

Chapter 4:

What Are My Relationships with Others Like?

Objectives:

- ✓ To learn which behaviors can enhance or destroy a relationship
- ✓ To understand the nature of family relationships and what influences them
- ✓ To identify qualities that develop and define friendship and romantic relationships
- ✓ To explore community relationships and identify those that can serve as resources

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Introduction to Relationships

Materials: Newsprint and markers

Time: 40-50 minutes

Planning Notes:

- ✓ Draw a large ship on newsprint, with lines beneath it to depict water and waves. Label the drawing "RelationSHIP."

Purpose: To understand what enhances or damages a relationship

- ✓ Title each of eight sheets of newsprint with one of the following:

Relationships with parent(s)
Relationships with stepparents/guardians
Relationships with brothers or sisters
Relationships with grandparents
Relationships with best friends
Relationships with adult friends
Relationships with favorite teachers
Romantic relationships

- ✓ If you have more than 20 teens, break into small groups. Otherwise, have the entire group brainstorm what keeps a relationship afloat and what can ruin it.

Procedure:

1. Ask participants to name some of the different relationships in their lives. List responses on newsprint and add others like family relationships, marital relationships, friendships, business relationships, legal partnerships, employer-employee relationships, roommates, couples living together in a committed relationship and so on.
2. Have participants brainstorm what makes a relationship between two people successful. Write down their responses.
3. Display the illustration of the ship you have drawn to make an analogy between a real ship and a relationship. Explain that just as there are certain things that keep a ship afloat and moving (calm seas, solid hull, fuel), there are certain things needed to keep a relationship afloat. Ask for one example (for example, "respect") and write the word in the hull of the ship.

Similarly, point out that there are certain things that can ruin a relationship, just as a rocky coast or a bad storm can sink a ship. Ask for one example (for example, "dishonesty") and write it in the water beneath the ship.

4. Have teens form eight small groups. Go over the instructions:

Each group will work on one type of relationship.

- Once you have your assignment, draw a picture of your ship in the water. Come up with at least five things that help make that relationship successful. Write them in the hull or on the deck of your ship.
- Then come up with five things that could damage or destroy that type of relationship. Write them in the water beneath your ship.
- When you have finished, have one group member tape your "relationSHIP" on the wall.

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5. Distribute the sheets of newsprint and markers or chalk, and allow 15 minutes for the assignment.
 6. When all the relationSHIPS are posted have everyone walk around and look at the posters. (Participants can look from their seats if the room arrangement allows them to see.)
 7. Conclude the activity using the Discussion Points.

Discussion Points:

1. What do you notice about the positive things listed for the different relationships? (Answer: there are many similar things such as communication, love, kindness, honesty and respect listed in the different ships.)
2. What do you notice about the negative things?
3. When you were working in your small groups, how similar or different were the responses from males and females? Why do you think that is so?
4. Which qualities do you think are the most difficult to find in a relationship?
5. What is one thing that surprised you about this activity?

Assessing Relationships

Materials: Newsprint and markers or board and chalk; copies of the handout, "Assessing Relationships" for each participant; pens/pencils

Time: 40-50 minutes

Planning Notes:

- ✓ Briefly outline the instructions for Step 7 on the board or newsprint.

Purpose: To explore feelings about relationships

Procedure:

1. Tell teens that a man named Erich Fromm wrote a famous book about relationships called *The Art of Loving*. Ask if anyone has read it and can tell the group about it. If no one has, explain that Fromm writes about the qualities that make a relationship special.
2. Write the five qualities below on newsprint and ask the group to define them. Use their words as much as possible to create a group definition.
 - **Respect:** To respect others means to honor them, to hold them in high regard or esteem, to treat them as if they are worthwhile **even** when they are different from you.
 - **Responsibility:** To be responsible means that others can depend on you, that you will fulfill your obligations and will be able to distinguish right from wrong.
 - **Understanding:** To be understanding means to be knowledgeable about another person, what she or he wants and needs and how she or he feels. It means being able to put yourself in someone else's shoes and imagine what life looks like from another point of view.
 - **Labor:** To labor means to work hard, to put effort into the relationship to benefit both individuals.
 - **Caring:** To be caring means to be concerned and interested in another person's feelings, needs and wants and to want what is best for that person. It means feeling love or a liking for a person and wanting to protect, provide for or pay attention to that person.
3. Point out that the best relationships result from both people contributing all these qualities. Many relationships are far from perfect. The best are those relationships that participants work hard to develop.
4. Tell teens they will identify behaviors people can use in their relationships to show their respect, responsibility, understanding, labor and caring for one another. Divide them into four groups and go over instructions for the activity:
 - I will assign each small group one of the five qualities necessary for a good relationship and distribute a handout that describes four different imaginary relationships — with a parent, friends or a romantic partner.
 - Your group will create two examples of what the teen on the handout could do to demonstrate the assigned quality.
 - When you have finished, each group will share its results.
5. Distribute the handout "Assessing Relationships" to each group and give the following examples to get started:

