

# LESSON 1

## *"Goal Setting"*

**OBJECTIVES:** The students will be able to:

- Demonstrate setting reachable goals (goals that are: important to the goal setter, stated positively, specific and possible).
- Differentiate between reachable and unreachable goals.
- Develop personal goals.

**ACTIVITIES:**

1. Graduation Day
2. My Goal Worksheet
3. In the Way

**PA STANDARDS:**

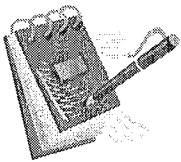
10.1.9. D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

- decision-making/refusal skills/ goal setting
- situation avoidance
- parent involvement

10.1.12. D. Evaluate issues relating to the use/non-use of drugs.

- psychology of addiction
- social impact (e.g., cost, relationships)
- impact on the individual/ community
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**LEARNING TARGET:** Goal Setting and Coping Skills



## INSTANT ACTIVITY

**Answer the following questions:**

This weekend I plan to:	
Over winter break I would like to:	
Next summer I plan to:	
When I graduate high school, I would like to:	
I would like to get a job as a:	
I would like to get married at the age of:	

## My Goal

Think of a short-term goal you would like to accomplish this school year and write it here.

### Six Steps to Reaching Your Goals

It's easier to get things done when you know what you are working toward and have a plan to get there.



#### Name It

The goal you name must meet these four Goal-Naming Criteria



##### Personal

The goal you set must be your goal. It must be something that you want to accomplish.



##### Possible

You must have the time and resources necessary to accomplish the goal.



##### Positive

State your goal as a positive action. "I will" rather than "I won't."



##### Specific

The goal you name must be something measurable so you know when you have successfully completed it.



#### The Graduates

Discuss what you think happened in the lives of William, Tina, and Brian during the past four years. What did they do or not do that determined where they are on graduation day? Write your answers on the lines provided.

1. William is graduating at the head of the class. He earned leadership and basketball awards during high school. What did William do during high school?

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2. Tina is graduating, but just barely. She had a lot of potential but didn't develop any of her skills or talents. What did Tina do during high school?

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3. Brian isn't at graduation. What did he do or not do that led to where he is on graduation day?

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#### Picture Yourself Reaching Your Goal



#### Say "I Can"



#### Think How to Do It

##### Putting the Plan into Action

List the action steps you will need to take to reach your goal.

- 1: \_\_\_\_\_
- 2: \_\_\_\_\_
- 3: \_\_\_\_\_
- 4: \_\_\_\_\_



#### Go For It!




#### Celebrate Your Success



# In the Way

Use the clues to find the eight internal obstacles in the word search and circle your answers. Then, write the eight internal obstacles on the eight numbered lines below. Review the solutions bank at the bottom of the page and select and write down two solutions for each obstacle.



P	C	C	A	T	I	U	T	D	M	S	Z	I	E	X
N	N	D	R	C	O	S	U	I	A	D	R	S	T	C
F	I	A	C	R	E	N	F	T	T	S	C	O	I	V
E	R	O	T	N	D	O	E	T	T	F	Z	A	V	E
U	N	M	O	T	I	V	A	T	E	D	O	R	U	I
T	N	D	T	N	S	T	R	U	S	U	R	T	M	U
T	F	R	U	S	T	R	A	T	I	O	N	A	S	A
E	D	I	S	O	R	G	A	N	I	Z	E	D	O	E
P	R	O	C	R	A	S	T	I	N	A	T	I	O	N
A	I	N	D	E	C	I	S	I	V	E	D	X	S	C
E	Z	E	A	M	T	R	S	A	F	C	I	S	M	A
A	N	R	C	R	I	E	S	D	P	S	N	A	R	N
R	R	F	I	O	E	I	T	E	E	N	A	N		
T	Z	R	V	I	N	A	A	C	A	E	D	R	V	S
A	E	X	C	U	S	E	S	E	R	T	A	R	E	T

## Searching with Clues

1. Putting things off until the last minute
2. Difficulty making decisions
3. Cell phones, TV, video games, friends, or social media
4. Messy, out of order
5. To be afraid of
6. Used to justify why one didn't start or reach a goal
7. Lacking drive and enthusiasm
8. Feeling of annoyance when things don't go as you expected

