

# **TIES** 2003

Teachers in Industry for Educational Support

## **School Success**

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## **(SCHOOL SUCCESS) Curriculum Unit Overview**

### **Summary**

Students in our world face many challenges. Major changes caused by divorce, moving, drug/physical/mental abuse, unsupervised homes and academic difficulties have increased the number of youth who do not come to school ready to learn. It is important that parents and youth learn to identify their strengths and to utilize them to overcome these challenges.

### **Big Picture**

The strategies and activities in this unit can be used to help youth identify their strengths and to utilize these strengths to improve relationships, make positive changes in their lives, and cope with stressors. These are important life skills that are critical to being a productive adult and succeed in the workplace. The key element of this unit is that the students learn skills that they can practice immediately in real life situations.

### **Preparation for the Unit**

This unit is designed to be taught to juvenile offenders age 13 to 16 who have been identified by the courts. It will be taught by a “Natural Helper” that has been identified and trained by Reclaiming Futures personnel. A recommendation sheet was developed to be reviewed by Natural Helpers prior to instruction. This includes room layout, discipline techniques and time management. Materials and equipment needs are addressed on page one of each session.

### **Overview**

These lessons in this unit include skills and activities to help youth deal with the problems that most youth frequently encounter at school. The goal is for the youth to be able to immediately apply what they learn in the real world.

**(School Success)  
Curriculum Unit Summary**

<b>Building Healthy Relationships</b>	<b>Making Positive Changes</b>	<b>Coping with Stressors</b>
<p><b>ALT 1 - Know Yourself</b> Student will learn about how you see, and other people you know, see yourself. Use a word description activity, and a self-esteem worksheet.</p>	<p><b>ALT 1 – Building on Strengths</b> Students will learn how to identify their strengths through a strengths assessment.</p>	<p><b>ALT 1 –Decision making</b> Students will use hands-on activities to learn that they are responsible for their decisions &amp; the resulting consequences.</p>
<p><b>ALT 2 – Qualities of a Good Friend</b> Student will learn how to form lasting friendships by brainstorming qualities of a good friend, and a friendship quiz.</p>	<p><b>ALT 2 – Goal Setting</b> Students will learn the components and steps of setting goals.</p>	<p><b>ALT 2 –Problem solving</b> Students will use multi-modality methods to learn &amp; practice a step-by-step approach to problem solving..</p>
<p><b>ALT 3 – Building a Support Network</b> Student will learn how to build an effective support system by discussing needed skills, testing their support system, and finding ways to enhance their support system.</p>	<p><b>ALT 3 – Accepting Criticism</b> Students will learn the basic guidelines in accepting criticism and apply this in a role-playing situation.</p>	<p><b>ALT 3 – Managing stress &amp; anger</b> Students will use multi-modality methods to learn to recognize anger/stress &amp; practice techniques to manage stress &amp; anger.</p>
<p align="center"><b>Transfer or Culminating Activity</b>  Students will participate in “Letting Off Steam” activity.</p>		

## Section One: (Building Healthy Relationships)

### ALT One: Know Yourself

#### Summary

It is important to understand yourself before you can have healthy relationships with others around you. Self-acceptance is a springboard for all successes and failures. In the real world, you must get along with others in school, in your family, and on the job.

#### Competencies

1. Students will describe how they see themselves and how others see them.
2. Students will evaluate their self-esteem.

#### Time

20 minutes

#### Materials

3x5 cards

Pencils

Jolly Ranchers candy

Handout 1 Self Esteem

Handout 2 Daily Affirmations

#### Instructions

**Step One:** Tell the youth.

During this activity:

- You will learn about how you see, and other people you know, see yourself.
- It is important to understand yourself before you can have healthy relationships with others around you.
- Self-acceptance is a springboard for all successes and failures.
- In the real world, you must get along with others in school, in your family, and on the job.
- The skills provided can lead youth down that path.

**Step Two:** Pass out a 3x5 card to each student.

- Ask the student to list three words that....
  - A. a close friend might use to describe them
  - B. their parents might use to describe them
  - C. their teacher might use to describe them

D. they would use to describe themselves

E. they would like people to choose to describe them

(Give the students time to complete each row before reading the next one.)

- Ask students to share if there is a difference between how they see themselves and how others see them.
- Ask students to share what they could do to have others see them the way they want to be seen.

**Step Three:** Pass out (Building Healthy Relationships) Skill Lesson One: Handout 1 Self-Esteem.

- Read the items on the worksheet aloud and ask the students to think about themselves. Have the students circle **yes** if the statement is usually true OR **no** if the statement is mostly false.
- If you circled “yes” many times, then you have a good feeling about yourself.
- If you circled “no” many times, then you might not be feeling very good about yourself. Look at these points and think of a way that you could work at changing them.
- Say to youth: If you feel good about yourself, then you project this attitude in your relationships.

**Step Four:**

- Ask each youth to share something they like about himself/herself.
- Toss a jolly rancher to each youth as they share.
- Take home: Pass out (Building Healthy Relationships) Skill Lesson One: Handout 2 Daily Affirmations. Read this worksheet to practice good thoughts about yourself.

### **Evaluation/Assessment of Student’s Competency**

The students wrote ways to make changes in how others see them. The students also practiced reading the good thoughts worksheet to encourage a better self-concept.

