PERSONAL RELATIONSHIPS

Students learn how to develop the interpersonal skills needed to manage mutually respectful and healthy relationships.

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Introduction to Urban Tech and the Youth Leadership Academy

Who We Are

The National Urban Technology Center, Inc. (Urban Tech), a 501(c)(3) education not-for-profit, was founded in 1995 to provide access to technology and training to address the widening computer literacy and achievement gap in inner-city communities. Urban Tech's primary focus is to transfer educational tools to schools and community-based organizations nationwide for promoting life skills, academic performance, and workforce preparation among young people, ages 10 to 19. Urban Tech accomplishes its mission through its two flagship programs, SeedTech® and the Youth Leadership Academy (YLA).

What We Do

The Youth Leadership Academy (YLA) was developed by the National Urban Technology Center (Urban Tech) to equip youth with the practical skills necessary to become productive, self-fulfilled and achievement-oriented adults. The life skills taught in YLA are the tools needed to make healthy lifestyle choices, to effectively present oneself in the workplace, to manage one's income resourcefully, and to make positive life goals and decisions. YLA was also designed to teach computer skills, and to address a range of important issues including school dropout, drug awareness and teen pregnancy. YLA empowers young people by opening the doors to education and career options, and by raising the self-esteem of young people so they are comfortable pursuing new opportunities. It encourages participants to become self-sufficient and instills behaviors such as punctuality, the spirit of teamwork and cooperation, and the ability to accept constructive criticism.

12-Year Track Record

✔ **460,000 people served**
✔ **500 Computer Training Centers**
✔ **200 Youth Development Programs**
✔ Recognized by the Verizon Foundation for "improving academic performance and workforce preparedness among at-risk youth." *Success Award: Partnership for Developing America's Future Leaders given by the Verizon Foundation, 2005*
✔ Recognized by the Ford Foundation and Harvard University, Urban Tech's SeedTech program with the U.S. Department of Justice is considered an "...exemplary program in American Government." *Innovation Award given by Harvard University and Ford Foundation, 2000*
✔ Recognized as a "...model for bringing technology to people in inner-cities and remote rural areas." *"International Journal of the W.K. Kellogg Foundation," 1997*

Outcomes

✔ **Engaging Students –** "Students in Urban Tech programs respond with sheer enthusiasm to learning and exemplify the higher order thinking skills necessary to master classroom material and extend learning into their daily lives." *"Youth Leadership Academy 2-Year Evaluation in Newark, NJ", Martin Finkelstein, Ph.D., 2007*

✔ **Increased Reading and Math Skills –** YLA participants' reading scores improved by 46% and math scores increased by 40% over 3 years, accompanied by a 26% increase in attendance, and a 100% graduation rate after the introduction of YLA into the curriculum. *"Evaluation of YLA in Montclair High School," Elaine M. Walker, Ph.D., 2003*

Overview of "Personal Relationships"

This module focuses on helping teenagers develop healthy and rewarding relationships. The natural instinct of a young person entering adolescence is to seek independence, clarify values, and discover personal strengths and weaknesses. Teens gravitate toward comparing themselves to others and use social competition as a stage for playing out these instincts. This module guides teenagers through the difficult process of developing healthy relationships that both strengthen their sense of self and also support the positive choices they will make in creating balanced, healthy, and successful lives. Participants will build the skills to identify their own values and feelings, begin to set themselves apart from outside influences that may contradict those values, and then apply those skills to realize satisfying personal relationships. They will begin to discern the different levels of intimacy that relationships assume and the risks and responsibilities that come with them.

This is an important module that provides the groundwork to support teenagers in the difficult and consequential decisions they will make about sex in their young lives. Teenagers seek independence, individuality, and acceptance, and in the face of social pressure and competition, premature and high-risk sexual activity is a reality. Statistics show that nearly four in ten young women become pregnant at least once before they reach the age of 20 – nearly one million a year. Almost eighty percent of these pregnancies are unintended, seventy-nine percent are to unmarried teens, and forty percent result in abortion. Added to these statistics are the staggering rates of sexually transmitted diseases among teenagers that will be addressed in the next module. By focusing on a strong sense of self to use as a compass in making social choices, and by building interpersonal skills to navigate toward mutually respectful and healthy relationships, teens become empowered to create a future full of emotional, physical, and intellectual potential.

