

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

You are a communication skills inspector. Just as a building inspector makes sure a building is in good working order, you will make sure your communication skills with another person are in good working order.

Today you're going to inspect your communication skills with an adult family member. Think of an activity or chore you can do together where you will need to use communication skills. Take a look at the list of communication skills "inspection items" here before you start. Then get going! When you've completed the activity, go through the checklist and mark all the skills that were in good working order.

**Can't think of an activity?**

Here are a few ideas: chores, homework, grocery shopping—just about anything you can do where you work cooperatively with another person!

The chore or activity I will be doing with an adult family member is \_\_\_\_\_.

**Communication Skills Inspection List**

**Active Listening**

- Look at the person.
- Don't interrupt.
- Show interest.

**Respecting**

- Give compliments.
- Listen to the adult's ideas.
- Be polite.
- Don't be judgmental.

**Empathy**

During the activity, the adult was feeling \_\_\_\_\_.

My clues were \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**How would you rate your overall communication skills?**

- Great!
- Need some work
- Okay

**Now show this to the adult, and see if he or she agrees!**

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

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

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

When you go to a new school or a new place, it can be hard without friends. Friends are there to joke with, hang out with, and just be there when you need them. But sometimes it can be hard to make new friends. How do you do it? How do other people do it?

Get together with an adult family member and think about all the different ways you both make friends. Then come up with a list of “Friendship Tips.” These tips are ideas for how to make friends. You may want to include some additional tips for keeping good friends, too!

### Friendship Tips

1.	
2.	
3.	

4.	
5.	

### Additional Tips: Keeping Good Friends

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

You are a talk show host. Today's guest is an adult in your family. You'll be talking about whether kids should or should not use cell phones at school. As a good talk show host knows, it's important to be able to take the other person's point of view or perspective.

Ask the following questions during your interview. The answers will help you understand the other person's perspective. Write the responses in the spaces below.

**Remember!**

When you consider another person's perspective, you'll need to find out what feelings, experiences, and needs or wants underlie that perspective.

**Today's Topic: Kids Using Cell Phones at School**

Question	Response
How do you feel about kids using cell phones at school?	
What's your experience with kids and cell phones?	
What do you want or need to have happen with kids using cell phones at school?	

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

Have you ever watched a TV show where you've heard characters say some surprising things to each other? Why do they say such things? They may do it for higher ratings. But could it also be because they aren't good at taking another person's perspective?

Now you get to take a closer look (and listen). Watch a sitcom, cartoon, or dramatic TV show with an adult family member. Select two characters to focus on for 10 minutes. Listen carefully to the interactions between them. How well do they take the other person's perspective? Fill in your observations below.

**What I Observe**

Name of Character 1: \_\_\_\_\_ Name of Character 2: \_\_\_\_\_

How clearly do they explain their opinion?

Character 1:  great!  okay  not so goodCharacter 2:  great!  okay  not so good

Are they being nonjudgmental?

Character 1:  great!  okay  not so goodCharacter 2:  great!  okay  not so good

Are they respectful of the other person's opinion?

Character 1:  great!  okay  not so goodCharacter 2:  great!  okay  not so good

The best way to describe the communication between these two characters is:

Character 1:  great!  okay  not so goodCharacter 2:  great!  okay  not so good

Being judgmental adds the following to the show (check all that apply):

 humor  conflict  interest  nothing

If you were a part of this show, how would this style of communication make you feel (check all that apply)?

 happy  angry  frustrated  respected  unsureThis homework assignment was completed on \_\_\_\_\_ . \_\_\_\_\_  
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Name: \_\_\_\_\_

Sometimes you “hear” what a person is saying without him or her saying a word. You can often tell a person’s communication style just by looking at his or her facial expressions and body language. A passive communicator might have slumped posture. An aggressive communicator might have glaring, narrow eyes. An assertive communicator holds his or her head up while looking straight at you.

Now try to “hear” different communication styles just by looking at them.

1. Look through magazines or newspapers for people who are using passive, aggressive, and assertive communication.
2. Find one image for each, and glue them in the boxes to the right.
3. Imagine what each person might be saying. Write it in the space below each picture.
4. Now show the pictures and descriptions to an adult. Can he or she guess which style of communication each person is using? Circle their answer.
5. If he or she guessed wrong, go over with him or her the characteristics of different styles of communication. If he or she guessed right—way to go!

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\_\_\_\_\_ .  
(date)

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

Style:	Passive	Aggressive	Assertive
glue picture here			
What is the person saying?			
Style:	Passive	Aggressive	Assertive
glue picture here			
What is the person saying?			
Style:	Passive	Aggressive	Assertive
glue picture here			
What is the person saying?			

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

What does it feel like to be bullied? Many people have experienced some sort of bullying at some point in their lives—even adults! Now it's time to find out how they felt. Ask an adult the following questions about his or her experience with bullying anytime in his or her life. Can you relate to his or her experience?

