

LEARNING ACTIVITIES /TEACHING STRATEGIES:

Introductory Activity: The Plate

This activity illustrates the value of good friendships, how important they are, and how we need to take good care of them. Follow the directions provided on page III-A-23 for this activity. Earthenware works best for the activity, rather than china.

NOTE: If the teacher has multiple sections of this class, he/she will need to request that the students in the earlier sections not to tell the students enrolled in later sections about this activity. This will allow the activity to have the same impact on all sections.

1. **Differentiate between *peers* and *friends* and recognize personal needs for friendships.**

1-1 Peers and Friends

Using the teacher background information, **PEERS AND FRIENDS**, on pages III-A-25 and III-A-26, discuss the differences between peers and friends, and the roles both groups play in our lives.

PEER: Someone with whom you have something in common; usually considered to be someone who is close to your own age.

FRIEND: A trusted companion; someone with whom you can share the joys and frustrations of life.

(Patterns for overhead transparencies or small signs of these definitions are provided on pages III-A-27 and III-A-28)

NOTE: This unit should help students understand why their friendships are so important to them, and also, why they may feel lonely or unsatisfied without friendships. Be sensitive to those who may feel uncomfortable in their friendships or may be without friendships. This unit should help them understand how to develop friendships.

1-2 Do You Need Friends?

To illustrate our personal need for friends, have the students go through the student activity guide, **DO YOU NEED FRIENDS?**, (page III-A-29) and answer as many questions as possible. Then go back and help the students identify the friendship needs each question addresses. A teacher discussion guide is provided on page III-A-30.

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1-3 Friends from Literature

Use examples of friends from various literary sources--books, movies, television programs, etc. and discuss the importance of the friend(s) in the life of the character. Some examples might be Peanuts, Winnie the Pooh, Wayne's World, Ren and Stimpy, the Flintstones or other characters from current movies or television series.

2. Identify various types of friendship.**2-1 Friendship Diamond**

Instruct the class to answer questions on the student activity guide, **FRIENDSHIP DIAMOND**, on page III-A-31. Then follow the sequence for discussion as described in the teacher background information on page III-A-32 and use the overhead transparency provided on page III-A-33. This activity will help the students identify the major sources of friends at various stages of life and understand the importance of peer friendships during the teenage years.

2-2 Types of Friendships

Using the teacher background information, **TYPES OF FRIENDSHIPS**, on page III-A-34 and the overhead transparency on page III-A-35, discuss the different types of friends we have throughout our lives, and the role each type plays in our lives.

Have the students complete the student activity guide, **TYPES OF FRIENDSHIPS**, (page III-A-36) to analyze the basis of the friendships in their lives. Discuss their answers as a class. Help them feel comfortable whether they have many friends or just a few. This could be a good time to consider how to be a better friend and where and how to make new friends.

3. Identify positive and negative friendship characteristics.**3-1 Friendship Word List: Positive Friendship Characteristics**

Using the student activity guide, **FRIENDSHIP WORD LIST**, (page III-A-37) as a springboard, have the students rank order the words that best describe what they want a friend to be. Discuss with the class why they circled the words they did and try to guide the students toward a group consensus of the positive qualities by which they can evaluate friendships.

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After the discussion is finished, have the students go back through the list and circle each friendship word that describes their own qualities as a friend to others. If they have some negative qualities, challenge the students to begin changing those qualities and reap the benefits of that change.

If the students really want to assess what type of friend they are, let the students have three or four friends do this activity without signing their names to it.

WARNING! The student must be mature enough to handle what they might learn about himself/herself!

3-2 Keys to Friendship

Using an overhead transparency of this saying (page III-A-38), ask the students to explain why this is true and give some examples.

"To have a good friend, you must first be a good friend."

Listed below are some "keys" to being a good friend. Discuss these "keys" with the class and point out that each of these keys is an important part of being a good friend. By taking away any of these keys, your value as a friend will be lessened.

