

# LESSON 1

## Personal Rights and Responsibilities

### Communication Skills Questionnaire

**Directions:** Read each statement. Below each statement, mark whether you agree or disagree with that situation.

1. I was comfortable talking to new people with I started 9th grade.

Agree                      Somewhat Agree                      Neutral                      Somewhat Disagree                      Disagree

2. I was confident in expressing my thoughts and opinions when I started 9th grade.

Agree                      Somewhat Agree                      Neutral                      Somewhat Disagree                      Disagree

3. I am more comfortable talking to new people this year.

Agree                      Somewhat Agree                      Neutral                      Somewhat Disagree                      Disagree

4. I am more confident expressing my thoughts and opinions this year.

Agree                      Somewhat Agree                      Neutral                      Somewhat Disagree                      Disagree

5. I am able to communicate effectively.

Agree                      Somewhat Agree                      Neutral                      Somewhat Disagree                      Disagree

# LESSON 1

## Personal Rights and Responsibilities

### Listening Skills Survey

**Directions:** Imagine that you are in a conversation with one or two of your classmates. Read each statement and consider your personal listening skills. For each listening statement, mark **Never**, **Sometimes**, or **Often** to reflect how you listen to others.

Listening Statement	Never	Sometimes	Often
1. I interrupt often or try to finish the other person's sentence			
2. I am thinking about other things when someone is talking			
3. I try to change the subject to something I am interested in			
4. I look at the person who is talking			
5. I nod or show that I am paying attention			
6. I ask for clarification if I don't understand what they are saying			
7. I wait for the person to finish talking before I make a comment			
8. I look around the room when they are talking			
9. I can't wait for then person to stop talking			
10. I rarely respond to what the people say because I wasn't paying attention			

# LESSON 1

## Personal Rights and Responsibilities

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### What Did You Say? What Did You Mean?

**Directions:** Work in small groups or with a partner. Read each statement out loud using tone of voice, inflections, facial expressions, and body language to present different meanings.

1. Wow, I can't believe the grade I got on this test.
    - a. Excited
    - b. Disappointed
- 

2. I can't wait to go get sushi.
    - a. Looking forward to getting sushi
    - b. Dreading getting sushi
- 

3. You are so ridiculous.
    - a. Kidding
    - b. Angry
- 

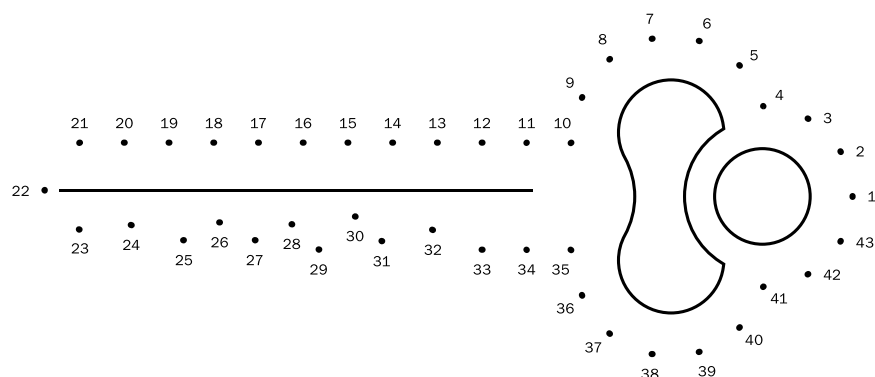
4. What are you doing here?
    - a. Confused
    - b. Rude
- 

5. Are you serious?
  - a. Questioning
  - b. Angry

# Lesson 2

## Healthy vs. Unhealthy Relationships

### Connect the Dots to Responsibility



**Directions:** In the Responsibility column write three of your responsibilities. In the Actions column, list the actions you must take to fulfill your responsibility. In the Consequences column, list the result of your actions.

Responsibility	Actions	Consequence
I am responsible for getting good grades.	I do my homework. I make notecards of vocabulary words. I study for tests by reviewing my notes and re-reading the chapter.	I get high scores on my tests and quizzes. I get better grades on my classwork and homework. My semester grades improve.
I am responsible for		
I am responsible for		
I am responsible for		

# Lesson 2

## Healthy vs. Unhealthy Relationships

### Don't Give Up

**Directions:** Read each statement. Choose what you are giving up to maintain the relationship.

Situation	What is being given up?
Your friend teases and makes fun of you.	Control Self-esteem Personal Values
Your friend always decides what you will do.	Control Self-esteem Personal Values
Your friend makes you do things you don't want to do.	Control Self-esteem Personal Values
Your friend tells you that you cannot hang out with certain people.	Control Self-esteem Personal Values
Your friend insults you and gets angry if you disagree with him/her.	Control Self-esteem Personal Values
Your friend criticizes people you care about.	Control Self-esteem Personal Values

# Lesson 2

## Healthy vs. Unhealthy Relationships

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### What I'm Looking For

**Directions:** Read each of the qualities. Select and rank the top five qualities that you are looking for in a dating relationship. Write a short explanation about why those qualities are important to you.

\_\_\_\_\_ Respect

\_\_\_\_\_ Trust

\_\_\_\_\_ Protection

\_\_\_\_\_ Encouragement

\_\_\_\_\_ Support

\_\_\_\_\_ Love

\_\_\_\_\_ Same interests

\_\_\_\_\_ Equality

\_\_\_\_\_ Honesty

\_\_\_\_\_ Fairness

\_\_\_\_\_ Laughter

\_\_\_\_\_ Good listener

\_\_\_\_\_ Gives me space

\_\_\_\_\_ Commitment

I am looking for someone who will treat me

These qualities are important to me because

# LESSON 3

## The Problem of Sexual Abuse

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### Safe or Unsafe Secret

**Directions:** Read each situation and determine if it is a safe or unsafe secret. Then discuss and answer the questions with a partner or small group.

