY STEP

1. Divide the class into two groups.
2. Ask the first group to get into a circle.
3. Once they have formed a complete circle, ask them to turn 180 degrees, so they are now in a circle but all facing outward.
4. Instruct the second group to form a larger circle around the first group. This should position students face to face all the way around.
5. Ask the inner circle students to answer one of the questions listed on the *Concentric Circles Open-Ended Statements* worksheet. Repeat rotation, highlighting a different question each round.
6. After allowing the inner circle of students to state their answers to the students facing them in the outer circle, ask the outer circle of students to complete the open ended statement with the first honest answer that comes to mind.
7. After both groups have answered the question, ask the outer circle to rotate, in a clock-wise direction, so that each outer circle student is now facing the student that was to the left of the student they previously interacted with. The inner circle stays put.
8. Repeat the procedure, this time using the next open-ended statement. Continue rotations until members of the inner circle have interacted with every student in the outer circle.
9. Arrange the class into a single large circle, and ask for volunteers to share what they learned about their classmates.
10. Ask about and discuss:
  - Spacing—Was it comfortable to be so close?
  - Eye Contact—Did you make it and keep it?
  - Conversational Flow—Was it hard or easy to keep talking?
  - Hygiene—What does hygiene have to do with relationships?



**EDUCATOR NOTE**

For large groups, have students form multiple, small, concentric circles.

**MAKE AN IMPACT**

Use the following gestures to communicate spacing:


- Hold arms straight out. Say, "This is acquaintance space."
- Hold arms with elbows tucked at the waist. Say, "This is friendship space."
- Cross arms over chest. Say, "This is intimate space."






# Concentric Circles

## *Open-Ended Statements*

- 
- If I had one month left to live I would...
  - If I could have lived during any past historical period, I would have lived during...
  - The season of the year I like best is...
  - The earliest thing I remember in my life is...
  - If I could change one thing in the world, it would be...
  - The ugliest thing I've ever seen is...
  - My friends are...
  - My favorite three words are...
  - My idea of a good time is...
  - I get angry when...
  - I wish people would...
  - On weekends I...
  - I hope I'll never...
  - I am at my best when...
  - I feel proud when...
  - My favorite sound is...
  - When I think of motorcycles, I...
  - The best gift I ever received was...
  - My favorite teacher always...
  - My parents...
  - School is...
  - On Saturday I like to...
  - If I had another week of summer vacation, I would...
  - On Sundays I wish my family would...
  - I think my parents should...
  - If I had \$100 I would...
  - Someday I am going to...
  - I cry when...
  - I'm happy when...
  - When people describe me, I think they say...
  - I make the world a better place by...



**Have your students add their own open-ended statements to this list.**



# The Wright Family

## OBJECTIVE

To have fun while creating a safe classroom climate.



## MATERIALS

- *The Wright Family Story* on page 14
- Pens

## STEP BY STEP

1. Ask the students to stand shoulder to shoulder in a circle holding their pen in their right hand.
2. Say to the students, "I'm about to read you a story. When you hear the word 'right,' pass your pen to the right. When you hear the word 'left,' pass your pen to the left."
3. Read *The Wright Family Story* aloud. The students will be passing their pens back and forth throughout the reading.
4. When the story is finished, ask, "Does everyone have their own pen?" They will not.
5. Ask the students what would have made the story easier to follow? Responses might include: reading slower, staring at the floor, better concentration and less laughter.
6. Discuss the listening skills it takes to focus on what was being said in this fast moving story.
7. Have students return pens to their rightful owners.



# The Wright Family Story

One day the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course, this made Aunt Linda Wright so mad that she left the house immediately, yelling, "It will be a right cold day before I return."

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright and got in the car and left. Unfortunately, as they turned out of the driveway, someone had left a trash can in the street, so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry as he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This, of course, got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick so she left the car, too. Father Wright was left with Tommy Wright, who was playing a game in the back seat. With all this going on, Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said, "I wish the Wright family had never left the house today!"

From: Activities That Teach by Tom Jackson





# Popcorn

## OBJECTIVE

To have fun while creating a safe classroom climate.



## STEP BY STEP

1. Tell the students that you are going to make a statement, and if it applies to them, then they should “pop up” out of their seats briefly, and then sit back down quickly before the next statement is read.
2. Use the following statements, one at a time, allowing adequate time between each one for students to “pop” and return to their seat.
  - I have a sister.
  - I have a brother.
  - I share a bedroom.
  - I am a first born.
  - I am a middle child.
  - I am the youngest child.
  - I moved here from another state.
  - I moved here from another country.
  - I like sports.
  - I know what it's like to have a bad hair day.
  - I know how it feels to be excluded.
  - I have been in an awkward situation.
  - I have felt bad about my height at some point in my life.
  - I have had days when I did not want to come to school.
  - I have had pimples.
  - I have been in a very embarrassing situation before.
  - I have forgotten my lunch at least once.
3. Feel free to add some of your own “pop” statements that you believe will apply to many of those in class.
4. When completed with the statements and responses, point out how there were many times when a large number of students were popping over the same statement. Draw attention to the fact that the students all have far more in common than they might think, and that they share many of the same challenges.



# Chapter 1

## Learning about yourself and others

Take a stroll down the self-help aisle in any bookstore, and you will find a vast array of books discussing the importance of knowing and taking care of yourself before attempting to develop close relationships with others.

Without going through the process of self-discovery and exploration, experts say a typical person will have tremendous difficulty in cultivating, and maintaining, healthy relationships with others. This unit creates opportunity for self-discovery while also allowing students to learn about, and better understand, their peers.

# My Whole Self

## OBJECTIVES

- To introduce 6 types of intimacy (Physical, Intellectual, Emotional, Social, Spiritual, & Financial).
- To educate students about how each type affects whole person health.



## MATERIALS

- 6 buckets marked with one letter (P, I, E, S, S, or F)
- Small sheets of paper, each marked with one letter (P, I, E, S, S, or F)
- Worksheet: *My Whole Self* on page 21
- Handout: *Categories of Intimacy* on page 22

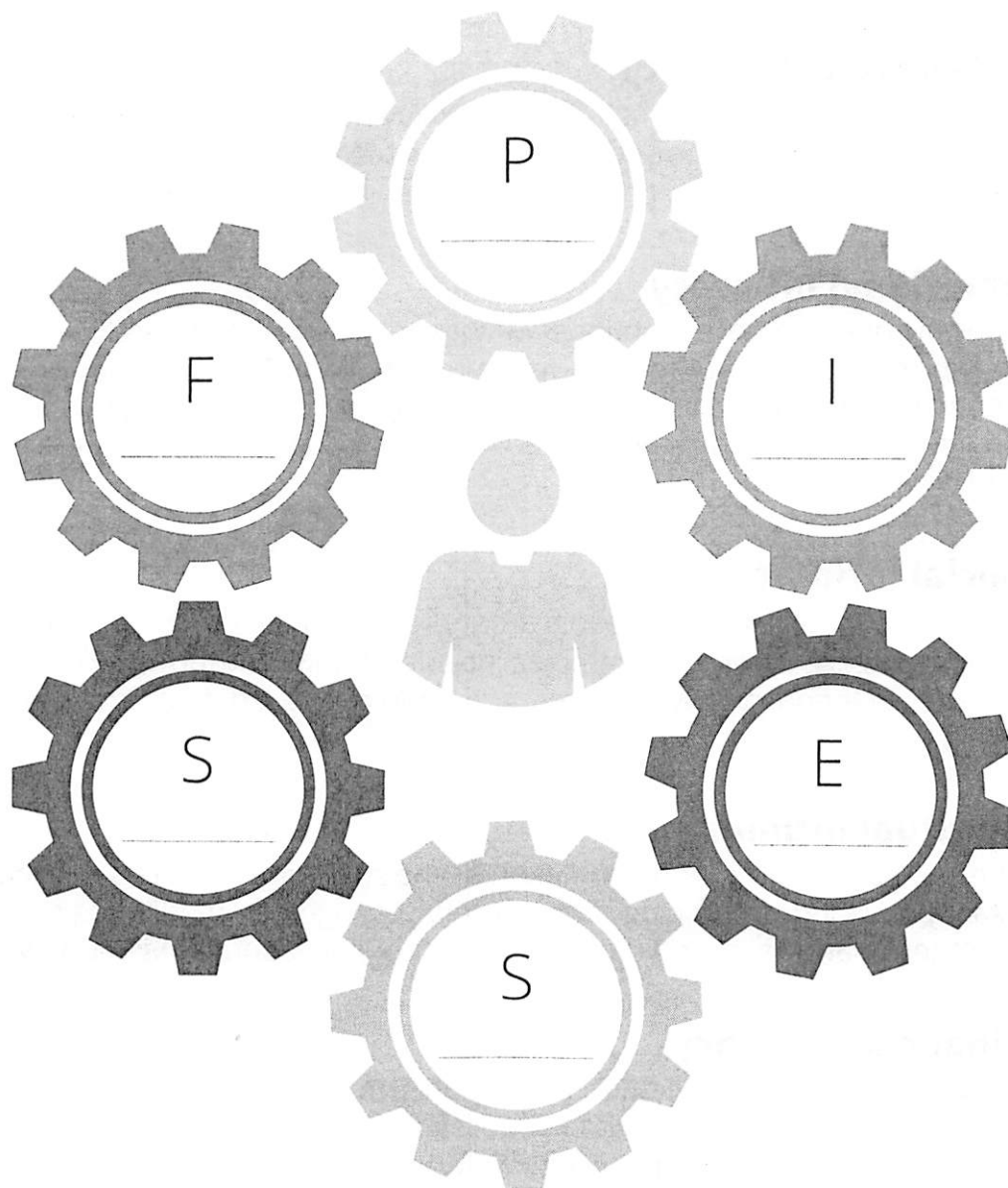
## STEP BY STEP

1. Distribute the *My Whole Self* worksheet to each student.
2. Tell the students, "There are multiple ways to grow intimacy in each of these categories. It is important to know that intimacy is not just physical."
3. Share each category of intimacy, and have students write each on the corresponding line.
4. Divide the class into groups, and distribute a small stack of the sheets of paper, each marked with either a P, I, E, S, S, or F.
5. Ask students to brainstorm ways to grow intimacy for each category, and tell them to write their examples on the small pieces of paper. (Example: "F" paper: Work to raise money for a charity together).
6. Tell students to crumble their example into a ball, and toss it into the bucket that matches.
7. After each bucket has a few examples, unwrap a few of the papers, and read them for the class.
8. Utilize the *Categories of Intimacy* handout for further ideas.
9. Have students record examples in the boxes of the *My Whole Self* worksheet.



# My Whole Self

WORKSHEET



# Categories of Intimacy

## HANDOUT



### Physical Intimacy

The way you engage with physical touch. Examples include: hugging, kissing, snuggling, back rubs, holding hands, and sexual contact.



### Intellectual Intimacy

Connecting with how another person thinks and what they are interested in learning. Examples include: taking a class together, reading similar books, exploring current events, or challenging one another to learn something new.



### Emotional Intimacy

Knowing one another's emotional wiring and providing the freedom to express emotions, both positively and negatively. Examples include: understanding what makes your partner laugh or cry, permission to express doubts and fears, and a general understanding of one another's personalities and tendencies.



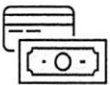
### Social Intimacy

How you connect with the people around you, and the things you and your partner engage in for fun. Examples include: sharing a hobby, seeking similar qualities in friendships with others, and how you view, define, and value family.



### Spiritual Intimacy

The way you view the world and express the spiritual nature of your hearts. Examples include: attending religious services together, meditating or praying together, sharing similar world views and thoughts about a higher power.



### Financial Intimacy

How you approach, view, save, spend, and give money. Examples include: agreeing on budget parameters, discussing life goals for earning an income, your spending habits, and how you view debt.

# Personal Strengths

## OBJECTIVE

To help students identify and articulate their own specific strengths, accomplishments and goals.



## MATERIALS

- *Worksheet: Personal Strengths on page 25*

## STEP BY STEP

1. Distribute a *Personal Strengths* worksheet to each student.
2. Ask each student to list 4 traits they admire about themselves, 4 accomplishments they are proud of, 3 goals they hope to achieve in the next 10 years, and 2 facts about themselves no one else knows.
3. Remind students that their sheets will be collected and read out loud to the class.
4. Ask the students to only write their initials on the back of the sheet.
5. Collect the sheets, and randomly sort them.
6. Read some of the items on a sheet, and allow students to guess the person you are describing. Be sure to start with the most generic attributes, and progress toward the more specific as you go.



## MAKE AN IMPACT

Fill out a *Personal Strengths* worksheet on yourself ahead of time (focused primarily on your life up through high school) and discreetly add it to the random mix. This will keep the class guessing and give you an opportunity to relate with them in a new way.



# Personal Strengths

## WORKSHEET

List 4 traits you admire about yourself:

1.

2.

3.

4.

List 4 accomplishments you are proud of:

1.

2.

3.

4.

List 3 goals you hope to achieve in the next 10 years:

1.

2.

3.

List 2 interesting facts about yourself nobody else knows:

1.

2.

# Personality Styles

## OBJECTIVE

To help students discover their personality style and appreciate the differences in others.

## MATERIALS

- *Worksheet: Personality Profile on page 29*
- *Worksheet: Personality Profile Chart on page 30*
- *Handout: Personality Characteristics on page 31*
- *Optional: Pictures or stuffed animals of a Lion, Otter, Golden Retriever and Beaver*

## STEP BY STEP

1. Distribute the *Personality Profile* worksheet to each student.
2. Instruct them to circle as many words in each box that are consistent character traits they exhibit at home.
3. Define terms for students as needed.
4. When completed, instruct students to add up the circles in each box, and graph the results on the *Personality Profile Chart* worksheet. (If there is a tie, pick the words that most describe you when you are with good friends).
5. Have the students get into groups according to their personalities.
6. Using the pictures (or stuffed animals) as a visual aid, explain which animal each of the four letters represents:  
**L** = Lions      **O** = Otters      **G** = Golden Retrievers      **B** = Beavers
7. Using the *Personality Characteristics* handout, read the characteristics of the Lion. Then ask the class, "Based on these qualities, do you think Lions are hard-sided or soft-sided?" Allow the students to guess. Then explain that Lions are hard-sided. They don't let many people into their emotional space.
8. Using the *Personality Characteristics* handout, read the characteristics of the Otter. Then ask the class, "Based on these qualities, do you think Otters are hard-sided or soft-sided?" Allow the students to guess, then explain that Otters are soft-sided. They allow many people into their emotional space.
9. Using the *Personality Characteristics* handout, read the characteristics of the Golden Retriever. Then ask the class, "Based on these qualities, do you think Golden Retrievers are hard-sided or soft-sided?" Allow the students to guess, then explain that Golden Retrievers are soft-sided. They allow many people into their emotional space.



10. Using the *Personality Characteristics* handout, read the characteristics of the Beaver. Then ask the class, "Based on these qualities, do you think Beavers are hard-sided or soft-sided?" Allow the students to guess, then explain that Beavers are hard-sided. They don't allow many people into their emotional space.
11. After covering the characteristics of all four animal groups, ask: "Which group is best?" Take responses, then explain that no group is best; each one is just different. Then discuss the value of learning to appreciate differences in others.
12. Explain that the goal of a well-rounded person is to take on qualities of all four groups, rather than demonstrating huge peaks and valleys on their *Personality Profile Chart*.
13. Ask the students which animal they think you (the teacher) are?



### EDUCATOR NOTE

Remember, it is likely that people have characteristics from each personality, however, we are teaching to their dominant traits.

Before teaching this lesson, prepare and share definitions for the following words that students sometimes have trouble contextualizing: Steadfast, Enterprising, Conscientious, Infectious laughter, Visionary, Analytical, Optimistic, Dry Humor, Discerning. As a best practice, consider teaching a vocabulary lesson utilizing words from the personality inventory ahead of implementing this lesson in you scope and sequence.



### MAKE AN IMPACT

Ask the class about how different relationships might work between different animals. For example:

- What might happen if a *Lion* takes an *Otter* to the mall to shop for a prom dress?
- What might happen if two *Golden Retrievers* are trying to decide where to eat lunch?



### CONNECT AT HOME

Give extra copies of the *Personality Profile* worksheets and *Personality Characteristics* handouts to your students for them to use with their family and friends outside of class.

# Personality Profile

## WORKSHEET

In each box, circle any words or phrases that describe a consistent character trait of yours when you are at home.

### L

Likes authority	Bold
Takes charge	Purposeful
Determined	Decision maker
Confident	Adventurous
Firm	Strong-willed
Enterprising	Independent
Competitive	Controlling
Enjoys challenges	Persistent
Problem solver	Action oriented
Productive	Leader

### O

Enthusiastic	Likes variety
Takes risks	Spontaneous
Visionary	Enjoys change
Motivator	Creative
Energetic	Group oriented
Very verbal	Optimistic
Promoter	Initiator
Friendly	Infectious laughter
Enjoys popularity	Inspirational
Fun-loving	Flexible

### G

Sensitive feelings	Dry Humor
Loyal	Adaptable
Consistent	Sympathetic
Non-demanding	Thoughtful
Avoids confrontations	Nurturing
Enjoys routine	Patient
Dislikes change	Tolerant
Warm	Good listener
Gives in	Peacemaker
Indecisive	Steadfast

### B

Enjoys instructions	Perfectionist
Accurate	Discerning
Consistent	Detailed
Controlled	Analytical
Reserved	Inquisitive
Predictable	Precise
Practical	Persistent
Orderly	Scheduled
Factual	Sensitive
Conscientious	Intentional

After circling all applicable words, add up the number of circles in each box, and graph it on Personality Profile Chart.

# Personality Profile Chart

WORKSHEET

	L	O	G	B
20				
18				
16				
14				
12				
10				
8				
6				
4				
2				
0				



# Personality Characteristics

**HANDOUT**

## Lions: (Hard-Sided)

**MOTTO:  
"LET'S DO IT NOW!"**

- are born leaders
- like to accomplish things with immediate results
- are doers
- are decisive, but may not consult others
- want "bottom line" communication (short & sweet)
- often feel threatened by questions
- are not afraid of pressure or confrontation
- are bosses (or at least they think they are)
- love to solve problems
- want directives followed without questioning
- demand allegiance
- love to change things

LIONS  
LOVE TO  
WIN.

### Relational Challenge for Lions

Once Lions roar, others can become afraid or intimidated by them. People keep them at an emotional arm's distance because they seem distant, angry, unapproachable or all three. The challenge for lions is to not compromise their hard-sided strengths while adopting some soft-sided traits.

# Personality Characteristics

**HANDOUT**

## Otters: (Soft-Sided)

**MOTTO:**  
**"TRUST ME,  
IT WILL WORK OUT."**

- are great at motivating others to action
- tend to avoid confrontation at all costs
- focus on the future
- tend to avoid the fine print
- are tremendous networkers (but won't know anyone's last name)
- are susceptible to peer pressure
- are excitable
- love to talk
- want to be involved in decisions
- are optimistic
- enjoy off-the-wall humor
- can have 25 best friends
- have a strong desire to be liked
- are soft and encouraging with people

OTTERS' KEY  
PHRASE IS  
"LIGHTEN  
UP!"

### Relational Challenge for Otters

Otters find it easy to be soft on people. It is also easy for them to be soft on problems. Otters need to learn to say "No" and provide the hard-side balance of healthy boundary setting.

# Personality Characteristics

**HANDOUT**

## Golden Retrievers: (Soft-Sided)

- are fiercely loyal
- have a deep need to please others
- have hearts full of compassion
- often react strongly to sudden changes
- define the word “adaptable”
- hold stubbornly to what they feel is right
- will have only a few close friends, but will have deep friendships
- can absorb incredible emotional pain and remain committed
- can be indecisive
- are great listeners and encouragers
- are great procrastinators
- are empathizers
- need to be prepared for change

**MOTTO:**  
**“LET’S KEEP THINGS  
THE WAY THEY ARE.”**

WORDS THAT MAY  
BE AN EMOTIONAL  
PEBBLE TO A LION  
CAN BE A 10 LB.  
WEIGHT TO A  
GOLDEN RETRIEVER.

### Relational Challenge for Golden Retrievers

Golden Retrievers’ strong tendency toward the soft-side of love can lead to issues of co-dependence and enabling. Golden Retrievers need to learn to balance their natural soft-side with some hard-side qualities.

# Personality Characteristics



## Beavers:

(Hard-Sided)

**MOTTO:**  
**"LET'S DO IT RIGHT!"**

- keep a close watch over emotions
- actually read the instruction manuals and then alphabetically file them
- like to make careful and intentional decisions
- like to use their critical thinking skills to solve problems
- often turn anger inward
- tend to focus on the past
- like maps, charts and organization
- provide great quality control
- have deep feelings for those they love
- have high standards and like rules and consistency
- will slow down under pressure
- need a non-critical atmosphere to do their best work
- need praise of their character as well as of their accomplishments

BEAVERS GO  
"BY THE  
BOOK."

### Relational Challenge for Beavers

Beavers make wonderful employees, friends and family members, but an out-of-balance Beaver tends to relate only on the hard-side of love and relationships, which puts them at risk for losing at love. Soft-sided traits need to be incorporated into their relationships.

# The Adolescent Brain

## OBJECTIVE

To teach students about adolescent brain development and the importance of adult guidance in their lives while they wait for their pre-frontal cortex to further develop.



## MATERIALS

- Computer or smart phone
- Worksheet: *What I Learned Through Research* on page 37
- Answer Key: *What I Learned Through Research* on page 38

## STEP BY STEP

1. Cluster the students into groups of 4, and have each group work together to research adolescent brain development.
2. Once completed, distribute the *What I Learned Through Research* worksheet, and have the students work in their group to complete the sheet.
3. Read through each question, and invite a representative from each group to state what they found.
4. After each group gives their opinion on the answer, refer to the *What I Learned Through Research* answer key to reveal the correct answer.
5. Host a discussion regarding the implications of what they have just learned about adolescent brain development.



## MAKE AN IMPACT

To apply the research regarding the adolescent brain in an activity based format, consider pairing this lesson with the *Making Healthy Decisions* lesson on page 249.

# What I Learned Through Research

## WORKSHEET

1. **Fill in the blanks:** The pre-frontal cortex is located in the \_\_\_\_\_ of the brain.
2. **Multiple choice:** The pre-frontal cortex:
  - a. plans, strategizes and organizes
  - b. helps maintain balance
  - c. is the language center
3. **Fill in the blank:** The time of adolescence can be defined by \_\_\_\_\_.
4. **True or False:** The brain is completely developed by age 15.
5. **Circle the correct underlined word:** The “pruning” that takes place in the brain helps define pathways in the brain. Using the pathways strengthens or weakens those connections.
6. **Fill in the blank:** Dopamine is a \_\_\_\_\_ and \_\_\_\_\_.
7. **True or False:** When dopamine cells in the pleasure circuit of the brain are activated, people get a feeling of well-being/happiness.
8. **Fill in the blank:** Two healthy behaviors where dopamine helps you are: \_\_\_\_\_.
9. **Fill in the blank:** Epinephrine is responsible for the fight or \_\_\_\_\_ response.
10. **Fill in the blank:** Oxytocin is known for being a \_\_\_\_\_ hormone.
11. **True or False:** Endorphins are known as the “bad” hormones.
12. **True or False:** Drugs and alcohol can increase the level of dopamine, which further encourages risks.
13. **Fill in the blank:** Tobacco and pornography can both be \_\_\_\_\_.
14. **Fill in the blanks:** Two things that can help your brain grow in a healthy manner are:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
15. **Fill in the blanks:** When making difficult decisions, you should:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

# What I Learned Through Research

## ANSWER KEY

1. **Fill in the blanks:** The pre-frontal cortex is located in the frontal lobe of the brain.
2. **Multiple choice:** The pre-frontal cortex:
  - a. plans, strategizes and organizes
  - b. helps maintain balance
  - c. is the language center
3. **Fill in the blank:** The time of adolescence can be defined by the time between puberty and the time you take on adult roles and responsibilities (generally speaking, ages 13-25).
4. **True or False:** The brain is completely developed by age 15.
5. **Circle the correct underlined word:** The "pruning" that takes place in the brain helps define pathways in the brain. Using the pathways strengthens or weakens those connections.
6. **Fill in the blank:** Dopamine is a neurotransmitter and hormone.
7. **True or False:** When dopamine cells in the pleasure circuit of the brain are activated, people get a feeling of well-being/happiness.
8. **Fill in the blank:** Two healthy behaviors where dopamine helps you are: winning awards, enjoying learning, making decisions, controlling impulses, making judgments.
9. **Fill in the blank:** Epinephrine is responsible for the fight or flight response.
10. **Fill in the blank:** Oxytocin is known for being a bonding hormone.
11. **True or False:** Endorphins are known as the "bad" hormones.
12. **True or False:** Drugs and alcohol can increase the level of dopamine, which further encourages risks.
13. **Fill in the blank:** Tobacco and pornography can both be addictive.
14. **Fill in the blanks:** Two things that can help your brain grow in a healthy manner are: get enough rest, seek to understand yourself, give yourself time to grow and mature, don't get mad at yourself, get involved in sports, creativity, jobs or community service.
15. **Fill in the blanks:** When making difficult decisions, you should: 1. stop 2. think 3. choose with intent.



# Basic Needs of the Heart

## OBJECTIVE


To help students evaluate the condition of their heart.

## MATERIALS

- *Worksheet: Basic Needs of the Heart* on page 41
- *Handout: Human Needs* on page 43




## STEP BY STEP

- 
1. Distribute the *Basic Needs of the Heart* worksheet.
  2. Explain the “Rate Yourself” scale on the bottom of the worksheet, and have students choose a number that matches their current emotional state.
  3. Using a pen or marker, instruct students to draw a line across the number they choose, and color in the space below their line.
  4. Identify the gap space between their rating and a rating of “10”.
  5. Ask students, “What are examples of things you do to try and fill the empty space in your heart?”
  6. Ask students, “Are the examples we shared healthy or unhealthy strategies for filling your heart?”
  7. Tell students, “It is difficult to love others from a place of emptiness. Try and find healthy ways to fill your heart in order to live in a place of fullness and to have the resources to care for yourself and others.”
  8. Distribute the *Human Needs* handout, and discuss which needs may be missing. Define the needs that might be abstract, and when possible, connect students with healthy resources to meet them.



## MAKE AN IMPACT



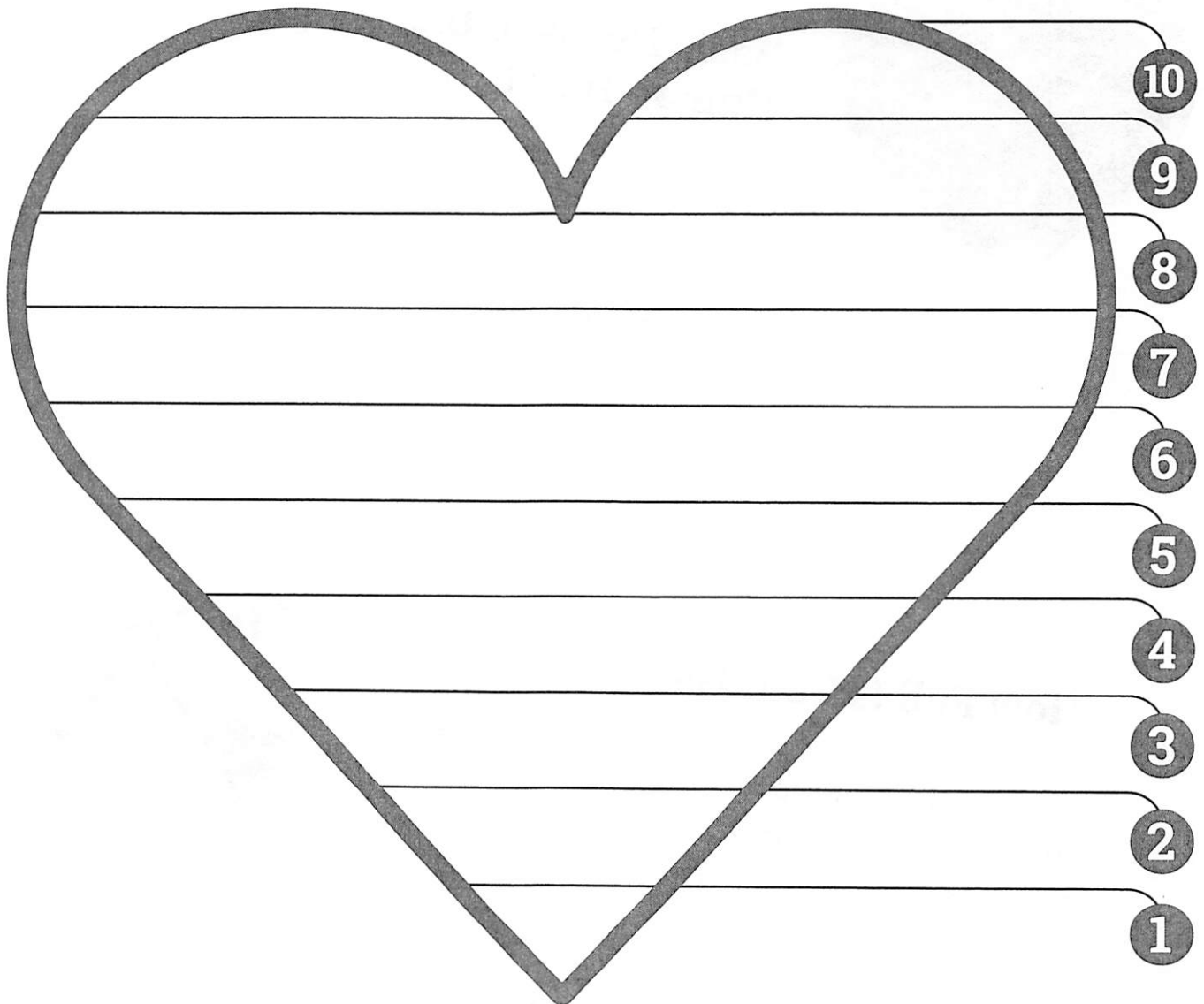
Make multiple copies of the *Basic Needs of the Heart* worksheet to utilize with students at different points throughout the course. Assess if their rating changes as students learn new skills.