Goals for Learning

✔ Learn to work towards fostering healthy relationships that contribute to feelings of self-worth;

✔ Become aware of how peers and the media influence one's feelings and attitudes while learning to think independently;

✔ Learn to brainstorm and problem-solve issues regarding relationships, to set personal limits, and support choices in life;

✔ Learn how to assess relationships based on shared values rather than superficial qualities;

✔ Examine gender roles and stereotypes, male and female roles, communication styles, and attitudes about sex;

✔ Recognize patterns of attraction and learn to choose dating relationships that support one's values and goals in life;

✔ Promote alternatives to being sexually active.

Instructor Preparation Guide

YLA's *Personal Relationships Curriculum Guide* is divided into seven sections. The first half of the module is intended to support participants in identifying their own values and feelings, begin to set themselves apart from outside influences that may contradict those values, and then apply those skills to realize satisfying personal relationships. In the second half of the module, participants begin to discern the different levels of intimacy that relationships assume and the risks and responsibilities that come with them. The following is a list of suggestions that will make the implementation of this curriculum enjoyable and feasible for the instructor. Use this guide, as well as the Session Plan on pages 9–10, to plan your lessons.

Prepare before class
- Watch *On the Reel: Lingerie Shopping* and use the note-taking worksheets on pages 7–8 to record your thoughts.

- Become familiar with all the activities in the Session Plan, the content of the Interface and the procedures in the Instructor's Notes in the curriculum guide, so that you are comfortable teaching this material.

- Collect related news articles to bring the topics covered in this module into context. Good examples are articles that include tips for building healthy relationships—both friendships and romantic relationships. Also consider introducing informal compatibility quizzes into the discussion. The Internet is full of fun and simple magazine-style quizzes for evaluating relationships. Pull questions from a number of different ones to get participants thinking about the relationships in their own lives.

During class
- Have participants bring in, or provide, a "Personal Relationships" journal. The journal can be a place where they reflect at any time on the information being presented to them and record the changes they are electing to make in their own lives based on the topics of the curriculum.

- Vocabulary found in the curriculum will often be new to participants. Provide participants with a photocopied glossary of these words to use as a reference. The participants can then highlight the glossary words on the list as they are used in each activity. The instructor should also use the glossary words at all times to model and reinforce the correct usage of the words, helping to make them part of the participants' everyday vocabulary.

Review Worksheet: Developing Your Sense of Self

▸ Describe what happens in the animation in your own words.

_____
_____
_____
_____
_____
_____
_____
_____
_____

▸ Summarize in your own words the key ideas in the following
  Break It Down activities:

Identify Your Feelings

_____
_____
_____
_____

Understand Your Attractions

_____
_____
_____
_____

Uncover the Truth in Your Relationships

_____
_____
_____
_____

Learn to Deal With What Your Feel

_____
_____
_____
_____

Review Worksheet: InterACTing in Relationships

▶ Summarize in your own words the key ideas in the following
  Break It Down activities:

Assess the Relationships in Your Life

_____
_____
_____
_____
_____
_____

Critique and Choose Relationships Wisely

_____
_____
_____
_____
_____
_____

Take Your Relationships to Another Level

_____
_____
_____
_____
_____
_____

Personal Relationships Session Plan: Sessions 1–5

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 1	Session 2	Session 3	Session 4	Session 5
Final Answer: First Answer Participants complete a pre-program survey of their attitudes, behavior, and knowledge about personal relationships. **CG pg. 11 • 10 Minutes**	**Break It Down:** Understand Your Attractions Participants learn about what attracts them to other people, how to identify patterns and the role of personal values in their attractions. **CG pg. 27 • 30 Minutes**	**Write to the Point:** Understand Your Attractions Participants tell a story about what it means to be attracted to someone. **CG pg. 35 • 30 Minutes**	**Write to the Point:** Uncover the Truth in Your Relationships Participants tell a story about how their favorite song either does or does NOT express the way they would behave in a healthy relationship. **CG pg. 43 • 30 Minutes**	**We Got Game:** Perpetrating Rhymes Participants compete in teams to identify songs. They also analyze lyrics to better understand the messages that are being sent to teens about relationships. **CG pg. 51 • 60 Minutes**
Break the Ice: Developing Your Sense of Self This exercise previews the topics covered in Personal Relationships. **CG pg. 14 • 20 Minutes**				
On the Reel: Lingerie Shopping Freddy makes the move on Maria until his fast hands freak her out. **CG pg. 17 • 10 Minutes**	**Hot Link Library:** The Missing Link Participants review the website directory and then write suggestions for additional sites to help enrich the listing. **CG pg. 33 • 30 Minutes**	**Break It Down:** Uncover the Truth in Your Relationships Participants learn to judge the validity of messages sent by peers and the media, filter out negative messages, and be clear about their boundaries. **CG pg. 38 • 30 Minutes**	**Break It Down:** Learn To Deal With What You Feel Participants learn to respond without attacking, to practice compassion toward others, and to strive for balance in their relationships. **CG pg. 47 • 30 Minutes**	
Break It Down: Identify Your Feelings Participants learn to name and connect their feelings, then examine the impact emotion has on attitudes and behavior. **CG pg. 21 • 20 Minutes**				