Pass out the "keys" provided on pages III-A-39 through III-A-50 to various students to read and explain to the class, and then follow-up with related discussion. The "keys" are:

1. Respect secrets shared; keep promises.
2. Build others up rather than putting them down.
3. Be honest.
4. Don't talk about your friends behind their backs.
5. If others speak negatively of a friend, stick up for them; if you don't, it is the same as agreeing.
6. Be a good listener.
7. Apologize if you hurt someone's feelings.
8. Forgive others.
9. Allow friends to have fun with others, too.
10. Encourage others to set and accomplish their goals.
11. Treat friends in ways that will make them feel good when they are with you.
12. Don't ask a friend to do anything that might jeopardize his/her future.

A corresponding student activity guide is provided on page III-A-51 for use if the teacher desires.

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3-3 WANTED!! A Good Friend

Have the students complete the student activity guide, **WANTED!! A GOOD FRIEND**, (page III-C-52). For maximum effectiveness, run these activity guides on brightly colored cardstock in a variety of colors, and upon completion of the assignment, display them around the room.

3-4 How Good of a Friend Are You?

Have students complete the student activity guide, **HOW GOOD OF A FRIEND ARE YOU?**, on pages III-A-53 through III-A-56 to determine their own level of friendship qualities.

3-5 Negative Friendship Characteristics

Some basic concepts to cover are:

- No one is perfect and no friend is perfect, just as we are not always perfect friends.
- Even if we aren't perfect, we can still be friends--in every relationship you can learn to take the good with the bad.
- Enjoy the good qualities your friends have, and try to forgive the not-so-good.
- If the negative characteristics in your friendship begin to dominate your relationship, then you might consider taking a breather from that friend for awhile.
- Many times it is a natural course of events for friends to part company or drift apart and make new friends with more in common.

3-6 My Friends Bug Me When...

Have the students complete the student activity guide, **MY FRIENDS BUG ME WHEN THEY...**, on page III-A-57. Discuss the necessity of analyzing why your friends do bug you and re-evaluating the basis of the friendship. It may not be the friendship that a person really wants; however, friendships are a lot like families--never perfect. We must learn to accept some bad qualities along with all the good qualities, just like family members, spouses, jobs, school, etc.

3-7 Rex's Story

Have the students listen to the audio tape "Rex's Story" and as they listen, have them list the following things on the student activity guide, **REX'S STORY**, on page III-A-68:

1. Choices Rex made
2. Warning signs for potential trouble
3. Characteristics of his friends
4. Advice Rex gives

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D.:

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LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

A transcript of the **REX'S STORY** tape is provided on pages III-A-58 through III-A-67. It is recommended that a classroom set of these be used for the students to follow along with the tape (seems to keep their interest better) or for make-up work. Upon completion of the tape, lead the class in a discussion regarding Rex's "true" friends by posing the following questions:

- What were some choices Rex made along the way that led to his downfall? How were they the beginning of and/or did they foster more serious problems?
- How did his choices conflict with his value system?
- What were some events that could have been "red flags" or warning signs if Rex had allowed them to be?
- Why did he choose to ignore them?
- What were the characteristics of his friends?
- Who were Rex's "true" friends? Why?
- What advice does Rex give?

NOTE: An audio tape of this story is available from the Family and Consumer Sciences Supervisor of Granite School District, 340 East 3545 South, Salt Lake City, UT 84115 for a nominal charge.

3-8 My Best Friends

Have the students identify the five or six people in their lives that they consider to be their "best friends", write their names on a small piece of paper, and rank order them. Request that the students not share this paper with anyone else--it is only for their personal use. Then, have the students refer to their student activity guide, **FRIENDSHIP WORD LIST**, from activity 3-1 on page III-A-37, and list the friendship characteristics they have ranked as "most important" on the student activity guide, **MY BEST FRIENDS**, on page III-A-69. The students can complete the activity by analyzing and rating their "best friends" according to the characteristics they have specified.