### **Closure**

When you feel good about yourself, others respond to you. You have to know yourself before developing good friendships. We will be looking at relationships in the next session.

(Building Healthy Relationships)

Skill Lesson One: Handout 1 Self-Esteem

### Building Self-Esteem

Read the following items aloud and ask the students to think about themselves. Have the students circle **yes** if the statement is usually true OR **no** if the statement is mostly false.

I enjoy waking up in the morning.	YES	NO
I am usually in a good mood—day or night.	YES	NO
I complete my homework daily.	YES	NO
I like what I see in the mirror.	YES	NO
I enjoy being in school.	YES	NO
I have plenty of good things in my life.	YES	NO
I am successful in school.	YES	NO
I am able to laugh at my mistakes.	YES	NO
I see the importance of school.	YES	NO
I feel I am an interesting person.	YES	NO
I am kind and loving.	YES	NO
I am not afraid to express my feelings.	YES	NO
I have many friends at school.	YES	NO

(Building Healthy Relationships)

Skill Lesson One: Handout 2 Daily Affirmations

## Daily Affirmations

An affirmation is a positive statement that is true about ourselves or others. It is important to affirm ourselves through positive talk. Look in the mirror as you read each statement aloud. This might be a good way to begin your day! They make you feel good!

I am lovable and capable.

I am a valuable and important person.

I take pride in my past performances.

The more I give, the more I receive.

I feel good and share it with others.

It's not what happens to me but how I handle it.

I grow through all life's experiences.

I enhance other people's lives.

I bounce back quickly from mistakes or disappointments.

I am a healthy person who grows stronger every day.

I like myself and that's what counts.

I have everything I need to enjoy life.

I live every day on purpose, one day at a time.

## Section One: (Building Healthy Relationships)

### ALT Two: Qualities of a Good Friend

#### Summary

We are going to discuss how to form lasting friendships. We will define the qualities of a good friend. We will see how these qualities affect friendships. Then you will decide if you possess these qualities as a friend.

#### Competencies

1. Students will learn how to form lasting friendships.
2. Students will define the qualities of a good friend.

#### Time

20 minutes

#### Materials

Flip chart  
Markers  
Handout 3 Friendship Quiz  
Pencils

#### Instructions

**Step One:** Tell youth.

- We are going to discuss how to form lasting friendships.
- We will define the qualities of a good friend.
- Next we will see how these qualities affect friendships.
- Then you will decide if you possess these qualities as a friend.

**Step Two:**

1. Ask the students to brainstorm a list of qualities it takes to be a good friend (e.g., honest, loyal, kind). Write these on the chalkboard or on chart paper.
2. Divide the class into groups (e.g., counting off). Have each group write the qualities on separate 3x5 cards, then rank the qualities from most to least important. Have the groups share their responses.
3. Discuss the following questions:
  - Is the ranking your group chose true for you individually?

- Did you compromise with your group when ordering the qualities?  
Remember: We all value different things.
  - How do friendships change at different times and in different situations (e.g., moving away, new school)?
  - What is the most important quality in a friend?
4. Ask youth for suggestions of ways to make new friends or improve relationships with friends they already have (e.g., common interests or values).
- Write these suggestions on the flip chart.
  - Bring these suggestions back the next session to use as a summary and to initiate the session on Making Positive Choices.

**Step Three** : Can you pass the “Friendship Rules” quiz?

- Pass out the (Building Healthy Friendships) Skill Lesson Two: Handout 3 Friendship Rules Quiz .
- Direct the students to put a check in front of the statements that are true about their friendships.
- Discuss the results with students. **Ask**: Is there an area that you might like to make a change?

**Step Four**: Name two qualities that you want your friends to have. Toss a jolly rancher to any student that shares.

### **Evaluation/Assessment of Student’s Competency**

Compare the qualities of a good friend with their own friends. List which qualities are missing in their friendships and are these important.

### **Closure**

Now that we know what is necessary and important in friendships, we will look at our support network and how it can be strengthened.

(Building Healthy Relationships)

Skill Lesson Two: Handout 3 Friendship Rules Quiz

## Friendship Rules Quiz

This is a list of some friendship rules. Put a check mark in front of the rules you follow with your own friends.

- \_\_\_\_\_ 1. Keep secrets between you.
- \_\_\_\_\_ 2. Be honest.
- \_\_\_\_\_ 3. Don't talk about each other.
- \_\_\_\_\_ 4. Be respectful.
- \_\_\_\_\_ 5. Express your appreciation for your friendship, like saying something in a birthday card.
- \_\_\_\_\_ 6. Use empathy (be comforting) and be a good listener.
- \_\_\_\_\_ 7. Don't put your friends in harm's way or tempt them by doing something illegal.
- \_\_\_\_\_ 8. Be willing to forgive mistakes and misunderstandings.
- \_\_\_\_\_ 9. Stay focused on your common interests.
- \_\_\_\_\_ 10. Make time for each other.

## Section One: (Building Healthy Relationships)

### ALT Three: Building a Support Network

#### Summary

A support system is a critical need in everyone's life. People appreciate support from someone when things are going well (e.g., sharing good news) and also not so well (e.g., a death in the family). We will be looking at your support system, and help you decide if it is strong enough.

#### Competencies

1. Students will discover various ways to build an effective support network.
2. Students will test their support network.
3. Students will develop ways to enhance their support network.