Personal Relationships Session Plan: Sessions 6–10

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 6	Session 7	Session 8	Session 9	Session 10
Break the Ice: **InterACTing in Relationships** This exercise previews assessing your relationships, critiquing and choosing relationships wisely, and taking relationships to another level. **CG pg. 60 • 15 Minutes**	**Break It Down:** **Assess the Relationships in Your Life** Participants analyze their current relationships and examine the value of each one. **CG pg. 76 • 30 Minutes**	**Break It Down:** **Critique and Choose Relationships Wisely** Participants learn to invest more in intimate relations, to let go of unhealthy connections, and to use their network to support choices. **CG pg. 91 • 30 Minutes**	**Break It Down:** **Take Your Relationships to Another Level** Participants learn how to communicate for greater intimacy, set individual goals, and challenge each other to learn and grow. **CG pg. 99 • 30 Minutes**	**We Got Game:** **Designated Debater** Participants split into two teams and engage in a debate drawing information from material they have learned in this module and other research. **CG pg. 107 • 45 Minutes**
We Got Game: **Tricky Situations** Participants role-play and improvise skits that demonstrate key points about how to say no you're sorry, how to say no without offending, and how to accept a compliment without feeling obliged. **CG pg. 63 • 45 Minutes**	**Final Answer:** **"Who's In Your Inner Circle?" Questionnaire** Participants answer a battery of questions to see how their feelings and attractions align with choosing healthy relationships. **CG pg. 81 • 30 Minutes**	**Write to the Point:** **Critique and Choose Relationships Wisely** Participants write about the qualities they think are important in a marriage partner. **CG pg. 96 • 30 Minutes**	**Final Answer:** **Pays to Play** Participants are quizzed on their retention of module content. **CG pg. 104 • 30 Minutes**	**Final Answer:** **Final Answer** Participants complete a post-program survey of their attitudes, behavior, and knowledge about personal relationships. **CG pg. 113 • 15 Minutes**

Instructor Notes

Final Answer: First Answer
Pages 12–13

Background Note

Administer *Final Answer: First Answer*, YLA's pre-assessment survey, to participants **before** *Personal Relationships* is introduced. This is recommended because it allows you to assess the participants' background knowledge and tailor activities according to their needs.

Objectives

- Demonstrate an understanding and awareness of healthy and rewarding relationships.

Instructor Preparation

First Answer requires access to computers with internet connection. Review the survey's questions prior to implementation to address any barriers that may arise due to reading comprehension.

Materials

Computers; internet access; and the *Personal Relationships Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Follow the instructions on page 12 to guide you through *First Answer*.
- Tell participants to read the "Set Up" directions as you read them aloud.
- Tell participants that they will only be able to answer the *First Answer* survey once.
- Participants can view their progress in meeting the module's goals for learning by accessing their portfolios. If this is the first time participants have completed a *First Answer* survey, you will need to direct them to their portfolio section.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Ask participants to write a question about a topic on the survey they would like to know more about. Post the questions on a bulletin board in your room. Tell participants they will find out the answer to their questions by the end of the unit.

Assessment

The results of the survey become part of the participant's portfolio in APOLLO. View the surveys' results in APOLLO by accessing your "Instructor Menu's Assessment and Status Viewer." If time constraints prevent you from viewing each participant's survey individually, take a sampling of surveys to gauge participants' prior knowledge.

