

# UNIT 3

## SOCIAL HEALTH

### (IMPROVING PEER RELATIONSHIPS)

Unit Test: Around April 4th

How well do you get along with others?

### Health Inventory

How is your Social Health?

Read each statement below. Decide how it describes your social health habits. Write always, sometimes, or never in the space to the left of each statement.

\_\_\_\_\_ 1. When I give criticism, I try to say something positive.

\_\_\_\_\_ 2. When pressured to do something dangerous or illegal, I rely on my values to make a decision.

\_\_\_\_\_ 3. I respect others' property

\_\_\_\_\_ 4. I choose my friends carefully.

\_\_\_\_\_ 5. I am not afraid to ask adults I trust for advice.

\_\_\_\_\_ 6. I share my thoughts and feelings with members of my family.

\_\_\_\_\_ 7. I make an effort to spend time with my family.

\_\_\_\_\_ 8. I avoid interrupting others.

\_\_\_\_\_ 9. I make eye contact when speaking with others.

\_\_\_\_\_ 10. I keep an open mind when talking with others.

\_\_\_\_\_ 11. I think before I speak.

\_\_\_\_\_ 12. I use "I" messages when expressing myself.

\_\_\_\_\_ 13. I am aware of the messages conveyed by my body language and facial expressions.

\_\_\_\_\_ 14. I am willing to compromise to resolve conflicts

\_\_\_\_\_ 15. I control my anger.

**Score yourself: Give yourself 3 points for each always answer, 1 point for each sometimes, and 0 for each ever. Write your score here\_\_\_\_\_.**

**36 - 45: You have excellent social health**

**26 - 35: Your social health is good.**

**16 - 25: You can improve your social health.**

**Fewer than 16: Make a plan to build better relationships with your family, friends, and peers.**

---

## **Drawing Activity Debriefing**

**Discuss the following questions with the drawer.**

- 1. What was the hardest part of this activity (roadblocks)?**
- 2. Did it get easier? Why or why not? What was the turning point?**
- 3. Who controlled the task-difficulty of this activity?**

**4. This activity is called "one way communication." Describe a situation when you experienced or observed this type of communication (not the drawing activity, but in a relationship-friendships, parents). What was the outcome? If you can't recall a situation, describe the effect this type of communication could have on a relationship.**

**Think of a situation when 1 say communication could be dangerous.**

**5. E.Q.: Why is good communication important:**

**What would this world be like if there was limited or no communication?**

**6. What are some barriers to communication? (What prevents it from occurring?)**

---

# **Listen and Speak**

**When you ask me to listen**

**I won't give you advice**

**I have done what you have asked.**

**When you ask me to listen**

**Tell me how you feel**

**Your feelings are not misplaced.**

**When you ask me to listen**

**I cannot solve your problem**

**You must do that.**

**Speak! All you need to do is open your mouth**

**I will not talk or act - just hear**

**If you ask for it, I'll give free advice**

**I know you feel as you do, I am the same**

**It's quiet clear**

**Then you see, you don't really don't need my advice.**

**Speak and I will listen. Then I will speak and you will listen.**

**Alex Raymond (2002)**

---

## Active Listening

"How can you hear my words, when your lips are moving?" "When you are thinking what you are going to say, you are not listening to what I am saying." Active listening means: hearing, thinking about, and responding to the other person's message. **"DON'T JUST SIT BACK AND ABSORB THE SOUND WAVES."**

## Keys To Good Listening

\*

\*

\*

\*

\*

**\***

**\***

**\***

---

## **Listening Activity Debriefing Questions**

**(Actually a "poor-listening" activity!)**

**1. What leg of your stool is being affected by this type of communication?**

**What was the purpose of this activity?**

**2. Describe at least 3 behaviors the "Poor Listener" (maybe rude) displayed.**

**3. Write 3 adjectives to describe how you felt when you were speaking.**

**4. Describe a situation that you have experienced or have seen (don't reveal names please), when poor listening skills were used.**

**What was the outcome of that situation?**

**5. How can good/poor listening skills affect a relationship?**

**6. How can you get better at this?**

**7. Your job is to use good listening skills through out the day (shock someone who may be surprised by it, for example - a sibling you are not getting along with) Observe their responses.**

-----

# Conflict Styles

**EQ: What is your preferred conflict style?**

## Turtle



**How would a turtle react to conflict?  
(Discuss)**

**Describe positive and negative aspects of using this conflict style:**

**+:**

**-:**

## Shark



**How would a shark react to conflict? (Discuss)**

**Describe positive and negative aspects of using this conflict style:**

**+:**

**-:**

## Teddy Bear



How would a teddy bear react to conflict?