# Basic Needs of the Heart

## WORKSHEET

Mark how full your heart is on a scale of 0-10.



Rate Yourself: On a scale of 0 - 10, where is your heart?

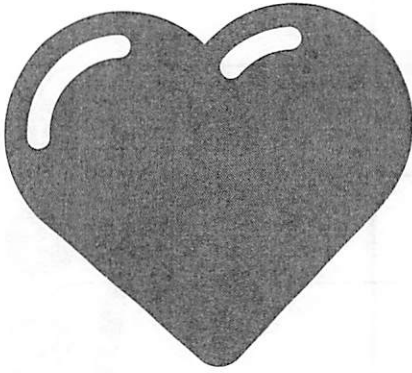


Depressed  
Unloved  
I don't matter  
I am scared  
I am unacceptable

I am worthy of love  
I am making a difference  
I belong  
I am happy and confident  
I am acceptable and capable

# Basic Needs of the Heart

## WORKSHEET

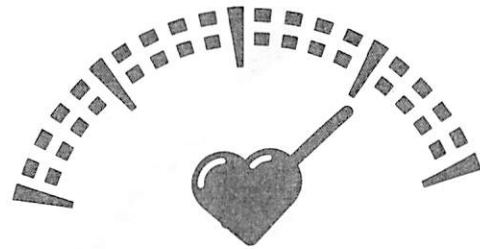


### Basic Needs of the Human Heart

- Acceptance
- Love
- Worth
- Sense of belonging
- Being able to make a difference (empowerment)
- Sense of security
- "I need to matter"

### How Full Is Your Heart?

Imagine your heart as a gas tank. If it is empty, it can be hard to love and care for others. If your tank is full, you are more capable of loving others.



Rate Yourself: On a scale of 0 - 10, where is your heart?



Depressed  
Unloved  
I don't matter  
I am scared  
I am unacceptable

I am worthy of love  
I am making a difference  
I belong  
I am happy and confident  
I am acceptable and capable

*Adapted from Toward a Psychology of Being by Abraham Maslow.*

# Human Needs

## HANDOUT

### CONNECTION

acceptance  
affection  
appreciation  
belonging  
cooperation  
communication  
closeness  
community  
companionship  
compassion  
consideration  
consistency  
empathy  
inclusion  
intimacy  
love  
mutuality  
nurturing  
respect/self-respect  
safety  
security  
stability  
support  
to know and be known  
to see and be seen  
to understand and be understood  
trust  
warmth

### PHYSICAL WELL-BEING

air  
food  
movement/exercise  
rest/sleep  
safety  
shelter  
touch  
water

### HONESTY

authenticity  
integrity  
presence

### PLAY

joy  
humor

### PEACE

beauty  
communion  
ease  
equality  
harmony  
inspiration  
order

### AUTONOMY

choice  
freedom  
independence  
space  
spontaneity

### MEANING

awareness  
celebration of life  
challenge  
clarity  
competence  
consciousness  
contribution  
creativity  
discovery  
efficacy  
effectiveness  
growth  
hope  
learning  
mourning  
participation  
purpose  
self-expression  
stimulation  
to matter  
understanding

# How Do You Feel Loved?

## OBJECTIVES

- To help students discover their primary and secondary love languages.
- To help them understand how someone gives and receives love.



## MATERIALS

- *Worksheet: How Do You Feel Loved? on page 47*
- *Love Tank Shirt*
- *Small Balloons*
- *Markers (blunt tipped for writing on balloons)*



## STEP BY STEP

1. Explain to students that we naturally tend to give love and affection the same way we like to receive it (which is not necessarily the way the person we are giving our love and affection to likes to receive it). This is called your *Love Language*.
2. Distribute the *How Do You Feel Loved?* worksheet. Ask the students to darken the circles that make them feel loved.
3. Once completed, have students add up the number of darkened circles in each category.
4. The category with the most dark circles is probably the student's primary *Love Language*. The category with the second most darkened circles is probably their secondary *Love Language*.
5. Once the students discover their *Love Languages*, distribute balloons, and have the students blow them up. When they are done, ask for a volunteer to come to the front of the room and share their primary *Love Language*.
6. Have the volunteer put on the *Love Tank Shirt*. Then, ask the group to write examples of ways to communicate love to that person (based on their primary *Love Language*) on their balloons.
7. Once students have finished writing examples on the balloons, collect them. Read each example from the balloons, and stuff them into the volunteer's *Love Tank Shirt*. This lesson visually illustrates how people can live life with a full love tank.

8. After the shirt is full of balloons, ask the volunteer, "If you left this room wearing this shirt full of balloons, how would people respond to you?" (Sample answers may include: People would laugh, people would smile, people might come ask you questions). Say to the students, "All of those examples are correct. The visual takeaway from this illustration is that when you are loved well, people notice. No one can hide it when their heart is full."
9. In closing, ask the student to remove the balloons but to continue wearing the shirt. Ask the question, "Which is more comfortable, to be wearing the *Love Tank Shirt* while it's stuffed with balloons? Or to wear the *Love Tank Shirt* without it being stuffed with balloons?" (Most students will say, 'It's more comfortable to wear the empty, baggy shirt'). Affirm this answer, and follow it by saying, "Asking for more of what our hearts need can feel uncomfortable. However, it is important to communicate to family and friends the best ways for them to love you in order to fill your tank. Sometimes we get comfortable hiding, and feel lonely or empty. Even if it feels difficult at first, teaching people how to best love you is an important part of living with a full heart."



### EDUCATOR NOTE

This lesson showcases very well if the volunteer's primary love language is *Words of Affirmation*. Samples of what students write on their balloons may include:

Encouraging notes, thoughtful text messages, greeting cards, or written compliments: "You have great style", "I appreciate your smile", "You are a loyal friend".



### MAKE AN IMPACT

Ask students to share this information and discover the love language of their family members, friends, coaches and teammates.

# How Do You Feel Loved?

## WORKSHEET

There are 5 categories of giving and receiving love. To figure out your primary love language, fill in the circle next to each description that applies to you in each category listed below. The category with the most dark circles is probably your primary love language. The category with the second most dark circles is probably your secondary one. The value of knowing how you feel loved is that you can express that to people, enabling them to express love in a more meaningful way to you.

## WORDS OF AFFIRMATION

- ☐ I feel loved most when someone compliments me.
- ☐ I feel loved most when someone notices the little things they like about me.
- ☐ I feel loved most when someone makes me feel good about myself.
- ☐ I feel loved most when someone expresses their feelings toward me.
- ☐ I feel loved most when someone says nice things about me in front of others.
- ☐ I feel loved most when someone encourages me verbally.

## QUALITY TIME

- ☐ I feel loved most when someone spends time with me.
- ☐ I feel loved most when someone focuses their full attention on me.
- ☐ I feel loved most when someone does things that I want to do.
- ☐ I feel loved most when someone is with me.
- ☐ I feel loved most when someone wants to take me to lunch.
- ☐ I feel loved most when someone sits and listens to me.

Continued on next page

# How Do You Feel Loved?

## WORKSHEET

### RECEIVING GIFTS

- ☐ I feel loved most when someone gives me flowers.
- ☐ I feel loved most when someone makes me things.
- ☐ I feel loved most when someone sends me a card or letter.
- ☐ I feel loved most when someone gives me the gift of time.
- ☐ I feel loved most when someone finds something for me that reminds them of me.
- ☐ I feel loved most when someone surprises me with little tokens of affection.

### ACTS OF SERVICE

- ☐ I feel loved most when someone does things for me.
- ☐ I feel loved most when someone surprises me by completing a project with me.
- ☐ I feel loved most when someone helps me with things.
- ☐ I feel loved most when someone tries to make my life easier.
- ☐ I feel loved most when someone does things cheerfully.
- ☐ I feel loved most when I don't have to ask for help.

### PHYSICAL TOUCH

- ☐ I feel loved most when someone hugs me.
- ☐ I feel loved most when someone scratches my back.
- ☐ I feel loved most when someone sits close to me.
- ☐ I feel loved most when someone holds me when I cry.
- ☐ I feel loved most when someone holds my hand.
- ☐ I feel loved most when someone encourages me with a high five.

*Used with permission from The Five Love Languages by Gary Chapman*



# Emotional Needs

## OBJECTIVE


To help students discover, understand, and articulate their emotional needs.



## MATERIALS

- *Worksheet: Emotional Needs on page 51*

## STEP BY STEP

1. Distribute the *Emotional Needs* worksheet.
  2. Read the definition of each emotional need.
  3. Instruct students to check the boxes of their top 5 emotional needs.
  4. Have students prioritize their top 5 emotional needs, and write them on the worksheet.
  5. Ask students to volunteer to explain why they chose the emotional needs that they did.
  6. Facilitate a discussion about the importance of identifying your emotional needs.
- 



# Emotional Needs

## WORKSHEET

Check the boxes that indicate your top 5 emotional needs.

- |  |                                       |  |
|--|---------------------------------------|--|
| <input type="checkbox"/> Trust         | <input type="checkbox"/> Respect      | <input type="checkbox"/> Validation    |
| <input type="checkbox"/> Caring        | <input type="checkbox"/> Appreciation | <input type="checkbox"/> Reassurance   |
| <input type="checkbox"/> Acceptance    | <input type="checkbox"/> Devotion     | <input type="checkbox"/> Approval      |
| <input type="checkbox"/> Understanding | <input type="checkbox"/> Admiration   | <input type="checkbox"/> Encouragement |

## DEFINITIONS

**Trust:** A firm belief in the reliability, truth, ability, or strength of someone.

**Caring:** Displaying kindness and concern.

**Acceptance:** Agreement with or belief in an idea or opinion.

**Understanding:** Sympathetically aware of other people's feelings; tolerant and forgiving.

**Respect:** A feeling of deep admiration for someone.

**Appreciation:** The recognition and enjoyment of the good qualities of someone.

**Devotion:** Love, loyalty, or enthusiasm for someone.

**Admiration:** Respect and warm approval.

**Validation:** To demonstrate or support the truth or value of a person's ideas.

**Reassurance:** To remove someone's doubts or fears.

**Approval:** Agreeing to something as correct.

**Encouragement:** Giving someone support, confidence, or hope.

**Prioritize your top 5 emotional needs below:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



# Are You Enough?

## OBJECTIVE


To assure students of their worth and value regardless of merit, performance, or appearance.



## MATERIALS

- *Worksheet: Are You Enough? on page 55*

## STEP BY STEP

1. Distribute the *Are You Enough?* worksheet.
  2. Ask volunteers to read a few of the questions out loud.
  3. Ask students if the answer to these questions feels more like a “no” or a “yes” on a day to day basis.
  4. If they choose “no”, explain that not feeling enough is very common; however, stress that searching for value by comparing yourself to others, or aiming to be the best in everything, is always going to disappoint.
  5. Assure your students that they are enough.
  6. Ask students to complete the bottom section of the worksheet on their own.
  7. Conclude by reading the following. *“As life progresses, this list keeps growing. It never ends. If you measure yourself against this list, you will rarely feel that you are enough, rarely be satisfied, and rarely find happiness or contentment. What you need to know is that **You Are Enough!** Being enough is the beginning of confidence and contentment.”*
- 

# Are You Enough?

## WORKSHEET

1. Are you thoughtful enough?
2. Are you smart enough?
3. Are you ambitious enough?
4. Are you tall enough?
5. Are you fit enough?
6. Are you quiet enough?
7. Are you talented enough?
8. Are you attractive enough?
9. Are you outgoing enough?
10. Are you social enough?
11. Are you interesting enough?
12. Are you rich enough?
13. Are you spiritual enough?
14. Are you emotional enough?
15. Are you logical enough?
16. Are you stylish enough?
17. Are you popular enough?
18. Are you funny enough?
19. Are you graceful enough?
20. Are you determined enough?
21. Are you sensitive enough?
22. Are you loyal enough?
23. Are you creative enough?
24. Are you relational enough?
25. Are you enterprising enough?
26. Are you confident enough?
27. Are you strong enough?
28. Are you competitive enough?
29. Are you goal driven enough?
30. Are you verbal enough?
31. Are you friendly enough?
32. Are you adaptable enough?
33. Are you persistent enough?
34. Are you patient enough?
35. Are you kind enough?
36. Are you adventurous enough?
37. Are you brave enough?
38. Are you energetic enough?
39. Are you optimistic enough?
40. Are you analytic enough?

Choose 3 of the questions above. Transform each question to a statement by writing your name and the character description from each question on the blanks below.

1. \_\_\_\_\_ is \_\_\_\_\_ enough.
2. \_\_\_\_\_ is \_\_\_\_\_ enough.
3. \_\_\_\_\_ is \_\_\_\_\_ enough.



# Asset Assessment

## OBJECTIVES

- To help students, and their parent(s)/trusted adult, identify developmental assets.
- To learn that having more assets makes students less likely to get involved in high-risk behaviors.



## MATERIALS

- *Worksheet: Assessing Your Assets (to be completed by student) on page 59*
- *Handout: Assessing Your Assets Letter on page 61*
- *Worksheet: Assessing Your Assets (Take Home) on page 62*
- *Handout: Ideas for Building Assets on page 63*

## STEP BY STEP

1. Before the class begins, create a take home packet for each student consisting of the following:
  - *Assessing Your Assets Letter* handout
  - *Assessing Your Assets (Take Home)* worksheet
  - *Ideas for Building Assets* handout
2. Distribute the *Assessing Your Assets (to be completed by student)* worksheet to each student.
3. Read each asset aloud, and ask the students to circle the ones they believe they possess.



## MAKE AN IMPACT

Keep both asset worksheets (*Student* and *Take Home*) in the student's portfolio for discussion at a later date. This can be a helpful tool for conferences.





## CHARACTER SPOTLIGHT

### Honesty:

*Authentic, real, not lying, stealing or cheating. Not taking unfair advantage. Trustworthy, truthful, genuine.*

Ask students to write a paragraph about a person who demonstrated honesty. This individual could be somebody they know or have read about. Also, ask students to describe why this character trait is especially important in relationships.

### Self-Control:

*To place one's self under authority. To regulate one's own behavior. To hold in behavioral restraint.*

Discuss how the lack of self-control can create problems in a person's life. Talk about this concept as it relates to obesity, drug and alcohol use, gambling, shoplifting, addictions, school failure and sexual behavior.



## CONNECT AT HOME

Send take home packets home with students (see step 1), and if time permits, discuss the assets in class the following day.

# Assessing Your Assets

*(to be completed by student)*

## WORKSHEET

Circle the assets you possess.

### EXTERNAL ASSETS

CATEGORY	ASSET NAME AND DEFINITION
SUPPORT	<b>1. Family Support</b> Family life provides high levels of love and support.
	<b>2. Positive Family Communication</b> Young person and parent(s)/trusted adult communicate positively, and young person is willing to seek advice and counsel from parent(s)/trusted adult.
	<b>3. Other Adult Relationships</b> Young person receives support from three or more nonparent adults.
	<b>4. Caring Neighborhood</b> Young person experiences caring neighbors.
	<b>5. Caring School Climate</b> School provides a caring, encouraging environment.
	<b>6. Parent Involvement in Schooling</b> Parent(s) are actively involved in helping young person succeed in school.
EMPOWERMENT	<b>7. Community Values Youth</b> Young person perceives that adults in the community value youth.
	<b>8. Youth as Resources</b> Young people are given useful roles in the community.
	<b>9. Service to Others</b> Young person serves in the community one hour or more per week.
	<b>10. Safety</b> Young person feels safe at home, school and in the neighborhood.
BOUNDARIES & EXPECTATIONS	<b>11. Family Boundaries</b> Family has clear rules and consequences and monitors the young person's whereabouts.
	<b>12. School Boundaries</b> School provides clear rules and consequences.
	<b>13. Neighborhood Boundaries</b> Neighbors take responsibility for monitoring young people's behavior.
	<b>14. Adult Role Models</b> Parent(s) and other adults model positive, responsible behavior.
	<b>15. Positive Peer Influence</b> Young person's best friends model responsible behavior.
	<b>16. High Expectations</b> Both parent(s)/trusted adult and teachers encourage the young person to do well.
CONSTRUCTIVE USE OF TIME	<b>17. Creative Activities</b> Young person spends 3 or more hours per week in lessons or practice in music, theater or other arts.
	<b>18. Youth Programs</b> Young person spends 3 or more hours per week in sports, clubs or organizations at school and/or in the community.
	<b>19. Religious Community</b> Young person spends 1 or more hours per week in activities in a religious institution.

### INTERNAL ASSETS

COMMITMENT TO LEARNING	<b>20. Time at Home</b> Young person is out with friends "with nothing special to do" 2 or fewer nights per week.
	<b>21. Achievement Motivation</b> Young person is motivated to do well in school.
	<b>22. School Engagement</b> Young person is actively engaged in learning.
	<b>23. Homework</b> Young person reports doing at least one hour of homework every school day.
	<b>24. Bonding to School</b> Young person cares about school.
	<b>25. Reading for Pleasure</b> Young person reads for pleasure 3 or more hours per week.
POSITIVE VALUES	<b>26. Caring</b> Young person places high value on helping other people.
	<b>27. Equality and Social Justice</b> Young person places high value on promoting equality and reducing hunger and poverty.
	<b>28. Integrity</b> Young person acts on convictions and stands up for beliefs.
	<b>29. Honesty</b> Young person "tells the truth even when it is not easy."
	<b>30. Responsibility</b> Young person accepts and takes personal responsibility.
	<b>31. Restraint</b> Young person believes it is important not to be sexually active or to use alcohol or other drugs.
SOCIAL COMPETENCIES	<b>32. Planning and Decision Making</b> Young person knows how to plan ahead and make choices.
	<b>33. Interpersonal Competence</b> Young person has empathy, sensitivity and friendship skills.
	<b>34. Cultural Competence</b> Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
POSITIVE IDENTITY	<b>35. Resistance Skills</b> Young person can resist negative peer pressure and dangerous situations.
	<b>36. Peaceful Conflict Resolution</b> Young person seeks to resolve conflict nonviolently.
	<b>37. Personal Power</b> Young person feels in control over "things that happen to me."
	<b>38. Self-Esteem</b> Young person reports having a high self-esteem.
	<b>39. Sense of Purpose</b> Young person reports that "my life has a purpose."
	<b>40. Positive View of Personal Future</b> Young person is optimistic about personal future.

# Assessing Your Assets

## Letter

**HANDOUT**

Dear Caregiver(s),

Your child is bringing an assessment home that we discussed in class identifying 40 developmental assets. Assets is another word for protective and resiliency factors for your child. The research informs the field of child development that the more assets a child has, the less likely they are to get involved in high-risk behaviors. This research comes from the Search Institute in Minneapolis, Minnesota. (<http://www.search-institute.org/research/developmental-assets>)

Please read the following packet outlining the 40 developmental assets, and circle those you feel are present for your child. After completing this activity, you and your child will have a better understanding of where assets exist and where they can grow. This packet contains practical ideas for growing assets in your family. Use this as a resource and a tool to further nurture and develop assets around your child. This best prepares them for a successful future. Thank you for allowing me to be a part of the community that helps direct positive decision making.

Sincerely,

Your child's REAL Essentials instructor

# Assessing Your Assets

## (Take Home)

### WORKSHEET

Circle the assets your child possesses.

#### CATEGORY ASSET NAME AND DEFINITION

#### EXTERNAL ASSETS

##### SUPPORT

- 1. Family Support** Family life provides high levels of love and support.
- 2. Positive Family Communication** Young person and parent(s)/trusted adult communicate positively, and young person is willing to seek advice and counsel from parent(s)/trusted adult.
- 3. Other Adult Relationships** Young person receives support from three or more nonparent adults.
- 4. Caring Neighborhood** Young person experiences caring neighbors.
- 5. Caring School Climate** School provides a caring, encouraging environment.
- 6. Parent Involvement in Schooling** Parent(s) are actively involved in helping young person succeed in school.

##### EMPOWERMENT

- 7. Community Values Youth** Young person perceives that adults in the community value youth.
- 8. Youth as Resources** Young people are given useful roles in the community.
- 9. Service to Others** Young person serves in the community one hour or more per week.
- 10. Safety** Young person feels safe at home, school and in the neighborhood.

##### BOUNDARIES & EXPECTATIONS

- 11. Family Boundaries** Family has clear rules and consequences and monitors the young person's whereabouts.
- 12. School Boundaries** School provides clear rules and consequences.
- 13. Neighborhood Boundaries** Neighbors take responsibility for monitoring young people's behavior.
- 14. Adult Role Models** Parent(s) and other adults model positive, responsible behavior.
- 15. Positive Peer Influence** Young person's best friends model responsible behavior.
- 16. High Expectations** Both parent(s)/trusted adult and teachers encourage the young person to do well.

##### CONSTRUCTIVE USE OF TIME

- 17. Creative Activities** Young person spends 3 or more hours per week in lessons or practice in music, theater or other arts.
- 18. Youth Programs** Young person spends 3 or more hours per week in sports, clubs or organizations at school and/or in the community.
- 19. Religious Community** Young person spends 1 or more hours per week in activities in a religious institution.

##### COMMITMENT TO LEARNING

- 20. Time at Home** Young person is out with friends "with nothing special to do" 2 or fewer nights per week.
- 21. Achievement Motivation** Young person is motivated to do well in school.
- 22. School Engagement** Young person is actively engaged in learning.
- 23. Homework** Young person reports doing at least one hour of homework every school day.
- 24. Bonding to School** Young person cares about school.
- 25. Reading for Pleasure** Young person reads for pleasure 3 or more hours per week.
- 26. Caring** Young person places high value on helping other people.

#### INTERNAL ASSETS

##### POSITIVE VALUES

- 27. Equality and Social Justice** Young person places high value on promoting equality and reducing hunger and poverty.
- 28. Integrity** Young person acts on convictions and stands up for beliefs.
- 29. Honesty** Young person "tells the truth even when it is not easy."
- 30. Responsibility** Young person accepts and takes personal responsibility.
- 31. Restraint** Young person believes it is important not to be sexually active or to use alcohol or other drugs.

##### SOCIAL COMPETENCIES

- 32. Planning and Decision Making** Young person knows how to plan ahead and make choices.
- 33. Interpersonal Competence** Young person has empathy, sensitivity and friendship skills.
- 34. Cultural Competence** Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

##### POSITIVE IDENTITY

- 35. Resistance Skills** Young person can resist negative peer pressure and dangerous situations.
- 36. Peaceful Conflict Resolution** Young person seeks to resolve conflict nonviolently.
- 37. Personal Power** Young person feels in control over "things that happen to me."
- 38. Self-Esteem** Young person reports having a high self-esteem.
- 39. Sense of Purpose** Young person reports that "my life has a purpose."
- 40. Positive View of Personal Future** Young person is optimistic about personal future.



# Ideas for Building Assets

HANDOUT

SUPPORT

## 1. Family Support

**Family life provides high levels of love and support**

- Start family traditions, game nights, outings, meetings
- Give young people space and respect
- Hug them often
- Spend time with them individually
- Create a memory book, photo album or web site for each child
- Send them cards or care packages when they are away from home

## 2. Positive Family Communication

**Parent(s)/trusted adult and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s)/trusted adult**

- Have meals together
- Talk about “highs” of the day, then “lows” of the day
- Send emails, texts, call them, write notes, and send them personal letters or cards
- Communicate on family board; write schedules, loving messages, showcase accomplishments, awards, and photos
- Let them know how they can reach you anytime, anywhere
- Take their phone calls even if you are at the office
- Talk regularly about their interests, friends, activities hobbies, gifts and talents and promising future

## 3. Other Adult Relationships

**Child receives support from adults other than parent(s)**

- Listen to music together, talk about the songs
- Bake or cook with another adult
- Send cards to one another
- Plant or garden together, volunteer together
- Mentor, build something together

## 4. Caring Neighborhood

**Child experiences caring neighbors.**

- Attend or host neighborhood celebrations
- Host informal activities such as neighborhood basketball games or clean-up events
- Create a gathering place
- Organize neighborhood garage sale

## 5. Caring School Climate

**Relationships with teachers and peers provide a caring, encouraging environment.**

- Have volunteers greet each student when they arrive at school
- Promote kindness and acts of service
- Have zero tolerance for bullying or mean words
- Have a place where children can go, vent and blow off steam with a trusted adult

## 6. Involvement in Schooling

**Parent(s)/trusted adult are actively involved in helping the child succeed in school.**

- Get to know teachers
- Volunteer at school
- Go on field trips
- Be a room parent
- Attend events at school
- Listen to your child about school experiences
- Help with homework
- Attend conferences

# Ideas for Building Assets

HANDOUT

EMPOWERMENT

## 7. Community Values Youth

**Child feels valued and appreciated by adults in the community.**

- Greet children in friendly manner with eye contact
- Ask questions
- Show interest in what they are doing
- Be patient
- Come to their defense
- Celebrate their successes and achievements

## 8. Children as Resources

**Child is included in decisions at home and in the community.**

- Ask them what they think
- Have family meetings
- Include them on youth boards
- Listen and learn from them
- Incorporate and validate their ideas
- Encourage them to get more involved
- Let them know how valuable and essential they are

## 9. Service to Others

**Child has opportunities to help others in the community.**

- Be civically engaged with your children
- Help and serve others in your community
- Organize a fund raiser for a cause

## 10. Safety

**Child feels safe at home, school and in the neighborhood**

- Create a home, school and community that is violence free
- Learn how to resolve conflict well and model behavior
- Allow child to talk about feelings and fears
- Be approachable and available
- Brain storm ways with your child how to respond if they feel threatened

BOUNDARIES &amp; EXPECTATIONS

## 11. Family Boundaries

**Family has clear rules and consequences and monitors the child's whereabouts.**

- Always ask where your child is going and who they will be with
- Have family curfews
- Be flexible but firm
- Let children know you will trust but verify
- Keep computers in common areas

## 12. School Boundaries

**School provides clear rules and consequences.**

- Make sure children know and understand school rules
- Have student respect dress code
- Make academic and school achievement part of your family norms and expectations

## 13. Neighborhood Boundaries

**Neighbors take responsibility for monitoring the child's behavior.**

- Be the home that young people want to come to
- Confirm and enforce rules and expectations gently but firmly
- Look for ways to affirm each child
- Talk and confirm activities with other parents in the neighborhood

# Ideas for Building Assets

HANDOUT

## BOUNDARIES & EXPECTATIONS

### 14. Adult Roles Models

Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.

- Keep adult relationships happy and healthy and free from excess conflict
- Apologize to your children when needed
- Showcase your successes and share your struggles when appropriate
- Role model perseverance and character traits like self control and personal power
- Laugh out loud
- Model creative problem solving
- Handle conflict well
- Don't gossip

### 15. Positive Peer Influence

Child's closest friends model positive, responsible behavior.

- Encourage children to be involved in team building and groups that share family norms and expectations
- Help them find like minded friendships and groups that share a talent, interest, hobby, passion or values

### 16. High Expectations

Parent(s)/trusted adult and teachers expect the child to do her or his best at school and in other activities

- Create family norms that expect the best from everyone, including the adults
- Watch movies or read stories about having high expectations and the steps it takes to reach higher

### 17. Constructive Use of Time

Child participates in music, art, drama, or creative writing two or more times per week.

- Encourage hobbies
- Teach time management skills
- Find creative classes
- Try music lessons
- Involvement in physical activities
- Volunteering
- Limit screen time

### 18. Child Programs

Child participates two or more times per week in extracurricular school activities or structured community programs.

- Scouts
- Youth groups
- Civic organizations
- After school programs
- Clubs
- Encourage leadership opportunities and participation

### 19. Religious Community

Child attends religious programs or services one or more times per week.

- Expose children to family spiritual practices and traditions
- Encourage child to talk about spirituality
- Be focused on relationship with a higher power rather than the rules that are handed down through the ages
- Attend services regularly
- Be relevant
- Encourage youth group participation

# Ideas for Building Assets

HANDOUT

## COMMITMENT TO LEARNING

### 20. Time at Home

Child spends some time most days both in high-quality interaction with family and doing things at home other than watching TV or playing video games.

