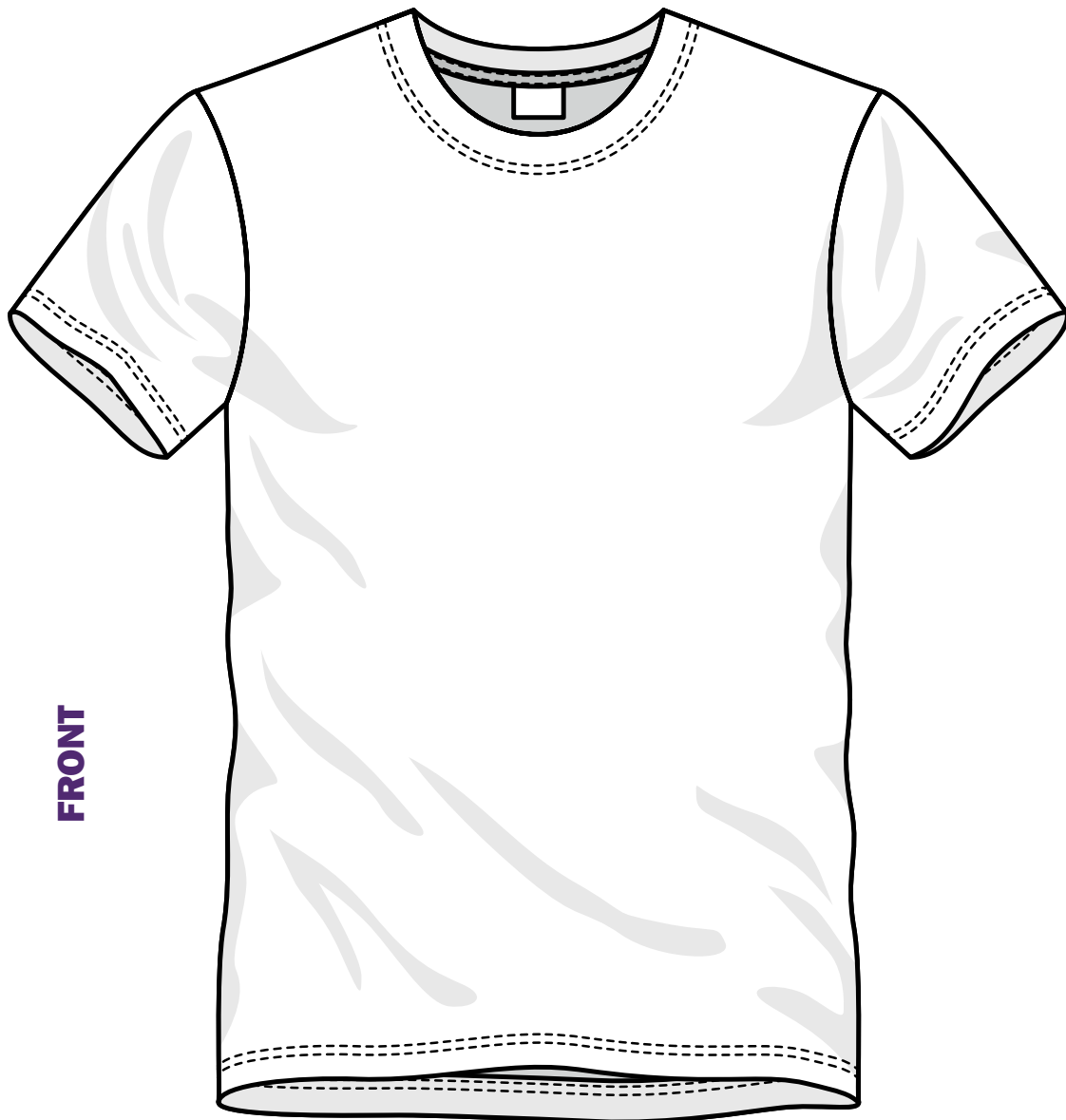


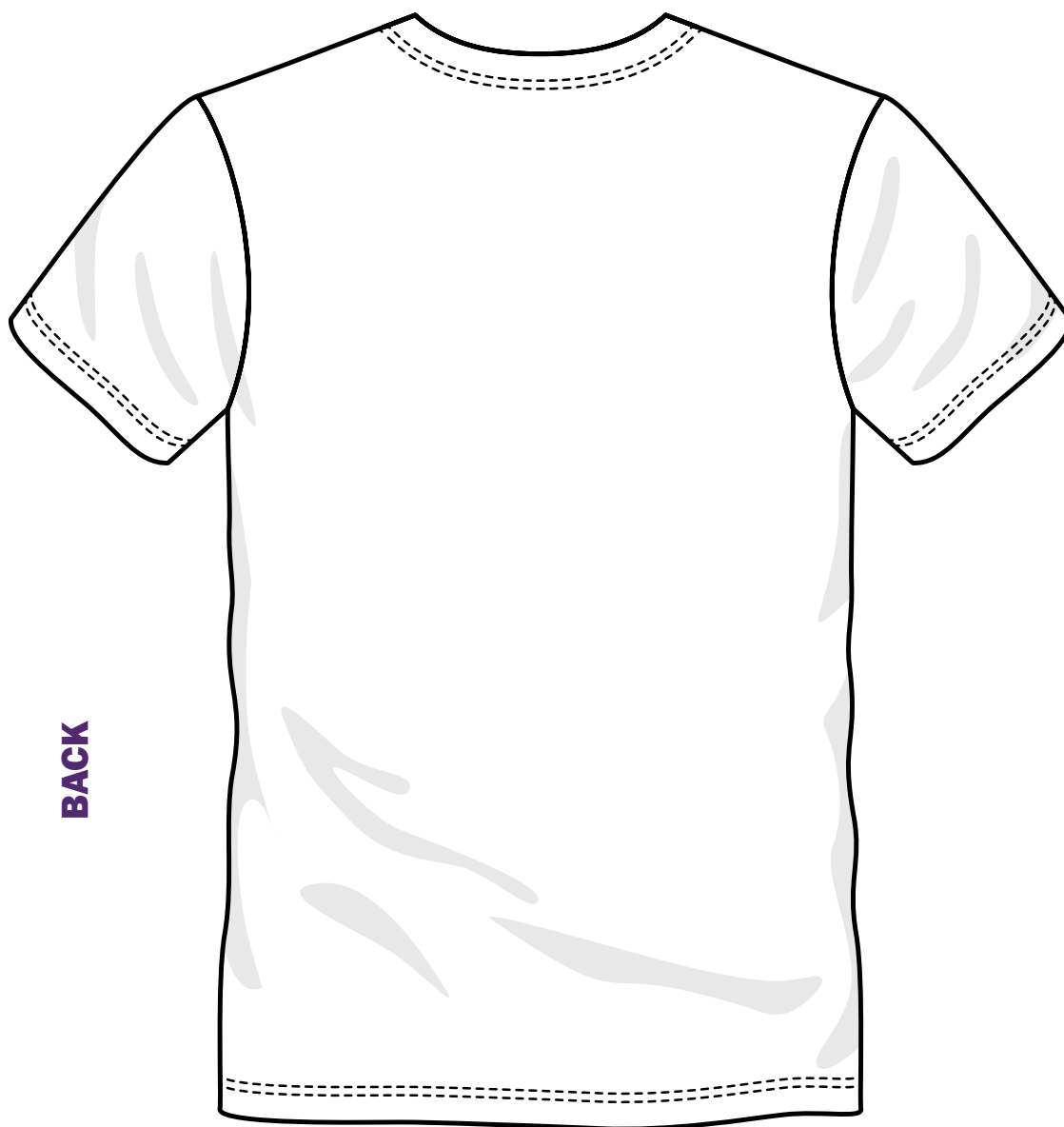


TAKE ACTION: DESIGN A T-SHIRT: PRACTICING GOOD CHARACTER

Directions: Review the personal qualities you identified from the previous Take Action Activity – Design a T-Shirt. Consider how those personal qualities can be used to demonstrate good character. Create another T-shirt to highlight your good character.