Describe positive and negative aspects of using this conflict style:

+:

-:

## Owl



How would an owl react to conflict?

Describe positive and negative aspects of using this conflict style:

+:

-:



# Conflict Cycle

**Define escalate:**

---

**Define de-  
escalate:**

---

---

# Are You Assertive?

**Directions: Take the assertive test below.**

**"O" = Often    "S" = Sometimes    "R" = Rarely  
"N" = Never**

\_\_\_\_\_ 1. I have apologized for something that wasn't my fault.

\_\_\_\_\_ 2. I have spoken to someone for longer than I wanted to because I didn't want to hurt the person's feeling by cutting him or her off.

\_\_\_\_\_ 3. I feel uncomfortable or embarrassed if I receive compliments.

\_\_\_\_\_ 4. I've been angry at someone just because my friends were.

\_\_\_\_\_ 5. I've hung out (or went somewhere, did something with) someone I didn't want to be with because I felt badly about saying "no".

\_\_\_\_\_ 6. I've done something I shouldn't have done because I felt pressured to do it.

\_\_\_\_\_ 7. I get really upset and hurt if someone is angry with me.

\_\_\_\_\_ 8. If my friends say something that hurts or annoys me, I don't say anything.

\_\_\_\_\_ 9. I've worn something I didn't really like because other were wearing it.

\_\_\_\_\_ 10. I've gone someplace I didn't want to go because I didn't want to start an argument.

-----

## **What Is Your Response Style?**

**Remember: "Your words may be saying one thing, but your body language may be sending a very different message!!"**

**What kind of response style do you use most often? (Check the boxes that describe you. Do you see a pattern? Do your results match your conflict style - animal?)**

<p style="text-align: center;"><b>PASSIVE</b></p> <p style="text-align: center;"><b>Teddy Bear</b></p> <p style="text-align: center;"><b>(Win/Lose)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> tends to show lack of appreciation for self – you apologize when complimented</li> <li><input type="checkbox"/> frequently ends a sentence with a question (unsure-Okay?)</li> <li><input type="checkbox"/> places responsibility for making decisions on the other person</li> <li><input type="checkbox"/> hopes others will guess ones thoughts and feelings</li> <li><input type="checkbox"/> always gives in when a disagreement occurs</li> <li><input type="checkbox"/> soft, uncertain voice (sing-song voice)</li> <li><input type="checkbox"/> laughs when expressing anger</li> <li><input type="checkbox"/> you frequently advertise your fears</li> <li><input type="checkbox"/> tense &amp; fidgety</li> <li><input type="checkbox"/> poor eye contact</li> <li><input type="checkbox"/> slouching</li> </ul>	<p style="text-align: center;"><b>AGGRESSIVE</b></p> <p style="text-align: center;"><b>Mean Shark</b></p> <p style="text-align: center;"><b>Lose/Lose</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> tends to show lack of appreciation for self only (me, me, and more me)</li> <li><input type="checkbox"/> uses “YOU MESSAGES” to blame others</li> <li><input type="checkbox"/> assumes little responsibility for Consequences of own behavior</li> <li><input type="checkbox"/> always wants own way (controlling, intimidating)</li> <li><input type="checkbox"/> hands on hips</li> <li><input type="checkbox"/> loud voice</li> <li><input type="checkbox"/> stiff and rigid posture</li> <li><input type="checkbox"/> abrupt gesture</li> <li><input type="checkbox"/> stare down</li> <li><input type="checkbox"/> finger put downs</li> <li><input type="checkbox"/> sarcastic</li> <li><input type="checkbox"/> verbal put-downs (you idiot, you porker)</li> <li><input type="checkbox"/> crowding (in your face)</li> </ul>	<p style="text-align: center;"><b>ASSERTIVE</b></p> <p style="text-align: center;"><b>Nice Shark or Owl</b></p> <p style="text-align: center;"><b>Win/Win</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> tends to show appreciation, respect for self &amp; others</li> <li><input type="checkbox"/> uses “I” messages to express thoughts and feelings</li> <li><input type="checkbox"/> assumes responsibility for thoughts, feelings and behavior</li> <li><input type="checkbox"/> comprises when possible (without comprising values)</li> <li><input type="checkbox"/> stands up for your values</li> <li><input type="checkbox"/> does not advertise your fears</li> <li><input type="checkbox"/> accepts compliments</li> <li><input type="checkbox"/> work – outs (exercise or team sport)</li> <li><input type="checkbox"/> **clear, strong, firm voice</li> <li><input type="checkbox"/> ** good eye contact</li> <li><input type="checkbox"/> ** good posture</li> </ul>
---	--	---