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- **Respect** — you can show *respect* for a parent or stepparent by obeying the rules they set for you.
 - **Responsibility** — you can show your friend *responsibility* by showing up on time when you make plans to meet somewhere.
 - **Understanding** — you can show *understanding* for a friend who is having problems at home by being a good listener and spending time together.
 - **Labor** — you can show *labor* when you work hard to communicate honestly in a romantic relationship.
 - **Caring** — you can show *caring* by helping a family member who is sick, taking them books or tapes to enjoy or calling to cheer them.
6. Allow 10 minutes and then ask for group reports.
 7. Conclude the activity using the Discussion Points.

Discussion Points:

1. If you had to give up one quality in your relationship with a parent or another trusted adult, which of the five would you be most willing to give up? What about in a relationship with a friend? Romantic partner? Why?
2. Which of the five qualities would you never be willing to give up? Why?
3. How do we put the five qualities into our relationships? (Answer: By observing and imitating others in their relationships with us; by listening to what others say about their good and bad relationships; by having a relationship without one or more of these qualities.)
4. How would you feel about a friend who did not respect you? Who did not put enough work into the friendship? What could you do about it?
5. How would you feel if a stepparent didn't understand you? If you could not depend on that person? What could/would you do about the relationship?
6. Describe a relationship in your life that makes you feel very good. What makes that relationship work?
7. Describe a relationship in your life that you would like to improve. What makes that relationship difficult for you?

Handout

Assessing Relationships

Circle the relationship quality that has been assigned to your group:

RESPECT RESPONSIBILITY UNDERSTANDING LABOR CARING

For each of the relationships described below, write in two things individuals can do to demonstrate the quality you circled.

Theresa lives with her mom and her stepfather, Dwayne. She and Dwayne don't always get along but she is trying to build a better relationship with him.

Glenda and Jeannine have become better friends this year. They try to do things together on the weekends, but Jeannine has been pretty busy lately with the track team.

Rodney and Malcolm had a fight they both regret. They both need to apologize before their friendship can get back on even ground.

Susan and David have been together for six months and most of the time they get along really well. Sometimes, though, they argue about stupid stuff. They both want to try to communicate better and argue less often.

Diagramming My Family

Materials: Newsprint and markers; scrap paper; sheets of paper stock; crayons, colored pencils or markers

Time: 30-40 minutes

Planning Notes:

- ✓ Before conducting this activity, decide whether it creates too difficult a task for young people from troubled families. If it is not appropriate for your group, select another activity.
- ✓ This activity helps participants realize the connections they have to special people in their lives. Allow teens to define "family" in whatever way they wish, without necessarily conforming to any particular definition.
- ✓ Draw your personal family portrait, poster-sized, as explained in Step 3. Depict at least three important relationships.

Purpose:

To clarify the definition of "family" and determine the nature of relationships in families

Procedure:

1. Point out that almost everyone's *first* relationships are with a parent or parents. But by the time they reach adolescence, teenagers may feel closer to adults who are not their parents, and parents may feel other people's teens are much better behaved than their own. Those feelings are all normal.
2. Tell teens to take a serious look at their families and the nature of their relationships. Display the questions you want them to consider:
 - (a) Who are the people you consider your "family?"
 - (b) Which family members do you spend the most time with?
 - (c) Which family members do you feel closest to?
 - (d) Where is the greatest conflict in your family relationships?
3. Explain the instructions for this activity:
 - Draw a diagram of your family using circles and squares to represent different family members. Circles represent girls and women in a family, squares represent boys and men. Represent yourself as a circle or square and color in the shape completely so it stands out from the others.
 - Include all the people you consider part of your family: These are people who are part of your everyday world and have ongoing importance in your life. They do not have to live in your household.
 - When you have finished drawing, use loops to connect your personal symbol with two or three other family members' symbols. These connecting loops will illustrate your most important family relationships.
 - Describe your other important family relationships. Use symbols, colors, words, lines or anything else to show the nature of the feelings between you and your family members. For example, if you feel one of your parents does not trust you, you could write "TRUST?" in the space between you and that parent.
 - When finished, draw a frame around the portrait. Decorate it in any way you wish.

