

IT'S MY FUTURE!

By Sue Montfort, MAT, CHES and Peggy Brick, MEd, CSE

Objectives

By the end of this lesson, participants will be able to:

1. Identify at least two personal life goals.
2. Describe ways to plan in order to achieve their goals.
3. Examine what could help or hinder a person's reaching their life goals.

Audience

Young adolescents (ages 10-13)

Rationale

Research shows that a lack of life options, or an adolescent's perception that they have no hopes for the future, is a key reason they may place disproportionate importance on sexual relationships, select partners who impede their development, and have premature pregnancies.¹ This lesson raises participants' awareness of their goals for the future and helps them identify barriers to those goals, including relationships that get in the way of their hopes and plans.

Lesson Outline

Introductions, Group Agreements and Purpose (See **The Lesson Essentials**, p. 3)

Identifying Goals

Reaching Goals

Deanna's Situation

Conclusion

Materials

- Pens/pencils for all of the participants
- Easel paper or whiteboard
- **Handout: When I'm an Adult, I Want To ...**
- **Handout: Steps to Reaching a Life Goal**

¹ Rivers, K., Aggleton, P., & Ball, A. (2006). Young people, poverty and risk. In Aggleton, P., Ball, A. & Mane, P. (Eds.) *Sex, drugs and young people: International perspectives*. London: Routledge. 13-28.

Procedure

IDENTIFYING GOALS

1. Start the lesson by letting participants know they will be talking about life goals and how to achieve them.
2. Write on the easel paper/whiteboard the lifeline below, and explain it:

YOUR PAST LIFE  **YOUR FUTURE LIFE**

Ask for a few participants to say where they are along this lifeline, and mark the spots with an **X** along the line between *past life* and *future life*. Note that there are many possibilities and choices for their future lives, and that each person plays an active role in determining what they become.

3. Tell participants they will think about some things that they may want to do throughout their lifetimes. Distribute the **Handout: When I'm an Adult, I Want To ...**. Read the directions aloud. Read one or two of the items to demonstrate, asking participants to raise their hands to show how important the item is to them. Ask if participants have any questions before they complete the handout on their own.
4. When you see that all participants have completed the handout, bring the group together for discussion. Ask participants how easy or difficult it was for them to complete this handout. Then tell them that these items are examples of what people might choose as **goals** for their lives, and ask them to define what a goal is. (Help them, if necessary, by relating the concept to language they may be more familiar with, such as New Year's resolutions.)

Discussion Questions:

- a. Which item/goal is most important to you? How do you plan to reach it?
- b. What are some things that might help you reach your most important goal? What are some things that might get in the way as you try to reach your goal?
- c. What if a person has no money for college?
- d. How might an unhealthy romantic relationship impact someone's goals?

REACHING GOALS

1. Ask each participant to select one goal they would like to think about as a group and list several on the easel paper/whiteboard. Select one goal and have the group work together to list five major steps needed to reach that goal. Write the steps on the easel paper/whiteboard.

2. Distribute the **Handout: Steps to Reaching a Life Goal**. Ask participants to each pick one of their own goals that is different from the goal the whole group worked on. Instruct participants to each write five important steps they could take to reach their goal.
3. Move around the room, providing suggestions for participants having difficulty. When all participants are finished, ask the discussion questions below, helping participants see how they can take responsibility for reaching the goals they have chosen.

Discussion Questions:

- a. What can happen if a person does not have any goals? If a person believes they have no future?
- b. What will you have to do to reach **your** goals?
- c. Who are some people who can help you reach your goals?
- d. What are some things that could get in the way of your reaching your goals?

DEANNA'S SITUATION

1. Note that another important part of thinking about and achieving life goals is thinking about back-up plans, just in case an unexpected or serious problem gets in the way of a major personal life goal.

As an example, read Deanna's situation aloud to the group:

Long ago Deanna decided that being a professional women's basketball player was her life's dream. She became the first string power forward on her high school basketball team. She got an athletic scholarship to a Division I college; otherwise she could not have afforded to go away to school or continue her education beyond high school. She made the starting team as a freshman, but in the middle of her first college basketball season, she got a knee injury so severe that it ended her basketball career.

Knowing she would no longer be able to play, Deanna became very discouraged and dropped out of college.

Discussion Questions:

- a. What was Deanna's goal? Did Deanna achieve her goal?
- b. What do you think Deanna should do now?

- c. What other things could Deanna have done instead of dropping out of college?
- d. What would you do if something gets in the way of you achieving **your** life goal?

CONCLUSION

1. To conclude the lesson, write the following sentence stem on the easel paper/whiteboard and ask for several volunteers to complete it aloud.

To begin TOMORROW to reach my goal(s), I can ...

When I'm an Adult, I Want To ...

Directions: Put a check mark in the box next to each item below to show how important that item is to your future.

	HOW IMPORTANT TO ME?		
	Very	Sort of	Not at all
1. Live in a different place from where I live now.			
2. Raise one or more children.			
3. Graduate from high school.			
4. Have a job I like to go to every day.			
5. Have good friends.			
6. Help clean up the environment.			
7. Have a job that pays enough to buy everything I need to live (food, housing, clothes, etc.).			
8. Discover or invent great things.			
9. Spend my life with someone I love.			
10. Continue my education after high school.			
11. Be a valued member of a faith community.			
12. Be closely connected to my family.			
13. Travel to different parts of the United States or the world.			
14. Be good at my favorite activity (sports, instrument, computer, etc.).			
15. Make the world a better place.			
One of my own additional items: 16.			

Steps to Reaching a Life Goal

<p>My Goal Is...</p>

STEP #1: _____

STEP #2: _____

STEP #3: _____

STEP #4: _____

STEP #5: _____

MORE THAN “JUST FRIENDS”?

By Sue Montfort, MAT, CHES and Peggy Brick, MEd, CSE

Objectives

By the end of this lesson, participants will be able to:

1. Identify qualities of a good friend and a good potential romantic partner.
2. Recognize that a good friend and a good person to go out with have many of the same qualities.
3. Recognize the importance of honesty, equality, respect and responsibility in relationships.
4. Demonstrate negotiating important rights and responsibilities of two people beginning a dating relationship.