<input type="checkbox"/> steps back from person <input type="checkbox"/> covers mouth with hand	<input type="checkbox"/> push, shove (different than a 'you are my buddy' shove)	Your messages are communicated:  70% by your body language  23% by your tone of voice  7% by the actual words
--	--	---

## When should you avoid an assertive response?

- a. Threatening Situations    b. To Authority (parents, teachers, police, bosses)
- 

## Response Style - GP

Discuss the following questions with your group (or partner) and write your responses. (use the response styles we discussed from previous page). Be ready to discuss your ideas with the class.

1. Which response style would show that someone is not serious about saying no to peer pressure?

---

2. Which type of response style do you feel is the most effective to use?

---

Give 3 Reasons Why the style you choose is most effective:

\*

---

\*

---

\*

---

3. Why may aggressive (mean shark) responses to peer pressure lead to trouble?

---

4. Which type of response style do you think is most commonly used by teens when dealing with peer pressure?

---

\* Why?

---

5. So, now that you know being "assertive" is the best response to negative peer pressure, why do some teens find it hard to use? (Discuss, no written response).

6. You are usually a 'Teddy Bear' and someone pressures you to do something negative, can you put on the 'nice shark' or an 'owl' persona and assertively say "No," then go back to being a Teddy Bear after the pressurer has gotten your clear 'No' message?

Circle one of the following:      Yes      No      That would be weird

**Question to Ponder: What will happen to the Teddy Bears who never respond assertively???**

---

## **What steps could teens take to avoid ending up in negative situations?**

**1. What is the difference between peer pressure and internal pressure?**

**How do kids feel when they are pressured?**

**2. Do adults feel peer and internal pressures? If so, how?**

**3. Do teens feel inside and peer pressure more than adults? Why/Why not?**

**4. Identify some clothing styles that are common among many teens. Is this similarity of dress a form of peer pressure? If so, what kind: positive or negative peer pressure?**

**5. Brainstorm kinds of negative peer pressure situations kids face (during school and outside of school, think of reasons kids are in DSH, suspended or grounded - no names please).**

**Who feels more peer pressure - guys or girls, both equally? Are the pressures similar?**

**Will all kids avoid these negative situations?**

6. **BRAINSTORM 3 steps you could take to avoid negative peer pressure. (This is a 3-step process that research-based studies have shown works.)**  
"Here's a can of spray paint, you want to do some artwork?" What do you say and do?

\*

\*

\*

---

## **ASK PROCESS**

You are a 'very beginner' skier and one of your friends says, "Hey, let's take the chairlift." Apply the ASK process to deal with this situation. Don't forget "Ignorance is No Excuse!" One group will be chosen to role play. The class will be observing the beginner skier's (the pressure's) body language, and voice. Is he/she assertive and convincing, did he/she use the 3 steps of the ASK process?

## **??? ASK QUESTIONS ???**

1.

---

2.

---

# SAY 'NO' TO NEGATIVE PEER PRESSURE



1.

---

2.

---

Describe your confident, assertive voice:

---

Describe your confident, assertive body language:

---

# KNOW POSITIVE OPTIONS



1.

---

2.

---

---

# HARASSMENT

1. Harassment:

---

(You have the right to think what you want, but not extend yourself to hurt others.)

2. Why is it important to know what harassment is or isn't? (Check your planner)

---

3. Does everybody have the same interpretation of harassment?

---

4. How do you know someone is being harassed? How might they respond: focus on the body language since that conveys most of a message:

---

5. Why do people harass others?

a.

---

b.