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4. Display *your* family portrait and explain it. Ask the group to identify one or two examples of the relationships in your family, based on the elements in the portrait.
 5. Distribute paper and drawing materials to all participants. Allow 15 minutes to work.
 6. When time is up, ask volunteers to share family portraits with the group. Have each describe the members of her or his family and explain the nature of one or two relationships. Allow as much time for volunteers to share as possible.
 7. Conclude the activity using the Discussion Points.

Discussion Points:

1. What have you discovered about a relationship in your family?
2. What things are the same in many families? (Answers should include: **All** families experience some conflict. Often that is more true when some members of the family are teenagers.)
3. What are three of the most common sources of conflict between teenagers and their parents? (Answers include: telephone use, curfew, friends, schoolwork, household responsibilities, money.)
4. Why do teens and parents often have conflicts? (Answer: adolescence is the time when teens move from dependence to independence; parents worry that teens are neither old enough nor experienced enough to be independent, and they often find it difficult to stop controlling their teens; teens want to prove they can be independent even when they are still dependent on parents for housing, food, clothing and so on.)
5. What one thing would you most like to change about a relationship in your family?

Privileges and Responsibilities

Materials: Newsprint and markers or board and chalk; paper; pens/pencils

Time: 40-50 minutes

Procedure:

Purpose: To identify the privileges and responsibilities of family membership

1. Write the phrase "give and take" on newsprint and ask the group what it means.
2. Explain that "give and take" is a key element in successful relationships, but is especially essential in a family.
3. Ask participants to write a number from 1 to 10 to indicate what they give as members of their families. Then ask for a second number from 1 to 10 to indicate what they take or get from their families. Number 1 represents nothing and 10 represents a great amount.
3. Write "privileges and responsibilities" on newsprint and ask for an explanation of how these words relate to "give and take." Point out that in families, members have certain privileges — things they receive, or "take," because they are members of the family. Members also have certain responsibilities — things they must give to the family.
4. Write "privileges" on another sheet of newsprint. Have the group brainstorm all the privileges a teenager might enjoy in her or his family. List responses. When the group has finished, look over the list for examples of the privileges below. If any are omitted, ask about adding them:

- | | |
|-----------------------------------|--|
| ■ housing | ■ safety from harm |
| ■ food | ■ ties to family history and ancestors |
| ■ clothing | ■ opportunity for relationships outside the family |
| ■ companionship | ■ emotional support |
| ■ opportunity to get an education | ■ financial support/allowance |
| ■ medical care | ■ opportunity to participate in worship |
| ■ dental care | |

Point out that while many teens enjoy all these privileges, in some families and situations adults are not able to provide teens with all these things.

5. Write "responsibilities" on a new sheet and have the group name the responsibilities they bear as members of their families. List their responses. When the group has finished, look over the list for examples of the responsibilities below. If any of the following are omitted, ask if they should be added:

- looking out for all other family members' welfare
- taking care of young, old or sick family members
- doing chores
- protecting family belongings
- sharing
- contributing to family resources by earning money

Point out that not all teens in families have all these responsibilities, but many do. If these are not the responsibility of a teenage member, other family members must bear them.

6. Explain that the group will now play a game similar to "charades." Ask a volunteer to explain how the game works. If no one volunteers, explain that the game of charades involves acting something out without speaking. The goal is to have others guess what is being acted out.

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7. Invite volunteers to participate in this part of the activity:

Ask several people to stand up and, one at a time, complete the following sentence by acting, not speaking: "One of the privileges I have as a member of my family is..." As each person acts out a privilege, the group must try to guess what it is.

8. After a few people have acted out their privileges as family members, ask for volunteers who will act out the ending to the following sentence: "One of the greatest responsibilities I have as a member of my family is..." Again, ask the group to guess what the answers are.
9. Conclude the activity using the Discussion Points.