- Carve out family time to include games, meals, movies, walks, bike rides
- Limit screen time
- Read aloud together
- Do chores together
- Allow each family member to design and cook a meal
- Find creative ways to connect at home

### 21. Achievement Motivation

Child is motivated and strives to do well in school.

- Affirm child frequently
- Give spontaneous rewards and surprises
- Limit use of bribes ("If you do this, I will give that")
- Set goals together
- Set your child up to succeed. Success breeds success
- Monitor stress levels
- Offer to assist

### 22. Learning Engagement

Child is responsive, attentive and actively engaged in learning at school and enjoys participating in learning activities outside of school.

- Talk with your child about school and learning
- Ask them to answer the following, "The best part of my day was... The worst part of my day was... Today I learned..."
- Stay positive when talking about school
- Get a tutor or mentor if necessary
- Do "homework" together

### 23. Homework

Child usually hands in homework on time.

- Find adults to mentor your child with new techniques for learning
- Do "homework" together (budget, read work related materials)
- Have child work in quiet, clutter free space
- Encourage one task at a time to reduce stress level
- Offer assistance and guidance as needed
- Have your child teach you something

### 24. Bonding to School

Child cares about teachers and other adults at school.

- School tee shirts or uniforms
- Participate in school events or clubs
- Volunteer at school
- Be a member of a parent teacher organization
- Get to know your child's friends, classmates and teachers
- Show interest in school sports, events and games

### 25. Reading for Pleasure

Child enjoys and engages in reading for fun most days of the week

- Buy books for your child
- Get a library card
- Ask their friends to give you a book recommendation while your child is listening
- Get them a subscription to a magazine that highlights their interest
- Read together as a family
- Share stories
- Have screen-free time.

# Ideas for Building Assets

HANDOUT

## POSITIVE VALUES

### 26. Caring

Tell the child it is important to help other people

- Affirm kindness in your children
- Investigate volunteer opportunities
- Get involved in local charity
- Show compassion to others
- Pay it forward

### 27. Equality and Social Justice

Tell the child it is important to speak up for equal rights for all people.

- Honor and respect everyone
- Show kindness
- Speak up if you see an injustice
- Talk about similarities in the human experience and with cultures
- Empower, educate, equip and enable those who are oppressed

### 28. Integrity

Tell the child it is important to stand up for one's beliefs.

- Keep your word
- Defend your personal values
- Teach your child to do the same

### 29. Honesty

Tell the child it is important to tell the truth.

- Model being honest
- Look at advertising to investigate dishonest claims in product marketing
- Talk about this important character quality
- Watch movies or read stories that highlight honesty
- Thank your child when they are honest

### 30. Responsibility

Tell the child it is important to accept personal responsibility for behavior.

- Don't make excuses
- Don't rescue your child from all consequences
- Let them learn from their mistakes

### 31. Healthy Lifestyles

Tell the child it is important to have good health habits and an understanding of healthy sexuality.

- Talk with your child about your family expectations regarding their behavioral choices with drug and alcohol use, smoking, anger management and violence
- Keep sex positive in the context of a lifetime committed monogamous relationship, commonly known as marriage (for optimal health)
- Discuss sex and sexuality early and often
- Give them reasons, skills and support to delay sexual activity
- Take them to weddings if children are invited to attend
- Highlight and showcase healthy relationships and marriages in movies, on TV and even in your neighborhood

# Ideas for Building Assets

HANDOUT

## SOCIAL COMPETENCIES

### 32. Planning and Decision Making

Child thinks about decisions and is usually happy with results of decisions.

- Teach your child how to plan and make decisions
- Role play and model how you do it as an adult
- Walk through the decision making and planning process with them as you encourage them to plan an event, activity or project

### 33. Interpersonal Competence

Young person has empathy, sensitivity and friendship skills.

- Teach relationship skills especially regarding being a good friend
- Showcase and model manners you expect from yourself and your children
- Make it a family policy not to speak poorly of others
- Practice active listening skills and creative problem solving
- Use "I" statements
- Use feeling words
- Showcase honor and respect to one another
- Manage emotions well
- Remember to expect respect from your child. You are their parent and not their friend.

### 34. Cultural Competence

Child knows and is comfortable with people of different racial, ethnic and cultural backgrounds and with her or his own cultural identity.

- Model respectful behavior toward others
- Learn about cultural traditions
- Teach your child about the essence of humanity which requires mutual respect, kindness and acceptance
- Go to cultural events and festivals honoring and celebrating different cultural traditions
- Create an opportunity to host a foreign exchange student in your home
- Travel to different places

### 35. Resistance Skills

Child can stay away from people who are likely to get in trouble and is able to say no to doing risky or dangerous things.

- Talk to them about what the words "age appropriate" means
- Teach them how to resist peer pressure
- Teach them how to say "No" by being firm but kind
- Role play "What if?" scenarios
- Create opportunities for them to practice saying "No" and to feel empowered for doing so
- Teach them to trust their instincts

### 36. Peaceful Conflict Resolution

Child seeks to resolve conflict nonviolently.

- Teach active listening skills
- Using "I" messages
- Teach and model ways to sincerely apologize

# Ideas for Building Assets

HANDOUT

## POSITIVE IDENTITY

### 37. Personal Power

Child feels some influence over things that happen in life.

- Help child succeed. Success breeds success.
- Affirm child often
- Teach relationship skills
- Help them find mastery in something that defines them in their uniqueness such as music, drama, sports, academic achievement

### 38. Self Esteem

Child likes, and is proud, of who they are.

- Affirm often
- Listen and acknowledge feelings
- Showcase what they can expect as their body changes and grows and that they are normal
- Help them succeed and accomplish so they will be proud of themselves

### 39. Purpose

Child sometimes thinks about what life means and whether there is a purpose for life.

- Help your child find their passion and purpose by asking questions like:
  - What excites you?
  - What do you dream about? What gives you energy?
  - Empower them to find something they are able to do to make a difference in the world

### 40. Positive View of Personal Future

Child is optimistic about personal future.

- Affirm that your child will have a bright future
- Study your child and learn what they desire for their future
- Help them design a road map to get to their hopes and dreams
- Let them dream BIG!



# Discovering Your Passion and Purpose

## OBJECTIVE

To help students discover their passion and purpose.



## MATERIALS

- *Worksheet: 20 Questions to Discover Your Passion and Purpose on page 73*

## STEP BY STEP

1. Discuss the clarity and confidence that comes from knowing your passion and purpose.
2. Hand out the *20 Questions to Discover Your Passion and Purpose* worksheet, and give students time to fill in their answers.
3. Break students into groups to discuss their answers.
4. Call the class back together as a large group, and lead a discussion about how the answers to these questions could alter both their current and future actions and decisions.
5. Explain how living with intentionality and purpose makes life less complicated and provides clear direction and greater confidence for their future.



# 20 Questions to Discover Your Passion and Purpose

## WORKSHEET

1. What gives you joy and makes you **happy**?
2. What would you do **without getting paid**?
3. What gives you **energy**?
4. What **comes easily** for you?
5. What **activities** are easy for you to get lost in?
6. What spurs your **creativity**?
7. What is **fun** for you?
8. What do you **think about**?
9. What do you **talk about**?
10. What are you **good at**?
11. What do you **read about**?
12. What do you **dream about**?
13. What **excites** you?
14. What do **people praise** you about?
15. What things would you do, **even if you won the lottery**?
16. What do you **love about yourself**?
17. How do you want to affect or **change the world**?
18. What do you do in your **spare time**?
19. What **captivates** and **inspires** you?
20. What would your **perfect day** include?

# Chapter 2

## Navigating Differences

Everyone approaches relationships with a unique set of expectations, goals, and values. Even though these things vary from person to person, it's important to consider how differences can unite, rather than divide. Many relationships misunderstandings stem from a lack of empathy or understanding. Lessons in this section prepare students to consider perspectives from a different lens and allows each to use the information learned to enrich relationships, rather than to frustrate them.

# Generational Differences

## OBJECTIVE

Students will demonstrate an understanding of generational differences.



## MATERIALS

- Handout: *Generational Differences* on page 79

## STEP BY STEP

1. Distribute the *Generational Differences* handout.
2. Divide students into 5 groups of approximately the same size and assign each group to one of the following generational groups:
  - Matures / Traditionalist/ Greatest Generation (1900-1946)
  - Baby Boomers/ Me Generation (1947-1965)
  - GEN Xers/ Latch key/ MTV Generation (1966-1978)
  - GEN Y /Millennials (1979-1994)
  - Gen Z/ iGeneration (1995-2012)
3. Have the group discuss the events during that time period and how they may have affected relationships among:
  - Families
  - Couples
  - Communities
4. Discuss how this activity might affect how students understand those who were born in a different generation.



## CONNECT AT HOME

Ask students to talk about the *Generational Differences* handout with their parent(s)/trusted adult. Conduct an interview about growing up in a different generation and how it impacted their relationships and expectations.



# Generational Differences

## HANDOUT

Birth  
Dates

Defining  
Experiences

Characteristics

Matures / Traditionalist/ Greatest Generation	Baby Boomers/ Me Generation	GEN Xers/ Latch key/ MTV Generation	GEN Y / Millennials	Gen Z/ iGeneration
1900-1946	1947-1965	1966-1978	1979-1994	1995-2012
<ul style="list-style-type: none"> <li>• WWI / WWII</li> <li>• Great Depression, New Deal,</li> <li>• Rise in corporations</li> <li>• Space age</li> </ul>	<ul style="list-style-type: none"> <li>• Free love</li> <li>• Sexual revolution</li> <li>• Vietnam War</li> <li>• Civil Rights movement</li> <li>• Counter cultural revolution</li> <li>• TV</li> <li>• Rock and Roll</li> <li>• JFK, MLK and RFK killed</li> </ul>	<ul style="list-style-type: none"> <li>• Watergate scandal</li> <li>• US hostages in Iran</li> <li>• Computers</li> <li>• Reagan era</li> <li>• AIDS</li> <li>• Women's movement</li> <li>• Lennon killed</li> <li>• Environmental movement</li> <li>• Landed on the moon</li> </ul>	<ul style="list-style-type: none"> <li>• Fall of Berlin Wall</li> <li>• 9/11 attack</li> <li>• Gulf, Iraqi War</li> <li>• Columbine shootings</li> <li>• Oklahoma City bombing</li> <li>• Dot.com boom/ bust</li> <li>• Princess Diana died</li> <li>• Family divorce</li> <li>• Internet</li> <li>• Cell phones</li> <li>• Social networking</li> </ul>	<ul style="list-style-type: none"> <li>• Credit market collapse</li> <li>• Home grown terrorists</li> <li>• Unemployment</li> <li>• Sharp rise in cohabitation</li> <li>• Increase non-marital childbearing</li> <li>• Hook-up culture</li> </ul>
<ul style="list-style-type: none"> <li>• Adheres to rules</li> <li>• Conforms</li> <li>• Contributes to collective good</li> <li>• Dedicated, Sacrificial</li> <li>• See big picture</li> <li>• Patient</li> <li>• Likes law and order</li> <li>• Hard work</li> <li>• Loyal</li> <li>• Patriotic</li> <li>• Respects authority</li> <li>• Responsible Savers</li> <li>• Trusts government</li> <li>• Limited use of credit</li> <li>• Love of family</li> <li>• Fearful of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-war</li> <li>• Anti-government</li> <li>• Anything is possible</li> <li>• Optimistic</li> <li>• Equal opportunities</li> <li>• Personal gratification</li> <li>• Personal growth</li> <li>• Question everything</li> <li>• Spend now, worry later</li> <li>• Team oriented</li> <li>• Transformational</li> <li>• Want to make a difference</li> <li>• Hard-working</li> <li>• Challenge status quo</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reliance</li> <li>• Diversity</li> <li>• Life-work balance</li> <li>• Technology</li> <li>• Pragmatism</li> <li>• Informality</li> <li>• Fun</li> <li>• Value material rewards</li> <li>• Optimistic about personal future, but not of the world</li> <li>• Resist and resent supervision</li> <li>• Fragmented as a group</li> <li>• Think globally</li> </ul>	<ul style="list-style-type: none"> <li>• Busy over-planned life</li> <li>• Optimistic</li> <li>• Ambitious</li> <li>• Confident</li> <li>• Embraces Diversity</li> <li>• Live to work, but expect quick reward</li> <li>• Global awareness</li> <li>• Avid consumers</li> <li>• Confident</li> <li>• Partying</li> <li>• Highly tolerant</li> <li>• Hotly competitive</li> <li>• Most educated</li> <li>• Spiritual but do not like organized religion</li> </ul>	<ul style="list-style-type: none"> <li>• Politically savvy</li> <li>• Optimistic</li> <li>• Gets bored easily</li> <li>• Switches jobs frequently</li> <li>• Self-absorbed</li> <li>• Entrepreneurial</li> <li>• Open to new ideas</li> <li>• Eager to spend money</li> <li>• Attached to technology</li> <li>• Delay marriage</li> <li>• Want to work for a purpose</li> </ul>

# Differences in Birth Order

## OBJECTIVE

Students will be able to describe general birth order differences and characteristics.



## MATERIALS

- Handout: *Birth Order Differences* on page 83

## STEP BY STEP

1. Distribute the *Birth Order Differences* handout to each student.
2. Teach the different birth order positions in a family listed on the *Birth Order Differences* handout.
3. Let students know that birth order is not a hard science that can be measured, but rather, that it can be observed and is subjective and general.
4. Get students into groups to discuss their birth order and whether or not the general differences apply to them.
5. Have each group report what they learned about birth order, and discuss as a class.

# Birth Order Differences

## HANDOUT

### FIRSTBORNS

- Reliable and conscientious
- List makers
- See things as black and white
- Opinionated
- Natural leaders
- Achievement oriented

### MIDDLEBORNS

- Harder to detect differences, but generally will be the opposite of the child born before them
- Competitive
- Loyal
- Friendships very important to them
- Many times are the caretaker
- Negotiator
- Peacemaker

### LASTBORNS

- Social and outgoing
- Uncomplicated
- Spontaneous
- Humorous
- Natural people skills
- Last to mature

### ONLY CHILD

- Enjoys reading books
- Entertain themselves
- Mature early
- Work independently

Birth order is not a hard science that can be measured but rather is subjective.

*This lesson has been adapted by Kevin Leman's book on Birth Order.*

# Learning Style Differences

## OBJECTIVE

Students will better understand how they learn and be able to recognize different learning styles among their peers.



## MATERIALS

- *Worksheet: Learning Style Differences on page 87*

## STEP BY STEP

1. Discuss the meaning and significance of knowing one's learning style and that of their classmates.
2. Distribute the *Learning Style Differences* worksheet. The instructions for the worksheet are to place a check mark by each statement that is the most indicative of how they learn. The most checked in a category most likely their dominant learning style.
3. Get students in groups to discuss each learning style.
4. Share that, "Each person has and prefers a different learning style and technique. Learning styles outline common ways people learn. Students might be strong in one learning style, or they may have a combination of several learning styles to which they respond. Others may find that they use different styles in different circumstances and settings. There is no right formula, and they may change over time. You can develop ability in less dominant styles, as well as further develop styles that you already use well."



## MAKE AN IMPACT

Break students into groups based on their learning styles. Brainstorm a topic, and ask each group to teach about this topic in a way that engages their group's learning style.

# Learning Style Differences

## WORKSHEET

Please mark the boxes of the statements that are true for you.

**A**

### I LEARN BEST WHEN...

- I am listening to music ☐
- There is background noise in the room ☐
- I hear the voice of a character in a book ☐
- I write poetry or songs ☐
- I can follow a beat and showcase musical patterns and rhythms ☐
- TOTAL** ☐

**L**

### I LEARN BEST WHEN...

- I have time to think about things ☐
- I analyze the environment ☐
- Comparisons are on a graph ☐
- I recognize a sequence of events ☐
- I can detect patterns ☐
- TOTAL** ☐

**P**

### I LEARN BEST WHEN...

- I hold something ☐
- I am seeing color and movement ☐
- I am building something ☐
- I move around in the classroom ☐
- I can do projects and incorporate art ☐
- TOTAL** ☐

**S**

### I LEARN BEST WHEN...

- I am in a group ☐
- I know people in the class ☐
- I brainstorm and process ideas with multiple people ☐
- Conversation with others is encouraged ☐
- A variety of opinions are shared ☐
- TOTAL** ☐



# Learning Style Differences

## WORKSHEET

**SY**

### I LEARN BEST WHEN...

- I am alone ☐
- I journal events ☐
- I am focused on a good book ☐
- I have quiet, uninterrupted space ☐
- I take time to think by myself ☐
- TOTAL** ☐

**V**

### I LEARN BEST WHEN...

- I am watching a video ☐
- I can imagine scenarios ☐
- I can see examples of what's being discussed ☐
- I videotape events ☐
- Something is drawn on the board ☐
- TOTAL** ☐

**VR**

### I LEARN BEST WHEN...

- I am discussing something ☐
- I am hearing a lecture ☐
- I am writing ☐
- I talk ☐
- Many questions are encouraged and answered ☐
- TOTAL** ☐

Highest number indicates learning style

- (A) Auditory ☐
- (L) Logical ☐
- (P) Physical ☐
- (S) Social ☐
- (SY) Solitary ☐
- (V) Visual ☐
- (VR) Verbal ☐

# Chapter 3

## Effective Communication

Communication is a universal part of every human relationship; however, not all communication is productive or beneficial. This section helps students approach relationships with skills that increase their capacity to effectively express their needs, feelings, and frustrations. A common relationship myth is that the presence of conflict signifies an unhealthy relationship. Healthy relationships are not determined by the absence of conflict, but rather by people's ability to productively respond to it. Students will engage with effective tools for navigating conflict in a way that is helpful instead of hurtful.



# Effective Communication & Barriers to It

## OBJECTIVE

To help students learn effective communication strategies.



## MATERIALS

- *Handout: Communication Skills and Barriers on page 101*
- *Optional: A wooden heart, nails and a hammer*

## STEP BY STEP

1. Distribute the *Communication Skills and Barriers* handout.
2. Spend some time discussing the effective communication skills, along with the barriers to effective communication on the list.
3. Whenever you observe students communicating well in class, acknowledge their efforts, draw attention to the list, and compliment them on their skilled execution.
4. When a student is not communicating effectively, call attention to the behavior (not the student), and discuss ways the communication could be enhanced.



## MAKE AN IMPACT

- Enlarge the *Communication Skills and Barriers* handout into a large poster and hang it on the classroom wall.
- Hang a wooden heart in your classroom. Whenever a student says a put down or hurts another's feelings, rather than calling attention to the student, simply walk over and pound a nail with a hammer into the wooden heart. If the student says, "I was only kidding," take the nail out and then point out the hole left in the wooden heart, saying, "See the hole that's left? All of the apologies in the world won't get rid of that hole. The damage has already been done. That's how it is with conversations we have with each other. Words can hurt people's feelings and leave holes in their hearts, so be intentional with what you say."



## CHARACTER SPOTLIGHT

### Compassion

*The deep feeling of sharing the suffering and the inclination to give aid and support or to show mercy.*

Praise students when they show compassion to one another. Discuss the definition and the character concept throughout the course. Perhaps the class could even adopt a needy family or volunteer at a homeless shelter.

### Courtesy

*Polite behavior, gracious. Possessing manners and kindness.*

Have a class discussion about courtesy. Ask the students to describe behavior that demonstrates this concept.

### Respect

*To show honor and esteem for. To treat with concern, dignity, appreciation and consideration.*

Discuss with the class behaviors that show respect, as well as behaviors that are disrespectful. Compare and contrast the two.

# Communication Skills and Barriers

## HANDOUT

### Effective Communication Skills

- Be sensitive and caring toward others
- Express ideas clearly
- Be sincere and honest
- Maintain eye contact
- Utilize "I" rather than "You" statements
- Be committed to working it out
- Recognize the need to feel accepted, valued, respected and heard
- Take responsibility for the communication
- Be available for one another
- Ask for clarification often
- Expect the best of others
- Accept what is said as truth
- Be forgiving
- Remember to understand
- Watch body language and non-verbal communication
- Express respect
- Avoid being judgmental
- Be relaxed
- Be able to disagree at times without being disagreeable

### Barriers to Effective Communication

- Dishonesty
- Insincerity
- Lack of clarity
- Uncontrolled emotion
- Competing or distracting thoughts
- An uncaring attitude
- Defensive listening (thinking about a reply rather than listening to what's being said)
- Being judgmental and accusatory
- Inflammatory or hurtful language
- Sarcasm and put-downs
- Inappropriate body language or facial expressions
- Avoiding eye contact
- Unwillingness to take responsibility for communication
- Being historical (always bringing up the past)
- Forgetting to use humor

# Healthy People Ask

## OBJECTIVES

- To teach students the value of asking for help, and to identify people and resources available to offer help.
- To help students learn the power of asking for help as a way to alleviate the anxiety and stress associated with doing everything on their own.



## MATERIALS

- *Handout: Feeling Words on page 105*
- *Markers and flip chart paper*

## STEP BY STEP

1. Read the series of situations below where someone might need help. Students must decide if "YES" they would ask for help or "NO" they would not ask for help. Students can indicate their responses in a variety of ways. Choose one based on the time, space and type of group with which you are working:
  - Use a thumbs up/thumbs down signal
  - Stand up/sit down
  - Hold up red cards/green cards
  - Stand at one side of the room or the other

### Situations Where One Might Need Help:

- You are overwhelmed with a school assignment.
- A friend has asked you to do something you think is wrong.
- You can't find the remote control.
- You're being bullied.
- Your parents are always fighting.
- You can't find your cell phone.
- You can't find something in the store.
- You don't understand what your teacher said.
- You think your friend may have an eating disorder.
- The person you have been seeing is abusive and is threatening you.
- Life is getting overwhelming and you are confused about what to do.

2. Once students have given their answers, ask them to explain their thinking and who specifically they would ask for help. For example, if they didn't understand what the teacher said, would they ask their friend for help first, or the teacher?
3. Have the students refer to the *Feeling Words* handout, and ask them to use some of the words to describe how it feels, or might feel, to ask for, or refuse, help.
4. Ask students to come up with situations that they would ask for help.
5. Have a discussion about the fact that an individual would benefit by asking for help in all of these situations.



### MAKE AN IMPACT

Students could work in groups of 3 or 4 to create their own scenario that requires someone to ask for help. It should be a real life situation where someone may be in need of help, but is reluctant to ask for, or accept, the help that is offered. Ask the group to run through the situation twice, with different outcomes. The first outcome should be with the person refusing help. The second should be with the person accepting another person's help.



# Communication Danger Signs

## OBJECTIVES


- To create awareness about when communication becomes destructive.
- To help students develop a plan to prevent dangerous patterns.



## MATERIALS

- *Worksheet: Communication Danger Signs on page 115*
- *Worksheet: "Time Out" on page 116*

## STEP BY STEP

- 
1. Distribute the *Communication Danger Signs* worksheet.
  2. Define each *Danger Sign*, and give students examples of how to identify them in their communication patterns.
  3. Instruct students to complete their worksheet.
  4. Distribute the *"Time Out"* worksheet.
  5. Ask the question: "What is the purpose of calling a time out when playing sports?"
  6. Then ask, "How could a *Time Out* help you when you identify a *Communication Danger Sign* in your conversation?"
  7. Direct students to complete their worksheet.
  8. Share the following information about *Time Outs*.  
While taking a *Time Out*:
    - Do not think negative thoughts that keep you angry.
    - Tell yourself something soothing instead.
    - Do something that will help you calm down.
    - Recognize what may be behind the anger.



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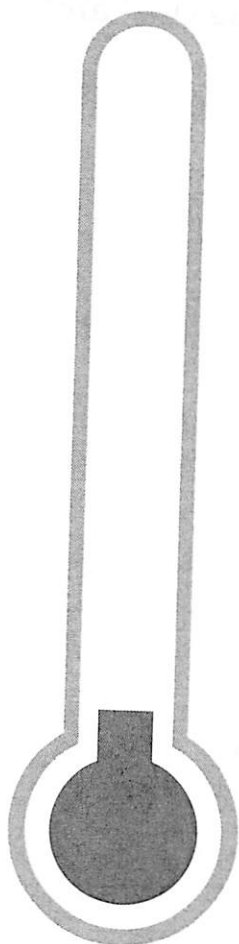
# Communication Danger Signs

## WORKSHEET

Draw a line on each thermometer to indicate how much you see that Danger Sign in your communication patterns.

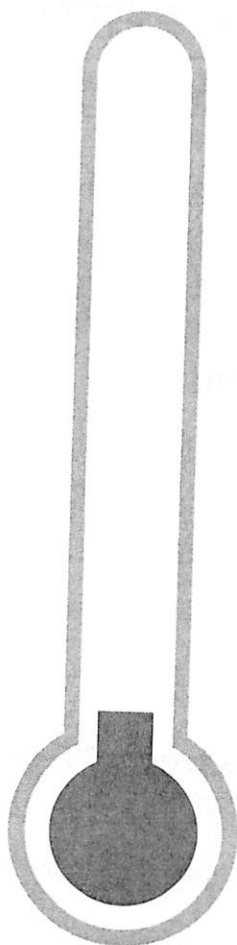
### ESCALATION

Responding back and forth with each other in an increasingly negative manner



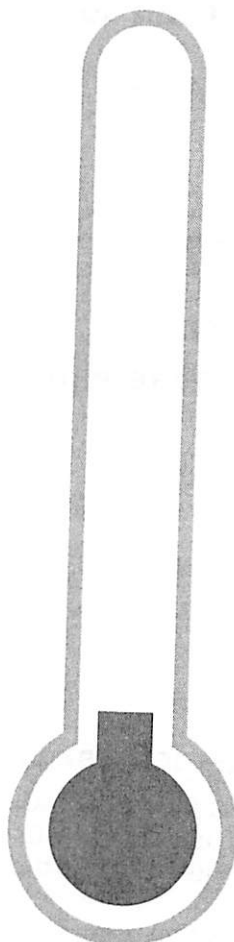
### INVALIDATION

Putting down the thoughts, opinions or character of the other



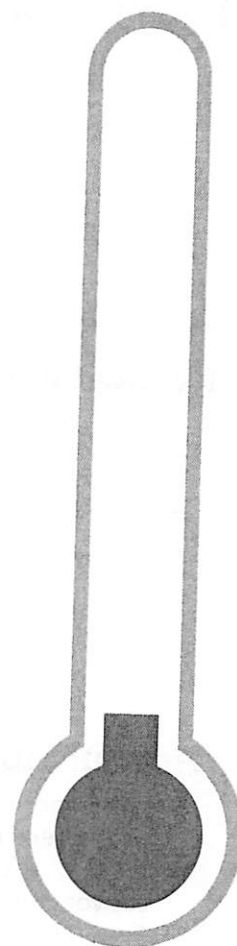
### WITHDRAWAL

Unwillingness to get into or stay with important discussions



### NEGATIVE INTERPRETATION

Making a negative and unfair assumption about what the other was thinking



The Danger Sign I see most in my communication is \_\_\_\_\_.

# "Time Out"

## WORKSHEET

Some things I can do to call a "Time Out" are:

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Examples of what I can do to calm down during a "Time Out" are:

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I know I am ready to re-engage when:

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### Helpful Tips to Remember When Taking a "Time Out"

- Use "I" or "we" when calling a Time Out, not "you".
- Set a specific time to deal with the issue later.
- Wait, at least 30 minutes, but less than 24 hours, to come back to the conversation.
- Re-enter the conversation using safe communication techniques.

# What's the Problem?

## OBJECTIVE

- To teach a tool for clarifying misunderstanding when conflict arises.
- To guide students on a path toward effective problem-solving.

## MATERIALS

- *Conflict Scenarios on page 119 cut into strips*
- *Handout: Who Has the Floor? on page 120*
- *Worksheet: Problem Solved! on page 121*
- *Sample Answers: Problem Solved! on page 122*

## STEP BY STEP

1. Distribute the *Who Has the Floor?* handout.
2. Explain the concept of the *Speaker/Listener Technique* to the students.
3. Share the rules for the *Speaker*, the *Listener*, and for *Both*.
4. Once the students understand the technique, ask them to find a partner to practice role playing.
5. Ask the students to turn face-to-face with their partner, and distribute a pair of *Conflict Scenarios* strips to each pair.  
One participant should receive Person A, and one participant should receive person B. Insure both people have a role from the same scenario. Instruct students not to read their scenario to their partner.
6. Using the *Who Has the Floor?* handout as the *Floor*, have the pairs role play their scenarios, practicing the rules.
7. After each person has had a few minutes as both the *Speaker* and the *Listener*, invite those who are willing to share their role play.
8. Summarize the lesson with the following questions:
  - What word would you use to describe how you felt using this technique?
  - What was challenging about this technique?
  - How did you feel when your partner paraphrased what you said?
  - What is a real situation in your life that this technique might be useful to use to create safety and understanding when communicating?