---

6. Give 4 specific examples of harassment that you have experienced or seen:

a. \_\_\_\_\_

c. \_\_\_\_\_

b. \_\_\_\_\_

d. \_\_\_\_\_

7. How can you deal with harassment? (Discuss)

8. What should you do if you feel someone is harassing you (3 steps)?

a. Tell the person to stop what they are doing (be specific, firm) Keep a journal or record of the incidences.

**This is a territory you may not go!!!!!!**

"I don't like my bra straps being snapped. I want you to stop!

"Don't touch me." "Stop spreading rumors about me."

What if they continue and say "I was only kidding?" Stay cool and assertively REPEAT YOUR POSITION? "I've told you, you're not funny. Don't do that again." "I've told you to back off and keep your hands to yourself. What don't you understand?"

b. Don't respond to the harasser or avoid them don't add fuel to their fires! We have the right to speak we don't own the right for people to listen!!

They want to see you uncomfortable. Don't fuel their fires!

c. Get help: call on some friends to back you up or tell an adult if it persists.

---

## VICTIM/BULLY

Discuss and be ready to share the characteristics of a:

**Bully**

**Victim**

Even if you are defending yourself in a fight, you will be suspended (for less days than initiator, consequences fighting: school, law). Maybe you've just had it with the bully. What can you do before it gets to the point of physically fighting to deal with him/her?

Dealing with bullies: HA HA SO

Help: Get adults to help you. "Jimmy won't give me my shoes back, will you help me?"

Assert: Assert yourself. "I don't like when you gossip about me, don't do it anymore." Remember to be nice shark or an owl. Be aware of your tone of voice and body language. Are you conveying an "assertive response?"

Humor: Use humor to deflect the bully's advances. If a bully keeps stealing your lunch, bring in a very funny lunch: a pickle and apricot sandwich or a super hot pepper sub. Responses such as: "I know my pants are too short, but I'm ready for a flood."

**Avoid:** Stay physically away from where the bully hangs out. You may have to go the longer way to a class, but if it will save you from a bully headache.

**Self-Talk:** Use corrective thinking. "I know I'm not stupid, even though the bully calls me that."

**Own It:** Don't fight the criticism. "I know these pants are too short, my mom is out of work, so there are no funds for fashion." "I love this chunky body and it's all mine."

---

## Prejudice, Stereotypes, and Discrimination

1. Write down a food that you have never had, but you know you would hate \_\_\_\_\_

Why do you hate this food?

2. Do you feel you are prejudice?  
\_\_\_\_\_

3. What are some things people feel prejudice for or against?

## Lost Activity

4. Rank order which individual you would ask for directions if you were lost in a strange city.

#1 - #3 most likely to ask

#4 - #6 least likely to ask

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

5. Did prejudice influence your choices (during picture activity)? Yes or No

6. Why are some people prejudice? (either for or against) In other words: How do people become prejudice? Can't blame it on genetics (people are not born prejudice).

7. How do people act out their prejudice? (Discriminate)





8. Have you ever experienced prejudice or discrimination (against you)? How did you feel? (Think about and share if you feel comfortable.)

9. Can prejudice and discrimination be eliminated? Yes or No

What can you do to help?

