

HANDOUT #1 : GOALS AND DREAMS

GOALS AND DREAMS WORKSHEET

GOALS	FIVE YEAR GOALS	TEN YEAR GOALS
YEARLY TASKS TO MAKE IT HAPPEN	YEARLY TASKS TO MAKE IT HAPPEN	YEARLY TASKS TO MAKE IT HAPPEN
MONTHLY TASKS	MONTHLY TASKS	MONTHLY TASKS
WEEKLY TASKS	WEEKLY TASKS	WEEKLY TASKS
DAILY TASKS	DAILY TASKS	DAILY TASKS

Handout #2: Communications I

Four Basic Communication Styles

- **SOCIAL (OR “SMALL”) TALK** is friendly and informal, with no tension or attempt to control the conversation.
- **CONTROL TALK** is used when the speaker wants something to happen in a certain way, or when change is desired or not desired. Control talk asserts the speaker’s right to be in charge. The speaker focuses on the other people, and the strength and energy may vary from heavy control to light control.
- **SEARCH TALK** does not result in action but looks for alternatives, useful information, and solutions to problems. It is most useful in situations that deal with serious and sensitive issues.
- **STRAIGHT TALK** is direct and goes to the heart of the issue. It deals with differences and tensions directly, but without blaming, demanding, or defending. Straight talk is a cooperative mode of conversation and deals with **NOW**, the present-----what options are available, what action will be taken, etc.

Handout #3: Communications II

COMMUNICATING SUCCESSFULLY

- ✓ **People are fun to be with if they:**
 - **Compliment people on things they like about them.**
 - **Do not talk when they have nothing to say.**
 - **Express their emotions appropriately.**
 - **Listen well.**
 - **Contribute to conversations.**
 - **Can laugh about themselves.**
 - **State their point of view, even though it differs from another's.**

- ✓ **People are boring to be with if they:**
 - **Complain constantly.**
 - **Tell others more than they want to hear.**
 - **Talk about themselves only.**
 - **Always talk about something they will do but never do it.**
 - **Avoid arguments at all cost.**

The best and most interesting people to be with are assertive communicators who have good listening skills and habits. If we do not have these skills, we can learn them and practice using them until they become habits.

Handout #3: Communications II

BE ASSERTIVE!

“Assertiveness” means to be honest about your needs and to express yourself so you will meet those needs.

- **A hostile or aggressive person is not assertive.**

Examples:

- **“This is another one of your dumb ideas.”**
- **“You always mess things up.”**
- **“You always think of yourself first.”**

- **Pouting or giving in for the sake of peace is not assertive.**

Examples:

- **“Well, if that’s what you want.”**
- **“Well, I guess I have no choice then.”**
- **“You always get your way.”**

- **Assertive talk is straightforward.**

Examples:

- **“I do not want to get involved.”**
- **“I need to talk about this problem.”**
- **“I can’t go along with that.”**

Handout #4: Communications II

STUCK IN A RUT

Jeff has worked on his goal achievement plan for several years now. He plans to finish high school and go to college to become a dentist so he can help his parents in their old age, and help his younger brother and sisters. He hopes to marry and start his own family sometime after he finishes his college education.

Julie has worked on her goal achievement plan as well. She plans to finish high school, then get a job and go to nursing school. She hopes to one day meet the right man, get married and have a family.

Something new has happened to Jeff and Julie's lives. Jeff and Julie met during the summer while hanging out at the swimming pool. After several weeks of dating, they started "making out", and then they went "all the way." Now, three weeks later, Jeff has started feeling uncomfortable. It seems to him that Julie is too serious about the relationship. He thinks she is demanding too much by trying to keep him exclusively to herself. He feels tied down, but is afraid to tell her. He does not believe that having sex is enough to make the relationship this serious.

On the other hand, Julie is happy. She is sure that she now has a secure relationship, and she finally has met the right man for her.

SELF-WORTH

“I am unique...I am of great worth.”

In order to live a satisfying and fulfilling life, each of us needs to feel that we have a valued place in the world—that we are of value and worth. The view we have of our own self-worth comes from what we think others think of us.

Self-worth is important to us. Feeling good about ourselves helps us to deal with outside pressures and stresses that can sometimes be harmful.

Sometimes our parents or friends say or think unkind things about us. This can cloud the positive image we have of our self-worth. List some ways you can help yourself feel good about yourself when your self-worth has become clouded.