**What's bullying?**

*Bullying* is when one or more people repeatedly harm, harass, intimidate, or exclude others. Bullying is unfair and one-sided.

**What's It Like to Be Bullied?**

1. Can you describe a time in your life when you or someone you know was bullied?

2. Were there other people around?  Yes  No

3. If you said "Yes," what did you want them to do? (check all that apply)

Nothing  Not watch  Get help  Not laugh  
 Say something to stop the bullying  Other: \_\_\_\_\_

4. What did you do? (check all that apply)

Told myself that it wasn't my fault  
 Told the person or people who were bullying to stop  
 Ignored it (or tried to ignore it)  Walked away  Asked for help  
 I didn't know what to do  Other: \_\_\_\_\_

5. How did the bullying make you feel? (check all that apply)

Sad  Angry  Discouraged  Worthless  Hurt  Scared  
 Other: \_\_\_\_\_

6. What do you wish someone who knew it was happening had done?

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

How can you be part of the solution? Use your Bystander Power! Unlike the powers of superheroes or wizards, Bystander Power can be used by anyone—even you!

But not everyone may be familiar with Bystander Power. Explain what Bystander Power is to an adult family member. Then come up with suggestions and examples for a Bystander Power poster together. Write your suggestions and examples in the spaces to the right.

**Don't take part in bullying.**

**Offer support.  
Be an ally to someone being bullied.**

**Take action against bullying.**

**You can make a difference!**

<b>Bystander Power!</b>	

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(date) [adult] signature



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

You are an emotion coach. Just as an athletic coach teaches skills, encourages, and gives feedback to athletes, you will need to do the same thing with your “emotion athletes.”

The “emotion athlete” you’ll be coaching today is an adult family member. First, explain the Steps for Staying in Control. Use the poster to guide you. Next, ask the questions and go through the checklist here. Make sure you encourage and give feedback to the adult as he or she responds. Remember—you are the coach!

### Staying in Control

**Notice.** Recognize your physical and mental signs.

**Pause.** Use your signal.

**Think twice.** Use your brain.

**Calm down if necessary.** Use your calming-down strategies.

**Reflect.** How did you do?

### Describe a situation in which you often feel angry.

\_\_\_\_\_

\_\_\_\_\_

### When you get angry, what are your physical and mental signs?

- |  |   |
|--|---|
| <input type="checkbox"/> Heart beats faster        | <input type="checkbox"/> Stomach hurts  |
| <input type="checkbox"/> Breathing gets more rapid | <input type="checkbox"/> Headache       |
| <input type="checkbox"/> Hard to think straight    | <input type="checkbox"/> Muscle tension |

Other: \_\_\_\_\_

### What different things do you do to stay in control when you feel angry? (As a coach, you will have to explain these.)

- |   |   |
|---|---|
| <input type="checkbox"/> Use a signal to pause the action | <input type="checkbox"/> Physical activity          |
| <input type="checkbox"/> Think twice                      | <input type="checkbox"/> Think about something else |
| <input type="checkbox"/> Positive self-talk               | <input type="checkbox"/> Do something relaxing      |
| <input type="checkbox"/> Centered breathing               |   |

Other: \_\_\_\_\_

Write a brief comment on what your athlete knows about managing his or her emotions. Give suggestions if he or she needs more practice!

Comments and suggestions:

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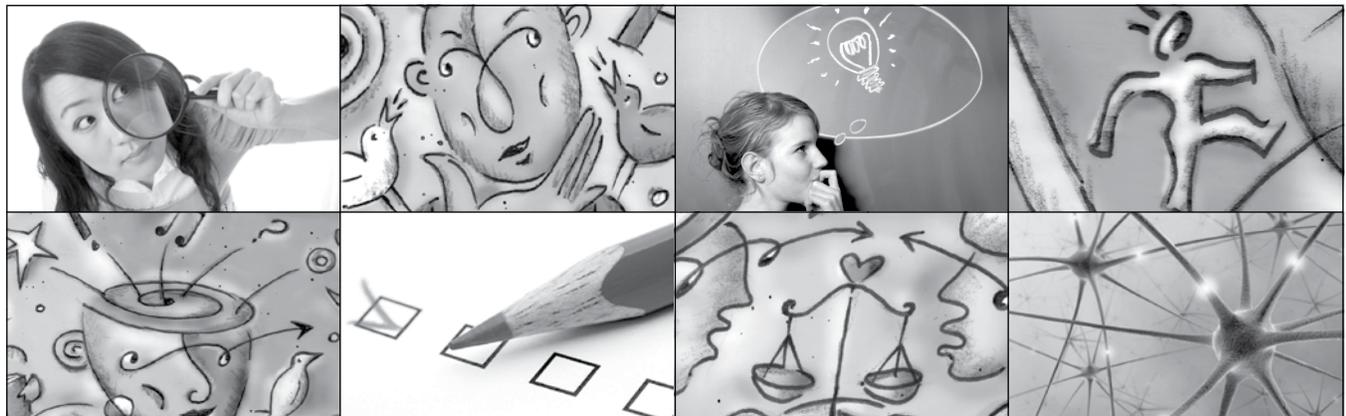
\_\_\_\_\_ [adult] signature