Discussion Points:

1. How fairly are privileges divided up in your family? Who seems to have the most privileges? Why do you think that is so?
2. How fairly are responsibilities divided up in your family? Who seems to have the greatest responsibilities? Why do you think that is so?
3. Are there responsibilities that you feel are too great for teenagers to handle? If so, which and why?
4. Researchers have found that, in general, teenagers have a lot of free time — time when they are not expected to be doing a particular activity, such as sleeping, eating, going to school, doing homework, working around the house or working for pay. Should teenagers be **more** responsibility in their families? In your family?
5. Would you give up a privilege for less responsibility in your family? Which privileges? What responsibilities would you like to give up? Who would take those responsibilities?
6. Would you be willing to take more responsibility for more privileges? What privileges would you like to earn?

Interviewing Parents

Materials: Newsprint and markers or board and chalk; Leader's Resource, "Sample Interview Questions;" copies of the handout, "Guidelines for Interviews," for each participant

Time: 30-40 minutes (session one); 15-20 minutes (session two)

Planning Notes:

Purpose: To encourage communication between teens and parents

- ✓ Before conducting this activity, consider your schedule and the timeline for completion. When will you be able to return completed questions to your participants? When will they have completed their interviews? Fill in the necessary information in Step 3.
- ✓ Think about these issues as your group chooses questions for the interviews:
 - What are the cultural backgrounds of your group members?
 - How have their family/cultural experiences affected their lives?
 - What topics would families feel uncomfortable discussing with their teens?
 - What topics would facilitate positive parent/teen interaction?
- ✓ After the first session, type and duplicate the group's interview questions.

Procedure:

Session 1

1. Ask the group what happens when a reporter interviews someone for a radio or television show or a magazine article. (If necessary, clarify that a reporter asks people questions, records the information and later presents it to an audience.)
2. Explain that they are going to interview their parent or parents, stepparents or other adults who live with them. The purpose of the interview is to find out how parents remember *their* teen years and what family relationships were like when they were young.
3. Go over the instructions for this activity:
 - As a group, come up with 10-12 questions to ask your parents.
 - I will type and duplicate your questions and you will get copies by _____.
 - When we meet on _____, you will share some of the findings from your interviews. Ask your parents and other interviewees which of their answers you can share with the group.
4. Brainstorm and list ideas on the board or newsprint. Add ideas from the Leader's Resource, if appropriate.
5. Distribute copies of "Guidelines for Interviews" and discuss the guidelines with the group.
6. Answer questions about doing interviews, then dismiss the group until the next session.

Session 2

1. Ask teens to select another group member with whom to discuss the results of their interviews.
2. After about 10 minutes, ask volunteers to share their findings. Remind them to share only what is appropriate for the whole group to hear.
3. Conclude the activity using the Discussion Points.

Discussion Points:

1. What was it like to interview your parent or another adult?
2. What new information did you learn?
3. How did your parent or other adult seem to feel about the interview?
4. What is one thing that surprised you during the interview?
5. How will you be similar or different as a parent if you have teenagers?

Sample Interview Questions

1. What did you most like to do when you were my age?
2. What was being a teenager like for you?
3. How did you feel when you were my age?
4. What responsibilities did you have in your family when you were a teenager?
5. Do you think teens have it better or worse today than you did? Why?
6. If you could change one thing about your own teen years, what would it be?
7. Who were you closest to in your family?
8. What was the greatest source of conflict between you and your parent(s)?
9. What do you like most about being a parent?
10. What is the biggest responsibility of a parent?
11. What is the hardest thing about being a teen today? The best?
12. What advice would you give to teens today?
13. What lessons did you learn from parents or other adults that you try to pass on?

Guidelines for Interviews

- ✓ Find a good time to conduct the interview and make an appointment for about 30 minutes.
- ✓ Be prepared with your interview questions, paper and a pen or pencil.
- ✓ Explain why you are doing the interview: to find out what parents' teen years were like and what their relationships were like with their families.
- ✓ Speak clearly and allow plenty of time for your parent to answer each question.
- ✓ Take notes to help you remember. Do not write everything down, but record specific answers to questions. You may want to write down any especially interesting quotations.

Who Makes a Good Friend?

