

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



**Florida**  
**HEALTH**  

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**Baker County**





# ICE BREAKERS







# Popcorn

## OBJECTIVE

To have fun while creating a safe classroom climate.



## STEP BY STEP

1. Tell 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.





# The Wright Family

## OBJECTIVE

To have fun while creating a safe classroom climate.



## MATERIALS

- *The Wright Family Story* on page 16
- Pens

## STEP BY STEP

1. Ask students to stand shoulder to shoulder in a circle holding their pen in their right hand.
2. Say to 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 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.







# Concentric Circles

## OBJECTIVE

To have fun while creating a safe classroom climate.

## MATERIALS

- *Concentric Circles Open-Ended Statements on page 14*

## 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?





# 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 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 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!"





# Get Acquainted Bingo

WORKSHEET

|                                   |                         |                            |                      |
|-----------------------------------|-------------------------|----------------------------|----------------------|
| Speaks More Than One Language     | Shoe Size Matches Mine  | Has Braces                 | Knows How to Whistle |
| Collects Something Unique         | Is an Only Child        | Was Born in Another State  | Plays a Sport        |
| Likes the Same Types of Music     | Rides the Bus to School | 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       |



# Get Acquainted Bingo

## OBJECTIVE

To have fun welcoming and acquainting students with one another.



## MATERIALS

- *Worksheet: Get Acquainted Bingo on page 9*
- *Small prize(s) for winners*
- *Flipchart paper and markers*

## STEP BY STEP

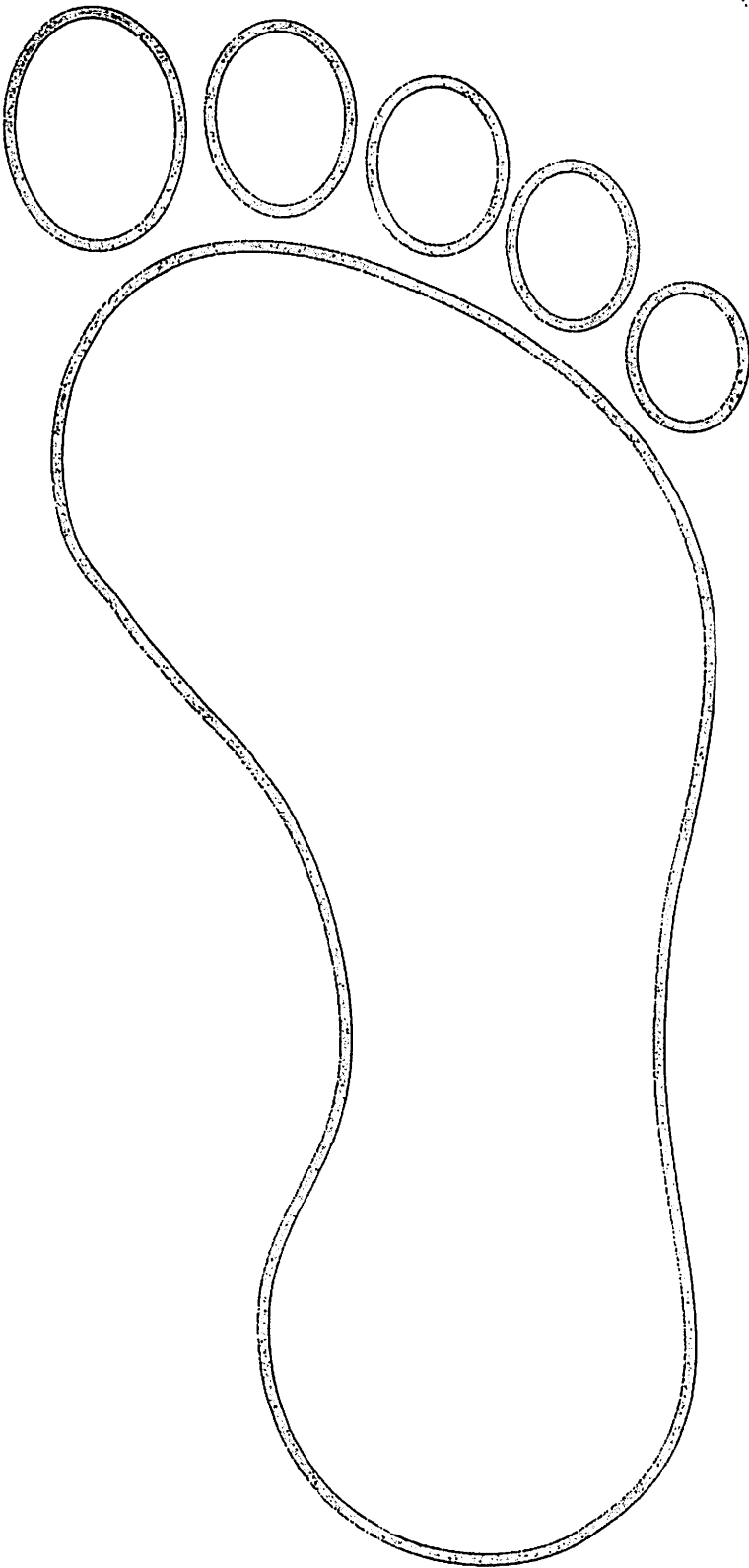
1. Introduce yourself to your class.
2. Distribute the *Get Acquainted Bingo* worksheet. Announce to the class that this is a contest. The object is to get a Bingo, 4 in a row, either across, up and down, or diagonally.
3. Explain that the only way to fill in a square on the bingo card is to meet someone 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.





# Ground Rules

WORKSHEET





# Chapter 1

## Learning about yourself and others

As children become adolescents, they sometimes feel overwhelmed, or nervous, about how to cope with all the change.

Having a strong sense of self helps calm fears and enables students to face the transition with confidence. As peers begin to take priority over family, students look to others for messages about who to be and how to act. This unit equips students with activities helping to highlight personal strengths and teaches empathy and compassion for differences in others.



# Basic Needs of the Heart

## OBJECTIVE

To help students evaluate the condition of their heart.

## MATERIALS

- *Worksheet: Basic Needs of the Heart on page 23*
- *Handout: Human Needs on page 25*



## 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?

0 1 2 3 4 5 6 7 8 9 10

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





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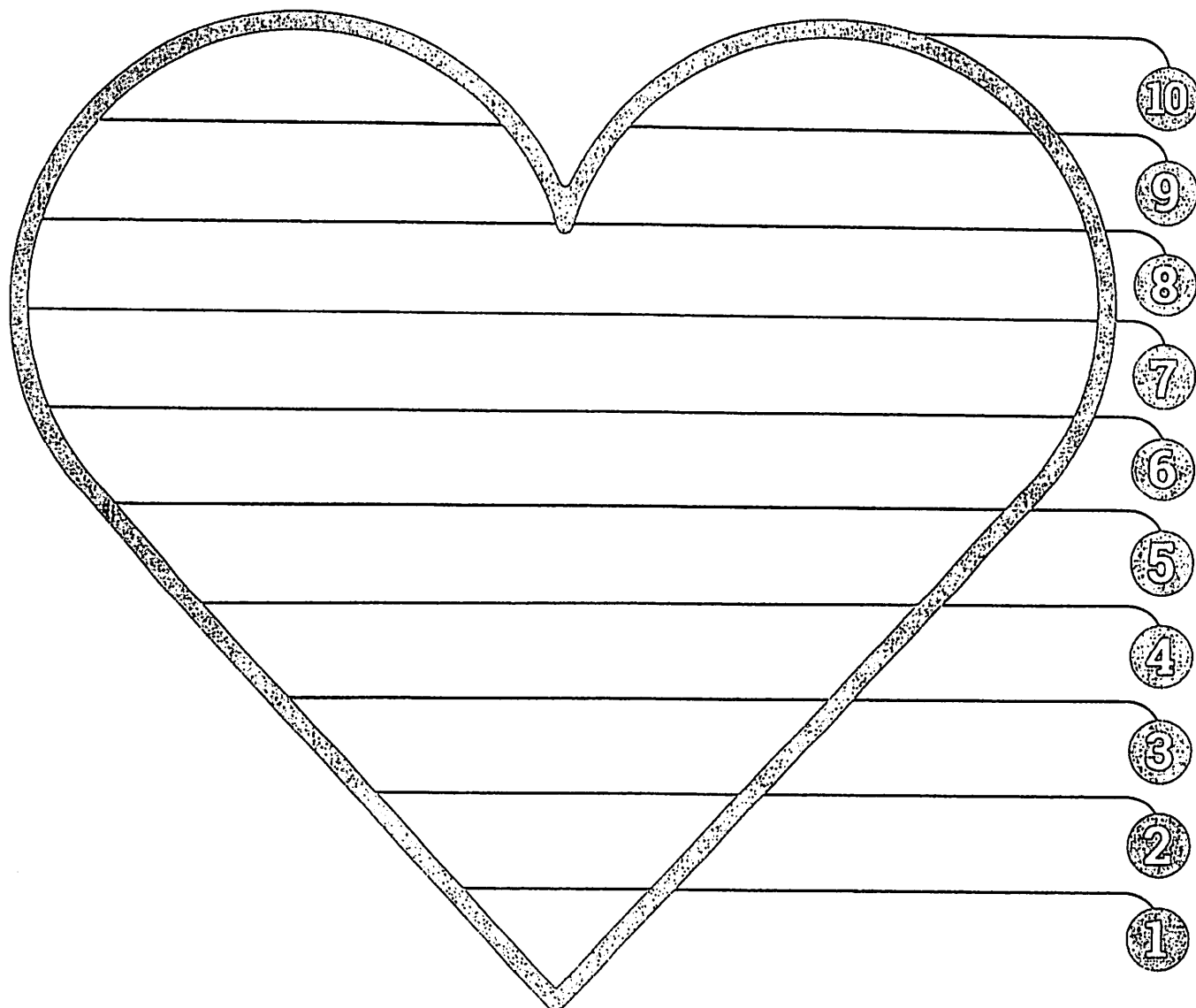




# ● Basic Needs of the Heart

WORKSHEET

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



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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



# Human Needs



## 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

\* Sexual expression does not mean sexual activity.





# Are You Enough?

## OBJECTIVE

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

10 min

## MATERIALS

- *Worksheet: Are You Enough? on page 29*

## 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 students that they are enough.
6. Ask students to choose 3-5 of the are you enough questions and rewrite them as a statement. Instruct them to write with name, followed by the word "is", in place of the words "are" and "you".

For example:

~~Are you~~ smart enough? becomes Dave is smart enough.

~~Are you~~ brave enough? becomes Kelly is brave enough.