#### Time

25 minutes

#### Materials

Handout 4 Test Your Support Network  
Handout 5 Enhancing Support Network Reminders  
Pencils

#### Instructions

##### Step One: Tell youth

- We will explore various ways to build an effective support system.

##### Step Two: Tell youth.

- A support system is a critical need in everyone's life.
- People appreciate support from someone when things are going well (e.g., sharing good news) and also not so well (e.g., a death in the family).
- We will be looking at your support system, and help you decide if it is strong enough.

**Step Three:** Read the skills aloud to youth slowly, and tell the youth to think of someone in their lives who might reflect each statement.

- A person who lends support should possess some of the following skills:
  - Will listen without giving advice.
  - Is someone whom you can trust.
  - Helps you see how you could improve yourself.
  - Is willing to be on your side in a difficult situation even if he/she is not in total agreement with what you are doing.
  - Is enough of a friend to question your weak excuses.
  - Shares your feelings and ideas.

Ohio Dept of Education (1989) Family and career transitions resource guide (p. 267)

**Step Four:** Now we will see if your own support network is strong enough.

- Pass out (Building Healthy Relationships) Skill Lesson Three: Handout 4 Test Your Support Network.
- Read the directions to the youth as they follow along and then do question #1 with them to make sure they understand what number to write on the line.
- Tell the youth to complete the other five questions.
- When the worksheet is completed, the youth need to add their written numbers and compare it to the scoring rubric at the bottom of the page.
- **Discussion questions:**
  - How many youth feel that their support network is strong?

If it is not strong enough, how can you improve it?

**Step Five:** Tell youth.

- It's important to know how to strengthen your support network because everyone has times when they feel like they aren't getting the support they need.
- Let's look at some ideas of ways to improve it.
- Pass out (Building Healthy Relationships) Skill Lesson Three: Handout 5 Enhancing Support Network Reminders.
- Read each idea aloud and give examples **and/or** ask the youth to give examples for each statement.

\*\*This is important information, so make sure that the youth understand each part.

**Step Six:** Ask youth to share two things that they learned about a support network. Toss a jolly rancher to any student willing to share.

### **Evaluation/Assessment of Student's Competency**

Choose one of the support network skills and write about why you think it is important.

### **Closure**

When your strong support network is developed, you are on your way to becoming a stronger person. The next session will look at what are your strengths and how we can build on them.



(Building Healthy Relationships)

Skill Lesson Three: Handout 4 Test Your Support Network p. 2

If your Support Network score is....

- Less than 15:** Your support network has low strength and probably does not provide much support. You need to think about making more social contacts.
- 15-29:** Your support network has moderate strength and should provide enough support except during periods of high stress.
- 30 or more:** Your support network has high strength and it will give enough support, even during periods of stress.

(Building Healthy Relationships)

Skill Lesson Three: Handout 5 Enhancing Support Networks Reminders

## Enhancing Support Network Reminders

**WHO** might be able to support you? Think about people in the past who have been:

- Usually supportive, such as friends, family, teachers, coaches, ministers, or others in the community
- Usually neutral (they do not judge you)
- Not supportive, but might become supportive when they see your effort

**WHAT** types of support will be most helpful?

- Help with problem solving- someone good at thinking of choices
- Moral support- offers encouragement and understanding
- Sharing the load- help to get things done
- Information- about activities, transportation, getting a job, etc.
- Emergency help- for small loans, needed items, a ride, etc.

**HOW** can you get the support or help you need?

- Ask for what you need. Be direct and explain why.
- Add new supporters. As you work on a new problem, you may need new or more supporters.
- Give your support to others. It allows you to get better at receiving support.
- Give your supporters feedback. Let them know when something is or isn't helping you.

## Section Two: Making Positive Decisions

### ALT One: Building On Strengths

#### Summary

When students learn to identify their strengths they are better able to use these strengths in making positive changes in their life. Building on strengths is also important in helping the student to use their strengths in setting goals. Students will identify their strengths and discuss how they may use them in a positive way.

#### Competencies

1. Students will identify their strengths.
2. Students will give examples of how to apply their strengths in life situations.

#### Time

20-30 minutes

#### Materials

Skill Lesson One: Handout 1 Building on Strengths

#### Instructions

**Step One:** Tell the youth that each of us has personal talents that stand out more than others, just as EMINEM, and they will begin to try to identify those strengths to help in a positive way.

**Step Two:** Pass out to the youth (Making Positive Changes) Skill Lesson One: Handout 1 Building on Strengths and read with them or to them the information on the handout.

**Step Three:** Tell them two of your perceived strengths and how you use them to help you achieve your goals.

**Step Four:** Have youth complete the worksheet.

**Step Five:** Have the youth share their strengths with the group and as they state them write the strengths on the board or a flip chart.

**Evaluation/Assessment of Student's Competency**

Students will share their strengths from worksheet. Review with them their strengths and how they will use them in a positive way. Challenge them to continue to look at how they can use their strengths every day.

**Closure**

Restate the significance of their strengths. Everyone is good at something and they can use their strengths in a positive way. Have the youth give examples of how they could take one of the perceived strengths and use it in a positive way. Tell them to keep this handout close by as they will be referring back to it.

**(Making Positive Changes)**

**Skill Lesson One: Handout 1 Building on Strngths**

**Building on Strengths**



Each of us has strengths or personal talents that stand out as more skillful or more advanced than other abilities. For example, some people are musically talented but not so exceptional in athletics. Another person may be very friendly and social but have to work very hard to understand math. All people are a mixture of strong and weak abilities. When we set goals for ourselves we need to consider our strengths and use them to help us achieve our goals.