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

## Solutions Bank

- |  |   |                                 |  |
|--|---|---------------------------------|--|
| • Set Deadlines                                  | • Get excited about your goal                         | • Make a to-do list             | • Be honest with yourself and others   |
| • Put things where they belong                   | • Accept responsibility for your actions or inactions | • Think positively              | • Focus on what you can do right now   |
| • See difficulties and failures as opportunities | • Put away the cell phone                             | • Take the first step           | • Identify the reason for your feeling |
| • Get rid of clutter                             | • Learn to make responsible decisions                 | • Turn off the video game       | • Ask for help                         |
| • Relax  |   | • Reduce your number of choices |  |

# LESSON 2

## *Who's in Charge Here?*

**OBJECTIVES:** The students will be able to:

- Demonstrate the ability to apply the steps of an effective decision-making model.
- Predict the consequences of decisions on self and others
- Recognize personal responsibility for the outcomes of decisions
- Use decision-making and problem-solving skills to reach a desirable outcome
- Examine the effects of influence on decision-making

**ACTIVITIES:**

1. Picture Day
2. Practice, Practice
3. Influences
4. Pick and Choose

**PA STANDARDS:**

10.1.12. D Evaluate issues relating to the use/non-use of drugs.

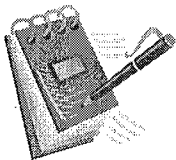
- psychology of addiction
- social impact (e.g., cost, relationships)
- laws relating to alcohol, tobacco and chemical substances

10.2.12. D. Examine and apply a decision-making process to the development of short and long- term health goals.

10.3.12. A. Assess the personal and legal consequences of unsafe practices in the home, school or community.

- loss of personal freedom
- personal injury / impact on others
- loss of income / loss of motor vehicle operator's license

**Learning Target: Decision Making and Problem Solving Skills**



## INSTANT ACTIVITY

List at least 2 of the decisions that you have to make every:

Day: \_\_\_\_\_

Week: \_\_\_\_\_

Month: \_\_\_\_\_

## Lesson 2: Who's in Charge Here? - Decision Making

### Cast of Characters:

Narrator • Bella • Nikki • Howard • Blake • Bus Driver

Narrator: Oh picture day, where is your mercy? You publish nightmares on the pages of a book meant for happy memories. Who can escape your horror?

Bella: Yay! Tomorrow is picture day!

Nikki: I've had this planned for months.

Bella: You're gonna live by the code this year, right Howard?

Howard: What code is that Bella?

Bella: Love never dies and neither does your yearbook picture, so stop to think about it!

Howard: Whatever. I'll deal with it later.

Blake: Famous last words.

Howard: What do you mean?

Blake: Think of the man behind the camera as an evil wizard. He captures your weakness and uses his bad lighting to preserve your flaws. Trust me, man. You don't want to regret your yearbook picture. That memory never goes away. You need to make some decisions now.

Nikki: I've decided exactly what I'm going to wear—something classic so my image is timeless.

Blake: I got my hair cut a week ago. I decided not to wait until the day before or the day of to have good hair!

Howard: Whatever. It's one picture and no one is even going to notice.

Narrator: Poor Howard isn't thinking through the grim results of a bad decision on picture day. He wakes up the next morning, grabs whatever is clean, and runs out the door to catch the bus. The bus driver notices Howard's wrinkled t-shirt...

Bus Driver: "Failure is not an option." What an inspirational phrase, Howard. Not many kids want to inspire others like you do. Your parents must be so proud.

Howard: Thanks!

Narrator: Later, while waiting in line to get his picture taken, Howard remembers he didn't brush his hair.

Howard: No worries... I'll just use this little comb from the basket—courtesy of the photographer. And Blake thinks he's evil?

Narrator: When the photographer calls, "Next please!" Howard licks his hand, pats down his hair, and swipes it to the side with the comb. As Howard makes his way to sit before the camera, Bella notices his t-shirt.

Bella: Oh no! Howard has words on his shirt! Worst. Mistake. Ever.

Narrator: Bella desperately tries to get his attention...

Bella: Pssst... Howard, turn your shirt around.

Howard: What? I can't hear you.