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."*



# Personality Styles

## OBJECTIVE

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



## MATERIALS

- *Worksheet: Personality Profile on page 33*
- *Handout: Personality Characteristics on page 36*
- *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. Review the *Personality Profile* worksheet instructions with the students and assist them as needed.
3. Ask students to identify their letter category with the highest score. Explain that this is their primary personality type.
4. Have the students get into groups according to their personality letter. (If there is a tie, pick either group for the activity and discussion.)
5. 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
6. 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.
7. 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.
8. 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.



9. 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.
10. 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.
11. 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.
12. 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.

For students who may struggle with the vocabulary words on the personality inventory, consider utilizing our quiz version of the test that can be found online at [personalityanimal.com](http://personalityanimal.com).



### MAKE AN IMPACT

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

- What might happen if a *Lion* goes with an *Otter* to the mall to shop?
- 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 students for them to use with their family and friends outside of class.



# Personality Profile

## WORKSHEET

Answer each question by placing a mark in the box that best describes you. Total your marks on each page.

### 1. When working with a group, I'm usually the...

Peacemaker

☐

Leader

☐

Organizer

☐

Energy

☐

### 2. I am...

Adaptable

☐

Bold

☐

Accurate

☐

Enthusiastic

☐

### 3. I tend to be very...

Thoughtful

☐

Purposeful

☐

Analytical

☐

Spontaneous

☐

### 4. I like it when...

Everyone is getting along

☐

I'm getting things done

☐

Things are in order

☐

There is a lot of variety

☐

### 5. My friends think of me as the \_\_\_\_\_ one.

Tolerant

☐

Competitive

☐

Sensible

☐

Creative

☐

### PAGE 1 TOTALS:

G

☐

L

☐

B

☐

O

☐



# Personality Profile

## WORKSHEET

6. I may come across as a bit \_\_\_\_\_ at times.

Indecisive

☐

Controlling

☐

Perfectionistic

☐

Impulsive

☐

7. When someone is having a rough day, they come to me...

For a sympathetic  
ear☐To fix  
the problem☐For practical  
advise☐To make them  
laugh☐

8. I am generally pretty...

Warm and  
relational☐

Independent

☐

Reserved

☐

Group-oriented

☐

9. Which word best describes you?

Loyal

☐

Inspirational

☐

Inquisitive

☐

Adventurous

☐

10. I am a \_\_\_\_\_ person.

Nurturing

☐

Confident

☐

Scheduled

☐

Visionary

☐

PAGE 2 TOTALS:

G

☐

L

☐

B

☐

O

☐



# Personality Profile

## WORKSHEET

Write your totals from the previous 2 pages in the the correct boxes.  
Then, add your totals from both pages and plot your score in the graph below.

PAGE 1 TOTALS:

G

L

B

O

PAGE 2 TOTALS:

G

L

B

O

TOTAL:

G

L

B

O

10

8

6

4

2

0

**L**

**O**

**G**

**B**



# 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

**HANDOUT**

## 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.





# Who Am I?

## OBJECTIVE

To help students discover things about themselves by asking self-discovery questions.



## MATERIALS

- Name tag stickers with a different famous person written on each
- Worksheet: Who Am I? on page 43

## STEP BY STEP

1. When students arrive, stick one of the name tags (see materials) on the back of each student's shirt without letting them see whose name it is.
2. Ask students to choose a partner.
3. Have each student ask their partner a series of "yes" or "no" questions to help them guess the famous name written on their sticker. Some sample questions might include:
  - Is this person still living?
  - Am I an athlete?
  - Am I a musician?
  - Is this person a political figure?
4. After a number of questions are answered, the student will begin to guess the person they think is on their back. Once they guess correctly, the other student begins asking questions. Once both students have correctly guessed the names, they can sit down.
5. When all students are seated again, point out how a series of clues makes it possible to better know who a person is. With that in mind, you are now going to give the students a chance to discover some things about themselves.
6. Distribute the *Who Am I?* worksheet, and ask students to complete.
7. Once completed, ask a few volunteers to share their answers with the rest of the class.
8. Lead an open discussion about what they learned about one another and themselves.





# Who Am I?

WORKSHEET

What do I like to do on the weekends?

Where do I feel my best?

What makes me laugh?

What am I afraid of?

What gift do I wish for on my next birthday?

What do I dream about?

What makes me nervous?

Where would I like to travel?

What am I most proud of?

What is something I see in my future?



# Assessing Your Assets

*(to be completed by student)*

WORKSHEET

Every person deserves to have a life supported by these assets.  
Use this list to consider which ones you have in your life.

## SUPPORT

- ☐ 1. I receive love and support from my family.
- ☐ 2. I can communicate well with my family and I feel comfortable asking advice from my parent(s)/a trusted adult.
- ☐ 3. I have support from three or more adults other than my parent(s).
- ☐ 4. I have caring neighbors.
- ☐ 5. My school has a caring and encouraging environment.
- ☐ 6. My parent(s)/a trusted adult are actively involved in helping me do well in school.

## EMPOWERMENT

- ☐ 7. I feel the adults in my community value and appreciate me.
- ☐ 8. I am given useful roles in my community.
- ☐ 9. I serve in my community one hour or more per week.
- ☐ 10. I feel safe at home, at school and in my neighborhood.

## BOUNDARIES & EXPECTATIONS

- ☐ 11. My family has clear rules and consequences, and knows where I go.
- ☐ 12. My school provides clear rules and consequences.
- ☐ 13. My neighbors hold me accountable for my behavior.
- ☐ 14. My parent(s) and other adults in my life model positive, responsible behavior.
- ☐ 15. My closest friends model positive, responsible behavior.
- ☐ 16. My parent(s) and teachers encourage me to do well in school and other activities.

## CONSTRUCTIVE USE OF TIME

- ☐ 17. I spend three or more hours per week in lessons (or practicing) music, art, drama or other arts.
- ☐ 18. I spend three or more hours per week in sports or clubs at school or in my community.
- ☐ 19. I spend one or more hours each week in religious programs, services or activities.

EXTERNAL  
ASSETS

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# 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 47*
- *Handout: Assessing Your Assets Letter on page 49*
- *Worksheet: Assessing Your Assets (Take Home) on page 50*
- *Handout: Ideas for Building Assets on page 51*

## 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 statement aloud, and ask students to think about the ones they believe they possess. Remind students this is not a scorecard, but rather, a baseline to introduce the research behind developmental assets.



## 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.







# Assessing Your Assets

## Letter



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





# Ideas for Building Assets

## 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



## 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

HANDBOUT

## 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



## 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!



# Whole Person Health

## OBJECTIVE

To teach students the 6 categories of good health: physical, emotional, intellectual, social, spiritual, and financial.



## MATERIALS

- *Worksheet: A Picture of Good Health on page 63*
- *Sample Answers: A Picture of Good Health on page 64*

## STEP BY STEP

1. After passing out the *A Picture of Good Health* worksheet, ask students to define the term "good health." Allow them to express their thoughts.
2. Lead your class to discuss the first category of good health.

### Physical Health:

Write the word *Physical* on the board. Instruct students to write physical on their worksheet by the letter "P". Lead a discussion about examples of good physical health. Examples include: exercise, nutrition, good grooming, avoiding germs, washing hands, getting adequate sleep, or seeing a doctor for a wellness appointment. Ask students to draw something that represents good physical health to them in the next column. (Refer to the *A Picture of Good Health* sample answers).

3. Lead your class in a discussion about the next category of good health.

### Intellectual Health:

Write the word *Intellectual* on the board. Instruct students to write intellectual on their worksheet by the letter "I". Lead a discussion on what intellectual health means to them. Ask them to draw something that represents intellectual health. Examples include: working hard at school, developing strong reading skills, expanding your vocabulary, comprehending math, or experiencing museums and other cultures. To contrast intellectual health, ask the students how it would feel if they were not able to read or write.





# What's So Special About Me?

## WORKSHEET

Using each letter of your name as the first letter of the word, write words that describe you, and help identify qualities that make you special.

M ature

A ffirming

R eliable

I nteresting

A ccepting

Example



# What's So Special About Me?

## OBJECTIVE

To help students recognize their unique gifts and character qualities.



## MATERIALS

- *Worksheet: What's So Special About Me? on page 67*

## STEP BY STEP

1. Distribute the *What's So Special About Me?* worksheet. Ask students to write their first name vertically down the left side of the sheet. When completed, there should be one line for each letter in their name.
2. To demonstrate this exercise, write your name vertically on the board, and list words that describe you which begin with the letters of your name. After sharing your example, ask students to complete the exercise using their own names. If the class needs help, you can encourage them to work with a partner to get ideas.
3. Have students pair up with a partner, and share the words they came up with to describe themselves. Once everyone has had a chance to do so, ask each student to introduce their partner, and describe them using the words written down on the page.
4. Ask students how it felt to be described with positive words.
5. Instruct students to recognize the good in themselves, and in others, as an alternative to judging and labeling people negatively.







# Going Viral

## OBJECTIVE

To help students become aware of how they represent themselves on social media.



## MATERIALS

- *Worksheet: Going Viral on page 73*
- *Scissors*
- *School glue*
- *Magazines*

## STEP BY STEP

1. Distribute the *Going Viral* worksheet to each student.
2. Instruct students to cut and paste pictures, and words, on the back of the worksheet that represent who they think they are and how they want the world to see them.
3. If time permits, ask some students to share their work with the class.
4. Discuss ways that social media can be helpful.
5. Brainstorm a list of ways that social media can be hurtful.
6. Remind students to commit to using social media for good and not harm.



## EDUCATOR NOTE

Remember to tell students that social media shares a one dimensional view of communication and relationships. Often the social media lens is not a full, or accurate, life picture.





# How Do I See Myself?

## OBJECTIVES

- To help students understand and develop self-awareness and self-perception.
- To teach students to become aware of how other people see them.

10 min

## MATERIALS

- *Whiteboard or Flipchart*

## STEP BY STEP

1. Ask students to think about who they think they are, and then have them come up with a social media user name that represents themselves. Have students volunteer to write their user name on the whiteboard or flipchart. Some examples might include Sk8terChik, SnoLover, ActNkid, Dr2B, IMARockr, or CraZ4Sports.
2. Once they are written on the board, encourage students to review the various user names, and discuss what they think they mean and who they believe they apply to.
3. After guesses are made about a given name, ask the student who came up with it, to explain the reasoning behind why they chose that name and the meaning behind it.
4. Lead a class discussion about perceptions, using the following questions as a starting place:
  - How do you see yourself?
  - Who are people that have helped shape the way you see yourself?
  - How do you want other people to see you?
  - Are you currently perceived by others the way you want to be? Why or why not?



## EDUCATOR NOTE

If your class has not spent much time together, you may choose to save this activity for later in the unit.





# Manners Matter

## OBJECTIVES

- To help students recognize the value, and importance, of manners.
- To teach students the role manners play in relationships.