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

When you've got a problem, what do you do? Take Action! Action Steps, that is. What are the Action Steps? They are the steps you learned about in this lesson that help you solve problems calmly. And they work for adults too! Show the Action Steps below to an adult family member. Then cut apart the visuals below and glue the ones you and the adult think best match each Action Step. Are you ready to take action? Go!

<p><b>Analyze the situation.</b></p>	<p><b>Brainstorm options.</b></p>
<p><b>Consider each option.</b></p>	<p><b>Decide on and Do the best option.</b></p>

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 (date) [adult] signature



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

Have you ever done something to another person that you regretted? Did you wish you could just take it all back? It may be too late to take it back, but it's not too late to make amends. Making amends is more than saying you're sorry. Making amends is trying to make things better between you and the person you hurt. But like so many other things, learning how to make amends takes practice.

Think of a time when something you said or did hurt a friend or sibling. With an adult family member, figure out a plan to make amends. Analyze the situation and what you can do about it in the space below. When you're done, practice your best option with that family member.

**1. Analyze the situation.**

What was the problem? \_\_\_\_\_

How did you feel? \_\_\_\_\_

How do you think your friend felt? \_\_\_\_\_

**2. Brainstorm options** for making amends.

**3. Consider each option.**

What might happen if I do this? \_\_\_\_\_

Is it safe? \_\_\_\_\_

How might people feel about it? \_\_\_\_\_

Is it ethical? \_\_\_\_\_

**4. Decide on the best option.** \_\_\_\_\_

**5. Do the best option.** Create a plan.

**6. Practice your plan with an adult.**

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(date) [adult] signature

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

There are many reasons not to use tobacco and marijuana—just take a look at your fact sheets! These are important facts. They're so important that you need to show them to an adult family member.

After reading the tobacco and marijuana fact sheets together, find out what the *adult's* reasons are for *you* not to use tobacco and marijuana. Ask the adult the following questions. Write his or her answers in the spaces below. He or she can use any of the facts from the fact sheets to answer.

1. What are three reasons why you don't want me to use tobacco?

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

2. Why are these your reasons?

3. What are three reasons why you don't want me to use marijuana?

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

4. Why are these your reasons?

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(date) [adult] signature

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

You know it's a bad idea to use alcohol and inhalants, and you've got your reasons. But why does your family think it's a bad idea for you to use alcohol and inhalants? Find out!

Read the alcohol and inhalants fact sheets with an adult family member. Then ask the adult the following questions. Write his or her answers in the spaces below. He or she can use any of the facts from the fact sheets to answer.

1. What are three reasons why you don't want me to use alcohol?

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

2. Why are these your reasons?

3. What are three reasons why you don't want me to use inhalants?

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

4. Why are these your reasons?

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(date) [adult] signature

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

You have lots of hopes and plans for the future. Some of your plans are short-term—like you want to get through the day without getting angry. Other plans are long-term—like you want to graduate from high school and get a good job. But whatever your plans are, you don't want alcohol and other drugs to get in the way of accomplishing them. And neither do the adults who care about your future.

In the space below, list some of your hopes and plans. Then describe what might happen to those hopes and plans if you use alcohol or other drugs. Next, find out how an adult in your life might feel if alcohol or other drugs interfered with your hopes and plans. Adults have hopes and plans for you, too!

<p><b>The hope/plan:</b> Before the end of the year, I would like to _____ . If I use alcohol or other drugs, what might happen to this hope/plan?</p>
<p><b>Ask the adult:</b> How would you feel if my use of alcohol or other drugs interfered with this hope/plan?</p>
<p><b>The hope/plan:</b> I'm trying to improve _____ . If I use alcohol or other drugs, what might happen to this hope/plan?</p>
<p><b>Ask the adult:</b> How would you feel if my use of alcohol or other drugs interfered with this hope/plan?</p>
<p><b>The hope/plan:</b> By the end of middle school, I would like to _____ . If I use alcohol or other drugs, what might happen to this hope/plan?</p>
<p><b>Ask the adult:</b> How would you feel if my use of alcohol or other drugs interfered with this hope/plan?</p>
<p><b>Ask the adult:</b> What are your hopes and plans for me?</p>
<p><b>Ask the adult:</b> If I use alcohol or other drugs, how would it interfere with your hopes and plans for me?</p>

This homework assignment was completed on \_\_\_\_\_ . \_\_\_\_\_  
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