Materials: Index cards; container for collecting cards; newsprint and markers; board and chalk; pens/pencils

Time: 30-40 minutes

Procedure:

Purpose: To identify the qualities of a good friend

1. Explain that by early adolescence, relationships with friends become extremely important. Explain that this activity will focus on relationships with friends and examine what kind of friend is worth having.
2. Ask everyone to think of a person they call a good friend, maybe even a best friend. Distribute index cards to everyone and write the following on newsprint or the board:

" _____ is my good friend because ..."
(Name of friend)
3. Have participants copy the sentence on their index cards and complete it, filling in the name of a close friend and a characteristic or quality that makes the person a good friend. Reassure the participants that no one but you will see their index cards.
4. After a few minutes, collect the index cards in the container. Explain that you will read each one, omitting the name of the friend but reading aloud the qualities mentioned. As you read each card, write a list (on the board or newsprint) of the qualities teens identified. Try to translate their descriptions into nouns: for example, rewrite "she always tells me the truth about things" as "honesty," or "he never puts me down" as "respect." If a quality is repeated, put a check beside it to indicate that it was identified more than once.
5. When you have gone over all the cards and the list is complete, divide teens into small groups of four or five and give them the following task:
 - Work together to list five qualities you want in a close friend.
 - Rank the qualities "1" for the most important and "5" for the least important.
6. Allow about 10 minutes, then ask each group to share their choices and rankings.
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. Was it easy or difficult to decide which five qualities were most important? Why?
2. How did your group decide which quality was **most important**? Was there much disagreement? What were some of the other choices in your group?
3. Did males and females choose friends for different reasons?
4. Which qualities are especially difficult to find in a friend?
5. What desirable qualities do you bring to friendships?
6. What quality would you like to develop in the future?

Adapted with permission from *Teen Outreach Program: A Revised Curriculum Guide*, Association of Junior Leagues, International, New York, NY, in press.

Circles of Friendships

Materials: Copies of the handout, "Circles of Friendships," for each participant; newsprint and markers or board and chalk; pens/pencils

Time: 20-30 minutes

Planning Notes:

Purpose:	To recognize different kinds of friends
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- ✓ For Step 3, draw a large illustration of your circles of friends on newsprint or the board. To do so, follow the instructions in Step 4.

Procedure:

1. Point out that not all friends are "best" friends or even very close friends. In fact, friends can range from very close to not-so-close. Ask teens if they know what you mean.
2. Display the large illustration of your circles of friends. Explain that this represents your circle of friendships, with your closest friends in the circle closest to the center, casual friends in the next circle and acquaintances in the outside circle.
3. Distribute the handout and ask participants to make their own friendship circles:
 - Write your name in the center circle.
 - Write the name(s) of your closest friend or friends in the innermost circle.
 - Write the names of casual friends — friends you know well enough to talk to or have lunch with, but not as well as your closest friends — in the middle circle.
 - Write the names of acquaintances — people you speak with sometimes, but do not consider to be friends — in the outer circle.
5. Allow teens 5 to 10 minutes to complete their handouts.
6. Conclude the activity using the Discussion Points.