**There is a formula for self-worth. It goes like this:
Love + Discipline = Self-worth**

For ourselves the Love part of the formula means we can love ourselves even when we may not feel like we are the most lovable person we could be. The Discipline part of the formula means that we learn to establish our own boundaries, that we learn what can harm us physically and emotionally. We learn what happens when we overstep our boundaries. We also learn how having boundaries can help us to gain a good feeling of self-worth.

Name some ways you can, or have shown yourself in the past, that you love yourself:

Name some boundaries you have set for yourself:

Name some boundaries that you think could help you in the future:

One of the ways we can help ourselves to develop a good feeling of self-worth is by helping others. As we do positive things for our family, friends, and neighbors, we find that they will value us as individuals. As we see this value and worth reflected in their eyes and comments, our own feelings of our worth as a worthwhile person increase. Name some things that you can have done for others that have made you feel good about yourself.

Name some things that you know would be helpful to others in your family or for your friends or community.

Standing up for our family, friends, school, country also gives us a good sense of self-worth. Name a time when you stood up for a friend or family member.

How do you feel your parents and/or friends could help you feel better about yourself? Have you talked to them about it?

How can you help you to feel good about yourself?

Handout #6: Self-Discovery

HOW TO FEEL BETTER ABOUT YOURSELF

- 1. Do what you can to: improve your appearance, eat healthy, exercise, bathe, take care of your skin and hair, see that clothing is washed and ironed as necessary.**
- 2. Try something new.**
- 3. Identify and improve your skills.**
- 4. Avoid doing things that make you feel guilty.**
- 5. Learn to enjoy your own company.**
- 6. Do not compare yourself with others.**
- 7. When others speak, listen and learn.**
- 8. Know how to ask for favors from others and give them in return. Doing for others gives a sense of value. It builds self-worth.**
- 9. Be up-front about saying you like something or do not like something, but in a way that will not hurt others' feelings.**
- 10. Respect other people. Have a sense of morality.**
- 11. Say you're sorry when you have wronged someone.**
- 12. Realize that good grades and intelligence do not indicate that you are a lovable or a decent person.**
- 13. Realize that poor grades and deliberate stupidity also do not make one lovable or decent.**
- 14. Realize that sex, being sexy, or pretending to be knowledgeable about sex, do not make you popular or give you good friends.**
- 15. Realize that drugs and alcohol can only give a false sense of confidence.**
- 16. Always be honest with yourself and others. People with genuine self-confidence are those who are honest, who do not try to be something they are not.**

Handout #7: Self-Discovery

VALUES AND STANDARDS

- 1. Values are those ideas we have that show a preference for one choice over another.**
- 2. Values come from many sources, including parents, church or religious groups, teachers and friends.**
- 3. Values help us decide the paths we choose and, ultimately, who we will become.**
- 4. We want to remember as we set these values and standards or beliefs to ask a lot of questions. If we run into something that does not stand up to questioning, then we don't want it to be part of our belief system. We are looking for values and standards that are tried and true, that are dependable, and will not let us down.**

Setting Standards:

Shortly, you will be moving into the stage of life called "adolescence." It is the time to plan how you want to shape your life and to think out a set of standards to meet your goals. Challenge yourself to reach for the best.

Keeping standards....when others want you to loosen your standards or values:

- 1. When anything goes against your values, state your objections. If they are not heard, leave.**
- 2. Do not agree to anything that makes you feel uncomfortable or sick inside.**
- 3. Be sure you are in control of the situation around you.**
- 4. Remember the tips for dealing with peer pressure.**

Being responsible is a standard:

- 1. We each have a responsibility in every situation in which we find ourselves.**
- 2. Taking responsibility means considering the consequences of an action, both to yourself and to others, and then making a decision that you are willing to take credit or responsibility for, or to step forward and say, "I did it, I am responsible."**

The most important responsibility we accept is for our own actions:

- 1. People who accept responsibility for their own actions are in charge of their own lives...they are decision-makers and leaders.**
- 2. People who do not accept responsibility for their actions give up control of their lives...they are followers, never getting the full credit, or the full blame, for anything they do.**