Audience

Young adolescents (ages 10-13)

Rationale

As young people move out of their childhood years, their friendships undergo transitions that are often awkward and sometimes painful. Their new feelings and their new bodies create confusion and self-consciousness at the same time that romantic relationships become a cultural expectation. Consequently, it is important for young people to discuss in a structured environment their developing ideas about relationships so that they can learn to make more informed and thoughtful choices about friendships and behaviors. This lesson helps participants identify the qualities they value in any friendship, including a dating relationship.

Lesson Outline

Introductions, Group Agreements and Purpose (See **The Lesson Essentials**, p. 3)

Agree/Disagree

What Makes a Good Friend?

The HERR Model

Relationship Agreement

Conclusion

Materials

- Pens/pencils for all of the participants
- Easel paper or whiteboard

- **Handout: What Makes a Good Friend?**
- **Handout: Relationship Agreement**

Procedure

AGREE/DISAGREE

1. Note that relationships with other people are an important part of life. Tell participants that this lesson will give them the opportunity to think about what qualities they value both in friends and in people who are *“more than just friends.”* Let participants know that this phrase refers to people who may be friends, but are also attracted to each other, such as boyfriend/girlfriend.
2. Write the following statements on the easel paper/whiteboard. As you read each aloud, ask participants to indicate whether they strongly agree (thumbs up), are not sure (hands flat), or strongly disagree (thumbs down). After each statement, ask participants for a few reasons they took that position.
 - A person can have many good friends.
 - A good friend wants to spend time only with you.
 - A good friend always agrees with you.
 - The best boyfriend or girlfriend is someone who is also a good friend.
3. After all of the statements have been read aloud, ask participants how easy or difficult it was to decide whether they agreed or disagreed.

WHAT MAKES A GOOD FRIEND?

1. State that this next activity will help them think more about important qualities in a good friend, and in someone to whom they would be attracted as a romantic partner (someone who may be a good boyfriend/girlfriend). Distribute the **Handout: What Makes a Good Friend?** Read the directions, and ask participants to complete it independently.

Discussion Questions:

- a. Looking first at your “grades” for a close friend, which traits did you give an **A** to? Why?
- b. What other important qualities would you add to this list?
- c. What items did you give an **F** to? Why?
- d. Now look at your ratings for important traits of a romantic partner. How many of your “grades” were the same as the ones you gave for a close friend? Which ones were different? Why?

- e. What might a person who is beginning to think about going out with a person be worried about? What advice would you give them?
- f. What happens if two people who want to be “*more than just friends*” have different ideas about what is important to them?

THE HERR MODEL

1. Inform participants that you will write four letters on the easel paper/whiteboard that are related to important qualities of a healthy relationship. Write the following letters on the easel paper/whiteboard:
H
E
R
R
2. Ask participants to guess what words belong with each letter. Complete each word on the easel paper/whiteboard as the correct answers are shared (**H**onest, **E**qual, **R**esponsible and **R**espectful). Clarify what these qualities mean as needed. For responses that are shared that are not included in the model, write them on the board in the surrounding area. Take responses until the correct answers are shared.
3. Tell participants that many researchers who study successful friendships — ones that are healthy for both people — describe healthy relationships as *honest, equal, responsible and respectful*.¹

Discussion Questions:

- a. Why do people sometimes find it hard to be **honest** in their relationships? Is it ever OK to **not** be honest? What are some advantages to being honest? Some disadvantages?
- b. How are relationships sometimes **unequal**? How might one person have more power than another?
- c. What if there is a big age difference between two people in a relationship? What can be some advantages to being the older person in a relationship? The younger? The decision-maker? The follower?
- d. When friends care about each other, how do they treat each other? How do they show **respect** for each other? (List these on the easel paper/whiteboard.)

¹ Reiss, I. L. (1980). Sexual customs and gender roles in Sweden and America: An analysis and interpretation. In Helena Lopata (Ed.) *Research on the interweave of social roles: Women and men*. Greenwich, CT: JAI Press. p. 191-220.

- e. How can romantic partners act *responsibly* toward each other? If people are not responsible in their relationships, what can happen?

RELATIONSHIP AGREEMENT

1. Ask participants to pretend that there's a new state law that requires people who decide to go out together to sign a relationship agreement beforehand. Have participants work in small groups and imagine that a couple wants to be in a "*more than just friends*" relationship together. They should choose names for each person and then decide what behaviors the couple *both* are willing to agree to *do* and *not do*. Distribute the **Handout: Relationship Agreement** to each group. Give them five to ten minutes to develop and sign their agreements.

Discussion Questions:

- a. What behaviors did your couple agree to *do*? To *not do*?
- b. How easy was it to reach agreement? What behaviors did you have trouble agreeing about? What did you do about those differences?
- c. How did you *feel* talking with your peer(s) in this exercise? If a friend were actually planning to talk with a romantic partner about their relationship, what advice would you give them to achieve a successful conversation/agreement?

CONCLUSION

1. Ask participants to think about the key topics of the lesson and healthy relationships. Invite a few participants to share one thing that they will remember about healthy relationships among friends, and one thing about healthy relationships among romantic partners.

What Makes a Good Friend?

Directions: People have different ideas about what makes a good friend. This handout lists some of those ideas for *you* to “grade.” *FIRST*, to the *LEFT* side of each trait listed, write the grade (A, C, or F) that describes how you would rate that behavior or quality in a *close friend*. *THEN*, do the same thing for a *romantic partner* on the *RIGHT* side.