FRONT



BACK

**TAKE ACTION: DESIGN A CAMPAIGN FLYER:
PRACTICING GOOD CHARACTER**

Directions: Review the personal qualities you identified from the previous Take Action Activity – Design a Campaign Flyer. Consider how those personal qualities can be used to demonstrate good character. Create another Campaign Flyer to highlight your good character.

PERSONAL POWER



TAKE ACTION: WRITE A RESUME: PRACTICING GOOD CHARACTER

Directions: Review the personal qualities you identified from the previous Take Action Activity – Write a Resume. Consider how those personal qualities can be used to demonstrate good character. Create another Resume to highlight your good character.

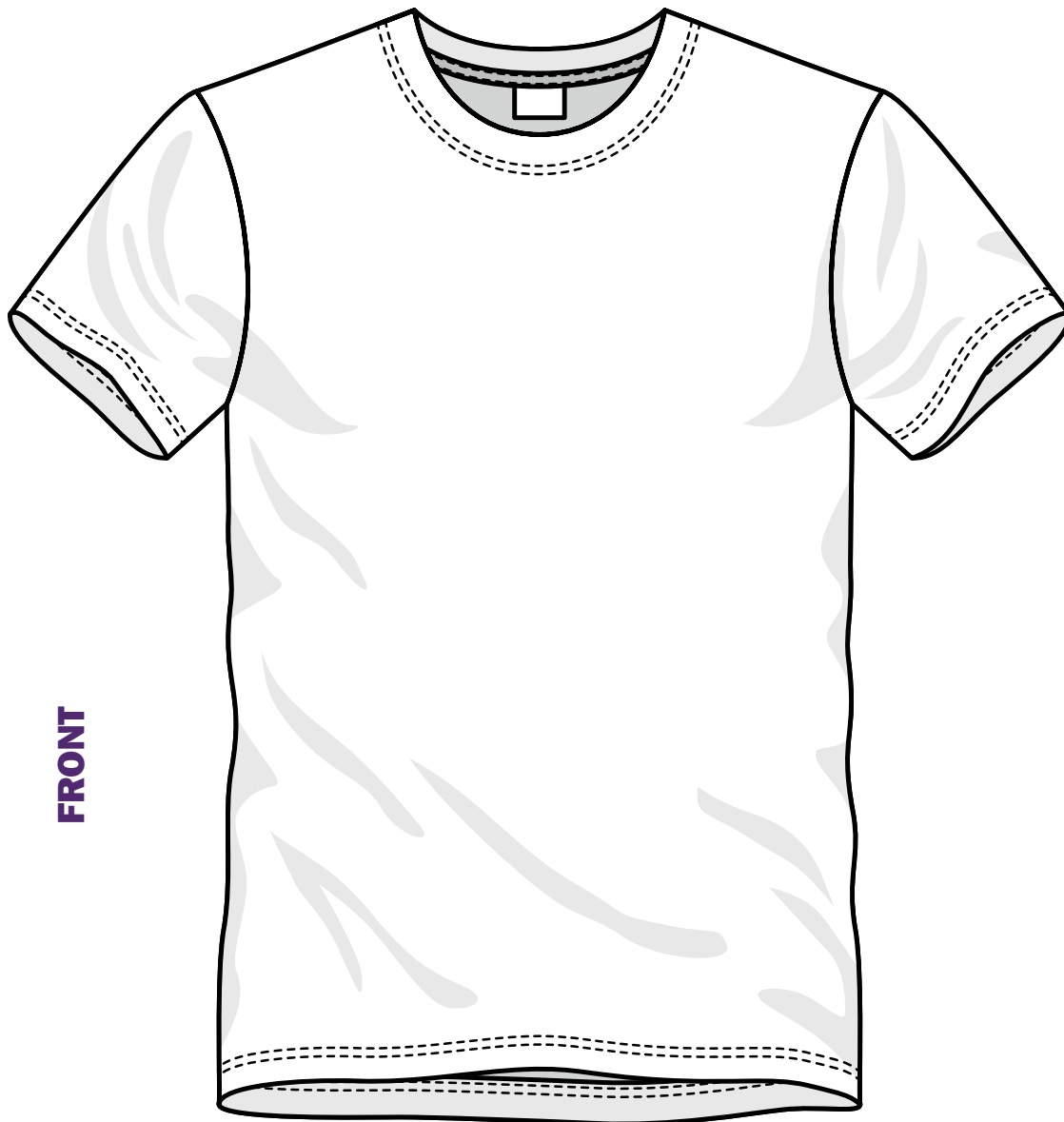
PERSONAL POWER

LESSON 1: SELF-ESTEEM & PERSONAL POWER