NOTE: To maintain maximum privacy and confidentiality, have the students analyze their friends with the ranking numbers they have assigned them on the initial piece of paper rather than using names or initials.

3-9 What I Like About You...

Give each student a list of class members that has a line after each name. Have the students write one thing they like about each of the students listed. Compile the things written by the students and give each student a compilation of what everyone likes about him/her and let the students keep these.

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This activity can be a real upper and forces the students to look at the positives in a non-threatening way. The students probably do not need to put their name on this paper.

4. Analyze skills/methods for developing and maintaining friendships.**4-1 Problems Between Friends**

Explain to the students that even with our best friends, problems can arise. Sometimes it is because you are good friends that problems come up. The closer you are to someone, the more you may expect from him/her. This can lead to misunderstandings, hard feelings, frustrations, strained relations, etc. Friendship problems can arise for a variety of reasons. Some examples are:

1. New friends or interests can interfere with old friendships
ex. - interest in opposite sex; new group of people, new team, committee, or job; you no longer do something you used to do with a friend
2. Competition
ex. - grades; assignment scores; getting on a team; running for an office
3. Friend fails to keep secrets or says something that isn't true
ex. - gossip

Sometimes when we lose a friend (fight, move, different values), we may feel like we'll never find another friend like that. But if we are willing to give, we can develop other friendships that will be just as rewarding or better.

4-2 Blaming/Blasting or Clamming Up

Caring about friends sometimes means you'll get hurt, but it doesn't mean you need to throw the friendship away. Sometimes it's worth putting the pieces back together--just like the plate.

Using the teacher background information provided on page III-A-70, introduce the students to the commonly used ineffective techniques of blaming/blasting and angry silence/clamming up and to the concept of "how we respond to problems and conflict and what we say is a reflection of how much we're in control of ourselves and the situation." (Some supporting graphic patterns are provided on pages III-A-71 and III-A-72.)

Then have the students role play or come up with a positive solution, including the steps that would be taken and the communication involved, to solve the following problems:

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- a friend ignores you
- a friend flirts with someone you like
- a friend borrows money and doesn't return it
- a friend lies to you
- a friend takes something of yours without asking
- a friend teases you all the time in front of others

4-3 Sports Car/Friend Analogy

Display pictures of a current model sports car and "some friends" and have the following quotation ready on an overhead transparency or a sign (pages III-A-73 through III-A-75).

**"Choose a friend as you would choose a car;
because it is dependable,
holds up well over the years,
helps you get where you need to go,
and makes the journey more enjoyable."**

A shiny new sports car and a friend share the following similarities:

- Make you feel good about yourself
- Help you get where you need to go (meet goals, build you up, etc.)
- Are dependable; always there and working when you need them
- Last a long time; improve with age
- Run smoothly; need few repairs
- Together you can do more and go further than either of you can alone
- Provide you with social standing or reputation
- You must take good care of them and treat them well

5. Explore the importance and benefits of group associations.**5-1 Introductory Activity: Aesop's Fable**

Have a bundle of sticks and a single stick ready, and read or demonstrate the following adaptation of this Aesop fable:

"There was once a group of friends. They really did care about the welfare of each other, but they caused each other great trouble by their constant fighting and arguing.

One day as a member of this group told a parent about their problem, the parent called all the friends together and showed them a bundle of sticks. "Which of you friends can break this bundle of sticks?" he asked them.

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All the friends tried in turn, but not one of them could do it. Then the parent untied the bundle and gave each friend a single stick. "See if you can break that," he said. Of course, they could easily do that. "Each of you alone, without friends or associates might be weak. Each might be as easy to injure as one of these sticks. But if you will be friends and stick together, supporting each other and ceasing to fight, you will be as strong as the bundle of sticks."

Using the overhead transparency provided on page III-A-76, have the students identify various types of groups that we become associated with, such as:

- sports: basketball, soccer, softball, bowling, dancing, etc.
- character building: Scouts, Job's Daughters, DeMoLay, etc.
- service: Kiwanis, Rotary, Chamber of Commerce, etc.
- church: church school, youth groups, church teams, etc.
- causes or concern centered: environments, social issues, etc.
- neighbors: neighborhood watches, neighborhood projects, etc.
- activity centered: chess, bridge, book review, hobbies, etc.