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9. Share the following 2 questions, asked by the listener, for determining when it is appropriate to move from the *Speaker/Listener Technique* to problem solving.

- Did I summarize your feelings correctly?
- Is there anything else you want to say?

If the answer to the first question is "Yes", and the answer to the second question is "No", instruct the pair to stop using the *Speaker/Listener Technique*, and move to problem solving.

10. Distribute the *Problem Solved!* worksheet. Walk through the *Problem Solved!* sample answers for *Scenario #1*. After completing the process as an example, instruct students to use the *Problem Solved!* handout and role play the problem solving process, using another real life example.

11. Summarize the lesson with the following questions:

- What word would you use to describe how you felt using this technique?
- What was challenging about this technique?
- How did you feel when your partner paraphrased what you said?
- What is a real situation in your life that this technique might be useful to use to create safety and understanding when communicating?

Used with permission from PREP inc.

# Conflict Scenarios

**1**

## GROUP PROJECT

**Person A:** You had been asked by your teacher to complete a group project for your history class as a part of your final semester grade. Your teacher gave you a 3 week deadline. You had almost completed your project when a family member got sick. You were back at school before the deadline passed and spent time working on your section from home. By the time you came back, your classmate had already turned in the final project without your work. Your teacher gave the group an A, but since your name wasn't on the final, you didn't get credit for the work you did.

**1**

## GROUP PROJECT

**Person B:** A few weeks ago one of your classmates shared that they were going to be absent to help a family member who was very sick and in the hospital. Although your teacher told you this person would be able to work on their portion from home, you worried about not having a complete project and did everything without them. You wanted to make sure that you got your project in on time, so you turned it in early without including your group member's contribution. Your classmate returned to school 2 days before the due date and gave you the work they had done at home. You didn't realize they would be back to school before it was due, so by the time they gave you their part, you had already turned the project in without them.

**2**

## BIRTHDAY PARTY

**Person A:** Your friend's birthday is right around the corner, and you have planned a party for them with all of their closest friends and family members. You know that they love being the center of attention, so as a surprise, you've put together a slideshow of pictures that showcases memories with the guests that will be coming. When the day of the party comes, and you start the slideshow for them to enjoy, they leave the room and don't talk to you the rest of the evening.

**2**

## BIRTHDAY PARTY

**Person B:** It's your birthday, and your friend has planned an incredible party with some of your closest friends. Even though it's a day of celebration, your heart is heavy because you've recently walked through a long season of grief after losing your friend, Tyler, to cancer. Tyler was close to most of the guests in attendance. After you enjoy great food and conversation with your friends, the host gathers everyone to start a slideshow on the TV. Tyler was in a lot of the pictures that started to pop up, and seeing the pictures brought back a lot of sadness. To make sure you didn't draw further attention to yourself, you walked away for some solitude and didn't have the emotional energy to tell your friends why you left the room.

# Who Has The Floor?

## WORKSHEET

### The goal of the Speaker/Listener Technique:

- To feel \_\_\_\_\_ and \_\_\_\_\_
- NOT \_\_\_\_\_
- NOT \_\_\_\_\_

### Speaker/Listener Technique

#### Rules for the Speaker

- Speak for yourself, don't mind read!
- Keep statements brief. Don't go on and on.
- Stop to let the listener paraphrase.

#### Rules for the Listener

- Paraphrase what you hear.
- Focus on the speaker's message. Don't rebut.

#### Rules for Both

- The speaker has the floor.
- Speaker keeps the floor while the listener paraphrases.
- Share the floor.

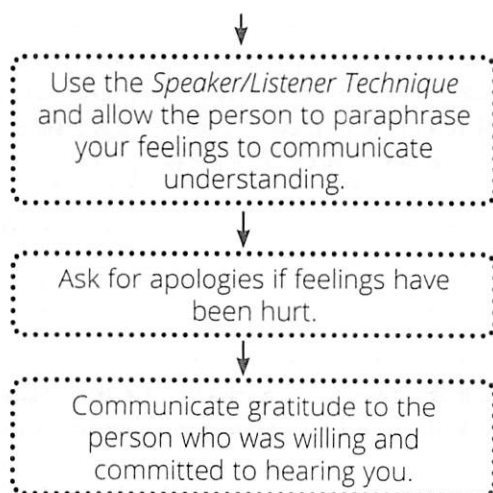
# Problem Solved!

HANDOUT

## DETERMINE THE TYPE OF PROBLEM

### Is it a Hear it Problem?

You feel like someone hearing you out would be what you need to resolve the conflict.

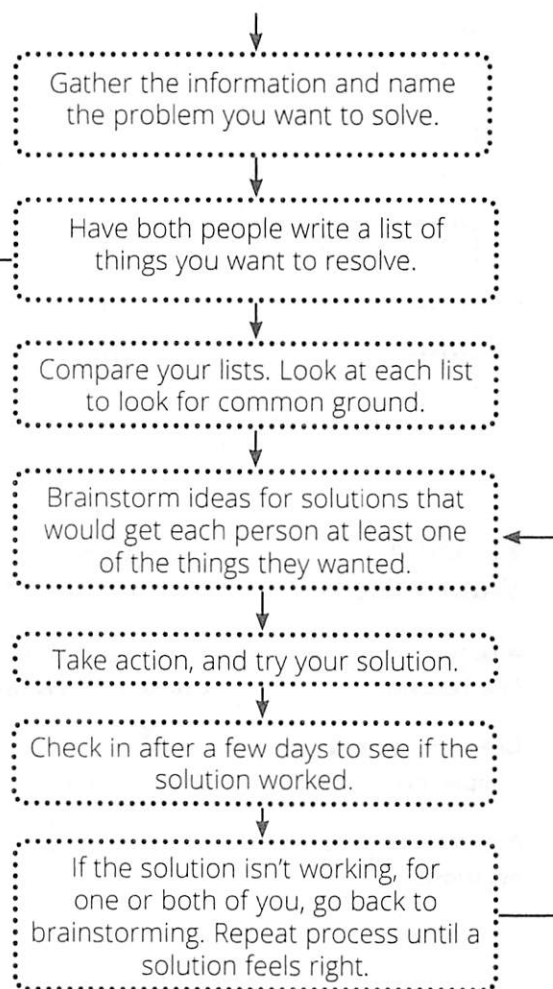


Person A  
Wants/Needs

Person B  
Wants/Needs

### Is it a Fix it Problem?

You feel like something needs to change to resolve your conflict.



# Problem Solved!

## SAMPLE ANSWERS

### DETERMINE THE TYPE OF PROBLEM

A classmate negatively impacted my grade.

#### Is it a Hear it Problem?

You feel like someone hearing you out would be what you need to resolve the conflict.

Use the Speaker/Listener technique and allow the people to paraphrase your feelings to communicate understanding.

Ask for apologies if feelings have been hurt.

Communicate gratitude to the person who was willing and committed to hearing you.

#### Person A Wants/Needs

A conversation with the teacher

Credit for the work completed

A chance to present my work

#### Person B Wants/Needs

To make sure the grade given doesn't change

Understanding that intentions were not mean spirited

#### Is it a Fix it Problem?

Yes! I want to fix my grade.

I learned that my group was nervous about missing a deadline and that my friend didn't want to hurt my grade but turned something into avoid a bad grade for the project.

Have both people write a list of things you want to resolve. (See sample lists below)

We both need our teacher to hear our side. We both need to get a good grade on the project.

Meet with teacher during office hours, consider the option to have a make-up presentation day, accept the grades as they are for project but ask for extra credit work to increase grade.

We set a meeting with our teacher and shared what happened. We both prepare to ask our teacher for what we need out of this project grade.

It worked! Our teacher heard both sides and allowed each of us an option for keeping and/or making up our grade.



# Chapter 4

## Friendship, Dating, and Love

People are hard-wired for connection, not to live life isolated and alone. Surrounding yourself with healthy friends is an important foundation for social wellness. This section equips students with skills for developing friendships and for navigating their course when they begin to pursue romantic relationships. Lessons help to make abstract concepts about love more concrete. In addition, students will learn techniques for evaluating the health of their current relationships and determine for themselves if any changes need to be made.

# Character Spotlight

## OBJECTIVES

- To articulate and define qualities in people that support strong character.
- To assist students in identifying healthy character qualities in themselves and others.



## MATERIALS

- *Worksheet: Quality of Character on page 127*

## STEP BY STEP

1. Ask students to brainstorm names of people they admire or respect.
2. Lead a discussion about the people they chose, and ask them to describe traits that they see in this person that are admirable.
3. Describe the list the students help to develop as "Strong Character."
4. Explain that character is different than personality. Share, "One way to define character is the way a person acts, behaves, or thinks, when no one else is watching. In other words, strong character doesn't change, regardless of circumstance."
5. Ask students to brainstorm situations that challenge people's character. Discuss examples of how consistent character builds trust and dependability.
6. Instruct students to complete the *Quality of Character* worksheet.
7. Remind students that strong character is one of the most important predictors of healthy relationships. Challenge students by reminding them that if they are looking for a partner who exemplifies strong character, they need to be people who model strong character qualities themselves.

# Quality of Character

## WORKSHEET

Look up definitions for the following character traits. Think about someone in your life, or a character from a movie or a book, that exemplifies this trait. Write their name in the space provided below:

### PERSEVERANCE

Definition:

Person who exemplifies it:

### DISCIPLINE

Definition:

Person who exemplifies it:

### SELF-CONTROL

Definition:

Person who exemplifies it:

### RESPONSIBILITY

Definition:

Person who exemplifies it:

### LOYALTY

Definition:

Person who exemplifies it:

### HONESTY

Definition:

Person who exemplifies it:

### PATIENCE

Definition:

Person who exemplifies it:

### WISDOM

Definition:

Person who exemplifies it:

### COURAGE

Definition:

Person who exemplifies it:

### COMPASSION

Definition:

Person who exemplifies it:

# Friendship, Dating and Love

## OBJECTIVE

To help students identify the purpose of dating, adopt healthy dating guidelines, and understand the value of friendship as it applies to dating.



## MATERIALS

- *Worksheet: Dating: Why and How? on page 131*
- *Answer Key: Dating: Why and How? on page 132*
- *Worksheet: Keys to Successful Dating on page 133*
- *Answer Key: Keys to Successful Dating on page 135*
- *Handout: Rights vs. Responsibilities on page 137*

## STEP BY STEP

1. Ask the students what qualities they look for in a good friend.
2. Write down the words they say.
3. Facilitate a discussion about these qualities.
4. Have students individually brainstorm words that come to mind when they hear the term "dating."
  - Ask them to share what words they came up with.
  - List the words they share on the board or flip chart.
5. Ask the students, "Why do people date?" Give them time to answer. List the various reasons on the board or flip chart.
6. Ask the students, "In today's world, what does dating look like?" Give them time to answer.
7. List the various answers they give on the board or flip chart.
8. Distribute the *Dating: Why and How?* worksheet to each student.
9. Use the *Dating: Why and How?* answer key to give an overview of the purpose of dating and setting dating standards.

10. While sharing this information, have students take notes on the *Dating: Why and How?* worksheet (which contains empty blanks). After wrapping up the discussion, distribute the *Dating: Why and How?* answer key for comparison.
11. Distribute the *Rights vs. Responsibilities* handout, and discuss.
12. Encourage students to file the handouts away for future reference.



### EDUCATOR NOTE

This exercise draws attention to the fact that many people “hook up” without developing interpersonal relationships. This exercise is good for exposing the lack of intentionality that exists today when couples get together. Encourage students to be intentional about pursuing healthy romantic connections.

# Dating: Why and How?

## WORKSHEET

### Purposes of Dating

1. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

### Setting Dating Standards

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

# Dating: Why and How?

ANSWER KEY

## Purposes of Dating

1. Get to know yourself and others – likes, dislikes, values, and communication style.
2. Learn to feel more at ease in a relationship.
3. Feel acceptance from another person who chooses to spend time with you.
4. Develop your sense of independence.
5. To discover qualities you might hope for in a future partner.

## Setting Dating Standards

1. Have a plan.
2. Set your physical intimacy boundary before you go on the date. Both partners are jointly responsible for setting and maintaining limits.
3. Verbally communicate your boundaries to your partner.
4. Plan dates that are creative and fun.
5. Have self-control.
6. Dress appropriately.
7. Set a time to be home.
8. Stay sober.
9. Add your own standard.

# Keys to Successful Dating

## WORKSHEET

1. **Maintain your \_\_\_\_\_.**
  - Make sure to balance life outside of a romantic relationship.
2. **Use your \_\_\_\_\_.**
  - Balance romance with common sense, reason, judgment and discernment.
  - Use both your head and your heart.
  - Analyze your past relationships.
  - Include others in the process.
  - Never neglect opportunities to evaluate along the way.
3. **Seek \_\_\_\_\_.**
  - Healthy relationships have a strong foundation of similarities in background, temperament, goals, dreams, values and the way in which individuals manage and order their physical and mental lives.
4. **Take it \_\_\_\_\_.**
  - Get to know the person, and do not rush your process.
  - Take necessary time to bond.
  - Protect yourself from getting attached too quickly by setting healthy boundaries.
5. **Set clear \_\_\_\_\_.**
  - Draw definitive lines for physical intimacy.
  - Remember that your body belongs to you.
  - Communicate how you feel to your partner. Own your own feelings, and be able to separate them from your date's.
  - Take ownership of your thoughts, and express them.
  - Take responsibility for your own actions; do not try to change someone.
  - Do not use substances, and stay clear-headed.
6. **Engage in healthy responses to \_\_\_\_\_.**
  - Avoid *Escalation*, *Invalidation*, *Negative Interpretation*, and *Withdrawal*.
  - Fight fair: take time to consider what you really need to express, and be respectful to your partner. Seek to understand, then to be understood. Use "I" statements. Negotiate and compromise. Reevaluate your solution at a later time.



# Keys to Successful Dating

## WORKSHEET

### 7. Notice \_\_\_\_\_, and avoid relationships with red flags.

- Be aware of any form of abuse: physical, verbal, emotional, sexual, or financial.
- Recognize addictions.
- Honesty is important. Take note of behaviors and patterns that break trust.
- Be aware that you may be in a state of denial. This happens when you know a relationship is unhealthy but struggle to admit it.
- Identify power struggles, jealousy, and control. Be sure this person does not isolate you from family and friends.

### 8. Choose your \_\_\_\_\_ and \_\_\_\_\_ partner wisely.

- Discern character. Character is who you are when no one is looking. Look back at prior relationships to determine patterns of behavior. Crisis reveals someone's true character. Give your relationship lots of time.
- Do you feel encouraged, affirmed, inspired and challenged to grow and be a better person when you are together?

Sources: Stanley, S. M., Whitton, S. W., & Markman, H. J. 2004. *Maybe I do: Interpersonal commitment and premarital or nonmarital cohabitation*. *Journal of Family Issues* 25: 490-519. | Kamp Dush, C. M., Cohan, C. L., & Amato, P. R. 2003. *The relationship between cohabitation and marital quality and stability: Changes across cohorts?* *Journal of Marriage and Family*, 65, 539-549. | Phillips, J. A. and M. M. Sweeney. 2005. *Premarital Cohabitation and the Risk of Marital Disruption among White, Black, and Mexican American Women*. *Journal of Marriage and Family* 67:296-314. | Todd K. Shackelford. 2001. *Cohabitation, Marriage, and Murder: Woman-Killing by Male Romantic Partners* *Aggressive Behavior* 27:284-291.

# Keys to Successful Dating

## ANSWER KEY

### 1. Maintain your independence.

- Make sure to balance life outside of a romantic relationship.

### 2. Use your brain.

- Balance romance with common sense, reason, judgment and discernment.
- Use both your head and your heart.
- Analyze your past relationships.
- Include others in the process.
- Never neglect opportunities to evaluate along the way.

### 3. Seek similarities.

- Healthy relationships have a strong foundation of similarities in background, temperament, goals, dreams, values and the way in which individuals manage and order their physical and mental lives.

### 4. Take it slow.

- Get to know the person, and do not rush your process.
- Take necessary time to bond.
- Protect yourself from getting attached too quickly by setting healthy boundaries.

### 5. Set clear boundaries.

- Draw definitive lines for physical intimacy.
- Remember that your body belongs to you.
- Communicate how you feel to your partner. Own your own feelings, and be able to separate them from your date's.
- Take ownership of your thoughts, and express them.
- Take responsibility for your own actions; do not try to change someone.
- Do not use substances, and stay clear-headed.

### 6. Engage in healthy responses to conflict.

- Avoid *Escalation*, *Invalidation*, *Negative Interpretation*, and *Withdrawal*.
- Fight fair: take time to consider what you really need to express, and be respectful to your partner. Seek to understand, then to be understood. Use "I" statements. Negotiate and compromise. Reevaluate your solution at a later time.

# Keys to Successful Dating

## ANSWER KEY

### 7. Notice danger signs, and avoid relationships with red flags.

- Be aware of any form of abuse: physical, verbal, emotional, sexual, or financial.
- Recognize addictions.
- Honesty is important. Take note of behaviors and patterns that break trust.
- Be aware that you may be in a state of denial. This happens when you know a relationship is unhealthy but struggle to admit it.
- Identify power struggles, jealousy, and control. Be sure this person does not isolate you from family and friends.

### 8. Choose your dating and marriage partner wisely.

- Discern character. Character is who you are when no one is looking. Look back at prior relationships to determine patterns of behavior. Crisis reveals someone's true character. Give your relationship lots of time.
- Do you feel encouraged, affirmed, inspired and challenged to grow and be a better person when you are together?

Sources: Stanley, S. M., Whitton, S. W., & Markman, H. J. 2004. Maybe I do: Interpersonal commitment and premarital or nonmarital cohabitation. *Journal of Family Issues* 25: 490-519. | Kamp Dush, C. M., Cohan, C. L., & Amato, P. R. 2003. The relationship between cohabitation and marital quality and stability: Changes across cohorts? *Journal of Marriage and Family*, 65, 539-549. | Phillips, J. A. and M. M. Sweeney. 2005. Premarital Cohabitation and the Risk of Marital Disruption among White, Black, and Mexican American Women. *Journal of Marriage and Family* 67:296-314. | Todd K. Shackelford. 2001. Cohabitation, Marriage, and Murder: Woman-Killing by Male Romantic Partners *Aggressive Behavior* 27:284-291.

# Rights vs. Responsibilities

## HANDOUT

### I Have the Right

- To ask for a date
- To refuse a date offer
- To suggest activities on the date
- To say what I think
- To have my own feelings and express them freely
- To tell someone when they are being impolite
- To tell someone I am uncomfortable
- To have my limits and values be respected
- To tell my date when I need affection
- To refuse affection
- To be heard
- To refuse to lend money
- To refuse sex with someone, even if they spent money on me
- To refuse sex any time for any reason
- To have friends and space aside from my partner

### I Have the Responsibility

- To communicate clearly and honestly
- To determine my limits and values
- To ask for help when I need it
- To be considerate
- To set high expectations for myself and others I choose to be with
- To not put myself and others in situations that would lead to something I might regret

# Good Date/Bad Date

## OBJECTIVE

To help students understand the difference between healthy and unhealthy dates.



## MATERIALS

- *Flip chart and markers*
- *Two chairs in the front of the classroom*

## STEP BY STEP

1. Divide your class into two groups. Give each group one piece of flip chart paper and a marker. Then, ask them to brainstorm a dream date using the following questions as a guide:
  - Who initiates the date?
  - Where will you go?
  - What will you do?
  - Who will pay for the date?
  - Will you be alone or with friends?
  - What will you both wear?
  - What, if any, physical contact would occur?
  - How will the date end?
  - What time will you come home?
2. Repeat step one. This time, however, change the task to brainstorming the worst date they can imagine.
3. Collect both sheets, and display them at the front of the room.
4. Select a spokesperson from each group to share their group's dating idea with the class. Ask the first group to share their date. Next, have the second group share.
5. Draw attention to the commonalities and differences between the two groups.

6. Ask students to comment on what they do and do not like about the opposite group's ideal date. Follow the discussion with these questions:
  - Were there any major differences between the two group's ideal dates?
  - Were any of the date ideas surprising?
  - Is anyone currently experiencing dates like these in real life? Why or why not?
7. Share with the students that a little creativity and intentionality makes dating more enjoyable. Your time is valuable, and so are your relationships. Respect both by taking time to create good dates, not bad ones.



# Create a Date

## OBJECTIVE

To explore creative, healthy, fun ways to date.

## MATERIALS

- Easel paper and markers
- Worksheet: *Creating Great Dates* on page 143
- Handout: *Tips for Making Good Dates Great* on page 144
- Handout: *Creative Dating Ideas* on page 145



## STEP BY STEP

1. Say, "Let's talk about dating. There's a lot to consider when planning a date with someone. For example:

- Who calls whom?
- Where do you go?
- What time do you get started?
- What time will you return? Is there a curfew?
- Who's paying?
- Will it be just the two of you or will others join you?
- What's the attire?
- How will you get there and back?
- What will the physical boundaries be?
- What might happen if drugs or alcohol are part of your time together?"

(Write out each question, and explain it as you are writing.)

2. Divide students into 4 different groups. Assign each group a scenario from the *Creating Great Dates* worksheet, and have them plan a date. Distribute the *Tips for Making Good Dates Great* and *Creative Dating Ideas* handouts.
3. Give students 15 minutes to create their dates. Then ask a group spokesperson to present their group's dating scenario to the class.
4. Discuss the dates with the class.
5. Point out that having a dating plan, and being prepared, can help you have fun, stay within your budget, be a good example to your friends, and maintain your physical boundaries.



## CHARACTER SPOTLIGHT

### Generosity

*The quality of being willing to give or share. Abundance. Unselfishness.*

Discuss this character trait in relation to what you want your future partner to be like. Instruct students to write a paragraph about a generous person they know or have heard or read about.

### Pride

*A sense of one's own proper dignity and value. An excessive high opinion of one's self. Conceit, arrogance.*

Have students compare and contrast a healthy self-concept vs. an unhealthy (prideful) self-concept.



# Creative Dating Ideas

## *Compiled by students*

### HANDOUT

- Go on a bike ride
- Go sledding or tubing
- Go to a state fair
- Hike a mountain trail
- Go skiing
- Grab a movie
- Volunteer at a service organization together
- Go out for a coffee and talk
- Walk or jog together
- Go swimming
- See a concert
- Cook a meal together for one of your families
- Swing, climb and play at a park
- Walk in the park
- Watch people in the mall
- Go for a drive and explore new places
- Go ice-skating
- Run errands
- Go to the zoo
- Take creative pictures
- Plant a garden
- Take a "coin flip trip." Every time you come to a stop, flip a coin to decide which way to turn
- Look at old family photo albums
- Visit a ghost town
- Take your dog for a walk
- Visit an elementary school and play on the playground
- Get dressed up and have a candlelight dinner in your family room
- Look for cards at a card store that express your sentiments to each other; then "give" the cards to each other to read
- Go to a nice restaurant with live musicians and order appetizers or dessert
- Visit a museum
- Go to a historic site
- Explore a nature trail
- Gaze at the stars, look for constellations, use a telescope to see even more
- Chat beneath the stars about your hopes and dreams
- Bake cookies
- Surprise one another with dinner
- Wash your cars
- Play board games or card games
- Put a puzzle together
- Pick apples at an orchard
- Carve pumpkins
- Go horseback riding
- Learn to play a sport together
- Read a book together
- Fly a kite
- Take a picnic to the mountains
- Group date — especially in the initial stages of a relationship
- Throw a surprise party for a special occasion
- Take dinner into a movie theatre
- Watch a sporting event on TV
- Go to a ballet or play
- Make a creative audio recording
- Make a video
- Weed and care for a garden
- Go on a scavenger hunt
- Go water skiing
- Go snorkeling
- Go to an amusement park
- Take a behind-the-scenes tour at a food factory
- Serve meals to the homeless
- Create your family trees
- Eat a progressive dinner
- Explore old neighborhoods
- Play golf
- Create a web page together
- Make a photo album
- Create a video of your friends
- Write a story
- Publish a book
- Go to the gym
- Play basketball
- Dress up in fancy clothes and eat at a fast food place
- Plan a dream vacation
- Take \$10 to the mall and see what you can buy

### Add Your Own Ideas:

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# Love vs. Infatuation

## OBJECTIVE

To help students understand the definition of love and differentiate its meaning from infatuation.



## MATERIALS

- *Love/Infatuation Placards (Download from the Customer Resource Page)*
- *Worksheet: Love vs. Infatuation on page 151*
- *Answer Key: Love vs. Infatuation on page 152*



## STEP BY STEP

1. Distribute the *Love/Infatuation Placards* in random order to students.
2. Place *Love* and *Infatuation* title cards on the classroom floor.
3. Instruct students to read the phrase on their flashcard, and place it under *Love* or *Infatuation*.
4. Ask students to return to their seats and reference their *Love vs. Infatuation* worksheet.
5. Using the *Love vs. Infatuation* answer key, discuss each phrase, and share its correct definition.



## MAKE AN IMPACT

- Encourage students to choose a current, popular, love song, and write the lyrics on paper. Instruct them to identify the content as either *Love* or *Infatuation* after learning the true definitions from this lesson.
- Ask students to find a greeting card at the store that describes the kind of love they desire for their future. Have them write down the message, or take a photo of the card, and share the message with the class. Encourage students to post the words somewhere they can see it regularly to remind them of what true love looks like.

# Love vs. Infatuation

## WORKSHEET

	Love	Infatuation
Lasting	<input type="radio"/>	<input type="radio"/>
Based on sex	<input type="radio"/>	<input type="radio"/>
Feel you must get married right away	<input type="radio"/>	<input type="radio"/>
"Grow into"	<input type="radio"/>	<input type="radio"/>
Giving	<input type="radio"/>	<input type="radio"/>
Temporary	<input type="radio"/>	<input type="radio"/>
Feeling of security	<input type="radio"/>	<input type="radio"/>
Based on physical attraction	<input type="radio"/>	<input type="radio"/>
Feeling of uncertainty	<input type="radio"/>	<input type="radio"/>
Weakened by time or separation	<input type="radio"/>	<input type="radio"/>
Starts and moves really fast	<input type="radio"/>	<input type="radio"/>
Putting yourself first	<input type="radio"/>	<input type="radio"/>
Based on shared experiences, beliefs or attitudes	<input type="radio"/>	<input type="radio"/>
Respects boundaries	<input type="radio"/>	<input type="radio"/>
A feeling	<input type="radio"/>	<input type="radio"/>
"I want you"	<input type="radio"/>	<input type="radio"/>
Putting your loved one first	<input type="radio"/>	<input type="radio"/>
A decision	<input type="radio"/>	<input type="radio"/>
In love with more than one person	<input type="radio"/>	<input type="radio"/>
Takes root slowly, grows with time	<input type="radio"/>	<input type="radio"/>
Taking/possessive	<input type="radio"/>	<input type="radio"/>
"Fall into"	<input type="radio"/>	<input type="radio"/>
An emotion	<input type="radio"/>	<input type="radio"/>
Devotion	<input type="radio"/>	<input type="radio"/>
In love with love	<input type="radio"/>	<input type="radio"/>
Strong friendship	<input type="radio"/>	<input type="radio"/>
"I love you"	<input type="radio"/>	<input type="radio"/>
Strengthened by time or separation	<input type="radio"/>	<input type="radio"/>
Inability to trust	<input type="radio"/>	<input type="radio"/>
Deep attraction	<input type="radio"/>	<input type="radio"/>
Not jealous	<input type="radio"/>	<input type="radio"/>

# Love vs. Infatuation

## ANSWER KEY

	Love	Infatuation
Lasting	●	○
Based on sex	○	●
Feel you must get married right away	○	●
"Grow into"	●	○
Giving	●	○
Temporary	○	●
Feeling of security	●	○
Based on physical attraction	○	●
Feeling of uncertainty	○	●
Weakened by time or separation	○	●
Starts and moves really fast	○	●
Putting yourself first	○	●
Based on shared experiences, beliefs or attitudes	●	○
Respects boundaries	●	○
A feeling	○	●
"I want you"	○	●
Putting your loved one first	●	○
A decision	●	○
In love with more than one person	○	●
Takes root slowly, grows with time	●	○
Taking/possessive	○	●
"Fall into"	○	●
An emotion	○	●
Devotion	●	○
In love with love	○	●
Strong friendship	●	○
"I love you"	●	○
Strengthened by time or separation	●	○
Inability to trust	○	●
Deep attraction	●	○
Not jealous	●	○

# Foundations of a Healthy Relationship

## OBJECTIVES

- To help students learn how to build a foundation for healthy, connected, and committed relationships.
- To show students that if a relationship grows too fast in one area, it may not be healthy or lasting.