The following is a list of positive characteristics. No one has all of these attributes, but everyone has some. Circle the strengths that you have or are working hard to develop. Write any additional strengths that you have that aren't listed in the blank spaces provided.

- |                 |                      |                 |
|-----------------|----------------------|-----------------|
| Artistic        | Electronic abilities | Good talker     |
| Athletic        | Energetic            | Intuitive       |
| Attentive       | Enthusiastic         | Kind            |
| Attractive      | Flexible             | Loving          |
| Computer skills | Friendly             | Math abilities  |
| Considerate     | Funny                | Mechanical      |
| Cooperative     | Good listener        | Musical         |
| Dependable      | Good memory          | Reading         |
| Determined      | Good student         | Sensible        |
| Sensitive       | Thoughtful           | Upbeat          |
| Spelling skills | Try hard             | Writing ability |

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

From School Counseling & School Social Work: Homework Planner By Sarah Knapp 2003

## Section Two: Making Positive Changes

### ALT Two: Goal Setting

#### Summary

Students will learn how to set goals and consider their strengths to help them achieve their goals. They will discuss the key components of a goal and practice writing goals with the key parts.

#### Competencies

1. Students will define a goal.
2. Students will differentiate between short-term and long-term goals.
3. Students will learn the SMART acronym for goal setting (Specific, Measurable, Attainable, Realistic, and Time-Specific).

#### Time

30-35 minutes

#### Materials

Skill Lesson Two: Handout 2 Setting Goals: Skill Lesson Two: Handout 3 Application Setting Goals

#### Instructions

**Step One:** They are now going to learn how to set goals for themselves and consider their strengths to help them achieve their goals.

**Step Two:** Discuss or ask the following questions about goals:

- What is a goal? (Something you want to achieve)
- Tell them that a goal should have the following components: Specific, Measurable, Attainable, Realistic, and Time-Specific (SMART)
- Give examples of a goal by writing them on the board or flip chart to get the ball rolling. Examples: I will improve my social studies grade by the end of the quarter. I will make a new friend this week. I will stop smoking by the end of the year. Have the youth point out the key components in each example.

- Have the youth give examples of a goal (write the goal on the board or flip chart) and have the youth point out the key components.
- Tell them that goals can be short-term or long-term. Short-term goals may take 1 – 14 days to achieve and help us to focus on what we want to do or accomplish in the near future. They also can give us a sense of satisfaction or pride in doing or completing something. Long-term goals may take several weeks or years to achieve. Long-term goals can help to give us direction and tell us where we want to go or be in the future. If you treat a long-term goal as if it could be achieved in a short amount of time, you may experience failure and disappointment.

**Step Three:** Pass out (Making Positive Changes) Skill Lesson Two: Handout 2 Setting Goals

- Have youth work in groups of two or three to complete. Give them 5 to 8 minutes to complete and go over responses.

**Step Four:** Pass out (Making Positive Changes) Skill Lesson Two: Handout 3 Application Setting Goals

- Have students complete part I.
- Ask them if the goals they have chosen are specific, measurable, achievable, realistic, and time-specific.
- Have students complete part II of handout. Walk around to help them with this task.
- As closure to the activity have students complete part III of handout.

**Step Five:** Review the key components of goal setting, Specific, Measurable, Attainable, Realistic, and Time-Specific (SMART). Ask, why is it important to set goals?

### **Evaluation/Assessment of Student's Competency**

Students will evaluate their peers by checking for key components of a goal. In small group students will identify short-term and long-term goals from handout. Teacher will evaluate accuracy of goals and strengths.

### **Closure**

As closure to the activity have students complete part III of handout. Review the key components of goal setting, Specific, Measurable, Attainable, Realistic, and Time-Specific (SMART). Ask, why is it important to set goals?

**(Making Positive Changes)**

**Skill Lesson Two: Handout 2 Setting Goals**

**Setting Goals**



A goal is something you want to achieve. **Short-term goals** can be reached in a short period of time (1-14 days). **Long-term goals** can be reached over a period of several weeks, months, or years.

Directions: Next to each goal below write an **S** for short-term or an **L** for long-term.

\_\_\_\_\_ To invite someone new to my house.



\_\_\_\_\_ To improve my study habits.

\_\_\_\_\_ To understand the items I get wrong on each math test.

\_\_\_\_\_ To have no tardies this quarter.



\_\_\_\_\_ To get through the day without acting angry.

\_\_\_\_\_ To get to school on time for a week.

\_\_\_\_\_ To go to college.

\_\_\_\_\_ To keep from using my fists when I'm angry.



\_\_\_\_\_ To save enough money to buy a CD player.

\_\_\_\_\_ To work hard at a new sport.

\_\_\_\_\_ To turn in this week's homework assignments on time.

\_\_\_\_\_ To read a book.



\_\_\_\_\_ To spend more time with my family.

From Second Step Unit IV

**(Making Positive Changes)**

**Skill Lesson Two: Handout 3 Application Setting Goals**

**Application: Goal Setting**

Part I: Now name a few of your short-term and long-term goals. You may refer back to the previous exercise to help with some examples.

