

Name: \_\_\_\_\_

### Communication Skills

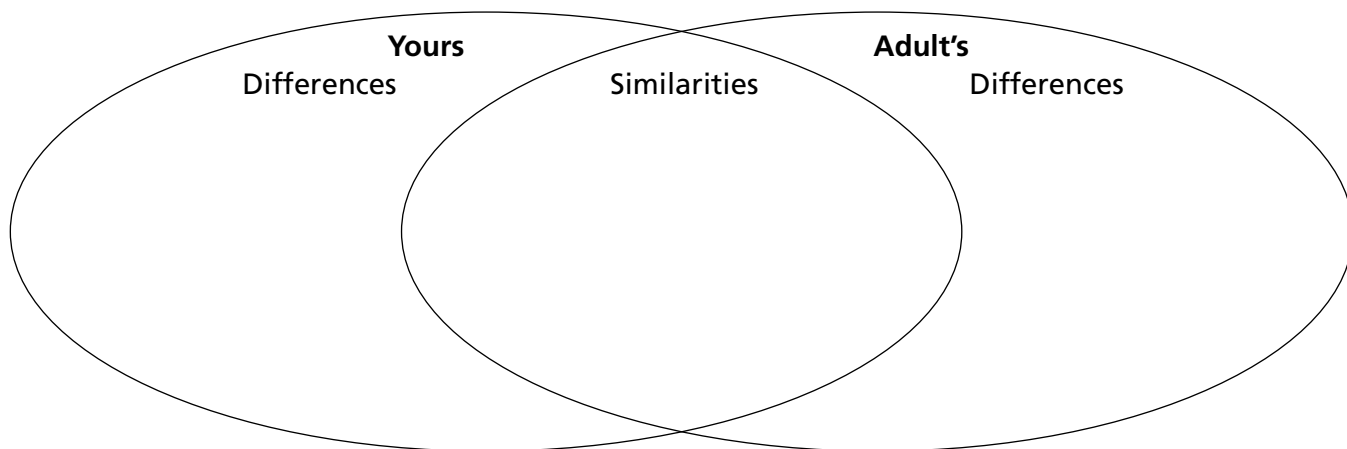
- Listening
- Respecting others' ideas
- Including everyone
- Being open-minded

What do adults do all day while they're at work? If they work with others, you can bet they practice their communication skills—whether they know it or not! And guess what? The skills that they use every day in the workplace are some of the same skills you're learning about in this program. Don't believe it? Find out for yourself!

With an adult family member, think about the different skills you each use to communicate with other people. Write them in the table below. Then use those skills to complete the Communication Skills Circles. Write the skills only you use in your circle. Write the skills only the adult uses in the other circle. When both you and the adult use the same skills, write them in the middle where the circles overlap.

Your communication skills	The adult's communications skills

### Communication Skills Circles



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 (date) [adult] signature

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*“If your actions inspire others to dream more, learn more,  
do more, and become more, you are a leader.”*

*–John Quincy Adams*

Does this quote look familiar? It should! You thought about this quote and what kind of everyday things you do that show this kind of leadership. Now think about it with an adult in your life. But this time think about how the adult inspires you to dream more, learn more, do more, and become more. Write down all his or her day-to-day actions, attitudes, and behaviors that do this. Then it's the adult's turn to write what you do to inspire him or her!

**Inspiring Day-to-Day Actions, Attitudes, and Behaviors**

The adult's	The student's

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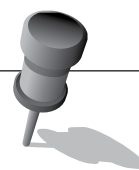
Name: \_\_\_\_\_

You are the head chef at a fancy restaurant. You've been having some trouble handling grievances with the other chefs at your restaurant. What these chefs need is a clear "recipe" they can follow for handling a grievance!

Your job is to write this recipe for handling a grievance in cooking terms that your chefs will understand. Use the recipe cards below. When you're done, ask an adult to be one of your "chefs" and see if he or she can understand your recipe easily.

**Recipe: Handling a Grievance****Ingredients**

[This is the grievance situation. Include who is involved in the grievance, where the grievance is taking place, and what the grievance is about.]

**Cooking Instructions**

[These are the actual skills to use to handle the grievance.]

**Cautions**

[These are the things to watch out for—things that could make the communication about the grievance less effective.]

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You are a high-powered attorney. You walk into the courtroom prepared to win-win. Win-win? Does that mean you win twice? Not exactly. Instead of one side winning and the other side losing, both sides feel good about the outcome—a win-win solution!

Your first trial is “The Clothing Case.” Your client wants to wear her best jeans to her cousin’s wedding. An adult family member will defend the parent of your client, who wants your client to wear her formal dress. But remember—you must come up with a win-win solution. Use the Action Steps below to get you there!

**The Clothing Case: Jeans vs. Formal Dress**

Analyze the situation	Student’s perspective	Adult’s perspective
What’s the problem?		
How do you feel?		
What do you need or want?		
Do you need more information? If so, what?		