As the students identify the types of groups, write them on the sticks and give examples of each type of group.

5-2 Benefits of Group Association

Using the teacher background information and overhead transparency, **BENEFITS OF GROUP ASSOCIATION**, provided on pages III-A-77 and III-A-78 as a guide, discuss the benefits of group association, accenting the positive sides to each aspect. Ask students to share their personal examples of each benefit. A corresponding student activity guide (III-A-79) is provided as an optional teaching strategy.

5-3 Group Functions

Conduct a discussion with the students in the class concerning the functions of groups. Have the students complete the **GROUP FUNCTIONS** student activity guide (page III-A-81) as the discussion progresses. The teacher background information and answer guide is provided on page III-A-80.

6. Examine how a group might positively/negatively influence a teen-ager's life.**6-1 Who Influences You?**

Students will complete the student activity guide, **WHO INFLUENCES YOU?**, (page III-A-82) This activity is designed to make students aware of the influence groups have on their decisions and activities. Upon completion, use their answers as a basis for a summary discussion that can lead to the subject of peer pressure.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

6-2 Peer Pressure

Define the term peer pressure with the students.

PEER PRESSURE: **Pressure or stress upon an individual to conform**

(Patterns for an overhead transparency or small sign of this definition is provided on page III-A-83.)

Using the teacher background information **PEER PRESSURE** on page III-A-84 as a guide, explain that there are two types of peer pressure: positive and negative.

a. Analyze the power of peer pressure.

6.a-1 The Peer Pendulum

Using an overhead transparency of the **PEER PENDULUM** provided on page III-A-85 (or a drawing on the chalkboard), help the students to recognize the shifting of influence from parents to peers in their lives.

When the students were young, they were strongly influenced by their parents and their parents' values. They adopted their values because, as children, they were still developing their own.

As teenagers move into adolescence, they begin to swing away from their parents to gain approval from their peers and to develop some of their own independence and individuality. Peers become very important in their decision-making and self-esteem. Some teenagers swing further on the pendulum to the peer side than others, depending on their relationship with their parents.

As the teens continue to mature, they tend to be more self-reliant and make their own decisions because of what they personally believe--not just because their parents or their friends said so. Parents and friends become great assets and you can enjoy both of them. But now you have become an individual and are willing to share and give to your parents and peers.

EXAMPLE: When you were young, you wore the clothes your parents picked out for you. As a teenager, you dress in the popular styles of your peers and "what's in". As you begin to be self-reliant, you will begin to choose clothes that best fit your personality, that you feel comfortable in, and that look best on you.

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6.a-2 The Fork in the Road

Using the student activity guide, **THE FORK IN THE ROAD**, on page III-A-86, have the students write a brief summary about:

- 1) A time when they experienced positive peer pressure, AND
- 2) A time when they experienced negative peer pressure.

Ask the students to include the details of the situation, the results, their feelings about the situation now, and if they would do anything differently if they had it to do over again.

6.a-3 Wear Something Different

For one whole day, have the students wear something different than they normally wear to school and observe the reactions of others. This could be a real test of strength of character to look different all day long. Ask the students to write a brief summary of the reactions of their peers and teachers throughout the day.

6.a-4 The Bird

Read the story **THE BIRD** (page III-A-87) and discuss with the students things to consider before agreeing to belong to any club or group. An overhead transparency of page III-A-88 can be used to present this information.

6.a-5 The Martyrdom of Andy Drake

Have the students read the story **THE MARTYRDOM OF ANDY DRAKE** (pages III-A-89 through III-A-91) and complete the corresponding student activity guide (page III-A-92). Discuss the questions posed and how peer pressure can cause us to do things that we live to regret, and how difficult it is to stand up for what is right in the face of peer pressure. It is important for the students to recognize that we can be in control of ourselves if we want to be--that is our choice.