After reviewing results, tailor the module's activities to the needs of participants, taking full advantage of the extension and enrichment activities found in this guide.

Go to www.urbantech.org and click **YLA Login**.

Notes:

2. Enter [YLA Login: Username: Password:] then click **Enter**.

3. Click on YLA Interactive!

4. Once the interface has appeared on your computer screen, click **MODULES**.

5. Select **6. LINGERIE SHOPPING**.

6. Roll mouse over fifth icon from left on the "Choose an Activity" screen:

7. Click.

8. After reading the instructions on screen, click **start**.

9. Select **1. FIRST ANSWER**.
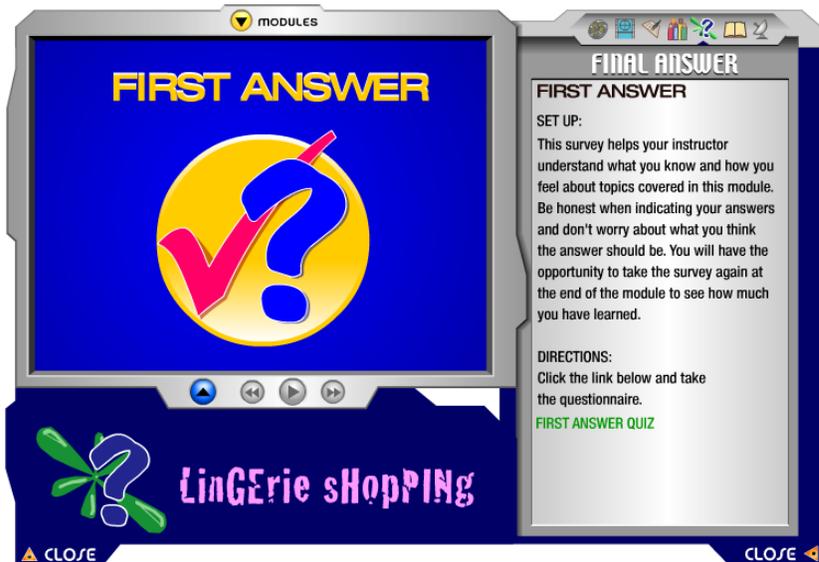
FIRST ANSWER

SET UP:

This survey helps your instructor understand what you know and how you feel about topics covered in this module. Be honest when indicating your answers and don't worry about what you think the answer should be. You will have the opportunity to take the survey again at the end of the module to see how much you have learned.

DIRECTIONS:
Click the link below and take the questionnaire.
FIRST ANSWER QUIZ

10. After reviewing the First Answer directions, click **FIRST ANSWER QUIZ**.

The best responses are indicated on the following page, in blue. Participants will only be able to answer the Final Answer quiz once.

First Answer Quiz

1. I feel pressure from my friends and peers to be sexually active.
 a. Strongly agree (1 point)
 b. Agree (2 points)
 c. Disagree (3 points)
 d. Strongly disagree (4 points)

2. I prefer to be in no relationship at all if I can't trust the person I am with.
 a. Strongly agree (4 points)
 b. Agree (3 points)
 c. Disagree (2 points)
 d. Strongly disagree (1 point)

3. Physical appearance is the most important factor when I choose dating relationships.
 a. Strongly agree (1 point)
 b. Agree (2 points)
 c. Disagree (3 points)
 d. Strongly disagree (4 points)

4. My ideal romantic relationship comes from what I see in TV, movies and music videos.
 a. Strongly agree (1 point)
 b. Agree (2 points)
 c. Disagree (3 points)
 d. Strongly disagree (4 points)

5. If someone makes a move on me and I'm not ready or not interested, I firmly tell them to back off.
 a. Definitely (4 points)
 b. Probably (3 points)
 c. Maybe (2 points)
 d. No (1 point)

6. In my current or past dating relationships, either my partner has frequently hurt me verbally or physically, or I have hurt my partner verbally or physically.
 a. Almost always (1 point)
 b. Usually (2 points)
 c. Sometimes (3 points)
 d. Almost never (4 points)

7. I am waiting until I am in a committed relationship with my lifelong partner before having sex.
 a. Definitely (4 points)
 b. Probably (3 points)
 c. Maybe (2 points)
 d. No (1 point)

