

# HFLE

## Health and Family Life Education COMMON CURRICULUM

Self and Interpersonal Relationships Theme Unit  
FORMS 1-3



Empowering young people with skills for healthy living.

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HFLE COMMON CURRICULUM

SELF AND INTERPERSONAL RELATIONSHIPS UNIT  
FORM 1 LESSONS

## Portfolio for Self and Interpersonal Relationships Unit

**Purpose:** This assignment is to give each of you, the students, the opportunity to reflect on all the lessons done on self and interpersonal relationships. Through this portfolio, you should be able to assess your own growth and also have a collection of work that you have done during this unit. The tasks involved in developing the portfolio will include pieces of work you did as part of lesson assignments as well as work that you will do specifically for this portfolio.

### Contents of Your Portfolio:

#### Task 1:

**Title.** Include a title of your choice on the cover of your portfolio.

#### Task 2:

**A clearly stated purpose.** What is the purpose of this portfolio? What do you want someone who is looking at your portfolio to know about it?

#### Task 3:

**A table of contents.**

#### Task 4:

**Four pieces of work that you completed for the Self and Interpersonal Relationships Unit.** For each piece of work include a short paragraph that describes what you learned about self and interpersonal relationships and life skills in that particular lesson.

#### Task 5:

**One Reflective Summary.** Write a one-page summary reflecting on what you've learned about the different self and interpersonal skills you can use in your relationships with others in your life (family, friends). For example, communication skills; assertiveness skills; decision-making skills; anger management skills. Include at least three reasons why you think these life skills are important.

#### Task 6:

**Comic Strip.** Draw and write two comic strips, each one depicting a different positive interpersonal skill. For example, assertive communication; anger management skills, or conflict resolution skills.

#### Task 7:

Use drawings, pictures, photographs, art or colour to enhance any and all selections of your portfolio.

## Rubric for Assessing Portfolio: Self and Interpersonal Relationships

This rubric offers one way to score students' portfolios. Teachers may adjust the weight and criteria as they see fit.

TASK	CRITERIA AND SCORING			WEIGHT	TOTAL
	Highest Score	→	Lowest Score		
	3	2	1		
<b>Title</b>	Creative, clear, unique	Fairly creative; Fairly clear	Shows little effort at creativity; Unclear	x .5	
<b>Purpose</b>	Purpose is clearly stated	Purpose is fairly clear	Purpose is not clearly stated	x 2	
<b>Table of Contents</b>	Well-organized; Comprehensive	Fairly well-organized; Missing some information	Poorly organized; Missing a lot of information	x 1.5	
<b>Four Pieces of Work</b>	Four pieces and paragraphs included; Each piece received the highest scores; Paragraph thoroughly explains what student learned	Four pieces and paragraphs included; Each piece received fair-high scores; Paragraph fairly explains what student learned	Less than four pieces and paragraphs included; Most pieces received fair-low scores; Paragraph does not explain what student learned	x 3	
<b>Reflective Summary</b>	Is one page long; Includes 3 reasons why self and interpersonal life skills are important; Shows thorough understanding of the lessons	Less than one page; Includes less than 3 reasons why self and interpersonal life skills are important; Shows fair understanding of the lessons	Less than one page; Does not include any reasons why self and interpersonal life skills are important; Shows poor understanding of the lessons	x 3	
<b>Drawing</b>	Creative, shows excellent understanding of interpersonal skill being depicted	Creative, but could show a better understanding of interpersonal skill being depicted	Shows little effort at creativity; Does not depict interpersonal skill	x 2.5	
<b>TOTAL</b>					

**High Score = 37.5 Low Score = 12.5**

# LESSON PLAN #1

## THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 1:</b>	Examine the nature of self, family, school, and community in order to build strong healthy relationships.
<b>CORE OUTCOME 1:</b>	Analyse the influences that impact personal development (media, peers, family, significant others, community, etc.).

**Title** "Self-Concept"

**Age Level** 11-12 years old

**Time** 40 minutes

**Purpose** To help students understand how one's self-concept is formed, and the various influences that shape one's self-concept.

**Overview** In this lesson, the teacher introduces students to the idea of "self-concept" and what it means. In groups, students read short scenarios that depict how one's self-concept may be reinforced by others and discuss questions related to these scenarios. With the whole class, the teacher leads students in a discussion about negative and positive self-concept and how to develop self-awareness skills to help themselves and others have a positive self-concept.

Effective self-awareness behaviour involves consciously considering thoughts, acknowledging feelings, and choosing actions. Factors such as media, peers, and family can impact these activities. During adolescent development, when tasks such as achieving "identity" and becoming independent gain importance, having a positive self-concept helps one choose the best actions for one's health.

**Specific Objectives** Students will be able to do the following:

1. Explain how one's self-concept forms and its importance.
2. Develop self-awareness skills around the influences that shape one's self-concept.
3. Demonstrate ways to develop a positive self-concept and acceptance of self.

**Resources and Materials** Teacher Resource Page: "Reinforcement Scenarios", markers, newsprint, homework worksheet: "I am Someone Who . . ."

**Methods and Strategies** Small group work, class discussion

## PROCEDURE

### Step I Introduction (5 min.)

Pose the following question: "Suppose you were asked to complete this sentence: 'I am . . . .' What would you say?"

Ask a few volunteers for answers. Point out that how you define what or who you are is your self-concept; it can be either positive or negative. Tell them that in this lesson, they will be discussing the different influences in a person's life that can shape and reinforce his or her self-concept, and will learn ways to develop a positive self-concept.

### Step II Skill Development and Reinforcement (25 min.)

Divide students into small groups. Hand each group a reinforcement scenario from the worksheet. Ask students to read the scenario and then to discuss the following questions:

1. What kind of positive or negative reinforcement did the person in this scenario receive and from whom?
2. How do you think that person felt after receiving this reinforcement?
3. How do you think this type of reinforcement affected the person's self-concept?

After 10 minutes, ask students to finish their discussions with one another and begin a class discussion.



#### Tips for Teacher on Facilitating Group Discussion

- Give students examples of possible answers if no one is willing to start the discussion. You might say, "What about . . . ."
- Keep the discussion to the limited amount of time.
- Allow as many students as possible to participate. If one student is dominating the conversation, ask, "[Name of student] has provided some great ideas. Does anyone else have a suggestion?"
- If there is not enough time for all students to answer, say, "We've had a really good discussion. There will be time in a later activity or lesson for others to participate."

Tell students they will now develop self-awareness skills as they think about positive ways to deal with negative reinforcements to self-concept. Ask students to think about their scenarios as you discuss the following questions with them:

- 1) How do others (family, peers, media) affect your self-concept?
- 2) If you experience a negative reinforcement about yourself, what are some things that you can do to make your own self-concept more positive? Write students' answers on newsprint.

(**Examples might be:** talk with friends who make me feel better; do something fun; reward myself for doing something well)

- 3) What can you do to help shape positive self-concepts in others? Write students' answers on newsprint.

(**Examples might be:** congratulate them for a job well-done; tell them "thank you" for doing something nice; compliment someone about how he or she looks).

**Step III**  
**Conclusion**  
(10 min.)

Summarise how self-concept is impacted by different influences and experiences with others. An important key to maintaining a healthy self-concept is to have self-awareness skills and to consider strategies to make one feel better and more positive about oneself. Similarly, it is important to try to make others feel positive about themselves.

**Step IV**  
**Assessment**

See the rubric following the homework assignment to assess students' performance on class discussion and homework.

**HOMEWORK:**

Ask students to write five sentences on the worksheet that completes this phrase: "I am someone who . . . ." Give examples ("I am someone who is very nice to people," "I am someone who is scared of spiders"). For any statements that are negative (e.g., "I am someone who is not good at football"), ask them to turn it into a positive statement (e.g., "I am someone who is not good at football but who tries hard to be better.")

### Rubric for Lesson #1

Performance Tasks	Criteria			
	Highest score → Lowest score			
	4	3	2	1
<b>Task #1:</b>  <b>Class Discussion</b>	Insightful thinking and shared strategies for developing positive self-awareness skills	Fair thinking and shared strategies for developing positive self-awareness skills	Very limited participation	Did not participate in the class discussion; showed little effort
<b>Task #2:</b>  <b>Homework Assignment (Self-Concept)</b>	Wrote all 5 sentences; sentences demonstrated thought and effort about self-concept	Wrote all 5 sentences; sentences seem somewhat hastily written	Did not write all 5 sentences; showed little effort to think about self-concept	Did not complete homework

## Teacher Resource Page

### *REINFORCEMENT SCENARIOS*

Hand each pair of students one of the scenarios below and ask them to read and discuss the three questions. Answers below are for teacher's reference (not to be given to students).

1. What kind of positive or negative reinforcement in this scenario did you receive and from whom?
2. How do you think you would feel after receiving this reinforcement?
3. How do you think this type of reinforcement affected your self-concept?

**Your older sister calls you clumsy when you spill the juice. You knocked over a plant pot just the day before.**

1. Negative reinforcement from her sister.
2. Hurt, ashamed.
3. I would think I am clumsy and uncoordinated.

**You join two "friends" at lunch, but they look at you and then ignore you.**

1. Negative reinforcement from friends.
2. Rejected, lonely, confused.
3. I would think I was not good enough to be their friend and that something is wrong with me.

**You help very well with chores at home, and your dad tells all his friends about you.**

1. Positive reinforcement from family.
2. Proud, happy.
3. I would think I am a good son or daughter.

**The coach smiles and gives you the "thumbs up" sign as you walk onto the field.**

1. Positive reinforcement from coach.
2. Happy, valued, confident.
3. I would think I am a valuable, dependable, and important member of the team.

## HOMework WORKSHEET



*I am someone who . . .*



**1.**

*If negative, change to a positive one:*

**2.**

*If negative, change to a positive one:*

**3.**

*If negative, change to a positive one:*

**4.**

*If negative, change to a positive one:*

**5.**

*If negative, change to a positive one:*

## Teacher Resource Page

### PERSONAL DEVELOPMENT (ADOLESCENCE)

Issues related to personal development for middle adolescence: adjusting to pubertal changes; concern with body image; developing personal identity; self-evaluation; beginning of separation from parent; social group cliques; concentration on relationship with peers; increasing parent-child conflict; concrete thinking/beginning of abstract thinking; morality (being good); imitate parent values; respect for authority, law and order. Difficulty in distinguishing self-perceptions from others' perceptions (believe that what they think about themselves is the same as what others think, especially negatives).

### DEFINITION OF SELF-CONCEPT

The self-concept is one's perception of self. It is the person, the "me" or "I," as he or she perceives himself or herself to be. It is incorporated into the self-image and includes beliefs and perceptions of skills, abilities, and values. It includes perceptions of what is valued and what is not, what is liked and what is not.

Self-concept is the cognitive or thinking aspect of self (related to one's self-image) and generally refers to "the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence" (Purkey, 1988).

There are several different components of self-concept: physical, academic, social, and transpersonal. The physical aspect of self-concept relates to that which is concrete: what we look like, our sex, height, weight, etc.; what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth. Our academic self-concept relates to how well we do in school or how well we learn. There are two levels: (1) a general academic self-concept of how good we are overall and (2) a set of specific, content-related self-concepts that describe how good we are in math, science, language arts, social science, etc. The social self-concept describes how we relate to other people.

## Teacher Resource Page

**Self Awareness is the recognition of the causes and effects of your own feelings and reactions.**

It includes self-honesty. Self-honesty is the acceptance of your own skills, qualities, and faults; your own experiences and emotions; and your own power. Self awareness also includes independence, which is the recognition of your own rights and responsibilities as a free person.

### **Know Yourself:**

1. What makes you think, act, and feel the way you do?
2. What parts of your reaction are habitual (done without conscious thought) and what parts are intentional?
3. What are you afraid of?

### **Knowledge and awareness of one's own self-concept include the following:**

1. Ability to describe oneself physically, emotionally and intellectually.
2. Ability to identify personal likes and dislikes and environmental influences on attitudes, behaviours, values, and aptitudes.
3. Ability to identify and demonstrate appreciation for one's personal interests and abilities.
4. Ability to demonstrate an understanding of the unique personal characteristics and abilities of oneself and others.

### **Acquisition and performance of self-awareness skills involves the following:**

1. Selectively remembering distinctive features or presenting stimulus. Defining self-concept. Recognising features or indicators of a person's self-concept.
2. Identifying and describing how self-concept makes a person think, act, and feel the way he or she does. Attributing causes accurately. Accepting one's own skills, qualities, and faults, one's own experiences and emotions, and one's own power.
3. Identifying factors that indicate positive self-concept in scenarios; showing how experiences influence self-concept; recognising rights and empowerment; having the responsibility to present one's self in the most positive light.
4. Making positive statements indicating awareness of own self-concept. Using other indicators of own self-concept.

## LESSON PLAN #2

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

**REGIONAL STANDARD 1:** Examine the nature of self, family, school, and community in order to build strong, healthy relationships.

**CORE OUTCOME 1:** Analyse the influences that impact personal development (media, peers, family, significant others, community, etc.).

#### **TITLE** "BEING ASSERTIVE"

**Age Level** 11-12 years old

**Time** 40 minutes

**Purpose** To help students improve their communication skills by using "I" messages.

#### **Overview**

In this lesson, teacher reviews the definition of "assertive," "aggressive," and "passive" communication and the benefits of using assertive communication skills. Using a worksheet, the teacher demonstrates how to use assertive communication to respond to a situation. Students divide into small groups to practise these skills, and then student volunteers role-play in front of the class.

Different styles of communicating; responding to feelings; confrontation need not be aggressive; learning to express needs and wants to family and friends and others, including using appropriate body language.

#### **Specific Objectives**

Students will be able to do the following:

1. Increase awareness of the advantages of being assertive.
2. Practise using assertive communication skills to express needs, wants, and feelings when interacting with family, friends, and others.
3. Feel confident with assertive communication.

#### **Resources and Materials**

Teacher Resource Page, worksheet: "We are people with . . ."

#### **Methods and Strategies**

Class discussion, worksheets, small group discussion, role-playing

## PROCEDURE

### Step I Introduction (10 min.)

Ask students to state what they understand the following terms to mean: "passive," "assertive," and "aggressive" communication styles (see Teacher Resource Page). Correct students' answers, if needed, so they have an accurate definition.

Explain that all of us at some time find ourselves in situations where we want to respond to people and communicate our feelings, needs, or wants. We sometimes have difficulty with how to respond, depending upon the person or situation.

Aggressive people are overly critical and harsh to others when they are upset or offended. Their response can therefore be negative. On the other hand, some people are too passive. They avoid showing or sharing their true feelings; hence they are upset or offended and may be subject to bullying. Culturally, assertive behaviour may be considered as rudeness by parents and teachers. Body language communication can be taught. Assertive responses may be used to refuse, delay, or bargain.

### Step II Skill Development and Reinforcement (25 min.)

Distribute the worksheet titled "We Are People With . . ." Ask students which response they think is passive, aggressive, and assertive. Correct their answers. Using the "assertive" example on the worksheet, demonstrate how to be effective and assertive in one's communication by using the three-step assertive statements ("I" messages). These steps are as follows:

1. State the feeling you are experiencing/you experienced, e.g., *"I feel/felt . . ."*
2. Tell the person specifically what he/she said/did to make you feel that way, e.g., *"I felt hurt and angry when you said those things . . ."*
3. Tell the person what you want now, or would prefer them to do in the future, e.g., *"AND I would prefer . . ."*

Review appropriate body language that must go with the verbal communication.

Tell them they will practise using assertive communication skills to express needs, wants, and feelings when interacting with family, friends, and others. Break students up into small groups and ask them to think about one other example to add to the worksheet. Ask them to spend 10 minutes role-playing ways to respond assertively in that situation.



### **Tips for Teacher on Using Role-Playing**

- Role-playing is a useful teaching method for practising interpersonal skills.
- Let students know before the activity if they may be asked to role-play in front of the class.
- Remind students of the importance of body language during role-playing and paying attention to non-verbal cues.
- If students start to get rowdy during role-playing activities, remind them to stay on the topic, and walk around the class to help them focus.

Ask for volunteers to show the whole class their example and their role plays. Encourage observations from other students so that students can improve ways on how to be assertive.

#### **Step III Conclusion** (5 min.)

Review activity.

Explain that one of the most effective ways to communicate with a person who has bothered or offended us is to be "assertive with that person." This means that we should, respectfully, tell others what bothered or offended us.

Although this is called confrontation, we do not have to be aggressive. Passive does not always allow us to express our wishes. It is important to learn how to effectively communicate by being assertive.


#### **Step IV Assessment**

See rubric following homework assignment to assess students' performance on role-playing and homework.

#### **HOMEWORK:**

Students are to fill out 2 more examples on the worksheet. They should also focus on interactions over the next week and practise assertiveness; they are to write up the situations and outcomes (what happened when they were assertive).

## Rubric for Lesson #2

Performance Tasks	Criteria			
	Highest score  Lowest score			
	4	3	2	1
<b>Task #1:</b>  <b>Role-playing</b>	Showed strong effort in contributing to group effort	Showed fair effort in contributing to group effort	Showed limited effort in contributing to group effort	Showed no effort in contributing to group effort
<b>Task #2:</b>  <b>Homework Assignment (Assertive Communication)</b>	Provided excellent examples of how to use assertive communication skills effectively	Provided strong examples of how to use assertive communication skills effectively	Provided fair examples of how to use assertive communication skills effectively	Did not complete homework (worksheet or examples from their week)

## Teacher Resource Page

Explain the following concepts of passive, aggressive, and assertive to students:

- A passive person may withdraw from a situation or let others choose his or her goal. This person usually gives in to others and often will not protest when his or her rights are violated. Thus, while the passive person rarely hurts others, he or she suffers by not meeting his or her own needs. A passive person's self-image may be poor.
- An aggressive person seeks self-fulfillment at the expense of others. He or she usually chooses for everyone, is very domineering, and often resorts to physical abuse to get his or her own way. An aggressive person usually does not feel good about himself or herself and takes it out on others.
- An assertive person has a positive self-image, cares about himself or herself, and also cares about others. An assertive person speaks up, expresses honest feelings, and acts in his or her own best interests. At the same time, the person is careful not to step on other people's rights or feelings.

When you think of solutions to problems, try to focus on assertive solutions so you can meet your goal without hurting others.

Source: FRESH Tools for Effective School Health (UNESCO) and Guerra, G., Moore, A. & Slaby, R. (1995). *Viewpoints: A Guide to Conflict Resolution and Decision Making for Adolescents*. Research Press. Chicago, IL.

P



## *We Are People With...*



### **SITUATIONS**

1. A friend makes fun of your ability to do something.

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

*Feelings  
Thoughts  
Wants  
Needs*



Passiv

Aggressive

Assertive

1. Say nothing, withdraw, internalise hurt feelings, feel hesitant to try new things

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

1. Verbally degrade him/her in front of others

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

1. Say, "I felt hurt and angry that you said those things to me. I don't make fun of anything about you so I would appreciate the same from you."

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

## LESSON PLAN #3

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 1:</b>	Examine the nature of self, family, school, and community in order to build strong healthy relationships.
<b>CORE OUTCOME 1:</b>	Analyse the influences that impact personal development (media, peers, family, significant others, community, etc.).

**Title** "How Peer-Pressured Are You?"

**Age Level** 11-12 years old

**Time** 40 minutes

**Purpose** To enable students to recognise the effects of peer pressure on adolescent thinking and actions.

**Overview** Students will listen to a short story about a boy named Pete or a girl named Asha. The teacher will then lead a discussion about negative and positive peer pressure. Students will fill out a worksheet related to peer pressure. In small groups, they will discuss their answers and how they relate to peer pressure. As a class, students will critically analyse peer influences and strategise ways to resist negative peer pressure.

The need for affiliation is strong in adolescence. The importance of peers develops. Although all peer interaction is not negative, group pressure and persuasive tactics often influence thinking and actions, preventing individual/self-directed behaviour.

**Specific Objectives** Students will be able to do the following:

1. Identify techniques and tactics (of persuasion) used to influence others.
2. Use decision-making skills to weigh the consequences of behaviours.
3. Feel confident in identifying strategies for dealing with negative peer pressure.

**Resources and Materials** Peer Pressure stories, worksheet: "How peer-pressured are you?"

**Methods and Strategies**

Use of worksheet, class discussion, group work

**PROCEDURE**

**Step I  
Introduction  
(10 min.)**

Read aloud the short scenario about Pete or Asha, and ask students to identify the issue that the scenario deals with.

Write the term "Peer Pressure" on the chalkboard and ask students to suggest a definition. Ask students to reflect on the story and to suggest whether the main character experienced negative or positive peer pressure. Remind students that peer pressure can be either positive or negative. Point out that much of our behaviour is influenced by others and we are often unaware of this influence.

Hand out the questionnaire "How peer-pressured are you?" to students to complete. (They don't need to share the results publicly.)

**Step II  
Skill  
Development and Reinforcement  
(25 min.)**

Divide students into small groups. Ask them to discuss the following questions:

- If someone ticked "Always" or "Often" to most of the Questions A-H on the worksheet, what do you think is most important to that person?
- Do you think that person would be able to feel positive about himself or herself if he/she didn't look the same as his/her friends? Why or why not?
- If someone ticked "A Lot" to most of the Questions I-O on the worksheet, what do you think is most important to that person?
- Do you think that person would be able to say "No" to his/her friends if they wanted him/her to do something negative? Why or why not?

After 10 minutes of small-group work, bring the class together to discuss peer pressure. Ask them to think about the kinds of things students their age might feel pressured by their peers to do (like smoking, drinking alcohol, or having sex), even if they don't really want to.



**Tips for Teacher on Facilitating Group Discussion**

- Give students examples of possible answers if no one is willing to start the discussion. You might say, "What about . . ."
- Keep the discussion to the limited amount of time.
- Allow as many students as possible to participate. If one student is dominating the conversation, ask, "[Name of student] has provided some great ideas. Does anyone else have an answer?"
- If there is not enough time for all students to answer, say, "We've had a really good discussion. There will be time in a later activity or lesson for others to participate."

Going back to Pete and Asha's stories, ask students to use decision-making skills to weigh the consequences of different behaviours that may be affected by peer pressure. Go through the **decision-making steps**:

- **Think about and clarify the decision that has to be made.** What did Paul/Asha's friends want them to do?
- **Identify the different methods** that teens often use in order to attempt to control or influence others' behaviour: What are some things their friends said or did to try to get them to behave a certain way?
- **Consider the possible choices** (the different things Pete and Asha might do).
- **Weigh the consequences of doing or not doing the behaviour.** What might happen to Paul/Asha if they did what their friends wanted them to do? What if they didn't?
- **Make a decision that will have the most positive, healthy results for you and others.** What do you think Pete/Asha should do?

Ask students to then think about strategies for resisting peer pressure to do things that one does not want to do. Write their answers on the board or newsprint.

**Examples might be the following:**

- Changing friends to those who have a more positive influence
- Saying "no, I don't want to" and using assertive skills learned in the previous lesson
- Talking with an older sibling or parent for advice

**Step III**  
**Conclusion**  
(5 min.)

With the whole class, summarise the lesson and stress that in dealing with peer pressure it is important to use good decision-making skills to think ahead about the possible consequences of giving in to peer pressure, and to consider different strategies for resisting the pressure.

**Step IV**  
**Assessment**

See rubric following "Notes for Lesson" to assess students' performance on class discussion and homework.

**HOMEWORK:**

Ask students to observe over the next week their responses to peer pressure and if these allow for healthy relationships. Ask them to use journaling to record their activity, the consequences, the decisions they made, and the strategies they used to deal with peer pressure.

**Notes for Lesson**

Adolescents experience a strong need for belonging, need for affiliation, and an avoidance of isolation and loneliness. Even if they are not overtly pressured, they may accept social norms, so as not to be seen as the odd one out. Yielding to peer-pressure is mediated by motivation based upon perceived consequences of the actions. Because peer pressure can lead to negative behaviour, it is important for adolescents to have the decision-making skills to weigh the consequences of their decisions and to consider strategies for dealing with peer pressure.

**Rubric for Lesson #3**

Performance Tasks	Criteria			
	<div> <div>score</div> <div> <div>Highest score</div> <div>Lowest</div> </div> </div>			
	4	3	2	1
<b>Task #1:</b>  <b>Class discussion</b>	Insightful thinking and shared strategies for dealing with peer pressure	Adequate thinking and shared strategies for dealing with peer pressure	Fair thinking and shared strategies for dealing with peer pressure	Did not participate in the class discussion; showed little effort
<b>Task #2:</b>  <b>Homework Assignment (Journaling)</b>	Clear description of how he or she used decision-making skills and strategies to deal with peer pressure	Provided examples of peer pressure, but did not demonstrate a clear use of decision-making skills or strategies	Wrote a journal entry, but did not have a clear link to peer pressure or to decision-making skills	Did not complete homework

## PEER PRESSURE STORIES

### PETE

You see I am very shy and don't know what to say to a girl. The boys say I am "soft," and to make things worse, when we were in town on Friday, they planned to take something from a store, and I refused to go along with it. Now they say that I can't be friends with them unless I do things they do because they won't be able to trust me.

### ASHA

Today Asha's class was being given the social studies test they had studied for over the weekend. While the teacher sorted the question papers at her desk, she allowed the students 10 minutes to review their notes. Asha is very upset. Her best friend, Lynn, just whispered to Asha that she wanted Asha to help her cheat on the test since she had forgotten to do her revision. When Asha told Lynn that she did not like the idea, Lynn got angry and accused Asha of being a baby. Lynn threatened Asha by saying she could no longer be Asha's friend if Asha didn't share her answers with her.

## ***HOW PEER-PRESSURED ARE YOU?***

Mark the appropriate box with (X)

	I	II	III	IV
	Always	Often	Sometimes	Never
a. My hair is in the latest style				
b. I wear the trendiest clothes				
c. My shoes are essential				
d. I want the latest gadgets/activities				
e. I watch the most popular television programmes				
f. I know the hit songs				
g. I look in the mirror to check my hair, etc.				
h. I use the latest slang words				
	A lot	A Bit	Not Really	Don't Care
i. I worry about what kids at school think of me/say about me				
j. I worry if I can't go with my friends to something				
k. I worry if I'm not invited to a popular kid's party				
l. I worry about the way I look-body image				
m. I worry about my complexion (pimples)				
n. I gossip about who is popular and				

who is not				
o. Because of the above, I argue with my parents				

## LESSON PLAN #4

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 1:</b>	Examine the nature of self, family, school, and community in order to build strong healthy relationships.
<b>CORE OUTCOME 1:</b>	Analyse the influences that impact personal development (media, peers, family, significant others, community, etc.).

**Title** "Dealing with Peer Pressure"

**Age Level** 11-12 years old

**Time** 40 minutes

**Purpose** To enable students to recognise the effects of peer pressure on adolescent thinking and actions.

**Overview** Students will watch the video clip "Empowerment for Healthy Living." With the teacher, they will discuss peer pressure and techniques to address peer pressure. Then, students will be divided into small groups to create skits that practise these techniques. One to two groups will demonstrate their role-playing to the rest of the class.

The need for affiliation is strong in adolescence. The importance of peers develops. Although all peer interaction is not negative, group pressure and persuasive tactics often influence thinking and actions, preventing individual/self-directed behaviour.