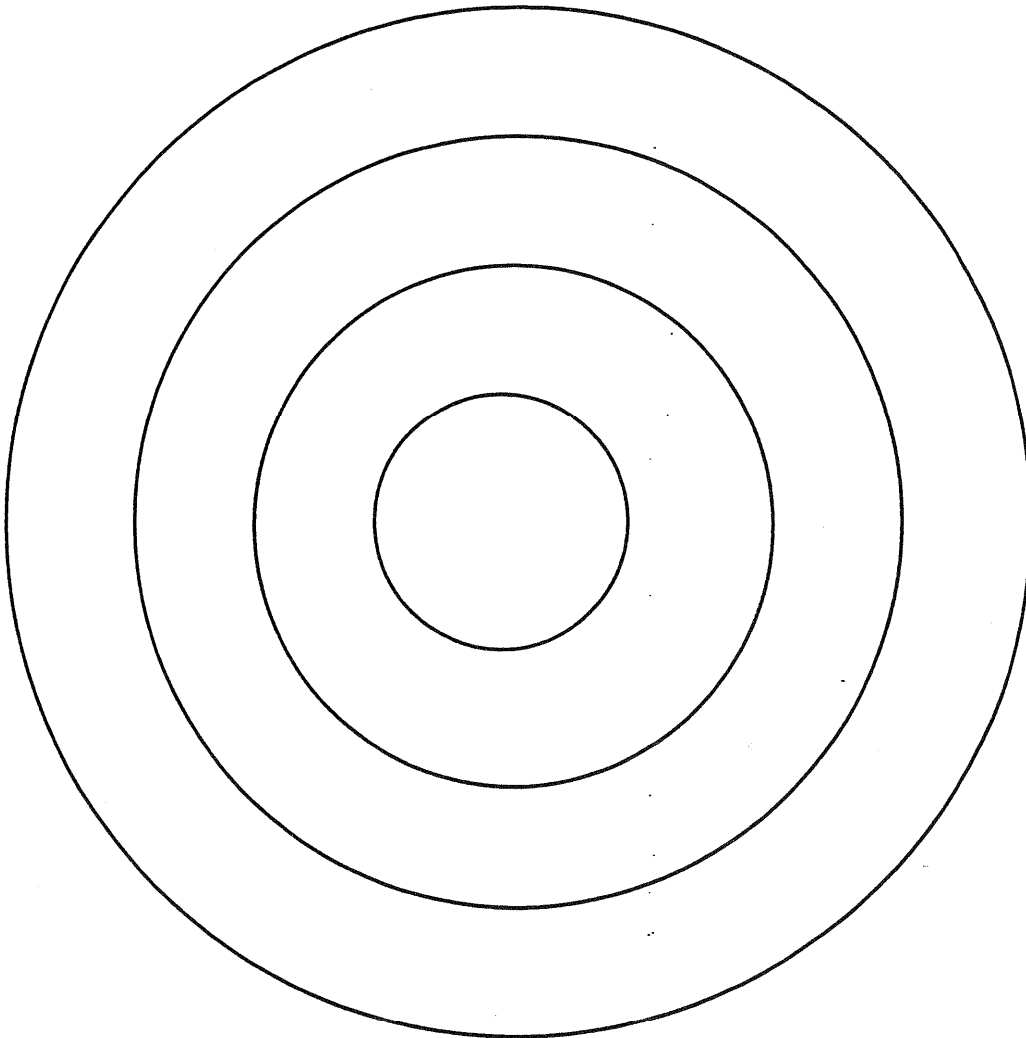
Discussion Points:

1. Some people have many best friends while others have one special friend; some have more casual friends and others have more acquaintances. What did you learn about your own friendships from this activity?
2. How did you decide who is in your inner circle? The middle circle? The outside circle?
3. What are the ages of your closest friends? Casual friends? Acquaintances? Why do people choose friends of different ages? Are there advantages from having an older teen or an adult as a friend? Disadvantages?
4. In which circles did you place friends of the same or other sex? Why?
5. Where did you place your friends of another race, ethnic group or religion? Why?
6. What are two things that you would talk about with close friends but not with casual friends or acquaintances? Why?
7. Would you like to make changes in your friendship circles? Which ones?
8. What three things could you do to get to know an acquaintance or casual friend better?

Adapted with permission from *Sexuality Education: A Curriculum for Adolescents*, ETR Associates, Santa Cruz, CA, 1984. For information about this and other related materials, call 1 (800) 321-4407.

Circles of Friendships

1. Write your name in the center circle.
2. Write the name(s) of your closest friend or friends in the next circle.
3. Write the names of casual friends — friends you know well enough to talk to or have lunch with, but not as well as your closest friends — in the next circle.
4. Write the names of acquaintances — people you speak with sometimes but do not consider to be friends — in the outer circle.



Making Friends

Materials: Newsprint and markers or board and chalk; masking tape

Time: 40-50 minutes

Planning Notes:

- ✓ Create a poster of the instructions in Step 6.

Purpose:

To identify how to get to know new people and make friends

Procedure:

1. Tell teens there are times when they will want to become friends with someone who is only an acquaintance, or make new friends. Ask them for examples of situations when that is likely to happen. (Examples include transferring to a new school, having a best friend move away, joining a team or club where one does not know many people, going to a party with a new group of people or feeling like one no longer has anything in common with old friends.)
2. Write the following phrases on the board, creating two columns:

YES! **Could** be friends

NO! **Could not** be friends
3. Ask participants to imagine themselves in a situation with a group of teenagers their age. How do they decide whom they would like to get to know? Which teenagers could be friends and which could not be friends?
4. Brainstorm what they look for when first meeting new people, and things that help them decide they **do** want to make friends with a person. List responses under "YES! **Could** be friends."
5. Next, brainstorm signals that tell them they do not want to make friends with a person. Remind the group not to say anything that would knowingly hurt the feelings of someone in the group. List their responses under "NO! **Could not** be friends."
6. Divide into small groups of four or five. Distribute two sheets of newsprint and markers or chalk to each group and post the instructions you prepared:
 - Write a group description of two imaginary new students at your school — one male, one female — whom you would be interested in becoming friends with.
 - Include what you might look for — personal characteristics, background, skills, interests — if you were going to make friends with this new person.
7. Allow participants 10 to 15 minutes to work in groups, then ask each group to post its descriptions on the walls.
8. Have teens circulate around the room to read the descriptions. Ask each of them to choose the two imaginary students, one male and one female, they would be **most** interested in meeting, then return to their seats.
9. Ask volunteers to share their choices and the reasons the imaginary potential friends are appealing.
10. Make summary comments to help participants reflect on their choices. (For example, point out if no group described a new friend who has a physical disability; indicate if most people chose a friend from their same cultural background, gender, race and so on.)
11. Conclude the activity using the Discussion Points.