A = High marks

C = Take it or leave it

F = Failing grade

CLOSE FRIEND

ROMANTIC PARTNER

CLOSE FRIEND			ROMANTIC PARTNER	
Grade			Grade	
1		Has a sense of humor		1
2		Is really good looking		2
3		Is someone everyone likes		3
4		Is smart		4
5		Does what they say they will		5
6		Treats me the same whether we're alone or with other people		6
7		Is older than I am		7
8		Likes the same activities I do		8
9		Tells me what to do		9
10		Does their own thing		10
11		Gets jealous when I talk to other guys/girls		11
12		Is a good listener		12
13		Likes to do exciting, but sometimes risky, things with me		13
14		Is someone I can talk with about my real feelings		14
15		Is smaller than I am		15
16		Is popular with the "in" crowd		16
17		Keeps track of where I am		17
18		Likes me for who I am		18
19		Tells me the truth		19
20		Usually discusses with me what we'll do		20
21		Keeps my secrets		21
22		Has other friends I like to be with		22
23		Stands up for me		23
24		Does not pressure me about sex		24
25		Has a family I like to be with		25
26		Honors our commitments to each other		26
27		Pays for most of the things we do together		27
28		Makes sure we both consent to any physical touch		28
29		Respects my body		29
30		Calls or text messages me all the time		30

Relationship Agreement

Directions: Imagine that you are about to start going out with someone. Identify at least three things that *both* of you agree you *will do* and three things that you *both* agree you *will not do* in your relationship. List these under the **WE WILL ...** and **WE WILL NOT ...** columns below.

Agreement

<i>We will ...</i>	<i>We will not ...</i>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
<i>We, the undersigned, agree to practice the behaviors above during the time we are going out together.</i>	
_____ <i>Name</i>	_____ <i>Name</i>
_____ <i>Date</i>	_____ <i>Date</i>

A TRUE FRIEND

Assessing Power and Control in Friendships

By Shadeen Francis, MFT

Objectives

By the end of this lesson, participants will be able to:

1. Reflect on their ideas of good friendship behavior.
2. Recognize the characteristics of controlling or disempowering relationships.
3. Identify alternative approaches to power and control in friendships.

Audience

Young adolescents (ages 10-13)

Rationale

Friendships are children's earliest nonfamilial relationships; therefore they set the stage for future social interactions. By learning how to identify issues of power and control in a friendship, participants are given the opportunity to practice recognizing warning signs in romantic relationships. In this lesson, participants gain a better understanding of relationship dynamics, and apply them to real scenarios. They are encouraged to collaborate with peers to develop diverse strategies for building more positive interactions.

Lesson Outline

Introductions, Group Agreements and Purpose (See **The Lesson Essentials**, p. 3)

Understanding Power and Control

Understanding Equality

Power and Control Scenarios

Conclusion

Materials

- Easel paper or whiteboard
- Nametag for each participant
- Marker for each participant
- **Handout: Power and Control Wordle**
- **Handout: Equality Wordle** (Print the two handouts on a double-sided page, if possible.)
- **Educator Resource: Power and Control Scenarios**

Procedure

UNDERSTANDING POWER AND CONTROL

1. Explain that this lesson will focus on power and control in friendships. Good friendships make you feel good (happy, excited, cheerful), and bad friendships usually make you feel bad (sad, frustrated, upset). Ask the participants to think of a time when they had a problem with a friend, or group of friends. Have them think about exactly what happened. Ask participants to share how the situation made them feel and write their responses on the easel paper/whiteboard, noting recurring themes.
2. Distribute the **Handout: Power and Control Wordle**. Invite participants to give examples of the behaviors listed on the handout. Explain that when someone acts out one or more of these behaviors, they are exerting power or control over another person. In turn, the powerless person feels bad. (Refer to the list you made on the easel paper/whiteboard.) In a friendship, everyone is different — some people are louder, more thoughtful, more active or know more people — but everyone should be *equal*.

Discussion Questions:

- a. Do any of these behaviors happen among your peers? If so, which happen the most?
- b. Do your friends talk about these behaviors? Which of these behaviors is talked about the most?
- c. How do these behaviors impact a friendship?
- d. How do these behaviors impact a friend group?

UNDERSTANDING EQUALITY

1. Instruct the students to turn the page over to the **Handout: Equality Wordle** (assuming the wordles are printed back-to-back). Note that instead of the toxic behaviors that indicate power and control, we should try to develop friendships that have the healing qualities listed on this page. If we have these qualities and our friends do as well, it is very likely that we will have a healthy friendship!

Discussion Questions:

- a. Are there any other qualities or characteristics that you think make a good friend that are not listed here?
- b. How might these characteristics improve a friendship?

- c. What makes it difficult to have all of these characteristics in a friendship?

POWER AND CONTROL SCENARIOS

1. Tell the group that you are going to do an activity where they will judge scenarios for whether they show an *equal friendship* (where the friends share power), or an *unequal friendship* (where at least one friend has power or control over another).

2. Read the scenarios given on the **Educator Resource: Power and Control Scenarios**. If the participants think the scenario demonstrates *equal power*, they will give a thumbs-up. If they think the power is *imbalanced*, they will give a thumbs-down. If they are *unsure*, they will raise a flat hand (as if they were making a gesture showing the height of an object).

For an active class, if they think the scenario shows *equal power*, they will stand up and strike a hero pose (e.g., a Superman pre-flight stance). If the participants feel that the scenario shows *imbalanced power*, they will put their heads down on their desks in mock sadness. If they are *unsure*, they will stay seated as they are.

After each scenario, ask participants to share why they selected the answer they did and what categories from the **Handout: Power and Control Wordle** are being demonstrated, if any.

Discussion Questions:

- a. How easy/difficult was it to decide about each scenario?
- b. Which scenario was most difficult and why?
- c. What could make some of the scenarios more equal?

CONCLUSION

1. Conclude the lesson by having each participant choose one characteristic from the **Handout: Equality Wordle** or the positive traits list that they feel like they demonstrate as a friend, and let them write it on their nametag.