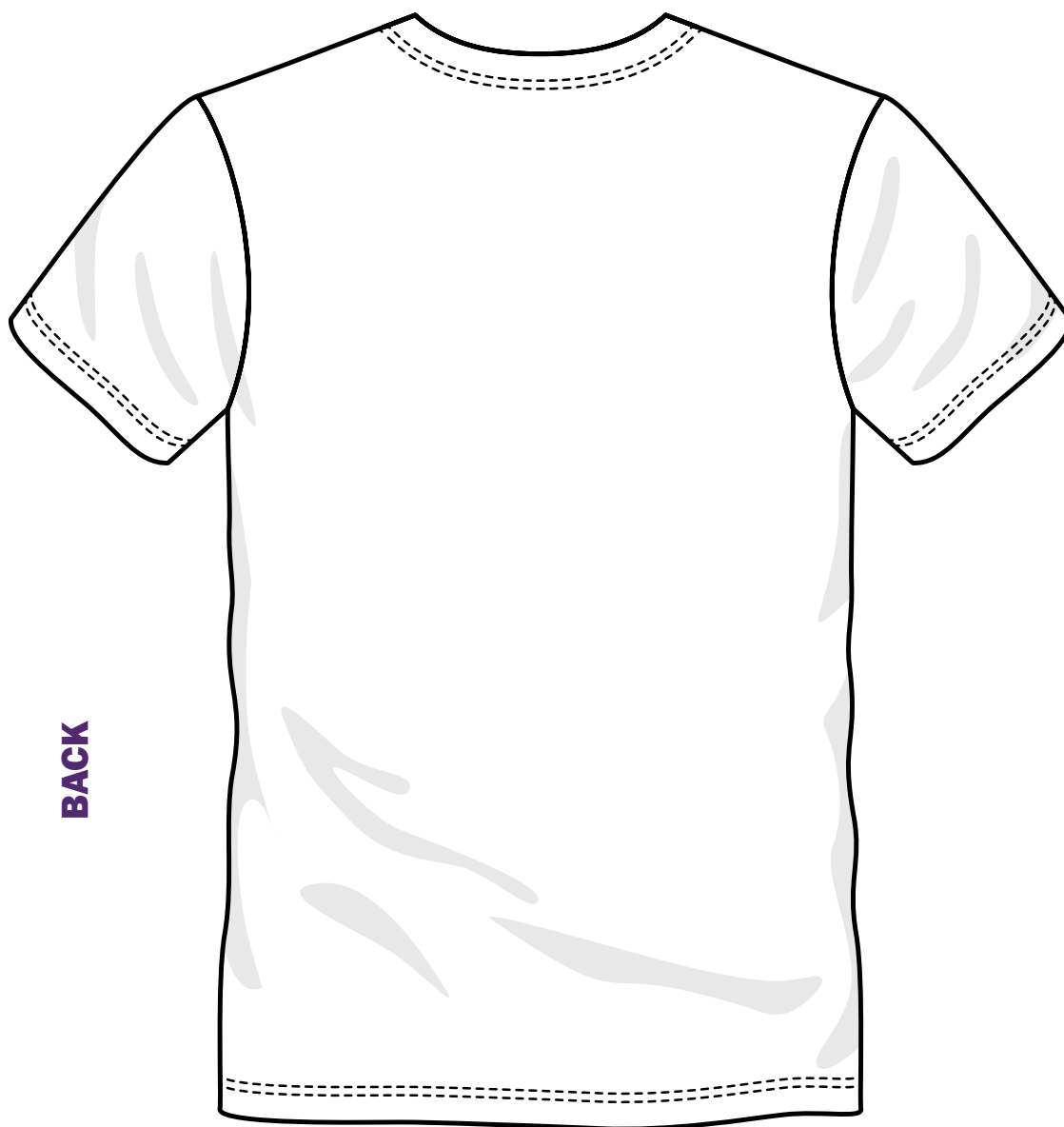


TAKE ACTION: DESIGN A T-SHIRT: ACHIEVING PERSONAL GOALS

Directions: Review the personal qualities you identified from the previous Take Action Activity – Design a T-Shirt. Consider how those personal qualities can be used to help achieve your personal goals. Create another T-shirt to highlight these goals.



FRONT



BACK

PERSONAL POWER

LESSON 1: SELF-ESTEEM & PERSONAL POWER



TAKE ACTION: DESIGN A CAMPAIGN FLYER: ACHIEVING PERSONAL GOALS

Directions: Review the personal qualities you identified from the previous Take Action Activity – Design a Campaign Flyer. Consider how those personal qualities can be used to help achieve your personal goals. Create another Campaign Flyer to highlight these goals.