## MATERIALS

- *Worksheet: Basic Manners on page 77*
- Whiteboard or Flipchart paper

## STEP BY STEP

1. Draw a T-chart on a flipchart or white board, and write *Being Rude* on the left-hand side and *Using Manners* on the right-hand side.
2. Ask students to share examples of *Being Rude*, and write their responses on the chart. Repeat this step, contrasting *Being Rude* with *Using Manners*.
3. After gathering examples on both sides, divide the students into two groups. Once in groups, ask each student to find a partner.
4. Instruct partners in one group to brainstorm and list things that people might say about someone who models the behaviors listed on the *Being Rude* side of the chart.
5. Assign the same task to the second group, but have this group brainstorm and write down things that people might say about someone who models the behaviors listed on the *Using Manners* side of the chart.
6. After students have had time to complete this exercise, ask students from both sides to share some of their answers with the class.
7. Explain that good manners are an indicator of someone's character, and that they communicate to others what type of person you are.
8. Distribute the *Basic Manners* worksheet, and allow time for the students to complete.



## MAKE AN IMPACT

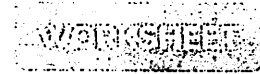
Gather ideas that students share from their worksheets on a chart, and display it in your classroom. As you observe students practicing basic manners, take note, and affirm students with a simple reward.







# Going Viral



Social media is a popular platform for giving your friends and family a window into your world. Use the back of this page to create your own social media profile.

**As you begin the creative process, consider the following questions:**

- What pictures of the recent events in your life will you post?
- What are your favorite quotes, movies, books, sports, foods, (or other)?
- Who will you highlight on your page?
- What graphics will you chose as a background?
- What information should be left off for safety's sake?





# Emotional Needs

## OBJECTIVE

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



## MATERIALS

- *Worksheet: Emotional Needs on page 81*

## 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.







# Basic Manners

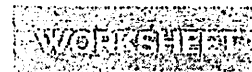
WORKSHEET

Read the list of manners below, and add 5 of your own.

1. Wait your turn to speak. Do not interrupt others when they are talking.
2. Do not call people names.
3. Always greet someone when they come to your home or you go to their home.
4. Say "Please" and "Thank you."
5. Clean up after yourself.
6. Always demonstrate good sportsmanship.
7. Take compliments courteously.
8. Open doors for others.
9. Let others go first when exiting and entering elevators.
10. Respect differences.
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



# Emotional Needs



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. \_\_\_\_\_





# Chapter 2

## Healthy Friendships

Finding the right friend group weighs heavily on students in their latter elementary years and as they attend middle school. In this life-stage, friends strongly influence attitudes, behaviors, and emotions. Friendship is a positive social experience: however, friend groups are often a source of hurt and frustration. This unit outlines skills for not only developing healthy friendships, but also for learning how to be a good friend to others.



# Real Friendship

WORKSHEET

## Friendship Defined

An in-depth relationship combining trust, support, communication, loyalty, understanding, empathy and intimacy

Here are a few examples of what a true friend looks like:

### They are real with each other

True friends do not feel pressure to "fake it", or wear masks, when they are together. They are not afraid to be silly. They do not wear clothes or say things to try and impress each other. They enjoy, and feel comfortable with, being themselves.

### They listen to each other

Good friends pay attention to what other people are saying and do not always steal the spotlight to talk about themselves. They express interest in your thoughts and ideas, and they value your opinion.

### They are loyal and trustworthy

Real friends stick with you, even when things are hard. They do not talk about you behind your back, and they can be trusted with your secrets.

### They have similar values

Great friends enjoy similar interests and value things that you like. Because of this, true friends do things together that both people consider fun. They do not pressure you to try things that you are not comfortable doing.

## What Qualities Do You Want in a Friend?

(Rank in order of importance)

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Good grades    | <input type="checkbox"/> Fun-loving      | <input type="checkbox"/> Kindness and compassion |
| <input type="checkbox"/> Popularity     | <input type="checkbox"/> Plays sports    | <input type="checkbox"/> Common backgrounds      |
| <input type="checkbox"/> Honesty        | <input type="checkbox"/> Same interests  | <input type="checkbox"/> Common beliefs          |
| <input type="checkbox"/> Integrity      | <input type="checkbox"/> Living nearby   |  |
| <input type="checkbox"/> Sense of humor | <input type="checkbox"/> Easy to talk to |  |
| <input type="checkbox"/> Loyalty        | <input type="checkbox"/> Creativity      |  |



# ● Caring for a Friendship

WORKSHEET

- Talk often
- Share deeply
- Listen well
- Call on the phone
- Text message
- E-mail
- Leave messages
- Send an occasional card
- Do things together
- Study together
- Eat together
- Respect your friend's point of view
- Offer compassion and understanding
- Support and praise your friends
- Don't betray their trust
- Desire for them to be successful
- Be flexible
- Work out conflicts

● Describe what would happen if you had a conflict with a friend:

**Reminder**  
Care for your friends  
the way you want  
them to care for you.





# Friendships and Boundary Setting

## OBJECTIVES


- To help students be able to articulate the benefits of setting boundaries.
- To reveal that sometimes friendships must end.
- To encourage students to become more assertive when setting boundaries.



## MATERIALS


- Handout: *Setting Limits* on page 93

## STEP BY STEP

- 
1. Explain the following: "Sometimes students find themselves caught up in others' issues and then feel confused about how and when to help. How much is enough? How much is too much? What about all the drama? All relationships need limits. Limit setting means that you know when to say, 'No.' Long-term feelings of resentment, anger, manipulation, and disregard, are all good indicators that limits need to be put into place."
  2. Distribute the *Setting Limits* handout. Ask students to read through it, and then discuss the individual points, encouraging interaction from students on each point.



## MAKE AN IMPACT



Introduce the concept of consent by sharing with the student, "Sometimes limits and boundaries include getting permission from friends and/or adults about things that impact your personal space. A formal word for this permission is called "Consent". If time permits, show the Consent video available for download on powerpoint slides on the Customer Resource Page.





# ● Setting Limits

HANDOUT

## **Be okay with setting limits**

Sometimes in our relationships with our family or friends, we will be forced to set boundaries. You are in control of how long you choose to tolerate certain actions or behaviors in your relationships.

## **Identify why you need limits**

In order to stand behind the limits that you define, you need to understand why you feel strongly about a particular behavior or action. If you would like to help this person, figure out how you can help without taking on the entire problem.

## **Clearly define limits**

It is important, when setting a limit, that it is defined and understood. Encourage questions if clarification is needed.

## **Stick to your limits**

You are never responsible for the actions of another person. You are only in control of yourself, so it is up to you to set your limits and then stand by them.

Setting limits can be difficult because they can be mistaken for rejection. Supporting a person, but not their destructive behaviors or actions, is powerful and effective.

Setting limits is often stressful, and it has the potential to be painful. It can give you an intimidating sense of loneliness. Don't forget! You are NOT alone, even when it may feel like it. It is normal that any type of loss might bring feelings of anxiety, stress, emptiness, guilt and even anger. Keep in mind, it doesn't mean you have deserted or quit caring for your friend or family member. It does, however, mean you are choosing to express that care in a different manner.



# Essentials of Friendship

## OBJECTIVE

To teach students the 10 essentials of friendship so they can determine if their friendships are healthy, or unhealthy.



## MATERIALS

- *Worksheet: Essentials of Friendship Analysis Tool on page 97*

## STEP BY STEP

1. Ask students to call out what they believe are qualities of a good friend.
2. As they are shouting out answers, write them down on the board.
3. When the list is fairly developed, discuss their answers, emphasizing the importance of having healthy relationships.
4. Talk about the dangers, hurts, and disappointments of believing a person is a good friend to you and then discovering they are not.
5. Distribute a copy of the *Essentials of Friendship Analysis Tool* worksheet.
6. Talk about each of the 10 *Friendship Essentials*. Give examples for each.
7. Ask students to complete the worksheet about themselves to discover if they possess the qualities of a good friend.
8. Encourage students to intentionally look for these 10 *Friendship Essentials* in others as they make new friends in the future.



## CONNECT AT HOME

Distribute more blank copies of the *Essentials of Friendship Analysis Tool* worksheet for use as homework, and have the students fill one out for each of their friends privately at home.

Ask them to honor their friends by not sharing information with anyone except their parent(s)/trusted adult.

Have students ask their parent(s)/trusted adult to complete a worksheet for some of the same friends. Compare answers, and discuss.





# ● Essentials of Friendship Analysis Tool

WORKSHEET

Use this worksheet to evaluate each of your friendships. Check the boxes of the qualities that are present in each relationship.

## Friendship Essentials

- Meaningful and fun conversation..... ☐
- Quality time together..... ☐
- Trust ..... ☐
- Reliability..... ☐
- Positive shared experiences..... ☐
- Shared values and boundaries ..... ☐
- Emotional safety and respect..... ☐
- Support ..... ☐
- High mutual expectations ..... ☐
- Shared responsibilities in the relationship..... ☐





# Passport to Fun

## OBJECTIVES



- To help students understand the role friends play in their lives.
- To teach students creative ways to develop healthy, and safe, activities that nurture their friendships.



## MATERIALS

- *Worksheet: My Passport Cover on page 101*
- *Worksheet: Passport to Fun Pages on page 102*
- *Stamps/Stickers*
- *Handout: Passport to Fun (Take Home) on page 105*
- *Scissors*
- *Stapler*

## STEP BY STEP

- 
1. Before class, copy and print a *My Passport Cover* worksheet for each student. Additionally, print 2 copies of the *Passport to Fun Pages* worksheet for each student.
  2. Distribute the materials from Step 1. Instruct students to cut out their *My Passport Cover*, and their *Passport to Fun Pages*, fold them in half, and staple the left edge to make a pretend passport booklet.
  3. Read the following instructions, "Your friends are bored, so they decide to hire you as their event planner. Your job is to come up with a passport of fun for your friends."
  4. Provide time for students to decorate their passport covers.
  5. Next, ask students to find a partner, and brainstorm fun, creative things to do when they feel bored.
  6. Instruct students to write the ideas they came up with in the front section of their *Passport to Fun Pages*. After a few ideas are captured in their passport booklet, tell them to switch partners, and repeat step 5.
  7. When each student has 8-10 ideas written in their *Passport to Fun* booklet, tell them to return to their desks.
  8. Ask students to walk around the room and share the fun activities they brainstormed on their lists with their partners. When students hear a fun idea from others that they would like to try, have them write that idea on the pages of their passport.
  9. Distribute 3 stamps/stickers to each student.
- 