Power and Control Wordle

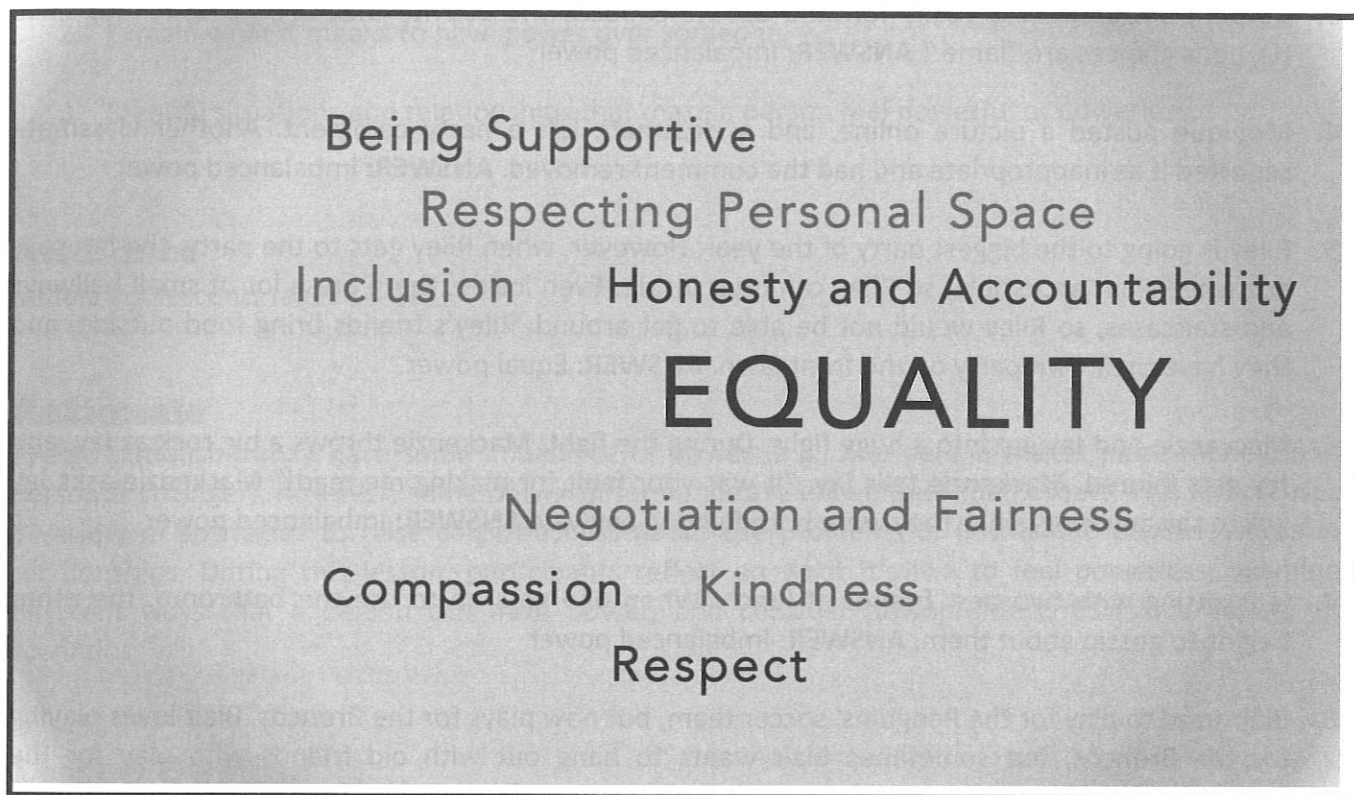
A good friendship is based on *equality* and *respect*, not *power* and *control*. Before you act, think about how you would want to be treated, and expect the same from others. Below are some behaviors that represent an unequal friendship.

Blaming and Lying
Using Peer Pressure
Humiliation Harmful Language or Threats
POWER AND CONTROL
Using Popularity to Put Others Down
Exclusion Cyber-Bullying
Physical Violence

Equality Wordle

"True friendship can exist only between equals" — Plato

A good friendship is based on **equality** and **respect**, not **power** and **control**. Think about ways that you show friendship, and compare them to the behaviors below.



Power and Control Scenarios

1. Jamie's best friend made up a rumor about their classmate, and wants Jamie to help spread it. When Jamie starts to refuse, the friend says, "I could make the story about you instead."
ANSWER: Imbalanced power
2. Adrian is about to do a presentation in front of the entire school. Right before Adrian goes onstage, a classmate pulls him aside and whispers, "Your zipper is down."
ANSWER: Equal power
3. Harper's best friend is really fun and always chooses the activity they are going to do, since Harper's choices are "lame."
ANSWER: Imbalanced power
4. Monique posted a picture online, and a classmate left a nasty comment. Another classmate reported it as inappropriate and had the comment removed.
ANSWER: Imbalanced power
5. Riley is going to the biggest party of the year. However, when Riley gets to the party, the house is not wheelchair accessible, so Riley can't get inside. Even inside, there are a lot of small hallways and staircases, so Riley would not be able to get around. Riley's friends bring food outside, and they have their own party on the front lawn.
ANSWER: Equal power
6. Mackenzie and Jay get into a huge fight. During the fight, Mackenzie throws a big rock at Jay, and Jay gets injured. Mackenzie tells Jay, "It was your fault for making me mad!" Mackenzie asks Jay not to say anything, since they were both fighting anyway.
ANSWER: Imbalanced power
7. Li is sitting with two best friends at lunch. When one gets up to use the bathroom, the other begins to gossip about them.
ANSWER: Imbalanced power
8. Blair used to play for the Penguins' soccer team, but now plays for the Broncos. Blair loves playing for the Broncos, but sometimes Blair wants to hang out with old friends who play for the Penguins. The Broncos' team captain forbids anyone from being friends with the enemy.
ANSWER: Imbalanced power
9. Avery's best friend is in a different class, and is very popular there. The friend doesn't pay any attention to Avery unless they are alone.
ANSWER: Imbalanced power

YES, IF ... NO, IF ... MAYBE SO, IF ...

By Amy Johnson, MSW, CSE

Objectives

By the end of this lesson, participants will be able to:

1. Explain what the word *consent* means.
2. Identify at least three categories of information people need in order to make an informed decision before consenting to an activity.