## MATERIALS

- White board or flip chart
- Worksheet: Strong Foundations on page 155
- Handout: Assessing Foundations on page 156
- Worksheet: Tests of Trust on page 157
- Worksheet: Strong Foundations Interview, Part A on page 159
- Worksheet: Strong Foundations Interview, Part B on page 160
- Foundations of a Healthy Relationship slides from the Customer Resource Page

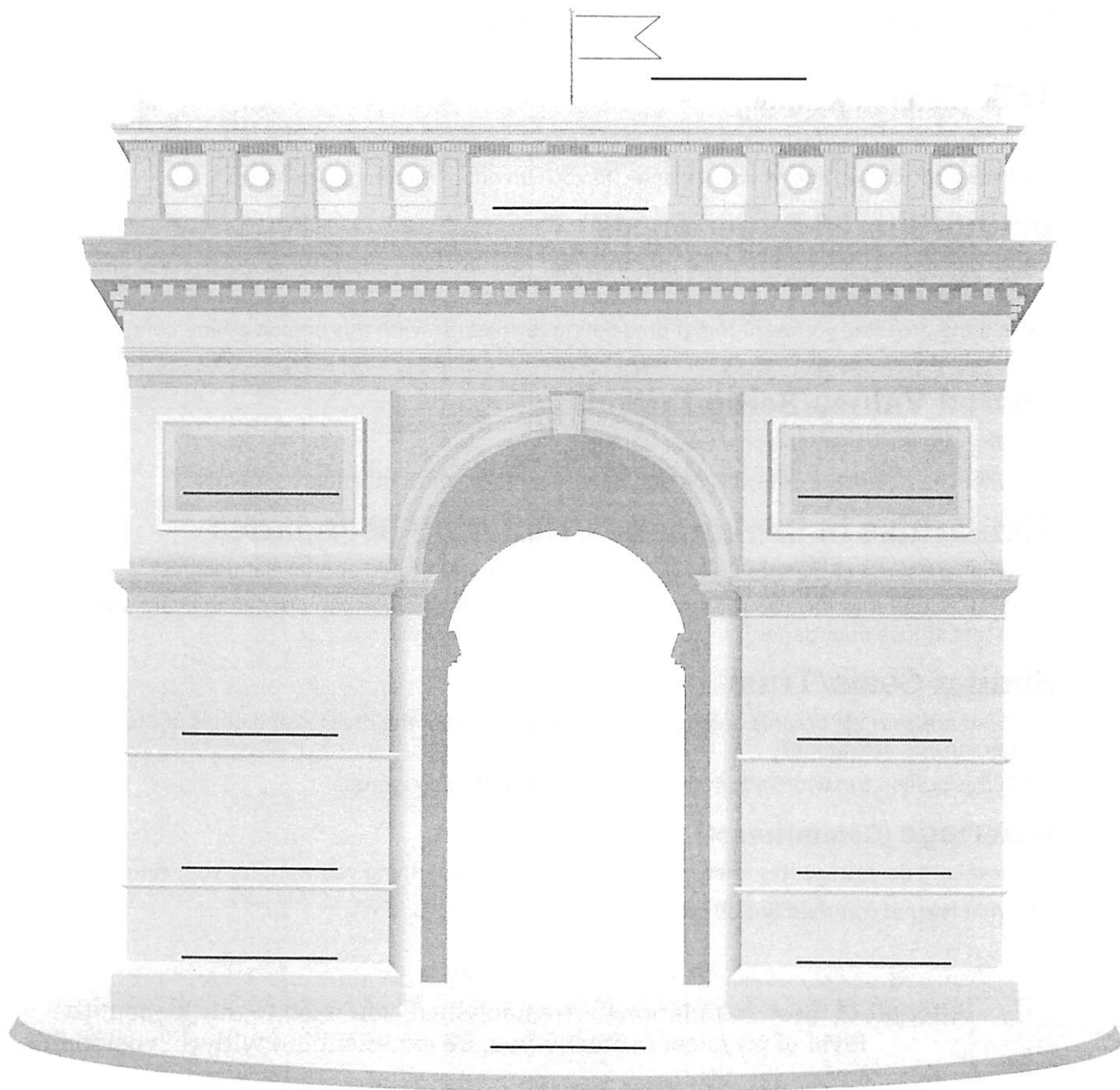
## STEP BY STEP

1. Ask the students, "How would you define the word foundation?"
2. Write the students' responses on a white board or flip chart.
3. Share the following definition of the word foundation with the students, "The natural or prepared ground or base on which a structure rests."
4. Display the *Foundations of a Healthy Relationship* opening slide. (Slides can be downloaded from the Customer Resource Page).
5. Ask your students, "Think of a 4-letter word that ends with the letter 'K'; it's the foundational principle of a relationship and means intercourse! Don't say it out loud!"
6. Then tell them, "The answer is 'Talk!' Discourse is talking among many people, whereas intercourse is talking between two people. When talking ends, so does the relationship."
7. Distribute the *Strong Foundations* worksheet, and allow time for students to complete as you teach the slides.
8. Continue advancing the slides and discussing each layer of a healthy relationship.

# Strong Foundations

## WORKSHEET

Fill in the blanks with the components for creating strong foundations in your relationships.



# Assessing Foundations

## HANDOUT

After learning the elements for building a strong foundation for lasting relationships, consider the following questions and assess the strengths of your relationship's foundation. If you are not currently in a dating relationship, save this resource for the future.

### Talk (Communication)

- Is there anything you haven't talked about or are afraid to talk about with this person?
- How often do you spend time talking? Do you run out of interesting things to share?

### Dating/Shared Experiences

- Do you spend your time doing things together that you both enjoy? What are some of your favorite dates?
- Is there anything you want to put on a dating "bucket list" with this person as you continue hanging out?

### Shared Values/Being Friends

- What are the values you share as a couple?
- What characteristics does this person have that make you compatible as friends?

### Similarities in Backgrounds/Honoring Boundaries

- What are some of the messages your family has communicated about relationships?
- What boundaries have you set for yourself, and does the person you are dating share and respect those boundaries?

### Similar Goals/Trust

- What are your life dreams and goals? Do they compliment the dreams and goals of the person you are dating?
- Is this person trustworthy? Do their actions align with their words?

### Marriage (Commitment)

- How long do you see this relationship lasting? Is this something you want for your future?
- What level of commitment do you have for one another.

After all of these foundations are established, you need to think about the level of physical intimacy you are experiencing with this person.



# Tests of Trust

## WORKSHEET

When you “fall in love” with someone there is a period where both people put their best foot forward. We initially tend to minimize, or even not see, the negatives in a person we are attracted to. Paying attention to previous relationships and relationship patterns is smart because how we act in the past says a lot about how we will act in the future. Beware of thinking, **“This person is different with me.”**

- |                           |                          |  |
|---------------------------|--------------------------|--|
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person keep their promises?                                    |
| <input type="radio"/> Yes | <input type="radio"/> No | Can this person keep secrets?  |
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person admit they are wrong and apologize?                     |
| <input type="radio"/> Yes | <input type="radio"/> No | Is this person generally kind to others?                                 |
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person show empathy towards others?                            |
| <input type="radio"/> Yes | <input type="radio"/> No | Is this person a good listener?  |
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person show they are aware of how their actions affect others? |
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person take responsibility for their own actions?              |
| <input type="radio"/> Yes | <input type="radio"/> No | Can this person control their anger?                                     |
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person display honesty?  |

- 
- |                           |                          |   |
|---------------------------|--------------------------|---|
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person continually put people down?                           |
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person make unfair judgments or spread rumors about others?   |
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person use or take advantage of others?                       |
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person put up a pretend or phony front?                       |
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person act helpless and look for others to take care of them? |
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person blame others?  |
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person run away from problems?                                |
| <input type="radio"/> Yes | <input type="radio"/> No | Does this person engage in regular drug or alcohol use?                 |

If you answered more no's on the top half and more yes's on the bottom half, beware. This person has many problematic behaviors that will make it difficult to have a successful and healthy relationship. If you answered more yes's on the top half and more no's on the bottom half, this person possesses positive relationship qualities.



# Relationship Red Flags

## OBJECTIVE

To make students aware of danger signs and red flags in a relationship.

## MATERIALS

- *Worksheet: Relationship Red Flag Warning Inventory on page 163*
- *Handout: Breakup Skills on page 165*



## STEP BY STEP

1. Handout a *Relationship Red Flag Warning Inventory* worksheet to each student.
2. Discuss each warning sign, and encourage students to give examples from their own experience.
3. Have students fill out the *Relationship Red Flag Warning Inventory* worksheet. Stress that this will not be turned in! It is merely a tool to help them investigate their current or a past relationship.
4. Distribute the *Breakup Skills* handout to each student.
5. Discuss that relationship abuse comes in many forms.
6. Go through each item on the *Relationship Red Flag Warning Inventory* and have students identify physical, intellectual, emotional, social, spiritual and financial dimensions of abuse.



## EDUCATOR NOTE

- If student darkens 1-5 circles, encourage a conversation about these red flags with their partner.
- If student darkens 6-15 circles, this indicates they are in an unhealthy relationship. Ask them to consider a course of action, and discuss these Red Flags with a parent or trusted adult.
- If student darkens 16-26 circles, refer them to a professional for intervention.

# Relationship Red Flag Warning Inventory

## WORKSHEET

Darken the circle for each statement that applies.

- ☐ I am becoming isolated from my friends and my family.
- ☐ Sometimes I feel really stupid around this person.
- ☐ I am becoming obsessed with this person.
- ☐ There is a lot of possessiveness in this person.
- ☐ I can't stand to see this person talking to another attractive person.
- ☐ We are always doing what my partner wants to do.
- ☐ We can't seem to keep our hands off each other.
- ☐ This person has pushed or shoved me.
- ☐ I do not feel emotional safety with this person.
- ☐ This romance started very quickly.
- ☐ This person yells at me and puts me down.
- ☐ I have unresolved conflict with this person, but it doesn't matter.
- ☐ This person is not consistent with financial decisions.
- ☐ We are frequently alone and physical with one another.
- ☐ This person frequently embarrasses me or makes fun of me in front of others.
- ☐ This person makes me feel there is no way out of this relationship.
- ☐ This person uses intimidation to make me do what they want.
- ☐ This person seldom takes responsibility for consequential actions and blames others for problems.
- ☐ This person seems to have a short fuse and gets angered easily.
- ☐ When I am around this person, I often feel guilty or inadequate.
- ☐ This person takes charge and is controlling.
- ☐ At times this person is extremely charming and tells me how much I am loved, but other times this person is demeaning and disrespectful.
- ☐ Most of my family and friends disapprove of this person.
- ☐ I don't get along with this person's family or friends.
- ☐ This person does not honor my boundaries.
- ☐ My attitude towards my future plans and goals are changing.

*If after filling out this list you feel your relationship is unhealthy, seek help.*

# Breakup Skills

## HANDOUT

### HOW TO BREAK UP

1. Be in a space that you can be face to face. If you are worried about their response, go to a place where others will be, like a restaurant or a park.
2. Stick to the facts of the relationship.
3. Write down 5 things you liked about the relationship.
4. List the things that are unacceptable and are deal breakers.
5. Use "I" statements not "You" statements.
6. Outline that, although this relationship did not work out, you hope this person will be happy.
7. Agree to have no contact, no coffees, no texts, no phone calls, no meetings for a certain amount of time after the breakup.
8. Don't assign blame or shame to one another.
9. Be factual and honest.
10. Remain kind and calm. State your case clearly and directly.
11. Remember, you do not need to justify, defend or explain.
12. Practice what you are going to say. Write it out if that helps.
13. Speak from your heart, not from a script.
14. Reflect on what you can learn from this relationship.
15. Let a good friend know what you are going to do, and where you are going to be, for backup/support.

### POSSIBLE REASONS FOR BREAKING UP

- Lack of respect
- Jealously
- Control
- Cheating
- Abuse
- Violence
- Lack of character
- Sarcasm
- Not teachable or coachable
- Little humor
- No fun
- Blame shifting
- Self-absorbed
- Little accountability for actions
- Too serious too soon
- Have little in common
- Expectations for life do not match

Have a discussion about each of these reasons.  
Can you name a few others?

# Breakup Skills

## HANDOUT

### Surviving a Relationship Break-Up: Top 20 Strategies

Surviving a relationship breakup can be one of the most difficult things we ever do. Losing a significant other can feel like your heart is literally being torn out. This handout will impart helpful strategies to cope with your break-up in the healthiest way possible. These strategies will not stop you from experiencing the pain of the loss, but instead, will help you move through the grieving process as quickly as possible and let you move on to ultimately have more satisfying relationships in the future.

- 1.** Don't fight your feelings. Express them either in a journal or to someone you trust. There are several conditions that will likely intensify your negative feelings, including:
  - Not being the one who decided to break up
  - Not seeing the break-up coming
  - This being your first serious relationship
  - Your ex being your only real close friend
  - Continuing to run into your ex
  - The relationship having made you feel whole or complete
  - Your ex starting to date someone right away
  - Having been sexually active with your partner
  - Thinking about your ex being sexually active with another partner
  - Believing that your ex is the only one in the world for you
- 2.** Understand that break-ups are often an inevitable part of dating and discovery.
- 3.** Don't personalize the loss.
- 4.** Treat yourself well.
- 5.** Get back into a routine.
- 6.** Indulge yourself.
- 7.** Be graceful with yourself.
- 8.** Don't lose faith in people or relationships.
- 9.** Exercise and eat healthy foods.
- 10.** Get enough sleep.
- 11.** Let go of the hope you will get back together.
- 12.** Don't rely on your ex for support or try to maintain a friendship.
- 13.** Avoid alcohol, drugs or getting back into a relationship too soon.
- 14.** Make a list of your ex's annoying qualities.
- 15.** Avoid the desire to take revenge.
- 16.** Examine what you can learn from the relationship.
- 17.** Make a list of all the benefits of being single.
- 18.** Perform a closure ritual.
- 19.** Remember that you can survive on your own.
- 20.** Start dating again (when you are healed and healthy).

Adapted from Dr. Kim Maertz, Mental Health Centre, University of Alberta

# Addressing Sexual Assault

## OBJECTIVES

- To help students know how to respond when feeling unsafe, and to assist students with prevention strategies.
- To help students learn important response strategies if they have been victims of sexual assault.



## MATERIALS

- *Handout: Addressing Sexual Assault on page 169*
- *Handout: How Sex Is Misused on page 172*

## STEP BY STEP

1. Distribute the *Addressing Sexual Assault* and the *How Sex Is Misused* handouts.
2. Talk through each section with the class, and allow ample time for questions and answers.
3. Remind the class that they can talk with you privately if they would prefer to clarify, ask questions, or learn more about anything covered in the handouts.

# Addressing Sexual Assault

## HANDOUT

## Dating Violence

Any time you are getting yelled at, threatened, bullied, shoved, pushed, abused or slapped, that is considered violence.

### To Combat Dating Violence

- Stand up for yourself
- Set boundaries
- Leave the situation
- Ask for help
- Inform a trusted adult
- Stay away from the abuser
- Know safe places you can go
- Create a safety plan
- Remember, abuse is not your fault

## Defining Sexual Assault

Any time a person's protest against engaging in sexual activity is ignored, sexual assault has occurred. The aggressor could be anyone: an acquaintance, co-worker, or even someone you are dating.

### Why should you be concerned about sexual assault?

First, because sexual assault is a serious crime. Second, most people imagine the typical person committing sexual assault as a psychotic stranger lurking in an alley. In reality, assaults are often committed by a seemingly "nice person" whom the victim may know quite well. No matter who the perpetrator is, sexual assault is an act of violence and a violation of personal rights. Sexual assault causes great emotional and, often, physical injury to the victim.

Sexual assault is partly the result of the way some people think they are supposed to behave. Some think they should be aggressive and in control. Some individuals see sexual intimacy as a competition, like a game. As when competing in sports, some individuals feel that they must "win" at any cost. Even the slang of sexual conquest is similar to that of sports: individuals speak of "scoring" with sex. Some see the object of a date is to see how far they can get in pressuring someone to have sex. This abusive attitude has nothing to do with sex; it's really about power and control.

Most people do not view a date or sexual intimacy as a contest. Many have not been taught to be assertive in resisting things they don't want to do. As a result, they are often blindsided and are unprepared to resist the aggression of a dating partner.

## Drinking, Drugs, and Date Rape

The danger of sexual assault goes up whenever drinking or drugs are used by either person on a date. Because drinking and drugging lowers inhibition, a potentially violent partner is more likely to commit sexual assault when under the influence. No one gives up the right to say "No" if they are drinking, but, some partners will try to take advantage of an impaired date. Since substance use affects judgment, an individual may find themselves in a dangerous situation, alone with a partner and away from help, because drinking dulls awareness.

# Addressing Sexual Assault

HANDOUT

## What to Do If You Are Sexually Assaulted

### Get to a Friend

Go to a friend's house or any place where people can give you emotional support, or call 911.

### Go to a Hospital

See a doctor immediately for treatment of any injuries and for other tests, which can provide important medical evidence. Don't bathe, shower, or change clothes before you go.

### Report the Assault

Remember that reporting sexual assault is an important part of ending sexual violence, but you should be comfortable with the decision.

### Seek Counseling

Whether or not you report the sexual assault and participate in legal action, you should consult a trained sexual assault crisis counselor, hospital, rape-crisis center or mental health center. Many confusing feelings are present after an assault.

### Remember

If you are a victim of sexual assault, remember that it is not your fault. There is nothing for you to feel ashamed or guilty about. You are not to blame. Remember also that reporting the assault may lessen the chances of it happening to others.

# Addressing Sexual Assault

## HANDOUT

## Be Aware and Consider

Stay aware of the following safety tips:

### Communicate Clearly

Make it clear to your date how you expect to be treated. Let your date know you will not tolerate any kind of abuse.

### Avoid dangerous situations

Avoid places where you will be alone until you get to know your date. Double date or go to public places where you can get help if you need it.

### Be in Control

Try not to be helpless or "in debt" to a dating partner:

- Have an alternate way home.
- Do not think that you owe your date sexually just because they paid for the date.
- Do not use alcohol or other drugs. These substances can severely hamper your ability to think clearly and act quickly in a dangerous situation.

### Be Selective

Think twice about going out with someone who:

- Often puts people down with comments such as, "they are so stupid..."
- Uses alcohol or other drugs
- Enjoys pornography
- Wants to be in control of where you go, what you do
- Is given to angry, aggressive outbursts or extreme jealousy
- Uses physical force (squeezing, pushing, slapping)
- Drives recklessly, especially with you in the car

If the person you are dating has these tendencies, discuss your concerns and make your feelings clear. If the person is impatient or refuses to discuss your concerns, you should seek help.

### Trust your Instincts

If you are concerned about someone you are dating or want to date, trust your feelings. Get to know the person a little better before you go out. For example, talk on the phone, write notes to each other, share lunch in the cafeteria.

Getting too close too soon and not creating healthy boundaries can make you vulnerable. Be sure that your relationship is healthy and safe.



# How Sex Is Misused

## HANDOUT

### 1. Sexual behavior as a "duty."

When sexual behavior is viewed as a "chore" the joy and interaction which should result from the intimacy usually becomes resentment.

### 2. Sexual behavior to get or payback a favor.

Sex is used to "soften up" one's partner. There is a sense of coercion and threat if the favors cease.

### 3. Sexual behavior as a "hook."

This is typical with people suffering from low self-worth. It is frequently seen with people who need to be needed.

### 4. Sexual behavior as proof of loyalty.

Sex doesn't create loyalty, but rather can create guilt, thereby keeping that partner sexual with that same partner for fear they are not attractive to anyone else.

### 5. Sexual behavior as proof of power.

People who feel acceptable only because they have scored with several partners fit into this category. This misuse of sex is described as conquest over friendship or relations.

### 6. Sexual behavior as proof of maturity and sophistication.

This behavior is characterized as a rite of passage into adulthood. More often this behavior is associated with low self-esteem and an inability to mature gradually.

### 7. Sexual behavior as punishment of others.

Using sex as a form of coercion or control intended to punish someone else.

### 8. Sexual behavior as self-punishment.

In this situation, sexual behavior occurs with unloving partners in an unloving manner with a blatant disregard for the consequences to themselves.

### 9. Sexual behavior as a way to obtain warmth, comfort, loving feelings, contact and connection.

This is especially dangerous for young people because of the high degree of disappointment that occurs when this behavior is all that the couple now has together.

### 10. Sexual behavior to become pregnant.

Many young people are articulating a desire to have a baby. This is especially problematic because of their idealized view-point that a baby will belong to them and will love them back; thus solving their many problems of hopelessness and despair. A teenage pregnancy will make problems worse.

### 11. Sexual behavior that is characterized as the only way to show love.

Many sexually abused children experience this. They have been sexualized by someone they loved and trusted and this became the norm to show affection.

# Bullying and Violence

## OBJECTIVES

- To increase awareness of bullying, to teach proactive strategies for overcoming bullying.
- To equip students with practical methods for reducing bullying.



## MATERIALS

- *Wooden heart, nails, hammer*
- *Handout: Preventing Bullying/Violence on page 179*
- *Worksheet: Bullying Words and Actions Around Us on page 180*
- *Worksheet: Words and Acts of Kindness Around Us on page 181*
- *Handout: Save a Life Suicide Awareness on page 182 (Optional)*

## STEP BY STEP

1. Ask students to place their heads down on their desk and to close their eyes. With all eyes closed, and heads down, instruct students to raise their hand if they have ever been picked on, called a name, excluded, teased, or shoved at school. Count the number of hands. Ask students to put their hands down and lift their heads. Share the general number of hands that were raised. Explain that many of us have experienced these things. Ask for volunteers to share their experiences. Then, ask how they felt when these things happened.
2. Write the feelings expressed in this exercise on the board.
3. Take out the wooden heart and pound a nail into it for each example expressed.
4. Remove the nails, and share, "hurtful words and actions can leave holes in our hearts".
5. Ask the students how many people are typically involved in a bullying situation.
6. Explain that there are usually 3 involved: the bully, the person being bullied, and the bystander.
7. Ask students what they can do to reduce violence or hurt if they find themselves in any one of those roles.
  - What can the bully do?
  - What can the bullied do?
  - What can the bystander do?

8. Write their suggestions on the board. Some of these might include:
  - Articulate to the bully that what they are doing is hurtful and mean.
  - Speak calmly.
  - Offer your opponent a way to save face and a way out. "I know you don't want to do this."
  - Leave the situation.
  - Use conflict resolution techniques.
  - Ask for help from adults.
9. Distribute the *Preventing Bullying/Violence* handout, and talk about the suggestions listed.
10. Distribute the *Bullying Words and Actions Around Us* worksheet, and ask students to document any bullying they observe for one week.
11. Ask a positive question, such as, "How can we turn this around in our school?" Rather than talking about anti-bullying, have the students brainstorm ways to be kinder and to make the school a safer and more pleasant place for all students.
12. Write down their suggestions, and generate 3 ways to make your classroom and school a safer and kinder place.
13. Come up with contests, incentives, prizes and other creative ways to catch the students either saying affirming and encouraging things to one another or doing random acts of kindness.
14. Create a pledge that your classroom will be characterized by an "Only kindness spoken here" policy.
15. Point out that kindness is happening in the class and that it is important to recognize it.
16. Pass out the *Words and Acts of Kindness Around Us* worksheet.
17. Ask students to also document random acts of kindness, affirmations and encouragements they witness around school for one week as an assignment.
18. When completed, compare and contrast the activity charts. This could be a fun, ongoing assignment to increase awareness and track changes.



## MAKE AN IMPACT

Have students consider the role bullying might play in suicide. Distribute the *Save a Life Suicide Awareness* handout and discuss.

# Preventing Bullying/ Violence

HANDOUT

## Keep in mind

1. Recognize bullying situations involve a bully, someone being bullied, and a bystander. All three are unacceptable.
2. Stand up for yourself. Do not accept name calling or intimidation.
3. Keep telling someone until they listen.
4. Call the police, if necessary.
5. Get a buddy system going.
6. Be aware of safe places you can go.
7. Create a safety plan.

## Examples of Bullying Behavior

Harassment

Intimidation

Gossiping

Isolation

Threats

Limiting

Humiliation

Violating Privacy

Independence

Bossing

Remember that hurting people often hurt others. Be sensitive, and use empathy, when exploring a bully's motives, as bullying behavior often stems from adverse experiences.

# Bullying Words and Actions Around Us

## WORKSHEET

Date: \_\_\_\_\_

Word/Phrase/Action	Who Used/Did	Where	Intention	Reaction

# Words and Acts of Kindness Around Us

## WORKSHEET

Date: \_\_\_\_\_

Word/Phrase/Action	Who Used/Did	Where	Intention	Reaction

# Save a Life

## Suicide Awareness

HANDOUT

While suicide may not seem common, it is a major cause of death. In fact, suicide is a leading cause of death for youth between the ages 14-24.

### Warning Signs of Suicide

- Talking about wanting to die
- Researching methods for taking a life
- Talking about hopelessness or having no reason to live
- Expressing feeling trapped
- Saying things like, "I am a burden"
- Increasing the use of drugs and alcohol
- Acting anxious and agitated regularly
- Sleeping too much or not enough
- Withdrawing from family and friends
- Showing rage or talking about revenge
- Displaying extreme mood swings

### Taking Action

Take any threat or talk about suicide seriously. Start by telling the person that you are concerned. Don't be afraid to ask whether they are considering suicide or have a plan or method in mind. Resist the urge to argue the person out of suicide by saying, "You have so much to live for" or "Your suicide will hurt your family and friends." Instead, seek professional help.

### In a Crisis

- Call 911.
- Do not leave the person alone.
- If safe to do so, remove any firearms, alcohol, drugs or sharp objects that could be used.
- Call the National Suicide Prevention Lifeline: 1-800-273-TALK (8255).
- Take the person to an emergency room or walk-in clinic at a mental health facility.

For more information visit, [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

# Chapter 5

## Cultural Influences

This unit is designed to incorporate the Cognitive Behavior Theory that will help students recognize and understand the influences that affect their behaviors. One of the major objectives of this section is to assist students in navigating their world to become critical thinkers and decision makers.



# The Media's Influence

## OBJECTIVE

To help students discover how the media influences their lives.



## MATERIALS

- *Worksheet: The Media's Influence on Me on page 187*
- *Worksheet: Advertising and Sexuality on page 188*

## STEP BY STEP

1. Distribute *The Media's Influence on Me* and the *Advertising and Sexuality* worksheets to each student.
2. Ask the students to complete their worksheets.
3. Spend time discussing the questions and answers with the class.
4. Help students see the overwhelming number of advertising messages they are exposed to on a regular basis, all of which are intended to influence their thoughts and actions.



## EDUCATOR NOTE

On *The Media's Influence on Me* worksheet, students make a guess at how much it costs to run one ad during the Super Bowl. The cost for a Super Bowl ad started at \$42,000 in 1967, current costs are in the millions, and continue to rise each year.



## MAKE AN IMPACT

Have students use the *Advertising and Sexuality* worksheet to analyze an ad or two they select. Point out that many of the ads will have tremendous similarities.



## CONNECT AT HOME

For a homework assignment, ask each student to bring in four different advertisements that use sex to sell a product. Keep one of the four that most dramatically makes the point. Then present these advertisements to the class, and discuss what is really being sold in each one (sex, sensuality). Take care to not showcase advertisements that are too provocative. The goal is to create awareness and help students to become media literate. Talk about how advertisements condition us to think the world is different than it really is.

# The Media's Influence on Me

## WORKSHEET

### Exposure

I normally receive \_\_\_\_\_ text messages/day.

I spend about \_\_\_\_\_ hours on social media.

I am on my cell phone \_\_\_\_\_ minutes/day.

I send \_\_\_\_\_ pictures/day from my cell phone.

I normally watch or stream \_\_\_\_\_ shows/day.

I watch \_\_\_\_\_ movies/month and go to the movies \_\_\_\_\_/month.

I see \_\_\_\_\_ ads online/week.

I read or browse \_\_\_\_\_ magazines each week.

I listen to the radio \_\_\_\_\_ minutes/day.

Do you listen to the advertisements on the radio or while streaming music? \_\_\_\_\_

I play apps/games/video games about \_\_\_\_\_ times/week for \_\_\_\_\_ hours.

I listen to, or stream, music online \_\_\_\_\_ times a week for \_\_\_\_\_ hours.

*Why do you think there are so many advertisements everywhere?*

*Do you think media messages have the power to change behavior?*

*When has it influenced your behavior?*

*What risky behaviors are made normal by the media?*

### Messages

Which shows portray healthy, young role models?

What does the music you listen to say about relationships and love?

How much do you think it costs to run one ad during the Super Bowl?

How much money do you think is spent on advertising every year?

What age group are most advertisers interested in reaching and influencing? Why?

# Advertising and Sexuality

## How Our Culture Molds Our Perceptions

### WORKSHEET

Use this worksheet to analyze an advertisement in greater detail.