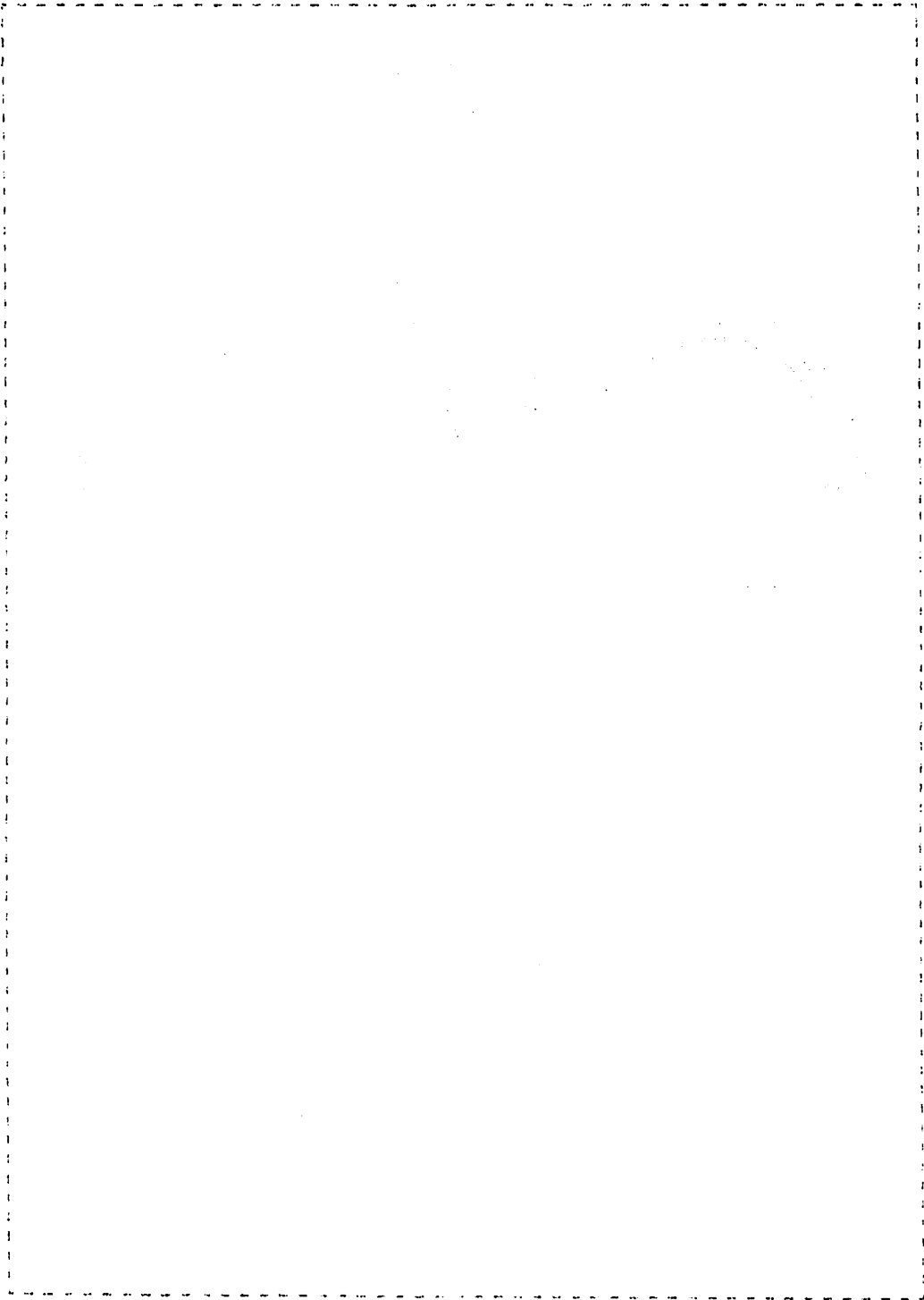
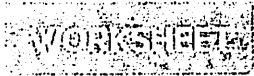
# ● My Passport Cover

WORKSHEET





# Passport to Fun Pages





# ● Passport to Fun (Take Home)

Take time to discuss the following information about friendship with your children.

## FACTS About Friendship

- Friends provide fun and excitement through companionship and recreation.
- Friendship provides opportunities to develop conflict resolution skills.
- Friends give advice and talk through issues and problems together.
- Friends can provide loyalty and support.
- Friendship provides stability during times of stress or transition.

## Take Action

Your children's friends will have a major impact on the way they think and act. Encourage your children to choose their friends wisely, and be cautious around those who do not share your family's values and goals.

Develop relationships with your child's friends by inviting them to dinner or to join you in an activity where you can get to know them better.

Ask your child to share their Passport to Fun, and pick a few of the activities to try as a family.





# Toxic Friendships

## OBJECTIVE



To teach students to identify the warning signs of toxic friendships.



## MATERIALS

- Handout: *Toxic Friends Defined* on page 109
- Worksheet: *Class Responses to Toxic Friends* on page 110
- Worksheet: *Toxic Friends Review* on page 111

## STEP BY STEP

- 
1. Begin by explaining that developing friendships is fun and rewarding, but can also potentially be harmful.
  2. Distribute the *Toxic Friends Defined* handout, and present an overview of each type of toxic friend.
  3. Divide the class into five groups.
  4. Ask each group to come up with a role-play scenario for two types of toxic friendships. Make sure each group is assigned different toxic friend, so that the five groups cover all 10 types.
  5. Have the first group present their role-plays, and then lead a discussion on them both, brainstorming ideal responses to the role-play situation.
  6. Ask students to complete the *Class Responses to Toxic Friends* worksheet, filling in the ideal response to each toxic friend, based on your class discussion.
  7. Repeat with the next group, and continue until all types of toxic friends have been presented and discussed.
  8. Then, ask students to role-play what they believe would be the best response.
  9. Challenge students to think about the type of friend they think they are as they complete the *Toxic Friends Review* worksheet.
- 





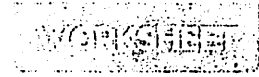
# ● Toxic Friends Defined

HANDOUT

|                            |  |
|----------------------------|--|
| <b>The User</b>            | This person only wants you as a friend because of what you can do for them.  |
| <b>The Betrayer</b>        | This person tells others what you told them in confidence.   |
| <b>The Controller</b>      | This person is very bossy and will not take "no" for an answer.  |
| <b>The Judger</b>          | This person is critical and hurts your feelings.   |
| <b>The Promise Breaker</b> | This person rarely does what they said they will do. These are people who cannot be depended upon.                           |
| <b>The Gossiper</b>        | This person shares everything you tell them with someone else.   |
| <b>The Self-Centered</b>   | This person only thinks about them self and is too busy for other people.  |
| <b>The Competitor</b>      | This person likes to "one up" others and wants to compete all the time.  |
| <b>The Leaner</b>          | This person is very needy and is always asking for help. They usually want all of your time, and can show signs of jealousy. |
| <b>The Manipulator</b>     | This person knows how to get you to do what you ordinarily would not do.   |



# Toxic Friends Review



The friends you spend time with can make you a better person. Friends come in all different shapes and sizes, and can serve different purposes in your life. Reflect on your friendships, and determine which friends are making you the best YOU possible.

## Think of about one of your friends...

Am I able to be myself with this person? ..... ☐ Yes ☐ No

Do I feel accepted by them? ..... ☐ Yes ☐ No

This person doesn't talk about me behind my back? ..... ☐ Yes ☐ No

Does our relationship provide an even  
give-and-take exchange of energy? ..... ☐ Yes ☐ No

When around this person, do I feel upbeat and energized  
rather than depleted and drained? ..... ☐ Yes ☐ No

Does this person share my values? ..... ☐ Yes ☐ No

Does this person share my level of integrity? ..... ☐ Yes ☐ No

Is this person committed to our relationship? ..... ☐ Yes ☐ No

Can this person celebrate my success? ..... ☐ Yes ☐ No

Do I feel good about myself when I'm with this person? ..... ☐ Yes ☐ No

Source: *Take Time for Your Life* by Cheryl Richardson



# ● 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 115*
- *Love Tank Shirt*
- *Small Balloons*
- *Markers (blunt tipped for writing on balloons)*

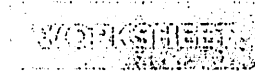
## STEP BY STEP

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.






# How Do You Feel Loved?




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





# ● Healthy Relationships

## OBJECTIVE

To teach students the characteristics of healthy relationships.

## MATERIALS

- Handout: *Characteristics of a Healthy Relationship* on page 119

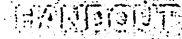
## STEP BY STEP


1. Ask students to brainstorm what they consider to be characteristics of healthy relationships. Write their answers on the board.
2. Ask students to talk about why they chose those particular characteristics.
3. Referring to the *Characteristics of a Healthy Relationship* handout, talk through each of the eight points of a healthy relationship. Look to see if they align with the ideas from the brainstorm session.
4. Ask students to brainstorm the skills they would need to develop, or possess, in order to achieve a relationship that demonstrates all eight characteristics.
5. Write down the skills they articulate on the board.
6. Ask students if they think they already have all the skills necessary to have a healthy relationship? Which ones are most lacking? How might those skills be acquired?





# Characteristics of a Healthy Relationship

STARTING POINT

- 
1. You like to spend time together.
  2. You care about what the other person enjoys learning and doing.
  3. You feel safe to be yourselves.
  4. When you fight, you can talk about how you feel.
  5. You are willing to say, "I'm sorry".
  6. Both of you are flexible to changes.
  7. You have similar ideas about what is important in life.
  8. You are honest with each other.





# Chapter 3

## Cultural Influences

Messages permeate the pre-adolescent experience from every angle. Peers, advertisements, television programs, and social media platforms leave impressions that young people are left to digest and navigate on their own. This unit prepares students to think critically about the messages and influences around them and allows opportunities to establish healthy boundaries for staying safe.