8. I am attracted to people who support my values and goals in life.
 a. Almost always (4 points)
 b. Usually (3 points)
 c. Sometimes (2 points)
 d. Almost never (1 point)

9. The surest method to preventing pregnancy is _____.
 a. using condoms
 b. using the birth control pill
 c. staying away from all sexual activity (4 points)
 d. all of these

10. Healthy relationships are about _____.
 a. getting your needs taken care of
 b. getting sex
 c. getting respect
 d. getting shared respect and affection (4 points)

11. To stereotype someone based on their gender means _____.
 a. to discriminate against women
 b. to believe they should behave a certain way because they are male or female (4 points)
 c. to believe that women are inferior
 d. to believe that they are superior or inferior because they are a man or a woman

12. The definition of a true friend is someone who _____.
 a. hangs out in the same group of friends as I do
 b. likes the same kinds of music, cars, clothes and people as I do
 c. would never talk about me to people of authority
 d. makes me feel happy and comfortable (4 points)

Instructor Notes
Break the Ice: Developing Your Sense of Self

Background Note

Personal Relationships is divided into two parts. The first half of this module is intended to support participants in identifying their motivations for entering into relationships, discovering what attracts them to others, becoming critical of the influence of their friends and the media, and establishing relationships built on mutual respect.

Objectives

- Discuss the goals of Section 3 of the *Personal Relationships* module:
  - Gain a better understanding of your feelings;
  - Understand what it is that attracts you to others;
  - Become aware of the influence of your friends and the media;
  - Learn behaviors central to maintaining healthy relationships.

Instructor Preparation

Collect related news articles and internet resources to bring the topics covered in Section 3 into context. Introduce articles that include tips for building healthy relationships—both friendships and romantic relationships. Also consider introducing informal compatibility quizzes into the discussion. The Internet is full of fun and simple magazine-style quizzes for evaluating relationships. Pull questions from a number of different ones to get participants thinking about the relationships in their own lives.

(optional) Ask participants to bring in journals that will be used throughout the unit. You should also prepare a modeling activity to demonstrate what is expected of the participants during journaling activities.

Materials

News articles (optional); internet resources (optional); journals (optional); and the *Personal Relationships Curriculum Guide*.

Instructional Procedures

- Get the participants excited about the activities in *Personal Relationships* with a glimpse of *We Got Game: Perpetrating Rhymes*.
- Start a discussion about *Personal Relationships* to open up the topic. Ask questions like:
  - What are some of the ways that you express your feelings?
  - What does your favorite singer/rapper have to say about relationships?
  - What are some of the things that attract you to another person?
  - What are some of the common stereotypes people have of women? Men?
  - How do you let someone know that you are interested in them romantically?
- Review the objectives of the unit with participants.
- Read selected articles or internet resources with participants to bring these issues into context.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Journal writing affords participants with time to reflect and speculate on paper, confident that their thoughts will be accepted without criticism. Ask participants to begin their journals by writing down a goal they would like to achieve during the *Personal Relationships* module.

Ask participants to reflect on the discussion questions by writing in their journals. Model the desired journaling techniques and format requirements by providing a sample journal entry.

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Create a bulletin board for the *Personal Relationships* module. The purpose of the board is to chart participants' progress towards reaching their goals. Participants can post work, submit work for their individual portfolios, or generate a "Wall of Ideas." A "Wall of Ideas" is place where participants add questions and comments as the unit progresses. Encourage participants to seek out the answers to these questions independently. Acknowledge those who actively submit answers by creating a rewards system, an example would be to record their names on an area of the bulletin board entitled "Wall of Ideas: Leaders."

Assessment

Use this discussion as an opportunity to assess the level of understanding the participants have of the topics in this module. This will help you to develop an approach to teaching the curriculum that targets the specific needs of the participants.