**Specific Objectives** Students will be able to do the following:

1. Identify techniques and tactics (of persuasion) used to influence others.
2. Use assertive communication skills to deal with and resist negative influences.
3. Demonstrate confidence in their ability to resist peer pressure.

**Resources and Materials** Video clip "*Empowerment for Healthy Living*" by ASHE, homework worksheet: "Manipulation"

**Methods and Strategies** Use of video, class discussion, role-playing, worksheet

## PROCEDURE

**Step I**  
**Introduction**  
(5 min.)

Explain that it is sometimes difficult for teenagers to resist negative pressures, even though they may think the behaviour is not right.

**Step II**  
**Skill**  
**Development**  
**and**  
**Reinforcement**  
(25 min.)

Have students view short video on *"Empowerment for Healthy Living"* by ASHE, and as a class, answer the following questions:

- 1) What pressures and techniques were used to exert pressure on the teen? What verbal and non-verbal skills were used or not used to pressure?
- 2) What decisions did he make? What verbal and non-verbal skills were used or not used to resist pressure?
- 3) What were the positive or negative outcomes of his choices?



### Tips for Teacher on Facilitating Group Discussion

- Give students examples of possible answers if no one is willing to start the discussion. You might say, "What about . . ."
- Keep the discussion to the limited amount of time
- Allow as many students as possible to participate. If one student is dominating the conversation, say, "[Name of student] has provided some great ideas. Does anyone else have an answer?"
- If there is not enough time for all students to answer, say, "We've had a really good discussion. There will be time in a later activity or lesson for others to participate."

Tell students that they will now practise using assertive communication skills to resist peer pressure. Ask for student volunteers to role-play possible strategies for resisting peer pressure that can be demonstrated to the class. Encourage students to provide feedback on the role plays.

**Step III**  
**Conclusion**  
(10 min.)

Discuss why some strategies may be more effective than others. Reinforce the importance of learning how to respond to negative peer pressure.

**Step IV**  
**Assessment**

Critique student participation in discussions about the video and strategies for responding to peer pressure.

**HOMEWORK:**

Ask students to read the worksheet "Manipulation" and to write down two strategies for responding to a peer who is using manipulation tactics to pressure someone.

## **HOMEWORK HANDOUT**

### **MANIPULATION**

One way people exert PEER PRESSURE over others is through MANIPULATION. This is a SNEAKY or DISHONEST way to control or influence others. A person who manipulates another does so to get what he or she wants without respect for the well-being of the person being manipulated.

### **TYPES OF MANIPULATION**

- Mocking or teasing the person in mean or hurtful ways.
- Bargaining or offering to make a deal to get what one wants.
- Bribing or promising money or favors if the person will do what another asks of him or her.
- Making others feel guilty to get desired results.
- Making threats or using words that show a person intends to use violence or some other negative means to get his or her way.
- Using blackmail or threatening to reveal some damaging information if the person does not conform.
- Using flattery or undeserved praise to influence another person.

## LESSON PLAN #5 AND #6

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 1:</b>	Examine the nature of self, family, school and community in order to build strong healthy relationships.
<b>CORE OUTCOME 2:</b>	Demonstrate an understanding of issues that impact relationships within the family, school, and community.

**Title** "Healthy and Unhealthy Relationships"

**Age Level** 11-12 years old

**Time** Two 40 minute lessons

**Purpose** To help students understand and appreciate characteristics and benefits of healthy relationships and address unhealthy relationships.

**Overview**

Teacher, with the help of students, fills out a "relationship circle." Teacher leads a discussion about the importance of healthy relationships for one's well-being. In small groups, students determine important traits for a positive relationship. Teacher reads a short scenario that depicts an unhealthy relationship and demonstrates how to use self-management skills to make positive choices about this relationship. Students then create their own example of an unhealthy relationship and strategies for how to deal with it.

Individuals are a part of many different relationships that have different characteristics, norms, and rules. Positive self-management skills are needed to address the different situations in these relationships.

**Specific Objectives** Students will be able to do the following:

1. Differentiate between healthy and unhealthy relationships, and their consequences.
2. Use self-management skills to make healthy choices about roles, traits, and behaviours in maintaining relationships with friends and families.
3. Pledge a personal commitment to developing healthy friendships and family relationships.

**Resources and Materials** Board or poster, "Relationship Circles," "The Healthy Relationship," "Friendship Shield" and "Friendship Mirror Inventory,"

**Methods and Strategies** Use of worksheets, class discussion, small group work

## PROCEDURE

### Step I Introduction (10 min.)

Draw a "relationship circle" (see Teacher Resource Page) on the board. Ask students to name people with whom they share a close relationship, placing those people who influence them the most closest to the centre of the circle.

Point out that people experience different types of relationships within the family, school, and community and that all relationships can impact one's health and well-being. Engage students in a short discussion on healthy relationships and why these are important for one's well-being.

### Step II Skill Development and Reinforcement (20 min.)

Divide students into small groups. Ask each group to brainstorm a list of traits or factors that contribute to making a relationship (friendship) healthy or unhealthy and to write these traits down. Give examples if needed.



#### **Teacher Tip**

This is a **brainstorming** activity, so it is important to gather many answers in a short amount of time. Although a number of students may want to provide answers to your question, **this exercise should last only five minutes**. You may not be able to get answers from all the students. Tell students after five minutes that they will have many other opportunities to provide answers. Also, give students positive feedback on their answers.

After five minutes, ask each group to choose six traits from their list that they would cherish in developing a friendship, and write them on a sheet of paper. Then ask them to select two that they are willing to give up, and keep four that the friendship must have.

Have each group share the four traits they selected with the rest of the class, and have each group explain why these traits are important to them. Distribute the worksheet "The Healthy Relationship," and ask students to review the list and check if their two traits are on the list. Now tell students you are going to read a short scenario that will be discussed in the next lesson about "unhealthy" relationships.

Pete and Bryan, who are both in Form 1, are friends. Bryan has been pressuring Pete to try some alcohol that Bryan took from his uncle's house. Pete says he is not sure he wants to drink alcohol, but Bryan keeps insisting. Bryan says Pete is a baby, and he doesn't want to be friends with a baby.

### Step III Conclusion (5 min.)

End the class with this story, and ask students to think about what Pete can do for the next lesson.

### Step IV Assessment

See rubric following Lesson #6.

**[END OF LESSON #5]**

**[START OF LESSON #6]**

**Step I Introduction**  
(10 min.)

Tell students that in the last lesson they looked at the characteristics of a "healthy relationship." In this lesson, they will look at "unhealthy relationships" and how to use self-management skills to deal with unhealthy relationships. Ask students to brainstorm some of the characteristics found in an unhealthy relationship. Write their answers on the board. Examples might be: Dishonesty, Manipulation, Abuse, Selfishness, Violence.

Reread the story about Bryan and Pete to give an example of an unhealthy relationship.

Tell students that using healthy self-management skills means choosing and communicating healthy choices in unhealthy relationships. To do this, you must do the following:

- Examine information
- Select options
- Identify the positive and negative consequences of each option
- Weigh the consequences
- Make a personal decision and communicate that choice

Demonstrate how Pete might use healthy self-management skills to deal with this unhealthy friendship, including the following:

- **Examine information:** Bryan is pressuring me to drink.
- **Select options:** Drink with him; don't drink with him and tell him why; don't be Bryan's friend.
- **Identify the positive and negative consequences of each option:** Drinking is dangerous for my health; lose Bryan as a friend.

**Step II**  
**Skill Development**  
**and Reinforcement**  
(25 min.)

For this step, have students discuss reasons why drinking is dangerous for anyone's health. Point out dangers such as: not being in control of one's actions when drinking; the risk of being taken advantage of when one is drunk; the risks of drinking and driving; alcoholism.

- **Weigh the consequences:** If I drink, Bryan will be my friend, but I don't want to be friends with someone who makes me feel bad about myself.
- **Make a healthy personal decision and communicate that choice:** Tell Bryan I don't want to drink. If he keeps pressuring me, I will be friends with someone else.

Ask students to divide back into their small groups from the last lesson. Ask them to come up with one other story that portrays an unhealthy relationship. **Tell students NOT to use names of real people whom others might know.** Ask students to list three strategies for how someone in that relationship might use self-management skills to deal with this relationship. (Examples might be change

friends, use assertive communication skills to tell the person your choice, talk to someone (like a sibling or parent) for advice)



### **Tips for Teacher on Using Small-Group Work**

- Small groups are useful for encouraging student participation.
- Divide students into equal groups (e.g., five students in each group).
- For topics that may be gender-sensitive, separate girls and boys.
- Note that one person may need to report back to the larger group, and ask for students to select one person to be that reporter.
- Encourage students to take notes if necessary.
- Walk around during the group activity to hear what students are saying.

After 10 minutes, ask each group to share with the class one example of an unhealthy relationship that they discussed and what that person could do to either improve or eliminate this unhealthy relationship.

### **Step III Conclusion (5 min.)**

Reinforce the importance of developing healthy relationships and choosing healthy relationships as part of healthy self-management. If there is time, hand out the "Friendship Mirror" worksheet and ask students to take a few minutes to fill it out (otherwise, ask them to fill it out at home). Ask them to make a personal commitment to developing healthy friendships using the "Shield of Friendship."

### **Step IV Assessment**

See the rubric following the "Notes for Lesson" to assess students' performance on small group work.

### **HOMEWORK:**

Ask students to design a poster displaying the 4-5 different traits that they would like to see in a friend. Tell students that they can use photos, pictures, words from magazines, or illustrations to depict these traits. Hang posters on wall.

### **Notes for Lesson**

Teacher may need to give a broader description of some of the traits.

Notes about friendship may include the following:

- How important it is to have good friends.
- How our friends treat us is a direct reflection of how we treat our friends and/or what kind of a friend we are.
- We cannot expect our friends to treat us better than we treat them.
- Periodically, we need to look at what kind of a friend we are so that we can see where we need to improve in order to maintain good friendships.

Other relationships could include the following:

- Teacher should be able to describe to students how the characteristics would apply in other relationships, e.g., trustworthiness in families.

RUBRIC TO ASSESS WORKING COLLABORATIVELY IN GROUPS					
Skills	Criteria				Points
	1	2	3	4	
<b>Helping:</b> The teacher observed the students offering assistance to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Listening:</b> The teacher observed students working from each other's ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Participating:</b> The teacher observed each student contributing to the project.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Persuading:</b> The teacher observed the students exchanging, defending, and rethinking ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Questioning:</b> The teacher observed the students interacting, discussing, and posing questions to all members of the team.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Respecting:</b> The teacher observed the students encouraging and supporting the ideas and efforts of others.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Sharing:</b> The teacher observed the students offering ideas and reporting their findings to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Total Points</b>					

**Teacher Comments:**

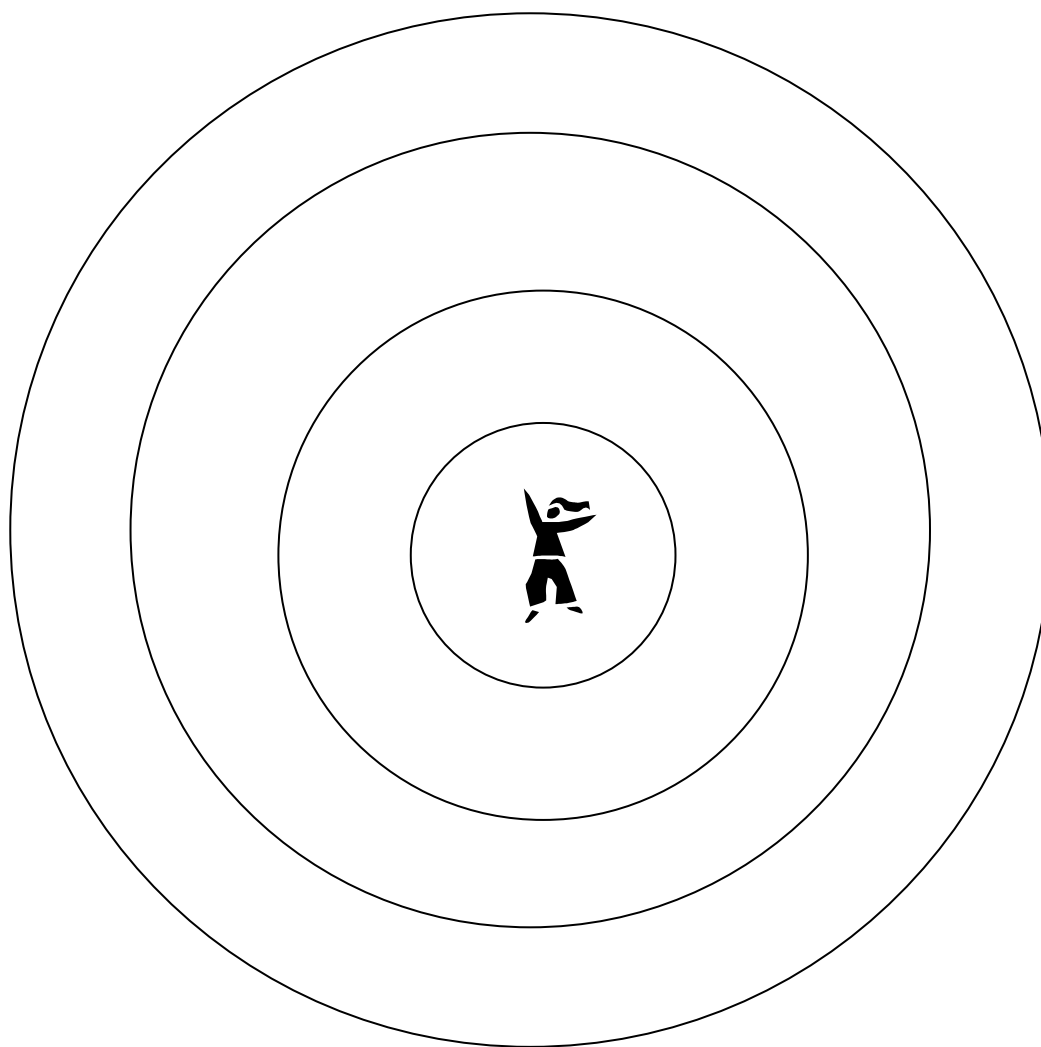
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## Teacher Resource Page

### RELATIONSHIP CIRCLE (draw on board)

Tell students they are at the centre of the circle. Write the names of the people closest to them in the 1<sup>st</sup> circle, next closest in the 2<sup>nd</sup> circle, and then others in the 3<sup>rd</sup> circle.

### WHAT MAKES THESE RELATIONSHIPS SPECIAL?



## **Teacher Resource Page**

### **THE HEALTHY RELATIONSHIP**

A relationship consists of not only people but also the many ways in which they relate. For a relationship to succeed, certain traits must be present:

#### **COOPERATION**

In relationships, teamwork is called cooperation, working together for the good of all. Some activities are impossible without cooperation.

#### **COMPROMISE**

Compromise is the result of each person giving up something in order to reach a solution that satisfies everyone.

#### **RESPECT**

Mutual respect is important in friendship. Friends may not agree on all issues, but they can show respect for the other person's viewpoint.

#### **ACCEPTANCE**

No one is perfect. Accepting others and being accepted leads to strong, healthy relationships.

#### **HONESTY**

Relationships are built on honesty. Lying about your actions or your feelings can tear relationships apart.

#### **TRUST WORTHINESS**

Friends trust each other. If you trust someone, you know he or she won't do anything to harm you.

#### **DEPENDABILITY**

A dependable friend is there when you need someone. You can anticipate receiving the person's help.

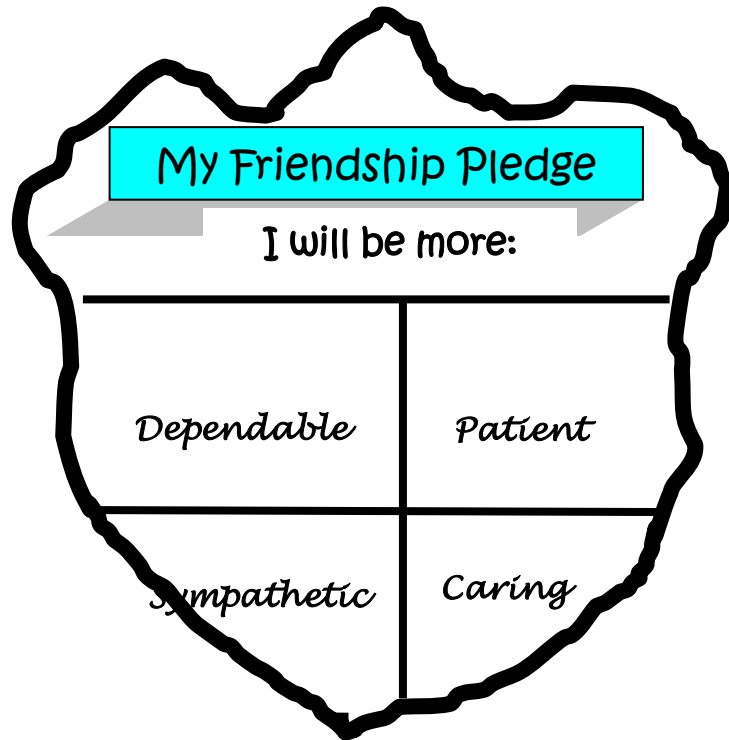
#### **LOYALTY**

A loyal friend speaks kindly of you even when you are not around.

#### **EMPATHY**

The ability to share another person's feelings or thoughts is called empathy. If a friend feels sad because of a loss, for example, you "feel for" the person, sharing his or her sadness as well.

## Shield of Friendship (Teacher Version)



## Shield of Friendship (Student Version)

The graphic is a shield with a thick, irregular black outline. At the top center of the shield is a light blue rectangular box with a black border containing the text "My Friendship Pledge". Below this box, centered within the shield, is the text "I will be more:". Underneath the text is a large rectangular area divided into four equal quadrants by a horizontal line and a vertical line, intended for students to write their pledges.

My Friendship Pledge

I will be more:


# WORKSHEET

Name \_\_\_\_\_ Date \_\_\_\_\_

## MY FRIENDSHIP MIRROR— HOW GOOD A FRIEND AM I?

**Directions:** Rate yourself as a friend, putting an X on the line that best describes you. Be honest with yourself.

Almost Always	Sometimes	Almost Never	
_____	_____	_____	1. I listen carefully when my friends talk to me.
_____	_____	_____	2. I am modest about my own accomplishments.
_____	_____	_____	3. I do not make fun of others.
_____	_____	_____	4. I give credit to others for their successes.
_____	_____	_____	5. I do what I promise; I am dependable.
_____	_____	_____	6. I can control my temper.
_____	_____	_____	7. I am interested in many different things.
_____	_____	_____	8. I am not rude.
_____	_____	_____	9. I can laugh at myself.
_____	_____	_____	10. I can admit when I am wrong.
_____	_____	_____	11. I am honest regardless of the situation/consequences.
_____	_____	_____	12. I am happy for my friends when they win or excel.
_____	_____	_____	13. I offer to help or share when needed.
_____	_____	_____	14. I can keep secrets when asked.
_____	_____	_____	15. I can share the spotlight easily.
_____	_____	_____	16. I respect what belongs to others.
_____	_____	_____	17. I am patient and kind when others make mistakes.
_____	_____	_____	18. I seldom argue with others.

\_\_\_\_\_ Count the number of X's in each column.

X 3  
 line).  
 =  
 \_\_\_\_\_

X 1  
 Multiply by the number given at the left (in this  
 =  
 \_\_\_\_\_

X 2  
 Multiply by the number given at the left (in this  
 =  
 \_\_\_\_\_

\_\_\_\_\_ Add the 3 scores to see how your friendship skills are.

My total score \_\_\_\_\_

Highest possible score = 54

## LESSON PLAN # 7

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 2:</b>	Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.
<b>CORE OUTCOME 2:</b>	Analyse the impact of alcohol, and other illicit drugs on behaviour and lifestyle.

<b>Title</b>	"Could It Happen to Me?"
<b>Age Level</b>	12-13 years old
<b>Time</b>	40 minutes
<b>Purpose</b>	Students need to understand why people take drugs and the consequences drug use can have on their lives.

<b>Overview</b>	Students will reflect on reasons why people use drugs and the devastating effects drugs can have on all aspects of a person's life. Using a graphic organizer, students will identify behaviours associated with drug abuse and possible consequences.
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<b>Specific Objectives</b>	Students will be able to do the following: <ol style="list-style-type: none"> <li>1. Identify three reasons people abuse drugs.</li> <li>2. Acknowledge the consequences of drug use on a people life.</li> <li>3. Use decision-making skills to determine the consequences of drug abuse on various aspects of a person's life.</li> </ol>
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<b>Resources and Materials</b>	Scenario, graphic organizer, websites
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**Methods and Strategies** Individual and small group work

### PROCEDURE

**Step I Introduction**  
(15 min.)

Introduce the lesson as being about the dangers of substance abuse and the devastating effect it can have on people's lives. Divide students into small groups, and ask them to discuss why people abuse drugs. Some common answers are peer pressure, imitating adults, to please others, to feel like an adult, to challenge authority, curiosity, to escape problems at home or school.

**Step II Skill Development and Reinforcement** (15 min.)

Ask one group to report out to the class and ask other groups to add to the list. Write the reasons on the board.

Hand out a graphic organizer to each student and tell students they are going to use decision-making skills to determine the consequences of drug abuse on various aspects of a person's life. Read the scenario 'Alicia' and introduce students to the graphic organizer. Ask students to answer the following questions using the scenario "Alicia" to complete work on the graphic organizer.

1. What is the problem?
2. What drug(s) is being abused?
3. How is the drug impacting Alicia's behaviour?
4. What could be the consequences of that behaviour on Alicia's personal life, home life, performance in school, on friends, family and the community (accidents, crime etc)?

**Step III Conclusion**  
(5 min.)

Reinforce the dangers of drug abuse including alcohol and tobacco. Review why some people resort to abusing drugs and the devastating consequences it can have on their lives.

**Step IV Assessment**

See rubric following the homework assignment to assess students' performance on small group work and homework.

**HOMEWORK:**

Ask students to complete the graphic organizer for homework. On the back of the graphic organizer, students will write 2 paragraphs on how this information will affect their decisions about drug use.

### Rubric for Lesson #7

Performance Tasks	Criteria			
	Highest score → Lowest score			
	4	3	2	1
<b>Task #1:</b> <b>Small Group Work</b>	Showed strong effort in contributing to group effort	Showed fair effort in contributing to group effort	Showed limited effort in contributing to group effort	Showed no effort in contributing to group effort
<b>Task #2:</b> <b>Homework Assignment (Graphic Organizer)</b>	Shows strong understanding of the link between behavior and consequence; strong writing	Shows fair understanding of the link between behavior and consequence; fair writing	Shows limited understanding of the link between behavior and consequence; fair to poor writing	Did not complete

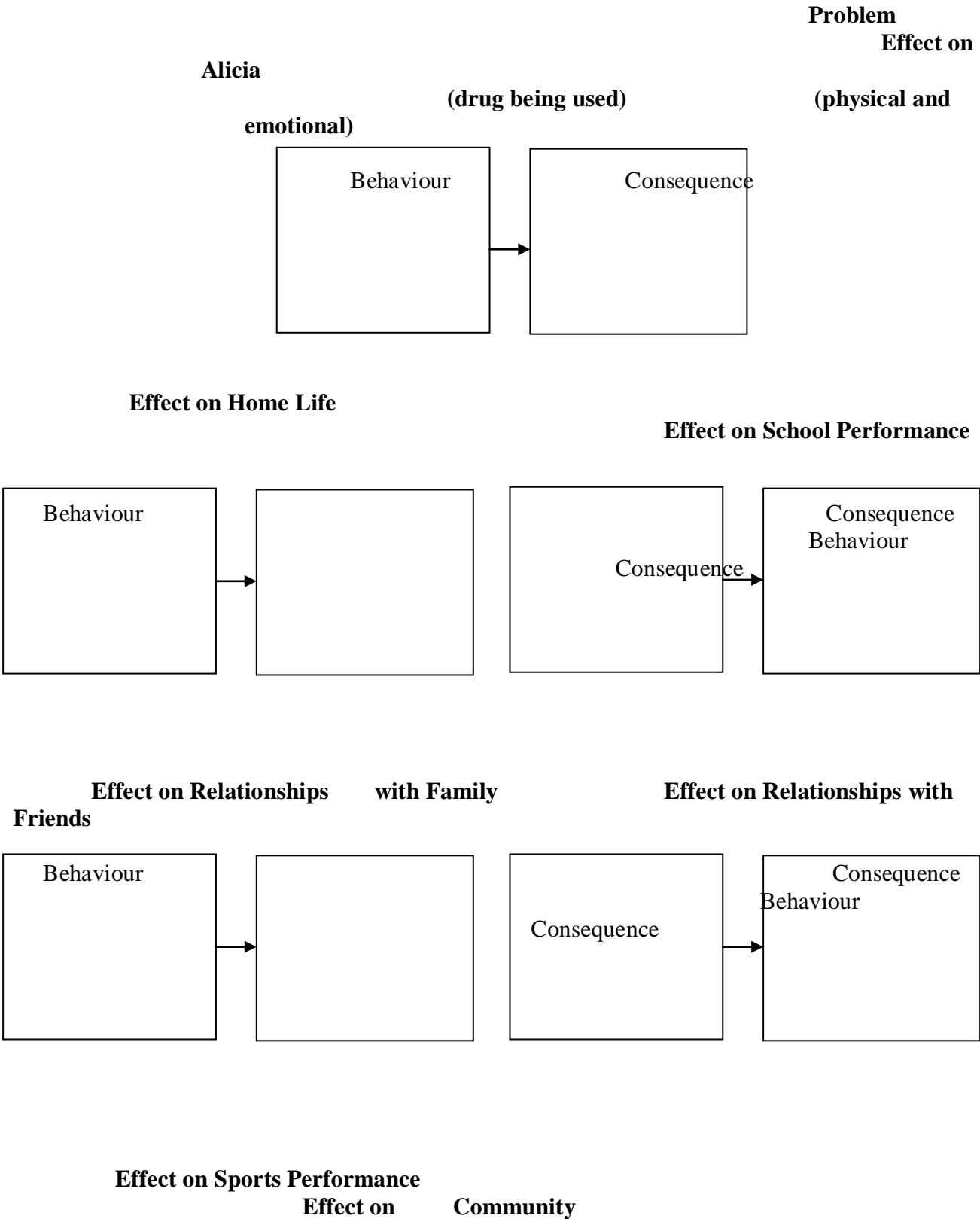
### **Scenario: Alicia**

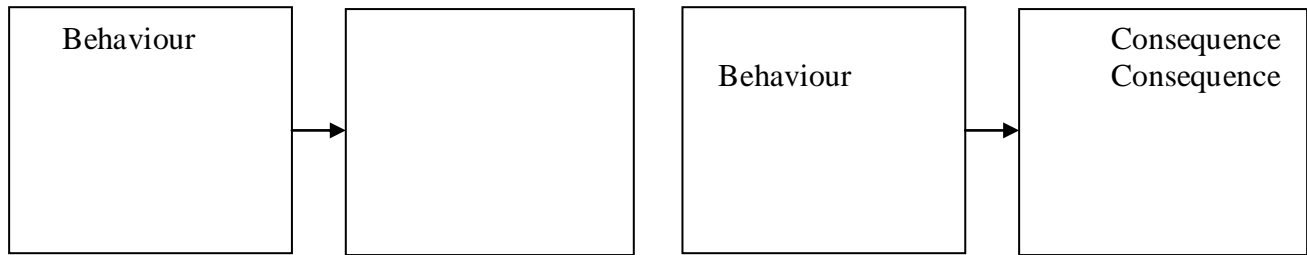
My name is Alicia and I started using drugs at 13 years old. It first started with drinking beer and smoking cigarettes with my friends, and then I was introduced to ganja. From there, I was up for trying anything. I found that the more drugs I took, the more worthless I felt. I didn't care about how I looked any more. I didn't bathe or wash my hair as often, I stopped visiting my sick grandmother, and I fought with my mother all the time. My parents would try to talk to me, but I knew better. It was **MY** life! I

started hanging around boys that were drinking and doing drugs, and I got pregnant. My boyfriend would drink and then beat me. This went on for months. At sixteen, I had to drop out of school and my mother had to take care of my baby. I looked in my mother's eyes and saw her disappointment. I would look in the mirror and ask myself, "what went wrong?" This was not how I dreamed my life would be.