# In the Know



Fill in the meaning of the abbreviations below:

AFAIK = \_\_\_\_\_  
 AFK = \_\_\_\_\_  
 ASAP = \_\_\_\_\_  
 B/C = \_\_\_\_\_  
 B4 = \_\_\_\_\_  
 B4N = \_\_\_\_\_  
 BBL = \_\_\_\_\_  
 BBS = \_\_\_\_\_  
 BF = \_\_\_\_\_  
 BFF = \_\_\_\_\_  
 BRB = \_\_\_\_\_  
 BTW = \_\_\_\_\_  
 CUL = \_\_\_\_\_  
 CYA = \_\_\_\_\_  
 EG = \_\_\_\_\_  
 F2F = \_\_\_\_\_  
 FAQ = \_\_\_\_\_  
 FC = \_\_\_\_\_  
 FTBOMH = \_\_\_\_\_  
 FWIW = \_\_\_\_\_  
 FYI = \_\_\_\_\_  
 GAL = \_\_\_\_\_  
 GN = \_\_\_\_\_  
 GFN = \_\_\_\_\_  
 GMTA = \_\_\_\_\_  
 GTG = \_\_\_\_\_  
 GTSY = \_\_\_\_\_  
 HAK = \_\_\_\_\_  
 IB = \_\_\_\_\_

IC = \_\_\_\_\_  
 IDK = \_\_\_\_\_  
 ILU = \_\_\_\_\_  
 IM = \_\_\_\_\_  
 IMHO = \_\_\_\_\_  
 IOW = \_\_\_\_\_  
 IVALU = \_\_\_\_\_  
 J/K = \_\_\_\_\_  
 JMO = \_\_\_\_\_  
 JTLYK = \_\_\_\_\_  
 KIT = \_\_\_\_\_  
 KOC = \_\_\_\_\_  
 L8R = \_\_\_\_\_  
 L8RG8R = \_\_\_\_\_  
 LDR = \_\_\_\_\_  
 LHO = \_\_\_\_\_  
 LTNS = \_\_\_\_\_  
 LTS = \_\_\_\_\_  
 LUWAMH = \_\_\_\_\_  
 LY = \_\_\_\_\_  
 MIA = \_\_\_\_\_  
 MSG = \_\_\_\_\_  
 MTF = \_\_\_\_\_  
 NP = \_\_\_\_\_  
 NRN = \_\_\_\_\_  
 OIC = \_\_\_\_\_  
 OMG = \_\_\_\_\_  
 OTOH = \_\_\_\_\_  
 OTTOM = \_\_\_\_\_

PAL = \_\_\_\_\_  
 PDA = \_\_\_\_\_  
 PM = \_\_\_\_\_  
 PMP = \_\_\_\_\_  
 QT = \_\_\_\_\_  
 ROTFL = \_\_\_\_\_  
 RU = \_\_\_\_\_  
 SO = \_\_\_\_\_  
 SUP = \_\_\_\_\_  
 SWL = \_\_\_\_\_  
 SWT = \_\_\_\_\_  
 SYS = \_\_\_\_\_  
 TA = \_\_\_\_\_  
 TCOY = \_\_\_\_\_  
 TGIF = \_\_\_\_\_  
 THX = \_\_\_\_\_  
 TNT = \_\_\_\_\_  
 TOY = \_\_\_\_\_  
 TTFN = \_\_\_\_\_  
 TTYL = \_\_\_\_\_  
 TXT = \_\_\_\_\_  
 TXTME = \_\_\_\_\_  
 WB = \_\_\_\_\_  
 WTG = \_\_\_\_\_  
 WTGP = \_\_\_\_\_  
 WTH = \_\_\_\_\_  
 WU = \_\_\_\_\_  
 YOLO = \_\_\_\_\_  
 YW = \_\_\_\_\_



# ● What Did You Say?

HANDOUT

Think about the following questions:

1. How much time do you spend talking versus texting?
2. What is your best friend's favorite thing to do?
3. How many times do you text your friends each day?
4. How late do you stay up texting your friends?
5. When you aren't texting your friends, is it difficult to talk to each other face-to-face?
6. Do you ever text your friends while sitting next to them?
7. Does your best friend know what you want to be when you grow up?
8. Does your best friend know your favorite food?
9. Does your best friend say things online that hurt your feelings?
10. Did you tell your friends the last time they hurt your feelings?



# "Shark Attack"

## Internet Safety

### OBJECTIVES

- To educate and inform students about some of the dangers on the Internet.
- To teach skills and give tools that will help navigate the Internet safely.



### MATERIALS

- *Shark Attack activity cards from the Customer Resource Page*
- *Six-sided die*
- *Handout: Social Media (Students) on page 131*
- *Handout: Social Media (Take Home) on page 132*



### STEP BY STEP

1. Print the *Shark Attack* activity cards from the Customer Resource Page.
2. Distribute the cards to the students.
3. Ask the 5 students who receive the *surfer* cards to go to the front of the classroom.
4. Direct the remaining students to stay in their seats.
5. Explain to the *surfers* that the goal is to be the first "*Internet Surfer*" to make it to the other side of the classroom without getting attacked by a *shark*.
6. Have each student roll the six-sided die to determine the number of steps they can take towards the back of the room.
7. After each roll, the *surfer* chooses a student who is seated to read a scenario about an Internet situation.
8. After the card is read, the *surfer* will have to determine if it is a *SAFETY NET* or a *SHARK*. If the student guesses correctly, that person stays in place to roll again on the next turn. If the guess is incorrect, the student must take 5 steps backwards.
9. The first student to make it to the back of the classroom first wins.





# ● Social Media

## (Students)

HANDOUT

### 5 THINGS TO THINK ABOUT BEFORE PRESSING "SEND"

- 1. Don't assume anything you send or post is going to remain private** Your messages, pictures and videos can be shared with many people without your permission or knowledge, potentially leading to embarrassment, hurt feelings and even legal consequences.
- 2. There is no changing your mind online – anything you send or post will never truly go away** Potential employers, college recruiters, teachers, coaches, parents, friends, enemies, strangers and others are able to find your past posts, even after you delete them. It is nearly impossible to control what other people are posting about you. Even if you have second thoughts and delete an inappropriate post, there is no telling who has already copied and posted it elsewhere.
- 3. Don't give in to the pressure to do something that makes you uncomfortable** More than 40% of teens and young adults say "pressure from guys" is a reason girls and women send and post inappropriate messages and images. More than 20% of teens and young adults say "pressure from friends" is a reason guys send and post inappropriate messages and images.
- 4. Consider the recipient's reaction. Just because a message is meant to be fun doesn't mean the person who gets it will see it that way** 4 in 10 teen girls who have sent inappropriate content did so as "a joke" but many boys (29%) agree that girls who send such content are "expected to date or hook up in real life." It's easier to be more outgoing online, but what you write, post, and send contributes to the real-life impressions you are making.
- 5. Nothing is truly anonymous** Nearly one in five young people who send inappropriate suggestive messages and images, do so to people they only know online. It is important to remember that even if someone only knows you by screen name, online profile, phone number or email address, they can probably find you if they try hard enough.

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





# Easier Said Than Done

## OBJECTIVES

- To allow students to have a better understanding of how communicating through technology differs from face-to-face conversation.
- To teach how texting might be convenient, but can compromise the quality of communication and relationship development.



## MATERIALS

- 4 large sheets of paper
- Markers

## STEP BY STEP

1. Divide up the class into 4 groups.
2. Give each group the assignment of creating a text message conversation, based on their assigned topic, and write it out on a large piece of paper. Encourage using abbreviations and emoticons.
3. Assign one of the following topics for each group:
  - Planning to hang out on a Friday night with a group of new friends
  - Texting someone you like or have a crush on
  - Talking to a friend about a popular student
  - Optional: an original scenario students come up with
4. Once the texting exercise is completed, ask the group to choose two members to come forward from each group, and have the text conversation face-to-face.
5. After each group performs their conversation face-to-face, ask the class if they found it easier, or harder, to speak directly with each other. Discuss if something that was texted was awkward to say face-to-face and how conversations are sometimes altered depending on the means of communication.





# ● 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 137*

## STEP BY STEP

1. Distribute *The Media's Influence on Me* worksheet.
2. Ask students to complete the worksheets.
3. Spend time discussing the questions and answers with the class.  
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 *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.



# 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?



# Paper Bag Hot Potato

## OBJECTIVE

To help students understand the decision making process and become more aware of how they make decisions.



## MATERIALS

- 4 brown paper bags (lunch size work best)
- 4 food items (2 tasty and 2 unappetizing. As an example, you might bring individually wrapped candy, apple slices, a raw peeled onion and a raw potato)
- Music
- Worksheet: *Decisions I Make* on page 141



## STEP BY STEP

1. Place 4 different food items in 4 brown paper bags.
2. Have the class sit in a circle on the floor or in desks.
3. Explain the following instructions to the class:
  - When the music starts, you will pass the brown paper bags, like a hot potato, around the circle.
  - When the music stops, the students holding the bags can peak into them to see what food is inside the bag.
  - Students who decide to take a bite of the food remain in the game.
  - Students who choose not to take a bite are eliminated from the circle.
4. Begin the music, and start the game.
5. Play until multiple students get an opportunity to make a decision.
6. Once completed, have the class break up into groups, and answer the questions on the *Decisions I Make* worksheet.





# Decisions I Make



Discuss your decision making process.

Why did you decide to eat what was in the bag?

Why did you decide to pass it along?

What types of decisions are easy?

Who do our decisions affect the most?

What types of decisions in our lives are difficult?

What types of decisions should you discuss with your parent(s)/trusted adult?





# ● 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.

20 min



## MATERIALS

- *Worksheet: Drugs and Alcohol: Fact or Fiction on page 145*
- *Answer Key: Drugs and Alcohol: Fact or Fiction on page 146*
- *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 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



## 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. |



# A Distorted View

## OBJECTIVE

To inform and warn students about the harmful effects and dangers of pornography.

## MATERIALS

- 2 sets of knee high panty hose (Size Large or XL preferred. Avoid control top).

## STEP BY STEP

1. Ask the class for 4 volunteers.
2. Let each volunteer pick a partner to help.
3. Instruct the 4 volunteers to sit on a chair facing the class (or their knees if chairs are not available).
4. Ask their chosen partners to stand behind them.
5. Place a knee-high, panty hose sock over each of the volunteer students' faces. NOTE: Be extremely cautious to ensure that the panty hose are not too tight.
6. Have their partners slowly pull the panty hose upward until it releases from the students' faces. Tell the students to observe the facial distortions, and welcome the laughter that's likely to occur.
7. Take a vote to see which student's face was the funniest and most distorted.
8. Point out how when the panty hose was being pulled on, the students' faces were being distorted and no longer reflected reality. While this is a comical illustration that is sure to generate laughter, it is also a powerful analogy and transition to begin a discussion about the effects of pornography and how they are no laughing matter. Pornography distorts our views on sex. It has a powerful allure, but it puts forward false, unrealistic images that lead to expectations no one can live up to. It objectifies people and removes the relational component of sex. This can have lasting effects on current and future relationships.
9. Encourage students to be on their guard and intentional about avoiding exposure to pornography for the sake of their future relationships.



# Chapter 4

## Communicating and Decision Making

In the age of text messaging and social media, it is rare for students to naturally develop or practice communication skills. Selfies dictate their image, and emoticons communicate how they feel. Technological advances allow for efficient communication; however, these mediums are not always the most effective. This unit trains students to communicate the old-fashioned "face time" way, in person, without a phone or computer screen. It also helps train young people to make thoughtful and intentional decisions as their brains develop.



# Where Are Your Boundaries?

## WORKSHEET

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. Friends

How much time will you spend with friends on weekends? Will sleepovers be allowed? What types of activities will you do?

### 2. Money

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

### 3. Cell Phones

Will you be allowed to have a cell phone? 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?