PERSONAL POWER

LESSON 1: SELF-ESTEEM & PERSONAL POWER



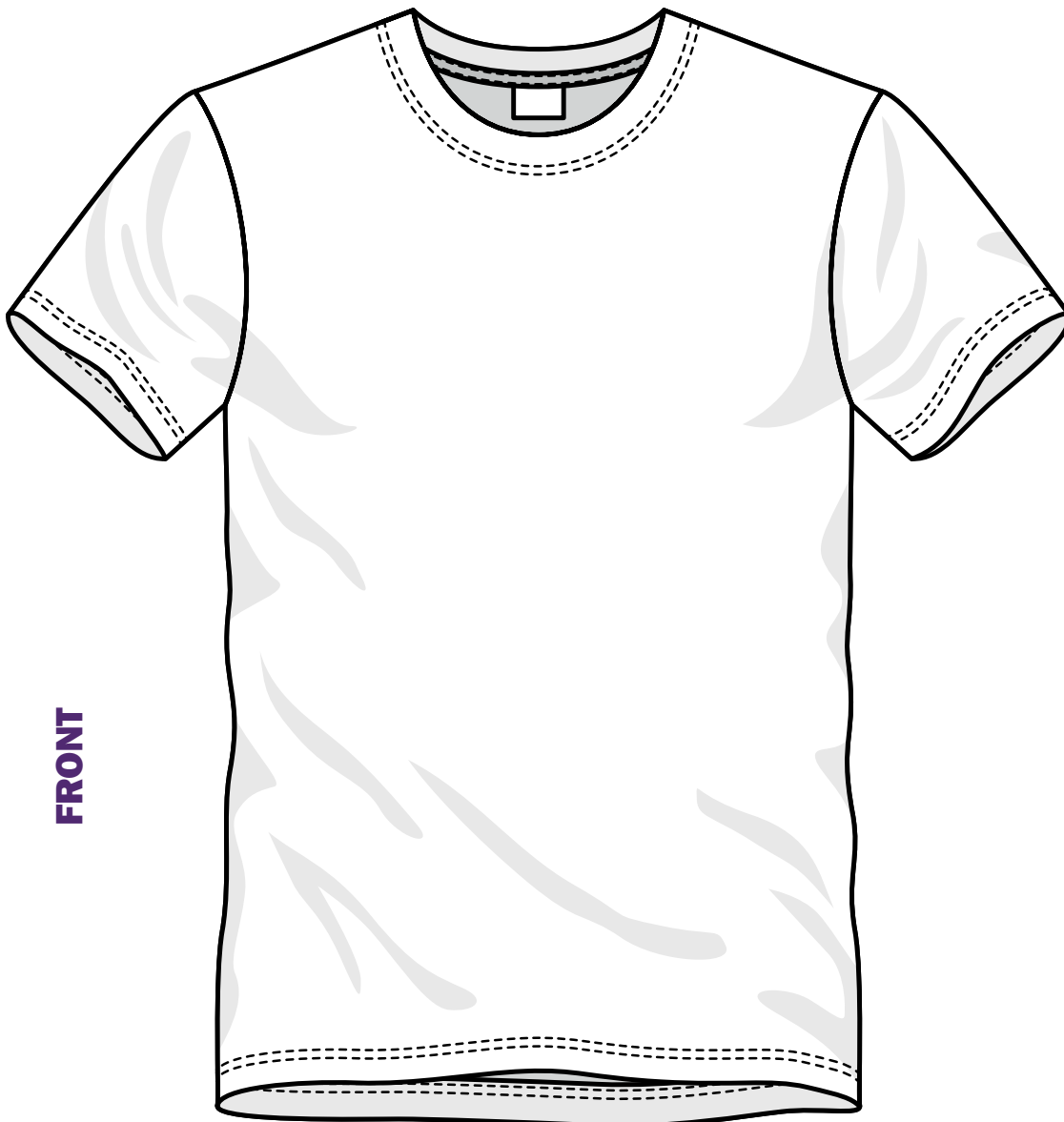
TAKE ACTION: WRITE A RESUME: ACHIEVING PERSONAL GOALS

Directions: Review the personal qualities you identified from the previous Take Action Activity – Write a Resume. Consider how those personal qualities can be used to help achieve your personal goals. Create another Resume to highlight these goals.

