

Name _____ Class _____

BREAKING BAD HABITS

Review the following steps for breaking a bad habit:

1. Take one day at a time and focus on successfully completing that day without resorting to your bad habit.
2. Realize and list the negative effects that your bad habit has on you and on other people.
3. Find and list an acceptable behavior that can be used in place of the bad habit.
4. Request help from your family and friends in helping to rid yourself of the bad habit.

Identify a bad habit you have: _____

For each of the steps listed above, identify how you will break your bad habit:

1. _____

2. _____

3. _____

4. _____

Record your progress for two weeks.

Write a brief summary of how you broke your bad habit:

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CASE STUDIES

For each of the case studies below, write a positive reaction you could take to help ease the situation.

1. Karen is carrying her lunch tray to a seat by her friends in the cafeteria. She trips over something on the floor and falls to her knees, dumping her food all over the floor.

2. Jon is dressing as quickly as possible after his P.E. class so that he will not be late for English. In his English class he notices two girls giggling and looking at him. He looks down and sees that his shirt is on backwards.

3. Mary is doing her best to help her team win the soccer tournament. She has a perfect shot at the goal and puts all of her effort into scoring. As the ball sails through the goal, Mary realizes that she has just scored a goal for the other team.

4. Kevin spent 30 minutes last night working on a difficult math problem. He is very proud that at last he was able to complete the problem. During class he volunteered to share his solution with the class. He opened his notebook to get out his work and found that he brought the wrong notebook and did not have the answer with him.

INTERPERSONAL RELATIONSHIPS-----INDIVIDUALIZED ACTIVITY
10 POINTS POSSIBLE

Name _____ Class _____

IMPRESSIONS AND EMPLOYERS

Analyze the effect that your first impression would make on a future employer.

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SENTENCE COMPLETION

Have students complete the following sentences:

1. A friend is: _____

2. A friend is not: _____

3. Friends are important because: _____

4. To be a friend I should: _____

5. To be a friend I should not: _____

6. A friend should never: _____

7. A friend should always: _____

List five characteristics you possess which make you a good friend.

INTERPERSONAL RELATIONSHIPS-----INDIVIDUALIZED ACTIVITY
15 POINTS POSSIBLE

Name _____ Class _____

CLOSE FRIENDSHIPS

1. Evaluate one close friendship that you have right now. How did the friendship begin? What has kept the friendship strong?

2. Compare that friendship with another friendship you decided to end.

3. What were the differences in the friendships?

Lasting friendship

Friendship which was ended

INTERPERSONAL RELATIONSHIPS-----INDIVIDUALIZED ACTIVITY
10 POINTS POSSIBLE

Name _____ Class _____

PERSONAL CASE STUDIES

Describe the most fun time with a friend that you can remember. Evaluate why it was so fun. Could you have had as much fun with someone else? Why is this person such a special friend?

INTERPERSONAL RELATIONSHIPS-----INDIVIDUALIZED ACTIVITY
20 POINTS POSSIBLE

Name _____ Class _____

FUN

Identify two friends. For each friend, think of something you could do, while retaining your own values, to strengthen that friendship or help that friend. Write a paper describing what you did and the results.

INTERPERSONAL RELATIONSHIPS-----INDIVIDUALIZED ACTIVITY
20 POINTS POSSIBLE

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PEER INFLUENCE

Write a paper analyzing how peers influence the way people dress, their attitudes, hairstyles, and selection of friends and music.

INTERPERSONAL RELATIONSHIPS-----INDIVIDUALIZED ACTIVITY
20 POINTS POSSIBLE

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POSTERS

Design a poster illustrating how to say no or expressing the importance of individuality.

CHILD CARE
GROUP ACTIVITY
20 POINTS POSSIBLE

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MAKING NEW FRIENDS

Write your own case study of a friendship that is experiencing problems. Exchange case studies with someone else in class and give advice as to how you think the friendship could be improved. Should the friendship be broken off or should the friends make changes to save the friendship?

INTERPERSONAL RELATIONSHIPS

CHALLENGE PROJECT
15 POINTS POSSIBLE

Name _____

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MEDIA ASSIGNMENT

Make a poster or write an article for the school newspaper on first impressions, attitudes, stereotyping, or bad habits.

INTERPERSONAL RELATIONSHIPS

CHALLENGE PROJECT
15 POINTS POSSIBLE

Name _____ Class _____

MATURITY

Identify your own definition for maturity and list ways that a teen can show increased maturity.

INTERPERSONAL RELATIONSHIPSCHALLENGE PROJECT15 POINTS POSSIBLE

Name _____ Class _____

BOOK OF MANNERS

Prepare your own book of manners, recording both good and bad behaviors. Include the reactions of other people to those behaviors. If your classroom has a computer available, try to arrange time to complete this assignment on the computer.

INTERPERSONAL RELATIONSHIPSCHALLENGE PROJECT
15 POINTS POSSIBLE

Name _____

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FRIENDSHIP QUALITIES

List the desired qualities you look for in a friend, while retaining your own values. Narrow the list to the ten most important qualities. Discuss how utilizing this list can help reduce the number of broken friendships you may have.

INTERPERSONAL RELATIONSHIPS

CHALLENGE PROJECT
15 POINTS POSSIBLE

Name _____

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SHY PAMPHLET

Prepare a pamphlet for a shy person who has never had many friends. The pamphlet should advise this person how to develop and keep true lasting friendships.

INTERPERSONAL RELATIONSHIPS

CHALLENGE PROJECT
15 POINTS POSSIBLE

Name _____

Class _____

POEM/STORY

Write an essay, poem or story about friends and friendships.

INTERPERSONAL RELATIONSHIPSCHALLENGE PROJECT
15 POINTS POSSIBLE

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MEETING PEOPLE

Meet three new people. Describe each person you met, how you met, what you talked about, what you like about that person, and whether or not you feel that this friendship will or should progress (why or why not).

INTERPERSONAL RELATIONSHIPS

CHALLENGE PROJECT
15 POINTS POSSIBLE

Name _____

Class _____

PEER PRESSURE--MEDIA

Create a song, poem, or rap or story about peer pressure.

INTERPERSONAL RELATIONSHIPSCHALLENGE PROJECT
15 POINTS POSSIBLE

Name _____

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PEER PRESSURE EXPERIENCE

Describe a situation where you felt peer pressure to do something you did not want to do. What did you do? What was the effect of your actions? If you had it to do over, what would you do differently?