### 4. Internet

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

### 5. Dating

Is it appropriate to hang out as more than friends? Will you be allowed to date? What will dating look like? Where will you be allowed to hang out with this person?

#### 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.

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



# Setting Boundaries Early

## OBJECTIVE

To help students discover the value of setting boundaries.



## MATERIALS

- *Worksheet: Where Are Your Boundaries? on page 187*

## STEP BY STEP

1. Talk with 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 inappropriate 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 inappropriately?
  - 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 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.”





# 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 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.



# "Move If" Overcoming Peer Pressure

## OBJECTIVES

- To demonstrate the power of peer pressure in adolescent culture.
- To help empower students to avoid negative peer pressure and encourage self-confidence.

## STEP BY STEP

1. Divide the class into two equal groups.
2. Position each group in a line facing the other group's line on opposite sides of the room.
3. Explain that you will be making a series of conditional commands, beginning with *Move If* and concluding with a qualifying situation. Students are to take a step forward if the statement applies to them. Examples of conditional statements you might use are:
  - Move if you are wearing jeans
  - Move if you were born in this state
  - Move if you have siblings
  - Move if you have traveled outside the U.S.
  - Move if you have braces
  - Move if you had cereal for breakfast
4. Transition the *Move If* statements from very broad (applying to most, if not all students) to the very specific (applying only to one or two). Watch for students' reactions, and encourage them to be truthful, only moving, if it truly applies to them.
5. Continue the exercise until you feel the objective is accomplished.
6. Once the activity is concluded, discuss the following questions:
  - When a scenario applied to you, did you move right away or did you wait to move? Why or Why Not?
  - What made it harder or easier to move across the room?
  - What did it feel like when you moved with a large crowd?
  - What did it feel like when you moved alone or with fewer people?
  - What real scenarios in life are similar to this activity?
  - How does peer pressure positively, and negatively, affect your choices?



# Finishing the Sentence

## OBJECTIVES

- To teach students the importance of staying connected to others when making decisions that can affect their lives and futures.
- To emphasize that additional perspectives and input can lead to better decision making and outcomes.

## MATERIALS

- A piece of paper for each team of four
- A pen or pencil for each team of four

## STEP BY STEP

1. Divide the class into groups of four. Give each team a piece of paper and a pencil or pen.
2. Explain to the class that the object of this activity is to develop the longest sentence possible. Give them the first few words of the sentence, and then, ask each person in the group to add one word at a time to extend the sentence. The sentence must make sense, and it must come to a logical ending. The paper and pencil must be passed from person to person as words are added.
3. Do not permit any talking during this part of the activity. Give students 60 seconds to complete their sentence, and call out the time so they know how long they still have to write.
4. After time has expired, ask each group to count the number of words they used, including the words you gave them to start with. Ask them to write the number off to the side of the sentence, and then ask each group what their number was. Ask a volunteer from each group to read their sentence aloud. Repeat this process several times.

Here are some sentence starters:

- The kids at the party...
- People who are...
- The next time...
- One dark night...



# 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>



# 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 177*



## STEP BY STEP

1. Distribute *The Decision Making Model* worksheet.
2. Read through each of the seven steps aloud.
3. Ask 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 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.



# Communication with Family and Friends

## OBJECTIVE

To help students understand that healthy, accurate communication is an important part of developing healthy relationships with family and friends.

## MATERIALS

- Pencil, magic marker or crayon for each group of five to six students
- Five or six blank pieces of notebook paper for each group

## STEP BY STEP

1. Divide the class into groups of 5-6 students. Have each group sit in a single file line, facing the front of the room.
2. Ask the student in the back of each line to come forward to see an image that they are going to draw. The images should be fairly simple, such as a house, star, sun, tree, boat, arrow, letter of the alphabet, or a happy face.
3. These students will see the same picture at the exact same time. Once they know what the picture is, have them return to their seat in the back of the line. This will be a type of drawing relay race. No talking is allowed.
4. When you say, "go", have the students who saw the image, place a piece of paper on the back of the student in front of them, and draw the image. Once they are finished drawing, have the next student repeat the same process until each person has had a chance to draw.
5. When the first person in line completes the picture, have them turn the page over, and raise their hand to indicate they are finished. Make note of the order of completion for the teams.
6. When all of the teams have finished, hold up the original picture to show the entire class what they were supposed to be drawing. Then have each team show their drawing in the order they finished. If the first team's drawing was a good match to the original, assign them one point. If it is not, look at the team that finished second place to see if it is a good match. If so, award them a point. If not, continue until you find the team with the closest match.



# Feelings vs. Behaviors Train

## OBJECTIVE

To teach students the dangers of allowing emotions to dictate behavior.

## MATERIALS

- *Train Car Placards* (Download from the Customer Resource Page)

## STEP BY STEP

1. Line up the pictures on the cars of a train, with the engine representing the head (brain), cars in the middle representing feelings or emotions, and the caboose representing the physical body or behavior.
2. Ask students if they can explain the differences between feelings (emotions) and behaviors (actions).
3. Discuss how feelings and emotions are not wrong to have or to express. It is healthy to have emotional freedom. Explain that when you make decisions leading with your emotions, however, your train can get off track.
4. Share with the students that, "Behaviors, unlike emotions, can be either healthy or unhealthy, lawful or unlawful, appropriate or inappropriate, right or wrong." Encourage students to brainstorm behaviors on both sides of the spectrum (both healthy and unhealthy).
5. Discuss what can happen when people drive their behavior with their emotions leading the train. Additionally, brainstorm what can happen when people lead with their behavior instead of their brain. For visual impact, move the train car cards around: Put an Emotion card (Lonely, Excited, Angry) in front of the Engine card (Brain) and/or put the Caboose card (Behavior) in front of the Engine card (Brain). Ask students what would happen if these train configurations were on a real track.
6. Remind the class to lead decision making with their brain, allow for emotional freedom in between, and insure that their body and behavior moves last.

10 min





# ● Secrets to Communicating Effectively



Try to practice these skills as you communicate with others.

## ● Effective Communication Skills

- Being sensitive and caring toward others
- Maintaining eye contact
- Utilizing "I" rather than "You" statements
- Expecting the best of others
- Being able to disagree at times without being disagreeable
- Being sincere and honest
- Understanding how feelings and emotions affect behavior and communication

## ● Barriers to Effective Communication

- Dishonesty
- Avoiding eye contact
- Uncontrolled emotion
- An uncaring attitude
- Sarcasm and put-downs
- Being judgmental
- Using facial expressions to communicate negative emotions





# Communicating Effectively

## OBJECTIVE

To help students learn the tools to communicating effectively.

## MATERIALS

- Handout: *Secrets to Communicating Effectively* on page 169
- Handout: *Scenarios for Communicating Effectively* on page 170

## STEP BY STEP

1. Split up students into two different lines, standing shoulder to shoulder. Whisper a fairly complex phrase to the two students at the head of each line.
2. Ask the students at the head of the line to quietly pass the message to the next student in their line. Continue passing all the way down to the end of the line.
3. Once the message has passed all the way to the end, ask the students at the end of each line to announce what they believe the phrase was. Then, ask the students at the head of the line what the phrase really was. In most cases, what the student shares will not match what was originally whispered.
4. Ask students if this game of "telephone" is an effective way to communicate? Why or why not?
5. Lead a discussion with students about effective communication, and whether it is an important skill to learn. Why or why not?
6. Ask students if they can identify and describe effective communication skills?
7. Distribute the *Secrets to Communicating Effectively* handout, and talk through each of the 7 *Effective Communication Skills*, asking students to give examples of each one as you discuss them.
8. Discuss the 8 *Barriers to Effective Communication*, calling on students to demonstrate what each barrier might look like in a conversation.
9. Using the *Scenarios for Communicating Effectively* handout, read Scenario 1, and ask for a volunteer to role play the response. After the student completes the role play, invite the class to talk about what was done well in the response and what could have been done differently to improve the communication.



# Feeling Words

## HANDOUT

Abandoned  
Accepted  
Adamant  
Adequate  
Admired  
Affectionate  
Afraid  
Aggravated  
Agony  
Alarmed  
Alienated  
Alive  
Almighty  
Ambivalent  
Amused  
Angry  
Anguished  
Annoyed  
Anxious  
Apathetic  
Appalled  
Appreciated  
Apprehensive  
Ashamed  
Assured  
Astounded  
Awed  
Awkward  
Bad  
Baffled  
Beautiful  
Betrayed  
Bewildered  
Bitter  
Blissful  
Bold  
Bored  
Bothered  
Brave  
Burdened  
Calm  
Capable  
Captivated  
Challenged  
Charmed  
Cheated  
Cheerful  
Childish  
Clever  
Coerced  
Combative  
Competitive  
Concerned  
Condemned  
Confident  
Confused  
Conspicuous  
Content  
Contented  
Contrite

Controlled  
Cruel  
Crushed  
Culpable  
Deceitful  
Deceived  
Defeated  
Defensive  
Deflated  
Degraded  
Dejected  
Delighted  
Delightful  
Demoralized  
Depressed  
Deserted  
Desirous  
Despair  
Desperate  
Despised  
Destructive  
Determined  
Devastated  
Different  
Diffident  
Diminished  
Disappointed  
Discontented  
Discouraged  
Disenchanted  
Disgraced  
Disgusted  
Disheartened  
Disillusioned  
Dismal  
Dismayed  
Disorganized  
Displeased  
Distant  
Distracted  
Distraught  
Distressed  
Disturbed  
Divided  
Dominated  
Doubtful  
Drained  
Dread  
Dubious  
Eager  
Ecstatic  
Elated  
Electrified  
Embarrassed  
Empty  
Enchanted  
Encouraged  
Energetic  
Enervated

Enjoy  
Enraged  
Envious  
Evil  
Exasperated  
Excited  
Exhausted  
Exploited  
Exuberant  
Fascinated  
Fearful  
Flattered  
Flustered  
Foggy  
Foolish  
Fortunate  
Frantic  
Free  
Frightened  
Frustrated  
Fulfilled  
Full  
Furling  
Furious  
Glad  
Good  
Grateful  
Gratified  
Greedy  
Grief  
Groovy  
Guarded  
Gilded  
Gullible  
Happy  
Harassed  
Hateful  
Heavenly  
Helpful  
Helpless  
Hesitant  
High  
Homesick  
Honored  
Hopeful  
Hopeless  
Horrible  
Horrific  
Hostile  
Humbled  
Humiliated  
Hurt  
Hysterical  
Ignored  
Immobilized  
Immortal  
Impatient  
Imposed upon  
Impressed  
Inadequate