Handout #8: Adolescent Health Issues

SOCIAL AND EMOTIONAL CHANGES DURING ADOLESCENCE*

****That time in a person's development between childhood dependence and adult independence.***

- **Body changes begin to occur. Growth in height, weight; body hair; changes in skin and hair.**
- **Body changes cause a shift in self-perception and body image. Adolescents may have conflicting feelings about their bodies; they may feel pride in “growing up” and at the same time feel concern and confusion about the size of their body parts.**
- **Adolescents become aware that others are viewing them differently as well.**
- **Adolescents become more aware of their sexuality and the sexuality of their peers and adults.**
- **Mood swings, anxiety, and insecurities may characterize behavior at this stage in life.**
- **Attachment to family shifts to friends and peer group.**
- **Greater influence from outside factors.**
- **Begins to gain a more realistic rather than idealistic view of the world.**
- **Develops an internalized value system.**

Handout #9: Adolescent Health Issues

**Sexually Transmitted Diseases (STDs):
Questions and Answers**

Sexually transmitted diseases (STDs) are dangerous. If left untreated they can lead to sterility, arthritis, blindness, heart problems, temporary loss of hair, mental illness, birth defects, and even death.

Question: How can you recognize that someone has an STD?

Answer: Symptoms may be: swollen glands, sore throat, burning while urinating, unusual discharge from sex organs, blisters in and around the mouth, persistent itching in the sex organs, pain, sores or redness in the genital area. The symptoms appear several days or even weeks after exposure, depending on the kind of illness a person has.

Question: Can STD's be cured?

Answer: In the early stages, the bacterial infections are relatively simple and effective. If treated in the later stages, the damage cannot be undone, but further progression can be prevented. However, NO CURE is presently known for herpes, HPV, Hepatitis B, or HIV/AIDS.

Question: How are STD's spread?

Answer: Through sexual contact. The germs live on moist, warm body surfaces, such as the mouth, penis, vagina, or rectum. They are transmitted by direct contact of these surfaces as in sexual intercourse or oral sex.

Question: What if you are worried about any of these signs on your body?

Answer: Do not try to diagnose and treat yourself. STD's are highly contagious. Tell your parents so that they can make an appointment to see your doctor. Be very frank so you can be sure the appropriate tests are done for you. Your local health center or local county health clinic (please see Resource Directory for contact information) will probably treat you without charge. They see many STD cases and are experts for treatment.

Handout #10: Setting Boundaries

“Right Friends/Wrong Friends”

The right friends will:

The wrong friends will:

Handout #11: Setting Boundaries

True Friends Questionnaire

True or False?:

- T F A friend who wants you to do drugs with them is a good friend.**
- T F A friend who gossips is a friend you can trust.**
- T F A friend who needs you to help him with his homework is a good friend.**
- T F A friend who is willing to help you study for a test is a good friend.**
- T F A friend who wants you to skip school with them is a good influence.**
- T F A friend who wants you to break your curfew is a good influence.**
- T F A friend who wants you to group date with him and his friends is a good influence.**
- T F A friend who wants you to stand up for what you think is right is a good influence.**
- T F A friend who is not jealous of you or others is a good influence.**
- T F A friend who wants to you to look at pornography with them is a positive influence.**

Handout #12: Setting Boundaries

WHEN IT'S TIME TO SAY "NO"

- ❖ **Style I (social or small talk)**
"No thank you, I don't do drugs."

- ❖ **Style II**
 - **A. (control talk lightly)**
"No, I do not break the law, I do not do drugs."

 - **B. (control talk heavy)**
"No, I do not do drugs, and if you bother me again I will contact the police."

- ❖ **Style III (search talk)**
"No, I do not want drugs, why do you want drugs?"

- ❖ **Style IV (straight talk)**
"No, I do not do drugs, and I feel very angry when you ask me to do drugs."

Sometimes we may be fearful of saying "NO". Why do you think that might be?

- **Afraid to lose a friend.**
- **Afraid people will talk about us or make fun of us.**
- **Afraid we will not be liked, etc.**

We overcome our fear of saying no (or just walking away) by establishing our values, our dreams, and our goals and sticking to them. This is how we build character and this is how we become real Men and real Women.

Handout #12: Setting Boundaries

Consequences of not saying “No” to sex:

- **Loss of self-esteem.**
- **Lost opportunity to grow and mature.**
- **Lost time off of our course or path to success.**
- **Problems associated by pregnancy or STDs.**
- **Lost opportunity for a college education.**

ABSTINENCE EDUCATION

WEB PAGE RESOURCES

www.freeteens.org

www.iwannaknow.org

www.cdc.gov

www.abstinence.com

www.abstinencedu.com

www.surgeongeneral.gov

www.cdcpin.org

www.sexrespect.com

www.abstinence.net



NOTE TO HOME

Number One: Dear Parent or Guardian

Dear Parent/Guardian:

You're receiving this "Note to Home" because your child is enrolled in the South Dakota Abstinence Program for Middle School Students.