## Lesson 2: Who's in Charge Here? - Decision Making

*Narrator: Just as Howard looks over at Bella, the photographer says, "Smile." In a split second, picture day is over. When the day comes for the homeroom teacher to distribute the yearbook pictures, Howard is devastated. His hair is shellacked to the side and he's not even looking at the camera. But do you know the worst part? The only word showing from his "Failure is not an option" t-shirt is...*

*Everyone: "Failure."*

*Narrator: Howard falls to his knees.*

*Howard: Noooooooooo! Why didn't I think this through? I should have stopped to think about my options.*

# A Square Deal

5 Seconds

1 minute

## Stop

What decision do I need to make?

**Next**

## Think

- Consider what's best for you now and in your future.
- Consider what's influencing you.
- Think about the options and their consequences.
- Think about how your decision might affect others.

**Next**

## Act

Act out the best plan.

**Next**

## Reflect

Evaluate your decision.

**Submit**

## Henry's Dilemma

Read the scenario below. Then, help Henry work through the decision-making model. List the consequences to each option in the section titled "Henry's Options."

On the first day of the new semester, Henry reads his science syllabus and sees the dreaded words "group project." Henry doesn't like group projects much; they usually mean double the work for him. However, the groups are pre-assigned, and Charlotte is in his group. Charlotte lives in his neighborhood, and Henry is head over heels for her. In fact, Henry plans to ask her to the prom. Henry thinks, "Maybe this group project won't be so bad after all." This may be a way for Henry to meet some new friends and get to know Charlotte better.

Two weeks come and go. As he anticipated, Henry's group members are not putting forth much effort. Amelia announced early on, "My schedule is crazy" so she has not been to any of the group meetings. Devon seems to always cancel at the last minute, and, although Charlotte does some work, it hasn't been enough to make a good grade.

Henry's dilemma...

Henry needs to make a good grade on this assignment. He is thinking about talking to the teacher about being assigned to a different group. Should Henry ask to be reassigned or not?

## Henry's Options

**Option 1: Ask to be reassigned to a new group**

**Positive Consequences**

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**Negative Consequences**

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**Option 2: Do not ask to be assigned to a new group**

**Positive Consequences**

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**Negative Consequences**

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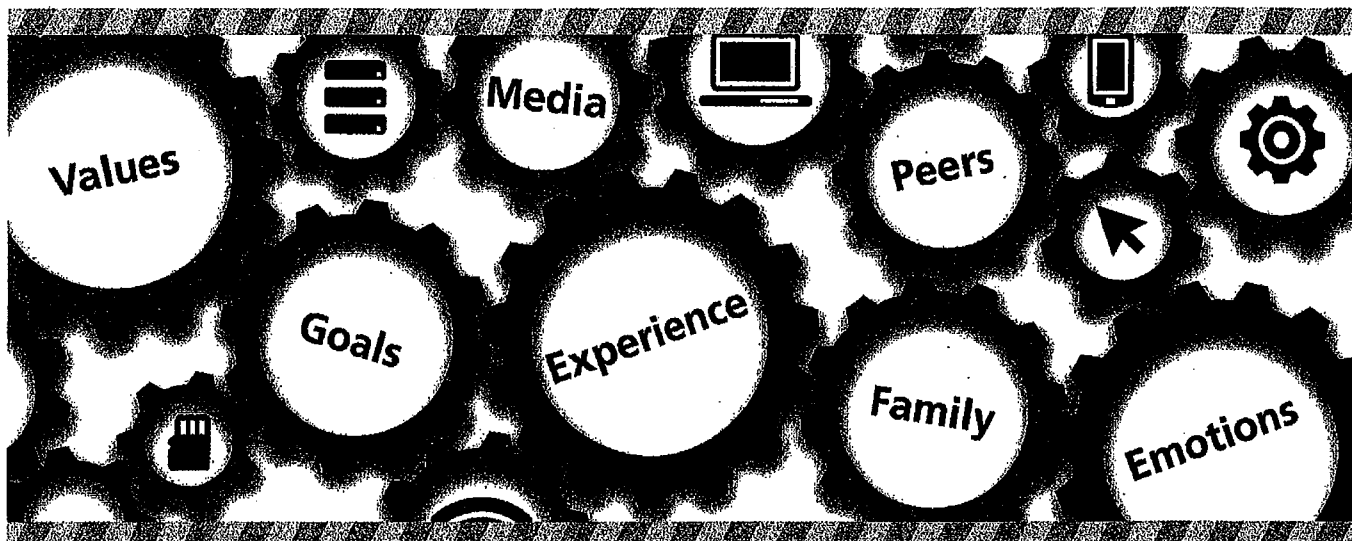
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## ▲ What's Swaying You?