Incensed  
Infatuated  
Infuriated  
Insecure  
Inspired  
Intimidated  
Invisible  
Irritated  
Isolated  
Jealousy  
Joyful  
Joyous  
Jubilant  
Jumpy  
Justified  
Keen  
Kind  
Laconic  
Lazy  
Lecherous  
Left out  
Licentious  
Lonely  
Longing  
Lost  
Loved  
Loving  
Low  
Lustful  
Marvelous  
Maudlin  
Mean  
Melancholy  
Miserable  
Misunderstood  
Mournful  
Mystical  
Naughty  
Neglected  
Nervous  
Nice  
Nutty  
Obnoxious  
Obsessed  
Odd  
Offended  
Opposed  
Optimistic  
Outraged  
Overwhelmed  
Painful  
Panicked  
Panicky  
Parsimonious  
Patronized  
Peaceful  
Peeved  
Perplexed  
Persecuted  
Perturbed

Petrified  
Pitiful  
Pleasant  
Pleased  
Precarious  
Pressured  
Pretty  
Prim  
Prissy  
Proud  
Provoked  
Puzzled  
Quarrelsome  
Rage  
Rebellious  
Refreshed  
Rejected  
Relaxed  
Relieved  
Reluctant  
Remorse  
Repulsed  
Resentful  
Resigned  
Resolved  
Respected  
Restless  
Reverent  
Rewarded  
Ridiculed  
Righteous  
Sabotaged  
Sad  
Sated  
Satisfied  
Scared  
Screwed up  
Seething  
Servile  
Settled  
Sexy  
Shaken  
Shocked  
Shy  
Silly  
Skeptical  
Smothered  
Sneaky  
Solemn  
Sorrowful  
Sorry  
Spiteful  
Stagnant  
Startled  
Stifled  
Stingy  
Strangled  
Stuffed  
Stunned

Stupefied  
Stupid  
Suffering  
Sure  
Surprised  
Suspicious  
Swamped  
Sympathetic  
Talkative  
Tempted  
Tenacious  
Tense  
Tentative  
Tenuous  
Terrible  
Terrific  
Terrified  
Threatened  
Thrilled  
Throttled  
Thwarted  
Timid  
Tired  
Tolerant  
Tormented  
Torn  
Tranquil  
Trapped  
Troubled  
Ugly  
Unappreciated  
Uncared for  
Uncertain  
Uncomfortable  
Undecided  
Uneasy  
Unloved  
Unsettled  
Unsure  
Unwanted  
Uplifted  
Upset  
Uptight  
Used  
Valued  
Vehement  
Vengeful  
Vindictive  
Violent  
Vital  
Vivacious  
Vulnerable  
Wasted  
Weepy  
Wicked  
Wonderful  
Worried  
Worthless  
Wounded  
Zany



# Communicating Feelings

## OBJECTIVE

To introduce students to vocabulary words conveying a wide range of feelings.



## MATERIALS

- Whiteboard or Flipchart and markers
- Handout: *Feeling Words* on page 165
- Optional: Dictionaries, journals

## STEP BY STEP

1. Ask each student (one at a time) to call out a feeling word.
2. Write each word on the board.
3. Continue asking students for feeling words until the flipchart is full of words
4. Distribute the *Feeling Words* handout. Ask students to look it over, and circle the words they do not know how to define.
5. Call on students (one at a time) to choose a word that has not already been discussed, and go over the pronunciation and meaning of that word. Have students choose words from the entire list, not just the one closest to the top of the list.
6. If time permits, break the students into groups, and have each group choose 5 feeling words from their handout that they did not know before this lesson. After learning what those feeling words mean, have each group create and draw an emoji for the feeling words they chose. Have each group choose a spokesperson to share their favorite word and their emoji design with the class.



## EDUCATOR NOTE

If you are working with a student who is visually upset or agitated, give them the *Feeling Words* handout and have them circle the feelings they are experiencing. Then have a discussion about each word circled.






# Conversation Cards

WORKSHEET

Make additional conversation cards using your own phrases.



|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |





# Conversation Cards

WORKSHEET

**"I am most  
excited  
about..."**

**"Something I  
learned about  
myself when I  
got to middle  
school was..."**

**"I often dream  
about..."**

**"I am most  
afraid of..."**

**"I laugh  
when I think  
about..."**

**"The last time  
I cried or got  
angry was..."**

**"What I like  
most about  
myself is..."**

**"Sometimes I  
wish that..."**

**"Most people  
don't realize  
that I..."**



# Something to Talk About

## OBJECTIVE

To teach students verbal communication skills and enable them to practice them with their peers.



## MATERIALS

- *Worksheet: Conversation Cards on page 159*

## STEP BY STEP

1. Prepare a stack of *Conversation Cards* prior to the lesson by cutting out the provided cards, copying the blank templates, and making more with your own phrases.
2. Break up students into groups of 3 or 4.
3. Have each group draw a card from the stack of *Conversation Cards* you prepared from Step 1.
4. Instruct students to use the *Conversation Cards* to guide them in a real conversation.
5. Set a time limit for each conversation topic, and have the students repeat the steps until each group has had the opportunity to draw multiple *Conversation Cards*.





# Words Have Power

## OBJECTIVE

To help students learn that words have power and can affect how they feel.



## MATERIALS

- *Wooden heart*
- *Nails*
- *Hammer*

## STEP BY STEP

1. Spend time discussing how words have the power to make us feel good, or bad. Mention the old rhyme, "Sticks and stones may break my bones but words may never hurt me," and discuss whether or not this is an accurate statement.
2. Hang a wooden heart in your classroom.
3. Make a T-chart on the board and title one side, *Words that make us feel appreciated*, and the other side, *Words that make us feel hurt*.
4. Ask students contribute answers to the question, "What words make you feel appreciated?"
5. Write down their responses on the board.
6. Ask students, "What words make you feel hurt?"
7. Write down their responses on the board.
8. Tap a nail into the wooden heart for each word that makes students feel badly from the chart.
9. Explain how when we use words that hurt, they leave permanent holes in our hearts.
10. Conclude by discussing what people can do to help repair the damage in their hearts from hurtful words.





# Social Skills Every Young Person Needs

## HANDOUT

1. **Follow Instructions**
  - Look at the person.
  - Say, "Okay."
  - Do what you've been asked right away.
  - Check back.
2. **Accepting Criticism or a Consequence**
  - Look at the person.
  - Say, "Okay."
  - Don't argue.
3. **Accepting "No" for an Answer**
  - Look at the person.
  - Say, "Okay."
  - Stay calm.
  - If you disagree, ask later.
4. **Greeting Others**
  - Look at the person.
  - Use a pleasant voice.
  - Say, "Hi" or "Hello."
5. **Getting the Teacher's Attention**
  - Look at the person.
  - Raise your hand. Stay calm.
  - Wait until the teacher says your name.
  - Ask your question.
6. **Making a Request**
  - Look at the person.
  - Use a clear, pleasant voice.
  - Explain exactly what you are asking for.
  - Say, "please."
  - If the answer is "yes," say, "thank you."
  - If not, remember to accept "no" for an answer.
7. **Disagreeing Appropriately**
  - Look at the person.
  - Use a pleasant voice.
  - Say, "I understand how you feel."
  - Tell why you feel differently.
  - Give a reason.
  - Listen to the other person.
8. **Giving Criticism**
  - Look at the person.
  - Stay calm. Use a pleasant voice.
  - Say something positive or "I understand."
  - Describe exactly what you are criticizing.
  - Tell why this is a problem.
  - Listen to the person. Be polite.
9. **Resisting Peer Pressure**
  - Use a calm voice.
  - Say clearly that you do not want to participate.
  - Suggest something else to do.
  - If necessary, continue to say, "No."
  - Say, "Thanks for listening."
10. **Making an Apology**
  - Look at the person.
  - Use a serious, sincere voice.
  - Say, "I'm sorry for...." or "I want to apologize for...."
  - Don't make excuses.
  - Explain how you plan to do better in the future.
  - Say, "Thanks for listening."
11. **Talking with Others**
  - Look at the person.
  - Use a pleasant voice.
  - Ask questions.
  - Don't interrupt.
12. **Giving Compliments**
  - Look at the person.
  - Smile.
  - Speak clearly and enthusiastically.
  - Tell the person exactly what you like.
13. **Accepting Compliments**
  - Look at the person.
  - Use a pleasant voice.
  - Say, "Thank you."
  - Don't look away, mumble, or deny the compliment.
  - Don't disagree with the compliment.
14. **Volunteering**
  - Look at the person.
  - Use a pleasant, enthusiastic voice.
  - Ask if you can help. Describe the activity or task you are offering to do.
  - Thank the person.
  - Check back when you have finished.
15. **Reporting Other Youths' Behavior**
  - Look at the teacher or adult.
  - Use a calm voice. Ask to talk privately.
  - Describe the inappropriate behavior you are reporting.
  - Explain why you are making the report.
  - Answer any questions the adult has.
  - Thank the adult for listening.
16. **Introducing Yourself**
  - Look at the person. Smile.
  - Use a pleasant voice.
  - Offer a greeting. Say, "Hi, my name is..."
  - Shake the person's hand.
  - When you leave, say, "It was nice to meet you."



# Chapter 5

## Future Goals

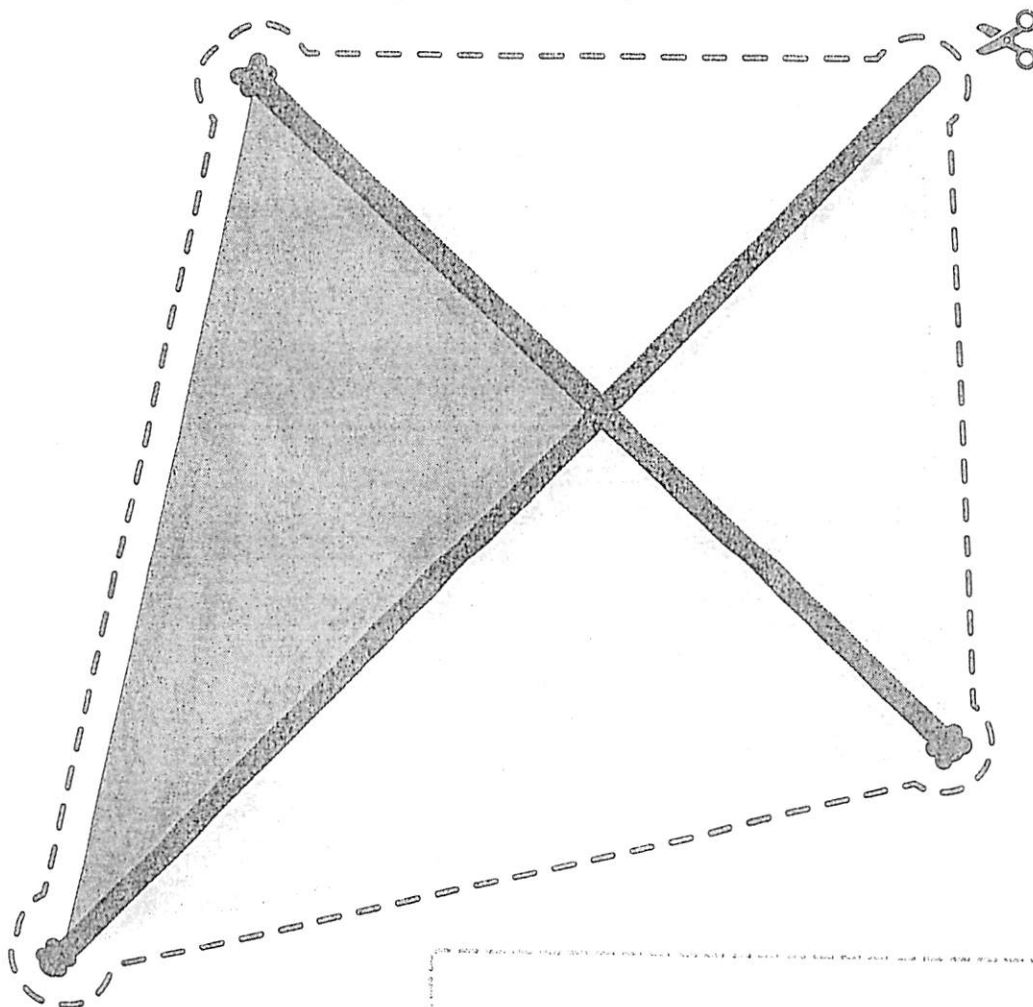
The launch from childhood to adolescence expands the world for students and opens a gateway for big dreams to take root. As they become more capable and Independent, new opportunities present themselves for exploration. This unit directs students to be forward-thinkers and helps set the stage for what lies ahead in their lives.