Audience

Young adolescents (ages 10-13)

Rationale

There is a lot of talk and publicity about consent in regards to sexual behavior with teens and young adults. Young adolescents tend to be mostly interested in the present, have frequently changing relationships, and are identifying role models. Their sense of conscience is also becoming more consistent.¹ Therefore, it is helpful for youth this age to engage in critical thinking about decision-making: how they will make decisions and what information they may need before they say yes or no. Practicing these skills in nonrisky situations can boost confidence, as well as provide a concrete experience in a safe environment, which they can draw on later when needing to decide whether to say yes or no to an activity. This lesson teaches participants about consent and engages youth in thinking about how to gather important information before saying yes or no.

Lesson Outline

Introductions, Group Agreements and Purpose (See **The Lesson Essentials**, p. 3)

Introduction to Consent

More Info, Please!

Yes, If ... No, If ... Maybe So, If ... Scenarios

Conclusion

Materials

- Easel paper
- Tape
- Markers

¹ American Academy of Child and Adolescent Psychiatry. (2003). Normal adolescent development. In *Facts for Families*. Washington, DC: AACAP.

- Notebook paper
- Pens or pencils for participants
- Pre-made **MORE INFO, PLEASE!** poster, large enough for the group to read, with the questions listed on the **Handout: More Info, Please!**
- Three cards, prepared with one of each of the following:
 - YES, IF
 - NO, IF
 - MAYBE, IF
- **Educator Resource: Yes, If ... No, If ... Maybe So, If ... Scenarios** (choose one or more scenarios for your group ahead of time)
- **Handout: More Info, Please!**

Procedure

INTRODUCTION TO CONSENT

1. Gather participants. Tell them this lesson is about consent. Ask them what they know about what the word *consent* means. Take a few responses. Correct any misinformation and conclude with a statement like, “*Consent* means agreeing to do something.”

2. Ask participants when someone might want to give consent, or to say yes. Examples may include:
 - Yes, I’d like some cake.
 - Yes, I’d like to watch a movie.

3. Ask participants when someone might want to not give consent, or to say no. Examples may include:
 - No, I do not want any spinach.
 - No, I do not want to watch a movie. I’d rather do something outside on a nice day.

4. Ask participants when someone might need more information before they say yes or no. Examples may include:
 - Maybe I’d like cake, as long as it’s not carrot cake. I don’t like carrot cake.
 - Maybe I want to watch a movie, if it has my favorite actress in it.

Discussion Questions:

- a. What are some other examples of times that someone might have said yes or no and later wished they had asked for more information?

- b. Do you ever feel pressured to say yes when you want to say no, or no when you want to say yes? If so, when?

MORE INFO, PLEASE

1. Post the **MORE INFO, PLEASE!** poster, created from the **Handout: More Info, Please!**, for all to see. Tell participants that many times, when we need more information, it has to do with one of the categories that are posted.
2. Read each question, giving examples of what each one might help them discover. Use the following information:
 - **Who will be there?** This can help me to know if people I know, like and trust will be included. Is it a situation where a grown-up should be there for safety? If so, who will that be?
 - **What will we be doing?** If you are invited to someone's house, it might be good to know what the plans are instead of showing up and finding out everyone is doing something you don't like to do, feel uncomfortable doing, or think is not OK to do (such as smoking or drinking).
 - **How will we get there (and back)?** Do you need a ride? Are you walking? Taking bikes? Do you need permission to do one of these things?
 - **When is it?** Before you say yes, you need to know if it's happening at the same time as your birthday party, or your family's vacation or something else you already have planned.
 - **Where is it?** Is it somewhere you know about? Near or far? Inside or outside?

Discussion Questions:

- a. How easy or difficult do you think it is to determine if more info is needed?
- b. Which of these categories do you think is the easiest to address? Most difficult?
- c. What can get in the way of learning all the relevant information?
- d. How can these questions help you make decisions?

YES, IF ... NO, IF ... MAYBE SO, IF ... SCENARIOS

1. Tell participants you are going to do a small group activity. Divide the participants into three small groups. Hand each group one of the signs you have made that say **YES, IF...**, **NO, IF...** and **MAYBE SO, IF...**, paper to write on, and a writing utensil.
2. Read the scenario you have chosen from **Educator Resource: Yes, If ... No, If ... Maybe So, If ... Scenarios**. Give each group a few minutes to discuss and write down at least two things they could say or ask in response to the scenario that relate to the sign their group received. Tell them that some of the groups may have the same responses, and that's OK.

3. After a few minutes, ask each group to share their first response in turn. After each group has shared one response, ask them to share their second response. After all the responses have been shared, ask if anyone has any further ideas of what they would want to ask before saying yes or no.

4. Depending on time, you may choose to repeat this activity with an additional scenario, asking the groups to pass their signs to the group sitting on their right.

Discussion Questions:

- a. How did it feel to do that activity?

- b. Would anything have changed in the scenario if one of the participants was much older and one much younger? If one person's family had a car and the other didn't? If one was much more popular than the other? How?

- c. When might these kinds of questions be important to ask?

CONCLUSION

1. Conclude by telling participants that, even when we know someone well, it is helpful to think about and understand what we are saying yes or no to before we engage in an activity.

2. Invite participants to each share one thing they will remember about participating in this lesson.

More Info, Please!

Directions: Use this guide to help you remember what questions you might want to ask before giving consent to an activity.

- Who will be there?
- What will we be doing?
- How will we get there (and back)?
- When is it?
- Where is it?

Yes, If ... No, If ... Maybe So, If ... Scenarios

Directions: Read the following scenarios and choose at least one that you want to use with your group. If there is time, you may choose to use more than one. See the notes below each one for suggestions of questions the participants might want to ask if they do not come up with them on their own.

- A. Quinn and Kai are in the sixth grade. They just met this year in middle school, and Kai thinks Quinn is adventurous and cool. Quinn recently got suspended for smoking. Quinn asks Kai to hang out after school.
- What will we be doing?
 - Who will be there?
 - Where are we going?
 - How will we get there (and back)?
- B. Harper and Jaylin, who are in the seventh grade, have been best friends for a long time. Jaylin recently moved. Jaylin asks Harper to watch a movie.
- Where will we watch the movie?
 - Do we know how to get there?
 - What time?
 - What is the movie?
 - Will parents be present?
- C. Eighth-graders Avery and Kendall have known each other for a few years, and have spent the night at each other's houses lots of times. Kendall's parents recently got divorced and one of Kendall's parents has a new job where they work the night shift. Kendall asks Avery to spend the night.
- At which parent of Kendall's will they spend the night?
 - If it's a new place, where will they sleep?
 - Will a parent be home? If not, what is the plan if they need something?