Journal Scoring Guide
Break the Ice: Developing Your Sense of Self

Name _____ Teacher _____ Date _____

Directions: Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Primary Traits	Performance Criteria			
Mechanics				
Format: All entries clearly list *in the margin*:	1	2	3	4
Date of entry				
Title of entry (e.g., *My Daily Routine*)				
Organization: Entries appear in chronological sequence or as otherwise assigned	1	2	3	4
Effort				
Includes all assigned work	1	2	3	4
Is legible, presentable, coherent	1	2	3	4
Writing				
Fluent: Write with ease about a range of subjects	1	2	3	4
Developed: Includes examples, details, quotes when appropriate	1	2	3	4
Understanding				
Thorough: You write for the full time; your entries show you trying to fully understand or communicate an idea in writing	1	2	3	4
Insightful: The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character	1	2	3	4

Performance Evaluation Rubric	
Level	**Control of trait or skill**
1	Little or no evidence of use of target trait or skill.
2	Performance is characterized by many errors. Minimal evidence of use of target trait or skill. Does not meet performance standard.
3	Performance is characterized by few errors. Adequate evidence of us of target trait or skill. Beginning to meet performance standard.
4	Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard.

Instructor Notes

On the Reel: Lingerie Shopping
Pages 19-20

Background Note

Alice Walker is the celebrated author of the novel, *The Color Purple*, which focuses on the importance of building healthy relationships that can help in reaching one's goals in life. The novel can be an excellent source of rich interpersonal relationships—both positive and negative—to enhance the learning process in *Personal Relationships.*

Objectives

- Examine the good and bad qualities of Freddy and Marie's relationship.
- Examine what contributes to Freddy treating Marie in this way.
- Examine how Freddy and Marie express their feelings to each other.

Instructor Preparation

Review the objectives for the activities found in Section 3 of the *Personal Relationships Curriculum Guide*. On page 7 you will find a note-taking page to record your observations and thoughts while watching *On the Reel: Lingerie Shopping*. After reviewing the results of participants' pre-assessment surveys, tailor your notes to address your participants' needs.

Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); journals (optional); and the *Personal Relationships Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Recap the material from *Break the Ice: Developing Your Sense of Self*. Participants need constant reinforcement as they absorb the material.

- Review any difficult vocabulary before you begin the video, such as "validation" or "redeem."
- The quote that appears on-screen sets the tone for the module. Have a participant read it aloud.
- Follow the instructions on page 19 of the curriculum guide to watch the animation.
- For younger participants, provide a second viewing, this gives them additional time to think clearly about the content matter.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

- After viewing *On the Reel: Lingerie Shopping*, write the quotes used at the beginning of the animation on an overhead projector or chalkboard. Have participants interpret the quote in their own words using examples from the animation to support their ideas. For additional ideas on how to integrate quotation analysis into your curriculum, visit www.thinkfinity.org and enter the keyword "quotations."
- Journal: Ask participants to analyze what they've seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Organize participants into small groups to analyze what they've seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

continued on next page ▶

Instructor Notes (continued)

On the Reel: Lingerie Shopping
Pages 19-20

Assessment (optional)

Use the Journal Scoring Guide on page 20 to assess the level of understanding participants have, as well as their levels of journal keeping skills. Print multiple copies of the Journal Scoring Guide for participants to review so they understand how they will be assessed. Make sure participants understand that they will not be judged on the value of their ideas, but will be evaluated based on the criteria outlined in the Journal Scoring Guide.

1. Roll mouse over first icon from left on the "Choose an Activity" screen:

Notes:
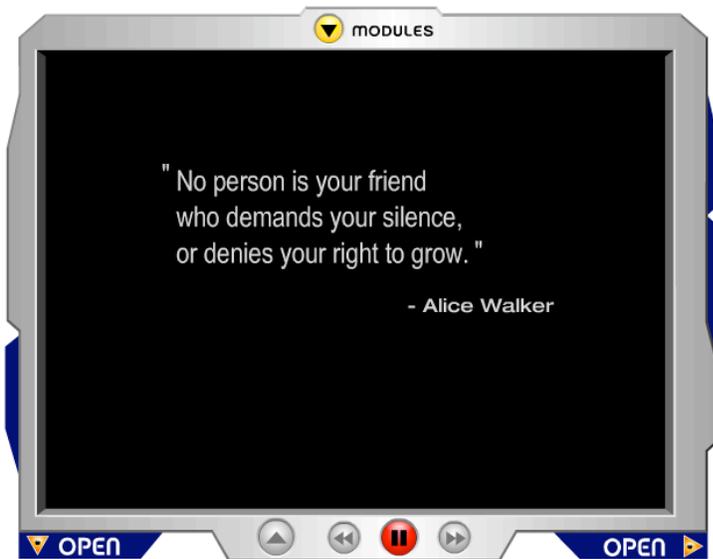
2. Click .