I am twenty years old now and trying to get my life back together. My daughter will be going to school soon. I dumped that boyfriend and I am dating a man who respects and values me. **My advice to young people is to hold on to your hopes and dreams and avoid drugs at all costs. This story could be about you!**

**Graphic Organizer**





## LESSON PLAN #8

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 2:</b>	Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.
<b>CORE OUTCOME 3:</b>	Demonstrate skills to cope with violence at home, school, and in the community.

**Title** "Managing Anger"

**Age Level** 11-12 years old

**Time** 40 minutes

**Purpose** To help students understand the importance of managing anger, and thus enjoy a more peaceful lifestyle.

**Overview**

Teacher starts the lesson by asking students to list things that make them feel angry. The teacher then reads a real-life story (e.g., news story) related to poor anger management. Students are divided into small groups and asked to think about positive and negative responses to anger "triggers." Teacher then selects one "trigger" and asks half the students to role-play a negative response and half to role-play a positive response. The class then discusses the benefits of the positive response.

Most people respond to anger in violent or verbally aggressive ways. Not a lot of effort is made during socialisation to help people control this emotion. Anger is fast becoming an instant response to even the slightest stimulus. Students need to be encouraged to use the skills of coping with emotions and self-awareness to help them deal with angry thoughts and situations that cause anger.

**Specific Objectives** Students will be able to do the following:

1. Describe how emotions like anger can lead to unhealthy and rash behaviours resulting in accidents, violence, etc.
2. Demonstrate a willingness to deal with conflict in a healthy way.
3. Demonstrate self-management and anger-management skills.

**Resources and Materials** Copies of the handouts "*Anger Control*," and "*Anger Diary*"; newspaper articles showing a situation that got out of control; newsprint; markers

**Methods and Strategies** Brainstorming, small group work, role-playing, discussion

## PROCEDURE

### Step I Introduction (10 min.)

Remind students in the last lesson they talked about the dangers of alcohol. Point out that alcohol can often make an angry or violent situation even worse. Then ask students about some of the things that make them angry. Write the list on large newsprint stuck on chalkboard. Examples might be: losing a favourite game, not being able to go somewhere, forgetting a homework assignment at home.

Introduce the topic of anger management and tell students that anger is a normal feeling, but that it is essential that people learn to manage it so that our classrooms, homes, and communities can be more peaceful. State that by becoming more aware of ourselves, we can recognise that we habitually become angry at certain "triggers" (e.g., the items on the list they just created). Students will carry out an "Anger Diary" activity for homework.

### Step II Skill Development and Reinforcement (20 min.)

Provide two real-life cases of anger that led to serious consequences (from the local newspaper) because there was no anger-management strategy. Tell students that conflict and violence can be reduced if people seek to manage their anger.

Divide students into small groups. Ask them to look at the list they just made on the newsprint and to identify five things people might do when they are angry. Then, hand out the worksheet with the two lists of "Helpful" and "Unhelpful" ideas for anger control. Review some of the advantages and disadvantages of the different types of responses.

Identify the anger management steps:

- When you feel yourself getting angry, **stop and count** to ten.
- **Cool down** in a quiet place
- **Weigh the situation** (e.g., ask yourself, "Is it really worth getting this angry about?")
- **Think of strategies** for dealing with your anger without hurting anyone or yourself. Some ideas might be: Listen to music; walk, jog, or run; talk calmly to that person once you feel less angry; talk to someone else.

Ask the class to select one "trigger" from the list on the newsprint. Ask half of the groups to develop a short role play that demonstrates positive anger management skills and half of the groups to develop a short role-play that demonstrates negative anger management skills.



### **Tips for Teacher on Using Role-Playing**

- Role-playing is a useful teaching method for practising interpersonal skills.
- Let students know before the activity if they may be asked to role-play in front of the class.
- Remind students of the importance of body language during role-playing and paying attention to non-verbal cues.
- If students start to get rowdy during role-playing activities, remind them to stay on the topic, and walk around the class to help them focus.

Ask for one group to demonstrate a negative role play in front of the class. Ask for one group to demonstrate a positive role play in front of the class. Review the differences in the two situations and discuss which one had a more positive resolution.

#### **Step III Conclusion (5 min.)**

Review the benefits of positively managing anger. Each individual will commit to practising two positive responses to anger management.

#### **Step IV Assessment**

Teacher-developed rubric to assess student participation in class discussions, small groups, and role plays.

#### **HOMEWORK:**

Give each student a copy of the "Anger Diary" worksheet to assess how successful they used anger management skills. These will be returned at the end of the week.

## WORKSHEET

### Anger Control

The following lists provide some ideas for preventing or handling anger in positive and negative ways.

**Directions:** Check which of the following "Helpful" and "Unhelpful" ideas you use to control your anger.

### Helpful Ideas

- ☐ Talk it out with someone
- ☐ Count to 10
- ☐ Take a deep breath
- ☐ Ask yourself, "Is it really worth getting this angry about?"
- ☐ Ask yourself whom you might hurt by getting so angry
- ☐ Find a place to be alone
- ☐ Listen to music
- ☐ Punch a pillow
- ☐ Clean or organise your room
- ☐ Scream (to the air, not at someone)
- ☐ Walk, jog, or run
- ☐ Write about it
- ☐ Talk to yourself
- ☐ Draw your feelings
- ☐ Watch TV
- ☐ Go shopping
- ☐ Play a sport

### Unhelpful Ideas

- ☐ Eat a lot more (or less)
- ☐ Drive fast
- ☐ Use drugs/alcohol
- ☐ Fight
- ☐ Threaten to hurt someone
- ☐ Hurt yourself
- ☐ Withdraw from everyone
- ☐ Blame it on someone else
- ☐ Destroy property
- ☐ Start a rumour
- ☐ Run away from home
- ☐ Skip class or school
- ☐ Laugh at the person
- ☐ Yell or cuss at the person
- ☐ Give an obscene gesture

## Homework Worksheet

# ANGER DIARY

<b>Date/ Time</b>						
<b>First symptoms</b>						
<b>What triggered your anger?</b>						
<b>Your response - did you follow anger management steps?</b>						
<b>Generally, do you think you did well or not so well?</b>						
<b>What was something you did well in this situation?</b>						
<b>Is there something you can do in the future</b>						

to better manage your anger? What?						
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## LESSON PLAN #9

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 2:</b>	Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.
<b>CORE OUTCOME 3:</b>	Demonstrate skills to cope with violence at home, school, and in the community.

<b>Title</b>	<b>"Resolving/Managing Conflict"</b>
<b>Age Level</b>	11-12 years old
<b>Time</b>	40 minutes
<b>Purpose</b>	To enable students to better manage conflicts in their relationships.
<b>Overview</b>	<p>Teacher introduces the idea of conflict and the different types of conflict that exist. In small groups, students discuss the advantages and disadvantages of different ways to handle conflict. Students then select one scenario on the handout and role-play positive ways to address that specific conflict. One to two groups present their role plays to the class.</p>
<b>Specific Objectives</b>	<p>Handling conflict depends on people recognising the conflict situation, the relationship between the parties, and the feelings and skills involved. Some conflicts can not be resolved by those involved and a mediator is needed.</p> <p>Students will be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Recognise situations of conflict and their effect on relationships.</li> <li>2. Describe a range of methods of managing conflict.</li> <li>3. Show a willingness to engage in conflict-resolution activities.</li> <li>4. Develop interpersonal skills, particularly conflict-resolution skills, to handle conflict.</li> </ol>
<b>Resources and Materials</b>	Pictures/poster showing several images from newspaper, or other sources, of people involved in violent activity; handout: "Situations of Conflict," worksheet: "Handling Conflict"; posterboard or blackboard
<b>Methods and Strategies</b>	Class discussion, role play

## PROCEDURE

### **Step I** **Introduction** (10 min.)

Ask students to look at the pictures/poster on the chalkboard and say what is common about the various pictures (on Situations of Conflict).

Remind them that in the last lesson they learned about anger management. Tell them that anger-management skills are important skills to have in order to deal with conflict. But, there are also other interpersonal skills, including negotiation and conflict resolution, which are also important skills to learn for addressing conflict. Conflict occurs in all areas of life and can range from a mild difference of opinion between people to disagreement between countries. Some are resolved by simple acts, others require full-blown processes. What are some of the reasons why people should seek to reduce conflict in the home, school, and community?

### **Step II** **Skill Development and Reinforcement** (25 min.)

Divide students into small groups. Hand out the worksheet "Handling Conflict." Read through different ways to handle conflict on the worksheet, and ask students about the advantages and disadvantages of these different ways.

Tell students about the steps involved in using interpersonal skills during a conflict:

- Use anger-management skills to calm down.
- Assess the situation from all sides (empathy).
- Consider the different choices available.
- Use assertive communication skills, if necessary, to communicate your point of view.
- Seek help or guidance from a third party.

After, ask the groups to read the scenarios on the bottom of the handout. Ask them to pick one scenario and to determine positive ways in which to respond to these conflicts. Ask them to develop short role plays that demonstrate these positive ways, using healthy interpersonal skills. One student should play the "you" character and another should play the other person. Encourage students to take turns playing different roles.



### **Tips for Teacher on Using Role-Playing**

- Role-playing is a useful teaching method for practising interpersonal skills.
- Let students know before the activity if they may be asked to role-play in front of the class.
- Remind students of the importance of body language during role-playing and paying attention to non-verbal cues.
- If students start to get rowdy during role-playing activities, remind them to stay on the topic, and walk around the class to help them focus.

Remind students that before thinking through how to resolve a conflict, people sometimes have to give themselves some time to calm down or collect their thoughts (e.g., by taking deep breaths or counting to 10). This way, they won't make quick decisions based purely on emotion.

After 10 minutes, ask each group to present one of their role plays to the rest of the class.

**Step III**  
**Conclusion**  
(5 min.)

Discuss the effectiveness of the strategies dramatised within each group and whether they are likely to work in real life.

**Step IV**  
**Assessment**

See rubric following the "Notes for Lesson" to assess students' performance on role-playing and homework.


#### **HOMEWORK:**

Ask students to identify one skill and one attitude they have to work on to improve their conflict management, and how they think an improvement will help their relationship with others.

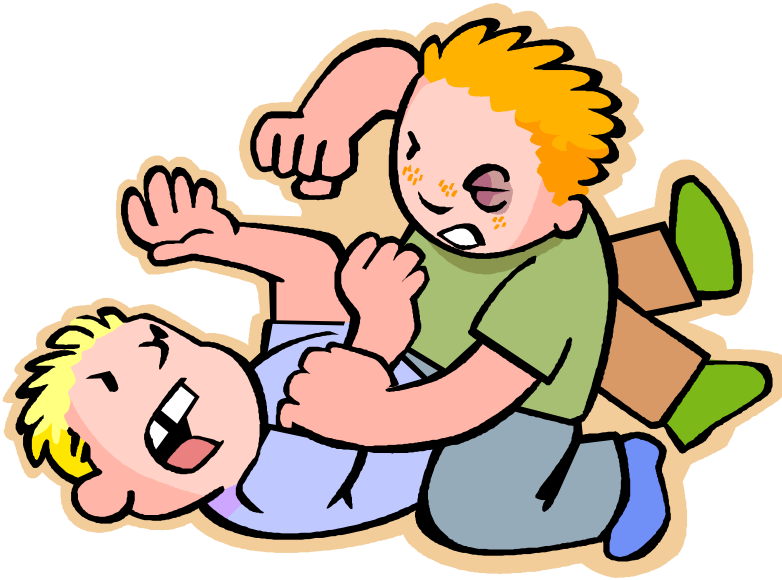
#### **NOTES FOR LESSON**

Preparation: display a poster with pictures from newspapers or other sources showing violent situations. In many homes, conflict-resolution models are not used, especially between parents and children.

### Rubric for Lesson #9

Performance Tasks	Criteria			
	Highest score  Lowest score			
	4	3	2	1
<b>Task #1</b>  <b>Role-playing</b>	Showed strong effort in contributing to group effort	Showed fair effort in contributing to group effort	Showed limited effort in contributing to group effort	Showed no effort in contributing to group effort
<b>Task #2:</b>  <b>Homework Assignment (Skill and Attitude to Improve Conflict Resolution Skills)</b>	Showed strong understanding and thoughtfulness about how improving one skill and attitude could improve conflict resolution	Showed fair understanding and thoughtfulness about how improving one skill and attitude could improve conflict resolution	Showed limited understanding and thoughtfulness about how improving one skill and attitude could improve conflict resolution	Not completed

**Handout: Situations of Conflict**  
(hang on chalkboard or pass around)



## Managing Conflict

There are different ways individuals behave to resolve conflicts. What are the advantages and disadvantages of the ways listed below?

- Blaming others
- Talking it out
- Becoming angry and abusive
- Arguing loudly
- Making excuses
- Bringing up the past
- Ignoring the problem
- Making fun of the person
- Discussing it with the person, in private
- Talking it out with the individual, in public setting

If you were involved in a conflict, how do you deal with it? Discuss how you would handle situations such as:

- If a classmate called you names and made fun of you for getting the wrong answer on your test
- If someone told you that you could not do something you wanted to do
- If you found out that a friend of yours had been spreading rumours about you
- If somebody stepped on your foot on purpose
- If someone cut the line in front of you



## LESSON PLAN #10

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 2:</b>	Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.
<b>CORE OUTCOME 3:</b>	Demonstrate skills to cope with violence at home, school, and in the community.

**Title** "Coping with Domestic Violence"

**Age Level** 11-12 years old

**Time** 40 minutes

**Purpose** To enable students to cope with domestic violence.

**Overview**

The teacher begins this lesson with a discussion about domestic violence, including what it means and why it is a serious issue. In small groups, students look at an illustration related to domestic violence and answer five questions about it. With the whole class, teacher writes down strategies from students about how to cope with domestic violence and where to go for help.

The concept of domestic violence is that of physical and psychological aggression among the adults. This can impact children who learn by observation and vicarious conditioning how to become perpetrators or victims of violence themselves. Thinking and reasoning skills need to be developed to help students make rational decisions and positive choices in the face of conflict.

**Specific Objectives** Students will be able to do the following:

1. Discuss the ways in which domestic violence can affect people in the home.
2. Develop effective coping skills for dealing with domestic violence.
3. Feel confident using skills to seek help with conflict.
4. Name sources of help and support for victims.

**Resources and Materials**

Introduction picture showing domestic violence, Teacher Resource Page: "More Ways to Help", helping agencies that address domestic violence, individual sheets of paper, markers, crayons, pencils

**Methods and Strategies**

Analysing situations, identifying feelings, group discussion

**PROCEDURE**

**Step I**  
**Introduction**  
(10 min.)

Hand out copies of the scene depicting two parents fighting in front of their child. Start this activity by letting students know that many people, including parents, disagree with one another from time to time, and may even have loud arguments. Define what is meant by "Domestic Violence" (see Notes for Lesson) and how it is different from occasional disagreements.



**Tips for Teacher**

*Before you hand out the illustration, let students know at the very start of the lesson that they will be talking today about families who fight. Tell them that the discussions may make them feel mad, sad, or confused and that is okay. They do not need to participate if they do not want to.*

Discussions about domestic violence may elicit feelings of discomfort or stress among students, particularly those experiencing it at home. Allow students to participate in this lesson at their comfort level and try not to pressure students who seem uncomfortable to participate in the discussion. Also see "More Ways to Help" in the Teacher Resource Pages.

**Step II**  
**Skill Development and Reinforcement**  
(25 min.)

Let students know that domestic violence is not a normal way of living and interacting with others. It is important for anyone involved in a domestic violence situation to seek help and to develop coping skills to deal with their emotions.

Divide the class into small groups. Looking again at the illustration, ask each group to answer the following questions:

1. What do you think is happening in this photo?
2. What emotions are people feeling?

Tell students they will now learn about coping skills related to domestic violence. **Go through steps for coping:**

- Identify the situation and your feelings (I feel scared, worried, anxious)

- Think about different strategies that could help you deal with your emotions and with the situation
- Carry out those strategies that will best help you cope with the situation and possibly improve it.

Ask for groups to answer the following questions:

3. What should the child in the illustration do to cope with the situation?
4. Where can one go and whom can one talk to?
5. What should one do if the first person one goes to for help doesn't want to help?

After 10 minutes, ask each group to read their answers to the class. As students read their answers to Questions #3 and #4, write their answers on the board or a poster under columns that say **"How to Cope"** and **"Where to Seek Help."** (One of the answers for Question 3 should be **"find and tell someone who can help."**)

Under "Where to Seek Help," also post a list of helping agencies. **It is important to emphasise that the child is never at fault.**

### Step III Conclusion (5 min.)

Remind students that domestic violence is not a normal way of living and interacting with others. It is important for anyone involved in a domestic violence situation to seek help and to develop coping skills to deal with their emotions. Draw students' attention to the helping agencies and leave the information up so that any student can copy the information.

### Step IV Assessment

Teacher-designed rubric.

### Notes for Lesson

#### What Is Domestic Violence?

Domestic violence is a pattern of physical and psychological aggression displayed by adults. One person in the family uses violence to gain or maintain power and control over someone's partner. Domestic violence is not normal.

Domestic violence is physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviours that frighten, intimidate, terrorise, manipulate, hurt, humiliate, blame, injure, or wound someone.

Domestic violence can happen to anyone of any race, age, sexual orientation, religion, or gender. It can happen to couples who are married, living together, or are dating. Domestic violence affects people of all socioeconomic backgrounds and education levels.

Adapted from: The National Domestic Violence Hotline:  
<http://www.ndvh.org/index.php>.

## INTRODUCTION AND CLASS DISCUSSION ILLUSTRATION



Illustration by Cliff Lander.

## TEACHER RESOURCE PAGE

### More ways to help

- Listen to families and be there for them, when needed
- Avoid talking negatively about the parents



- Enable children to respond nonviolently to conflict
- Stop fighting or calling names



- Think of possible resolutions and their consequences
- Seek help if you cannot agree or if the solution does not work



- Encourage cooperation and respect for themselves and others
- Discourage children from fighting and teasing



- Parents and school staff members must work closely together to address issues



- Conflict Resolution Techniques (examples)
- Willingness to compromise; Ask for ideas about compromise.
- Let each student give their own answer for how they would like to see the conflict solved.
- Speak Calmly, coolly and rationally



## Summary Tips for Teachers

1. If your class time is 80 minutes, the expectation would be to cover two lessons, not drag out one lesson to fill up the time.
2. Leave time to reinforce conclusions and skills at the end of each lesson.
3. Remember to make lessons age/language appropriate. If necessary, teachers must interpret lessons so students can understand.
4. Tips on how to facilitate group discussion include the following:
  - Give students examples of possible answers if no one is willing to start the discussion. You might say, "What about . . ."
  - Keep the discussion to the limited amount of time.
  - Allow as many students as possible to participate. If one student is dominating the conversation, say, "[Name of student] has provided some great ideas. Does anyone else have an answer?"
  - If there is not enough time for all students to answer, say, "We've had a really good discussion. There will be time in a later activity or lesson for others to participate."
5. Tips on using small-group work include the following:
  - Small groups are useful for encouraging student participation.
  - Divide students into equal groups (e.g., five students in each group).
  - For topics that may be gender-sensitive, separate girls and boys.
  - Note that one person may need to report back to the class, and ask students to select one person to be that reporter.
  - Encourage students to take notes if necessary.
  - Walk around during the group activity to hear what students are saying.
  - Keep small-group work to the limited time frame. Tell students that it's okay if they didn't get everything done before time was up. There will be time to discuss further as a class.
6. Tips on using role-playing include the following:
  - Role-playing is a useful teaching method for practicing interpersonal skills.
  - Let students know before the activity if they may be asked to role-play in front of the class.
  - Remind students of the importance of body language during role-playing and paying attention to non-verbal cues.
  - If students start to get rowdy during role-playing activities, remind them to stay on the topic, and walk around the class to help them focus.

7. Tips on using brainstorming include the following:
- Brainstorming is useful for gathering many answers in a short amount of time.
  - Although a number of students may want to provide answers to your questions, this exercise should last only five minutes. You may not be able to get answers from all the students.
  - Tell students after five minutes that they will have many other opportunities to provide answers.
  - Give students positive feedback on their answers.

**HFLE COMMON CURRICULUM**

**SELF AND INTERPERSONAL RELATIONSHIPS UNIT  
FORM 2 LESSONS**

**Note to teachers:** Prior to the start of the unit, you may choose to hand out instructions for completing a unit portfolio, found on the next page, to students. The purpose of the portfolio is to allow students to collect pieces of work they completed for the Self and Interpersonal Relationships unit, assess their own progress over time, and to reflect on the skills they learned during the unit. It can also be used as part of their assessment for the unit. A rubric for assessing students' portfolios is also included.

## Portfolio for Self and Interpersonal Relationships Unit

**Purpose:** This assignment is to give each of you, the students, the opportunity to reflect on all the lessons done on self and interpersonal relationships. Through this portfolio, you should be able to assess your own growth and also have a collection of work that you have done during this unit. The tasks involved in developing the portfolio will include pieces of work you did as part of lesson assignments as well as work that you will do specifically for this portfolio.

### **Contents of Your Portfolio:**

#### **Task 1:**

**Title.** Include a title of your choice on the cover of your portfolio.

#### **Task 2:**

**A clearly stated purpose.** What is the purpose of this portfolio? What do you want someone who is looking at your portfolio to know about it?

#### **Task 3**

**A table of contents.**

#### **Task 4:**

**Four pieces of work that you completed for the Self and Interpersonal Relationships Unit.** For each piece of work include a short paragraph that describes what you learned about self and interpersonal relationships and life skills in that particular lesson.

#### **Task 5:**

**One Reflective Summary.** Write a one-page summary reflecting on what you've learned about the different self and interpersonal skills you can use in your relationships with others in your life (family, friends). For example, communication skills; assertiveness skills; decision-making skills; anger management skills. Include at least three reasons why you think these life skills are important.

#### **Task 6:**

**Comic Strip.** Draw and write two comic strips, each one depicting a different positive interpersonal skill. For example, assertive communication; anger management skills, or conflict resolution skills.

#### **Task 7:**

Use drawings, pictures, photographs, art or colour to enhance any and all selections of your portfolio.

## Rubric for Assessing Portfolio: Self and Interpersonal Relationships

This rubric offers one way to score students' portfolios. Teachers may adjust the weight and criteria as they see fit.

TASK	CRITERIA AND SCORING			WEIGHT	TOTAL
	Highest Score	→ Lowest Score			
	3	2	1		
Title	Creative, clear, unique	Fairly creative; Fairly clear	Shows little effort at creativity; Unclear	x .5	
Purpose	Purpose is clearly stated	Purpose is fairly clear	Purpose is not clearly stated	x 2	
Table of Contents	Well-organized; Comprehensive	Fairly well-organized; Missing some information	Poorly organized; Missing a lot of information	x 1.5	
Four Pieces of Work	Four pieces and paragraphs included; Each piece received the highest scores; Paragraph thoroughly explains what student learned	Four pieces and paragraphs included; Each piece received fair-high scores; Paragraph fairly explains what student learned	Less than four pieces and paragraphs included; Most pieces received fair-low scores; Paragraph does not explain what student learned	x 3	
Reflective Summary	Is one page long; Includes 3 reasons why self and interpersonal life skills are important; Shows thorough understanding of the lessons	Less than one page; Includes less than 3 reasons why self and interpersonal life skills are important; Shows fair understanding of the lessons	Less than one page; Does not include any reasons why self and interpersonal life skills are important; Shows poor understanding of the lessons	x 3	
Drawing	Creative, shows excellent understanding of interpersonal skill being depicted	Creative, but could show a better understanding of interpersonal skill being depicted	Shows little effort at creativity; Does not depict interpersonal skill	x 2.5	
TOTAL					

**High Score = 37.5 Low Score = 12.5**

## LESSON PLAN #1

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 1:</b>	Examine the nature of the self, family, school, and community in order to build strong healthy relationships.
<b>CORE OUTCOME 1:</b>	Analyse the influences that impact personal development (media, peers, family, significant others, community, etc.)

**Title** "How Have I Grown?"

**Age Level** 12-13 years old

**Time** 40 minutes

**Purpose** To help students look at the dimensions of self-awareness, self-concept, self-esteem, and self-worth as they relate to developing strong positive values, and to evaluate how they have grown.

**Overview**

Teacher reviews the idea of self-concept and students take a self-assessment quiz. Afterward, students score their quizzes, and teacher leads a discussion about the different factors that influence their self-concept, self-esteem, and self-worth. Students discuss strategies to increase one's positive self-worth, and review and assess how they have grown and changed over the past year and how family values impact their own personal values

To help students recognise the many dimensions of "self."

**Specific Objectives** Students will be able to do the following:

1. Use self-assessment to identify how they feel about themselves.
2. Demonstrate self-awareness skills in reflecting on how they have grown and/or changed over the past year.
3. Describe how family values impact their own personal values.

**Resources and Materials** Self-assessment worksheet

**Methods and Strategies** Individual and large-group work

### PROCEDURE

**Step I Introduction** (5 min.) Review and reflect on the concept of "self" and how our self-concept is influenced by those around us, including family, friends, teachers, media, etc.

Tell students that today they will use a self-awareness quiz to learn more about themselves.

**Step II Skill Development**  
(30 min.)

Ask students to individually complete a self-assessment "quiz." This assessment will not be shared with the class but is a tool for students to learn more about their self-concept, self-esteem, and self-worth.

After 10 minutes for the self-assessment, review the scoring of the assessment so students will get a clear sense of how they see themselves.

After students have scored their self-assessment, ask them the following questions and lead a group discussion with their answers:

1. What did this activity tell you about yourself as a person?
2. Are your family values reflected in your answers? Explain.
3. What does this self-assessment tell you about your relationships with family and friends?
4. Does it indicate to you how you have changed over the past year?
5. If someone received a low score on the assessment, what are some things that he or she can do to feel better about himself or herself?



**Tips for Teacher on Facilitating Group Discussion**

- Give students examples of possible answers if no one is willing to start the discussion. You might say, "What about . . . ."
- Keep the discussion to the limited amount of time.
- Allow as many students as possible to participate. If one student is dominating the conversation, say, "[Name of student] has provided some great ideas. Does anyone else have an answer?"
- If there is not enough time for all students to answer, say, "We've had a really good discussion. There will be time in a later activity or lesson for others to participate."