6.a-6 The Need to Belong

Follow the directions for the activity, **THE NEED TO BELONG**, on page III-A-93 to illustrate the pressure a person can feel to "belong" and how important acceptance is to adolescents.

6.a-7 Summary Activity: Peer Pressure/Tire Pressure Analogy

Peer pressure is like the air pressure in tires. Positive peer pressure pumps you up, supports you, helps you meet your goals, etc. Negative peer pressure takes the air out of you, keeps you from going anywhere, causes accidents, jeopardizes your future, etc. Peer pressure can be a positive or a negative force in our lives--but it is our choice of peers that ultimately controls the kind of peer pressure we are subjected to. (Some supporting graphics for this analogy are provided on pages III-A-94 and III-A-95.)

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:**b. Examine the power and problems of gang membership.**

NOTE: At one time a "gang" was a group of young people who went out on the weekend, or played basketball in the neighborhood gym. In the 1990's the word "gang" has a entirely different meaning. In the 50's if a teen told their parents they were "going out with the gang", a typical reaction would be, "OK, be home early." In the 90's the same statement would strike fear and anxiety in the heart of any parent.

Gang awareness is increasingly important for teens today. The following information and activities are intended to give a realistic look at the gang situation many students are faced with everyday.

THESE MATERIALS MUST BE HANDLED CAREFULLY AND WITH UTMOST DISCRETION! THE TEACHER MUST TAKE CARE NOT TO PLAY UP NOR PUT DOWN GANG INVOLVEMENT, BUT PRESENT THE MATERIALS AS A MATTER OF INFORMATION.

6.b-1 Introductory Activity: Anna

Read the following description of Anna:

Anna has smoked pot and chugged booze. She has felt the power of a loaded gun in her hand, and accompanied friends on a burglary. The take? \$11 and some potato chips. There have been many fights, mostly with girls. "They pull hair, punch, scratch and bite," Anna explains, rubbing her head where she was bitten last week. "She tells everyone she won, but she didn't. I made her bleed more."

Anna is 13 and living on the gang fault line. She is not in the gang, but is being pressured to join several. And while she is still a student and relatively substance free, every week the sixth-grader steps closer to the cycle of violence, drinking and crime.

By Lili Wright, Salt Lake Tribune 1993

Then ask the students the following questions:

- Why would Anna want to be involved with a gang?
- What is her future if she does join a gang?
- What are some of your feelings about gangs?

This introduction and discussion should open the door for and lead to the following activity.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

6.b-2 Dynamics of Gang Involvement

Conduct a discussion with the class about the nature of gangs using the teacher background information **DYNAMICS OF GANG INVOLVEMENT** on pages III-A-96 through III-A-98 as a guide and the corresponding overhead transparencies on pages III-A-99 through III-A-103. Some additional resources and materials are provided on pages III-A-104 and III-A-105.

7. Explore various types of refusal skills.**7-1 How to Refuse**

Having the ability to refuse or stand out alone when peer pressure is strong is often very difficult, but a person can resist if he/she really wants to. If he/she doesn't really want to, it is easy to give in.

**EVERYONE HAS THE POWER TO RESIST,
BUT EVERYONE DOESN'T SINCERELY WANT TO.**

It is easier to resist or refuse to go along when a person is committed to living within his/her value system and can use that as a guideline for response. (An overhead transparency pattern for the quotation is provided on page III-A-106.)

Go through the steps of **HOW TO REFUSE** on page III-A-107 with the students to help them develop the skills necessary for resistance and/or refusal when they are confronted with difficult situations. A corresponding student activity guide is provided on page III-A-108.

When the material has been presented, have the students role play some situations and practice using the steps for refusal.