**Short-Term Goals  
(1-14 days)**

**Long-Term Goals  
(several weeks-years)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Part II: Choose one short-term and one long-term goal from above and identify the personal strengths you can use to achieve each goal. Write them below.

**My Short-Term Goal**

**My Long-Term Goal**

\_\_\_\_\_

\_\_\_\_\_

**Personal strengths I will use to achieve goal**

**Personal strengths I will use to achieve goal**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Part III: Using the above short-term and long-term goal, what steps will you take in order to achieve this goal.

**Steps to Achieve Short-term Goal**

**Steps to Achieve Long-term Goal**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

From School Counseling & School Social Work: Homework Planner By Sarah Knapp 2003

## Section Two: Making Positive Changes

### ALT Three: Accepting Criticism

#### Summary

Students will discuss steps to accept constructive criticism and role play these techniques.

#### Competencies

1. Students will learn how to cope with criticism.

#### Time

30-35 minutes

#### Materials

Skill Lesson Three: Handout 4 Receiving Criticism: Role Play scenarios

#### Instructions

**Step One**: Tell the youth that they are now going to look at how they can deal with criticism to help them make positive changes by turning the criticism into a positive goal.

**Step Two**: Share the following facts about criticism with the youth.

1. Criticism is a part of life.
2. It provides everyone with a chance to learn more about themselves and how they affect other people.
3. Remember everyone has room for improvement.
4. Listening and hearing criticism can be hard, but it has its rewards.
5. Other people grow to respect that we are ready to hear their point of view.
6. It helps us to avoid conflicts.

**Step Three:** Explain that there are two types of criticism.

1. **Constructive (or assertive)** criticism is about what a person does and not about who a person is. This kind of criticism asks for real changes because people can change what they do but not who they are. Example: I can't stand it when you play that music so loud! You really upset me when you interrupt while I am talking!
2. **Destructive (or aggressive)** criticism is about who a person is. Destructive criticism is not really looking for a change but is attempting to hurt someone or start a fight. Example: You are so ugly I can't even look at you! You are so stupid!

**Step Four:** Explain the following five points about receiving and responding to criticism.

1. **Don't get defensive, don't argue, and don't try to get back at people (counterattack).** Doing these things will only make the situation worse and give you less chance of talking things out. For example: You are heading out to a rock concert and your parent criticizes you for going. You reply, "What do you know about my music? You're clueless." This statement may be offensive and directs attention away from the feelings leading to the argument.
2. **Check in with the other person so that you really understand what that person is criticizing.** This gives you a chance to find out what the person is really worried or angry about. Then you will be in a better position to know whether the criticism is constructive (there is something I can change here) or destructive (this person is just trying to get at me and I am going to ignore it). Example: A nondefensive reply to the above example would be "I don't understand why going to the concert makes you upset. Could you tell me what you're upset about?"
3. **Always look for something in the criticism that you can agree with, and let the person know you agree with it.** Sometimes criticism is correct. You may feel angry, but admitting that you made a mistake or understand the concern can help. Example: You might say, "You're right, some kids do drugs at concerts, but I don't do that."
4. **Propose a compromise.** A compromise means meeting somebody halfway. Suggest something specific you can do to make a change. You might say, "I will go to concert with kids that don't drink or do drugs."
5. **Reject unfair criticism.** Sometimes criticism is not fair. At these times, it's good to be assertive and reject the criticism firmly and politely. Do not insult the other person. Just let him or her know you do not agree.
  - For example: You miss a shot in a basketball game and your coach says "You always choke!" A good way to respond is to reject the destructive criticism, look

for something to agree on, and make a compromise: “You’re right I missed the shot. I gotta practice more. I’ll stay after practice and maybe you could help me to make it.”

**Step Five:** Group Role-play

- Set up scenes that involve situations where criticism is likely to take place and have youth respond using the five points above. Pass out (Making Positive Changes) Skill Lesson Three: Handout 4 Receiving Criticism for students to use. The Natural Helper will play the role of teacher, principal or parent and say to the youth role-playing:
  1. “You are late again, John!”
  2. “Jim this is the third time this week you have not had your homework completed!”
  3. “Joe your shirt is not appropriate for school!”
  4. “Sally why are you hanging around her all the time?”
  5. “Son, you never spend enough time at home!”

**Step Six:** Have youth write examples of situations they have been criticized in and collect. Use some of these to role play as well. After each role play have other students evaluate, verbally, the role play.

**Evaluation/Assessment of Student’s Competency**

Students will demonstrate their knowledge and skills utilizing role-playing to show how they cope with criticism.

**Closure**

As a culminating (closing) activity have the youth think of a situation in which someone has been critical about something they do. Have them write down the criticism, how they could turn this criticism into a positive goal, the steps they would take to meet the goal, and strengths they may use to accomplish the goal.

(Making Positive Changes)

Skill Lesson Three: Handout 4 Receiving Criticism

## Reminder Sheet for Receiving Criticism

**When you receive criticism, remember the following:**

- Don't get defensive



- Don't argue

- Don't counterattack

- Ask questions to get a better understanding of the criticism



- Find something to agree with about the criticism

- Propose a compromise



- Reject Unfair Criticism

## Section Three: (Coping with Stressors)

### ALT One: Decision Making

#### Summary

Students will learn that the multiple decisions that they make daily affect their future. They will also learn that all decisions have consequences and they are responsible for the outcome of their decisions.