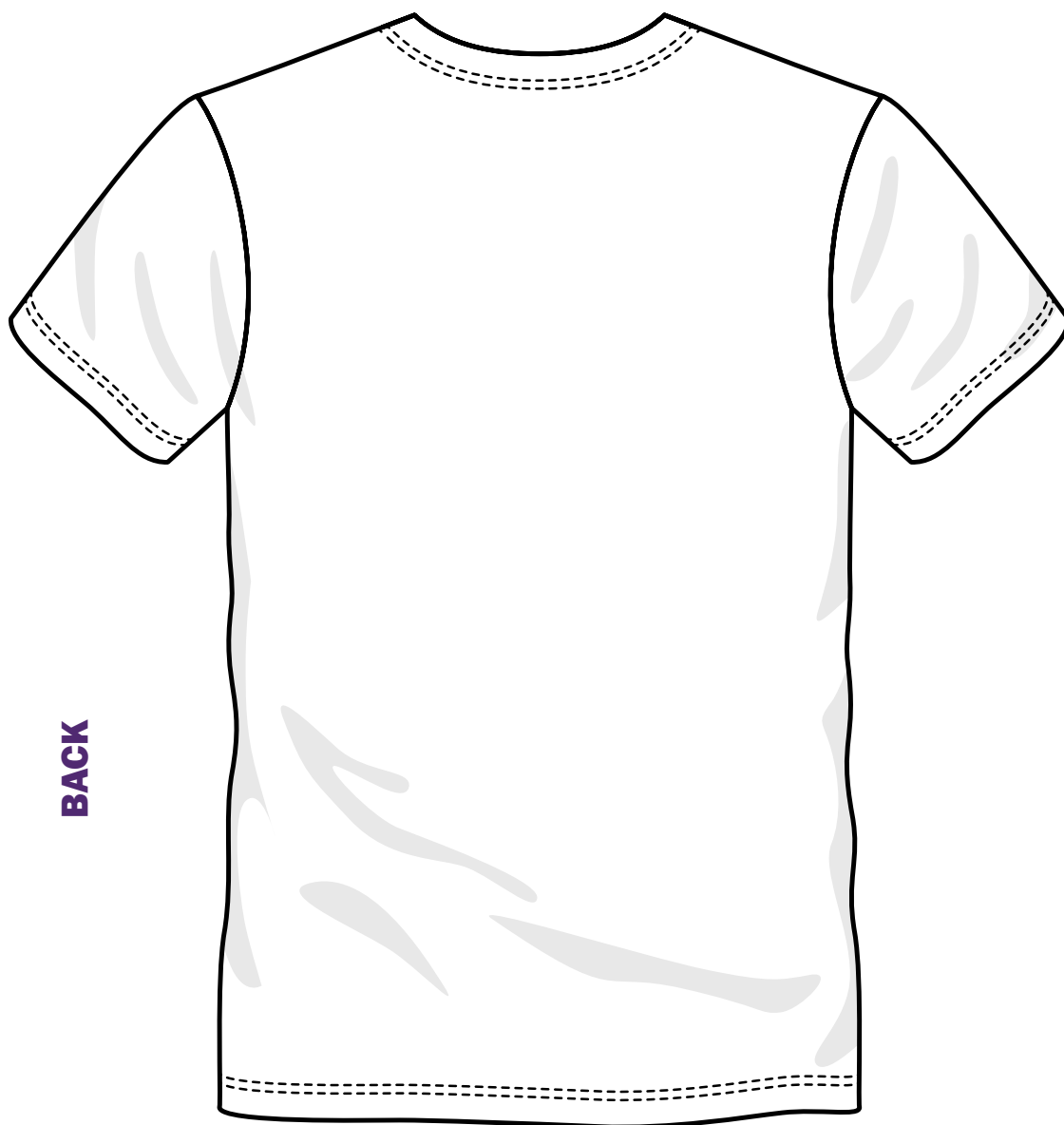


TAKE ACTION: DESIGN A T-SHIRT: GOOD CHOICES & POSITIVE CONSEQUENCES

Directions: Review the personal qualities you identified from the previous Take Action Activity – Design a T-Shirt. Consider how those personal qualities can be used to help you make good choices with positive consequences. Create another T-shirt to highlight your good choices and positive consequences.



FRONT



BACK



TAKE ACTION: DESIGN A CAMPAIGN FLYER: GOOD CHOICES & POSITIVE CONSEQUENCES

Directions: Review the personal qualities you identified from the previous Take Action Activity – Design a Campaign Flyer. Consider how those personal qualities can be used to help you make good choices with positive consequences. Create another campaign Flyer to highlight your good choices and positive consequences.

PERSONAL POWER

LESSON 1: SELF-ESTEEM & PERSONAL POWER



TAKE ACTION: WRITE A RESUME: GOOD CHOICES & POSITIVE CONSEQUENCES

Directions: Review the personal qualities you identified from the previous Take Action Activity – Write a Resume. Consider how those personal qualities can be used to help you make good choices with positive consequences. Create another Resume to highlight your good choices and positive consequences.

**COMPROMISE A SOLUTION**

Directions: With a partner or in small groups, consider how you can use assertiveness and compromise in each situation.