**Step III Conclusion**  
(5 min.)

Review how students think they have grown over the past year. Reinforce the importance of identifying positive and negative influences that shape our feelings of self-esteem and self-worth and lead to the development of strong positive values, and how one's family values influence or impact the development of one's own personal values.

**Step IV Assessment**


See rubric following homework assignment to assess students' performance on class discussion and homework.

**HOMEWORK:**

Ask students to write a journal entry that shows how family values impact their personal values.

Tell students that for the next lesson, they need to bring advertisements from magazines or newspapers. They should advertise a specific product or products that would appeal to people their age (adolescents). It could be for any type of product.

**Rubric for Lesson #1**

Performance Tasks	Criteria			
	Highest score  Lowest score			
	4	3	2	1
<b>Task #1:</b>  <b>Class Discussion</b>	Showed insightful thinking on factors that influence self-concept, growth and personal values	Showed fair thinking on factors that influence self-concept, growth and personal values	Showed limited thinking on factors that influence self-concept, growth and personal values	Did not participate in the class discussion; showed little effort
<b>Task #2:</b>  <b>Homework Assignment (Journal Entry)</b>	Well-written; shows excellent understanding about how family values impact personal values	Strong writing; shows fair understanding about how family values impact personal values	Fair writing; shows limited understanding about how family values impact personal values	Not completed

# What do I think about ME

Here are some statements about you, your thoughts, beliefs, and attitudes. Read the items and place a circle around the box under your choice of answer. An example is done for you.

	About "ME"	Most of the time	Sometimes	Seldom	Never	SCORE
	Example: I feel proud of the things I have achieved	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.	I feel proud of the things I have achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	My family can depend on me to do my part.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	There are many things about myself I would like to change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	I don't like to assume responsibility for my actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	I know how to express my feelings and emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	When I make mistakes I try to learn from them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	I get along well with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	I tend to make the wrong decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.	I treat problems as opportunities and challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.	I am able to say <u>NO</u> to things I don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.	I have faith in myself and my abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.	If I were hanging out with friends who were drinking alcohol, I would probably do it too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.	People see me as kind and willing to help others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.	I find it hard to talk to people or make friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

15.	I get into trouble because I haven't learned to control my anger.	■	■	■	■	
16.	I do well in my school work, and it makes me feel good.	■	■	■	■	
17.	When I hear others talking about their families, I get the feeling that mine is not close.	■	■	■	■	
18.	I am afraid to stand up for myself.	■	■	■	■	
19.	When there is "dress up" day at school, I feel bad about myself for not having some brand name gear.	■	■	■	■	
20.	I worry about my appearance and about whether I look attractive.	■	■	■	■	
21.	I have felt that others might like me more if I looked different—if my face, body, skin, or hair were different.	■	■	■	■	

FILL IN YOUR SCORES IN THE LAST COLUMN.

Note that the scores are different. If you circled **"most of the time"** for **#2**, the score is **5**; if you score **"most of the time"** for **#15**, your score is **0**. This is because if you answered "most of the time" on a positive statement, you get a high score and if you answered "most of time" on a negative statement, you get a low score.

SCORING				
Select the score that matches your answer.	Most of the time	Sometimes	Seldom	Never
# 1, 2, 5, 6, 7, 9, 10, 11, 13, 16	5	3	1	0
# 3, 4, 8, 12, 14, 15, 17, 18, 19, 20, 21	0	1	3	5
Add the score column to get your TOTAL				

## LESSON PLAN #2 AND #3

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 1:</b>	Examine the nature of self, family, school, and community in order to build and maintain strong, healthy relationships.
<b>CORE OUTCOME 1:</b>	Analyse the influences that impact personal development (media, peers, family, significant others, community, etc.)

#### TITLE "IMPACT OF MEDIA INFLUENCE"

**Age Level** 12-13 years old

**Time** 80 minutes (Two 40 minute lessons)

**Purpose** To help students recognise the techniques used by the media to influence their decision-making.

**Overview** Students view different advertisements and, in small groups, critically examine two advertisements using a worksheet provided to them. Teacher leads students in a class discussion about the techniques that are used to try to influence people their age to make certain decisions.

Adolescents are concerned with image and with affiliation. They feel pressured to wear "brand name" items to be part of the group; the norms of their relationships are taken from music and films.

**Specific Objectives** Students will be able to do the following:

1. Recognise and describe techniques of persuasion used in the media.
2. Analyse information and messages presented in advertisements and use decision-making skills to make reasoned decisions rather than decisions based upon instant appeal.

**Resources and Materials** Television, VCR (if needed), newspaper, magazines, flip chart, markers, plain paper, television ads and music videos (if chosen), worksheet: "Sample Advertisements" and "What Is This Ad Trying to Say to Me?"

**Methods and Strategies** Worksheet, group work

#### PROCEDURE

**Step I Introduction** (5 min.) Introduce the concept of external influences that influence us (without force) to make certain decisions. This is referred to as persuasion.

Display around the room a variety of advertisements with several varying features, e.g., size, fonts, plain text vs. advertisements containing graphics, colour vs. black and white, newspaper vs. magazine. You may wish to play some TV commercials if available.

Ask students to hang the ads they brought with them for homework.

Ask students to walk around the classroom and view the ads.

**Step II Skill Development**  
(25 min.)

After students have had a chance to view the ads, ask them to sit down.

Point out that many ads include **persuasive techniques** that advertisements use to influence how we feel, the choices we make, and how we interact with others.

Introduce the worksheet "What Is This Ad Trying to Say to Me?" and go through each question with the students by giving examples and clarifying as needed. Review the steps in decision-making for Question #6.

Ask students to critically examine one advertisement (assigned by teacher or from those posted around the room) in small groups. For the advertisement, the group will complete the worksheet.



**Tips for Teacher on Using Small-Group Work**

- Small groups are useful for encouraging student participation.
- Divide students into even groups (e.g., five students in each group).
- For topics that may be gender-sensitive, separate girls and boys.
- Note that one person may need to report back to the larger group and ask students to select one person to be that reporter.
- Encourage students to take notes if necessary.
- Walk around during the group activity to hear what students are saying.

Tell the class that tomorrow each group will report out on their advertisements and their answers on the worksheet.

**Step III Conclusion**  
(5 min.)

Review with the class how advertisers use different forms of media to try to persuade people to make specific decisions—usually, to purchase their products quickly. Note how people their age can apply decision-making skills to think carefully about their actions and the consequences rather than making a quick decision in response to an advertisement's appeal.

**Step IV Assessment**

See rubric at end of Lesson #3 to assess students' performance on the worksheet and homework.

**HOMEWORK:**

Choose an item, such as cigarettes or alcohol, and make an advertisement with three techniques (words, messages, or props) that would discourage teens from smoking or drinking. Advertisements will be posted around the room.

**Notes for Lesson**

Video clips of television advertisements or music videos can be used for these objectives as well. Teacher can use advertisements found in lesson resources or select appropriate material.

Review what steps are involved in decision-making:

**Decision-Making Steps**

- Think about and clarify the decision that has to be made, or that someone is trying to persuade you to make.
- Consider the possible choices (the different things you might do).
- Examine the future consequences of each of the different choices (what will happen as a result of your choice) and how they will affect you and other people around you.
- Make a decision that will have the most positive results for you and others.

*[End of Lesson #2]*

*[Start of Lesson #3]*

**Step I Introduction**  
(10 min.)

Review the concept of persuasion and the techniques that are used to try to influence us (without force) to make certain decisions. Review yesterday's work and refer students to the list of questions on the board.

Allow students time to make last-minute preparations for their report.

1. Which product is being advertised?
2. What props (other objects besides the advertised product) are being used, e.g., women, men, children, scenery, events, and other audio and visual stimuli?
3. Why might someone my age be attracted to this advertisement?
4. What decision or decisions are the people selling this product trying to influence the viewer to make? How does this advertisement try to influence a person's decision-making? Is it effective?
5. How would I apply decision-making skills after seeing this advertisement? For example, "If I don't buy this product right now, then... " What would the consequence be?

**Step II Skill Development**

Ask 2-3 student reporters to summarise the group's findings. After each report-out, ask students to consider what impact the advertisements would

(25 min.)

have on them if all the props, messages, etc., were removed, leaving the notice of the product only. How would they decide which product to buy?

**Step III Conclusion**

(5 min.)

Acknowledge that adolescents are concerned with image and with affiliation. They often feel pressured to wear "brand name" items to be part of the group; many times, the norms of their relationships are taken from music and films. It is important for adolescents to recognize the influences of the media on their behaviour and attitudes.

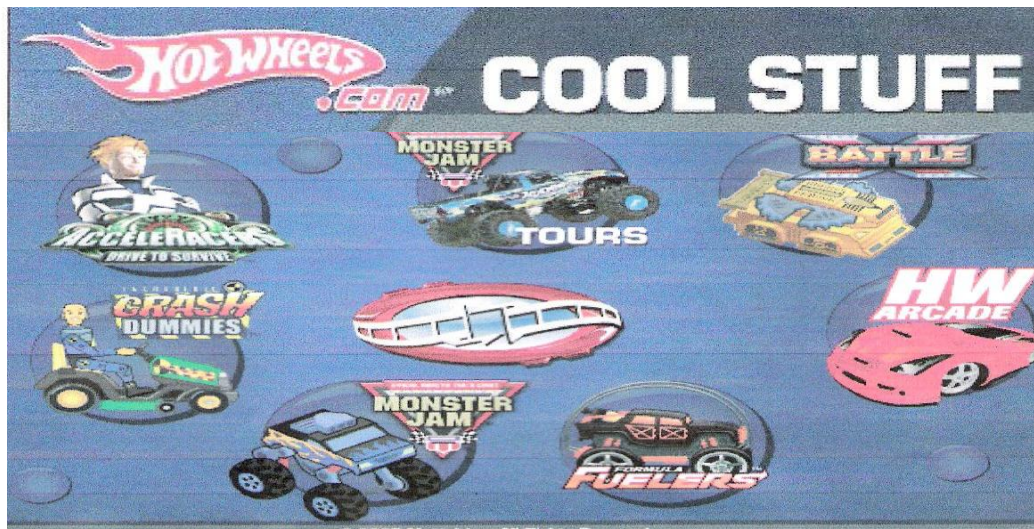
**Step IV Assessment**

See rubric below to assess students' performance on fact sheet and group poster.

**Rubric for Lessons #2 and #3**

Performance Tasks	Criteria			
	Highest score → Lowest score			
	4	3	2	1
<b>Task #1:</b>  <b>Worksheet (What is This Ad Trying to Say to Me?) and In-Class Report</b>	Group worksheet showed strong understanding of how to apply good decision-making skills in response to media influences	Group worksheet showed fair understanding of how to apply good decision-making skills in response to media influences	Group worksheet showed poor understanding of how to apply good decision-making skills in response to media influences	Did not complete worksheet
<b>Task #2:</b>  <b>Homework Assignment (Advertisement)</b>	Uses 3 techniques; advertisement sends convincing message; is highly creative	Uses 3 techniques; advertisement fairly convincing; fairly creative	Uses less than 3 techniques; advertisement is not very convincing; shows little effort	Did not complete assignment

## WORKSHEET - SAMPLE ADVERTISEMENTS



## WORKSHEET: What Is This Ad Trying to Say to Me?

QUESTION:	ADVERTISEMENT # _____
1. Which product is being advertised?	
2. What props (other objects besides the product being advertised) are being used, e.g., women, men, children, scenery, events, and other audio and visual stimuli?	
3. Why might someone my age be attracted to this advertisement?	
4. What decision or decisions are the people selling this product trying to influence the viewer to make?	
5. How does this advertisement try to influence a person's decision-making? Is it effective? Why or why not?	

## LESSON #4

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 2:</b>	Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.
<b>CORE OUTCOME 2:</b>	Analyse the impact of alcohol and other illicit drugs on behaviour and lifestyle.

**Title** "Impact of Alcohol on Decision-making"

**Age Level** 12-13 years old

**Time** 40 minutes

**Purpose** To help students understand the harmful nature of alcohol, both on the body and on thinking and actions.

**Overview** Students watch the video "Brandon's Story." Teacher outlines the steps to decision-making and leads a class discussion in which students apply decision-making steps to Brandon's decision-making process and its consequences.

Alcohol is not an illegal substance, and many beverages not classified as alcoholic contain small quantities of alcohol. Many youth have access to alcohol in low-volume beverages; some in this age group consume alcohol in the home with their parents' knowledge. Many people operate on the premise that they can hold their "liquor"; for some youth it is a rite of passage into the peer group.

**Specific Objectives** Students will be able to do the following:

1. Recognise and understand the harmful effects of alcohol on the ability to reason and make safe decisions.
2. Appreciate the benefits of living drug-free lives.
3. Apply decision-making: Weigh the dangers and consequences of being under the influence of alcohol in relationships, on dates, and while driving.

**Resources and Materials** VCR, TV, videotape: "Brandon's Story"

**Methods and Strategies**

Use of video, discussion

**PROCEDURE**

**Step I  
Introduction  
(5 min.)**

Ask students to define a drug. Take first 3 answers. Give examples of legal and illegal drugs. Point out that alcohol is not illegal but is still classified as an abused substance. Elicit some reasons why.

Invite the class to view the video titled "Brandon's Story": "You're about to meet a remarkable young man who has paid and will keep on paying a terrible price for a reckless choice he made when he was 17."

**Step II  
Skill  
Development  
and  
Reinforcement  
(30 min.)**

After the video, tell students, "We will analyse this event using the process of decision-making." Point out that there are many types of decision-making, but the best choices are made in thoughtful or planned decisions.

Review the steps in decision-making:

- Identify/state the problem
- Examine the consequences of the problem
- State your desired objective
- Examine all alternatives
- Make a decision

Using the video, go through the decision-making steps and ask students to provide answers to these questions:

1. **Identify the problem:** What was the irresponsible decision that Brandon and his friend made?
2. **Did Brandon and his friend examine the consequences?**
3. **What was their objective?** (e.g., to get home)
4. **What were their alternatives?** (e.g., not drink alcohol; ask someone else to drive; call someone to pick them up; take a bus or taxi)
5. **What choice did they make,** and what were the consequences of the alternatives they chose?
6. **Why** do you think they made that particular choice?

**Step III  
Conclusion  
(5 min.)**


Ask students, "What personal message came home to you most forcibly as you viewed the video?"

**Assessment** See rubric following "Notes for Lesson" to assess students' performance on class discussion and homework.

**HOMEWORK:** Design a message to other teenagers about choosing not to use alcohol. Write a short poem or a jingle or design a bookmark with your message.

**Notes for Lesson** Synopsis of video: At the end of a long, tiring day, Brandon Silveria had a few drinks at a party, managed to drive his friends home, and then wrapped his car around a tree. He spent the next two-and-a-half months in a coma and the two years after that in rehab. His speech is slurred, his walk is unsteady, and his memory is permanently impaired. You'll hear firsthand from Brandon what it's like to fight every day to get his life back to where it was. You'll meet his high school friends who are finished with college now and moving on. You'll get to know the extraordinary Silveria family and begin to understand where Brandon gets his courage.

#### Rubric for Lesson #4

Performance Tasks	Criteria			
	Highest score  Lowest score			
	4	3	2	1
<b>Task #1:</b>  <b>Class Discussion</b>	Participated appropriate amount; Insightful thinking on applying decision-making skills to "Brandon's Story"	Participated appropriate amount; Fair thinking on applying decision-making skills to "Brandon's Story"	Very limited participation; Limited thinking on applying decision-making skills to "Brandon's Story"	Did not participate in the class discussion; showed little effort
<b>Task #2:</b>  <b>Homework Assignment (Poem, Jingle or Bookmark about Not Using Alcohol)</b>	Excellent use of creativity; made a clear link between not using alcohol and good decision-making skills	Well done, but did not make a clear link between not using alcohol and good decision-making	Showed limited effort	Not completed

## LESSON PLANS #5 & #6

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 2:</b>	Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, and motor vehicle accidents and other injuries.
<b>CORE OUTCOME 2:</b>	Analyse the impact of alcohol and other illicit drugs on behaviour and lifestyle.

<b>Title</b>	<b>"What Everyone Needs to Know about Drugs!"</b>
<b>Age Level</b>	12-13 years old
<b>Time</b>	40 minutes
<b>Purpose</b>	It is important for students to know the facts about tobacco, alcohol, and other drugs, and the short- and long-term effects on the body.

<b>Overview</b>	Students research the most commonly used drugs in the Caribbean and use critical thinking to synthesise material into clear and concise fact sheets.
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<b>Specific Objectives</b>	<p>Students will be able to do the following:</p> <ol style="list-style-type: none"><li>1. Identify and discuss the most commonly abused drugs in the Caribbean.</li><li>2. Discuss reasons why drugs are abused.</li><li>3. Acknowledge the benefits of a drug-free lifestyle.</li><li>4. Utilise critical-thinking skills to research the most commonly used drugs in the Caribbean and develop fact sheets.</li></ol>
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<b>Resources and Materials</b>	<p>Web resources include the following:</p> <p><a href="http://www.drugabuse.gov/PDF/Scholastic/HeadsUp-Student-Yr1.pdf">www.drugabuse.gov/PDF/Scholastic/HeadsUp-Student-Yr1.pdf</a></p> <p><a href="http://www.focusas.com/SubstanceAbuse.html">www.focusas.com/SubstanceAbuse.html</a></p> <p><a href="http://parentingteens.about.com/od/teendruguse/">http://parentingteens.about.com/od/teendruguse/</a></p> <p><a href="http://www.lung.ca/children/index_kids.html">www.lung.ca/children/index_kids.html</a></p> <p><a href="http://www.cdc.gov/">www.cdc.gov/</a></p> <p><a href="http://www.lung.ca/home-accueil_e.php">www.lung.ca/home-accueil_e.php</a></p> <p><a href="http://www.lungusa.org/">www.lungusa.org/</a></p> <p>Use any other Web sites available.</p> <p>Pamphlets: Collect materials from Ministries of Health and the National Council on Substance Abuse (<a href="http://ncsa.org.bb">http://ncsa.org.bb</a>).</p>
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**Methods and Strategies** Brainstorm, group work, class discussion, fact sheet template, poster board or flip chart paper

### PROCEDURE

**Step I Introduction**  
(10 min.)

Remind students of previous lessons when they discussed some of the pressures they experience from parents, teachers, peers, media, etc. Some of these pressures are positive and some can have a negative impact on their health.

Ask students to brainstorm the most commonly used drugs in the Caribbean. They should list tobacco, alcohol, ganja, inhalants, and crack/cocaine. If the students do not name these, add them to the list.

Discuss legal drugs (tobacco and alcohol) and illegal drugs and what makes a drug illegal. State that all drugs can be harmful if abused.

**Step II Skill Development and Reinforcement**  
(25 min.)

Break students into small groups and ask students to identify a recorder. Tell students they will be using critical-thinking skills with their group to research the most commonly used drugs in the Caribbean and develop a fact sheet.

Tell students each group will use the resources provided and the **Fact Sheet Template** to develop a "fact sheet" on the drug assigned to the group by the teacher.

Use the following list of drugs: tobacco, alcohol, ganja, inhalants, and cocaine/crack.

Hand out fact sheet template based on the drug to which students are assigned. Give students time to review the resources together and to complete their fact sheet.

Remind students that **critical-thinking skills** involve asking a series of probing questions:

- What evidence exists to support your conclusions?
- Where did/would you search for such evidence?
- How does this evidence impact the issue?

Tell students that tomorrow you will select one group to present its fact sheet to the class, so all groups need to be ready!

**Step III Conclusion**  
(5 min.)

Tell students that making good decisions about one's health also means having the knowledge and critical-thinking skills to fully understand why and how something can be harmful to one's health.

*[End of Lesson #5]*

*[Start of Lesson #6]*

## PROCEDURE

### **Step I Introduction** (10 min.)

Review yesterday's lesson and give students 10 minutes to finish up their fact sheets. **The recorder will develop a clean copy of the group's fact sheet for display around the room.**

### **Step II Skill Development and Reinforcement** (20 min.)

Ask each group that did the fact sheet on tobacco to report out to the class. Teacher will review the fact sheet and answer any questions. Teacher will ask students the following questions:

1. What do you think about smoking cigarettes?
2. Are cigarettes harmful to your health?
3. How do you know?
4. Are cigarettes easy to get?
5. Why do people smoke?
6. Are teenagers pressured to smoke cigarettes?
7. What does your family say about smoking cigarettes?

Divide the class into small groups (different groups from the previous day's), and tell students they will begin to develop a poster that visually reflects what they learned about tobacco. Ask each group to depict the following, using resources provided:

- Group 1: How tobacco is taken into the body
- Group 2: The short-term effects of tobacco
- Group 3: The long-term effects of tobacco
- Group 4: Suggested alternatives to smoking
- Group 5: Slogan or jingle for refusing cigarettes

Provide students with a list of criteria that will be used to assess each of the posters, e.g., clarity, visual creativity, organisation, correct facts, comprehensiveness. Tell students that the best poster will receive an award.

Tell students that they will have one week to finish the poster as homework. Suggest that they alternate who takes the poster home each day to work on it.

### **Step III Conclusion** (10 min.)

Reinforce the importance of learning about various drugs, including tobacco, and the short- and long-term effects on the body.

#### Step IV Assessment

Teacher-designed rubric

#### **HOMEWORK:**

At the start of next week's class, ask each group to show and explain its poster to the class. Ask for student questions or comments.

Display the posters around the room.

**Prior to the next lesson, ask students to find resources on performance-enhancing substances.**

## **Fact Sheet Template**

**Name of the Drug:**

**How Is the Drug Taken into the Body?**

**What Are the Short-Term Effects on the Body?**

**What Are the Long-Term Effects on the Body?**

**Does Using This Drug Cause Dependence or Addiction?**

**What Treatment Is Available for Addiction?**

**Where You Can Go for Help:**

**Other Important Information:**

## LESSON PLAN #7

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 2:</b>	Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.
<b>CORE OUTCOME 2:</b>	Analyse the impact of alcohol and other illicit drugs on behaviour and lifestyle.

**Title** "Drugs and Sports: Pressure to Achieve"

**Age Level** 12-13 years old

**Time** 40 minutes

**Purpose** To promote a desire to make healthy choices and avoid dependency living.

**Overview** Students brainstorm reasons why athletes use performance-enhancing substances. In small groups students answer questions about drug use. Each student writes a letter to a friend who wants to be an athlete to discourage the friend from using performance-enhancing substances.

The use of drugs to enhance performance is becoming widespread. This can have adverse effects on athletes and countries. The fight against this practice is reaching local sports. The spread of teen drug use for athletic performance can be prevented by making youth aware of the negative effects of drugs and teaching them the skills to refuse the drug-dependent lifestyle. This will lead to a healthier lifestyle.

**Specific Objectives** Students will be able to do the following:

4. Describe the negative effects of performance-enhancing substances on the body.
5. Demonstrate confidence in their ability to resist engaging in risky behaviours.
6. Apply critical-thinking skills to make healthy choices about drug use.

**Resources and Materials** Flip chart or blackboard, local newspaper articles, Web articles, teacher resource text. (Attached are six Web articles that may be used for this class.) There are a tremendous number of resources on the Web on this topic; teacher may search the Web for other resources.

**Methods and Strategies** Discussion, researching information, small group work (task assignment)

## PROCEDURE

### Step I Introduction (5 min.)

Ask each group to put up their homework posters around the class.

Tell students they are going to continue their discussion about drugs and the consequences of drugs on a person's life ("Today we are going to look more closely at drugs and sports.") Elicit information about drugs in sports cases familiar to students; ask students to express their views on these cases. Ask students to brainstorm "reasons why athletes use performance-enhancing substances." List answers on board or flip chart.

### Step II Skill Development and Reinforcement (30 min.)

Ask students to gather information about the problem using the resources provided. Ask students to use critical thinking to answer the following questions in small groups:

- What types of drugs are used in sports for performance enhancement?
- How are they administered?
- What are the effects on the body?
- What is blood boosting?
- Are there any prolonged effects of drug use?
- List some of the repercussions of being tested positive (including emotional consequences).
- Why don't these repercussions stop athletes from taking drugs?
- How would this information affect your decision to take, or not to take, performance-enhancing drugs?



#### Tips for Teacher on Using Small-Group Work

- Small groups are useful for encouraging student participation.
- Divide students into even groups (e.g., five students in each group).
- For topics that may be gender-sensitive, separate girls and boys.
- Note that one person may need to report back to the larger group, and ask students to select one person to be that reporter.
- Encourage students to take notes if necessary.
- Walk around during the group activity to hear what students are saying.

Ask each student to write a letter to a friend who wants to be an athlete that discourages the friend from using performance-enhancing substances. The letter should be based on the results of the class research and contain the following points:

1. Shows awareness: asks why he/she might be considering using drugs, e.g., peer pressure, media pressure to perform.
2. Assesses information: points out the risks and consequences of using enhancement drugs (effects of use on the body; penalties for testing positive).

3. Weighs the benefits of other options/alternatives: (e.g., choosing health and integrity) against taking the risks (possible damage to the body, being caught).
4. Reduces the barriers to desired action: acknowledges the peer pressure, media pressure, loss in status among friends. Gives reassurance that things will be better and will feel better; encourages choosing health over dishonesty.
5. Builds self-confidence and drug-resistance skills needed to choose drug-free alternatives (inspire, encourage, use words like "have confidence, say no!").

**Step III Conclusion** (5 min.) Tell students to finish their letters for homework. They will be collected on the following day and posted around the room.

**Step IV Assessment** See rubric following homework assignment to assess students' performance on small group work.

<b>HOMEWORK:</b>	Finish letter to your friend who wants to be an athlete. Turn these in at the next class.
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RUBRIC TO ASSESS WORKING COLLABORATIVELY IN GROUPS					
Skills	Criteria				Points
	1	2	3	4	
<b>Helping:</b> The teacher observed the students offering assistance to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Listening:</b> The teacher observed students working from each other's ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Participating:</b> The teacher observed each student contributing to the project.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Persuading:</b> The teacher observed the students exchanging, defending, and rethinking ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Questioning:</b> The teacher observed the students interacting, discussing, and posing questions to all members of the team.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Respecting:</b> The teacher observed the students encouraging and supporting the ideas and efforts of others.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Sharing:</b> The teacher observed the students offering ideas and reporting their findings to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Total Points</b>					

**Teacher Comments:**

## Teacher Resource Page

### STERIODS: PLAY SAFE, PLAY FAIR

Athletes, whether they are young or old, professional or amateur, are always looking to gain an advantage over their opponents. The desire for an "edge" exists in all sports, at all levels of play. Successful athletes rely on practice and hard work to increase their skill, speed, power, and ability. However, some athletes resort to drugs to improve their performance on the field or the court.

Some high school and even middle school students are using steroids to gain an edge, improve their skill level, or become more athletic. Steroid use is not limited to males. More and more females are putting themselves at risk by using these drugs. It is important to know that using anabolic steroids is not only illegal, but it can also have serious side effects.

#### What are steroids?

You may have heard them called roids, juice, hype, or pump. Anabolic steroids are powerful drugs that many people take in high doses to boost athletic performance. Anabolic means "building body tissue." Anabolic steroids help build muscle tissue and increase body mass by acting like the body's natural male hormone, testosterone.