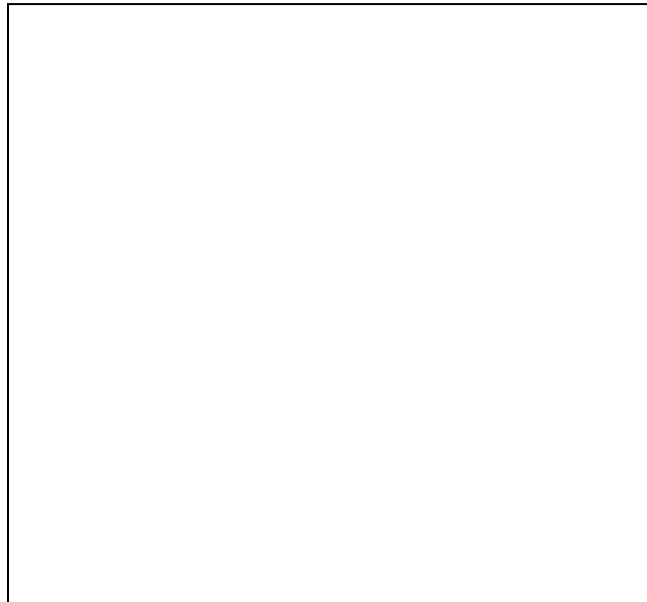
---

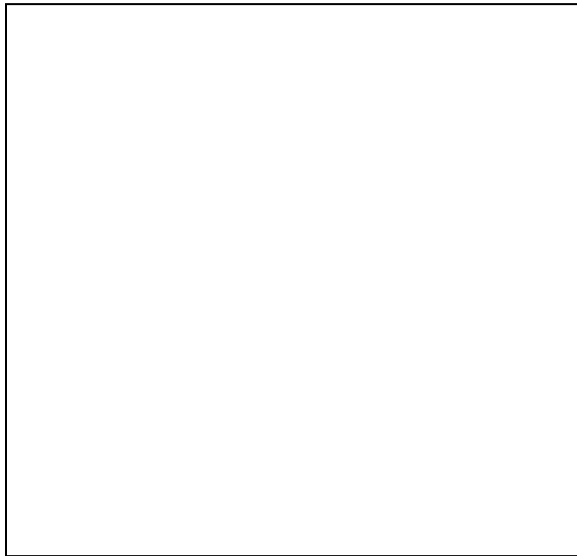
# Society's Expectations of Males and Females

1. What is the origin of the male  / female  signs ? Don't write your response. Just think about that question.
  
2. Are there different expectations of a  and  in our society? What are society's expectations of males and females in our society? What does it mean to be males or female: how they are expected to look, dress, behave, the roles they may play, type of jobs they have? (Yes, you are going to make some generalizations or stereotypes.) Place your adjectives or descriptions in the correct "boxes" in your packet. Keep in mind: Physically, Emotionally, Academically, and Socially.
  
3. Write some adjectives of kids that are not inside the boxes. Write these words outside the boxes.
  
4. Questions to ponder:
  - a. How do you feel about these boxes? (Are they fair?)
  
  - b. How does it feel to be inside the boxes? Is it hard to be inside the boxes? Do you think there more pressure for guys or girls to be in the box? (or equal pressure?)
  
  - c. What will kids do to be in the stay in the box or to get it the box?
  
  - d. How are some kids that don't fit neatly inside the box treated by others? How do these people feel?
  
  - e. Is it harder to inside or outside the box?
  
  - f. What can happen to some guys and girls who don't fit neatly in the box?
  
  - g. What can you do for kids are treated badly? Give some suggestions. (What would you do if someone were teasing your brother or sister?)

**5. Can guys be tough and strong, but nurturing and gentle? Can you be strong and not punch someone out? Can girls be very feminine and be tough and be in charge?**

---





# Negotiation Skills

Write the 4 steps to use when negotiating with a parent. (A polite method to attempt to get your way!)

a.

---

b.

---

**Remember - Attitude (body language and tone of voice may have a big impact on the outcome!!!!)**

c.

---

d.

---

2. How does this quote relate to this process? "A burned bridge takes a long time to rebuild."

---

What if you lose their trust?

---

3. Give 3 suggestions for each column:

Negotiation skills may not work if:  
skills may work it:

Do's - Negotiation

\*

\*

\*

\*

\*

\*

**4. Evaluate the steps of this process (question 1). Do you think each steps would work effectively for you? Explain your answer.**

---

**5. How can effectively negotiating with your parents improve your relationship with your peers?**

---

**6. The application of this process may sound very out of character, to your parent's). They may think an alien has taken over your brain. So, you may change it slightly to increase its effectiveness. You may create your own scenario or use the one on the next page. (Remember: You may modify the steps below to increase its effectiveness.)**

**Situation: You want to sleep over Pat's house. Fill in your responses:**

**a. You:**

---

**Mom or Dad: "NO"**

**b. You:**

---

**Mom or Dad: You may make up your own 'mom/dad' response here or use: "Because you left a mess in the playroom and I asked you 3 times to clean it up and you didn't."**

c. You:

---

Mom or Dad: "Bingo, You've got it".

d.

You" \_\_\_\_\_

Mom or Dad: "That sounds reasonable to me, but I'm holding you to your word".

**OR**

You may change the above scenario to increase its effectiveness or make up your own creative skit.