#### Competencies

1. Students will learn to evaluate alternatives before making decisions and will demonstrate decision making using role-play situations.
2. Students demonstrate skills in predicting the consequence of decisions using role-playing.

#### Time

15 minutes

#### Materials

Chalkboard and chalk or flip chart and marker; Skill Lesson one: Handout 1 Role-play Situation Cards (Copied and cut apart in advance); approximately 12 miniature candy bars

#### Instructions

**Step One:** Tell the youth they will learn they are responsible for the many decisions they make everyday. Their choices and behaviors all have consequences that will affect their future.

**Step Two:** Make the statement: “All behaviors have consequences.” Ask the students to brainstorm what this means.

- Note: “Consequence” means the result of an action, or outcome, or effect.

**Step Three:** Explain to the students that you will read a statement. They are to stand if they agree with the statement and sit if they disagree.

A. Responsible behavior in school helps you successfully complete work assignments, achieve better grades, and progress towards future goals.

B. Irresponsible behavior in school results in lack of learning, behavior problems, and unpleasant consequences.

- Explain that by the end of tonight’s lesson they will understand that both statements are true.

**Step Four:** Explain that:

- Predicting or figuring out what might happen if certain actions are taken is an important part of the decision making process.
- For every decision or behavior there is a consequence.  
Note: Call these “good news” for a positive outcome and “bad news” for a negative outcome.
- Demonstrate on a chalkboard, flip chart or poster some examples of decisions students make each day and the consequences (good news and bad news). Ask the students what might happen if they choose to... Solicit the answers from the students.

(Examples for demonstration or use your own examples)

<u>If they choose</u>	<u>Good News</u> (What good might happen?)	<u>Bad News</u> (What bad might happen?)
Skip school	Sleep in; day of leisure	More work to finish Behind in class Grades slide
Pay attention	Know what to do Teacher likes attention	Need to focus Peers criticize

**Step Five:**

- Distribute Situation Cards (Copy from Handout 1 and cut apart in advance.)  
Note: Situations below are ready for copying and cutting apart on Decision Making Handout 1 “Role-Play Situation Cards”. Be sure to copy and cut apart in advance.

- Explain that students will read their situation to the group and present at least one “positive consequence” (good news) and one “negative consequence” bad news for each situation. (Allow 3 minutes for students to plan and 5 minutes for sharing.)

Situations:

Do my homework

Study for a test

Participate in class

Forget my homework

Sleep in class

Late to class

Ask the teacher for help

Refuse help from the teacher

Go to class unprepared

Study a little bit every night for a test

Stay up very late playing video games

Lie about why you were not at school

**Step Six:** Review/reinforce the lesson that every day they make numerous decisions and every choice and behavior has a consequence.

- Toss a miniature candy bar to any youth who is willing to share an example from their own life of decisions that they have made recently and the resulting good news/bad news.

For example:

1. Studied for the test in advance and I got a good grade.

2. Got up late and I was tardy for school.

3. Didn't pay attention in class so I didn't know what to do for homework.

- Brainstorm any changes that they are willing to make.

For example:

1. Get up on time so that I can be on time for school, so that I won't get more “tardies”, and have to stay for detention.

2. Listen in class so that I will know what to do for homework, and I will be ready for the test.

- Help students to understand that poor choices and mistakes are not failures but learning opportunities that can help him/her choose more wisely the next time. Reinforce using the examples the youth shared of changes that they are willing to make.

**Evaluation/Assessment of Student's Competency**

Students will be asked to demonstrate their ability to predict consequences using Role-Play Situation Cards. The classroom teacher will be asked to encourage daily use predicting consequences and monitor the student's progress.

**Closure**

Ask students to brainstorm any changes that they are willing to make and predict the consequences (how their decisions will affect their grades, behavior and peer relationships). Tell the students that they will now learn steps that can be used on a regular basis to help them solve problems.

(Coping with Stressors)

Skill Lesson One: Handout 1 Role-Play Situation Cards

## ROLE-PLAY SITUATION CARDS

Do my homework	Sleep in class	Go to class unprepared
Study for a test	Late to class	Study a little every night to get ready for a test
Participate in class	Ask the teacher for help	Stay up very late playing video games
Forget my homework	Refuse help from the teacher	Lie about why you were not at school

## Section Three: (Coping with Stressors)

### ALT Two: Problem Solving

#### Summary

Students will learn a step-by-step approach to problem solving.

#### Competencies

1. Students will demonstrate steps for problem solving by completing a handout Real Life Practice for Problem Solving.
2. Students will be able to name the six steps of problem solving. They will be paired with another student for evaluation.

#### Time

25 minutes.

#### Materials

Chalkboard and chalk or flip chart and marker; Skill Lesson One: Handout 2 Problem Solving Steps; Handout 3 Real Life Practice for Problem Solving; approximately 12 miniature candy bars.

#### Instructions

**Step One:** Tell the youth they will now learn steps to solve problems.

#### **Step Two:**

- Toss a miniature candy bar to any youth that volunteers to share a problem that they have solved this week.
- After each youth has shared, ask them how they feel about themselves when they have solved a problem.
- Point out that youth often feel inadequate or unprepared to solve problems on their own, but by following a simple step-by-step process they will be able to solve many problems easily.