Review the categories of influences below. Collect four scenario cards that describe the same influence.



## ▲ Pick and Choose

For each dilemma below, write down two or three possible options to resolve the dilemma. Consider the consequences of each option and what could influence your decision. Mark the option you would choose. Be prepared to share your answers.

1. Your friend goes into a store while you wait outside. Suddenly you see a car crash into a car parked in front of the store. The driver gets out, inspects the damage, and then looks around to see if anyone saw what happened. The driver assumes no one saw the crash and gets back in the car to drive away. What do you do?

Option 1: \_\_\_\_\_ ☐  
 Option 2: \_\_\_\_\_ ☐  
 Option 3: \_\_\_\_\_ ☐

2. You and your friend are driving to soccer practice when you notice a dog running loose on the street. You think it is your neighbor's dog that ran away a few days ago. You are running late for practice and the coach has already warned you about being late again. What do you do?

Option 1: \_\_\_\_\_ ☐  
 Option 2: \_\_\_\_\_ ☐  
 Option 3: \_\_\_\_\_ ☐

3. You and your mom are picking up a few things at the grocery store. As you turn down one of the aisles, you see a pregnant woman put two jars of peanut butter in her purse. What do you do?

Option 1: \_\_\_\_\_ ☐  
 Option 2: \_\_\_\_\_ ☐  
 Option 3: \_\_\_\_\_ ☐

# LESSON 3

## Feelings 101: Identifying and Managing Emotions

**OBJECTIVES:** The students will be able to:

- Demonstrate strategies to identify and manage emotions
- Discern the emotions of others
- Demonstrate ways to communicate
- Analyze how emotions and self-awareness influence decision making
- Relate managing emotions to success in life

**ACTIVITIES:**

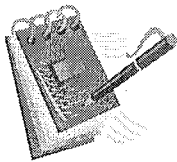
1. Emotions and Decisions
2. The Struggle is Real
3. Let's Face It
4. The Rest of the Story

**PA STANDARDS:**

10.1.9. GRADE 9

- A. Analyze factors that impact growth and development between adolescence and adulthood.
- interpersonal communication/relationships
  - risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)
- D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
- decision-making/refusal skills
  - situation avoidance
  - goal setting
  - professional assistance (e.g., medical, counseling, support groups) / parent involvement

**LEARNING TARGET:** Recognize that emotions influence their decisions. Emotional self-awareness creates internal capacity to understand and identify how one responds to internal and external influences.



## INSTANT ACTIVITY

**What role do you think emotions should play in our decision making?**

**What does it mean to be emotionally self-aware?**

## ▲ The Struggle is Real

Review the emotions in the table below and think of a time you experienced each one. Then, choose six emotions and decide which of those have been the easiest for you to manage and which have been the most difficult. Rank the emotions from 0 to 5 with zero representing the easiest emotion to manage and five being the most difficult emotion for you to manage. Be prepared to explain your answers.

Anger	Envy	Loneliness	Sadness	Worry	Love
Frustration	Joy	Embarrassment	Guilt	Fear	
0	1	2	3	4	5
I can	I can't	I can't even	I just can't even	I literally cannot!	Impossible!

## ▲ Feelings? What are those?

For each scenario, consider the emotion and what it could be telling you. Then, choose a healthy response from the options provided or create your own. There is no right or wrong answer. Be prepared to share your answers. For the last scenario, apply these skills to a current personal situation and answer the questions.

1. You keep having the same nightmare about showing up to a Literature 101 exam you didn't study for. You are afraid you won't pass the class. What is your fear telling you about the situation and what healthy action could you take?

A: You may need to protect your grade point average until you are more prepared for the course. Drop the class while you can.	<input type="radio"/>
B: You may need to muster up the courage to challenge your literature skills, hire a tutor, and do your best in the class.	<input type="radio"/>
C:	<input type="radio"/>

2. You've been so envious of your friend lately because he really knows how to talk to people. People comment on how attentively he listens and how he seems to care for the person he speaks to. What is your envy telling you and what healthy action could you take?