One purpose of the "Note to Home" is to keep you informed of the information that is presented in this class. Another is to provide you with ideas on how you might continue each lesson's discussion points at home if you choose to do so. For these reasons, you will receive a "Note to Home" for each of the nine lessons of the class.

I hope you find the "Note to Home" to be useful. Please don't hesitate to contact _____ if you have any questions.

Number Two: Student Orientation

Points Covered in this Lesson:

- ✓ Discussed the overall goal of the class, which is to prevent out-of-wedlock births and sexually transmitted diseases (STDs).
- ✓ Discussed the meaning of the word "***abstinence***."
- ✓ Discussed ***harmful behaviors*** and the importance of learning new, ***healthy behaviors***.

Possible Discussion Topics at Home:

- ✓ Talk about how the class defined the word "abstinence" through the class discussion.
- ✓ Talk about harmful behaviors and healthy behaviors in context of current events in the news.
- ✓ Talk about some ways to replace harmful behaviors with healthy ones.

NOTE TO HOME

Number Three: Goals and Dreams

Points Covered in this Lesson:

- ✓ Read and discussed the poem “Harlem” by Langston Hughes.
- ✓ Completed an activity to learn *how to set and achieve goals and dreams*.
- ✓ Discussed possible *obstacles* to achieving goals.
- ✓ Discussed the importance of *determination* and *desire* in achieving goals.
- ✓ Asked student to discuss their goals with someone he/she trusts and to rework these goals until they have two feasible plans: 1) *immediate* and 2) *future*.

Possible Discussion Topics at Home:

- ✓ Discuss further the poem “Harlem” by Langston Hughes (see attachment on next page).
- ✓ Talk about realistic vs. unrealistic goals. See if you can come with examples of each.
- ✓ Talk about the goals and dreams that your child has.

“Harlem”

What happens to a dream deferred?

**Does it dry up
like a raisin in the sun?
Or fester like a sore –
And then run?**

**Does it stink like rotten meat?
Or crust and sugar over –
like a syrupy sweet?**

**Maybe it just sags
like a heavy load.**

Or does it just explode?

-Langston Hughes, 1951

NOTE TO HOME

Number Four: Communications I

Points Covered in this Lesson:

- ✓ Discussed the importance of ***good communication skills***.
- ✓ Discussed the ***4 basic communication styles***:
 1. Social (or “small”) talk
 2. Control talk
 3. Search talk
 4. Straight talk
- ✓ Completed an activity where students role-played different scenarios and how they could communicate most effectively with each one.

Possible Discussion Topics at Home:

- ✓ Talk about the importance of good communication. See if you and your child can remember a time when better communication could have avoided problems.
- ✓ Talk about the importance of being a good listener. See if you and your child know someone who is a good listener.
- ✓ Talk about the differences between the 4 basic communication styles.

NOTE TO HOME

Number Five: Communications II

Points Covered in this Lesson:

- ✓ Discussed the meaning of “*assertiveness*.”
- ✓ Discussed the difference between being a *poor listener* and being a *good listener*.
- ✓ Discussed the importance of *body language* in communication.
- ✓ Discussed *self-esteem* and its’ importance in resisting *peer pressure*.

Possible Discussion Topics at Home:

- ✓ Talk about the difference between being assertive and being aggressive. See if you can find an example.
- ✓ Talk about the difference between being assertive and giving-in. See if you can find an example.
- ✓ Talk about examples of poor listeners and examples of good listeners. See if you and your child know someone who is a good listener.
- ✓ Talk about examples of body language, both positive and negative.
- ✓ Talk about the meaning of self-esteem.
- ✓ Talk about examples of peer pressure. Can peer pressure be positive or negative?

NOTE TO HOME

Number Six: Communications III

Points Covered in this Lesson:

- ✓ Discussed the importance of “**self-worth.**”
- ✓ Discussed how self-worth is gained through **boundary-setting** by parents.
- ✓ Discussed the importance of **not making assumptions.**
- ✓ Discussed how self-worth and communication are **linked.**

Possible Discussion Topics at Home:

- ✓ Talk about the meaning of “self-worth.” Why is self-worth important?
- ✓ Talk about examples where making assumptions have caused problems.
- ✓ Talk about the different boundaries that have been set in your home. See how many examples you can find.