CONSENT BINGO

By Kristen Lilla, MSW, LCSW, CST

Objectives

By the end of this lesson, participants will be able to:

1. Define the term *consent*.
2. Describe what it means to give a person consent.
3. Identify ways to ask a person for consent and practice asking for consent.
4. Discuss how it feels to give, or deny, consent.

Audience

Young adolescents (ages 10-13)

Rationale

It is essential for youth to discuss consent so they can exert permission before engaging in activities. Adolescents face peer pressure every day to participate in a number of activities, ranging from breaking the rules to partying. Many find it difficult to ask for consent, and many have an even more difficult time denying it. This lesson encourages young people to practice asking for consent. In turn, it also allows them to either give consent, or to practice saying no.

Lesson Outline

Introductions, Group Agreements and Purpose (See **The Lesson Essentials**, p. 3)

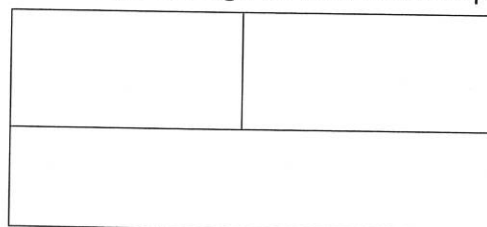
Examples of Consent and Not Consent

Consent Bingo

Conclusion

Materials

- Easel paper/whiteboard
- A diagram with three sections large enough to write several phrases in, such as:



- Markers
- Pencils
- **Handout: Consent Bingo**
- **Handout: Elements of Consent**

Procedure

EXAMPLES OF CONSENT AND NOT CONSENT

1. Begin the lesson by letting participants know that they will be discussing consent. Provide the *Merriam-Webster Dictionary* definition of *consent*:

Consent (verb): To agree to do or allow something; to give permission for something to happen or be done.

2. Ask participants to provide a few examples of everyday activities for which people their age give consent (e.g., agreeing to go to the movies, agreeing to take out the trash, etc.). Write their responses on the left side of the pre-sectioned easel paper/whiteboard.
3. Now ask participants to provide examples of everyday activities for which people their age may NOT give consent (e.g., declining an offer to go to a scary movie, not eating a vegetable they didn't like, etc.) Write these responses on the right side of the pre-sectioned easel paper/whiteboard.
4. Ask participants to provide examples of everyday activities where one person may pressure another person into doing it. (e.g., telling someone they are a dork if they don't watch a particular movie/show, saying they won't be friends if they don't do something, etc.) Write these responses on the bottom of the pre-sectioned easel paper/whiteboard. Explain the definition of the term *manipulation* (per *Merriam-Webster*, to change by artful or unfair means so as to serve one's purpose) and the term *coercion* (per the *Macmillan Dictionary*, to make someone do something by using force or threats).
5. Ask participants turn to a neighbor and discuss the examples listed during the brainstorm and decide which might be considered manipulative or coercive.

Discussion Questions:

- a. Which items listed struck you as manipulative? Coercive? Why?
- b. How often do you think people do things that are manipulative or coercive?

- c. How might someone determine if a behavior is manipulative or coercive?
- d. How might consent help improve an interaction with someone else?

CONSENT BINGO

1. Distribute the **Handout: Consent Bingo** to the participants. Review the instructions and tell them they will have ten minutes to complete the handout.
2. After ten minutes, or when participants seem to have completed the handout, ask participants to get into pairs for a few minutes and discuss what it was like to complete the handout.

Discussion Questions:

- a. How did it feel asking for consent? How did it feel giving consent?
- b. Did you ever say no? If so, why? How did it feel to say no?
- c. How might this game have gone differently if this was a race to get all the boxes signed by a peer?

CONCLUSION

1. Distribute the **Handout: Elements of Consent**. Invite participants to take turns reading the points aloud. Ask participants if they have any questions and clarify accordingly.
2. To conclude the lesson, ask the participants to come up with their own words or sentences to represent the meaning of *consent*. Write **CONSENT** down the board/easel paper vertically, and fill in the words as the participants share their ideas.

Consent Bingo

Directions: Find people to sign the spaces on the Bingo board that apply to them. No more than two signatures from the same person. Since this is Consent Bingo, you **MUST** ask, “Can I sign a box for you?” or “Will you sign a box for me?” Get as many boxes signed as you can, **with consent**. Everyone has the right to say no. You can sign, or not sign and practice saying no.

Has a FB account	Knows how to swim	Has a dog	Has eaten sushi	Is wearing a piece of jewelry
Shares a bedroom	Has traveled out of state	Plays a musical instrument	Ate eggs for breakfast	Has a brother
Is wearing red	Has brown eyes	Free Space	Plays on a sports team	Is allergic to something
Has a birthday this month	Favorite food is pizza	Has a sister	Is not wearing socks	Has a television in their bedroom
Has been to a concert	Rides a bike	Wears glasses	Has a video game console	Has flown on a plane

Elements of Consent?

- C** = Comprehension that the act is taking place
- O** = Optional for both parties
- N** = Negotiation with partner
- S** = Sobriety – must have knowledge of the nature of the act
- E** = Engagement in the act willingly
- N** = Nonviolent
- T** = Talking about it/ communication – silence does not equal consent

Consent is ...

- an active agreement that is freely given and mutually agreed upon;
- based on choice;
- a process, which must be asked for every step of the way;
- not assumed;
- not a result of pressure or coercion; and
- an essential component of sexual activity.