8. Differentiate between *feeling lonely, being alone, and being rejected*.**8-1 Feeling Lonely, Being Alone, or Being Rejected?**

Using the teacher background information, **FEELING LONELY, BEING ALONE, OR BEING REJECTED?**, on page III-A-109 as a guide, help the students differentiate between *feeling lonely, being alone, and being rejected*. Have the students complete the corresponding student activity guide on pages III-A-111 and III-A-112 during and after the presentation.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

8-2 Friends of All Ages

Have the students complete the student activity guide, **FRIENDS OF ALL AGES**, on page III-A-113. This activity focuses on opportunities for friendship outside of one's own age group.

9. Identify behaviors or circumstances that might lead to social rejection, and the opportunities these can provide for friendships.**9-1 Reasons for Rejection**

Begin by giving the students a copy of the student activity guide, **REASONS FOR REJECTION**, (page III-A-114) and have the students tell why they think the circumstances or behaviors listed could be a reason for rejection. Upon completion, have the students share their opinions with the class. Use the teacher background information, **REASONS FOR REJECTION**, (pages III-A-115 and III-A-116) to lead the discussion with the students.

9-2 Rejections In the News.

Assign students to bring to class a newspaper or magazine article that illustrates a circumstance or behavior that leads to rejection. Have each student summarize their article for the class, explain the rejection that occurred and identify the reason for it. Keep a tally on the blackboard with the reasons for the rejection and evaluate them as a class. Discuss some possible solutions to the rejections.

Some examples might be: Skyview High School hazing incident, the rumor on the bathroom wall that ruined one girl's reputation, etc.

9-3 Personal Prejudices

Although many persons claim that they are not prejudiced, the following exercise should make it clear that practically everyone harbors some biases. Without revealing the object of the activity, instruct the class that they will undertake a simple exercise in self-discovery. Have the students complete the student activity guide on page III-A-117. Although the papers will be collected for tabulation, direct your students NOT to put their names on them.

Chain smoker
Visually impaired
Hearing impaired
Substance abuser
Elderly
Dead person

Mentally handicapped
Quadriplegic
Ex-convict
Extremely overweight
Severe stutterer
AIDS victim

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Then instruct your students to rate the persons listed on a scale from No. 1 = most acceptable, to No. 12 = least acceptable. Collect the papers and with the help of a volunteer recorder, tabulate the results on the chalkboard. Then calculate which person was voted to be most acceptable, least acceptable, etc.

Ask the students what the results of the poll tell about them as a class. It should be obvious simply by engaging in the ranking procedure that everyone has some learned prejudices. Then ask the class members if they voted as they did:

1. Because the categories on the list are most or least visible to others?
 2. Because of personal knowledge of or experience with such a condition?
- Invite questions or comments in reactions to the exercise.

9-4 Lisa

Read the story, **LISA** (pages III-A-118 and III-A-119), to the students and pose the following discussion questions:

- Why was Lisa rejected by her first group at camp?
- Why do you think people reject others who are different?
- What are some consequences of prejudice?
- What were some risks Tara and Lauren took?
- What were the benefits for Tara and Lauren?
- Who were the winners in the story?
- How can overcoming prejudices offer opportunities for friendships?
- Why do you think Tara and Lauren offered their friendship to Lisa in the beginning?

10. Develop ways to cope positively with feelings of rejection, prejudice, and/or loneliness.**10-1 Coping Ways**

Using the teacher background information, **WAYS TO COPE**, on page III-A-120 and an overhead transparency of page III-A-121, address the questions posed for assessing feelings and doing something about them. It is a good time to refer back to the self-concept balloon illustration in Topic I-A. If our self-concept balloon is adequately filled, we will not burst under fractures such as feelings of rejections, prejudice, and/or loneliness. Basically, we are in control of how we are accepted by others by our own actions, behaviors, and attitudes. If we have those in order, rejections, prejudice, and/or loneliness should not be a problem.

RESOURCES:

Books:

Aesop, Aesop's Fables. There of many versions and publishers of these fables available at libraries and local book stores

Audio Tape:

Rex's Story. Available through Schoolboards, Etc., P.O.Box 9106, Ogden UT 84409.
1-800-93BOARD.