# Kite Cutout

Write your name on the kite, and your goals in the boxes. Build your kite, and let your dreams fly.

WORKSHEET

[illegible]



# Kite Flight Busters

## OBJECTIVE

To explore barriers that can keep students from achieving their goals and dreams.



## STEP BY STEP

1. Review the *Lesson: Dreams and Goals Kite* on page 191.
2. Ask some students to share what they wrote for their goals, hopes and dreams.
3. Discuss that for our goals to take flight, we need to have critical components such as a support system, good education, strong work ethic, a healthy body, integrity, tenacity, and other character qualities.
4. Ask students to brainstorm and share examples of barriers that could keep a kite from taking flight. Sample answers may include: a broken kite string, not enough wind, the wrong design.
5. Ask students to then brainstorm examples of barriers in life that can keep them from achieving their dreams and goals. Sample answers may be: using drugs and alcohol, dropping out of school, getting seriously ill, making unhealthy choices, or taking excessive risks.
6. Write the *Whole Person Health* categories on the board, and ask students to come forward and write down barriers that belong in each category.
7. Once the list is complete, review each barrier, and lead a discussion about what specific steps can be taken on each barrier to ensure it does not prevent their goals and dreams from taking flight.





# Future Dreams and Goals

## OBJECTIVE

To set goals for Whole Person Health by incorporating the lessons learned in REAL Essentials.



## MATERIALS

- *Worksheet: Wheel of My Future on page 199*

## STEP BY STEP

1. Pass out the *Wheel of My Future* worksheet to each student.
2. Lead a discussion about why it is important to develop, and articulate, life goals and dreams. Discuss various strategies that would help students obtain their goals.
3. Ask students to use the *Wheel of My Future* worksheet to write down three future goals for each of the *Whole Person Health* categories: *Physical, Intellectual, Emotional, Social, Spiritual, and Financial*. Each goal should take place between now and high school graduation.



## CONNECT AT HOME

Have students take their worksheet home to discuss with their parent(s)/trusted adult. Encourage students to talk with them about ways they can work together to achieve their goals.





# Wheel of My Future

WORKSHEET

Write out three goals you wish to accomplish, by the time you graduate, for each of the six components of Whole Person Health.

The diagram is a large circle divided into six equal segments by a thick grey border. Each segment is labeled with a component of Whole Person Health in a curved font along the border. Inside each segment, there are three horizontal lines for writing goals. A small icon is placed in the center of each segment: a handshake for Physical, a brain for Intellectual, a heart with a pulse line for Emotional, two speech bubbles for Social, a person with arms raised for Spiritual, and a stack of money for Financial.



# Dreaming of Your Future by Reaching Higher

## OBJECTIVE

To encourage students to conceptualize their future dreams and to strive to reach higher.

10  
min

## MATERIALS

- Flipchart paper or poster board for each student
- Scissors
- School glue
- Magazines
- Markers
- Masking tape

## STEP BY STEP

1. Distribute a poster board or piece of flipchart paper to each student.
2. Distribute magazines to the class. (Be sure to choose magazines representing a variety of interests). Ask students to cut out words and pictures that depict some of their future goals and dreams, and make a collage by gluing them to the poster board, or flipchart paper.
3. Ask students to also write descriptive words on the poster that represent their goals and dreams.
4. Once the collages are completed, ask each student to share their work with a partner.
5. Collect, and display, the posters around the room as a visual reminder of each student's goals.
6. Give each student three (2-3 inch pieces) of masking tape.
7. Ask them to team up with their partner, and have one student place a piece of masking tape on the wall, as high as they can place it, while their feet are flat on the floor.
8. Ask their partner to do the same thing.
9. Taking turns, have each student try again several more times. Be sure to remind them to keep their feet flat on the floor. Typically, each successive attempt will end up with a higher location of the tape.





# Preparing for Life Long Relationships

## OBJECTIVES

- To teach students the importance of success sequencing.
- To emphasize the importance of caring for yourself before you are able to care for others.

10 min

## MATERIALS

- Scissors
- Several comic strips
- Three pieces of Flipchart paper taped together lengthwise and posted on the board in the front of the room before the beginning of class

## STEP BY STEP

1. Ask students to break into groups of 4-5 students.
2. Give each group a comic strip, and have them read it out loud.
3. Next, ask each group to cut the squares of each comic strip and shuffle them in a pile. Instruct one spokesperson from each group to read the comic strip a second time, but this time, in the random order which it was drawn.
4. When all the groups have their comic strips in order, ask students to present their comic strip to the class.
5. Ask students to return to their seats, or sit in a circle on the floor.
6. Lead a discussion about the sequencing of the comic strip and how it needed to be in the proper order for it to make any sense.
7. Move to the taped flipchart pages at the front of the room, and label the first sheet, *Morning*, the second one *Noon* and the third one *Night*. Beneath the heading, list the waking hours that relate to each heading.
8. Ask students what typically happens in the morning, and write down their answers on that section of the paper. Do the same for noon, and then for night.
9. Discuss the importance of doing things in order, and share what happens when things are done out of order. For example, what happens if you brush your teeth and then eat? Or shower before your work out? Or get dressed for school right before going to bed? Or put on your pajamas before heading off to class?



# Making a Vision Board

## OBJECTIVES

- To help students identify some of the hopes they have for their future.
- To help students recognize the process of strategic planning toward reaching their goals and dreams.



## MATERIALS

- *Worksheet: 20/20 Vision on page 207*
- *Magazines*
- *Scissors*
- *Glue sticks*

## STEP BY STEP

1. Make copies of the *20/20 Vision* worksheets, and distribute one to each student.
2. Explain what it means to have 20/20 vision (having the ability to clearly see things close up as well as far off in the distance).
3. Distribute magazines to students, or have them available for students to use.
4. Ask students to think about their life in terms of both their immediate and distant futures. Then, ask them to cut and paste images, words and themes from the magazines that capture both their short and long term vision of their life.
5. Direct them to glue the images on the appropriate section of the *20/20 Vision* worksheets.
6. Ask students to share their vision boards with the class.
7. Facilitate a discussion about what kind of barriers get in the way of achieving what you hope for, both now and in the distant future.



## CONNECT AT HOME

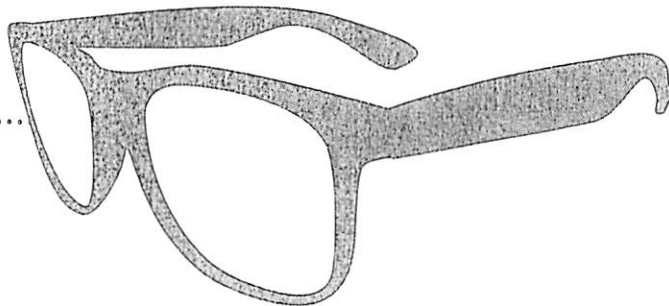
Have students take their vision boards home to share their hopes and dreams with their families.



# 20/20 Vision

WORKSHEET

Near Future





# Decision Making and Goal Setting

## OBJECTIVES

- To guide students through the decision making process.
- To help students discover how to make decisions with intentionality, showing that today's choices can affect tomorrow's outcomes.



## MATERIALS

- *Worksheet: Decision Making and My Future on page 211*

## STEP BY STEP

1. Write the following scenarios on the board before beginning this lesson:
  - Watch TV after school **or** Get my homework done
  - Walk home after school **or** Ride the bus/carpool
  - Say a bad word in class **or** Say something nice in class
  - Eat the school lunch **or** Bring a lunch from home
2. Ask students to look at the scenarios and choose one of the two options in each scenario listed.
3. Have students raise their hands and, when called on, reveal their choice for one of the scenarios. Use this as a starting point to launch a discussion on the thinking behind the decision made. Were decisions based on their typical routine? The difficulty of the other choice? Peer pressure? Parental preferences? Did they choose what was easiest? Were their decisions influenced by someone else's? Or did they just select the first thing that came to mind?





# Decision Making and My Future

WORKSHEET

## Situations

## Options

## Impacts

1. You have a test tomorrow.  
You could:

Study hard.

Get a good grade on the test.

Play video games.

You do poorly on the test.

2. A stranger walks toward you.  
You could:

3. In the morning it is time to shower.  
You could:

4. A friend wants to come over when you are home alone.  
You could:

5. In the morning, you see the deodorant on the bathroom shelf.  
You could:

6. You are on the Internet, and a stranger invites you to chat with them.  
You could:



# Future Orientation

## OBJECTIVE

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



10  
min

## MATERIALS

- Broomstick
- Worksheet: *My Life as I'd Like It to Be* on page 215

## 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, or hanging out with friends.
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 student 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 correlates with life success.
8. Distribute the *My Life as I'd Like It to Be* worksheet, and have students complete.





# My Life as I'd Like It to Be

WORKSHEET

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

**High  
School**

**College**

**Beyond  
College**

**Physical**

**Intellectual**

**Emotional**

**Social**

**Spiritual**

**Financial**



# Let's Get Cookin'



## 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 219

## STEP BY STEP

1. Have 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 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 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.





# 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.