Sources:

- Vassar College. (n.d.). Sexual assault and violence prevention. Retrieved from <http://savn.vassar.edu/>
- Cabrillo College. (2013). Sexual assault awareness and resources. Retrieved from http://www.cabrillo.edu/services/health/sexual_assault_awareness.html
- Samuel Merritt University. (2015). What is consent? Retrieved from https://www.samuelmerritt.edu/sexual_violence/consent

EVERYBODY HAS PEOPLE PROBLEMS

By Sue Montfort, MAT, CHES and Peggy Brick, MEd, CSE

Objectives

By the end of this lesson, participants will be able to:

1. Identify common problems people their age face when dealing with others.
2. Identify alternative approaches to dealing with these relationship problems.

Audience

Young adolescents (ages 10-13)

Rationale

Everybody does have problems dealing with people! Both preteens and teens can be particularly vulnerable in situations where peers make fun of them, bully them or harass them. Lacking skills for asserting themselves, their responses are sometimes ineffective. They may passively withdraw, become cliquish or become bullies themselves. They may also be vulnerable in situations where older youth or adults take advantage of them or exploit them. This lesson helps young people understand that “people problems” are “normal,” and provides a model for addressing these problems in real life.

Note: Educators need to be prepared to help participants handle difficult memories.

Lesson Outline

Introductions, Group Agreements and Purpose (See **The Lesson Essentials**, p. 3)

Remembering a Problem

Examining a Problem

Conclusion

Materials

- Easel paper/whiteboard
- Notebook paper
- Notecards with one of each the following categories written on separate cards, enough for small groups of four to five participants to each have one card: **FAMILY, FRIENDS, SCHOOL,** and **PEERS**

Procedure

REMEMBERING A PROBLEM

1. Write on the easel paper/whiteboard: **EVERYBODY HAS PEOPLE PROBLEMS**. Ask participants to guess what this statement might mean. After accepting their ideas, note that this lesson will be about the fact that as we grow up, everyone has to learn to solve problems dealing with other people. In this lesson, participants will learn a new way to face these problems.
2. Model having a people problem by describing a memory of your own. (For example, you might remember being four years old and the other kids on your street would not play with you. You felt sad, hurt, angry, etc.)
3. Ask participants to think back to when they were little, maybe four or five years old, and remember a time when they had a people problem and were confused, frustrated or scared because they didn't know what to do. They should try to remember as many details as possible: where they were, who was there, and what made them feel confused, frustrated or scared. Now ask for volunteers to describe their situations to the group, and encourage everyone to listen carefully.
4. After all volunteers have shared, discuss the experience.

Discussion Questions:

- a. What were some situations with people that made us confused, frustrated or scared when we were little?
- b. What were some common feelings that were described?
- c. What did we do in those situations?

EXAMINING A PROBLEM

1. Explain that now participants will look at situations common to people their age. (Give a range of the ages of participants in your group.) Divide participants into groups of four or five. Give each group one category card with one of the following categories: **FAMILY, FRIENDS, SCHOOL, PEERS**. Instruct each group to list several situations of people problems that fall within that category that can be difficult for people their age.
2. After ten minutes, ask each group to select one situation to report to the whole group, a situation they think is particularly interesting or particularly difficult to deal with. Jot them down on the easel paper/whiteboard as they report, numbering them as you write.

3. Ask participants to think about which of these situations they would like to discuss further with the whole group. In order to assure privacy, ask them to write the number of their choice on a small piece of paper. Collect and ask a participant to read the numbers as you record them. Take the situation with the most votes and ask the whole group of to fill in the situation with imaginary details, as necessary.
4. Instruct participants to work again in their small groups (or ask them to work in pairs), and list all possible alternatives for what a person could do in that situation, even “silly” or “dumb” things. Explain that later they will have an opportunity to select the best choice.
5. After five minutes, get the whole group’s attention and ask participants to share their alternatives. List on the easel paper/whiteboard. After all (or many) are listed, ask participants to continue discussion with their groups/partners and select the best alternative. They should be ready to give their reasons for this choice.
6. Reassemble the entire group and discuss.

Discussion Questions:

- a. How did it feel to list all, even “silly” alternatives?
- b. How did you decide which was the best alternative?
- c. What were the best alternatives? Why?
- d. Why is brainstorming alternatives a good way to begin solving a problem? How could you apply this skill in real life? What would you need to do first?

CONCLUSION

1. Conclude the lesson by asking participants what they will do the next time they, or someone they know, are having people problems.

FINDING HELP

By Sue Montfort, MAT, CHES and Peggy Brick, MEd, CSE

Objectives

By the end of this lesson, participants will be able to:

1. Describe at least three reasons why someone might need help with a relationship.
2. Identify at least two people who might be helpful in different situations.
3. Describe how to search for help on the Internet.
4. Demonstrate asking for help.

Audience

Young adolescents (ages 10-13)

Rationale

When faced with issues related to relationship abuse, young people are most likely to turn to a friend or peer first in order to get help or support.¹ Among the most important things we can teach young people is how to find help when they need it, and to feel good about doing so, in case they need help themselves or are in a position to help someone else. This lesson examines types of problems someone might need help with and ways to reach out for help from a trusted adult and/or a local service organization.

Note: This lesson pairs well with the lesson **Everybody Has People Problems**, p. 129.

Lesson Outline

Introductions, Group Agreements and Purpose (See **The Lesson Essentials**, p. 3)

Types of Problems

Asking Someone for Help

Getting Help from an Organization

Conclusion

¹ Fry, D., Messinger, A., Rickert, V., O'Conner, M., Palmetto, N., Lessel, H., & Davidson, L. (2014). Adolescent relationship violence: Help-seeking and help-giving behaviors among peers. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 91(2): 320-334.

Materials

- Easel paper/whiteboard
- Markers
- Computer, tablet or mobile phone with Internet access and an Internet connection; preferably multiple devices so that participants can gather into small groups to use the device together
- **Finding Help: A Resource List** (See p. 217)

Procedure

TYPES OF PROBLEMS

1. Write on easel paper/whiteboard:

MOST PEOPLE HAVE “PEOPLE PROBLEMS” — AT LEAST SOMETIMES.