**Step Three:** Discuss/explain Handout 2 Problem Solving Steps

- This step-by-step process includes:
  1. Identify the Problem.
  2. Brainstorm possible solutions.
  3. Evaluate the alternatives.
  4. Rank the solutions after thinking about the consequences of each.
  5. Choose one possible solution to try first.
  6. Evaluate and decide if your solution worked.

**Step Four:** Demonstrate on a chalkboard or flip chart some example of problems youth may need to solve and the 6 steps to solve them.

- Use the following example or use your own.

Read: Problem: “The teacher just told us we are going to have a quiz tomorrow. You missed two days of class this week and haven’t made up the homework. You are sure you will fail the quiz. What can you do?”

**Problem Solving Example:**

- 1. The problem is** you are not prepared for the quiz tomorrow.
- 2. Potential solutions:**
  - a. Skip class tomorrow.
  - b. Copy from your neighbor.
  - c. Talk to the teacher about the problem.
  - d. Ask to take the quiz next week.
  - e. Plan a study session with a friend and get their notes.
- 3. Evaluate the alternatives** by asking “What might happen if I try this?” for each potential solution.
- 4. Rank the potential solutions.** The best choices are “Talk to the teacher” and “Plan a study session”.
- 5. Choose one potential to try first.** You choose “Plan a study session.
- 6. Evaluate your solution later.**

**Step Five:** Ask the youth to complete Handout 3 Real Life Practice for Problem Solving.

**Step Six:** Pair the students and have them share with another student the problem and potential solutions they developed.

**Step Seven:** Using the flip chart or chalkboard, ask the students to briefly name the six steps in the decision making process.

Reinforce that by following a step-by-step approach problems will seem easier to solve.

**Evaluation/Assessment of Student's Competency**

The students will demonstrate steps for problem solving by completing a Handout 3 Real Life Practice for Problem Solving. Students will be able to name the six steps of problem solving. They will be paired with another student for evaluation.

**Closure**

Using the flip chart or chalkboard, ask the students to briefly name the 6 steps in the decision making process. Reinforce that by following a step-by-step approach problems will seem easier to solve. Explain to the students that problems can sometimes cause stress. Unchecked stress may lead to anger. In the next lesson they will learn techniques to manage stress and anger.

**(Coping with Stressors)****Skill Lesson Three: Handout 2 Problem Solving Step****PROBLEM SOLVING STEPS**

\*\*\*\*\* **Stop all Blaming**\*\*\*\*\*

Blaming other won't solve the problem and is a waste of time

**1. Identify the Problem.**

Be sure you know what the REAL problem is.

Ask yourself:

“What happened?”

“What needs to happen?”

“Is it my problem?”

“Is it something I can control?”

“Can I solve it myself or do I need help?”

**2. Brainstorm possible solutions.**

\*\*\*Come up with several possible solutions, not just one or two.

**3. Evaluate the alternatives.**

For each possible solution ask yourself:

“What might happen if I try this?”

“What's the chance it will work?”

“Is it safe?”

“How might people feel?”

“Is it fair?”

**4. Rank the solution after thinking about the consequences of each.****5. Choose one possible solution to try first.****6. Evaluate and decide if your solution worked.**

If this solution did not work, choose another from your list of possible solutions and try it.

Adapted from Jeanne Trotter, Wholistic Stress Control Institute, Atlanta, GA

(Coping with Stressors)

Skill Lesson Three: Handout 3 Real Life Practice for Problem Solving

## REAL LIFE PRACTICE FOR PROBLEM SOLVING

**1. Identify the Problem.**

“What is the problem?” (Describe it as well as you can)

**2. Brainstorm possible solutions.**

\*\*\*Come up with several possible solutions, not just one or two

- a.
- b.
- c.
- d.

**3. Evaluate the alternatives.**

For each possible solution ask yourself:

- “What might happen if I try this?”
- “What’s the chance it will work?”
- “Is it safe?” Is it fair?”
- “How might people feel?”

POSSIBLE SOLUTION	POSSIBLE OUTCOME	RANK OF SOLUTION
a.	(What might happen?)	
b.		
c.		
d.		

- a.
- b.
- c.
- d.

**4. Rank the solution after thinking about the consequences of each.**

**5. Choose one possible solution to try first.**

**6. Evaluate and decide if your solution worked.**

If this solution did not work, choose another from your list of possible solutions and try it.

## Section One: (Coping with Stressors)

### ALT Three: Managing Stress and Anger

#### Summary

Students will learn that stress and anger are normal human emotions and we should not try to eliminate them from our lives, but we do need to understand how to manage them.

#### Competencies

1. Students will learn to recognize symptoms of stress in their lives and will be able to describe these to another student.
2. Students will be able to identify appropriate and inappropriate ways to express anger utilizing Handout 5 Anger Management Techniques.
3. Students will demonstrate on Handout 4 How Do You Express Your Anger? probable consequences of anger response behavior.

#### Time

25 minutes

#### Materials

Chalkboard and chalk or flip chart and marker; Skill Lesson One: Handout 4 How Do You Express Your Anger?; Handout 5 Anger Management Techniques; approximately 12 miniature candy bars.

#### Instructions

**Step One:** Tell the youth that they will learn that stress and anger are normal human emotions and we should not try to eliminate them from our lives, but we do need to understand how to manage them.