1. Your Lacrosse coach offers to give you extra lessons on weekends. He tells you not to tell anyone because he doesn't have time to give extra lessons to everyone on the team.
  - Is the secret safe or unsafe?
  - How did you determine if it was safe or unsafe?
  - If it was an unsafe secret – what are possible consequences of keeping that secret?
  - Who could be told about the unsafe secret?
2. Your teacher is planning to give everyone a homework pass next week. She asks you to keep it a secret.
  - Is the secret safe or unsafe?
  - How did you determine if it was safe or unsafe?
  - If it was an unsafe secret – what are possible consequences of keeping that secret?
  - Who could be told about the unsafe secret?
3. You overhear someone at lunch talking about her neighbor coming over when her parents are at work. He helped with her homework and actually wrote one her papers for English. Then he started asking her to sit next to him on the couch and watch movies. He told her not to tell her parents because if she did, he would tell them she cheated on her English essay and she would be punished.
  - Is the secret safe or unsafe?
  - How did you determine if it was safe or unsafe?
  - If it was an unsafe secret – what are possible consequences of keeping that secret?
  - Who could be told about the unsafe secret?
4. Your friend tells you that her cousin came home from college and is staying at her house for a few weeks. He always tickles her and then touches her in places that make her feel uncomfortable, then hugs her and tell her that this was their special secret.
  - Is the secret safe or unsafe?
  - How did you determine if it was safe or unsafe?
  - If it was an unsafe secret – what are possible consequences of keeping that secret?
  - Who could be told about the unsafe secret?
5. Your little brother is getting a new football for his birthday. You mom asks to hide it in your closet.
  - Is the secret safe or unsafe?
  - How did you determine if it was safe or unsafe?
  - If it was an unsafe secret – what are possible consequences of keeping that secret?
  - Who could be told about the unsafe secret?

# LESSON 3

## The Problem of Sexual Abuse

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### It's Okay to Tell

**Directions:** Working with a partner or in a small group, write your answer in each section.

Example of a safe secret:

Example of an unsafe secret:

Who can you tell about the unsafe secret?

Why do you need to get help?

What can you do if the first person you tell does not help?



# Lesson 4

## Dating Violence and Harassment

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### Don't Follow the Leader

**Directions:** Read each scenario and write down what you think, how you feel, and how you would act.

1. You are sitting with your friends at lunch. When someone walks by your table, your friends start making loud and rude comments about the other student's appearance or what they are wearing. Then everyone at the table starts laughing.

What do you THINK?

How does it make you FEEL?

How do you ACT?

2. You notice that your friend's former girlfriend posted online that he was a cry-baby after they broke up. A lot of kids from school posted negative comments about your friend. The next day at school someone asked you what you were going to post about it.

What do you THINK?

How does it make you FEEL?

How do you ACT?

3. You have been friends with your "best friend" since 2nd grade. You always meet by the gym and walk to first period. Today your friend is standing with some older students. One of them is vaping and wants you to try it. Your friend looks at you with concern and subtly shakes her head as if to say "no".

What do you THINK?

How does it make you FEEL?

How do you ACT?

# Lesson 4

## Dating Violence and Harassment

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### How to Protect Yourself in New Situations

**Directions:** Think about your future: one year from now, two years from now, and five years from now. Answer each question for one year, two years, and five years in the future.

	One Year	Two Years	Five Years
What are you doing?			
Where are you living?			
Who are you with?			
Do you feel more or less confident than you do now?			
What do you think influences your confidence?			
Who can you turn to for help?			

# Lesson 5

## Advocacy in Action

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### Lean on Me

**Directions:** Working with a partner or in a small group answer each of the questions.

1. How do you support your friends or classmates?
2. How do others support you?
3. If a friend or someone you know was in an unhealthy relationship? How could you support them?
4. If a friend or someone you know was in an abusive situation? How could you support them?

# Lesson 5

## Advocacy in Action

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### Planning for Safety Scenarios

**Directions:** Read each scenario and answer the questions that follow.

1. You have a P.L.A.N. to go get frozen yogurt with a friend. Her older sister agrees to drive you to the frozen yogurt shop. On the way she tells you she is going to drop you and your friend off at the mall instead because she is going to hang out with friend.

What is your plan for handling this situation?

How confident do you feel about this plan?

What increases your confidence?

What decreases your confidence?

2. You have a P.L.A.N. to spend the weekend at your friend's house. When you get there he tells you that his mom had to leave town to take care of her sick mother. She left \$20 to order pizza for dinner.

What is your plan for handling this situation?

How confident do you feel about this plan?

What increases your confidence?

What decreases your confidence?

3. You are meeting a friend at the park and then walking to the movie theater together. When you get to the park he is not there. You try calling, but it goes straight to voicemail and he is not answering your texts.

What is your plan for handling this situation?

How confident do you feel about this plan?

What increases your confidence?

What decreases your confidence?

# Lesson 5

## Advocacy in Action

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### Setting Goals for Safety

**Directions:** Write three safety goals. For each goal determine what skills you currently have to help you achieve the goal, what skills you need to develop to achieve the goal, and who can help you achieve the goal.

**Goal #1:**

What skills do I have to achieve this goal?

What skills do I need to develop to achieve this goal?

Who can help me achieve this goal?

**Goal #2:**

What skills do I have to achieve this goal?

What skills do I need to develop to achieve this goal?

Who can help me achieve this goal?

**Goal #3:**

What skills do I have to achieve this goal?

What skills do I need to develop to achieve this goal?

Who can help me achieve this goal?