Name: \_\_\_\_\_

Source: \_\_\_\_\_

Featured Product: \_\_\_\_\_

#### PEOPLE

Check all that apply:

- |  |                               |                               |
|--|-------------------------------|-------------------------------|
| <input type="radio"/> Young Adult Female | <input type="radio"/> Wealthy | <input type="radio"/> Happy   |
| <input type="radio"/> Young Adult Male   | <input type="radio"/> Poor    | <input type="radio"/> Sad     |
| <input type="radio"/> Young Child        | <input type="radio"/> Healthy | <input type="radio"/> Stylish |
| <input type="radio"/> Old Individual     | <input type="radio"/> Sick    | <input type="radio"/> Plain   |

#### VALUES

Check all values, feelings, priorities or goals associated with the product in the ad:

- |                                       |   |   |
|---------------------------------------|---|---|
| <input type="radio"/> Improving looks | <input type="radio"/> Happily married couples | <input type="radio"/> Responsibility                              |
| <input type="radio"/> Losing weight   | <input type="radio"/> Others-oriented         | <input type="radio"/> Family-centered                             |
| <input type="radio"/> Friendships     | <input type="radio"/> Power                   | <input type="radio"/> Single people engaging in physical intimacy |
| <input type="radio"/> Self-centered   | <input type="radio"/> Freedom                 |   |

#### PRODUCT PRESENTATION

Check one:

- ☐ The product appeared in a primary location, such as the middle or largest portion of the ad
- ☐ The product appeared in a secondary location such as a corner or the bottom of the ad with a smaller image.
- ☐ The product did not appear at all.

#### CLOTHING

Check all that apply:

- |                                       |   |
|---------------------------------------|---|
| <input type="radio"/> Modest clothing | <input type="radio"/> Sports Attire           |
| <input type="radio"/> Swimsuit        | <input type="radio"/> Daring or sexy clothing |
| <input type="radio"/> Business attire | <input type="radio"/> No clothing             |

# Advertising and Sexuality

## *How Our Culture Molds Our Perceptions*

**WORKSHEET****TARGET  
AUDIENCE**

Check the age group you think they're trying to reach:

- ☐ 0-6 yrs
- ☐ 7-12 yrs
- ☐ 13-16 yrs
- ☐ 17-19 yrs
- ☐ 20-29 yrs
- ☐ 30-44 yrs
- ☐ 45 yrs or older

**GRAPHICS**

Check one that best describes the graphics:

- ☐ Black, dark
- ☐ Soft, gentle, pastels
- ☐ Bright, bold, primary
- ☐ White, light
- ☐ Grey, muted, drab

**LOCATION**

Check the age group most likely to be targeted by the location of the ad:

- ☐ 0-6 yrs
- ☐ 7-12 yrs
- ☐ 13-16 yrs
- ☐ 17-19 yrs
- ☐ 20-29 yrs
- ☐ 30-44 yrs
- ☐ 45 yrs or older

# Internet and Texting

## OBJECTIVE

To equip students to understand the responsibilities and repercussions surrounding behavior on the Internet, social media, and cell phones.



## MATERIALS

- Large sheets of paper/markers
- Handout: *RU Safe?* on page 193

## STEP BY STEP

1. Ask students how the Internet, cell phones, and social media have impacted relationships in their generation.
2. Divide students into groups, and have them brainstorm answers for the following questions:
  - Examples of social media posts that caused someone pain.
  - Examples of things that would be easy to send in a text message but difficult to communicate face to face.
  - Examples of things accessible online that are not healthy for relationships.
3. Ask each group to pick a spokesperson to report some of the answers they discussed.
4. Distribute the *RU Safe?* handout, and have students review the list. Discuss any potential dangers regarding relationships because of the Internet, social media, and cell phones.



## EDUCATOR NOTE

Remind students that even when they delete text messages, all phone records can easily be recovered. Sexting has the potential to make you a registered sex offender if those involved are under the age of 18.



## CONNECT AT HOME

Send the *RU Safe?* handout home to discuss with parent(s)/trusted adult.

# RU Safe?

## HANDOUT

The following list contains helpful reminders for safely navigating the internet and social media.

- Never post personal information (such as name, age, address, phone number, school, town, password, schedule) about yourself or anyone else. With your phone number, anyone can easily get your address and a map to your house.
- Never post details online about where you will be or what you will be doing.
- Remember you do not have to accept every friend or follower request. If you do not recognize someone, or have context for them in your life, disregard invitations on your social media accounts.
- Don't feel pressure to respond or reply to every post you see.
- Never send or post pictures to people you don't know. Even when posting or texting pictures among people you do know, use discretion and set boundaries about the types of pictures sent. Do not send or post pictures with nudity or that have sexual content.
- Never buy or order products online or give out any credit card information online without permission.
- Use gender-neutral account log-ins.
- Never respond to any belligerent or suggestive contact or anything that makes you feel uncomfortable. End such an experience by deleting the post or reporting it as inappropriate.
- Always tell someone you know about anything you saw, intentionally or unintentionally, that is upsetting.

Source: [www.isafe.org](http://www.isafe.org)



# Not I

## OBJECTIVE

To demonstrate the importance of intentionality when making difficult decisions.



## STEP BY STEP

1. Ask students to pair up and sit face to face.
2. Ask one of the pair to ask questions about the other, such as, "What do you like to do?", and have the other give answers about themselves for 2 minutes without ever using the word, "I."
3. At the end of the 2 minutes, ask the pairs to switch roles for another 2 minutes.
4. Ask a couple of the students to share something they learned about someone else.
5. Lead a group discussion about how it felt doing this activity. Ask students to share observations and identify the skills necessary to accomplish the goal of not doing something that feels natural.

Answers might include:

- We learned we need to focus
  - We learned we need to talk slowly
  - We learned we need to be intentional
  - We know we need to be creative
  - We know we need to try to help each other by the questions we ask
  - We know we need to use alternative words
6. Ask the students, "Would people engaging in this activity be successful not using the word "I" if they were drinking or using drugs? Why? Why not?"
  7. Compare this activity to being intentional about resisting additional high risk behaviors.





# The Influence of Drugs and Alcohol

## OBJECTIVES

- To teach students how drugs and alcohol compromise their abilities to complete a task.
- To increase awareness of the research associated with drug and alcohol use.
- To help students discover how alcohol and drug use increases their vulnerability to sexual advances.



## MATERIALS

- 4 button up shirts
- 4 grass skirts or pom-poms
- 4 hangers
- Handout: *Drugs and Alcohol Research on page 199*
- Handout: *The Benefits of Staying Drug, Alcohol and Tobacco Free on page 202*

## STEP BY STEP

1. Ask the students to raise their hands if they know anyone who drinks or uses drugs.
2. Have a discussion about the implications of this behavior.
3. Hang 4 shirts around the room on a hanger with buttons undone.
4. Get students into 4 groups. Inform them that they are now going to have a relay race where each student in the group has a different assignment.
5. When the relay is done have the students return to their seats.
  - The first student has to button all the buttons on the shirt.
  - The second runner has to unbutton all the buttons on the shirt.
  - The third runner has to hang the grass skirt or pom-poms in front of the shirt.
  - The fourth runner has to button the buttons with the grass skirt or pom-poms in the way of the buttons.
  - The fifth runner has to unbutton the buttons with the grass skirt or pom-poms in the way.
6. Ask them to report on what leg of the relay was the least difficult and what was the most difficult.

7. Make the analogy that the grass skirt or pom-poms got in the way of accomplishing a task, as alcohol and drugs get in the way of healthy brain development.
8. Award a prize to the winning team.
9. Distribute the *Drugs and Alcohol Research* and *The Benefits of Staying Drug, Alcohol and Tobacco Free* handouts. Read them out loud and have students discuss the implications of the research.
10. Talk about how using substances impacts sexual activity and how many students regret losing their inhibitions and self-control once they are sober.

# Drugs and Alcohol Research

## HANDOUT

### Underage Drinking

Alcohol is the most commonly used and abused drug among youth in the United States.

- Excessive drinking is responsible for more than 4,300 deaths among underage youth each year, and cost the U.S. \$24 billion in economic costs in 2010.
- Although drinking by persons under the age of 21 is illegal, people aged 12 to 20 years drink 11% of all alcohol consumed in the United States.<sup>4</sup> More than 90% of this alcohol is consumed in the form of binge drinks.
- On average, underage drinkers consume more drinks per drinking occasion than adult drinkers.
- In 2013, there were approximately 119,000 emergency room visits by persons aged 12 to 21 for injuries and other conditions linked to alcohol.

### Drinking Levels Among Youth

The 2017 Youth Risk Behavior Survey found that among high school students, during the past 30 days:

- 30% drank some amount of alcohol.
- 14% binge drank.
- 6% drove after drinking alcohol.
- 17% rode with a driver who had been drinking alcohol.

### Consequences of Underage Drinking

Youth who drink alcohol are more likely to experience:

- School problems, such as higher absence and poor or failing grades.
- Social problems, such as fighting and lack of participation in youth activities.
- Legal problems, such as arrest for driving or physically hurting someone while drunk.
- Physical problems, such as hangovers or illnesses.
- Unwanted, unplanned, and unprotected sexual activity.
- Disruption of normal growth and sexual development.
- Physical and sexual assault.
- Higher risk for suicide and homicide.
- Alcohol-related car crashes and other unintentional injuries, such as burns, falls, and drowning.
- Memory problems.
- Abuse of other drugs.
- Changes in brain development that may have life-long effects.
- Death from alcohol poisoning.

In general, the risk of youth experiencing these problems is greater for those who binge drink than for those who do not binge drink.

Youth who start drinking before age 15 years are six times more likely to develop alcohol dependence or abuse later in life than those who begin drinking at or after age 21 years.

# Drugs and Alcohol Research

## HANDOUT

### Nicotine and Tobacco

- If cigarette smoking continues at the current rate among youth in this country, 5.6 million of today's Americans younger than 18 will die early from a smoking-related illness. That's about 1 of every 13 Americans aged 17 years or younger who are alive today.
- In 2018, about 7 of every 100 middle school students (7.2%) and about 27 of every 100 high school students (27.1%) reported current use of a tobacco product.
- Tobacco product use is started and established primarily during adolescence.
- Nearly 9 out of 10 cigarette smokers first try cigarette smoking by age 18, and 98% first try smoking by age 26.
- Each day in the U.S. about 2,000 youth under 18 years of age smoke their first cigarette and more than 300 youth under 18 years of age become daily cigarette smokers.
- Current (past 30 day) use of e-cigarettes went up among middle and high school students from 2011 to 2018.

### Adolescents and Marijuana

Marijuana is the illicit drug most likely to be used by teens in the U.S. According to the 2018 Monitoring the Future (MTF) Study.

- 35.6% of students had used marijuana one or more times during their life
- 6.8% of students had tried marijuana for the first time before age 13.

### Concerns about adolescents and Marijuana use

Most people agree that marijuana use hurts adolescents more than adults. However, anyone who uses marijuana may suffer from negative health effects, such as testicular cancer, heart attacks, respiratory disease, a weakened immune system, pregnancy complications, and low birthweight. In addition to physical health effects, marijuana use also is linked with cognitive problems; low academic achievement and other educational outcomes; impaired social functioning; and mental health disorders, including depression and anxiety.

### Marijuana use can have an impact on the following:

#### 1. Memory, Attention, and Learning:

Marijuana use has been linked to lower IQ scores as well as poorer memory and attention. There is added concern because adolescence is an important time in development when young people's brains are building the connections to improve executive functioning (e.g., self-control, creative thinking, and decision-making skills).

#### 2. Health:

Testicular cancer  
Heart attacks

Respiratory disease  
Weakened immune system

Pregnancy complications  
Low birth weight

# Drugs and Alcohol Research

## HANDOUT

### 3. Psychological and Social:

Impaired social functioning; and mental health disorders, including depression and anxiety.

### 3. Legal:

As of August 2017, people under the age of 21 cannot buy recreational marijuana, and people over 21 cannot give marijuana to people under 21.

### Alcohol References:

- <https://www.cdc.gov/alcohol/fact-sheets/underage-drinking.htm>
- <https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf> (Pages 43-48)
- Centers for Disease Control and Prevention (CDC). Alcohol-Related Disease Impact (ARDI). Atlanta, GA: CDC.
- Sacks JJ, Gonzales KR, Bouchery EE, Tornedi LE, Brewer RD. 2010 National and State Costs of Excessive Alcohol Consumption. *Am J Prev Med* 2015; 49(5):e73-e79.
- Office of Juvenile Justice and Delinquency Prevention. *Drinking in America: Myths, Realities, and Prevention Policy* [PDF-1.03MB]. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 2005.
- Bonnie RJ and O'Connell ME, editors. *National Research Council and Institute of Medicine, Reducing Underage Drinking: A Collective Responsibility. Committee on Developing a Strategy to Reduce and Prevent Underage Drinking. Division of Behavioral and Social Sciences and Education.* Washington, DC: The National Academies Press, 2004.
- Substance Abuse and Mental Health Services Administration, Center for Behavioral Health Statistics and Quality. *The DAWN Report: Highlights of the 2010 Drug Abuse Warning Network (DAWN) Findings on Drug-Related Emergency Department Visits* [PDF-410KB]. Rockville, MD; 2012.
- Kann L, Kinchen SA, Shanklin S, et al. Youth Risk Behavior Surveillance—United States, 2013. *CDC Morb Mortal Surveill Summ* 2014;63(SS-04):1-168.
- Substance Abuse and Mental Health Services Administration. *Results from the 2013 National Survey on Drug Use and Health: Summary of National Findings* [PDF-3.2MB]. NSDUH Series H-48, HHS Publication No. (SMA) 14-4863. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.
- Johnston, L D, O'Malley P M, Bachman, J G, & Schulenberg J E. "Monitoring the Future national results on drug use: 2013 Overview- of key findings on Adolescent Drug Use [PDF 3.37 MB] Ann Arbor, MI: Institute for Social Research, The University of Michigan.
- Miller JW, Naimi TS, Brewer RD, Jones SE. Binge drinking and associated health risk behaviors among high school students. *Pediatrics* 2007; 119: 76-85.

### Tobacco References:

- [https://www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/youth\\_data/tobacco\\_use/index.htm](https://www.cdc.gov/tobacco/data_statistics/fact_sheets/youth_data/tobacco_use/index.htm)

### Marijuana References:

- Youth Risk Behavior Surveillance — United States, 2017
- Monitoring the Future National Survey Results On Drug Use 1975-2018
- <https://www.hhs.gov/ash/oah/adolescent-development/substance-use/marijuana/risks/index.html>

# The Benefits of Staying Drug, Alcohol and Tobacco Free

## HANDOUT

### Benefits

1. You will not get in trouble with the law.
2. You will not become a drug addict, alcoholic or chain smoker.
3. You will not be driving a car under the influence and risk causing a serious crash.
4. You will not get violent due to being drunk.
5. You will learn how to handle life's challenges in a healthy way, instead of trying to escape them.
6. You will not lose a job because the boss smelled alcohol on your breath or you tested positive for drugs.
7. You will not be under the influence and more vulnerable to sexual temptation.
8. You will not get pregnant or get someone pregnant because you had sex under the influence.
9. You will not get STDs or HIV due to having sex under the influence.
10. You will not have to lie to your parents about whether you were drinking, smoking or doing drugs.
11. You will not lose trust for getting caught.
12. You will be less likely to say or do things you might regret.
13. You will feel good knowing that you are strong and able to make healthy choices.
14. You will not have to spend money on drugs, alcohol or tobacco products.
15. You will learn how to have fun doing things that are healthy.
16. You will have less chaos and drama in your life.
17. You will be more likely to make healthy life decisions that lead to a healthy, happy life.
18. You will gain the respect of your peers.
19. You will have a healthy body and mind.
20. You will feel good about yourself, because you are a leader, not a follower.

### Add your own benefits to the list:

21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_

# Obstacles to Success: Fact or Fiction?

## OBJECTIVES

- To clarify myths and rumors about the effects of drugs, alcohol and tobacco.
- To give necessary facts and information to promote healthy choices.

## MATERIALS

- *Worksheet: Drugs and Alcohol: Fact or Fiction on page 205*
- *Answer Key: Drugs and Alcohol: Fact or Fiction on page 206*
- *4 Fact/Fiction cards (Download from the Customer Resource Page)*

## STEP BY STEP

1. Choose 4 volunteers to come to the front of the classroom.
2. Give each of the volunteers a *Fact/Fiction* card. Have the students either stand or sit in chairs facing their peers.
3. Read a statement from your *Fact or Fiction* handout aloud. Then, ask the students to decide whether they think your statement is FACT or FICTION.
4. When they decide, have them hold the appropriate side of their card up so the rest of the class can see their answers.
5. Ask each student to explain why they chose that side of the card, and continue discussion until you feel the objective has been accomplished.



### EDUCATOR NOTE

Statistics change every school year. To get the most up to date information, visit [www.cdc.gov](http://www.cdc.gov).



### CONNECT AT HOME

Pass out the *Drugs and Alcohol: Fact or Fiction* handout, and ask the students to go over it with their parent(s)/trusted adult.



# Drugs and Alcohol: Fact or Fiction

## WORKSHEET

### Drugs: Fact or Fiction?

FACT      FICTION

- |                       |                       |  |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | Steroids affect your heart.                            |
| <input type="radio"/> | <input type="radio"/> | Inhalants can cause sudden death.                      |
| <input type="radio"/> | <input type="radio"/> | Cocaine does not affect your emotions.                 |
| <input type="radio"/> | <input type="radio"/> | Methamphetamine affects your self-control.             |
| <input type="radio"/> | <input type="radio"/> | Marijuana is safe and does not lead to other drug use. |

### Alcohol: Fact or Fiction?

FACT      FICTION

- |                       |                       |   |
|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | Underage drinking is a factor in nearly half of all student automobile crashes, which are the leading cause of death among students.  |
| <input type="radio"/> | <input type="radio"/> | Alcohol use does not contribute to youth suicides, homicides and fatal injuries.  |
| <input type="radio"/> | <input type="radio"/> | Alcohol abuse is linked to as many as two-thirds of all sexual assaults and date rapes of students and college students.              |
| <input type="radio"/> | <input type="radio"/> | Alcohol is not a major factor in unprotected sex among youth, increasing their risk of contracting HIV or other transmitted diseases. |

### Tobacco: Fact or Fiction?

FACT      FICTION

- |                       |                       |   |
|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | Every eight seconds someone in the world dies from a tobacco related illness/disease.   |
| <input type="radio"/> | <input type="radio"/> | Smoking is the #1 preventable cause of premature death in the United States.  |
| <input type="radio"/> | <input type="radio"/> | Smokers have the same life expectancy as nonsmokers.  |
| <input type="radio"/> | <input type="radio"/> | In the U.S., smoking kills more people than cocaine, heroine, alcohol, fire, automobile accidents, homicides, suicides and AIDS combined. |



# Drugs and Alcohol: Fact or Fiction

## ANSWER KEY

### Drugs: Fact or Fiction?

- FACT** **Steroids affect your heart.** Steroid abuse has been associated with cardiovascular disease, including heart attack and stroke. These heart problems can even happen to athletes under the age of 30.
- FACT** **Inhalants can cause sudden death.** Inhalants can kill you instantly. Inhalant users can die by suffocation, choking on their vomit or having a heart attack.
- FICTION** **Cocaine does not affect your emotions.** Using cocaine can make you feel paranoid, angry, hostile and anxious, even when you're not high.
- FACT** **Methamphetamine affects your self-control.** Meth is a powerfully addictive drug that can cause aggression and violent or psychotic behavior.
- FICTION** **Marijuana is safe and does not lead to drug use.** It affects your lungs. There are more than 400 known chemicals in marijuana. A single joint contains four times as much cancer-causing tar as a filtered cigarette.

### Alcohol: Fact or Fiction?

- FACT** **Underage drinking is a factor in nearly half of all student automobile crashes, which are the leading cause of death among students.**
- FICTION** **Alcohol use does not contribute to youth suicides, homicides and fatal injuries.**
- FACT** **Alcohol abuse is linked to as many as two-thirds of all sexual assaults and date rapes of students and college students.**
- FICTION** **Alcohol is not a major factor in unprotected sex among youth, increasing their risk of contracting HIV or other transmitted diseases.**
- Reducing Underage Drinking: A Collective Responsibility - fact sheet on the 2003 Institute of Medicine study (PDF, 20KB)*

### Tobacco: Fact or Fiction?

- FACT** **Every eight seconds someone in the world dies from a tobacco related illness/disease.**
- FACT** **Smoking is the #1 preventable cause of premature death in the United States.**
- FICTION** **Smokers have the same life expectancy as nonsmokers.** On average, smokers die 10 years earlier than nonsmokers.  
[https://www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/fast\\_facts/index.htm](https://www.cdc.gov/tobacco/data_statistics/fact_sheets/fast_facts/index.htm)
- FACT** **In the U.S., smoking kills more people than cocaine, heroine, alcohol, fire, automobile accidents, homicides, suicides and AIDS combined.**  
[www.aacap.org](http://www.aacap.org)

# Peer Pressure: Pull Down

## OBJECTIVE

To help students understand the power and influence of belonging and acceptance with a group of peers.

## MATERIALS

- *Stable chair*

## STEP BY STEP

1. Choose 2 students who are approximately the same size.
2. Have one student sit on the floor close to a chair with legs crossed and back touching the front of the chair. Have the other student stand on the chair behind the student who is sitting on the floor.
3. Instruct the student standing on the chair to try to pull the student seated on the floor up to his chair. They will find that it's very difficult, if not impossible.
4. Have the student seated on the floor (while remaining seated) try to pull the student standing on the chair down to the floor. They will find this to be much easier to do.
5. Make the point that it is much easier to pull behavior down than to pull behavior up. Remind the class that people, even really strong people, can be pulled down by people making unhealthy, risky choices.



## EDUCATOR NOTE

Safety is the number one priority. Please follow lesson steps closely. Prior to presenting, the facilitator should discuss with the authority of the facility where this material will be presented and be aware of facility policies and procedures.



# Peer Pressure: Suck an Egg

## OBJECTIVE

To help students recognize the power of peer pressure.

## MATERIALS

- 1 quart size glass jar with a mouth that is slightly smaller than a hard boiled egg (Can use delivered glass milk bottles, Starbucks latte bottles or glass sports drink bottles)
- 2 (or more) peeled, hard-boiled eggs
- Matches (and water or a fire extinguisher close by for increased safety)
- Half a sheet of paper
- Butter knife (to cut the egg for removal after demonstration)



## STEP BY STEP

1. Put the glass bottle and one peeled, hard-boiled egg on a table in the front of the room. Invite a student to come up and try to push the boiled egg into the glass bottle. (Have one or more students try to accomplish this task.) The mouth of the bottle has to be small enough that this will not be possible without tearing up the egg.
2. Take the half sheet of paper, and roll it up loosely. Hold the paper in a horizontal position and light one end with a match. Allow the paper to begin burning, and then drop it down into the glass bottle.
3. Immediately, place a different peeled hard-boiled egg on top of the glass jar. Be sure the narrower end of the egg is pointed into the glass bottle. The whole egg will suddenly be sucked down into the bottle. Do not worry if you only see a small flame on the paper. It does not take much flame to perform the demonstration. You will need to cut the egg with a knife to remove it from the bottle.
4. Discuss the following:
  - What did we see happening when the students tried to push the egg into the bottle?
  - What did we see happening when the flame was placed into the bottle?
  - Why do you think the egg went into the bottle when the flame was used and it would not go when we pushed on it?
  - How does this lesson demonstrate peer pressure?

- Describe a situation where it is hard to say, "no."
- Is it harder to say, "no," the longer you are in the situation? Why or why not?
- How would leaving the situation help you resist peer pressure?
- What can you do to help yourself resist the pressure to try something that might be harmful to you?

**EDUCATOR NOTE**

- We suggest the teacher practice this before class time to make sure they don't have any problems in front of the class.
- Safety is the number one priority. Please follow lesson steps closely. Prior to presenting, the facilitator should discuss with the authority of the facility where this material will be presented and be aware of facility policies and procedures.

Adapted from Activities That Teach by Tom Jackson.

# What Else Influences Me?

## OBJECTIVE

To help students recognize other influences, (aside from media, alcohol, drugs, and peer pressure), that affect their thoughts and behaviors.



## MATERIALS

- *Worksheet: Additional Influencers on page 219*

## STEP BY STEP

1. Give each student a copy of the *Additional Influencers* worksheet.
2. Read each question out loud, allowing time for students to think through each one.
3. Have students respond in writing to 3 of the questions from the *Additional Influencers* worksheet.
4. If time permits, allow students the option to share their answers in groups of 4 to 6.

# Additional Influencers

## WORKSHEET

On a separate sheet of paper, write your answers for three of the following statements.

1. Describe the messages that have influenced your identity.
2. Describe the messages that have influenced your definition of success.
3. Describe the messages that have influenced your relationships.
4. Describe the messages that would define, from your perspective, good character.
5. Describe the messages that would define, from your perspective, being popular.
6. Describe the messages that have influenced your thoughts about drug or alcohol use.
7. Describe the messages that have influenced how you think about body image.
8. Describe the messages that have influenced your ideas about marriage.
9. Describe the messages that have influenced stereotypes, or judgments, you might make.
10. Describe the messages that have influenced your perspectives regarding sexual or reproductive health.

# Boundaries Are Your Friend

## OBJECTIVE

To foster positive feelings about setting boundaries among students.

## MATERIALS

- *Chair*
- *Blindfold*

## STEP BY STEP

1. Explain to students the findings of an elementary school that did not have a fence around its playground. When the children were outside, they congregated closely toward the center of the yard and did not utilize much of the playground. After several months of observation, school officials built a fence around the playground. Soon children were playing all the way to the very end of the playground. The fence made all the difference. The clear boundary gave the children confidence and safety, and actually provided more freedom.
2. Ask the students if any of them have ever driven on a narrow, curvy highway without guardrails. If one or more answer, "yes," then ask, "Did you feel safe when you were riding in the car on a road like this?"
3. Demonstrate personal boundaries with the following exercise. Ask for a volunteer to come up and sit on the chair in the front of the classroom. Then, ask for permission to blindfold the student volunteer, and do so with consent.
4. Ask a second volunteer to come up to the front of the class and have the volunteer stand a fair distance away from the seated student.
5. Ask the standing volunteer to slowly come close to the seated student.
6. Ask the seated, blindfolded student to say when they feel the standing student has crossed into personal space.
7. Discuss why we feel uncomfortable when the boundary of our personal space is not respected. Discuss the safety provided by personal boundaries and the value of developing, maintaining, and respecting them.



# Setting Boundaries Early

## OBJECTIVE

To help students discover the value of setting boundaries.



## MATERIALS

- Handout: *Where Are Your Boundaries?* on page 225

## STEP BY STEP

1. Talk with your students about the various "red flags" related to boundaries, such as:
  - Not being able to say "No"
  - Standing too close to people
  - Trusting too soon
  - Talking about your deepest, darkest secrets
  - Being sexual with your speech
  - Flirting and touching inappropriately
  - Not honoring what others say (as well as not being honored or listened to)
2. Discuss how to recognize if your boundaries are being violated by using the following questions:
  - Do people tease or make fun of you before they really know you?
  - Do they interrupt you while you are speaking?
  - Do they sit very close to you?
  - Do they talk to you sexually?
  - Do they take one of your possessions without asking or ask for something valuable too early in the relationship?
  - Do they talk about you and divulge private information?
  - Do they try to force you to do something you do not want to do?
3. Encourage the students to personally consider the following question: "Has there ever been a time in your life when you felt uncomfortable about someone else's behavior toward you but you could not figure out why you were uncomfortable? Perhaps your boundaries were violated. Think about ways you can ensure your boundaries will be listened to and respected. Consider also how you can do a better job of respecting others' boundaries."





## CONNECT AT HOME

- Distribute the *Where Are Your Boundaries?* handout, and ask the students to take it home and discuss it with their parent(s)/trusted adult.
- Instruct students to return the *Where Are Your Boundaries?* handout with a parent(s)/trusted adult signature for assignment credit.

# Where Are Your Boundaries?

## HANDOUT

Setting boundaries is the best way to stay in control. Discuss the items below, with your parent(s)/trusted adult, and write down your plan. Remember, some guidelines may be negotiable depending on the situation, your emotional maturity, and your previous experience with responsibility. Other standards may be non-negotiable (something that should always or never be done). It is up to each individual family to determine the flexibility of each boundary.

### 1. Curfew

Will you have one? Will it be flexible depending on your age or the specific activity planned? Will a phone call be required if plans change?

### 2. Alcohol and Drugs

Will you ever be allowed to use drugs or alcohol? What if you are staying at someone's home? What if the only mode of transportation is with a person who has used alcohol or drugs that day/night?

### 3. Money

Where does the money come from for planned activities? Is there a limit on how much can be spent?

### 4. Cell Phones

Where is the phone stored during school hours? Does it get set aside during family dinners? Where is the phone charged at night when sleeping?

### 5. Internet

How much time is allowed on social networking sites? How much personal information is posted on social networking sites? Is the computer located in a high visibility location?

### 6. Physical Self-Control\*

Is kissing appropriate? How far is too far? What are some places or circumstances you should avoid to reduce the risk of sexual involvement (for example, being alone with another too often, touching each other frequently, watching inappropriate movies together, being at home without an adult present)?

**Note to Parent(s)/Trusted Adult:** These are questions designed to facilitate discussion. Help your child define clear guidelines, and express your desires with clarity and consistency.