Lower doses of anabolic steroids sometimes are used to treat a handful of very serious medical conditions. They should not be confused with *corticosteroids*, which are used to treat common medical conditions such as asthma and arthritis. Corticosteroids are strong medications but do not have muscle-building effects. Anabolic steroids are the ones abused by athletes and others who want a shortcut to becoming bigger and stronger.

#### Who uses steroids?

In the past, steroid use was seen mostly in college, Olympic, and professional sports. Today, steroids are being used by athletes as well as non-athletes, in high schools and middle schools. Most major professional and amateur athletic organisations have banned steroids for use by their athletes. These organisations include the International Olympic Committee, National Collegiate Athletic Association (NCAA), and the National Football League (NFL).

Most commonly, steroid use can be found among the following groups:

- Athletes involved in sports that rely on strength and size, like football, wrestling, or baseball
- Endurance athletes, such as those involved in track-and-field and swimming
- Athletes involved in weight training or bodybuilding
- Anyone interested in building and defining muscles

#### How are steroids used?

Steroids can be taken in the following two ways:

- By mouth (pills)

- Injected with a needle (Athletes who share needles to inject steroids are also at risk for serious infections including Hepatitis B and HIV, the AIDS virus.)

Some athletes take even higher doses, called "megadoses," to produce faster results. Others gradually increase the amount they take over time, which is called "pyramiding." Taking different kinds of anabolic steroids, possibly along with other drugs, is a particularly dangerous practice known as "stacking."

### **Will steroids make me a better athlete?**

No. Steroids *cannot* improve an athlete's agility or skill. Many factors help determine athletic ability, including genetics, body size, age, sex, diet, and how hard the athlete trains. It is clear that the medical dangers of steroid use far outweigh the advantage of gains in strength or muscle mass.

### **What are the side effects of steroids?**

Steroids can cause serious health problems. Many changes take place inside the body and may not be noticed until it is too late. Some of the effects will go away when steroid use stops, but some may not.

### **For both sexes**

Possible side effects for males and females include the following:

- High blood pressure and heart disease
- Liver damage and cancers
- Stroke and blood clots
- Urinary and bowel problems, such as diarrhea
- Headaches, aching joints, and muscle cramps
- Nausea and vomiting
- Sleep problems
- Increased risk of ligament and tendon injuries
- Severe acne, especially on face and back
- Baldness

### **A special danger to adolescents**

High school and middle school students and athletes need to be aware of the effect steroids have on growth. Anabolic steroids, even in small doses, have been shown to stop growth too soon. Adolescents also may be at risk for becoming dependent on steroids. Adolescents who use steroids are also more likely to use other addictive drugs and alcohol.

### **Males**

One of the more disturbing effects of steroid use for males is that the body begins to produce less of its own testosterone. As a result, the testicles may begin to shrink. Following is a list of some of the other effects of steroid use for males:

- Reduced sperm count

- Impotence
- Increase in nipple and breast size (gynecomastia)
- Enlarged prostate (gland that mixes fluid with sperm to form semen)

## **Females**

Since steroids act as a male hormone, females may experience the following side effects:

- Reduced breast size
- Enlarged clitoris (a very sensitive part of the genitals)
- Increase in facial and body hair
- Deepened voice
- Menstrual problems

## **Emotional effects**

Steroids also can have the following effects on the mind and behaviour:

- "Roid rage": severe, aggressive behaviour that may result in violence, such as fighting or destroying property
- Severe mood swings
- Hallucinations: seeing or hearing things that are not really there
- Paranoia: extreme feelings of mistrust and fear
- Anxiety and panic attacks
- Depression and thoughts of suicide
- An angry, hostile, or irritable mood

## **A word about . . . Supplements**

Over-the-counter supplements such as creatine and androstenedione ("andro") are gaining popularity. Though these supplements are not steroids, manufacturers claim they can build muscles, and improve strength and stamina, without the side effects of steroids.

It is important to know that these substances are not regulated by the Food and Drug Administration (FDA) and are not held to the same strict standards as drugs. Like steroids, they are also banned by the NFL, NCAA, and International Olympic Committee.

Although both creatine and androstenedione occur naturally in foods, there are serious concerns about the long-term effects of using them as supplements. These products may be unsafe. Remember, there is no replacement for a healthy diet, proper training, and practice.

Success in sports takes talent, skill, and most of all, practice and hard work. Using steroids is a form of cheating and interferes with fair competition. More importantly, they are dangerous to your health. There are many healthy ways to increase your strength or improve your appearance. If you are serious about your sport and your health, keep the following tips in mind:

- Train safely, without using drugs.
- Eat a healthy diet.
- Get plenty of rest.
- Set realistic goals and be proud of yourself when you reach them.
- Seek out training supervision, coaching, and advice from a reliable professional.
- Avoid injuries by playing safely and using protective gear.
- Talk to your pediatrician about nutrition, your health, preventing injury, and safe ways to gain strength.

If you, your friends, or teammates are using steroids, get help. Share this information with friends and teammates. Take a stand against the use of steroids and other drugs. Truly successful athletes combine their natural abilities with hard work to win. There is no quick and easy way to become the best.

### **Steroids**

Anabolic-androgenic steroids are man-made substances related to male sex hormones. "Anabolic" refers to muscle-building, and "androgenic" refers to increased masculine characteristics. "Steroids" refers to the class of drugs. These drugs are available legally only by prescription, to treat conditions that occur when the body produces abnormally low amounts of testosterone, such as delayed puberty and some types of impotence. They are also prescribed to treat body wasting in patients with AIDS and other diseases that result in loss of lean muscle mass. Abuse of anabolic steroids, however, can lead to serious health problems, some irreversible.

Today, athletes and others abuse anabolic steroids to enhance performance and also to improve physical appearance. Anabolic steroids are taken orally or injected, typically in cycles of weeks or months (referred to as "cycling"), rather than continuously. Cycling involves taking multiple doses of steroids over a specific period of time, stopping for a period, and starting again. In addition, users often combine several different types of steroids to maximise their effectiveness while minimising negative effects (referred to as "stacking").

### **Health Hazards**

The major side effects from abusing anabolic steroids can include liver tumors and cancer, jaundice (yellowish pigmentation of skin, tissues, and body fluids), fluid retention, high blood pressure, increases in LDL (bad cholesterol), and decreases in HDL (good cholesterol). Other side effects include kidney tumors, severe acne, and trembling. In addition, there are some gender-specific side effects:

- For men—shrinking of the testicles, reduced sperm count, infertility, baldness, development of breasts, increased risk for prostate cancer.
- For women—growth of facial hair, male-pattern baldness, changes in or cessation of the menstrual cycle, enlargement of the clitoris, deepened voice.
- For adolescents—growth halted prematurely through premature skeletal maturation and accelerated puberty changes. This means that adolescents risk remaining short for the remainder of their lives if they take anabolic steroids before the typical adolescent growth spurt.

In addition, people who inject anabolic steroids run the added risk of contracting or transmitting HIV/AIDS or hepatitis, which causes serious damage to the liver.

Scientific research also shows that aggression and other psychiatric side effects may result from abuse of anabolic steroids. Many users report feeling good about themselves while on anabolic steroids, but researchers report that extreme mood swings also can occur, including manic-like symptoms leading to violence. Depression often is seen when the drugs are stopped and may contribute to dependence on anabolic steroids. Researchers report also that users may suffer from paranoid jealousy, extreme irritability, delusions, and impaired judgment stemming from feelings of invincibility.

Research also indicates that some users might turn to other drugs to alleviate some of the negative effects of anabolic steroids. For example, a study of 227 men admitted in 1999 to a private treatment centre for dependence on heroin or other opioids found that 9.3 percent had abused anabolic steroids before trying any other illicit drug. Of these 9.3 percent, 86 percent first used opioids to counteract insomnia and irritability resulting from the anabolic steroids.

## Teacher Resource Page

### Doping

Performance-enhancing drugs pose a significant risk to the health of athletes, especially young athletes. Furthermore, the use of performance-enhancing drugs is detrimental to the reputation of sports. Despite the risks, many athletes still use these substances, and the use of performance-enhancing drugs among youth is increasing.

#### DOPING DRUGS & METHODS

Substances that are prohibited by the U.S. Olympic Committee include stimulants, narcotics, anabolic agents, diuretics, and peptide hormones.

Prohibited doping methods include blood doping and pharmacological, chemical, and physical manipulation. These methods attempt to mask the use of the prohibited substances listed above. Blood doping is the administration of blood, red blood cells, artificial oxygen carriers (substances that substitute blood), and/or related red blood products to an athlete for athletic performance enhancement. Adverse effects of blood doping include allergic reactions, kidney damage, jaundice, infectious disease transmission, and blood clots.

Pharmacological, chemical, and physical manipulations are attempts to alter the integrity and validity of samples used in drug testing. Examples of such methods include the use of diuretics, catheterisation, inhibition of renal excretion, sample substitution, and sample tampering.

The World Anti-Doping Agency (WADA) Web site provides a list of [prohibited substances and methods](#).

#### DOPING EFFECTS

**Stimulants.** Stimulants increase alertness and reduce fatigue. They also may increase competitiveness, hostility, and the chance of injury from accidents caused by the user's poor judgment. Addiction is also possible with the use of stimulants. Prohibited stimulants include amphetamine, caffeine, cocaine, and ephedrine.

**Narcotics.** Narcotic analgesics mainly function as painkillers but also may produce euphoria or psychological stimulation, false feelings of invincibility, and illusions of physical prowess. These drugs also increase the pain threshold, which can cause greater injury because an athlete may not be aware of the original injury. Use of narcotics can also lead to physical dependence. Narcotic analgesics include Demerol, Dilaudid, Percodan, and Vicodin.

**Anabolic Steroids.** Anabolic steroids (proper name: anabolic-androgenic steroids) are synthetic substances related to the male sex hormones (androgens). They promote the growth of skeletal muscle (anabolic effects) and the development of male sexual characteristics (androgenic effects), and also have some other effects.

Since the 1950s, some athletes have been taking anabolic steroids to build muscle and boost their athletic performance. Studies show that, over time, anabolic steroids can indeed take a heavy toll on a person's health. The abuse of oral or injectable steroids is associated with higher risks for heart attacks and strokes, and the abuse of most oral steroids is associated with increased risk for liver problems.

Anabolic steroid abuse can also cause undesirable body changes. These include breast development and genital shrinking in men, masculinisation of the body in women, and acne and hair loss in both sexes.

**Diuretics.** Diuretics have important therapeutic indications for the elimination of excess fluid from body tissue in certain pathological conditions, which require strict medical supervision. Diuretics are abused by athletes to reduce weight quickly in sports where weight categories are involved and to reduce the concentration of prohibited substances by diluting urine. Reducing weight in a short period of time has the potential for serious health side effects. Also using diuretics to deliberately cheat drug tests is ethically unacceptable. Diuretics include Bumex, Hygroton, Lasix, and Oratrol.

**Peptide Hormones.** Hormones, including human chorionic gonadotrophin (hCG) and corticotrophin (ACTH, tetracosactide), are used in sports for a variety of effects. hCG and other related compounds lead to increased rate of production of endogenous androgenic steroids. Corticotrophin has been used to increase the blood levels of endogenous corticosteroids to obtain the euphoric effect of this hormone. The use of growth hormones can cause many serious side effects, including diabetes and a fatal neurological condition called Creutzfeldt-Jacob disease.

**Other Substances Subject to Certain Restrictions.** Alcohol, cannabinoids (marijuana and hashish), local anesthetics, glucocorticosteroids, and beta-blockers are substances that are under certain restrictions. Local anesthetics are permitted only when medically necessary and only by intra-articular injection. Only certain types of anesthetics can be used, such as bupivacaine, lidocaine, mepivacaine, and procaine. Corticosteroids such as cortisone are naturally occurring and are used as an anti-inflammatory drug and pain reliever. The systematic use of corticosteroids may produce mood changes and euphoria, and their use, except when applied topically, demand medical control. Beta-blockers are used to control hypertension, cardiac arrhythmia, angial pectoris, and migraines. There are other effective alternative preparations available to control these conditions. Beta-blockers can be misused in such sports as archery, diving, and gymnastics.

# ANABOLIC STEROIDS

## HIDDEN DANGERS

### ***Anabolic Steroids—Hidden Dangers***

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March 2004

#### ***What are anabolic steroids?***

Anabolic steroids are synthetically produced variants of the naturally occurring male hormone testosterone. Both males and females have testosterone produced in their bodies: males in the testes, and females in the ovaries and other tissues. The full name for this class of drugs is **androgenic** (promoting masculine characteristics) **anabolic** (tissue building) **steroids** (the class of drugs). Some of the common street (slang) names for anabolic steroids include arnolds, gym candy, pumpers, roids, stackers, weight trainers, and juice.

#### ***Why do young people misuse steroids?***

Anabolic steroids are primarily used by bodybuilders, athletes, and fitness "buffs" who claim steroids give them a competitive advantage and/or improve their physical performance. Steroids are purported to increase lean body mass, strength, and aggressiveness. As a result, young people take steroids to increase their muscle size and strength and to reduce body fat, which they believe improves personal appearance. For some young people, appearance is the key to life.

#### ***Where do you get steroids?***

Doctors may prescribe steroids to patients for legitimate medical purposes such as loss of function of testicles, breast cancer, low red blood cell count, delayed puberty, and debilitated states resulting from surgery or sickness. Veterinarians administer steroids to animals (e.g., cats, dogs, cattle, and horses) for legitimate purposes such as to promote feed efficiency and to improve weight gain, vigor, and hair coat. They are also used in veterinary practice to treat anemia and counteract tissue breakdown during illness and trauma. For purposes of illegal use there are several sources; the most common illegal source is from smuggling. Smuggling from Mexico or Europe is easier because a prescription is not required for the purchase of steroids. Less often, steroids



found in the illicit market are diverted from legitimate sources (e.g., thefts or inappropriate prescribing) or produced in clandestine laboratories.

### ***How are steroids taken?***

Anabolic steroids dispensed for legitimate medical purposes are administered several ways, including injection into the muscles or under the skin, by mouth, pellet implantation under the skin, and by application to the skin (e.g., gels or patches). These same routes are used for purposes of abusing steroids, with injection and oral administration being the most common. The length of time that steroids stay in the body varies from a couple of days to more than 12 months.

### ***Physical and psychological dangers***

Steroid users are vulnerable to physical and psychological side effects, many of which are irreversible in women. The short-term adverse physical effects of anabolic steroid abuse are fairly well-known. However, the long-term adverse physical effects of anabolic steroid abuse have not been studied, and as such, are not known.

For Guys	For Girls
<ul style="list-style-type: none"> <li>• Baldness</li> <li>• Development of breasts</li> <li>• Painful erections</li> <li>• Shrinkage of testicles</li> <li>• Loss of function of testicles</li> </ul>	<ul style="list-style-type: none"> <li>• Growth of facial and body hair</li> <li>• Deepened voice</li> <li>• Breast reduction</li> <li>• Enlarged clitoris</li> <li>• Menstrual irregularities</li> </ul>

For Both
<ul style="list-style-type: none"> <li>• Acne</li> <li>• Jaundice (yellowing of the skin)</li> <li>• Swelling—fluid retention</li> <li>• Stunted growth (steroids close the growth plates in the long bones and permanently stunt their growth)</li> <li>• Increase in bad cholesterol levels</li> <li>• Decrease in good cholesterol levels</li> <li>• Mood swings</li> <li>• Increase in feelings of hostility</li> <li>• Increase in aggressive behaviour</li> </ul>

The International Olympic Committee (IOC), National Collegiate Athletic Association (NCAA), and many professional sports leagues (e.g., Major League Baseball, National Basketball Association, National Football League [NFL], and National Hockey League) have banned the use of steroids by athletes because of their potential dangerous side effects and because they give the user an unfair advantage. The IOC, NCAA, and NFL have also banned the use of steroid precursors (e.g.,

androstenedione) by athletes for the same reason steroids were banned. The IOC and professional sports leagues use urine testing to detect steroid use both in and out of competition.

***What can you do to help a friend who is abusing steroids?***

The most important aspect to curtailing abuse is education concerning dangerous and harmful side effects, and symptoms of abuse. Athletes and others must understand that they can excel in sports and have a great body without steroids. They should focus on getting proper diet, rest, and good overall mental and physical health. These things are all factors in how the body is shaped and conditioned. Millions of people have excelled in sports and look great without steroids. For additional information on steroids please see our Web site at [www.DEAdiversion.usdoj.gov](http://www.DEAdiversion.usdoj.gov).

## Tips for Teens: The Truth about Steroids

**Slang—Arnolds, Gym Candy, Pumpers, Stackers, Weight Trainers, Juice**

### **Get the Facts...**

**Steroids affect your heart.** Steroid abuse has been associated with cardiovascular disease, including heart attack and stroke. These heart problems can even happen to athletes younger than 30.

**Steroids affect your appearance.** In both sexes, steroids can cause male-pattern baldness, cysts, acne, and oily hair and skin.

**Steroids affect your mood.** Steroids can make you angry and hostile for no reason. There are recorded cases of murder attributed to intense anger from steroid use.

**Steroids increase your risk of infection.** Sharing needles or using dirty needles to inject steroids puts you at risk for diseases such as HIV/AIDS and hepatitis.

Other slang terms associated with steroid use include these:

- **Roid rages**—uncontrolled outbursts of anger, frustration, or combativeness that may result from using anabolic steroids
- **Shotgunning**—taking steroids on an inconsistent basis
- **Stacking**—using a combination of two or more anabolic steroids

### **Before You Risk It...**

**Know the law.** Steroids are illegal to possess without a prescription from a licensed physician. It is illegal for individuals to sell steroids.

**Get the facts.** Doctors prescribe steroids for specific medical conditions. They are only safe for use when a doctor monitors the person.

**Know the risks.** Illegal steroids are made overseas and smuggled into the United States or made in underground labs in this country. They pose greater health risks because they are not regulated by the government and may not be pure or labelled correctly.

**Look around you.** The majority of teens aren't using steroids. Among teenage males, who are most likely to use steroids, only 1.8 percent of eighth graders, 2.3 percent of tenth graders, and 3.2 percent of twelfth graders reported steroid use in the past year.<sup>1</sup>

### **Know the Signs...**

**How can you tell if a friend is abusing steroids?** Sometimes it's hard to tell. But there are signs you can look for. If your friend has one or more of the following warning signs, he or she may be abusing steroids:

#### **For Guys**

- Baldness
- Development of breasts
- Tells you he is impotent

#### **For Girls**

- Growth of facial hair
- Deepened voice
- Breast reduction

#### **For Both**

- Jaundice (yellowing of the skin)
- Swelling of feet or ankles
- Aching joints
- Bad breath
- Mood swings
- Nervousness
- Trembling

**What can you do to help someone who is abusing steroids?** Be a real friend. Save a life. Encourage your friend to stop or seek professional help. For information and referrals, call the National Clearinghouse for Alcohol and Drug Information at 800-729-6686.



#### **Q. Are steroids addictive?**

**A.** Yes, they can be. Withdrawal symptoms include mood swings, suicidal thoughts or attempts, fatigue, restlessness, loss of appetite, and sleeplessness.<sup>2</sup>

#### **Q. How long do steroids stay in your system?**

**A.** The length of time that steroids stay in the body varies. Injected steroids may be detected in the body for three to four months while the oral types may remain for one to four weeks.<sup>3</sup>

#### **Q. What can I do to excel in sports if I don't use steroids?**

**A.** Focus on getting proper diet, rest, and good overall mental and physical health. These things are all factors in how your body is shaped and conditioned. Excelling in sports is achievable and done by millions of athletes without relying on steroids.

## LESSON PLAN #8

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 2:</b>	Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.
<b>CORE OUTCOME 2:</b>	Analyse the impact of alcohol and other illicit drugs on behaviour and lifestyle.

**Title** "Refusal Skills: What Do I Say Now?"

**Age Level** 12-13 years old

**Time** 40 minutes

**Purpose** To help adolescents manage pressure situations in choosing a healthy lifestyle including drug-free alternatives.

**Overview** In this lesson, students brainstorm reasons why they should refuse alcohol or drugs, and reasons why they might find it difficult to refuse. Using a worksheet, students role-play one of these situations with the teacher. In small groups, students brainstorm some persuasive lines they might hear from their friends or others, and role-play refusal strategies with each other.

Many sports, cultural activities, and parties directed toward youth usually have elements of delinquency, including drug activity and sexual activity. Pressure to get involved is usually linked with the environment and atmosphere. Choosing to be drug-free is difficult. Effective interpersonal communication is necessary.

**Specific Objectives** Students will be able to do the following:

1. Describe the influences of alcohol and other abused substances on their ability to make independent decisions.
2. Appreciate the benefits of refusing peer pressure.
3. Practise assertive communication and refusal skills in replying to "lines" (persuasive statements).

**Resources and Materials** Handout: "Refusal Strategies," flip chart/black board

**Methods and Strategies** Discussion, coaching, role play

## PROCEDURE

### **Step I Introduction** (5 min.)

Ask students to post their letters written for homework around the class.

Say to the class: "In our last lesson, you wrote letters to friends to try to discourage them from using performance-enhancing drugs, but what about when friends ask you to try drugs? There are many times when your peers might try to pressure you into using drugs, including alcohol, or into having sex, or even into using drugs so you would agree to sex. Even though you want to refuse, refusing or preventing these situations is not always easy to do. People anticipate your reasons and try to neutralise them."

Ask students for reasons why they should refuse alcohol or drugs. Ask students for reasons why they might find it difficult to refuse. List on chart/board.

### **Step II Skill Development and Reinforcement** (20 min.)

State that these are good reasons, but under pressure and in a certain atmosphere, it is still difficult to "put over" the refusal message.

Tell students they are going to use assertive refusal skills to respond to peer pressure, and it is important to do the following:

- Use the word "no" in your refusal.
- Emphasise your refusal by repeating the refusal assertively (clear, strong voice; eye contact; not smiling).
- Use appropriate body language (serious expression, walking away, gesturing with hands).
- Give your reasons for refusing or list the possible consequences.
- Suggest an alternative that includes your friend.
- Change the subject or walk away.

Pass out the handout "Refusal Strategies" to students, review these strategies and explain that these strategies can be used in different situations, and with different people. Ask students to decide when a particular strategy is appropriate.

Share with students some common "persuasive lines" and an appropriate refusal for each line. (See Notes for Lesson.) Discuss the importance of using "I" statements ("I think . . .," "I want . . .," "I feel . . .") to construct persuasive and assertive refusals.

Ask students to brainstorm, in small groups, some persuasive lines they might hear from their friends or others. Ask each group to pick two persuasive lines and decide on an appropriate refusal for each line. Ask students to role-play the conversations, incorporating the strategies in the handout "Refusal Strategies."



### **Tips for Teacher on Using Role-Playing**

- Role-playing is a useful teaching method for practising interpersonal skills.
- Let students know before the activity if they may be asked to role-play in front of the class afterward.
- Remind students of the importance of body language and paying attention to non-verbal cues during role-playing.
- If students start to get rowdy during role-playing activities, remind them to stay on the topic and walk around the class to help them focus.

#### **Step III Conclusion** (10 min.)

Ask a few students to role-play one persuasive line from their group and the appropriate refusal for the class. Teacher records these on a flip chart or blackboard.

#### **Step IV Assessment**

See rubric following "Notes for Lesson" to assess students' performance on role-playing and homework.

#### **HOMEWORK:**

Individuals choose a personal example of a pressure situation and describe how they would handle it. They enter this in their journal.

#### **Notes for Lesson**

Discuss the importance of using "I" statements ("I think . . .," "I want . . .," "I feel . . .") to construct persuasive and assertive lines.

##### **Examples of Persuasive Lines**


1. Line: *Come on, let's get some food and beer; my father has some in the fridge.*

Response: *I don't want beer. I'll have a coke instead.* (Giving alternative)

2. Line: *You think I can't get beer. You want the guys to think I'm chicken?*

Response: *Well, we can do something else, because I am not going to drink the beer anyway.* (Refusing confidently)

### Rubric for Lesson #8

Performance Tasks	Criteria			
	Highest score  Lowest score			
	4	3	2	1
<b>Task #1:</b>  <b>Homework</b> <b>(Journal Entry)</b>	Well-written; clear description of how they would use communication skills to handle a pressure situation	Fair writing; fair description of how they would use communication skills to handle a pressure situation	Wrote a journal entry, but not clear how they would use skills to handle a pressure situation	Did not complete
<b>Task #2:</b>  <b>Role-playing</b>	Showed strong effort in contributing to group effort	Showed fair effort in contributing to group effort	Showed limited effort in contributing to group effort	Showed no effort in contributing to group effort

## HANDOUT

### **Refusal Strategies**

1. Act confident; say "NO" firmly; use appropriate body language.
2. Go with a friend you can trust.
3. Use ridiculous humour, a one-liner if possible: "Alcohol is for Christmas cake, not for me."
4. Make an excuse, a believable one.
5. Plan your exit; suggest that it's a good time for you to go.
6. Suggest an alternative.
7. Delay your decision, if it's something you would do at another time and place. Maybe you would go another day at an earlier (safer) time.
8. Communicate your feelings using "I" messages.
9. You may explain your refusal, but don't apologise for your decision.

## LESSON PLANS #9 & #10

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

**REGIONAL  
STANDARD 3:**

Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

**CORE OUTCOME 1:**

Assess ways in which personal and group efforts can be enhanced by the interactions and contributions of people of diverse cultural and ethnic groupings.

**Title**

**"Embracing Diversity"**

**Age Level**

12-13 years old

**Time**

40 minutes

**Purpose**

To help students in dealing with cultural differences and diversity.

**Overview**

In this lesson, the teacher first leads a discussion about the concepts of prejudice and tolerance (see Teacher Background Information), and students suggest examples of the concept. In small groups, students write scenarios that dramatise prejudice and tolerance. Students then role-play their scenarios, followed by a class discussion about the importance of tolerance.

The emergence of regional institutions involving active participation of all citizens will necessitate embracing diversity while acknowledging individuality.

**Specific Objectives:**

Students will be able to do the following:

1. Recognise and accept factors that separate or distinguish between individuals.
2. Demonstrate commitment to work with all people, regardless of differences.
3. Utilise interpersonal skills of tolerance and acceptance to deal with cultural differences and diversity.

**Resources and Materials**

Teacher Background Information

**Methods and Strategies**

Identifying differences, discussion, role play

### PROCEDURE

**Step I Introduction  
(10 min.)**

Ask students to think of a good friend either at school or in their neighbourhood and write down two ways in which they are different.

(These differences can be physical, intellectual, emotional, or cultural, etc.)

Think of a specific person of your age whom you don't know well. List three qualities you share in common with the person.

Ask 2-3 students to share their answers with the class.

Point out that diversity (differences among people) has always existed and will always exist and be part of our lives. Accepting others and showing **tolerance** is important for integration in our school and community, as well as for all of society.

**Step II Skill Development and Reinforcement**  
(25 min.)

Discuss the concepts of prejudice and tolerance (see background information) and ask students to suggest examples of the concept. Write responses on the board or poster. Use brainstorming to obtain examples of diversity, and the need to accept and integrate.

Divide students into six groups (A through F) and then pair off groups (A-B, C-D, and E-F). Tell students this will be a three-part activity.