1. One of your friends is not invited to a pool party.
2. You are going to the movies with a group of friends. One of your friends does not like scary movies. Everyone wants to see the new horror movie.
3. You meet some friends at the mall food court. You see a new girl from school walk by. Your friends turn around and giggle so she won't see them. You think it would be nice to invite her join the group.
4. You are at the park with friends. Some want to play basketball and others want to play soccer. They begin to argue and start insulting each other.



PRACTICING REFUSAL STATEMENTS

There are different ways to say NO when you are pressured or dared. The following are some options of what you can say:

1. Simply say "no"
2. Make it a joke
3. Come up with a better idea
4. "I'm not doing that because..."
5. "You are entitled to your opinion and I am entitled to mine"

Directions: Consider the options of how to respond to a dare. Practice the five different ways to refuse the following dares.

I dare you to eat this spicy pepper.

- 1.
- 2.
- 3.
- 4.
- 5.

I dare you to jump your bike over that ditch.

- 1.
- 2.
- 3.
- 4.
- 5.

I dare you to put your arm around him or her during lunch.

- 1.
- 2.
- 3.
- 4.
- 5.



USING TFA TO PRACTICE REFUSAL SKILLS

Directions: You have learned to identify red flags. You have also practiced Think, Feel, Act. Review each situation. Use TFA to refuse the risky situation.