Adapted with permission from *Teen Outreach Program: Youth Development Through Service and Learning*, Association of Junior Leagues, International, New York, N.Y., in press.

Discussion Points:

1. What did you learn about your choice in friends?
2. Are your best friends similar to the “new friends” that groups described? Does anyone have a close friend who does not match any of the descriptions? What is special about that person?
3. Are there any qualities of a new friend that might be misleading — qualities you find appealing when you first meet someone, but later discover do not make them a good friend? What about the reverse — qualities that at first are not appealing, but become important?
4. What could you talk about when you first meet someone you would like to get to know?
5. What are the three worst “turnoffs” when you meet someone for the first time?
6. How do you let others know you are open to meeting new people and making new friends? What would make them think the opposite is true?
7. How can you help new students in your school or community feel more welcome and comfortable? (Answers include: introduce yourself and say something friendly; invite them to join in group activities with your current friends; eat lunch with them; offer to help explain things that may be confusing, like how the bus system works or how a particular teacher gives grades.)
8. In your circle of friends, are there things that make it difficult for newcomers to be accepted? If so, please explain. What would make it easier for teens to establish friendships there? What could you do to help? Have you ever brought a new person into your circle of friends?
9. What happens when one person wants to be friends and the other does not?

Likes and Dislikes

Materials: Newsprint and markers or board and chalk; masking tape

Time: 40-50 minutes

Planning Notes:

- ✓ This activity focuses on relationships with people of the opposite sex, but not necessarily romantic relationships.
- ✓ Outline a list of instructions for Step 3 and a list of “rules for reporting” for Step 5.

Purpose:

To identify qualities to like and dislike in the other gender

Procedure:

1. Explain that teens will explore and identify things they like and dislike about members of the other sex as sisters/brothers, friends, classmates, romantic partners or other roles.
2. Explain that teens will work in small, same-sex groups.
3. Divide participants into two all-female and two all-male groups. Distribute newsprint and markers and review the instructions you outlined:
 - In your groups, brainstorm **two** lists: (a) things you really like in a person of the other sex and, (b) things you really dislike.
 - Focus on behaviors or physical characteristics that **can** be changed, rather than traits people are born with, such as looks or other physical characteristics.
 - For “dislikes,” think about what discourages you from meeting or spending time with a person of the other sex, either in a friendship or romantic relationship.
 - For “likes,” think about what makes you enjoy talking and being with people of the other sex.
4. Allow five minutes to work on the first list and then tell the group they have five more minutes to work on the second list.
5. After 10 minutes, bring the groups together to share their results. Post and go over the rules for reporting:
 - When the girls report, the boys cannot argue or make comments about what the girls say. They can, however, ask questions if they do not know what something means.
 - When the girls finish, the boys will restate the major points the girls made about what they like or dislike about boys.
 - After the boys have restated the girls’ major points, they can comment on what the girls have said, using “I statements” only. For example, a male participant may say, “I don’t think that all males are insensitive. I think that’s an unfair statement.”
 - We will reverse these rules when the boys report.

Adapted with permission from *Life Skills & Opportunities, Vol. I*, Public/Private Ventures, Philadelphia, PA, 1992.

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6. Conduct the reporting process using the above rules and do not allow participants to make inappropriate comments to groups of the other sex. Encourage groups to listen to each others' points, rather than argue. Point out that people rarely have an opportunity to hear from the other sex about things they like or dislike. Pay particular attention to each group's restatements of the major points made by the other sex.
 7. Conclude the activity using the Discussion Points.