*\*Determine if this question is appropriate for your child.*

**Signature:** \_\_\_\_\_

# Chapter 6

## Planning for Your Future

The high school experience is full of growth and opportunity, but life is far from over after graduation. Decisions students make today affect their tomorrow, and the aim of this section is to harness dreams and put practical strategies in place for accomplishing them. This section expands the linear timeline beyond the high school experience and connects dreams with action steps for reaching life goals.

# Future Orientation

## OBJECTIVE

To help students understand the value of thinking beyond the here and now.



## MATERIALS

- Broomstick

## STEP BY STEP

1. Ask the class, "What do you all typically do for fun on a Friday night?" (Responses may include going to a movie, getting something to eat, looking for a party, getting drunk or hooking up).
2. Ask for a volunteer.
3. Give the student a broomstick, and ask them to focus on the end of the broomstick closest to their palm while attempting to balance the broomstick on end. Say, "The end of the broomstick in your palm is closest to you. This represents your immediate future. Look what happens when you focus on your immediate future while trying to maintain balance." (The broomstick will easily fall).
4. Now ask the volunteer to try to balance the broomstick again, this time focusing on the far end. Say, "The end of the broom that is further away from you is your more distant future. Look what happens when you focus there? It is much easier to keep in balance."
5. Ask students to explain why that is true.
6. Discuss in greater detail what focusing on the present vs. future might look like, and how both impact a student's ability to achieve a balanced life. Encourage them to start with the end in mind.
7. Emphasize that waiting on future dreams is not easy, but the rewards are great. Research demonstrates self-regulation and impulse-control both correlate with life success.



# Life Plan

## OBJECTIVE

To help students determine what they want their lives to look like.



## MATERIALS

- *Whiteboard or easel and markers*
- *Worksheet: My Life as I'd Like It to Be on page 233*
- *Optional: Scissors, glue, construction paper and magazines for students to create a collage.*

## STEP BY STEP

1. On the board, draw the *My Life as I'd Like It to Be* worksheet diagram, and fill it in as you ask students to brainstorm words or phrases which describe what a typical student might want to have happen in their 20s, 30s, 40s, etc. Typical entries may include graduation, college, moving away from home, getting an apartment, buying a car, starting a career, getting married, having children, financial goals, community involvement, retirement.
2. Distribute the *My Life as I'd Like It to Be* worksheet, and ask students to complete it. Then, ask them to share their plan with the rest of the class.



## MAKE AN IMPACT

Have students make collages that depict how they would like their life to be. Then ask students to present their visual representations with explanations the following day. Remind students to put their name on the back of the collage, then hang them around the classroom.



# My Life as I'd Like It to Be

## WORKSHEET

Select a decade of your choice, and write your dreams and vision for how you see your life during that time period.

20s 30s 40s 50s 60s

**Physical**

**Intellectual**

**Emotional**

**Social**

**Spiritual**

**Financial**

# Hopes and Dreams

## OBJECTIVE

To help students conceptualize and comprehend the value of living beyond today and planning for the future.

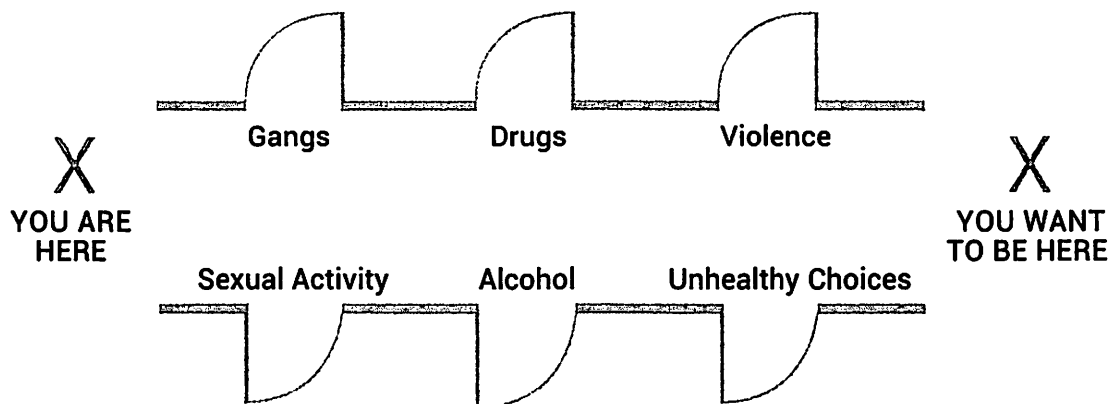


## MATERIALS

- Whiteboard or easel and markers

## STEP BY STEP

1. Discuss the following: "Suppose someone in this class wants to become a pilot. What does it take to go from flying paper airplanes to jumbo jets in the sky?"
2. Draw on the board the following:



3. Say, "Certain things are required to become a pilot. You can't just get there in one step, right? You have to go to flight school, pass flight tests, get your pilot's license, and practice. In other words, you have to take a series of steps down a hallway that leads to your goal. That hallway is lined with a number of doors that can lead you off the path to your goal. These doors can be very alluring. In the past, many of these doors were locked, but today those doors are off their hinges with neon signs that say things like, 'No rules,' 'No fear,' 'Get it on,' 'Live for the moment,' 'Go for it.' You can sometimes hear a sucking sound as you pass by. It's the sound of peer pressure calling you to 'Give it a try,' 'Loosen up,' 'Don't be chicken,'. To reach your goal, you need to develop skills to resist the temptations that would get you off track."

4. Challenge your students to think about their hopes and dreams, their long and short term goals. Then, encourage them to consider how they go about reaching those hopes and dreams. Will it be an easy road, or one full of challenges? How will the challenges be overcome? What character traits will it require for success? What would make those challenges easier or more difficult to overcome?



## CHARACTER SPOTLIGHT

### Diligence

*Industrious. Done with painstaking effort. Persistence and steady application.*

- Discuss with students how this concept relates to reaching their hopes and dreams, even when obstacles lay ahead. For homework, ask students to write a paragraph about someone who exercised diligence to overcome tremendous obstacles in their life.

### Perseverance

*Steadfast. Holding steady to course of action or belief or purpose without giving in.*

- Discuss the importance of perseverance in relation to achieving your hopes and dreams. For homework, have students discuss this important character quality with their parent(s)/trusted adult. Then ask them to write a paragraph about what was said. Ask if their parent(s)/trusted adult have a story about how they succeeded despite tremendous obstacles in their lives.

### Patience

*Calm endurance, tolerant understanding.*

- Discuss how vital this character quality is to daily living. Ask the class to brainstorm examples when patience is necessary. Describe how patience might be demonstrated with parents, siblings, other drivers, etc. Talk about how patience reduces stress levels. Have students list out daily activities that require patience, as well as how it is important to relationships with others.



# Success Sequencing

## OBJECTIVE

To help students understand the success sequencing model and design one of their own.



## MATERIALS

- Recipes, either photo copied or cut out from various cooking magazines
- Scissors
- Glue sticks
- Blank sheets of paper
- Worksheet: My Life Recipe on page 239
- Worksheet: Life Sequencing Timeline on page 240

## STEP BY STEP

1. Have the students break up into groups of 4 or 5.
2. Distribute a recipe to each group.
3. Instruct the student to read through the recipe carefully a few times together and to try to remember the details.
4. Ask students to cut each step of the recipe into strips.
5. Shuffle the cut out pieces, and collect them in a container. Ask each person to draw one of the recipe strips and glue the step, in the order that it was drawn, onto a blank sheet of paper.
6. Ask the question, "How would the recipe come out if you prepared it in this order?"
7. Distribute the *My Life Recipe* worksheet.
8. Ask the students to think about a "life" recipe, and challenge them to decide what they would like to make of their future.
9. Instruct students to brainstorm, and list, a series of life ingredients, and write them in proper order for the most successful outcome.
10. Ask the students to share their "life" recipes with the rest of the class.
11. Discuss what might happen if the ingredients of the "life" recipe are prepared in a different order. If you get married before you graduate high school, what effect might that have? If you have a baby before getting married, what impact could that have? If you don't finish high school and get into debt, what difference could that make?

12. Stress the importance of defining and pursuing goals in the sequential order to increase chances for success.
13. Distribute the *Life Sequencing Timeline* worksheet and ask the students to write out some specific details on what they want to accomplish at each of the indicated milestones of their lives, such as education, career and children.
14. At the end of the class, ask the students to recite the popular jingle, "First comes love, then comes marriage, then comes baby in a baby carriage," which is an example of success sequencing.

**EDUCATOR NOTE**

Make sure to choose recipes with steps that can be easily cut apart. The *Success Sequence* order is taken from The American Enterprise Institute's *The Millennial Success Sequence*.

**CONNECT AT HOME**

Have the students take the *Life Sequencing Timeline* worksheet home, and discuss with their parent(s)/trusted adult.

# My Life Recipe

**WORKSHEET**

Put the ingredients of your future in the proper order to make a recipe for life success.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

# Life Sequencing Timeline

## WORKSHEET

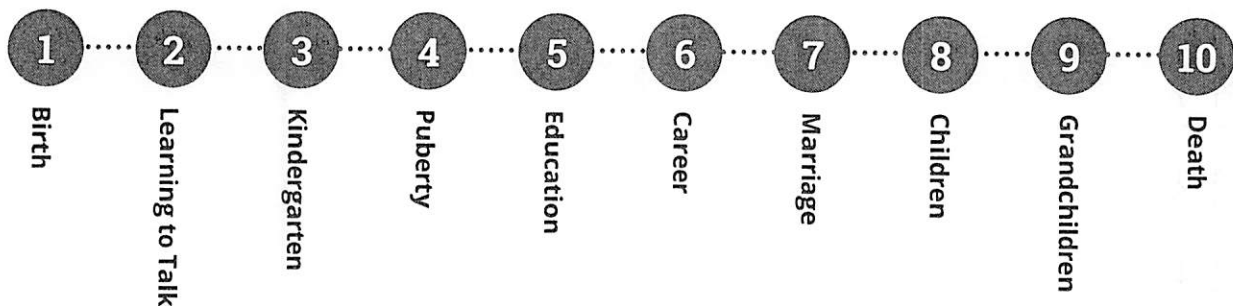
### Directions:

Tape together two 8.5 x 11 inch sheets of paper and label the paper, "My Timeline." Write out the events to date in your life with a colored pen or pencil. These are events in your life that have already occurred and you cannot change. (Examples: Birth, Learning to Talk, Kindergarten, Middle School, Sports).

Now, with a different color pen or pencil, write out the order of your future life sequences as you hope and dream them to be.

After completion, take these sheets home to a parent or trusted adult and ask them about the nature and order of the major events in their life. With their help, write out their life sequence on the two-sheet timeline you have taped together. Ask that person if, now that they are older and looking back, there are any life events or order of events that they wish they could change. If so, discuss them. Elaborate on each event on the timeline. Write out the tasks you'll need to accomplish under each event before you progress to the next event.

Based on your conversation with the older person, think through your own life timeline, and make any necessary changes to the sequence to increase the probability that you can reach your hopes and dreams for the future.



# Creating My Life Plan: Road to Success

## OBJECTIVE

To help students learn key milestones on the road to success.



## MATERIALS

- *Worksheet: The Road Map to Success on page 243*

## STEP BY STEP

1. Ask the students to define what the word "success" means to them.
2. Write their answers on the board.
3. Lead a discussion about their various answers.
4. Referring to the handout, talk over the key milestones of success.
5. Distribute *The Road Map to Success* worksheet to each student.
6. Direct them to work on completing their worksheets. To encourage more thoughtful answers, devote more time to this step.
7. When the worksheets have been completed, ask the students to share some of the items they wrote down on their worksheet.
8. Use words of affirmation to compliment their work and commitment to success.
9. Upon returning to class, ask volunteers to share something about the discussions they had.

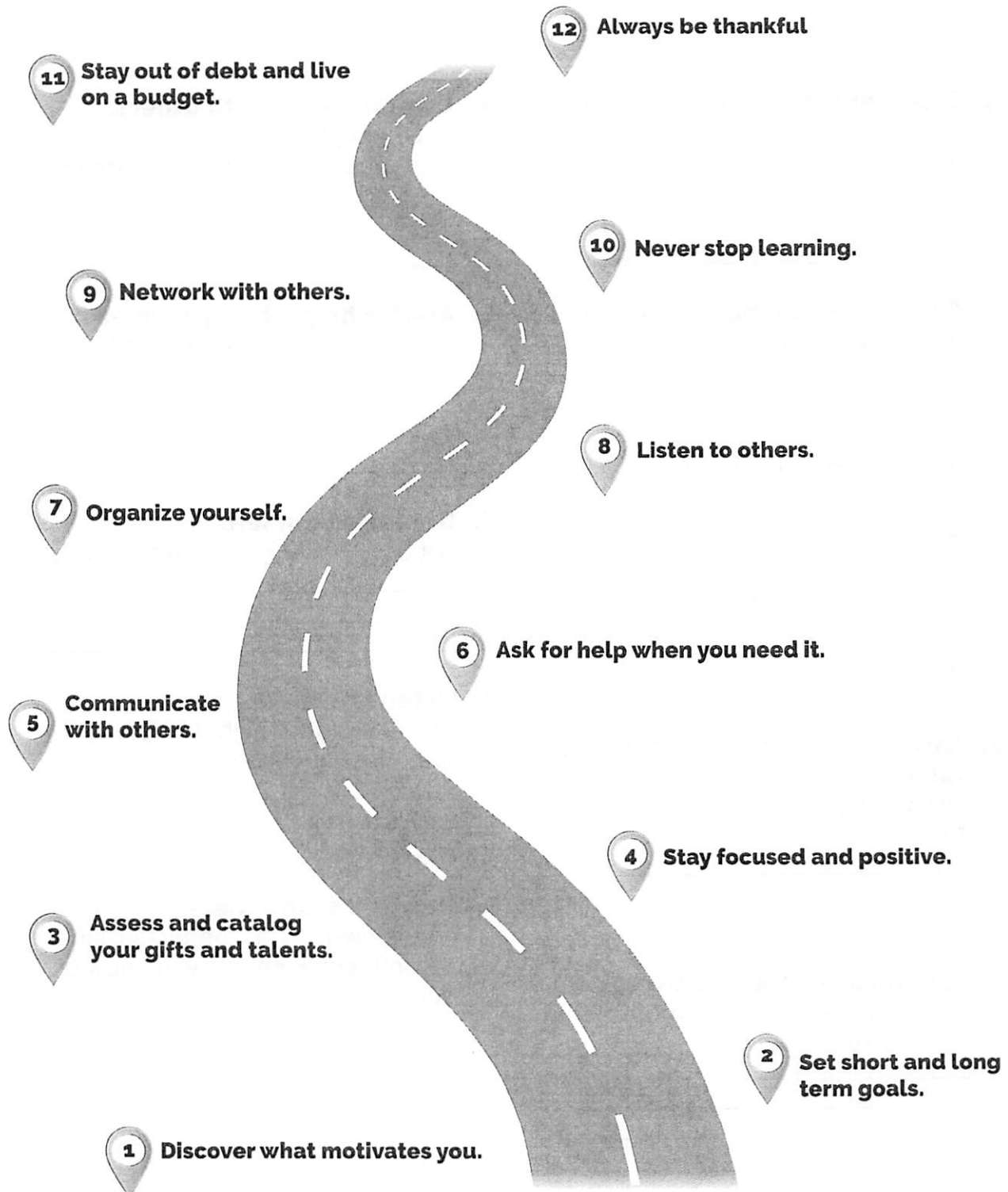


## CONNECT AT HOME

Ask students to share their worksheets with an adult, and have a discussion about success.

# The Road Map to Success

WORKSHEET



# The Road Map to Success

## WORKSHEET

**1. Discover what motivates you.**

List 3 things that inspire and energize you:

---

---

---

**2. Set short and long term goals.**

a. List 3 one-year goals:

---

---

---

b. List 3 three-year goals :

---

---

---

c. List 3 five-year goals:

---

---

---

**3. Assess and catalog your gifts and talents.**

List 3 things you are good at and like to do:

---

---

---

**4. Stay focused and positive.**

List 3 ways you can stay motivated and on track:

---

---

---

**5. Communicate with others.**

List 3 people you find easy to talk with about your hopes and dreams:

---

---

---

**6. Ask for help when you need it.**

List 3 people you can rely on to be encouraging and helpful:

---

---

---

**7. Organize yourself.**

List 3 ways you keep things orderly:

---

---

---

**8. Listen to others.**

List 3 ways you might be able to speak less and hear more:

---

---

---

**9. Network with others.**

Write down all the connected, kind and influential people you know or would like to know:

---

---

---

# The Road Map to Success

## WORKSHEET

### 10. Never stop learning (earn degrees and advanced credentials).

a. List the degrees/certifications you would like to obtain:

---

---

---

b. List 3 ways to remain a lifelong learner:

---

---

---

### 11. Stay out of debt and live on a budget.

List 3 ways to keep your finances on track:

---

---

---

### 12. Always be thankful.

List 3 ways to show gratitude:

---

---

---



# Choices and Effects

## OBJECTIVE

To help students discover that the choices they make affect not only themselves, but also their families, schools, communities, and beyond.

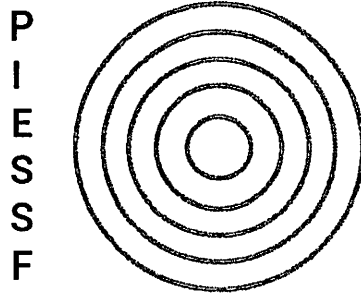


## MATERIALS

- *Whiteboard or easel and markers*

## STEP BY STEP

1. On the board draw a large bull's eye diagram and write P I E S S F down the side.



2. Ask students (one at a time), "Who do you belong to?" Typical responses may include, "Me," "My parents," "My friends".
3. Ask students, "If you received a speeding ticket today, who would be affected the most?"
4. Write their response in the center circle and ask the class how that person would be affected physically, intellectually, emotionally, socially, spiritually and financially.
5. Then ask, "Who would be affected the most next, and how?" Write their answer in the next ring of the target. Continue until all circles are filled in and you have discussed the physical, intellectual, emotional, social, spiritual and financial ways each person would be affected.
6. Help students reach the conclusion that their choices affect many others in their world.



## MAKE AN IMPACT

To visually demonstrate the broad effect of decisions, fill a small wading pool with water, and have the students watch as you drop a small pebble into the center of the pool. Discuss how something as small as a pebble can effect all of the water in the pool.

# Making Healthy Decisions

## OBJECTIVE

To teach the seven steps of healthy decision making and to practice those skills in a challenging scenario.



## MATERIALS

- *Worksheet: The Decision Making Model on page 251*

## STEP BY STEP

1. Distribute *The Decision Making Model* worksheet.
2. Read through each of the seven steps aloud.
3. Ask the students if they have any questions about the steps. If so, clarify any of their uncertainties with further explanation.
4. Direct students to read the sample scenarios listed on the second page of *The Decision Making Model* worksheet. Have the students choose one and work through the seven steps.
5. Once completed, ask volunteers to share their answers on the worksheet and what ultimate decision they made.
6. Ask the students to think about how having a plan for processing helps one make better decisions, and encourage them to memorize the steps so they can make healthy decisions when they are in challenging situations.
7. Ask students to write other scenarios where they could use *The Decision Making Model*. If time permits, let them practice their skills.

**EDUCATOR NOTE**

Explain to the students that *The Decision Making Model* is helpful for evaluating options when there is time for reflection. Examples might include, where to go to college, what summer job to work, or what classes to sign up for. The input of a parent(s)/trusted adult should also be utilized as part of the process. Some situations, however, require snap decisions, such as when one is being pressured to have sex or use drugs or alcohol. In cases like these, the *STOP, THINK, CHOOSE with INTENT* model should be embraced.

# The Decision Making Model

## WORKSHEET

Practice applying the Decision Making Model for one of the sample scenarios listed on the back of this worksheet.

### 1 Stop

**1. Identify the decision to be made.**

What exactly are you trying to decide?

---

**2. Know yourself.**

What are your strengths, weaknesses, skills, values and interests?

---

### 2 Think

**3. Identify options.**

List the various choices so far.

---

**4. Gather information and data.**

What are some possible alternatives to the existing choices?

---

**5. Evaluate options that will solve the problem.**

What are the pros, cons and risks of each alternative?

---

### 3 Choose with Intent

**6. Select the best option.**

If it is still unclear, do you need more information? What else needs to be asked?

---

**7. Develop a plan of action.**

Have you decided? If so, how will you implement your decision?

---

Adapted from <http://www.decision-making-confidence.com/7-step-decision-making-model.html>

# The Decision Making Model

## WORKSHEET



### Stop

Have the ability to stop or control the situation. This could mean using a delay tactic, moving to a new place in the room/environment, or taking a quick moment to check for phone messages, text a friend or do something to change the dynamics of the situation.



### Think

Have the ability to ask yourself questions such as, "What do I need to decide right now? What are my response options? What are the consequences to each choice?" Then work through the answers until you're clear about how you feel.



### Choose with Intent

Have the ability to make a decision with intent and choose actions that support your goals, dreams and life plan. Intention means I want to do this, no regrets.

---

## Sample Scenarios

Work through the seven steps to decide what you should do if...

1. You are invited to a friend's house. When you arrive you realize their parents aren't home. One of your family rules is that you can't be at a friend's house without a parent present.
2. You have decided that you don't want to get involved with the drinking scene, but while attending a party, one of your friends approaches you with alcohol and begins to pressure you to drink.
3. Your cell phone chimes, telling you that you have a new text message. Upon reading it, you realize that it contains an inappropriate picture of someone in your class.
4. Your friend posts a rumor about you on social media.

# Overcoming Potential Obstacles

## OBJECTIVE

To help students discover the common roadblocks and obstacles to success and develop the skills to deal with them.



## MATERIALS

- *Worksheet: Overcoming Potential Obstacles on page 255*

## STEP BY STEP

1. Talk to the students about the fact that there are many obstacles on their journey to successful adulthood. The road to reaching their goals and staying healthy is difficult and requires tenacity, perseverance, skills and encouragement.
2. Divide the class up into groups of 4.
3. Distribute the *Overcoming Potential Obstacles* worksheet.
4. Ask the students to work together to brainstorm ideas and skills that can help them overcome life's obstacles.
5. Have them write down their ideas.
6. Return the students to their seats, and lead a discussion about each of the obstacles on the worksheet. Ask them to share some of the ideas and skills they discussed.
7. Once the worksheets are completed, ask the students to share their answers, and highlight key strategies they are currently utilizing to overcome obstacles. This will help align their strategies with their behaviors.
8. If you have time, ask some of the students to share the obstacles they might be experiencing. Have the class come up with strategies to overcome these obstacles.
9. Encourage the students to keep this worksheet for future reference and encouragement.

# Overcoming Potential Obstacles

## WORKSHEET

Brainstorm as a group ways you can make healthy choices to overcome life's obstacles. List 3 things to do, or try, in order to avoid/overcome each of the following obstacles:

### Academic under-achievement

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### School failure

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### School drop out

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Depression

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Becoming overwhelmed

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Sex too soon

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Pregnancy, health related issues

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Diseases

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Physical or mental health challenges

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Violence

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# Overcoming Potential Obstacles

## WORKSHEET

### Lack of encouragement

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Fear of failure

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Debt

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Poverty

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Lack of sleep

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Poor nutrition

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Anger issues

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Disappointment

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Low self-esteem

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Powerlessness

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Lack of resources

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Transportation issues

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Overcoming Financial and Family Obstacles

## OBJECTIVES

- To increase awareness of the students regarding the difficult circumstances some of their peers might be experiencing.
- To assist students in developing empathy and compassion for their classmates.
- To increase knowledge and awareness of community resources for adolescents.
- To increase knowledge and skill regarding financial matters.



## MATERIALS

- *Flip chart paper*
- *Markers*

## STEP BY STEP

1. Have a discussion about basic needs in a person's life such as housing, food, clothing.
2. Let students know that some people their age, maybe even in their school, are homeless and hungry.
3. Get the class in groups of 3-5 students.
4. Distribute the flip chart paper and markers.
5. Have each group select a recorder and a reporter.
6. Ask them to discuss the following scenario, and answer the following questions:

"Someone your age is living well below the poverty line. Each member in their family has to work a job to help pay the bills to keep a roof over their heads. They have recently been evicted, because rent went up at their apartment complex, and they were not able to pay the bill."

- How do they get to school?
- Do they have social supports?
- What do they do after school?
- What do they eat after school?
- How well do they do in school?

7. Reframe the bulleted questions, one more time, substituting the pronoun "they" with the pronoun "you". Ask students to share how they might feel if they were facing these obstacles first-hand.
8. Ask students to search for the definition of empathy and the definition of compassion. Choose a volunteer to summarize the findings, and discuss the role empathy and compassion play in relationships.



### EDUCATOR NOTE

Be aware of the Trauma Informed Approach, and if any students in your class identify with this situation, be intentional to change the scenario to another potential family obstacle.

# Rise Above Risk

## OBJECTIVES

- Students will be able to articulate at least 3 strategies to rise above situations that put them at risk.
- Students will be able to ask for help from their peer group, their parent(s)/trusted adult.



## MATERIALS

- *Handout: Skills for Rising Above Risk on page 261*
- *Worksheet: Navigating High Risk Situations on page 264*

## STEP BY STEP

1. Ask students to define healthy risks and unhealthy risks.
2. Instruct students to list a few examples of unhealthy risks.
3. Ask a volunteer to share if they have had success avoiding an unhealthy high risk situation and how they were able to overcome it.
4. Showcase that there are many behaviors that could lead to unhealthy high risk situations:
  - Spending more money than we make
  - Telling false information
  - Gossiping
  - Swearing
  - Anger and violence
  - Being mean or bullying
  - Cheating
  - Overeating
  - Stealing
5. Distribute the *Skills for Rising Above Risk* handout, and reference it as a resource for completing the *Navigating High Risk Situations* worksheet.

# Skills for Rising Above Risk

## HANDOUT

### 1. Talk to someone.

Share your situation with someone you trust.

### 2. Discover your triggers.

There are a lot of possibilities for triggers, but you'll need to dig down to identify those specific to you. Some of the triggers might be:

- Boredom with your current situation or relationships
- Indecision or lack of thought about what you want out of life, your teachers, your relationships, your future direction
- Attention-seeking. Perhaps you are feeling that not enough people are giving you adequate attention
- Stress or feeling down
- Frustration with the way things are headed in your life, with other people in your life, with yourself
- Lack of faith in yourself, or in your faith or core beliefs
- A need to prove something to other people in your life, maybe even as an act of revenge or "evening the score" (if someone did something that was hurtful to you)
- A short-term or shortsighted view of the gains and a lack of a bigger vision for your future

### 3. Explore the principles you would like to live by.

For some people, character development provides a solid foundation of principles and behaviors to live by; for others it is abiding by The Golden Rule. Problems can often arise when one lacks a firm foundation of character or guiding principles which can tempt you to live a life in which "anything goes." Ask yourself, "Do I have a complete set of guiding principles I care enough about to live by?" You might also ask yourself:

- What are my finances like? Do I care about money and what it can do or not do? Does it worry me to think about being in debt?
- What are core principles or character traits? What do I think constitutes bullying, harassment, intimidation, or taking advantage of others?

# Skills for Rising Above Risk

## HANDOUT

- What are my personal guiding principles? Do I care about myself more than I care about others? Do I put others before my personal desires?
- What are my civic duties? Do I believe I should help others? Do I think being involved in my community will make a difference? Do I respect beliefs that are the opposite of my own?
- What are my core beliefs? Do I follow those beliefs or behave contrary to what I believe?

### 4. Don't awaken desires that will only leave you frustrated.

For instance, if you know your body responds negatively to too much sugar, try to avoid sugar intake for a few days. You might try a naturally sweet treat, like fruit, to satisfy your desire for sugar.

### 5. Avoid being alone.

Surround yourself with people who care about you and can remind you of your goals.

### 6. If you know you have a short fuse with your anger, try role playing different healthy solutions and scenarios that would be better and less damaging than letting your anger rule your behaviors.

Use X, Y, Z statements such as: When you did X (behavior), in situation Y (specific time and place), I felt Z (feeling).

### 7. Avoid pornography.

Pornography acts like a drug in your brain and can become a harmful, addictive pattern that is destructive to your relationships.

### 8. Think about your goals and positive outcomes rather than only the consequences of a behavior.

For instance, instead of thinking you will get fat if you eat that chocolate cake, think about the clothes you will be able to get into and how good and powerful you will feel if you resist the temptation.

# Skills for Rising Above Risk

## HANDOUT

### 9. Exercise your willpower.

After thinking hard about what you want and what you don't want, add your willpower to the equation. Expect that exercising your willpower will be difficult. Start with something small and work your way up gradually. There are two approaches:

1. **Cognitive Power Approach:** Think about how powerful you are and how the temptation you are struggling with has no power over you.
2. **The Thankful and Grateful Approach:** Concentrate on all that you have to be grateful for. Gratitude enables you to remember what you have in life that is good and what makes you happy, such as your family, friends, pets, hobbies, health. Write down what you are grateful for. Save your list for future reference.