Scenario 1: Your coach has been asking you to stay after practice for some extra help and offers to drive you home.

What do you think?

How do you feel?

What action do you take to refuse your coach?

Scenario 2: Your adult neighbor has been inviting you over to play his new gaming system. He tells you to keep it a secret so the other kids in the neighborhood won't get jealous.

What do you think?

How do you feel?

What action do you take to refuse your neighbor?

Scenario 3: An adult friend of your mother often comes over when your mother is at work. He offers to help you with homework. He tells you tomorrow he wants you to come over to his apartment after school since he has a better computer to use for your science project. He tells you that you will be home before your mother gets back, so there is no need to tell her.

What do you think?

How do you feel?

What action do you take to refuse your mother's friend?

PERSONAL POWER



WHEN TO ASK FOR HELP

Directions: Work in pairs or small groups. Read each situation. Determine if an adult should be contacted for help. Create a list of adults who could be contacted for each situation.

	Should an adult be contacted for help?	List of adults who could help:
Your friend is upset that her tennis coach often puts his arm around her to show her how to hit the ball. His touches make her feel uncomfortable.		
Your friend has started skipping school. When you ask why, he says he has been sick so he stayed home. But you notice lots of bruises and cuts on his face and arms.		
Your friend asks you to keep a secret that she likes the new student in your science class.		
You notice your friend has been wearing new clothes and has a new expensive backpack. When you ask about them, your friend says she can't talk about it. When you let her know you are worried, she tells you it is no big deal. She has a new adult friend who buys her things but she has to keep it a secret.		
You go shopping for a birthday present for your mom. While at the mall you see a friend talking to an older man. When you ask your friend about it, she looks away and says she doesn't know what you are talking about.		



PRACTICE REFLECTIVE LISTENING

Directions: Working with a partner, read each statement. Then discuss what is being communicated. Develop a response to reflect what was communicated.

“I cannot figure this social studies assignment.”

What is being communicated?

How do you respond?

“I just found out that my dad got transferred. I can’t believe I have to move again.”

What is being communicated?

How do you respond?

“I don’t want to go to aunt’s house this weekend. Especially now that my cousin is home from college. He always bothers me.”

What is being communicated?

How do you respond?

“I can’t go to pool with you this weekend. I don’t want anyone to see the bruises on my arms.”

What is being communicated?

How do you respond?

“Can I come over to you house this weekend? I just can’t take another weekend at home alone with my stepdad.”

What is being communicated?

How do you respond?

PERSONAL POWER



SEEKING HELP

Directions: With a partner, read each statement. Decide if you need to get help from an adult. Determine the adults who could help.

	Is help needed from an adult?	Who are the adults that could help?
Your friend is upset that she failed her math test.		
You see your friend being pushed by several boys in the hall before school.		
A student in your social studies class has several bruises on her cheek and upper arm.		
When talking about weekend plans, your friend tells you that she wishes she didn't have to go to her uncles this weekend because he can be creepy.		
On the way to gymnastics practice your friend tells you she doesn't want to go because the new coach makes her feel uncomfortable.		
Your friend left her lunch on the bus.		
You notice that your friend stops meeting you after school to study. When you invite her over, she tells you that she goes over to her neighbors for tutoring. She tells you that the neighbor has done things and is making her keep it a secret.		

PERSONAL POWER



HELPING VS HARMING A FRIEND

Directions: Read each statement and determine if it is an example of Seeking Needed Adult Help or if it is an example of Breaking a Friend's Confidence.

	Seeking Needed Adult Help	Breaking A Friend's Confidence
You post on social media that your friend broke up with his girlfriend.		
You tell the school resource officer that a group of boys have been threatening your friend at lunch.		
You post an unflattering picture of your friends on social media.		
You tell the school counselor that you are worried about your friend who confided she is uncomfortable with her soccer coach.		
You tell your mother that your friend is in an unsafe relationship.		
You share a text message from a friend about a new girl he likes.		
You tell your friend's mother that her daughter has been seeing a much older boy who is pressuring her to do things she is not ready for.		