Neutral problem statement:

Brainstorm options:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

We considered each option, then decided on this compromise:

This is how we felt when we reached a win-win solution:

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Name: \_\_\_\_\_

No one likes to be bullied, especially by a friend. But how can you tell when a friend is bullying or just joking? If it makes someone feel bad, it's probably bullying. And no one wants to feel bad! And it's certainly not much fun to watch.

With a little practice, you'll be able to identify bullying and do something to be part of the solution. With an adult, come up with situations for the following types of bullying that can happen between friends. Then come up with actions you can take as a bystander to prevent or stop the bullying. Remember, you can make a difference!

### Bystander Power

- Don't take part in bullying.
- Offer support. Be an ally to someone being bullied.
- Take action against bullying.

### Exclusion

Describe the situation:

Describe actions to be part of the solution to bullying:

### Spreading Rumors

Describe the situation:

Describe actions to be part of the solution to bullying:

### Teasing

Describe the situation:

Describe actions to be part of the solution to bullying:

### Threatening

Describe the situation:

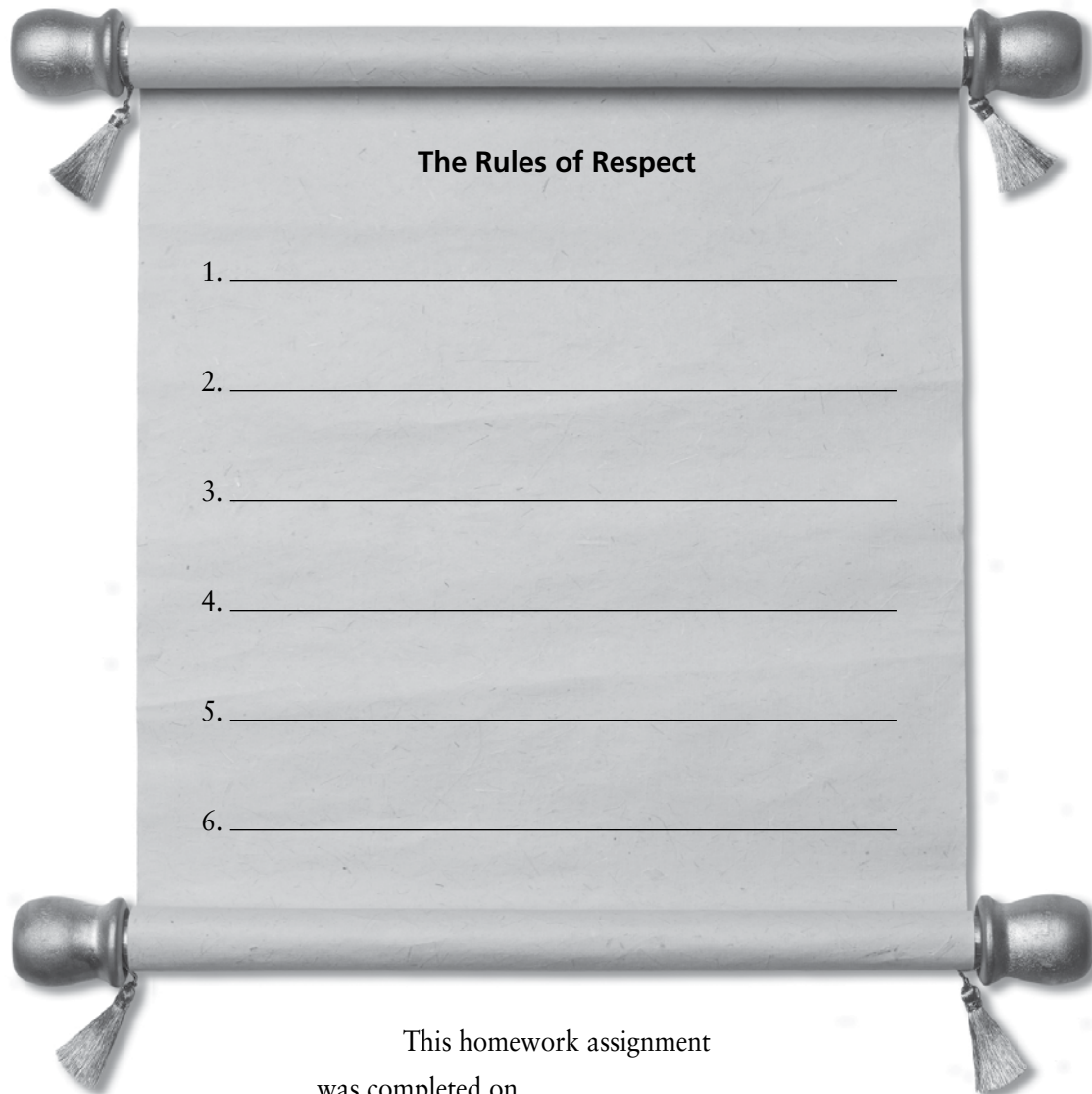
Describe actions to be part of the solution to bullying:

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What would happen if no one obeyed stop signs, traffic lights, and speed limits? Chaos! Mayhem! And, no doubt, someone would get hurt. Luckily, there are “rules of the road” in place to keep drivers safe.