**Part 1:** Ask each group to write a three-minute scenario dramatising prejudice with a certain focus. For example, Groups A and B will write a scenario about religious prejudice, Groups C and D will have a focus on nationality, and Groups E and F will focus on disability. Have one group in each pair write a scenario about prejudice and the other write a scenario about tolerance. Ask them to keep in mind why people are prejudiced about those who are different from them.

**Part 2:** Ask students to prepare a role play of the two scenarios until the end of the lesson. If they did not have time to finish, they will get some time in the next lesson.

**Step III Conclusion**  
(5 min.)

Tell students that in the next lesson they will role-play their scenarios for the class. Tell them that they've made a great start in thinking about how prejudice hurts people and societies.

**Step IV Assessment**

See rubric in Lesson #10.

*[End of Lesson #9]*

*[Start of Lesson #10]*

**Step I Introduction**  
(10 min.)

Review with class the concepts of diversity, tolerance, and prejudice. Give the class 5-10 minutes to finish up work on their role play.

**Step II Skill Development and Reinforcement**  
(25 min.)

**Part 3:** Ask one group to role-play their scenario showing prejudice. Discuss the scenario based on these questions:

1. What do you think about the unfair treatment the person received?
2. How do you think the person who was unfairly treated feels and why?
3. What do you think the person who was treated unfairly could contribute to the situation?
4. Why did the people in this scenario show prejudice and discrimination?
5. How could we show acceptance and tolerance in this situation?
6. Why is it important to show tolerance?

Ask the students who prepared a role-play on the same scenario but focusing on tolerance to do their performance.

Ask other groups to role-play their scenarios as time allows following the same process.



**Tips for Teacher on Using Role-Playing**

- Role-playing is a useful teaching method for practising interpersonal skills.
- Let students know before the activity if they may be asked to role-play in front of the class afterward.
- Remind students of the importance of body language and paying attention to non-verbal cues during role-playing.
- If students start to get rowdy during role-playing activities, remind them to stay on the topic and walk around the class to help them focus.

**Step III Conclusion**  
(5 min.)

Summarise the lesson by suggesting that tolerance is the key to getting along with others and ensuring that everyone feels respected. Highlight from the presented scenarios ways of showing tolerance and accepting diversity.


**Step IV Assessment**

See rubric following homework assignment to assess students' performance on role-playing and homework.

**HOMEWORK:**

Ask students to write a short speech to their parents that outlines—and includes the benefits of—why it is okay to have a friend from another ethnic or social group. Students may use the following scenario: "My best friend at school is a boy/girl from a different ethnic group/class. My parents believe that it is wrong to associate with 'those people.'"

### Rubric for Lessons #9 & #10

Performance Tasks	Criteria			
	Highest score  Lowest score			
	4	3	2	1
<b>Task #1</b> <b>Role-playing</b>	Showed strong effort in contributing to group effort	Showed fair effort in contributing to group effort	Showed limited effort in contributing to group effort	Showed no effort in contributing to group effort
<b>Task #2:</b> <b>Homework (Speech to Parents on the Importance of Tolerance and Diversity)</b>	Well-written speech; showed good interpersonal skills for countering prejudice and intolerance	Fair writing; showed fair interpersonal skills for countering prejudice and intolerance	Fair to poor writing; hard to assess any skills for countering prejudice and intolerance	Did not complete

## Teacher Background Information

### What Is Tolerance?

Tolerance refers to an attitude of openness and respect for the differences that exist among people. Although originally used to refer to ethnic and religious differences, the concepts of diversity and tolerance can also be applied to gender, people with physical and intellectual disabilities, and other differences too.

Tolerance means respecting and learning from others, valuing differences, bridging cultural gaps, rejecting unfair stereotypes, discovering common ground, and creating new bonds. Tolerance, in many ways, is the opposite of prejudice (bias against an individual or group).

But does tolerance mean that all behaviours have to be accepted? No, of course not. Behaviours that disrespect or hurt others, like being mean or bullying, or behaviours that break social rules, like lying or stealing, should not be tolerated. Tolerance is about accepting *people* for who they are—not about accepting bad behaviour. Tolerance also means treating others the way you would like to be treated.

### What Can Teachers Do to Help Children Learn Tolerance?

Teachers can teach tolerance by example—and in other ways, too. Talking together about tolerance and respect helps children learn more about the values you want them to have. Giving children opportunities to play and work with others is important as well. This lets students experience differences and similarities and learn firsthand that everyone has something to contribute. Here are some things teachers can do to help students learn tolerance:

- Notice your own attitudes. Teachers who want to help their students value diversity can be sensitive to cultural stereotypes they may have learned and make an effort to correct them. Demonstrate an attitude of respect for others.
- Remember that children are always listening. Be aware of the way you talk about people who are different from yourself. Do not make jokes that perpetuate stereotypes. Although some of these may seem to be harmless fun, they can undo attitudes of tolerance and respect.
- Select books, toys, music, art, and videos carefully. Keep in mind the powerful effect that media have on shaping attitudes.
- Point out and talk about unfair stereotypes that may be portrayed in the media.
- Answer children's questions about differences honestly and respectfully. This teaches that it is acceptable to notice and discuss differences as long as it is done with respect.
- Acknowledge and respect differences within your own family. Demonstrate acceptance of your children's differing abilities, interests, and styles. Value the uniqueness of each member of your family.
- Remember that tolerance does not mean tolerating unacceptable behaviour. It means that everyone deserves to be treated with respect—and should treat others with respect as well.

- Help your students feel good about themselves. Children who feel bad about themselves often treat others badly. Children with strong self-esteem value and respect themselves and are more likely to treat others with respect too. Help your child to feel accepted, respected, and valued.
- Give students opportunities to work and play with others who are different from them.
- Learn together about all holiday and religious celebrations and traditions.

When teachers encourage a tolerant attitude in their students and model the behaviour they would like to see by treating others well, students will follow in their footsteps.

## Summary Tips for Teachers

8. If your class time is 80 minutes, the expectation would be to cover two lessons, not drag out one lesson to fill up the time.
9. Leave time to reinforce conclusions and skills at the end of each lesson.
10. Remember to make lessons age/language appropriate. If necessary, teacher must interpret lessons so students can understand.
11. Tips on how to facilitate group discussion include the following:
  - Give students examples of possible answers if no one is willing to start the discussion. You might say, "What about . . ."
  - Keep the discussion to the limited amount of time.
  - Allow as many students as possible to participate. If one student is dominating the conversation, say, "[Name of student] has provided some great ideas. Does anyone else have an answer?"
  - If there is not enough time for all students to answer, say, "We've had a really good discussion. There will be time in a later activity or lesson for others to participate."
12. Tips on using small-group work include the following:
  - Small groups are useful for encouraging student participation.
  - Divide students into equal groups (e.g., five students in each group).
  - For topics that may be gender-sensitive, separate girls and boys.
  - Note that one person may need to report back to the class, and ask students to select one person to be that reporter.
  - Encourage students to take notes if necessary.
  - Walk around during the group activity to hear what students are saying.
  - Keep small-group work to the limited time frame. Tell students that it's okay if they didn't get everything done before time was up. There will be time to discuss further as a class.
13. Tips on using role-playing include the following:
  - Role-playing is a useful teaching method for practicing interpersonal skills.
  - Let students know before the activity if they may be asked to role-play in front of the class.
  - Remind students of the importance of body language during role-playing and paying attention to non-verbal cues.
  - If students start to get rowdy during role-playing activities, remind them to stay on the topic, and walk around the class to help them focus.
14. Tips on using brainstorming include the following:
  - Brainstorming is useful for gathering many answers in a short amount of time.

- Although a number of students may want to provide answers to your questions, this exercise should last only five minutes. You may not be able to get answers from all the students.
- Tell students after five minutes that they will have many other opportunities to provide answers.
- Give students positive feedback on their answers.

**HFLE COMMON CURRICULUM**  
**SELF AND INTERPERSONAL RELATIONSHIPS UNIT**  
**FORM 3 LESSONS**

**Note to teachers:** Prior to the start of the unit, you may choose to hand out instructions for completing a unit portfolio, found on the next page, to students. The purpose of the portfolio is to allow students to collect pieces of work they completed for the Self and Interpersonal Relationships unit, assess their own progress over time, and to reflect on the skills they learned during the unit. It can also be used as part of their assessment for the unit. A rubric for assessing students' portfolios is also included.

### **PORTFOLIO FOR SELF AND INTERPERSONAL RELATIONSHIPS UNIT**

**PURPOSE:** This assignment is to give each of you, the students, the opportunity to reflect on all the lessons done on self and interpersonal relationships. Through this portfolio, you should be able to assess your own growth and also have a collection of work that you have done during this unit. The tasks involved in developing the portfolio will include pieces of work you did as part of lesson assignments as well as work that you will do specifically for this portfolio.

#### **CONTENTS OF YOUR PORTFOLIO:**

##### **TASK 1:**

**Title.** Include a title of your choice on the cover of your portfolio.

##### **TASK 2:**

**A clearly stated purpose.** What is the purpose of this portfolio? What do you want someone who is looking at your portfolio to know about it?

##### **TASK 3:**

**A table of contents**

##### **TASK 4:**

**Four pieces of work that you completed for the self and interpersonal relationships unit.** For each piece of work, include a short paragraph that describes what you learnt about self and interpersonal relationships and life skills in that particular lesson.

##### **TASK 5:**

**One reflective summary.** Write a one-page summary reflecting on what you've learnt about the different self and interpersonal skills you can use in your relationships with others (family, friends) in your life—for example, communication skills, advocacy skills, problem-solving skills, goal-setting skills. Include at least three reasons why you think these life skills are important.

##### **TASK 6:**

**Comic strip.** Draw and write two comic strips, each one depicting a different positive life skill; for example, problem-solving skills, communication skills, advocacy skills.

##### **TASK 7:**

Use drawings, pictures, photographs, art, or colour to enhance any and all selections of your portfolio.

### RUBRIC FOR ASSESSING PORTFOLIO: SELF AND INTERPERSONAL RELATIONSHIPS

This rubric offers one way to score students' portfolios. Teachers may adjust the weight and criteria as they see fit.

TASK	CRITERIA AND SCORING			WEIGHT	TOTAL
	Highest Score <span style="font-size: 1.5em;">→</span> Lowest Score				
	3	2	1		
<b>Title</b>	Creative, clear, unique	Fairly creative, fairly clear	Shows little effort at creativity; unclear	x .5	
<b>Purpose</b>	Clearly stated	Fairly clear	Not clearly stated	x 2	
<b>Table of Contents</b>	Well-organized, comprehensive	Fairly well-organized; missing some information	Poorly organized; missing a lot of information	x 1.5	
<b>Four Pieces of Work</b>	Four pieces and paragraphs included; each piece received the highest scores; paragraph thoroughly explains what student learnt	Four pieces and paragraphs included; each piece received fair to high scores; paragraph fairly explains what student learnt	Less than four pieces and paragraphs included; most pieces received low to fair scores; paragraph does not explain what student learnt	x 3	
<b>Reflective Summary</b>	Is one-page long; includes three reasons why self and interpersonal life skills are important; shows thorough understanding of the lessons	Shorter than one page; includes fewer than three reasons why self and interpersonal life skills are important; shows fair understanding of the lessons	Shorter than one page; does not include any reasons why self and interpersonal life skills are important; shows poor understanding of the lessons	x 3	
<b>Drawing</b>	Creative; shows excellent understanding of interpersonal skill being depicted	Creative but could show a better understanding of interpersonal skill being	Shows little effort at creativity; does not depict interpersonal skill	x 2.5	

		depicted			
<b>TOTAL</b>					

**HIGH SCORE = 37.5 LOW SCORE = 12.5**

### LESSON PLAN #1

## THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 3:</b>	Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.
<b>CORE OUTCOME 2:</b>	Recognise the value of personal commitment and hard work to the improvement of self, others, and the wider community.

**Title** "Our Shared Values"

**Age Level** 11-12 years old

**Time** 40 minutes

**Purpose** The purpose of this lesson is to have students explore positive core values and how they are translated into action. They will also consider how these values can be exemplified in all individuals, regardless of a person's nationality, ethnicity, age, religion, or gender.

**Overview** Students will brainstorm some of the positive core values that would be found in an "Ideal Caribbean Person." They will then use critical-thinking skills to fill out a chart that shows how these core values translate into positive actions that affect themselves and their communities.

**Specific Objectives** Students will be able to do the following:

- Define positive core values in a person and how they can contribute to both his or her success and the success of the whole community.
- Identify ways in which someone their age could demonstrate that he or she has these values.
- Use critical-thinking skills to demonstrate the effects that actions based on positive core values could have on themselves, their family and friends, their schools, and their community.

**Resources and Materials** Handout of "The Ideal Caribbean Person," "Examples and Definitions of Positive Core Values," and "Making a Difference" chart

## Methods and Strategies

Brainstorming, small-group work, and class discussion

### PROCEDURE

#### Step I Introduction (5 min.)

Tell students that in 1997, CARICOM developed a list to describe the "Ideal Caribbean Person." Ask students to think to themselves what an "ideal" Caribbean person would be like to them. Ask them not to think about personal appearance but rather that person's personality and actions. What would be some of his or her personality traits? What are some things that he or she would do?

#### Step II Skill Development (20 min.)

Write the words "Shared Core Values" on the board.

Define "core values" as "*the personal beliefs and virtues that a person uses to guide his or her actions every day.*" Someone's core values can be reflected in the work someone does or the way a person treats other people. Ask students, "As you thought about your ideal person, what are some of the core values that the Ideal Caribbean Person would have?"

Ask students to brainstorm some of the core values that are important to them. You can start with some examples:

- Fairness
- Respect for Differences in Others
- Positive Work Ethic
- Caring
- Compassion
- Appreciation of Family



#### **Teacher Tip**

This is a **brainstorming** activity, so it is important to gather many answers in a short amount of time. Although a number of students may want to provide answers to your question, **this exercise should last only five minutes**. You may not be able to get answers from all the students. Tell students after five minutes that they will have many other opportunities to provide answers. Also, give students positive feedback on their answers.

Pass out the handout "The Ideal Caribbean Person." Have students break up into small groups. Ask each group to discuss **HOW** someone their age could demonstrate **ONE** of the positive core values (e.g., caring) through actions and to list ways he or she could do this. For example, how could someone demonstrate that he is responsible? Caring?

Ask students to also determine the consequence of this action by using critical thinking.

Review the steps to critical thinking for this activity. You may write on the board:

- Select one of the core values from our list.
- Think about the meaning of the core values. What does it mean to be "fair"? To be "respectful"?
- How could a person your age reflect these core values in his or her actions?
- What would that action lead to? What would be some of the consequences both to the person and to others?

Give groups about 10 minutes to generate examples. Ask for 1-2 groups to share their answers. Congratulate them on their efforts.

Tell students that they now are going to explore how having positive core values can contribute not only to an individual's success but have a chain effect on a community as well.

Using the chart "Making A Difference," show how one person's positive core values and related actions can lead to positive changes not only for himself but also for his school and his community.

**Step III Conclusion**  
(5 min.)

End the lesson by asking students if the person in the example had to be a specific nationality, age, religion, or gender. Note how anyone can embrace and act on these core values regardless of these things. Tell students that in the next two lessons, they will talk about diversity and how it can make a community stronger.


**Step IV Assessment**

See rubric.

**HOMEWORK:**

Ask students to create their own "Making a Difference" chart using an example generated by their small groups. They can show multiple effects if they prefer and can branch out as far as they like.

### Rubric for Lesson #1

Performance Tasks	Criteria			
	Highest score  Lowest score			
	4	3	2	1
<b>Task #1:</b>  <b>Class Discussion</b>	Showed strong effort in brainstorming values for the "Ideal" Caribbean Person	Showed fair effort in brainstorming values for the "Ideal" Caribbean Person	Showed limited effort in brainstorming values for the "Ideal" Caribbean Person	Showed no effort in brainstorming values for the "Ideal" Caribbean Person
<b>Task#2:</b>  <b>Small-Group Work</b>	Showed strong effort in contributing to the group's work	Showed fair effort in contributing to the group's work	Showed limited effort in contributing to the group's work	Showed no effort in contributing to the group's work
<b>Task #3:</b>  <b>Homework Assignment</b>	Showed strong understanding of the effects of positive core values	Showed fair understanding of the effects of positive core values	Showed limited understanding of the effects of positive core values	Showed no understanding of the effects of positive core values

## Teacher Resource Page – Lesson #1

### Examples and Definitions of Positive Core Values

Courage: Having the determination to do the right thing even when others don't, the strength to follow your conscience rather than the crowd. Attempting difficult things that are worthwhile.

Good Judgement: Choosing worthy goals and setting proper priorities. Thinking through the consequences of your actions. Basing decisions on practical wisdom and good sense.

Integrity: Having the inner strength to be honest and trustworthy in all things. Acting justly and honourably.

Kindness: Being considerate, courteous, helpful, and understanding of others. Showing care, compassion, friendship, and generosity. Treating others as you would like to be treated.

Perseverance: Being persistent in pursuit of worthy objectives in spite of difficulty, opposition, or discouragement. Exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.

Respect: Showing high regard for authority, for other people, for self, for property, and for country. Understanding that all people have value as human beings.

Responsibility: Being dependable in carrying out obligations and duties. Showing reliability and consistency in words and conduct. Being accountable for your own actions. Being committed to active involvement in your community.

Self-Discipline: Demonstrating hard work and commitment to purpose. Regulating yourself for improvement and restraining from inappropriate behaviours. Being in proper control of your words, actions, impulses, and desires. Choosing abstinence from premarital sex, drugs, alcohol, tobacco, and other harmful substances and behaviours. Doing your best in all situations.

Work Ethic: Believing that it is each individual's responsibility to work to the best of one's abilities in order to contribute to the productivity of one's community.

Source: <http://www.wcpss.net/character-education>

# Making a Difference

## Sample Exercise

### Positive Core Values

Strong work ethic  
Self-disciplined  
Punctual



### Action that Reflects this Core Value

A student in Form 3 is a hard worker; she completes all tasks and works hard at her studies. She participates in a country-wide maths competition.



### Effect of this Action on the School

Her school receives the highest score in the competition and is awarded prize money to spend as it wishes. It also receives a plaque to hang in the school and inspire other students to work hard.



### Effect of School's Action on the Community

The students at the school decide to use the money to buy some books for the school and also to donate some of it to the local hospital. The local hospital uses the gift to buy new toys and blankets for sick children.

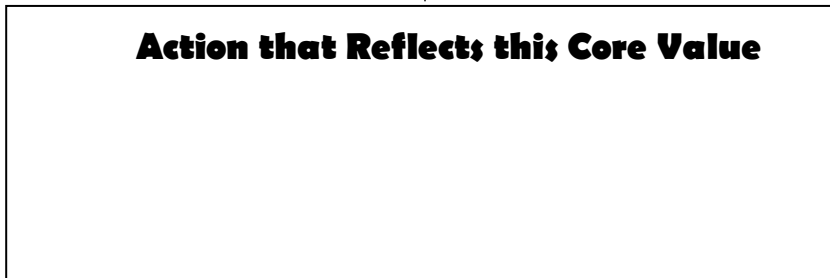
# Making a Difference

Sample Exercise

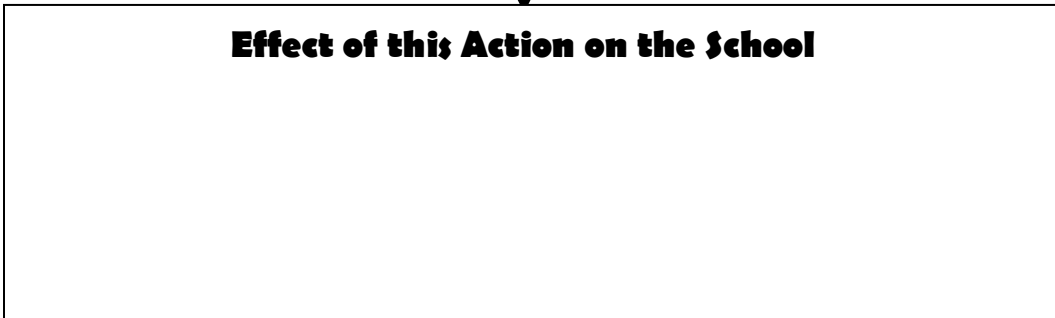
**Positive Core Values**



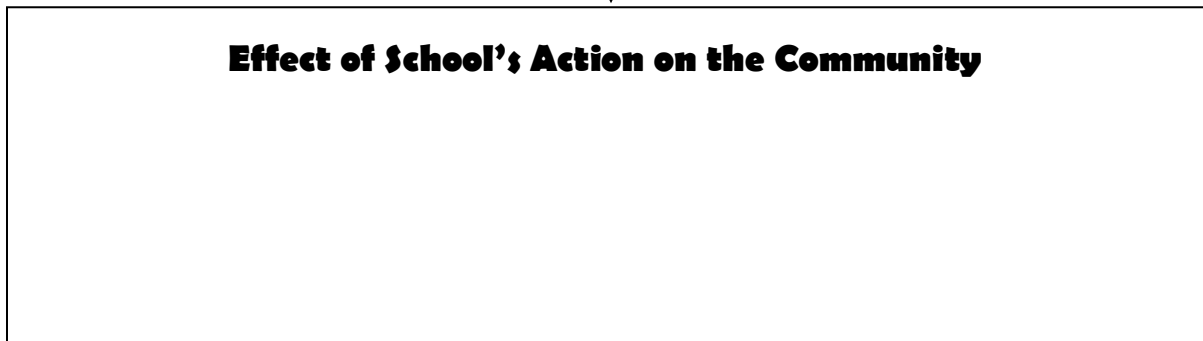
**Action that Reflects this Core Value**



**Effect of this Action on the School**



**Effect of School's Action on the Community**



## **The Ideal Caribbean Person**

The Ideal Caribbean Person should be someone who among other things:

- is imbued with a respect for human life since it is the foundation on which all the other desired values must rest;
- is emotionally secure with a high level of self confidence and self esteem;
- sees ethnic, religious and other diversity as a source of potential strength and richness;
- is aware of the importance of living in harmony with the environment;
- has a strong appreciation of family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community;
- has an informed respect for the cultural heritage;
- demonstrates multiple literacies and independent and critical thinking, questions the beliefs and practices of past and present and brings this to bear on the innovative application of science and technology to problem solving;
- demonstrates a positive work ethic;
- values and displays the creative imagination in its various manifestations and nurtures its development in the economic and entrepreneurial spheres in all other areas of life;
- has developed the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well being and to contribute to the health and welfare of the community and country;
- nourishes in him/herself and in others, the fullest development of each person's potential without gender stereotyping and embraces differences and similarities between females and males as a source of mutual strength.

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

## LESSON PLAN #2 AND #3

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

**REGIONAL STANDARD 3:** Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

**CORE OUTCOME 2:** Advocate for acceptance and inclusion of persons from diverse groupings at all levels of society.

**Title** "Our Differences, Our Strength"

**Age Level** 13-14 years old

**Time** 80 minutes total (two 40-minute lessons)

**Purpose** To help students better understand how acceptance and inclusion of all people—regardless of differences in gender, ethnicity, age, religion, language, or socio-economic status—can build stronger communities.

**Overview** Students will brainstorm how they are "diverse" as well as how they are similar. In small groups, they will then be assigned one way that people can be diverse (e.g., by nationality, skills, interests) and will develop advocacy speeches about why having a diverse student body and staff makes a school stronger.

**Specific Objectives** Students will be able to do the following:

4. Identify how people can be diverse yet similar at the same time.
5. Discuss how diversity can strengthen a community rather than weaken it.
6. Use advocacy skills to support the acceptance and inclusion of diverse peoples in any community, using their school community, as the topic of their argument.

**Resources and Materials** Questions for developing advocacy speech, and diversity cards

**Methods and Strategies** Brainstorming, small-group work, advocacy speeches, and class discussion

## PROCEDURE

### Step I Introduction (5 min.)

Explain to students that in the last lesson, they talked about the similar core values and traits that most people would like for themselves and for others to have. Even if people share core values, they are also individuals. That means we all have differences from one another. Sometimes, people believe that differences between people should divide people rather than make them stronger as a group or community.

Write the words "Diversity" and "Community" on the board.

### Step II Skill Development (25 min.)

First, ask students to brainstorm how people can be "diverse." What are some ways that students in this classroom might be considered different from one another? Write their answers on the board. They could include the following:

- Gender
- Age
- Nationality
- Ethnicity
- Religion
- Interests
- Economic status
- Skills
- Likes, dislikes
- Disabilities

Then, ask students to brainstorm their similarities:

- They are all Form 3 students.
- They are all students at this school.
- They all live in the same country.
- They have the same core values.

Point out that even though every single person is different in many ways, many people can still have the same goals and wishes for their "school" community. Talk about the fact that "communities" can be neighbourhoods, churches, schools, classrooms, and friends at work.

Tell students that in the next lesson, by playing the role of advocates for acceptance and inclusion in this school, they will look at how diversity can make any community stronger.

Break students up into small groups. Give each group one of the "Diversity Cards" (e.g., interests, nationality, religion). For homework, ask them to start thinking about and writing down reasons why a school should accept and include all students and staff regardless of how they may define themselves in that category. In particular, ask students to think about why this would make a school stronger.



### **Tips for Teacher on Using Small-Group Work**

- Small groups are useful for encouraging student participation.
- Divide students into equal groups (e.g., five students in each group).
- Note that one person may need to report back to the larger group, and ask students to select one person to be that reporter.
- Encourage students to take notes if necessary.
- Walk around during the group activity to hear what students are saying.

OPTIONAL IF TIME ALLOWS: Students may start this discussion at the end of this lesson.

End of Lesson #2

Start of Lesson #3

(5 min.)

Tell students that in this lesson they are going to continue to explore how diversity can make a community stronger. Remind them how in a previous lesson in Form 2, they had explored prejudice against and tolerance for a person because of religion, nationality, or disability. This lesson will build on that lesson by exploring how diversity can make a community stronger. You can start with this question:

"It is said that a unified Windies team in the Cricket World Cup could be stronger than separate country teams because the players are unified into one team. Why might a unified West Indies team be stronger than individual country teams?" (Possible answers: A unified team could draw from the talents of cricket players from all the different countries; the best players are brought together into one team.)



### **Tips for Teacher on Facilitating Group Discussion**

- Give students examples of possible answers if no one is willing to start the discussion. You might say, "What about . . ."
- Keep the discussion to the limited amount of time.
- Allow as many students as possible to participate. If one student is dominating the conversation, say, "[Name of student] has provided some great ideas. Does anyone else have an answer?"
- If there is not enough time for all students to answer, say, "We've had a really good discussion. There will be time in a later activity or lesson for others to participate."

Small-group work  
(15 min.)

Ask each group to prepare an "advocacy" speech, advocating for the inclusion of all students into a school community regardless of their interests, religion, nationality, skills, or disability.

In their speech, they should think about ways that a school community could be stronger by having a diversity of students and staff in the area they are assigned (e.g., a diversity of nationalities; a diversity of skills).

Review the Advocacy Skills Steps, and write the questions for developing an advocacy speech (see Teacher Resource Page) on the board or provide as a handout.

Advocacy Skills Steps:

1. Identify the issue you want to address.
2. Identify the intended audience.
3. Decide on the specific message you want to communicate.
4. Think about the best ways to communicate the message, using examples to support it.