A: You recognize your admiration of your friend's communication skills and decide to develop and practice your own.	<input type="radio"/>
B: You recognize your need to accomplish something to be proud of, so you decide to set a short-term goal and begin achieving it.	<input type="radio"/>
C:	<input type="radio"/>

3. You feel incredibly sad lately because the person you have been dating for over a year is moving out of state. What is your sadness telling you and what healthy action could you take?

A: Cherish the moments you have together now and make the most of it.

☐

B: You may need to spend some time grieving with a friend and then do something fun.

☐

C:

☐

4. You are anxious to show off your mad jump-roping skills in P.E. because you think this is your ticket to popularity. It's your moment. You start jumping, but suddenly those tacos you ate for lunch want to come up for an encore. Once you throw up and your stomach feels better, you realize everyone is laughing at you. What is your embarrassment telling you and what healthy action could you take?

A: No one is perfect. You will make mistakes, but you will survive. Pick the jump rope back up and do your thing.

☐

B: Accept that you cannot undo embarrassing moments. Laugh with the others and add it to your list of funny stories.

☐

C:

☐

5. Ever since you can remember, you and your friends agreed to attend the same college, but now you want to go to a school that specializes in your area of study. Your friends accuse you of deserting them, making you feel guilty for going your own way. As graduation approaches, you are feeling like you want to slug people more than usual. What message is your anger telling you and what healthy action could you take?

A: Your goals for you are more important to you than your friends' goals for you. Have an honest conversation with your friends about how important it is to you to follow your goals, and you can still be friends at separate schools.

☐

B: You recognize your friends' accusations come from their disappointment in your decision. Calm yourself down and be flattered they cherish your friendship so much.

☐

C:

☐

6. Think of a situation you have been struggling with emotionally. What are your emotions telling you?

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What healthy action could you take in response to this message?

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# LESSON 4

## *Say What You Mean/Mean What You Say*

**OBJECTIVES:** The students will be able to:

- Demonstrate active listening techniques to build and maintain healthy relationships
- Recognize the role of verbal and nonverbal communication in conveying meaning and understanding
- Differentiate assertive, passive, and aggressive, communication styles
- Demonstrate assertive communication techniques
- Use effective communication skills in asking for help and advocating needs
- Apply effective communication skills to collaborative efforts

**ACTIVITIES:**

1. Word Processing
2. First Impressions
3. What's your style?
4. Listen up!

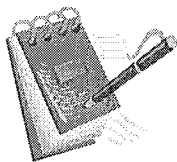
**PA STANDARDS:**

10.3.9 C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

- effective negotiation
- assertive behavior

10.2.12 D. Examine and apply a decision-making process to the development of short and long-term health goals.

**LEARNING TARGET:** Effective Communicators are better able to make decisions consistent with their goals and develop healthy relationships.



## INSTANT ACTIVITY

Look at the worksheet in your packet titled "Mark My Words". The same statement is written several times, BUT each time emphasis on a different word. With a partner, read the statement emphasizing the underlined word.

Write down the implied meaning of the statement.

**Shape 1**

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**Shape 2**

**Communication: It is more than listening!**

**Listening is only one part of communication. What are some other ways we communicate?**


**Body Language**

<p><b>Applicant 1</b></p> <p>What impression do you get from this applicant?</p> <p>What kind of employee would he/she be?</p>	<p><b>Applicant 2</b></p> <p>What impression do you get from this applicant?</p> <p>What kind of employee would he/she be?</p>
<p><b>Applicant 3</b></p> <p>What impression do you get from this applicant?</p> <p>What kind of employee would he/she be?</p>	<p><b>Applicant 4</b></p> <p>What impression do you get from this applicant?</p> <p>What kind of employee would he/she be?</p>

**What kind of communicator are you?**

## Mark My Words

The same statement is written several times below. With a partner, read the statement aloud, each time placing an emphasis on the underlined word. Then, discuss how the emphasis changes the meaning of the statement, and write the meaning in the space provided. Be prepared to share your answers.