#### **Step Two:**

- On the board or flip chart, summarize areas that have been covered this session:
  1. They are responsible for the many decisions that they make everyday.
  2. Their choices and behaviors all have consequences that will affect their future.
  3. It is important to assume responsibility for problems and to identify which problems they can control and how find help when they need it.
  4. Following six simple steps make problem solving easier.

- Explain that next they will learn ways to manage stress and to let out anger without hurting themselves or others.
- **Step Three:** Explain that you are going to read some statements. Students are to stand if they agree with the statement and sit if they disagree.

- Read:

Anger is a normal emotion or feeling that we all have and it needs to be expressed. (True)

Most people think that anger is a bad feeling. (True)

It is important to keep your feelings locked up inside. (False)

What makes anger good or bad is the way we choose to express it. (True)

When you keep your angry feelings inside they build up as “stress”. (True)

It is never good to show your anger. (False)

Anger often covers other underlying feelings such as fear, embarrassment, jealousy, shame, hurt. (True) For example: a student who is retained in a grade in school shows anger but they may really be embarrassed by thinking they are a “failure”.

Anger may linger and affect your actions in a new situation. (True) For example: Mom told you will be grounded for a week. When you arrive at school and the teacher asks for you homework, you blow up, but you are really angry about the grounding.

- After reading all the statements, ask students to sit. Re-read the statements and give the correct answer.

**Step Four:** Ask youth to complete Handout 4 How Do You Express Your Anger?

- Point out that when we decide how we will respond to stress and anger there will be a consequence that we have to live with. (All behaviors/choices have consequences.)
- Toss a miniature candy bar to any student willing to share a way they express anger and what will probably happen as the result.

**Step Five:** Brainstorm ideas for preventing or handling anger in positive and negative ways.

- Make two columns on chalkboard or flip chart “Helpful Ways” and “Not Helpful Ways” With help from the youth, list all ideas in the appropriate column. (See Handout 5 Anger Management Techniques for examples and answers.)
- After the list is completed, have a discussion using the following questions:
  1. How many ways on the list involve hurting someone or something?
  2. Which ways are negative, destructive, harmful, or unhealthy?
  3. Which ways are positive, constructive, helpful, or healthy?
  4. What happens when anger is kept inside us?

**Step Six:** Ask students to look at Handout 5 Anger Management Techniques. Suggest they take this home for use later.

**Step Seven:** In order to summarize this lesson, pair the youth and ask them to come up with at least three helpful or positive ways they will try to use to express anger this week.

**Evaluation/Assessment of Student's Competency**

Students will learn to recognize symptoms of stress in their lives and will be able to describe these to another student. They will be able to identify appropriate and inappropriate ways to express anger utilizing Handout 5 Anger Management Techniques. Students will demonstrate on Handout 4 How Do You Express Your Anger? the probable consequences of anger response behavior.

**Closure**

In order to summarize this lesson, pair the youth and ask them to come up with at least three helpful or positive ways they will try to use to express anger this week. Reinforce previous learning that all students have strengths and that by utilizing their strengths and than overcome many challenges in their lives.

**(Coping with Stressors)**

**Skill Lesson Four: Handout 4 How Do You Express Your Anger?**

## How Do You Express Your Anger?

**DIRECTIONS:** Mark all behaviors that you usually do when you get angry. For any that you mark, think about what generally happens when you do this, in other words, what is the consequence to your decision?

	Consequence What will probably happen?
___ Pretend that I'm not angry	_____
___ Use the silent treatment	_____
___ Call names or tease	_____
___ Insult and make smart remarks	_____
___ Talk behind someone's back	_____
___ Yell or curse	_____
___ Push, shove, fight	_____
___ Threaten others	_____
___ Slam doors and leave	_____
___ Throw things	_____

**(Coping with Stressors)****Skill Lesson Four: Handout 5 Anger Management Techniques****ANGER MANAGEMENT TECHNIQUES**

The following lists provide some ideas for preventing or handling anger in positive and negative ways. Find ways that are helpful for you and plan to use them next time.

**HELPFUL WAYS**

Talk it out with someone  
 Take a deep breath  
 Find a place to be alone  
 Listen to music  
 Exercise, run, or jog  
 Write it out  
 Count to 10  
 Punch a pillow or something soft  
 Clean or organize your room  
 Scream  
 Talk to yourself  
 Play with clay or PlayDoh  
 Play a sport  
 Draw your feelings

**NOT HELPFUL WAYS**

Eat a lot more (or less)  
 Threaten to hurt someone  
 Hurt yourself  
 Withdraw from everyone  
 Destroy property  
 Run away from home  
 Fight  
 Blame it on someone else  
 Take it out on an animal  
 Start a rumor  
 Tease or laugh at the person  
 Yell at someone  
 Throw things  
 Curse

## Transfer Activity

### Closing Activity “Letting Off Steam”

#### Time

10 minutes

#### Materials

Paper cup, grocery bag, tape

#### Instructions

- Have the youth sit around a 6 or 8 foot table. Place the cup at one end of the table. Tape the grocery bag at the other end. When you say “go” the group must attempt to blow the cup into the grocery bag with no physical touching---only air power.
- Have them do it several, until they’ve worked out a technique to do it quickly, and with much less frustration.
- Settle the group down and explain that throughout these lessons

#### Closure

- Explain that throughout these lessons they have learned the importance of using their strengths to solve problems, working together, and communicating. Hopefully these skills were useful as they played this game.

Reinforce that you hope they will use their strengths and the things they have learned in the real world.