> The epigram that appears on-screen sets the tone for the module. Have a participant read it aloud. Click ⏸ on the interface to pause the screen for more time. Click ▶ to resume play.

" No person is your friend
who demands your silence,
or denies your right to grow. "

- Alice Walker

Journal Scoring Guide
On the Reel: Lingerie Shopping

Name _____ Teacher _____ Date _____

Directions: Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Primary Traits	Performance Criteria

Mechanics

Format: All entries clearly list *in the margin*:				
Date of entry				
Title of entry (e.g., *My Daily Routine*)	1	2	3	4
Organization: Entries appear in chronological sequence	1	2	3	4
or as otherwise assigned				

Effort

Includes all assigned work	1	2	3	4
Is legible, presentable, coherent	1	2	3	4

Writing

Fluent: Write with ease about a range of subjects	1	2	3	4
Developed: Includes examples, details, quotes when appropriate	1	2	3	4

Understanding

Thorough: You write for the full time; your entries show you trying to fully understand or communicate an idea in writing	1	2	3	4
Insightful: The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character	1	2	3	4

Performance Evaluation Rubric

Level	Control of trait or skill
1	Little or no evidence of use of target trait or skill.
2	Performance is characterized by many errors. Minimal evidence of use of target trait or skill. Does not meet performance standard.
3	Performance is characterized by few errors. Adequate evidence of us of target trait or skill. Beginning to meet performance standard.
4	Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard.

Instructor Notes

Break It Down: Identify Your Feelings
Pages 23–26

Background Note

Break It Down: Identify Your Feelings participants learn that they cannot always control the way they feel, but that they do have the power to direct their feelings in positive ways.

Objectives

- Show how feelings are connected to other people, places and things.
- Explain how reactions are caused by feelings.

Instructor Preparation

Review *Break It Down: Identify Your Feelings* to become familiar with the content in the activity. The blue text on the Interface indicates a hyperlink to a pop-up window that further illustrates the point. Use the directions on page 24 to open the illustrative windows.

Materials

Computer(s); internet access or **YLA CD-ROM**; projector and/or speakers (optional); journals (optional) and the *Personal Relationships Curriculum Guide*.

Instructional Procedures

- Review any difficult vocabulary before you begin the activity.
- Follow the instructions on pages 23–25 of the curriculum guide to navigate *Break It Down: Identify Your Feelings*.
- Using the rollover example, participants repeat the exercise for other feelings (e.g., distrustful, lonely, flattered, comfortable, stressed). Show how feelings impact attitude and then behavior.

- Point out to the participants that they cannot always control the way they feel, but that they do have the power to direct their feelings in positive ways. This topic is about understanding feelings, being aware of where they come from, and channeling those feelings in healthy and constructive ways. Suggest that they repeat the phrase, "I have the power to direct my feelings," whenever their feelings seem out of control.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Journal: Ask participants to write about the root of the feelings that they experience. What people or types of relationships did they experience these feelings with (e.g. people whom they are attracted to or people whom they trust)? Where were they when they experienced these feelings (e.g. at school, at home, in the neighborhood, at a party)? What things were involved (e.g. things that they own or things they want)?

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Direct participants to *Experiencing And Expressing Emotions*, located in YLA's *Hot Link Library*, to read an article about ways to identify and manage feelings.

Instructor Notes (continued)
Break It Down: Identify Your Feelings
Pages 23–26

Assessment

Use the Discussion Scoring Guide on page 26 to assess participants' levels of discussion skills. Give copies to the participants to review the characteristics of a good discussion and how to self-evaluate their own discussion skills.

Use the discussion as an opportunity to assess the level of understanding the participants have of the objectives of *Identify Your Feelings*. This will help you to plan and facilitate instruction based on the specific needs of the participants.

Vocabulary
validate, relationship, jealous

Break It Down: Identify your Feelings

1. Roll mouse over second icon from left on the "Choose an Activity" screen:

Notes:

2. Click .

3. After reading the instructions on screen, click **start** .

4. Select **1. IDENTIFY YOUR FEELINGS** .

Roll over Freddy's image to see what he is thinking.

Identify Your Feelings

Feelings are what motivate people to enter into, continue, or break off **relationships**. What are they, why do you feel them, and where are they leading you?