Presentations  
(10 min.)

After 15 minutes, ask one or two groups to read their answers aloud to the class. Create a list of "How Diversity Makes Our School Stronger" ideas based on what students are saying. See Teacher's Resource Page for sample ideas and to fill in anything not mentioned.

Consider posting answers around the class or school with the heading "Our Differences, Our Strengths."

OPTIONAL IF TIME ALLOWS: Ask all groups to present their speech.

**Step III Conclusion**  
(5 min.)

Ask students if these same reasons could also apply to a larger community, such as a country or region, like the Caribbean.


**Step IV Assessment**

See rubric following homework assignment to assess students' performance on class discussion and homework.

**HOMEWORK:**

Write a journal entry about what kind of diversity you think you bring to your school and how that enriches the lives of your friends and teachers.

### Rubric for Lessons #2 & #3

Performance Tasks	Criteria			
	Highest score  Lowest score			
	4	3	2	1
<b>Task #1:</b> <b>Large-Group Work</b>	Showed strong effort in brainstorming how people can be diverse	Showed fair effort in brainstorming how people can be diverse	Showed limited effort in brainstorming how people can be diverse	Showed no effort in brainstorming how people can be diverse
<b>Task #2:</b> <b>Small-Group Work</b>	Showed strong effort in contributing to group's work	Showed fair effort in contributing to group's work	Showed limited effort in contributing to group's work	Showed no effort in contributing to group's work
<b>Task #3:</b> <b>Homework</b>	Showed strong understanding of how diversity can enrich people's lives	Showed fair understanding of how diversity can enrich people's lives	Showed limited understanding of how diversity can enrich people's lives	Showed no understanding of how diversity can enrich people's lives

## **Teacher Resource Page - Lesson #2 & #3**

### **Questions for Developing an Advocacy Speech**

**1. What is the issue you want to address?**

**2. Who is your intended audience?**

**3. What is the specific message you want to communicate?**

Use these messages to frame your speech, for example, "We believe that having students with a diversity of nationalities makes our school stronger."

**4. What are the best ways to communicate this message? What are examples you could use to support it?**

Think of specific points that can support your message above.

## **How Can Diversity Make Our School Stronger?**

### **Possible Key Messages or Points:**

- Students at the school are exposed to different viewpoints and therefore become better critical thinkers.
- Students and teachers learn from one another about different foods, traditions, and music.
- Students and teachers gain a better understanding of the world at large by interacting with people who are different from them.
- Students who are skilled in one area can help students who don't have these skills.
- In school competitions, students can represent the school well in different areas.
- A diversity of teachers and staff with different interests and skills can teach students about many different subject areas.
- By being with diverse classmates and friends, students and teachers develop compassion for and understanding of people who may have different backgrounds and experiences.
- Students and teachers develop a stronger understanding of the similarities among people who at first seemed to be "different".

# DIVERSITY CARDS

## LESSON PLAN #4 AND #5

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

**REGIONAL  
STANDARD 2:**

Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.

**CORE  
OUTCOME 2:**

Demonstrate skills to cope with violence at home, school, and in the community.

**Title**

"Bullying"

**Age Level**

13-14 years old

**Time**

80 minutes total (two 40-minute lessons)

**Purpose**

The purpose of these lessons is to explore the problem of bullying in school and what students can do to address the problem.

**Overview**

In this lesson, students will brainstorm different acts that could be defined as bullying. The teacher or a student volunteer will read a story about Steven, a boy in Form 2 who is being bullied. Students will discuss the scenario and then develop similar scenarios on their own in small groups. In the next lesson, students will conduct role plays that depict bullying and serve as "advisors" to one another on what the target and bystander should do in each situation.

**Specific Objectives**

Students will be able to do the following:

- Define what "bullying" is and why people their age may bully.
- Use problem-solving skills to identify strategies for targets and bystanders in a bullying situation.
- Use communication and interpersonal skills to address a problem like bullying.
- OPTIONAL IF TIME ALLOWS: Identify things a school can do to create an environment that reduces bullying.

**Resources and  
Materials**

Steven's Story

**Methods and Strategies**

Brainstorming, small-group work, and role-play activities with class interaction

**PROCEDURE****Step I Introduction**  
(5 min.)

Start by saying, in the last lesson they had talked about diversity as something that makes a school community stronger. State that there are also things that can have a negative effect on a school community or environment.

Write "Bullying" on the board. Ask students to brainstorm what kinds of actions involve bullying. The list might include the following:

- Daily teasing or harassment
- Using a person as a shield
- Trying to start a fight with a person
- Threatening someone
- Calling the person names
- Following a person around
- Threatening phone calls
- Cutting in line

Congratulate students on a great list.

**Step II Skill Development**  
(20 min.)

Write "Target," "Bully," and "Bystander" on the board.

Read aloud "Steven's Story" (Teachers' Resource Page) about a target, a bully, and a bystander, or ask for a student volunteer to read it aloud. Ask the following questions:

- Who was the bully? The target? The bystander? Review the definition of each, with students' input. (See Teacher's Resource Page.)
- What are some of the options that Steven might have?
- Why do you think the bully (David) acted this way? Acknowledge that this behaviour is not acceptable.
- How could we get the bully to hear from others?
- What do you think others (e.g., Shanna) could have done?

Now tell students that they are going to prepare for a role-playing activity. First, break the students into small groups, and ask them to develop one scenario similar to the one you just read that depicts a form of bullying. Ask them to include a target, a bully, and a bystander.

At the end of class, collect their scenarios. Tell students they will be using

these scenarios for a role-playing exercise in the next lesson.

#### **End of Lesson #4**

#### **Start of Lesson #5**

Review yesterday's work.

Tell students they will be practising skills to address bullying in their schools while re-enacting a few of the scenarios created by the class in the previous lesson.

Choose ONE scenario from those that students created in Lesson #4 and read the scenario aloud.

Ask for student volunteers to play the role of each character in the scenario. Divide the rest of the class in half. One half is "Target Advisors." The other half is "Bystander Advisors."

As they are role-playing, stop at points and ask the class to think about (but not yet say aloud) what the target could do and what the bystander(s) could do. After the role play, ask the assigned "target advisors" to advise the target about what to do. Then, ask the "bystander advisors" to advise the bystander(s) about what to do. As students are giving their suggestions, list them on the board.

Have the students then re-enact the role play again with the target and bystander taking the students' advice.

Ask students if they think their advice would make a difference in alleviating the bullying situation and why. Have them generate other solutions.

Using the students' advice, make a list of things a target can do to respond to bullying and a list of things a bystander can do to respond to bullying.

#### **Step III Conclusion** (5 min.)

Conclude the lesson by telling students that they have just identified a number of things that can be done to address bullying.


#### **Step IV Assessment**

See rubric following homework assignment to assess students' performance on class discussion and homework.

**HOMEWORK:**

Ask students to interview one person and to ask the interviewees if they had ever been a bystander to bullying when they were in school, what they did as a bystander, and how that compares to what they think they should have done. Ask students to then add their own thoughts about what their interviewee should have done.

**Rubric for Lesson #4 and #5**

Performance Tasks	Criteria			
	Highest score  Lowest score			
	4	3	2	1
<b>Task #1:</b> <b>Class Discussion</b>	Showed strong creativity and effort in brainstorming bullying actions	Showed fair creativity and effort in brainstorming bullying actions	Showed limited creativity and effort in brainstorming bullying actions	Showed no creativity and effort in brainstorming bullying actions
<b>Task #2:</b> <b>Role-Playing/ Class Discussion</b>	Showed strong creativity and effort in providing advice to the target and bystander	Showed fair creativity and effort in providing advice to the target and bystander	Showed limited creativity and effort in providing advice to the target and bystander	Showed no creativity and effort in providing advice to the target and bystander
<b>Task #3:</b> <b>Homework</b>	Completed homework, showed great thought and effort	Completed homework, showed fair thought and effort	Completed homework, showed limited thought and effort	Did not complete homework, or homework showed poor thought and effort

## Teacher Resource Page – Lesson #4 & #5

### Steven's Story

Steven is in Form 2 and has recently enrolled in a new school. He doesn't have too many friends but has started to become friendly with Shanna, a girl who is in a few of his classes. Steven's voice is somewhat gruff and his accent is different from most of the other students'; when he says "tick," it sounds more like "thick." He is teased by other boys, especially one named David, about his accent. David and other boys take Steven's lunch tray and use it as a shield. In class, they hide his chair so he cannot sit. He feels very insignificant when he gets to class. Shanna often enters the classroom with him, but she doesn't say anything when Steven is looking for his chair.

### What Is Bullying?

Bullying in the school setting is a growing concern for students, their parents, and school personnel. In this module, we define bullying as deliberately aggressive or hurtful behaviour toward another person that is repeated over time. By definition, bullying involves an imbalance of power (for example, a difference in size or status) in which a more powerful person attacks someone less powerful. The aggression may be physical (e.g., pushing, hitting, kicking, punching), verbal (e.g., name-calling, taunts, threats), or indirect/psychological (e.g., spreading rumors, social isolation). Bullying can be carried out by a single individual or a group.

### What Do We Know About Bullying?

The first nationally representative survey of bullying among youth in the United States (Nansel et al., 2001) revealed the following facts about bullying among students in grades 6 to 10:

- Bullying occurs most frequently in grades 6 to 8.
- About 20 percent of students report sometimes or frequently bullying others.
- Sixteen percent report being bullied sometimes or frequently.
- Eight to 9 percent are the targets of bullies once a week or more.
- Seventy percent are not regularly involved in bullying, either as aggressors or targets.
- Physical and verbal bullying are more common among boys. Among girls, bullying frequently takes the form of verbal aggression (e.g., taunting, spreading rumors, excluding someone socially).

**Who Are the Bullies?** Children who bully tend to be impulsive and have a need to dominate others. They believe that aggression is the best solution to conflict. They tend to perceive hostile intentions in others, even when such intentions do not exist. Children and adolescents who bully don't just harm others—they also harm themselves. By the end of elementary school, half of all bullies are not in the age-appropriate grade. Through elementary school, children who bully are of average popularity. By high school, they are generally not liked, and their only friends tend to be students who are also aggressive (Olweus, 1993). Adolescents who bully have a higher incidence of alcohol and tobacco use, as well as poorer academic achievement, than other adolescents (Nansel et al., 2001). Adolescents who bully are also more likely than their peers to report weapon-carrying and involvement in physical fights (Nansel, Overpeck, Haynie, Ruan, and Scheidt, 2003). Approximately 60 percent of boys who were bullies in grades 6 to 9 have a court conviction by age 24 (Olweus, 1993). Bullying interferes with bullies' learning, friendships, work, intimate relationships, income, and mental health.

### **Who Are the Targets of Bullying?**

Targets are typically more anxious, insecure, and sensitive than other students. Male targets, in particular, tend to be physically weaker than their peers. When another child is aggressive toward them, the targets of bullying frequently react by crying and/or withdrawing (Olweus, 1993). Being the target of bullying leads to feelings of unhappiness and anxiety, which then increases a target's vulnerability to further victimization. Adolescents who are bullied differ from their peers in several significant ways: They report greater loneliness, more difficulty making friends, and poorer relationships with their classmates (Nansel et al., 2001). By their early twenties, targets of bullying tend to be more depressed than other young adults and to have lower self-esteem (Olweus, 1993).

### **What Role Do Bystanders Play in Bullying?**

Bystanders can provide direct or indirect support for violence by instigating, encouraging, or passively accepting the bullying behaviour. Just by watching, bystanders may increase the volatility and raise the stakes of an encounter between two people (Slaby, 1997). In 88 percent of childhood bullying episodes, bystander peers are present (Hawkins, Pepler, and Craig, 2001). The same study found that bystanders intervened only 19 percent of the time. Children and adolescents who are bystanders to bullying often don't know what to say to stop the aggression, and they may be fearful of becoming victimized themselves. Nevertheless, bystanders have great potential to help when bullying occurs. Bystanders and targets are encouraged to seek help from adults and to use the skills of communication, decision making, and setting and reaching goals to resolve bullying situations in a non-violent manner.

Source: Education Development Center (2003). Teenage Health Teaching Modules: *Taking Action to Stop Bullying: A Literacy-Based Curriculum Module*. Newton, MA: Education Development Center, Inc.

## LESSON PLAN #6

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

<b>REGIONAL STANDARD 2:</b>	Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.
<b>CORE OUTCOME 3:</b>	Demonstrate skills to cope with violence at home, school, and in the community.

**Title** "Defusing a Situation"

**Age Level** 13-14 years old

**Time** 40 minutes

**Purpose** To provide students with skills they could use to manage their anger and communicate in a way that can prevent a conflict from escalating.

**Overview**

Using the scriptograph "On Managing Anger," students learn about the 5 stages of anger and how conflicts can escalate or be defused based on how someone manages (or doesn't manage) her anger and how she communicates with another person. They will use a role play of a scenario between two sisters that escalates into an angry situation and then see what happens when both sisters use self-management and communication skills to prevent further escalation.

**Specific Objectives** Students will be able to do the following:

- Identify the five stages of anger.
- Use self-management skills to handle anger.
- Use communication skills to prevent a situation from escalating.

**Resources and Materials** Handouts from scriptograph "On Managing Anger"; Script #1: Not Managing Anger; and Script #2: Managing Anger

**Methods and Strategies** Role-playing and class discussion

## PROCEDURE

### Step I Introduction (5 min.)

Start this lesson by saying that in the last lesson, students developed problem-solving skills to deal with bullying. In this lesson, they are going to learn skills for dealing with their anger, and in particular, ways to manage anger so it does not escalate.

State that everyone experiences some kind of conflict in his or her home. The conflict can be something small, like arguing over what to do for dinner, to something serious and life-threatening, like domestic violence. Many times individuals think that conflict can't be avoided. They think because someone else did something, they "couldn't help" but respond in a certain way. Yet, something as minor as not agreeing over lunch could lead in some instances to something as dangerous and deadly as someone getting shot). Often this is because either one person or everyone involved let the conflict escalate.

Note that in Form 1, they may have participated in a lesson about how to manage different forms of conflict by using positive interpersonal skills. This lesson will build on what they learnt in that lesson by having them practise more specific communication and self-management skills to defuse anger before it escalates.

### Step II Skill Development (20 min.)

Pass out the handout "The 5 Stages of Anger" from the scriptograph (also in Teacher Resource Page). Ask for a volunteer to read the five stages. Note how a conflict can escalate depending on what a person does after Stage 1.

Tell students that in this next exercise, they are going to practise things they can do after Stage 1, that is, after something or someone has triggered their anger. As a result, they will develop self-management skills and communication skills that can help them defuse a situation before it turns into a fight.

In the situation they will discuss, Melina's younger sister, Tina, has borrowed her cell phone without letting her know. Later, she returns it but tells Melina "something happened to it." This triggers Melina's anger.

Ask for two volunteers to role-play **Script 1: Not Managing Anger**. Tell students that they are now going to hear a dialogue where this situation escalates into anger and hurt because neither person "managed" her anger in a positive way or communicated effectively.

### **Tips for Teacher on Using Role-Playing**

- Role-playing is a useful teaching method for practising interpersonal skills.
- Let students know before the activity if they may be asked to role-play in front of the class afterward.
- Remind students of the importance of body language and paying attention to non-verbal cues during role-playing.

After Melina says the line "What do you mean?" **stop** the role play. Remind students that Melina is now in Stage 1. Something has "triggered" her anger. Continue with the role play.

After Tina's line "You can't force me to do anything!" stop the role play again. Ask students, "Did Melina manage her anger? What happened as a result? (Tina got angry too and the situation escalated.)

Ask students what Melina and Tina could do now to manage their anger. Some ideas might be: take a deep breath, let Tina answer the question, count to 10.

Continue with the role play. Afterwards, ask students what happened when both Melina and Tina managed their anger. How could it have ended if neither managed her anger? Note how both sisters used "I" statements at the end to convey their feelings.

### **Step III Conclusion** (5 min.)

Write on the board the names of some people or places they could turn to if they feel they are having trouble managing their anger. Examples: school counsellors, hotlines, centres, school staff, trusted teachers, ministers, HFLE teachers. Give students time to write these down.


### **Step IV Assessment**

See rubric following homework assignment to assess students' performance on class discussion and homework.

### **HOMEWORK:**

Ask students to complete the Communication worksheet. Students should think of three situations or problems that have made them angry. If they told themselves a negative message, they should write it down. They should then write a positive message that they told themselves or that they could have told themselves.

### Rubric for Lesson #6

Performance Tasks	Criteria			
	Highest score  Lowest score			
	4	3	2	1
<b>Task #1:</b> <b>Role-Playing/ Class Discussion</b>	Showed strong understanding of self-management skills	Showed fair understanding of self-management skills	Showed limited understanding of self-management skills	Showed no understanding of self-management skills
<b>Task #2:</b> <b>Homework</b>	Showed strong understanding of the use of communication in anger management	Showed fair understanding of the use of communication in anger management	Showed limited understanding of the use of communication in anger management	Showed no understanding of the use of communication in anger management

## Teacher Resource Page: Lesson #6

### Script Part 1: Not Managing Anger

Melina: Tina, did you borrow my cell phone?

Tina: Yes, why?

Melina: Well, you should've told me you were going to take it. I was looking everywhere for it.

Tina: Okay, here it is. I think something happened to it though . . .

Melina: What do you mean? (starts getting angry) You mean you broke it? I can't trust you with anything! Why do you have to be so irresponsible!

Tina: I didn't break it. (getting angry too) It just stopped working. Besides, *you* never take care of it. It doesn't even have a case. I don't know why you're allowed to even have one.

Melina: I can't believe anything you say. I know you broke it. You're always ruining my things! You better pay for it!

Tina: I'm not going to pay for it! You can't force me to do anything!

## Script Part 2: Managing Anger

Melina: (Recognises she is getting angry and uses some self-management skills to handle her anger: takes a few deep breaths; leaves time for the other person to speak first; counts to 10)

(In a calmer voice) Okay. Can you tell me again why you think it's broken?

Tina: (Also calmer) I don't know . . . it just stopped working.

Melina: How do you know it stopped working?

Tina: It turned off.

Melina: Then it wouldn't turn back on?

Tina: No, so I'm not sure what happened. I was talking to Stacy, and it just turned off. Maybe the battery needs charging.

Melina: I would feel much better if in the future you ask me first if you could borrow my phone. I needed to call Eric. But, I think you're right. The battery was low.

Tina: I just really wanted to talk with my friends about something. I'm sorry I took your cell phone. I won't do that again without asking you.

## HOMWORK: COMMUNICATION WORKSHEET



Do you often hear a voice inside your head that tells you what to do? It is called self-talk. You do exactly what you tell yourself you can do. You send yourself messages all day as you internally process events. Many times these messages to ourselves can be negative but with training and practice, the negative self-talk can gradually turn into a positive process which can help you remain calm and in control.

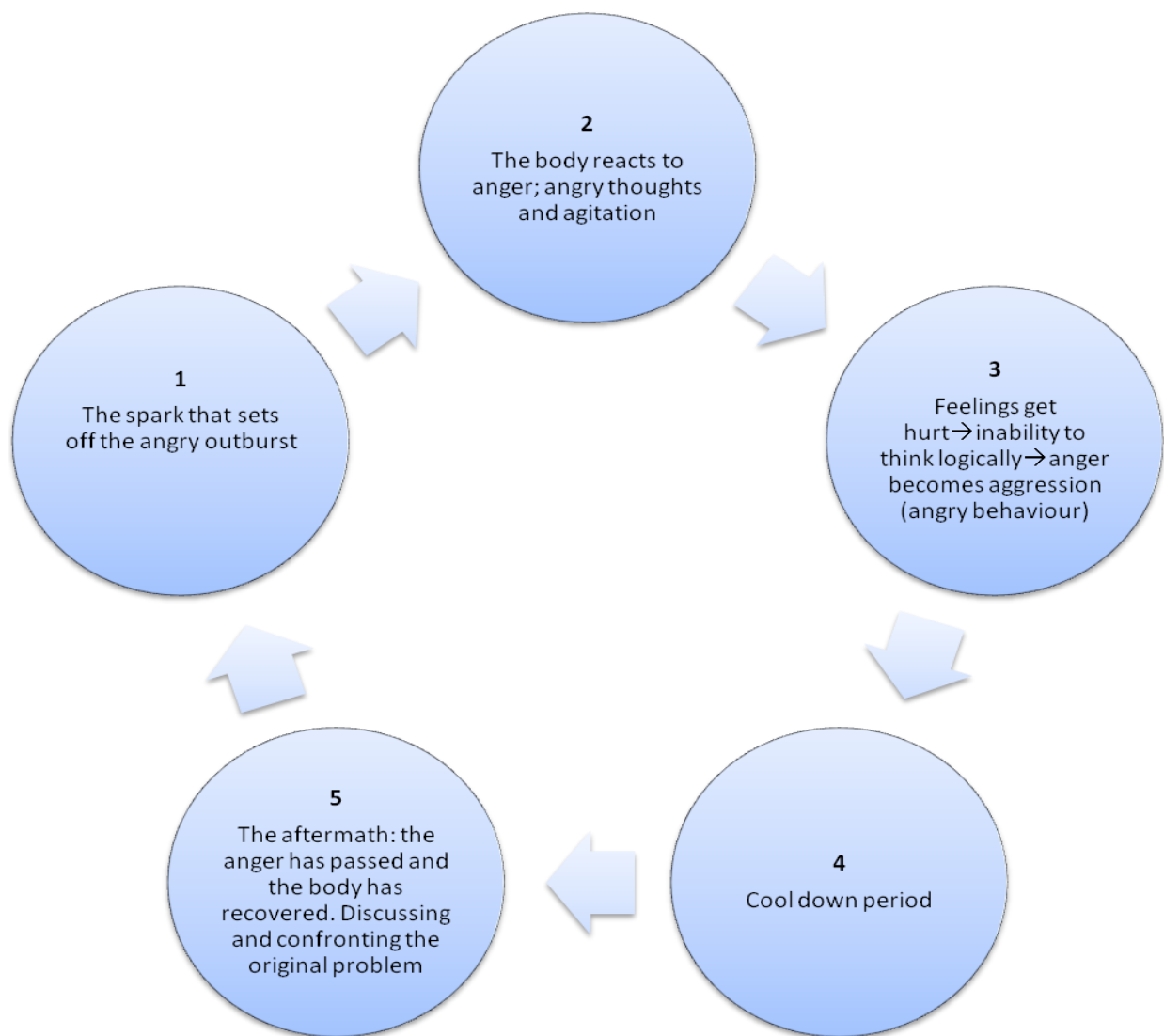
Practice reframing negative thoughts and self-talk phrases to positive ones. For instance:

**When you find yourself faced with trying something new, rather than saying "I can't do that, I am going to fail" try thinking positively and say " I can do it, and the more I try the better I will become"**

Now it is your turn to think of some situations or issues that made you angry. If you told yourself a negative message, write it down and alternatively consider a positive message you could have told yourself to alleviate the situation. Use the format below to help guide your thinking.

Situation	Negative Self-Talk	Positive Self-Talk

## FIVE STAGES OF ANGER



## LESSON PLAN #7 AND #8

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

**REGIONAL  
STANDARD 2:**

Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.

**CORE  
OUTCOME 2:**

Demonstrate skills to cope with violence at home, school, and in the community.

**Title**

**"Safe Schools, Safe Communities"**

**Age Level**

13-14 years old

**Time**

80 minutes total (two 40-minute lessons)

**Purpose**

To have students think about why people their age may commit a crime and, by focusing on the specific problem of gang violence, use problem-solving skills to develop possible actions that schools, families, and peers can take to curb this problem.

**Overview**

Students will discuss a newspaper article about a crime. They will then discuss the problem of gang violence and will use problem-solving skills to think about ways to address this problem in their school and their communities. They will then create a poster proclaiming that day "Safe School, Safe Community Day" and list strategies for making their school and community a safer place.

**Specific Objectives**

Students will be able to do the following:

- 1) Identify reasons why people their age commit crimes.
- 2) Use problem-solving skills to develop possible solutions to the problem of gang violence.
- 3) Identify strategies for making their school and community safer.

**Resources and  
Materials**

Newspaper article about a gang-related crime committed by young people (teacher needs to bring) and poster board to create a "Safe School, Safe Community" poster

**Methods and  
Strategies**

Class discussion, brainstorming, and small-group work

## PROCEDURE

### Step I Introduction (5 min.)

Start this activity by saying that in the last lesson, they learnt about personal anger and conflict and how to defuse potentially angry situations. Sometimes, if these situations are not defused—or in some cases, when someone is victimised—a crime is involved.

At the start of the class, read to students a recent newspaper article that reports on a crime in the community. After you have read the article, ask students the following questions:

- 1) What was the crime and who committed it?
- 2) What do you think may have caused the person to commit the crime?
- 3) Is there anything that could have been done to prevent such a crime from happening?
- 4) What were the consequences of the crime?

Ask students to brainstorm a list of different types of crimes that occur in their community and other communities. As they do, write the crimes on the board. Crimes mentioned could include: burglary, robbery, rape, gang violence, murder, sexual assault.

After they have finished brainstorming, tell them that for this lesson, they are going to play the role of “advisor” to their community leaders about how to reduce crime in their schools and in their communities.

### Step II Skill Development (20 min.)

Specifically, community leaders have asked them to use problem-solving skills to address the problem of **gang violence** in their communities and schools.

Divide students into small groups. Ask them to discuss the following three questions for approximately 10 minutes.

- What are gangs and why are they called that?
- What are some reasons why someone your age or older might join a gang?
- How does gang violence affect the school community and the larger community? (students skipping school; students afraid to attend school; disruptions to learning; graffiti or other vandalism to school environment)

Now, tell them they are going to use problem-solving skills to try to think about what can be done about gang violence. Assign each group one of the following three questions:

- What can **schools** do to reduce and eliminate gang violence?
- What can **families** do to reduce and eliminate gang violence?
- What can **peers** do to reduce and eliminate gang violence?

Tell them that for homework they should start thinking over some strategies to help answer their question. If they choose, they can interview individuals either in or outside the school for more input. As they think of possible answers, ask them to review the problem-solving skills they've used before:

Review the steps related to problem-solving:

- Identify a problem and state why this is a problem.
- Determine the desired outcome in relation to the problem.
- Identify possible ways to reach the desired outcome (how the problem might be solved).

For the third step to problem-solving, they should think about ways to reach the desired outcome only as it relates to the specific area to which they were assigned (e.g., school, family, peers).

### End of Lesson #7

### Start of Lesson #8

Remind students that in the last class, they were each assigned one question related to gang violence and problem-solving.

Have students divide into the same small groups from the last class.

Give students 10 minutes to talk with one another about the different solutions they considered as part of their homework. Have them share with one another if they interviewed anyone else to try to find answers to their question.

While students are meeting in their groups, create three columns on the board with the headings "School," "Family," and "Peers." After the 10 minutes are over, ask each group to report back on its solutions and write them underneath the headings.

**Note to Teacher:** One or more of the solutions listed on the board should be related to **help-seeking**. Students need to understand that students who are either a member of a gang or a victim of gang violence have places to go to seek help. Please see the note below about providing information.