Now think about how we can keep ourselves and others safe from labels, prejudice, and stereotypes. With an adult, come up with your own “Rules of Respect” that will keep you and others safe from the harm that labels, prejudice, and stereotypes can do. Make sure your rules tell others what *to* do, rather than what *not* to do.



**The Rules of Respect**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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(date)

\_\_\_\_\_  
[adult] signature

Name: \_\_\_\_\_

What makes a relationship healthy or unhealthy? Is it okay if your boyfriend or girlfriend doesn't want you to talk to other people? Is it okay that he or she likes to spend time with his or her friends without you? It's important to understand which behaviors are okay in a relationship and which are not. Together with an adult family member, create a pamphlet that includes the "okay" behaviors under the "signs of a good relationship" and the "not okay" behaviors under the "warning signs of a bad relationship."

<b>What are the signs of a good relationship?</b>	<b>What are the warning signs of a bad relationship?</b>

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You are an emotion coach. Instead of coaching teams, you coach “emotion athletes” about how to manage their emotions. Just as an athletic coach encourages a runner to tell herself that she will win her race, you need to encourage your emotion athletes to use positive self-talk. And just as great athletes are able to calm themselves down right before a game or a race, so too must your emotion athletes calm down before their emotions get out of control. Ask an adult family member to help you come up with a “game plan” for calming down, then write it on the clipboard below.

**Staying in Control**

- Notice.
- Pause.
- Think twice.
- Calm down.
- Reflect.

**When Your Emotions  
Start to Get out of Hand****Use positive self-talk**

List positive things you can say to yourself.

**Use calming-down strategies**

List strategies you can use to calm yourself down.

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(date) [adult] signature



Name: \_\_\_\_\_

Stress can be very painful. When you, a friend, or a family member is stressed, what can you do to feel better? Take a look in your “stress first-aid kit.” You don’t have one? Make one!

Create a stress first-aid kit with an adult family member that contains steps and strategies that will help you cope with stress. First, think of a stressful situation, such as trying to study for a difficult test. Now try to think of things that you would like in your first-aid kit that would help you cope with that stress, and write them below.

This homework assignment was completed on \_\_\_\_\_ .  
(date)

\_\_\_\_\_  
[adult] signature**Coping with Stress**

Coping means doing something positive.

Use positive self-talk to change your attitude:

- Say, “I can cope.”
- Ask, “What can I do?”

Three things to do:

- Use calming-down strategies.
- Get support.
- Use the Action Steps.

Sometimes you do all three.



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*“A journey of a thousand miles begins with one small step.”*  
—Chinese proverb

...and so do your plans for the future! Thinking about your future goals may seem overwhelming. But don't get discouraged. Break your goals down into steps, take one step at a time, and soon you'll be there! Along the way, it might help to hear some encouraging words from great minds that have achieved great successes—and plenty of failures, too. Take a look at the following quotes with an adult. What do these words of wisdom mean to you? Write your own interpretations of what you each think the quote means and how it relates to the Action Steps, the importance of small steps, and learning from failures.

**Action Steps****Analyze** the situation.**Brainstorm** options.**Consider** each option.**Decide** and **Do** the best option.**Evaluate** if it works.*If necessary:***Figure** out another way.**Words of Wisdom**

*“Only those who dare to fail greatly can ever achieve greatly.”*  
—John F. Kennedy (U.S. President, 1961–1963)

Student interpretation:

Adult interpretation:

*“Goals determine what you're going to be.”*  
—Julius “Dr. J.” Erving (NBA basketball player)

Student interpretation:

Adult interpretation:

*“You don't have to be a fantastic hero to do certain things—to compete.  
You can be just an ordinary chap, sufficiently motivated to reach challenging goals.”*  
—Sir Edmund Hillary (First person to reach the summit of Mt. Everest)

Student interpretation:

Adult interpretation:

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(date) [adult] signature

Name: \_\_\_\_\_

You are a screenwriter for a major motion picture. You and an adult are co-writing a scene about two teenagers who are going to a dance. Teenager 1's girlfriend is pressuring him to drink before the dance. She tells him that everyone is doing it, and a little won't hurt. Teenager 1 really wants to go to the dance, but he doesn't want to drink. Teenager 1 asks Teenager 2 what he should do. The two teenagers then try to work out a plan together. You and your co-writer need to write the dialogue between these two teenagers about that plan. As all good screenwriters do, practice the dialogue out loud when you're done!



FADE IN: (description of scene) \_\_\_\_\_

DIALOGUE:

TEENAGER 1

(describe action: \_\_\_\_\_ )

TEENAGER 2

(describe action: \_\_\_\_\_ )

TEENAGER 1

(describe action: \_\_\_\_\_ )

TEENAGER 2

(describe action: \_\_\_\_\_ )

TEENAGER 1

(describe action: \_\_\_\_\_ )

TEENAGER 2

(describe action: \_\_\_\_\_ )

DISSOLVE TO: (description of ending of scene) \_\_\_\_\_

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