✔ Learn to name your feelings

✔ Connect your feelings to people, places and things

✔ Be aware of how you react to your feelings

validate
(verb) To confirm or establish the soundness of. *Newspaper reporters are supposed to validate a story before printing it.*

relationship
(noun) Connection or association. *Shawna has a relationship with Maria that is built on trust.*

5. Review the text, then click the check point ✓ Learn to name your feelings to display supplemental pop-up information:
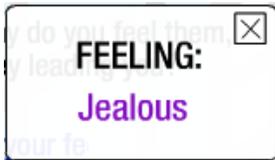
FEELING:
Jealous

jealous
(adjective) Resentful or bitter in rivalry; envious. *Margaret felt jealous that her friend got more attention than she did from her teacher.*

6. Click the check point ✓ Connect your feelings to people, places and things to display supplemental pop-up information:

Blue text on the Interface indicates a hyperlink to a pop-up window that further illustrates the point. Place the mouse pointer over each of the check list items, for example, "Learn to name your feelings." When the pointer turns into a hand, click with the left mouse button to open the illustrative window. Click ⊠ in the upper right hand corner of the pop-up window when you are finished illustrating the point.

7. Click the check point ✓ Be aware of how you react to your feelings to display supplemental pop-up information:

DEPRESSED   MOTIVATED ⊠
HELP
JOBS
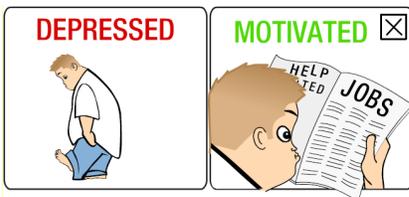
8. After reviewing the text on-screen, click **next**.

Break It Down: Identify Your Feelings (continued)

1. **How does Maria react to Freddy's music?** She is positive and compliments him by telling him that his music "sounded good, like Snoop Dogg."

2. **How does Maria's reaction to Freddy's music make him feel?** He feels important because Maria shows appreciation for his music and this makes him feel good about himself.

3. **Would Freddy have felt as strongly about this compliment if it had come from someone else?** Freddy may not have felt as positive about this compliment if it had come from another person. Compliments often have more impact when they come from people we admire or look up to. Because Freddy is attracted to Maria, her approval has a stronger impact on his feelings.

4. **Do you think that the way Freddy reacted to his feelings was appropriate in this scene?**
   Acknowledging Maria's compliment was polite and appropriate, but Freddy over-reacted by assuming that Maria felt a romantic connection when she complimented him.

5. **How could Freddy be more aware of how his feelings affect his behavior?** Freddy could take time to name and "own" his feelings. He could recognize when his feelings are connected to another person, place or thing and know that what others think about him may have a strong influence on his feelings. Finally, Freddy could keep the focus on himself, stay balanced, and avoid reading too much into compliments. Just because Maria said something nice to him, it doesn't mean she is looking for a boyfriend.

> The sentences after the bold-faced questions are possible answers.

> See the Hot Link:
> **Experiencing And Expressing Emotions**
> To read an article about the helpful ways to teach identifying and managing feelings.

Discussion Scoring Guide
Break It Down: Identify Your Feelings

Name _____ Teacher _____ Date _____

Directions: Periodically observe a few students during a discussion. Use this scoring guide to diagnose their need for specific instruction in individual discussion characteristics. Or, use the scoring guide to evaluate the quality of control of discussion characteristics for grading purposes. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Listener Demonstrates Behavior:	Always	Sometimes	Never
Body is turned towards speaker			
Makes eye contact with speaker			
Nods or smiles if appropriate			
Does not interrupt speaker			
Jots a brief note while listening with the intent of questioning or extending speaker's point			
Waits for speaker to finish before responding			

Quality of Discussion:	Above Average	Average	Below Average/ Needs Work
Asks relevant questions to clarify and show interest			
Asks the speaker to express him/herself in another way when unsure of what the speaker is saying			
Paraphrases/ summarizes speaker's main ideas to show understanding			
Reflects the speaker's feelings			
Shares ideas, thoughts and facts about the topic			
Sticks to the discussion topic by not including unrelated ideas or facts			
Comments express appreciation and respect towards speaker even when disagreeing			
Speaks clearly			