1. I didn't tell your crush you are in love.      Meaning: \_\_\_\_\_
2. I didn't tell your crush you are in love.      Meaning: \_\_\_\_\_
3. I didn't tell your crush you are in love.      Meaning: \_\_\_\_\_
4. I didn't tell your crush you are in love.      Meaning: \_\_\_\_\_
5. I didn't tell your crush you are in love.      Meaning: \_\_\_\_\_
6. I didn't tell your crush you are in love.      Meaning: \_\_\_\_\_

## What's Your Style?

Read each of the statements and circle the letter of the response you would most likely use in the situation. Then, count the number of times you circled each letter and record your totals in the "Totals" box.

1. After your first date with the person you've been into for months, he or she says, "I'll call you." A week later, your phone hasn't rung. You...
  - A. Avoid him/her, even though you feel hurt and want to see him/her again.
  - B. Call and ask, "Is your dialing finger broken? If not, maybe I'll break it for you."
  - C. Call and say, "Hey, what's up? I was thinking about you so I thought I'd give you a call."
2. After leaving a store where you purchased some items, you discover the change is five dollars short. You...
  - A. Let it go since you are already out of the store.
  - B. Go to the manager and state how the clerk cheated you and then demand the proper change and compensation for the error.
  - C. Return to the clerk and inform him/her of the mistake.
3. You're waiting in line to ride a new roller coaster when this rough looking girl elbows you to cut in. You...
  - A. Let her stay there.
  - B. Say loudly, "Some people have no class," and then push her out of line.
  - C. Tap her shoulder and say, "The end of the line is about 30 people back."
4. You and your lab partner should be working on a huge biology project together, but he's too busy hanging out with his girlfriend to help you. You...
  - A. Fume silently and do all the work.
  - B. Tell the teacher your partner is a slacker and demand a new partner.
  - C. Tell your partner you want him to start helping you.
5. Someone who isn't exactly your type asks you to go to a school dance. You...
  - A. Say, "Um, I'll have to think about it." Then hope you get a better offer.
  - B. Say, "In your dreams!"
  - C. Say, "Thanks for asking, but I'm planning to go with someone else."

Totals

## Say Something

Read each scenario. Then, write an assertive response to each on the lines provided. Consider what you would say and how you would say it. Describe your body language and your facial expression.

You're at an interview for your dream summer job when the interviewer asks you, "Why should I hire you when you don't have any work experience?"

1

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You are on a date at the movies. The people behind you are talking and you can't focus on the movie.

2

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## Lending an Ear

As you read each statement below, think about your listening skills. Circle the word that best describes how often you use each active listening skill.

1. I let the speaker finish talking without interrupting. ▶	Always	Sometimes	Never
2. I observe the speaker's body language. ▶	Always	Sometimes	Never
3. I make eye contact with the speaker. ▶	Always	Sometimes	Never
4. I lean in toward the speaker. ▶	Always	Sometimes	Never
5. I block out or eliminate distractions. ▶	Always	Sometimes	Never
6. I ask clarifying questions when I don't understand. ▶	Always	Sometimes	Never
7. I paraphrase what the speaker said to make sure I understood. ▶	Always	Sometimes	Never
8. I use affirming gestures (nods, smiles, etc.) appropriately. ▶	Always	Sometimes	Never
9. I listen empathetically. ▶	Always	Sometimes	Never
10. I offer advice only when I am asked. ▶	Always	Sometimes	Never

Which two of the listening skills above would you be willing to improve to become a better listener?

# What's Your Style?

	TYPE	DESCRIPTION	CONSEQUENCES/ BENEFITS
A		<p>Nervous, wimpy, weak</p> <p>Responses are polite; avoiding getting anyone angry or hurting feelings, avoid arguments.</p>	<p>Often get hurt</p> <p>Put others wishes ahead of their own</p>
B		<p>rude, sarcastic, hostile</p> <p>These people communicate aggressively to express their own feeling, needs and opinions. Don't respect others feelings, needs or opinions. They are hurtful and will ridicule, and put others down.</p>	<p>Lose friends</p> <p>Get into fights</p> <p>Suspended</p> <p>Get arrested</p>
C		<p>Honest, straightforward, say what they think and how they feel</p> <p>Open, Honest, Direct</p> <p>Respectful of others</p>	<p>Usually get what you want</p> <p>Most effective</p>

# LESSON 5

## *"The Conflict Escalator"*

**OBJECTIVES:** The students will be able to:

- Define conflict and violence.
- Differentiate between violence and conflict.
- List behaviors that can escalate conflict.
- List behaviors that can de-escalate conflict.
- Demonstrate effective conflict resolution skills.