NOTE TO HOME

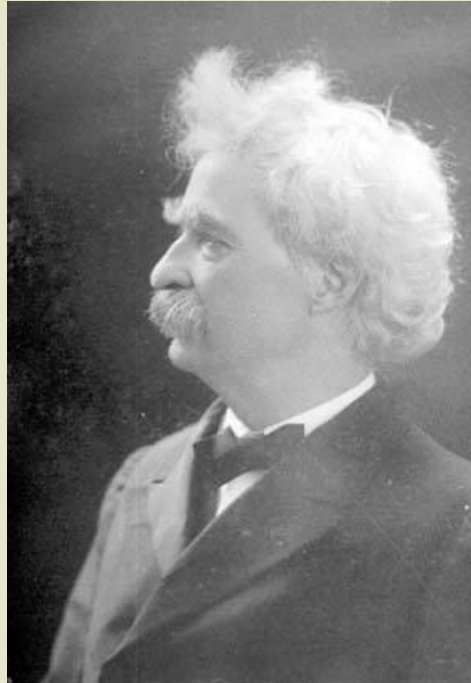
Number Seven: Parental Relationships

Points Covered in this Lesson:

- ✓ Discussed a quote from Mark Twain.
- ✓ Discussed the importance of having a close relationship with your parent.
- ✓ Discussed the phrase “*actions speak louder than words.*”
- ✓ Completed an activity where students listed things that they would like to talk to their parents about.

Possible Discussion Topics at Home:

- ✓ Talk about the quote from Mark Twain (see attachment). Does it hold true for you?
- ✓ Talk about what the relationship between parent and child means to you.
- ✓ Ask if there is anything that your child would like to talk to you about.



“When I was a boy of 14, my father was so ignorant, I could hardly stand to have the old man around.

But when I got to be 21, I was amazed at how much he had learned in 7 years.”

Mark Twain

NOTE TO HOME

Number Eight: Self-Discovery

Points Covered in this Lesson:

- ✓ Completed a handout that discussed “How to Feel Better about Yourself.”
- ✓ Discussed the meaning of the word “value.”
- ✓ Discussed the meaning of the word “standard.”

Possible Discussion Topics at Home:

- ✓ Talk about different ways that people can feel better about themselves. See if you and your child can name specific examples.
- ✓ Talk about values and standards and how they affect our lives. What do they mean to you, and why are they important?

NOTE TO HOME

Number Nine: Adolescent Health Issues

Points Covered in this Lesson:

- ✓ Discussed the physical changes that a person goes through when they reach adolescence.
- ✓ Discussed making healthy choices.
- ✓ Discussed the HIV/AIDS virus.
- ✓ Discussed Sexually Transmitted Diseases (STDs).
- ✓ Discussed the fact that the only guaranteed way to avoid these diseases is to practice abstinence.

Possible Discussion Topics at Home:

- ✓ Talk about different healthy choices that we can make. What are some specific examples?
- ✓ Talk about abstinence in relation to STDs: ask your child what is the only guaranteed way to avoid these diseases? Answer: practice abstinence.

NOTE TO HOME

Number Ten: Setting Boundaries

Points Covered in this Lesson:

- ✓ Discussed the definition of “high-risk” behavior.
- ✓ Discussed the dangers of drugs, alcohol, and tobacco.
- ✓ Discussed the difference between “right” friends and “wrong” friends.
- ✓ Discussed what it means to be a good friend.
- ✓ Discussed the meaning of “peer pressure.”
- ✓ Discussed that the word “no” can be good, and completed activities that described situations where it was good to say “no.”

Possible Discussion Topics at Home:

- ✓ Talk about the importance of friendship. Ask who your child’s best friends are, and why.
- ✓ Talk about examples of high-risk behavior. Maybe talk about this in context of current events.
- ✓ Talk about peer pressure. See if you can come up with more examples of peer pressure, both positive and negative.
- ✓ Talk about different ways to say “no” to negative peer pressure. Maybe role-play some different scenarios.

Dear Parent/Guardian:

This is the last of the “Notes to Home” that you will receive. I hope that the “Discussion Topics at Home” have been useful, and have sparked good discussions between you and your child. Thanks for your participation.