### 10. Be prepared.

High risk scenarios are a part of life. Once you know your triggers, you can plan more appropriately to manage them. For example, if school is stressful, but you know you want to graduate, you are better prepared and motivated not to skip class.

### 11. Avoid high risk situations.

Stay away from things that you know will get you off course. Replace them with distractions or healthy pursuits. Distracting yourself by doing something active is a good way of staying on track. Get out and exercise, or plan an adventure. Whatever you choose to do, do it with intentionality and purpose.

### 12. Seek help and accountability.

This is an often overlooked solution when internalizing your problem and thinking it is your own battle. Reaching out to other people to help you can be a very powerful solution, providing that they're understanding, caring, and prepared to help. People on whom you might be able to rely include parents, family members, friends, teachers, counselors, your doctor, or your mentor.

### 13. Reward yourself.

Whenever you rise above unhealthy risks, you deserve a break. Do something that's good, fun, and healing for you. Treat yourself for being powerful, in control and self-regulated.

# Navigating High Risk Situations

## WORKSHEET

In order to avoid a situation that could be a risk to my health, wellness, and future goals, I will make every effort to avoid situations that create stress and necessitate urgent decision making, such as:

- Skipping class
- Hanging around with groups of my peers who smoke and ask me to try it
- Drinking while I am underage or using mind-altering substances that make me vulnerable
- Getting into a car when the driver has been drinking
- Being alone with my date when others, including parent(s)/trusted adults, are not home
- Using illegal drugs
- Being with my date and not knowing my sexual limits and boundaries ahead of time

Write down at least 3 scenarios that might increase risk and how you can guard yourself against them.



# Refusal Skills

## OBJECTIVE

To help students learn necessary skills for saying “No”.



## MATERIALS

- *Worksheet: Role-Play Observation Cards on page 267*
- *Worksheet: Refusal Skills on page 269*
- *Handout: Refusal Skills Role Play Scenarios on page 270*

## STEP BY STEP

1. Divide students into groups of 4. Distribute the *Role Play Scenario* handout and two *Role Play Observation Cards* to each group.
2. Model the following refusal skills with the class:
  - Saying “No” verbally.
  - Saying no with body language.
  - Repeating the refusal.
  - Suggesting an alternative.
  - Using strong words/tone of voice.
  - Delaying to buy more time.
3. Have each group choose 2 people: Person 1 will be a Pursuer, and Person 2 will be the Refuser.
4. Assign the remaining 2 people to observe the role play. Distribute one *Role Play Observation Card* to each student. (Observer #1 Checklist to one student and Observer #2 Questions to the other).
5. Instruct each observer to use their *Role-Play Observation Cards* worksheet to note the observed refusal skills.
6. After each student has completed their assigned task from the first round, ask students to rotate tasks. Each student will take one turn as a pursuer, one turn as a refuser, and two turns as an observer.
7. Ask for volunteers to role play in front of the class to demonstrate refusal skills in action.
8. Debrief and discuss how students felt during the role play scenarios. Encourage students to practice refusal skills to gain more confidence, and to trust their instincts, when they feel their boundaries may be violated.

**EDUCATOR NOTE**

Repetition is an effective way to create brain pathways for more automated responses. First responders, like police, firefighters and medical personnel, practice the same emergency drills over and over in order to instill a patterned automatic response that kicks in, even if there are heightened levels of drama and emotion present in a situation. It helps them keep their cool during an actual emergency and increases their chances of making the best choices.

# Chapter 7

## Committed Love and Marriage

Commitment is a pattern that high school students are already practicing regularly. Many are committed to coaches and their expectations for playing a sport. Some are committed to music practice or rehearsals for a theater performance. Others practice commitment simply by showing up at school and working toward academic goals. When people commit to a discipline, or routine, they do so because they believe that the end result is worth the dedication and time. From a relational standpoint, choosing commitment through marriage has healthy life benefits. This section provides the students with data and research about the characteristics of a healthy marriage, allowing each to evaluate the pro-social benefits of life-long, committed love. If students desire to be married in their future, the lessons presented will equip them with resources to consider when evaluating this option.

# The Measure of My Commitment

## OBJECTIVES

- Students will be able to describe the concept of commitment.
- Students will articulate at least 2 things they are committed to.
- Students will be able to articulate strategies to honoring their commitment, even when they meet resistance or struggles.



## MATERIALS

- *Handout: Commitment Grows When on page 277*

## STEP BY STEP

1. Ask students to define the word commitment.
2. Write down their responses.
3. Ask the students: "Do we understand the real meaning of commitment?" Then give them this analogy: "Put your head underwater and keep it there for a while. You will soon realize that you are 100% committed to breathing. Notice that you do not make excuses not to breathe. Notice that you do not worry about motivating yourself to breathe. Notice that you do not need to justify your desire to breathe. You just breathe. Commitment is action. No excuses. No debate. No lengthy analysis. No whining about how hard it is. No worrying about what others might think. Just breathe. What if something gets in the way of your commitment? What would you do if someone tried to prevent you from breathing?"
4. Another definition of commitment can be described as "persistence with a purpose."
5. Ask the students to yell out what they might be committed to.
6. Place what they say on the board.
7. When all the sharing is complete, ask the students to think about what they are committed to:
  - Getting up at the same time each day?
  - Brushing their teeth each morning?
  - Getting enough sleep?
  - A daily grooming routine?
  - Eating healthy foods?

- Being kind to their friends and classmates?
  - Only engaging in healthy behaviors?
  - Paying attention in class?
  - Doing their homework?
  - Being respectful to their teachers and parents?
  - Strategies and behaviors that will assist them in getting to a positive future?
  - Practicing a skill, talent, sport or musical instrument?
8. Have a class discussion about these commitments and the items listed on the board.
  9. Ask the students how to practice the concept of commitment.
  10. Add to the discussion how one might honor commitments, even when it is a struggle. What is needed to overcome struggles?
  11. Distribute the *Commitment Grows When* handout, and discuss.

**EDUCATOR NOTE**

Look for videos or stories about commitment before the lesson begins, then share them with the class.

# Commitment Grows When

HANDOUT

## Commitment grows when people

- Work together
- Feel successful at what they do
- Make decisions together
- Work through conflicts
- Support one another's leadership
- Have fun and play together
- Overcome obstacles
- Hold each other to high principles
- Appreciate and respect one another
- Challenge one another to take the next step
- Build relationships
- Experience a victory together
- Learn from mistakes and setbacks
- See their leaders model commitment
- Expect nothing less
- Do not make excuses
- Are dedicated to an outcome
- Persevere

# A Couple's Living Budget

## WORKSHEET

### Apparel

\_\_\_\_\_ Work Clothing  
 \_\_\_\_\_ Casual/Sport Clothing  
 \_\_\_\_\_ Cleaning/Laundry

### Entertainment

\_\_\_\_\_ Activities  
 \_\_\_\_\_ Books  
 \_\_\_\_\_ Concerts  
 \_\_\_\_\_ Magazines  
 \_\_\_\_\_ Movies  
 \_\_\_\_\_ Music  
 \_\_\_\_\_ Photos

### Food

\_\_\_\_\_ Groceries  
 \_\_\_\_\_ Eating Out

### Giving

\_\_\_\_\_ Charitable Donations

### Health

\_\_\_\_\_ Medical Insurance  
 \_\_\_\_\_ Doctor/Hospital Bills  
 \_\_\_\_\_ Dental  
 \_\_\_\_\_ Optical  
 \_\_\_\_\_ Medications  
 \_\_\_\_\_ Gym Memberships

### Housing

\_\_\_\_\_ Furniture  
 \_\_\_\_\_ Housing Repairs  
 \_\_\_\_\_ Mortgage  
 \_\_\_\_\_ Rent

### Insurance

\_\_\_\_\_ Auto  
 \_\_\_\_\_ Disability  
 \_\_\_\_\_ Life  
 \_\_\_\_\_ Homeowner's/Renter's  
 \_\_\_\_\_ Medical

### Personal

\_\_\_\_\_ Child Care/Baby Sitting  
 \_\_\_\_\_ Gifts  
 \_\_\_\_\_ Hair Care/Products  
 \_\_\_\_\_ Household Items  
 \_\_\_\_\_ School Loans  
 \_\_\_\_\_ Vacation  
 \_\_\_\_\_ Other Miscellaneous

\_\_\_\_\_ Savings  
 \_\_\_\_\_ Education  
 \_\_\_\_\_ Emergency Fund  
 \_\_\_\_\_ Retirement

### Taxes

\_\_\_\_\_ Federal  
 \_\_\_\_\_ State  
 \_\_\_\_\_ Property

### Transportation

\_\_\_\_\_ Car Payment #1  
 \_\_\_\_\_ Car Payment #2  
 \_\_\_\_\_ Gas and Oil  
 \_\_\_\_\_ Repairs & Tires  
 \_\_\_\_\_ Registration and Taxes

### Utilities

\_\_\_\_\_ Cable  
 \_\_\_\_\_ Electricity  
 \_\_\_\_\_ Gas  
 \_\_\_\_\_ Internet  
 \_\_\_\_\_ Phone  
 \_\_\_\_\_ Trash  
 \_\_\_\_\_ Water

### Other

\_\_\_\_\_ **TOTAL INCOME**

\_\_\_\_\_ **TOTAL SPENDING**

\_\_\_\_\_ **TOTAL BALANCE**

# Marriage: It's Good Stuff

## OBJECTIVE

To help students understand the benefits of marriage.



## MATERIALS

- 7 pieces of large paper
- Markers
- Handout: *The Good Stuff of Marriage* on page 303
- Handout: *Why Marriage Matters* on page 304

## STEP BY STEP

1. On separate pieces of flip chart paper, write down each of the following headings:
  - Benefits of Marriage to Adults
  - Benefits of Marriage to a Child
  - Benefits of Marriage to a Family
  - Benefits of Marriage to a Community
  - Benefits of Marriage to a Society
  - Benefits of Marriage to One's Health or Well-Being
  - Benefits of Marriage to Your Economic Status
2. Have the class divide up into 7 groups, and give 1 sheet of the flip chart paper and 1 marker to each group.
3. Ask students to brainstorm and write down the benefits of marriage that pertain to the heading on their sheet. Allow the groups about 2 minutes to complete the task.
4. When the 2 minutes have expired, rotate all pages clockwise so that each group has a new heading to brainstorm about. Give the groups another 2 minutes to brainstorm. Then rotate the pages clockwise again.
5. Repeat the previous step until all 7 groups have had a chance to brainstorm on each of the 7 headings.



6. Hang the sheets on the wall, and discuss the results of the brainstorming.
7. Process the information listed by students, and add the benefits of marriage in each category as needed during classroom discussion.
8. Distribute *The Good Stuff of Marriage* and *Why Marriage Matters* handouts and discuss the material.

**EDUCATOR NOTE**

Please be aware of and sensitive toward diverse family structures.

# The Good Stuff of Marriage

## HANDOUT

1. Marriage increases the likelihood that parents have connected and loving relationships with their children.
2. Cohabitation is not the functional equivalent of marriage.
3. Growing up outside an intact marriage increases the likelihood that children will themselves divorce or become unwed parents.
4. Marriage is virtually a universal human institution.
5. Marriage and normative commitment to marriage, fosters high quality relationships between parents and children.
6. Marriage has important positive, biosocial consequences for adults and children.
7. Divorce and non-marital childbearing increase poverty for both children and mothers.
8. Married couples seem to build more wealth on average than singles or cohabiting couples.
9. Healthy marriages appear to reduce poverty and material hardships for disadvantaged women and their children.
10. Minorities benefit economically from marriage.
11. Married men earn more money than do single men with similar education and job history.
12. Parental divorce (or failure to marry) appears to increase children's risk of school failure.
13. Parental divorce may reduce the likelihood that children will graduate from college and achieve high-status jobs.
14. Children who live with their own two married parents enjoy better physical health, on average, than do children in other family forms.
15. Parental marriage is associated with a sharply lower risk of infant mortality.
16. Marriage is associated with reduced rates of alcohol and substance abuse for both adults and young people.
17. Married people, especially married men, have longer life expectancies than do otherwise similar singles.
18. Marriage is associated with better health and lower rates of injury and disability for both men and women.
19. Marriage seems to be associated with better health among minorities and the poor.
20. Children whose parents divorce appear to have higher rates of psychological distress and mental illness.
21. Divorce appears to significantly increase the risk of suicide.
22. Married mothers appear to have lower rates of depression than do single or cohabiting mothers.
23. Boys raised in single-parent families are more likely to engage in delinquent and criminal behavior.
24. Healthy marriages appear to reduce the risk that adults will be either the perpetrators or the victims of crime.
25. Married women appear to have a lower risk of experiencing domestic violence than do cohabiting or dating women.
26. A child who is not living with his or her own two married parents is at greater risk for child abuse.

*Why Marriage Matters, Second Edition Twenty-Six Conclusions from the Social Sciences*

# Why Marriage Matters

HANDOUT

## HEALTHY\* MARRIAGES VS UNHEALTHY MARRIAGES (and fractured or never married families)

### Social Health

- Better Health – Physical & Mental
- Less Injury, Illness, Disability
- Longer Life
- Children Physically Healthier
- Children Emotionally Healthier
- Lower Infant Mortality
- Lower Child Abuse
- Lower STD Rates

### Children's Achievement

- Greater Overall Success in School
- Better Reading Abilities
- More Likely to Attend College
- More Likely to Get High Status Job
- More Likely to Marry
- Less Likely to Divorce When Married

### Overall Social Impact

- Better Parent/Child Relationship
- Lower Crime Rates
- Lower Domestic Violence
- Lower Student Pregnancy
- Lower Juvenile Delinquency
- More Educated Citizens
- Higher Home Ownership
- Higher Property Values
- Higher Income and Savings

### Social Health

- Higher Student Alcohol/Drug Rates
- More Domestic Violence
- More Sexual Assault
- Students More Sexually Active
- Students More Likely to Smoke
- Students More Likely to Use Drugs
- Greater Overall Violence
- Higher Stepparent/Other Sexual Abuse
- Greater Depression
- Higher Rates of Suicide

### Children's Achievement

- More Likely to Repeat a Grade
- More Likely to Be Expelled
- More Likely to Have Developmental Problems
- More and Worse Social Problems
- Lower Reading, Spelling & Math Scores
- Low Self-Confidence & Self-Esteem
- Difficulty with Peer Pressure Relationships
- More Likely to Drop Out of School

### Overall Social Impact

- Increased Non-Marital Pregnancies
- Higher Delinquency & Crimes
- Higher Risk of Being Crime Victim
- More Violent Crimes
- More Students Carrying Weapons
- More Crimes Leading to Jail
- Increased Need for Social Services
- Higher Risk of Poverty

\* Please note a healthy marriage is defined by two partners committed to loving and respecting one another in a mutually exclusive bond. These outcomes do not apply to marriage in general, but rather, to healthy marriages.

# Chapter 8

## Leadership and Job Readiness

Competition in the job market can be tough, but learning relationship skills early can set the stage for students to gain an edge. This section helps students apply principles of leadership and character, learned throughout REAL Essentials Advance, to the corporate setting. Companies look for employees with solid relationship skills to create teams that work well together and can accomplish more in a positive social climate. Lessons will encourage intentional strategies for strengthening leadership skills, making a good impression and nailing the interview process.

# What is a Leader?

## OBJECTIVES

- Students will be able to identify characteristics of leadership.
- Students will be able to identify things that leaders do.
- Students will be able to identify ways to become a leader right where they are.



## MATERIALS

- *Flip chart paper and markers*
- *Handout: What is a Leader? on page 313*
- *Prepare beforehand by finding videos, stories or news clips that highlight the concept of leadership*

## STEP BY STEP

1. Ask the students to define the word leader or the concept of leadership.
2. Ask students what a leader does.
3. Showcase leadership in a story, video or news clip.
4. Get the students in groups of 4-6 students.
5. Each group should have a piece of flip chart paper and markers.
6. Assign each group at least 2 leadership attributes listed on the *What is a Leader?* handout.
7. Have students discuss and write down the description of the attribute.
8. Have students brainstorm how they can be a leader and do the things that leaders do right where they are.
9. Have each group report what they discussed and learned.
10. If you hear students talking about obstacles or struggles in becoming a leader right where they are, brainstorm strategies to affect the obstacles.



### EDUCATOR NOTE

Explore leadership on Ted talks, YouTube, and movie clips to give students visual examples of what leadership looks like in action.

# What is a Leader?

**HANDOUT**

## What is a Leader?

The word leader is defined as: A person who leads or commands a group, an organization, or a country; someone who is followed by others. Synonyms for a leader include: chief, guide, director, or captain.

Use this definition to think about someone you would consider a leader in your life.

## What Do Leaders Do?.....

- Provide clear vision and direction
- Set and celebrate goals
- Identify problems openly
- Make it safe for people to speak up
- Articulate challenges, both positive and negative
- Build trust
- Solve problems creatively
- Command, not demand, respect
- Are decisive
- Communicate expectations
- Challenge people to do their best
- Are accountable to others
- Lead by example
- Measure and reward performance
- Provide continuous feedback
- Recognize gifts, talents and differences in people and deploy accordingly
- Ask questions and seek wise counsel
- Problem solve, make things happen, plan and execute
- Remain positive
- Teach effectively
- Invest in relationships
- Enjoy responsibility and challenges
- Are committed to excellence
- Stand out from the crowd
- Persevere

# Employment Readiness

## OBJECTIVES

- Students will demonstrate the ability to write a resume.
- Students will articulate compelling answers to frequently asked interview questions.
- Students will demonstrate job readiness by identifying and modeling interviewing behaviors and skills.
- Students will identify at least six behaviors and skills to enhance and maintain employment.



## MATERIALS

- *Flip chart paper and markers*
- *Handout: Employment Readiness Do you want a Job or a Career? on page 317*
- *Handout: Interviewing Skills on page 318*
- *Handout: How to Keep a Job on page 321*

## STEP BY STEP

1. Ask the students to get in groups of 3-4 students.
2. Distribute a piece of flip chart paper and a marker to each group.
3. Have the group select a recorder and reporter.
4. Ask them to outline what kinds of characteristics, skills or character an employer might be looking for in a new employee.
5. Ask each group to share their findings.
6. Distribute the *Employment Readiness Do you want a Job or a Career?*, *Interviewing Skills*, and *How to Keep a Job* handouts.
7. Review the content of each handout, and discuss.
8. Ask the students to create a file for these documents so they are able to review them often.



## MAKE AN IMPACT

Ask students to research information about the power of a handshake, and discuss findings from various studies on this issue.

# Employment Readiness

## *Do you want a Job or a Career?*

**HANDOUT**

### 10 Steps for Writing a Resume

- 1 Find a job for your resume**  
Think about what job you are writing this resume for. Tailor and customize it to the job.
- 2 Outline and identify keywords for your resume**  
Recruiters and employers search for keywords, so you need to put them in your resume if you want to be found.
- 3 Choose a resume format, style and template**  
There are many examples if you search online.
- 4 Resume heading name, contact information**  
Create your resume heading with your full name and the best way to contact you. This typically includes both a phone number and an email address.
- 5 Write a resume job objective**  
Customize this to meet the objectives of what the job entails and requires.
- 6 Summarize your qualifications**  
Add gifts, talents, education, and experience.
- 7 List work experience**  
Be sure to include previous jobs you have had. Even basic work experience is valuable.
- 8 Write your achievement statements**  
Achievement statements tell the employer you are worth hiring or at least interviewing for the job.
- 9 List your education**  
If you have not completed school yet, list your goals and your intended timeline to complete your education.
- 10 List community service, civic engagement, and school involvement**  
Potential employers like to see that you are willing to help others in need.

*How to Write a Resume, Susan Ireland*



# Interviewing Skills

## HANDOUT

### Common Interview Questions

Here are some frequently asked questions and tips on answering them. Remember to be prepared! Practice answering these questions with a friend prior to your interview.

- 1. Tell me about yourself.** Answering this gives the interviewer insight into how you may fit into the organization. Do not talk about personal information. If you are unsure what information the interviewer is interested in, you could ask, "Are there any areas in particular you'd like to know about?"
  - 2. Briefly describe your professional experience and background.** The interviewer is trying to learn about who you are in the context of work.
  - 3. What is your biggest weakness?** Choose something that is not a major flaw or negative characteristic, you do not want to shock the interviewer or make them think you are not a good candidate for the job. Most importantly, do not say something negative about yourself and leave it at that, turn it into a positive! Describe how you were able to overcome this weakness and a positive way the situation turned out. Show that you have grown as a person, and how a slightly negative characteristic is now a positive attribute that you can bring to this new position. Whenever possible, use specific situations from your life to illustrate your point.
  - 4. What is your biggest strength?** Be prepared to share things that are measurable and that you can put into context. For example: "I am incredibly efficient. For my final semester project, last May, I turned each portion I was assigned in before the due dates."
  - 5. How will your strengths help you do well with this company?** This is not an opportunity to brag. Instead, you need to describe why you are the best person for the job. Give a specific example of what your strengths, have helped you accomplish in past work roles, and how they will be beneficial to your performance if you get this job.
  - 6. Where do you hope to be five years from now?** Bottom line, the interviewer wants to know that you want to work for them. They do not want to hear that you plan on going to another company or field of work. Even if you do plan on keeping your options open, this may turn the interviewer off. Instead, focus your answer on new skills you hope to learn and master, and how you plan to use them in order to benefit the business' goals. Even if you want to get another job later on, do not say something like, "I want to work here to gain experience to someday open my own business."
- Give a firm handshake
  - Sit up straight
  - Use eye contact
  - Dress in more formal, clean and ironed apparel
  - Engage in polite conversation (Being more formal than you are with your friends)
  - Ask relevant questions
  - Answer questions in a complete yet concise manner
  - Use specific examples to illustrate points
  - Send a "Thank you" letter or email to the interviewer after your interview
  - Do not control the interview
  - Do not bring up salary or benefits
  - Do not act too serious or nervous
  - Do not let your discouragement or disappointment show
  - Do not look at your watch or the clock repeatedly

# Interviewing Skills

## HANDOUT

- 7. What is your greatest accomplishment?** Be sure to give specific examples from school and your community including how you overcame obstacles and of leadership opportunities you experienced. This gives the interviewer a better understanding of this accomplishment. If you just graduated from high school, college or tech school, describe an accomplishment from your school work, part-time job, internship or extra-curricular activities.
- 8. Why do you want to work for this company?** You always want to do research on the company before the interview. This is where your research on the company will be helpful. Perhaps they are innovative in a specific field and that is what makes you want to join the team. What are their goals, and how can your skills and past experiences help achieve them? Give specific reasons, don't speak in generalities.

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## The following are some additional questions that might come up in an interview:

1. How would you describe yourself?
2. Describe your work style.
3. Do you work well with other people?
4. Do you take work home with you?
5. How many hours do you normally work?
6. How would you describe the pace at which you work?
7. How do you handle stress and pressure?
8. What motivates you?
9. Are you a self-motivator?
10. What do you find are the most difficult decisions to make?
11. Why did you choose to interview with this company?
12. What has been the greatest disappointment in your life?
13. What are you passionate about?
14. What are your pet peeves?
15. What do people most often criticize about you?
16. What is the worst thing that you have ever gotten away with?
17. When was the last time you were angry? What happened?
18. If you could relive the last 3 years of your life, what would you do differently?
19. If the people who know you were asked why you should be hired, what would they say?
20. Do you prefer to work independently or on a team?
21. What type of work environment do you prefer?
22. How do you evaluate success?
23. If you know your boss is 100% wrong about something, how would you handle it?

# Interviewing Skills

**HANDOUT**

24. Describe a difficult work situation/project and how you overcame it.
25. Describe a time when your workload was heavy and how you handled it.
26. What interests you about this job?
27. What applicable attributes/experience do you have?
28. Are you under or overqualified for this job?
29. What can you do for this company?
30. Why are you the best person for the job?
31. Why do you want to work here?
32. What challenges are you looking for in a position?
33. What can you contribute to this company?
34. What do you see yourself doing within the first 30 days on the job?
35. What would you do if you found out the company was doing something illegal?
36. Are you willing to travel?
37. What is good customer service?
38. How long do you expect to remain employed with this company?
39. Is there anything I haven't told you about the job or company that you would like to know?
40. What are you looking for in your next job? What is important to you?
41. Where do you see yourself 5 years from now?
42. What are your goals for the next five years/ten years?
43. How do you plan to achieve those goals?
44. What are your salary requirements - both short-term and long-term?
45. What are your career goals?
46. What will you do if you don't get this position?

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## Questions for you to ask during an interview:

1. How would you describe your management style?
2. What is the team's biggest challenge?
3. From what you know about me so far, do you think I would fit in with the team culture?
4. What were some of the qualities you wanted to hear more about after seeing my resume?
5. When do you expect to fill this position?
6. What is your process for training and developing employees?
7. Does the company have any partnerships or projects that support the local community?
8. What are the next steps in the hiring process?





# How to Keep a Job



## HANDOUT

Once you get the job, the next task is to be sure you keep it.

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1. **Be on time.** Be on time for work, returning from breaks, going to meetings, or turning in assignments.
  2. **Dress appropriately.** Always utilize good grooming habits, and follow company dress code.
  3. **Notify your boss if you will be late or absent.** If it is appropriate, communicate your absence with a phone call or email, and be sure to give as much notice as possible.
  4. **Give your best.** Finish assignments, and meet or exceed expectations.
  5. **Anticipate needs.** Be proactive, not reactive.
  6. **Have a positive attitude.** A “can do” spirit goes a long way.
  7. **Ask for help when needed.** Know your limitations.
  8. **Avoid backstabbing or office gossip.** Always be respectful.
  9. **Be a team player.** Look for opportunities to serve customers and co-workers.
  10. **Be a leader.** Look for opportunities to show that you can be trusted.
  11. **Avoid criticizing your boss or the company.** It is easy to find things wrong with others. It is much harder, but more rewarding, to find constructive ways to deal with problems. Employees who are known for their good attitude and helpful suggestions are the ones most often remembered during performance evaluation and raise review time.
  12. **Volunteer for trainings and new assignments.** Take a close look at people in your organization who are “moving up”. Chances are, they are the ones who have shown themselves willing to do undesirable assignments or take on new responsibilities.
  13. **Be a good team member.** Put the team and the company first.
  14. **Try to avoid ever saying “that’s not my job.”** Distinguish yourself. Pick out one or more things in your job to do better than anyone else. Become known as the “go-to” person for such things. That will help managers remember you favorably at times when you really need to be remembered.
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# Concentric Circles

## Interview Practice

### OBJECTIVES

- Students will be able to articulate the importance of body spacing in the relationship development process.
- Students will be able to articulate the importance of good hygiene in building relationships.
- Students will be able to describe appropriate responses in regard to employment issues.



### MATERIALS

- *Concentric Circles Interview Practice Statements on page 325*

### STEP BY STEP

1. Divide the class up into two groups.
2. Ask the first group to get into a circle.
3. Once they have formed a complete circle, ask them to turn 180 degrees, so they are now in a circle, but all facing outward.
4. Instruct the second group to form a larger circle around the first group. This should position students face to face all the way around.
5. Ask the inner circle students to answer an open-ended statement, from the *Concentric Circles Interview Practice Statements* with the first honest answer that comes to mind.
6. After allowing the inner circle of students to state their answers to the students facing them in the outer circle, ask the outer circle of students to complete the open-ended statement with the first honest answer that comes to their mind.
7. After both groups have answered the question, ask the outer circle to rotate in a clock-wise direction so that each outer circle student is now facing the student that was to the left of the student they previously interacted with. The inner circle stays put.
8. Repeat the procedure, this time using the next open-ended statement from the *Concentric Circles Interview Practice Statements*. Continue rotations until members of the inner circle have interacted with every student in the outer circle.

9. Arrange the class into a single large circle, and ask for volunteers to share what they learned about their classmates.
10. Ask about and discuss:
  - Spacing: Was it comfortable to be so close?
  - Eye Contact: Did you make it and keep it?
  - Handshake: See *The Power of a Handshake* worksheet on the Customer Resource Page.
  - Conversational Flow: Was it hard or easy to keep talking?
  - Hygiene: What does hygiene have to do with the interview process?

# Concentric Circles

## *Interview Practice Statements*

- If I were to get a job interview, I would...
- If I were told to take on an extra project for my boss, I would...
- If I were to get a job, the first day on the job, I would...
- For me, working means...
- If I were the president of a company, I would...
- If I could choose my dream job and career, it would be...
- If I had to start at the bottom rung of the employment ladder, I would...
- If I started working and really disliked my boss, I would...
- When I get my first job, I am going to...
- I think the perfect office includes...
- I think working overtime is...
- The way I would dress in order to get a job is...
- The way I would get to work on time every day is...
- If I had a conflict with one of my coworkers, I would...
- If I missed my wakeup call and arrived late to work, I would...
- If I felt unfairly treated at work, I would...
- To me, dressing for success means...
- In order for me to keep my job, I should...

**Have your students add their own open-ended statements to this list.**