After all the groups have reported on their solutions, tell students that they will use these ideas and also generate new ideas to create a plan for how their school can help reduce **crime** in their community. **Note that this can be for any crime, not just gang violence. (See examples on Teacher Resource Page.)**

Write in large letters on a poster board, "Safe School, Safe Community" (see Teacher Resource Page for examples).

Underneath, write the sentence:

"We, in [name of school], will work to reduce crime in this school and this community by . . ." Ask students to contribute to this list using the ideas they generated in their groups as well as other ideas.

**OPTIONAL:** When the list is done, students can be invited to decorate the poster.

**Note to Teacher:** Write on the board the names and contact information of people or places that students can go to if they need help dealing with any type of crime now or in the future. Give students time to copy this information.

**Step III Conclusion**  
(1 min.)

Tell students that crime is more than about the actions of one individual. They have just determined ways that everyone can play a role in deterring or preventing crime. To do so, there first needs to be a good understanding of why crimes occur. Only then can they be prevented.

**Step IV Assessment**


See rubric following homework assignment to assess students' performance.

**HOMEWORK:**

For Lesson #7: Ask students to begin thinking about and writing down some strategies to help answer their group's question. If they choose, they can interview individuals either in or outside the school for more input.

For Lesson #8: Ask students to pick one or two ideas that were mentioned in class for reducing crime and to do one of the following: write a letter to one of the leaders in their community or school about why this strategy is important; draw a cartoon depicting this strategy; organise a walk to reduce crime; write a song/rap, poem, or slogan about reducing crime; draw a mural that depicts a community without crime.

### Rubric for Lesson #7 and #8

Performance Tasks	Criteria			
	Highest score  Lowest score			
	4	3	2	1
<b>Task #1:</b> <b>Class Discussion</b>	Showed strong effort in contributing to discussion on crime	Showed fair effort in contributing to discussion on crime	Showed limited effort in contributing to discussion on crime	Showed no effort in contributing to discussion on crime
<b>Task #2:</b> <b>Small-Group Work</b>	Showed strong effort in contributing to group's work	Showed fair effort in contributing to group's work	Showed limited effort in contributing to group's work	Showed no effort in contributing to group's work
<b>Task #3:</b> <b>Homework for Lesson 7</b>	Showed strong understanding of how to use problem-solving strategies to answer their question	Showed fair understanding of how to use problem-solving strategies to answer their question	Showed limited understanding of how to use problem-solving strategies to answer their question	Showed no understanding of how to use problem-solving strategies to answer their question
<b>Task#4:</b> <b>Homework for Lesson 8</b>	Showed strong creativity and thought	Showed fair creativity and thought	Showed limited creativity and thought	Showed no creativity or thought



## ***Safe School, Safe Community***

***We, [name of school], will work to reduce crime in this school and this community by . . .***

***1.***

***2.***

***3.***

***4.***

***5.***

***6.***

***7.*** Giving students information about where they can go for help.

***8.*** Not tolerating any kind of harassment or violence by a student toward another student.

## LESSON PLAN #9 & #10

### THEME: SELF AND INTERPERSONAL RELATIONSHIPS

**REGIONAL  
STANDARD 1:**

Examine the nature of self, family, school, and community in order to build strong, healthy relationships.

**CORE  
OUTCOME 2:**

Recognise risks to mental and emotional well-being.

**Title**

**"Reaching My Goals by Reducing My Risk"**

**Age Level**

13-14 years old

**Time**

40 minutes

**Purpose**

To help students set goals for themselves and use decision-making skills to identify how certain decisions can block them from reaching their goals

**Overview**

Students will spend some time setting goals for their future. They will then reflect back on what they have learnt in this unit and in previous HFLE lessons to think about various "risk factors" and decisions that might prevent them from reaching their goals. Students will then use "decision cards" to play a game. During this game, they will follow a path, with their goals at the end of the path. Using the decision cards, they will either move closer to their goals or farther away from them.

**Specific Objectives**

Students will be able to do the following:

- 1) Use goal-setting skills to establish goals for their future.
- 2) Identify the negative influences and decisions that may interfere with their reaching those goals.
- 3) Devise personal plans for the future, complete with strategies for success.

**Resources and  
Materials**

Decision Cards for game (duplicated as needed), Reaching My Goals Game Board for each team, Setting a Plan to Reach My Goals worksheet, and How I've Changed handout.

**Methods and  
Strategies**

Brainstorming, small-group work (game), and group discussion

## PROCEDURE

### Step I Introduction (10 min.)

Start the lesson by saying "We have spent the last three lessons talking about violence, on a personal level and at the community level, and ways to reduce it. When people live in a community free of violence, they are freer to set goals for themselves and to achieve them. We are going to talk about goal-setting skills today and how the decisions you make can affect whether or not you will reach your goals."

Do a bit of brainstorming to get students thinking about their futures and the kinds of real-life decisions they'll soon face. Where would students like to be in their lives at age 21? 30? What kinds of jobs would they like to have? Do they plan to go to university? Would they like to become parents?

### Step II Skill Development (40 min.)

Present the steps of developing goal-setting skills. Important goal-setting steps include these (**write them on the board**):

- Set a goal. What is something that you hope to achieve at some time in the future? (it could be short-term or long-term)
- Look at options to meet the goal.
- Establish a plan. (this will be part of their homework)
- Think about rewards for reaching the goal.
- Monitor your progress toward the goal.

Tell students that, as they have learnt throughout the unit and in last year's unit, there are a number of things that can prevent someone from reaching his or her goals. These things include drugs, violence, alcohol use, negative relationships, and stress. Each of these things is a risk to a person's mental and emotional well-being as well as to his or her overall health. However, they have also learnt skills that can help them become more resilient to these negative influences.

In the next class, they are going to play a game in which they must try to reach a goal that they have set for themselves. When trying to achieve their goals, they may encounter risks and challenges. The decisions they make during these encounters can affect whether or not they will reach their goals.

#### **OPTIONAL HOMEWORK or CLASSWORK IF TIME ALLOWS:**

Have each student create two decision cards that are related to one of the following four topics: 1) alcohol or drugs, 2) peer pressure to engage in sex, 3) bullying, or 4) violence or crime. You can assign the topics or let students choose one.

Provide them with an example from the game decision cards enclosed.

One decision card should have a **negative decision** that could *prevent* someone from reaching his or her goal, and one decision card should be about a **positive decision** that could *help* someone to move toward reaching that goal.

On the negative decision card, they should also indicate how many spaces on the game board their team has to move back (shouldn't be more than three spaces). On the positive decision card, they should indicate how many spaces their team could move forward.

Ask students to write the topic (peer pressure to have sex; violence or crime; drugs or alcohol; or bullying) they chose for their situation card on the **back** of the decision cards.

### End of Lesson #9

### Start of Lesson #10

Remind students that they are going to be playing a game today. If students were assigned to create game decision cards for homework, collect the cards.

**Note to Teacher:** If you use the game decision cards provided, they should be duplicated using the double-sided feature on the copying machine. This way the topics (e.g., Bullying) will be printed on the back of each scenario.

Divide students into groups of four. Give each student a game board. Ask them to spend five minutes writing one or two of their goals at the top of their board.

#### Instructions to the "Reaching Our Goals" Game:

- A. Each group receives a set of 20 or more game decision cards. If students created their own decision cards, these cards can also go into the pile.
- B. Students should divide the decision cards according to the topic written on the back of each card.
- C. Each student takes a turn selecting a topic (e.g., Bullying).
- D. The person sitting to the right of that student picks a card from that topic pile and reads it aloud.
- E. The person whose turn it is can move, based on what the card says, forward toward his or her goals or backwards away from the goals.
- F. IF SOMEONE SELECTS A NEGATIVE CARD, the whole group must talk about what the consequence of that negative decision could be, and why it would prevent the person from reaching his or her goals.
- G. Each small group should set aside the negative decision cards they discuss. If there is time, they will need to pick one later to report back to the whole class on what consequences they discussed.

About 10 minutes before the end of class, ask students to stop playing the game.

If after 10 minutes no one has reached his or her goals, identify the “winners” as the students who are closest to their goals at the end of class.

**OPTIONAL IF TIME ALLOWS:** If there is time, ask groups to report on one of the negative decision cards they picked. They should talk briefly about what their group thought a consequence could be for that decision and give an example of how that consequence could prevent someone from reaching his or her goals.

**Step III Conclusion**  
(10 min.)

Remind students that every decision they make—especially as these decisions relate to the risks they just discussed—can affect whether or not they are able to become the person they would like to be in the future. By setting a plan to reach their goals, they can start to think about some of the challenges they may face in trying to reach them. However, they can also start to devise strategies for overcoming these challenges and gather the names of people they can turn to for help.

Hand out the “Setting a Plan to Reach My Goals” worksheet and ask them to complete it for homework.

**Step IV Assessment**

See rubric to assess students’ performance on class discussion and homework.

**HOMEWORK**  
**For Lesson #9**

Ask students to use the goal-setting steps to devise a personal plan for their future, including strategies for reaching their goals. Distribute the “Setting a Plan to Reach My Goals” worksheet and ask them to fill this out, reflecting on the kinds of challenges and pressures they may face as they try to reach their goals—and how they think they can overcome them.

**OPTIONAL:** See above. Students may be assigned to create their own decision cards for the game.

**For Lesson #10**

**OPTIONAL:** Students can fill out the How I’ve Changed worksheet to reflect on what they have learnt, and how they may have changed, since the start of the unit. This can be an item they include in their portfolios.

### Rubric for Lesson #9 and #10

Performance Tasks	Criteria			
	Highest score <span style="margin-left: 50px;">→</span> Lowest score			
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Homework Task:</b>	Showed strong understanding of goal-setting steps	Showed fair understanding of goal-setting steps	Showed limited understanding of goal-setting steps	Showed no understanding of goal-setting steps

RUBRIC TO ASSESS WORKING COLLABORATIVELY IN GROUPS					
Skills	Criteria				Points
	1	2	3	4	
<b>Helping:</b> The teacher observed the students offering assistance to one another.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Listening:</b> The teacher observed students working from one another's ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Participating:</b> The teacher observed each student contributing to the project.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Persuading:</b> The teacher observed the students exchanging, defending, and rethinking ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Questioning:</b> The teacher observed the students interacting, discussing, and posing questions to all members of the team.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Respecting:</b> The teacher observed the students encouraging and supporting the ideas and efforts of others.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Sharing:</b> The teacher observed the students offering ideas and reporting their findings to one another.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
<b>Total Points</b>					

## Teacher Resource Page – Lesson #9 & #10

**NOTES ON GAME:** If you use the game decision cards provided, they should be duplicated using the double-sided feature on the copying machine. This way the topics (e.g., Bullying) will be printed on the back of each scenario. The situation numbers on the back pages are flipped (e.g., #17 comes before #16) so that they will print on the back of the correct corresponding scenario.

### Goal Setting

In the development of goal-setting skills, students create steps as a process for achieving either a short-term or long-term goal. Students demonstrate an understanding of goal-setting skills by selecting a reachable goal and developing a plan that includes the steps needed to reach it. Over time, they can review their goals, see if their plan is helping them reach their goals, and reconsider the steps. Activities that can help build this skill include: creating a plan, anticipating possible challenges, and devising strategies for overcoming these challenges.

**The Goal-Setting Process** includes making a clear goal statement that defines a realistic goal, a plan for reaching the goal, and a reward for when the goal is reached. There are a variety of processes that can be used to set goals. Important goal-setting steps include these:

- Choose a goal
- Explore different options to achieve the goal
- Establish a plan
- Set a timeline
- Follow the plan. Keep record of your progress
- Assess your progress

Student's examples of personal goals will vary. Point out that goals may be things that they want in the long run or things they want to do right now. Our goals change as we grow and have new experiences. For example, someone may have wanted to be a singer last year, but this year, after taking algebra class and doing well, she wants to be a math teacher. Sometimes people have to modify their goals so they are more realistic. Let's say, for example, that someone wants to be a star basketball player on the school team, but learns that many of the other players are better. This person may have to adapt her new goal to "improve my basketball playing" or to "do my best to help the team win." Also point out that it is important to set long-term goals because they provide us with direction. Goals give us something to look forward to.

Short-term goals can be accomplished in a brief time. Some examples include:

- getting an A on the next social studies exam
- earning enough money to buy your favourite compact disc
- finishing your homework by 7:00 P.M.
- making it to track practice on time
- keeping cool head with students who call you names

Long-term goals may take months or years to reach. Examples include:

- getting accepted to a specific college
- getting in shape
- getting high marks in all your classes
- becoming a famous painter
- not getting into any fights this school year

Source: Education Development Center (1994). *Agressors, Victims, And Bystanders: Thinking and Acting to Prevent Violence*. Newton, MA: Education Development Center, Inc.

## GAME DECISION CARDS 1

**SITUATION 1:** Robert's friend Alan tells Robert that he heard a nearby neighbourhood store has a broken backdoor lock. He suggests they sneak into the store after it has closed and take some candy and magazines.

**DECISION:** Robert tells Alan that his father is good friends with the store owner and he wouldn't feel right about stealing.

MOVE UP\_3\_\_SPACES!

**SITUATION 3:** Teresa has become friendly with Sam, a new girl in school. When one boy, Adam, starts talking to Sam at school, another girl, Jasmine, gets jealous. Jasmine and her friends start bullying Sam in front of Teresa, making fun of her hair and shoes.

**DECISION:** Teresa decides to write a note to Jasmine, who she has known since she was little. She tells Jasmine that Sam is really nice and her feelings are getting hurt.

MOVE UP\_2\_\_SPACES!

**SITUATION 5:** Deena's favourite aunt is Auntie Mabel. She often gives Deena advice about school and friends. The other day, Deena went over to Auntie Mabel's house and heard a lot of arguing. When she opened the door, she saw her uncle hit Auntie Mabel. She ran out quickly before they saw her.

**DECISION:** Deena decides not to tell anyone about what she saw so she doesn't embarrass Auntie Mabel.

MOVE BACK\_1\_\_SPACE!

**SITUATION 2:** Sarah is best friends with Carmella. At School, Carmella tells Sarah that her older sister and her boyfriend were drinking some beer at their house while her parents were out. When they stepped out, Carmella took one of the bottles and hid it. She really wants Sarah to try it with her.

**DECISION:** Sarah really admires Carmella's older sister and thinks she's really pretty and smart. She decides if Carmella's sister drinks a beer, it must be a cool thing to do.

MOVE BACK\_2\_\_SPACES!

**SITUATION 4:** Corey and his girlfriend, Tessa, are starting to get serious about each other. He tells her that one way they can really prove they love each other is by having sex. He tells her he doesn't want her to feel pressure, though, so she should only do anything if she "loves him."

**DECISION:** Tessa tells Corey that he can prove he loves her by respecting her decision to wait until she's older to have sex.

**SITUATION 6:** A boy in Pedro's class was recently in a car accident and permanently disfigured his hand. Since then, other kids in his school have been making fun of his hand and his inability to play sports. They do this when there are no adults around.

**DECISION:** Pedro decides to tell his favourite teacher, his English teacher, about what is happening.

MOVE UP\_3\_\_SPACES!

## GAME DECISION CARDS 1 - BACK PAGE

**SITUATION 2:  
ALCOHOL  
OR DRUGS**

**SITUATION 1:  
VIOLENCE  
OR CRIME**

**SITUATION 4:  
PEER PRESSURE  
TO HAVE SEX**

**SITUATION 3:  
BULLYING**

**SITUATION 6:  
BULLYING**

**SITUATION 7:  
VIOLENCE  
OR CRIME**

## GAME DECISION CARDS 2

**SITUATION 7:** Louis's good friend Carlos has recently started to hang out with a group of older boys who may be part of a "gang." Carlos says they're just having fun, but Louis has overheard them making plans to rob a store and to vandalize it. They start to become friendly with Louis, too, and ask him to hang out with them. Louis can't believe they want to include him!

**DECISION:** Louis decides he's not comfortable being around them. He tells Carlos about what he heard them say.

MOVE UP\_2\_SPACES!

**SITUATION 9:** Sonny's Form 3 Science class is going on a trip to a nearby university. His friend, Wilford, tells Sonny that he and his girlfriend are going to sneak off somewhere to "have some fun". He suggests Sonny and his "girlfriend" Merlene do the same.

**DECISION:** Sonny decides to stay with the class. Science is one of his favourite classes and both he and Merlene have been looking forward to the trip.

MOVE UP\_1\_SPACE!

**SITUATION 11:** Oscar hears that Paul wants to fight him because he is the new kid at school. At lunch time, Paul pushes Oscar against a wall.

**DECISION:** Even though Oscar is mad, he calmly tells Paul that he doesn't want any trouble and walks away to cool off.

**SITUATION 8:** Karla has heard from a friend that smoking marijuana can make you smarter. She is very nervous about an upcoming maths test and knows that her older brother's friend, Nat, uses it. She also has a little crush on Nat. She sees him one day outside her house.

**DECISION:** Karla decides she has to do everything she can to do well on her maths test. She asks Nat if he could get her some marijuana by Friday.

**SITUATION 10:** Sandie and her cousin, Audrey, are walking home from school. They pass by a store owned by a man who is a family friend. Sandie says hi to him, but notices Audrey looks very shaken and scared when she sees him. Later, Audrey tells Sandie that he had grabbed her and tried to touch her once in a store when no one was there.

**DECISION:** Sandie decides to tell her mother about Audrey's story. She has been having a funny feeling about that man, too.

MOVE UP\_2\_SPACES!

**SITUATION 12:** Alvin and his friends see some money on the teacher's desk. His friends "dare" him to take the money.

**DECISION:** Alvin tells them that the whole class would get punished if he did.

MOVE UP\_2\_SPACES!

## GAME DECISION CARDS 2 - BACK PAGE

**SITUATION 8:  
ALCOHOL  
OR DRUGS**

**SITUATION 7:  
VIOLENCE  
OR CRIME**

**SITUATION 10:  
VIOLENCE  
OR CRIME**

**SITUATION 9:  
PEER PRESSURE  
TO HAVE SEX**

**SITUATION 12:  
VIOLENCE  
OR CRIME**

**SITUATION 11:  
BULLYING**

## GAME DECISION CARDS 3

**SITUATION 13:** Cara's friends bring gin to the cricket match. They offer her some. She is curious about what it tastes like.

**DECISION:** Cara remembers what she learned in school about how alcohol can lead to poor actions. She says to her friends, "I'm okay. I'm not thirsty."

MOVE UP 2 SPACES!

**SITUATION 15:** Deon walks in when some bullies are picking on a girl in the bathroom. Deon doesn't want them to think she is a "tattle-tale," but she feels sorry for the girl.

**DECISION:** She tells the bullies that she thought she saw a teacher coming, so she came in to warn them. She asks the girl if she's ok.

MOVE UP 2 SPACES!

**SITUATION 17:** Edna really wants a shirt she sees in a store, but she doesn't have enough money. She knows all her friends would think she looks really fashionable with the shirt.

**DECISION:** Edna decides to steal the shirt when the store clerk isn't watching.

MOVE BACK 3 SPACES!

**SITUATION 14:** Sandi's older boyfriend, Todd, keeps suggesting they spend some time alone at his cousin's house while the family is away. He is starting to get angry with her for not going to the house with him.

**DECISION:** Sandi sticks with her decision not to give in to Todd's pressure, even if he is getting angrier with her. She tells Todd that she heard someone is house-sitting that evening. She also decides to talk with a friend about whether she should break up with Todd.

MOVE BACK 3 SPACES!

**SITUATION 16:** It is late at night and Grace's boyfriend wants her to stay with him longer. Grace wanted to stay as well...

**DECISION:** Grace knows he wants to do more things if she stays, so she tells him she has a lot of studying to do.

MOVE UP 2 SPACES!

**SITUATION 18:** John had been stressed about school and family life and he wants to relax. He goes to the refrigerator and finds some beer.

**DECISION:** No one is at home, so John decides to take a bottle and drink it.

MOVE BACK 4 SPACES!

## GAME DECISION CARDS 3 - BACK PAGE

**SITUATION 14:  
PEER PRESSURE  
TO HAVE SEX**

**SITUATION 13:  
ALCOHOL  
OR DRUGS**

**SITUATION 16:  
PEER PRESSURE  
TO HAVE SEX**

**SITUATION 15:  
BULLYING**

**SITUATION 18:  
ALCOHOL  
OR DRUGS**

**SITUATION 17:  
VIOLENCE  
OR CRIME**

## GAME DECISION CARDS 4

**SITUATION 19:** Milton's friends think he is cool for stealing his neighbour's cell phone. But Milton knows his neighbour is upset about it and is looking for it everywhere.

**DECISION:** Milton returns the cell phone to his neighbour and calls her to apologize. He doesn't care if his friends think he's weak. He knows he did the right thing.

MOVE UP 4 SPACES!

**SITUATION 20:** Tommy's friends seem like they are having a very good time smoking marijuana. They offer him a puff.

**DECISION:** Tommy doesn't think it could hurt to try, so he decides to do it. Besides, if he didn't, his friends would call him a coward.

MOVE BACK 2 SPACES!

**SITUATION:**

**DECISION:**

MOVE UP/BACK\_\_SPACES!

**SITUATION:**

**DECISION:**

MOVE UP/BACK\_\_SPACES!

**SITUATION:**

**DECISION:**

MOVE UP/BACK\_\_SPACES!

**SITUATION:**

**DECISION:**

MOVE UP/BACK\_\_SPACES!

## GAME DECISION CARDS 4 - BACK PAGE

**SITUATION 20:  
ALCOHOL  
OR DRUGS**

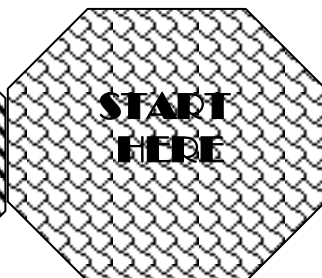
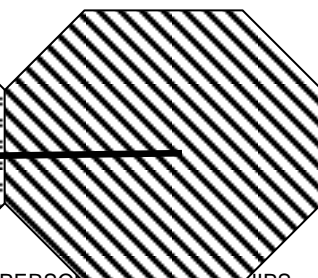
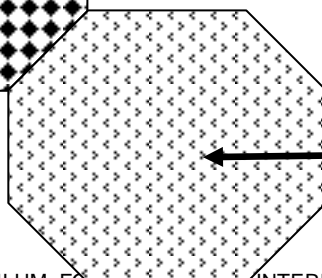
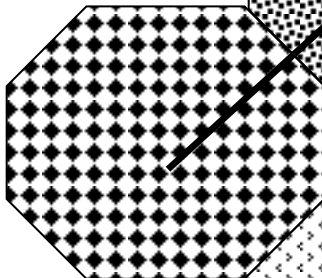
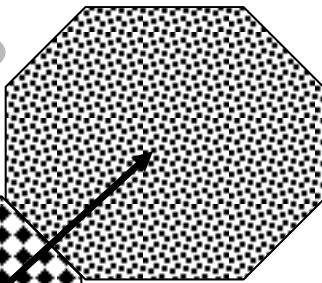
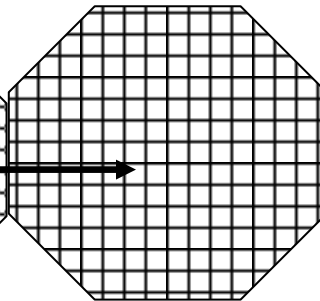
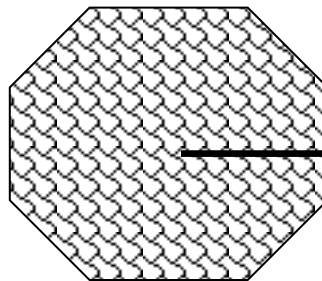
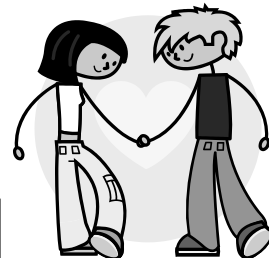
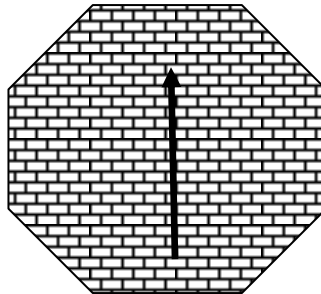
**SITUATION 19:  
CRIME**

# REACHING OUR GOALS GAME BOARD

TO BE GIVEN TO EACH GROUP OR POSTED ON THE WALL

**YOUR NAMES:**

**YOUR GOALS:**



# Setting a Plan to Reach My Goals

Write down two of your goals for adulthood. Think about your educational options, career choices, health, marriage, and parenthood, among other things. Then, fill out your plan based on these goals.

## MY GOALS:

1.

2.

## WHAT ARE THE STEPS I NEED TO TAKE TO ACHIEVE THESE GOALS?

### STEPS TO GOAL #1:

1.

2.

3.

4.

5.

6.

### STEPS TO GOAL #2:

1.

2.

3.

4.

5.

6.

## WHAT ARE SOME THINGS THAT MIGHT BLOCK MY PATH TOWARD THESE GOALS?

## HOW I CAN OVERCOME THEM (STRATEGIES FOR SUCCESS):

## WHO CAN HELP ME REACH MY GOALS?

## HOW CAN I HELP MYSELF (WHAT SKILLS CAN I USE)?



## ***How I've Changed***



***At the start of this unit, I wasn't so confident that I could ...***

***1.***

***2.***

***3.***

***Now, I feel confident that I can ...***

***1.***

***2.***

***3.***

## Summary Tips for Teachers

15. If your class time is 80 minutes, the expectation would be to cover two lessons, not drag out one lesson to fill up the time.
16. Leave time to reinforce conclusions and skills at the end of each lesson.
17. Remember to make lessons age/language appropriate. If necessary, teacher must interpret lessons so students can understand.
18. Tips on how to facilitate group discussion include the following:
  - Give students examples of possible answers if no one is willing to start the discussion. You might say, "What about . . ."
  - Keep the discussion to the limited amount of time.
  - Allow as many students as possible to participate. If one student is dominating the conversation, say, "[Name of student] has provided some great ideas. Does anyone else have an answer?"
  - If there is not enough time for all students to answer, say, "We've had a really good discussion. There will be time in a later activity or lesson for others to participate."
19. Tips on using small-group work include the following:
  - Small groups are useful for encouraging student participation.
  - Divide students into equal groups (e.g., five students in each group).
  - For topics that may be gender-sensitive, separate girls and boys.
  - Note that one person may need to report back to the class, and ask students to select one person to be that reporter.
  - Encourage students to take notes if necessary.
  - Walk around during the group activity to hear what students are saying.
  - Keep small-group work to the limited time frame. Tell students that it's okay if they didn't get everything done before time was up. There will be time to discuss further as a class.
20. Tips on using role-playing include the following:
  - Role-playing is a useful teaching method for practising interpersonal skills.
  - Let students know before the activity if they may be asked to role-play in front of the class.
  - Remind students of the importance of body language during role-playing and paying attention to non-verbal cues.
  - If students start to get rowdy during role-playing activities, remind them to stay on the topic, and walk around the class to help them focus.
21. Tips on using brainstorming include the following:
  - Brainstorming is useful for gathering many answers in a short amount of time.

- Although a number of students may want to provide answers to your questions, this exercise should last only five minutes. You may not be able to get answers from all the students.
- Tell students after five minutes that they will have many other opportunities to provide answers.
- Give students positive feedback on their answers.