Brainstorm a list of situations with other people that can be difficult for people who are ages 10-13, writing them on the easel paper/whiteboard. (Or, use the list generated from the lesson **Everybody Has People Problems.**)

2. Note that an important thing for participants to learn is how to go about finding help if they ever have a problem that seems overwhelming, or just plain difficult. Looking at the list; ask students to suggest a person who might be able to help with each of those people problems. Write down their responses next to each situation.
3. Mention that sometimes people may feel uneasy asking someone for help. Ask participants to share a few reasons why this might happen.

ASKING SOMEONE FOR HELP

1. Explain that it is important to know how to ask for help. It could even save a person’s life. Using the situations suggested earlier by participants or the samples below, ask for volunteers to rehearse asking for help.

Note: As you ask for volunteers, first read each situation aloud. This will decrease the likelihood of embarrassment. Remind the group that the volunteers are only pretending to be the person in the situation.

Sample situations:

- A girl is being ignored by three girls who used to be her best friends. She goes to her scout leader and says ...
- A teen girl is in a relationship with a boy who refused to use a condom. She’s worried she could be pregnant. She goes to her grandmother and says ...

- A boy is being called “fag” by someone who posts on his Facebook page. He goes to his school counselor and says ...
- A teen is thinking about having sexual intercourse. They go to their older sibling and say ...
- A girl is getting constant text messages from her partner, who gets upset when she doesn’t respond. She goes to her friend and says ...
- A boy is meeting up with older partners that he’s met online and through dating apps. He goes to his friend and says ...

2. After all situations are completed, discuss them briefly.

Discussion Questions:

- a. How can it be helpful for people in each of these situations to talk with someone they trust?
- b. What could each person have done if the person they asked for help did not help very much, or at all?
- c. What are some things adults could do to encourage young people to get help when they need it?

GETTING HELP FROM AN ORGANIZATION

1. Note that while family members and other adults a young person knows are sometimes able to help, there are also many community agencies and organizations where professional helpers are available. Ask participants to suggest some useful agencies they have heard about and list them on the easel paper/whiteboard.
2. Direct participants to gather into small groups to use the device available with Internet access. (If only one device is available, ask participants to gather so they can do the activity as a large group.)
3. Select one problem from the list generated during the “Types of Problems” activity at the beginning of the lesson and ask participants how they might find a helping agency. Give participants time to browse and become familiar with resources listed. If they cannot find the appropriate agency, give hints and/or suggestions.

HELPING FRIENDS

By Sue Montfort, MAT, CHES and Peggy Brick, MEd, CSE

Objectives

By the end of this lesson, participants will be able to:

1. Describe the laws regulating sexual consent and the facts regarding adult–teen relationships.
2. Recognize relationship situations in which a friend may need help.
3. List ways they can help someone who is in an unhealthy relationship.

Audience

Young adolescents (ages 10-13)

Rationale

Preteens often are confronted with difficult interpersonal situations they are not sure how to handle. Frequently they worry, but do not act on behalf of themselves or a friend. This lesson encourages participants to think about situations in which it might be important to take action. They decide how to respond in a way they believe could be helpful. They evaluate their responses in terms of their usefulness in solving the problem. During this lesson, participants review sexual consent laws and discuss ways to get help by examining a specific scenario.

Note: It is recommended that the participants learn about the legal components of consent by participating in the lesson **It's the Law!** prior to this lesson.

Lesson Outline

Introductions, Group Agreements and Purpose (See **The Lesson Essentials**, p. 3)

Review of Sexual Consent Laws

Neighbor Scenario

Conclusion

Materials

- Easel paper/whiteboard
- Markers
- Notecards for all of the participants
- Current sexual offense laws in your state: visit <https://rainn.org/statelaws>, or check with your local government agencies or a certified rape crisis center

- A boy is being called “fag” by someone who posts on his Facebook page. He goes to his school counselor and says ...
- A teen is thinking about having sexual intercourse. They go to their older sibling and say ...
- A girl is getting constant text messages from her partner, who gets upset when she doesn’t respond. She goes to her friend and says ...
- A boy is meeting up with older partners that he’s met online and through dating apps. He goes to his friend and says ...

2. After all situations are completed, discuss them briefly.

Discussion Questions:

- a. How can it be helpful for people in each of these situations to talk with someone they trust?
- b. What could each person have done if the person they asked for help did not help very much, or at all?
- c. What are some things adults could do to encourage young people to get help when they need it?

GETTING HELP FROM AN ORGANIZATION

1. Note that while family members and other adults a young person knows are sometimes able to help, there are also many community agencies and organizations where professional helpers are available. Ask participants to suggest some useful agencies they have heard about and list them on the easel paper/whiteboard.
2. Direct participants to gather into small groups to use the device available with Internet access. (If only one device is available, ask participants to gather so they can do the activity as a large group.)
3. Select one problem from the list generated during the “Types of Problems” activity at the beginning of the lesson and ask participants how they might find a helping agency. Give participants time to browse and become familiar with resources listed. If they cannot find the appropriate agency, give hints and/or suggestions.

4. Repeat the process with several other problems. Be sure participants find agencies that could help if someone were concerned about domestic violence, child abuse, rape, incest, an unplanned pregnancy or a sexually transmitted infection. Ensure that participants understand that the purpose of these community agencies is to help people and that participants have the right to ask for help.
5. Ask for a volunteer to select one of the problems and role-play calling an appropriate agency. You, the educator, act as the professional on the other end of the line. Discuss this experience briefly with participants.
6. Distribute and review **Finding Help: A Resource List**. If possible, assign several responsible participants to call different key agencies for information about their services and report back to the entire group in a later session.

Discussion Questions:

- a. How easy was it to find the appropriate agency?
- b. How do you know if an agency provides the services needed?
- c. What characteristics do you think an agency should have so that young people feel comfortable seeking services there?

CONCLUSION

1. To conclude, ask for a show of hands for the following:
 - How many participants feel they have a good idea about how to find the help they or a friend might need?
 - How many participants think they would encourage a friend to get help if the friend had a serious problem? Ask several participants to explain their reasons.