Discussion Points:

1. What differences of opinion did you hear in your groups?
2. What did the girls learn that surprised them about what boys like and dislike? What did the girls learn that made them feel especially good?
3. What did the boys learn that surprised them about what girls like and dislike? What did the boys learn that made them feel especially good?
4. What different things would you put on these lists if you were all about 10 years older, say in your mid-20's, and you were working with colleagues of the other sex?
5. If you had a magic wand, what one thing would you change about the other sex?

What Would You Do for a Friend?

Materials: Copy of the Leader's Resource, "What Would You Do for a Friend?"; container

Time: 20-30 minutes

Planning Notes:

- ✓ Either photocopy the Leader's Resource and cut it into strips, or rewrite the scenarios onto strips of paper. Fold the strips and put them in a container.
- ✓ Listen carefully to the participants' responses to the scenarios in Step 6. If a response encourages negative behavior, do not let it pass. Stress that there is more than one way of looking at this scenario and encourage critical thinking. Ask the group how many of them agree with the response. Challenge them to think about whether their parents and adults they trust would agree.

Purpose:

To explore the limits of friendship

Procedure:

1. Tell participants that after choosing and making friends, they should think about how far they would go to **keep** a friend.
2. Explain that there are brief scenarios in the container. Each is an imaginary situation where someone upsets or concerns a close friend.
3. Go over the poster of instructions for the activity:
 - Draw a slip of paper from the container.
 - Read aloud the scenario on the paper.
 - Imagine that the "friend" and you are very close.
 - Describe what you would do if this happened to you.
4. Ask teens to form pairs to work on this activity.
5. Have one from each pair draw a slip from the container. Give the teens five minutes to prepare their responses.
6. Ask volunteers to share their scenarios and responses with the group.
7. Conclude the activity using the Discussion Points.

Discussion Points:

1. Have you thought much about the limits of your friendships? What are three things that you **would not** do with or for your friends, no matter what?
2. Are there things you would rather not do but would if a close friend asked? Please explain.
3. Would you do some things for certain friends, but not others? How do you decide?
4. What about someone you are interested in or dating? Are there things you would do only for a romantic friend or dating partner, but not for your other friends? Please explain.

Adapted with permission from *Teen Outreach Program: Youth Development Through Service and Learning*, Association of Junior Leagues, International, New York, N.Y., in press.

What Would You Do for a Friend?

1. If my friend forgot lunch, I would _____
2. If my friend needed to borrow \$20, I would _____
3. If my friend talked about running away from home, I would _____
4. If I knew my friend had written all over the school's new bathroom walls and I was asked about it, I would _____
5. If my friend had not done an assignment and wanted to copy mine, I would _____
6. If my friend told me he forced a girl to have sex with him, I would _____
7. If my friend wanted me to help him steal from a convenience store, I would _____
8. If my friend was drinking beer and passed out at a party, I would _____
9. If my friend told me she was a lesbian, I would _____
10. If my friend told me her stepfather had been molesting her, but made me promise not to tell anyone else, I would _____
11. If my friend started telling a racist joke, I would _____
12. If my friend was planning to drive his mom's car without a license, I would _____
13. If my friend planned to buy marijuana, I would _____
14. If my friend told me to stop doing homework because it looked stupid to care about schoolwork, I would _____
15. If my friend told me to stop having sex because of the risks, I would _____

Where Do You Go?

Time: 30-40 minutes

Materials: Copies of the handout, "Where Do You Go," for each participant; newsprint and markers or board and chalk; pens/pencils

Procedure:

Purpose: To identify the adults to go to for help

1. Tell the group that everyone has relationships with different kinds of people and that they share different things with each of them. Explain that in this activity, participants will identify adults to talk to about a variety of issues.
2. Ask teens to brainstorm a list of adults they can talk to comfortably. Clarify that you want the type of relationship with these adults, not their real names (for example, "next-door-neighbor," not "Mrs. Washington.") On the newsprint or the board, list all the relationships the group provides.
3. Distribute the handout and go over instructions:
 - There are eight sections in the circle on your handout. Each circle has a topic or problem written in it.
 - Think about the topic or problem and which adult you would go to. Write the type of relationship you have with that person in each of the sections.
4. Tell the group they have about 10 minutes to complete their handouts. When everyone is finished, conclude the activity using the Discussion Points.

Discussion Points:

1. How and why did you choose the people you would talk to?
2. Do these people have something in common?
3. Do you expect to get a lot of help from these people?
4. How do you know it is okay to talk to a particular adult about something personal or sensitive?
5. What can you do if an adult does not listen?

Handout

Where Do You Go?