**ACTIVITIES:**

1. Up the Conflict Escalator
2. The Party's Over
3. De-escalation Strategies
4. Writing Activity

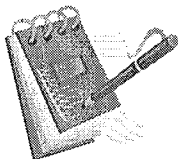
**PA STANDARDS:**

10.3.9.C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

- effective negotiation
- assertive behavior

10.3.12. C. Analyze the impact of violence on the victim and surrounding community.

**LEARNING TARGET: Conflict Resolution**



## INSTANT ACTIVITY

In the space below answer the following:

What do you think of when you hear the word "conflict"?

What do you think of when you hear the word "violence"?

**Vocabulary:**

Conflict: A difference of opinion, a misunderstanding, or disagreement.

Violence: Intentional harm done to another person/ people, may be verbal or physical

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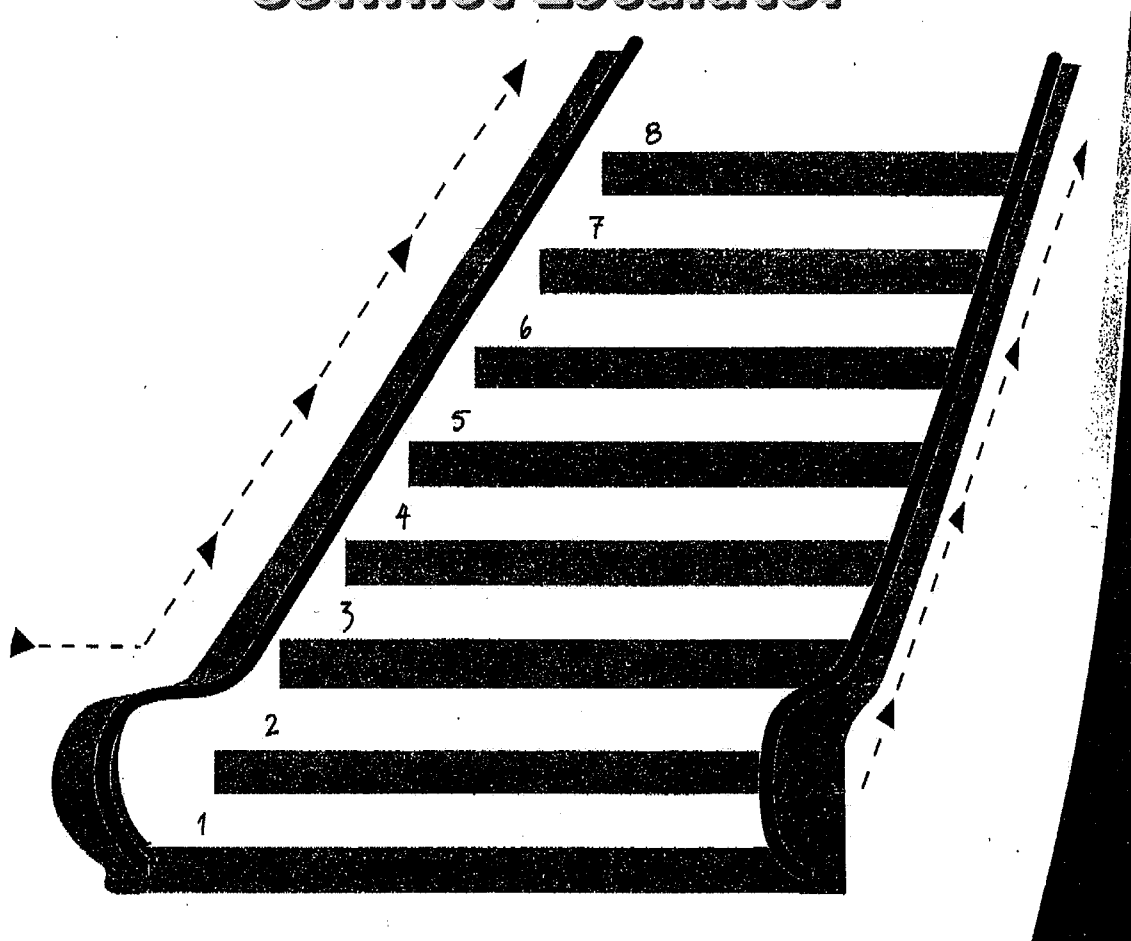
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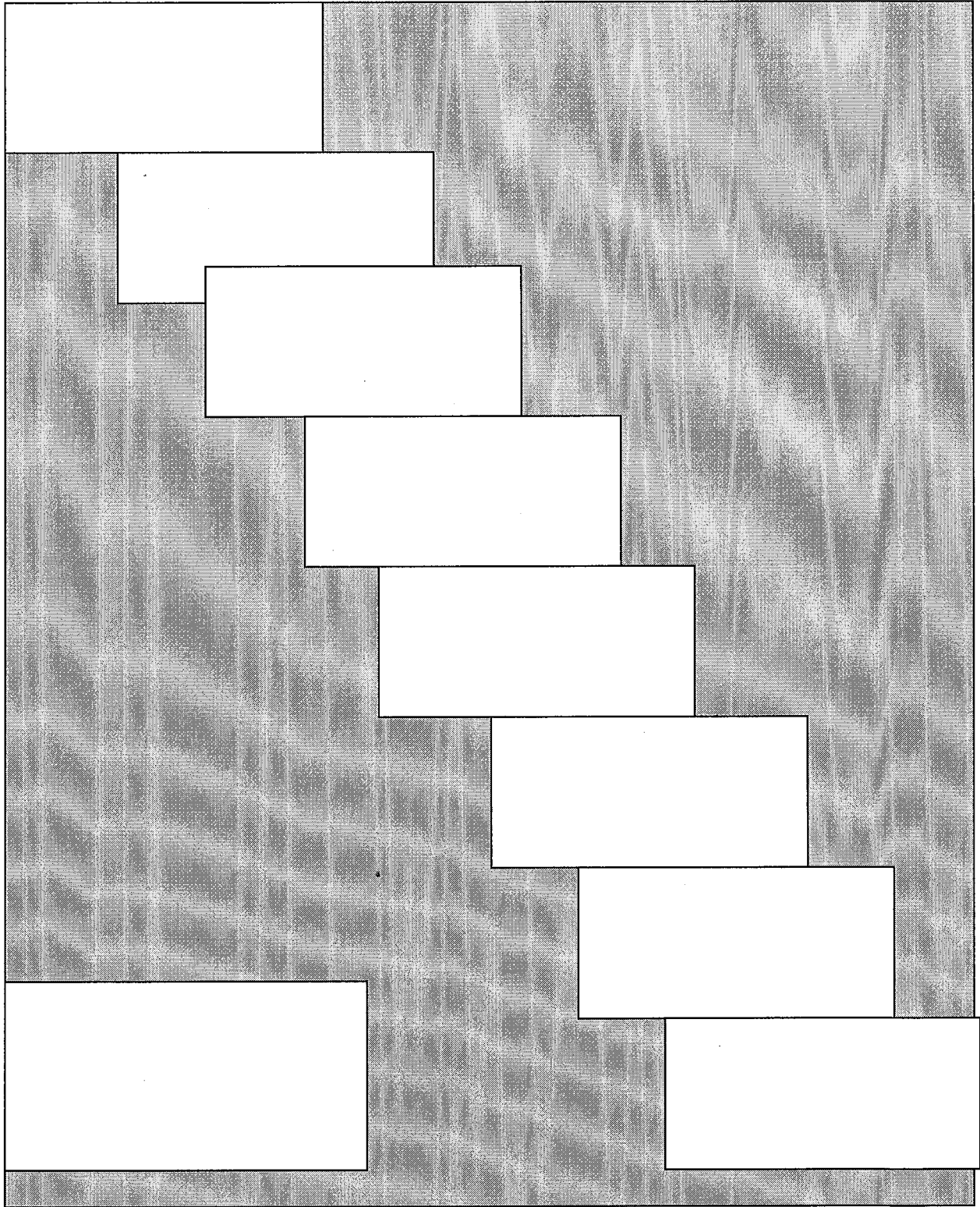
During the video use this escalator to help you track the conflict

## Conflict Escalator



Conflict Puzzles/Work in pairs

## De-Escalating Conflicts



## **1. THE CONFLICT ESCALATOR**