

# LIFE SKILLS

*for teens*

FACILITATOR'S GUIDE

*volume 1:  
Healthy Relationships*

*volume 2:  
Building Your Future*



# LIFE SKILLS

*for teens*

## Introduction

LIFE CAN BE OVERWHELMING FOR TEENS as they go through the process of becoming full-fledged adults. There is so much for them to think about every day, including education, relationships, work, and money. Each choice they have to make becomes even more important at this crucial time in their lives. That's where InJoy Videos' *Life Skills for Teens* program comes in. As a main lesson or as supplementary material, this series helps teens learn the skills they need to make good decisions, finish high school, create and choose healthy relationships, and set achievable goals to create a bright future.

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# LIFE SKILLS FOR TEENS

## Volume 1: Healthy Relationships

### Intended Audience

*This video is specifically intended to help teens make good relationship choices. It can be shown in high school family and consumer science classes, relationship courses, life skills classes, health education classes, and social studies classes. It is also valuable in places frequented by teens, such as teen-specific programs, community colleges, health clinics or offices, career centers, and counseling offices.*

### Audience Objectives

- To raise awareness about the importance of good self-esteem
- To understand the different stages of romantic relationships
- To recognize the difference between healthy and unhealthy relationships
- To learn ways to deal with anger and conflict
- To avoid date rape situations
- To be able to walk away from an abusive relationship
- To think about the consequences of teen sex, including parenthood and STIs
- To consider the benefits of having a healthy marriage in the future

### Suggested Facilitator Presentation

- Review the video and facilitator's guide
- Decide if you would like to see the video in its entirety or spread out over several lessons
- Decide which activities you would like your participants to do after viewing the video
- Gather materials for those activities
- Make copies of the handouts for viewers
- Open your discussion by asking the "Prior to Viewing" questions on page 4
- Show the video
- Either pause at the end of each section and ask the corresponding questions, or wait until the end of the program before starting the discussion
- Distribute the handouts and complete activities

### Program Overview

1. Introduction
2. Start With Yourself – including positive thinking, realistic expectations, and self-awareness
3. Relationship Basics – including stages of relationships and how to break up respectfully
4. Fair Fighting – including managing anger, resolving conflict, signs of an unhealthy relationship, and partner abuse
5. Relationship Realities – including STIs, teen pregnancy and parenthood, and healthy marriages

# Discussion Topics

## Prior to Viewing “Healthy Relationships”

Ask participants to answer the following questions. You can break participants into smaller groups, ask them to list their answers on a piece of paper, or engage in a group discussion.

1. What makes a relationship healthy?
2. What are the benefits of being in a healthy relationship?
3. How can you recognize an unhealthy relationship?
4. What are the signs of an escalating situation between two people?
5. What are some benefits of getting to know someone before becoming physically involved?

## After Viewing “Healthy Relationships”

Ask the following questions to assess how the program affected your participants:

1. What are some things you can do to accept yourself for who you are?
2. What are some activities you can do to get to know someone before becoming physically involved?
3. How can you break up with respect?
4. What are the signs of an unhealthy relationship? (*yelling, threats, put-downs, violence, consistent lying, jealousy, controlling behavior, drug or alcohol abuse*)
5. What are the signs that you are getting upset or angry?
6. What are some ways you can cool down when you're angry?
7. What are the signs of a controlling relationship?
8. What is an abusive relationship, and what should you do if you are in one?
9. What are some ways to say “no” to sex? (*use direct and firm words, don't make excuses, ask them why they are pressuring you, change the subject, walk away*)

## Follow-Up Activities

- Have participants collect images from the media that send messages about who they should be. Have them create a collage about how they are different from those messages. (*Supplies: magazines, newspapers, comics, glue, scissors, crayons/markers/colored pencils, and cardstock.*)
- Have separate groups design advertisements for the different stages in the Cycle of Love: Attraction, Connection, and Trust. (*Supplies: Cycle of Love handout, paper, markers/colored pencils/crayons, scissors, glue, and images from different media.*)
- Divide participants into groups. Ask each group to choose a subject for a couple's argument. Have them write a scene that includes the signs of anger, ways to calm down, when to talk, and how to talk about the problem calmly. Play can be performed, if desired. (*Supplies: Communication handout and writing materials.*)

# Cycle of Love

## Attraction

### *How it Feels:*

- High from body's chemical reaction
- Like you are in a constant state of bliss

### *Green Light:* Do . . .

- spend time together talking about work, school, likes and dislikes, beliefs, and dreams
- have fun together going to movies, eating together, and hanging out

### *Red Light:* Don't . . .

- have sex – you could get pregnant and have to deal with that person for the rest of your life
- share all of your secrets, since the relationship may not last

### *Move forward if:*

- You have many things in common (especially values)
- You have fun together
- There are no signs of an unhealthy relationship, like yelling, put-downs, threats, violence, lies, controlling behavior, jealousy, broken promises, or a drug or alcohol problem

## Connection

### *How it Feels:*

- You continue to feel the attraction, but you also feel more connected to each other
- You appreciate each other's feelings about work, hobbies, family, and the future
- You are good friends and have a lot to talk about

### *Green Light:* Do . . .

- meet each other's friends and family
- notice how they treat each other

### *Red Light:* Don't . . .

- put up with the signs of an unhealthy relationship
- let your partner keep you from your hobbies, friends, and family

### *Move forward if:*

- You respect each other's boundaries around sex, money, and drugs and alcohol
- You support each other's dreams for the future
- You still want to be in the relationship

## Trust

### *How it Feels:*

- The connection and fun are still there, but loyalty and trust are developing
- Your partner's needs are as important as yours, and vice versa
- You can depend on your partner

### *Green Light:* Do . . .

- be truthful
- learn and practice ways to communicate your needs and feelings without blaming the other person

### *Red Light:* Don't . . .

- avoid trying to work on relationship problems
- put up with lying or deceit, especially when it happens consistently

### *Move forward if:*

- You respect each other's values about school, working, and marriage and families
- You can resolve conflict and come to workable solutions together
- There are no signs of an unhealthy relationship

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## Breaking Up With Respect

1. Break up as soon as you know that's what you want to do.
2. Break up in person, unless you think it might be unsafe. In that case, do it over the phone or by email.
3. Allow some privacy and time for a response, but don't beat around the bush. Putting it off makes it more painful for both of you.
4. Be direct, but respectful ("I've had fun getting to know you, but this relationship isn't going to work for me").
5. Walk away if it gets ugly. It may be sad, but it shouldn't be abusive.

# Communication

Good communication is the key to a healthy relationship. You can build a strong relationship by learning to recognize when tempers are rising, taking the time to cool down, and resolving conflicts respectfully. If you find yourself in an abusive relationship, get out immediately.

## RECOGNIZING ANGER

If you experience these signs, you or your partner are probably getting angry:

- Loud, angry voice
- Rising heartbeat
- You want to hit or throw something
- You want to cry or run away

## WAYS TO COOL DOWN

Try to calm yourself down before talking it out:

- Take several deep breaths
- Take a time out, saying when you'll return
- Exercise or clean the house
- Think soothing thoughts
- Write in a journal
- Pray or meditate

## TALKING TIPS

These tips help you talk about what's really going on after you've cooled down.

**TIP 1: Choose a good time to talk.** Wait until after everyone's had a chance to cool down, but do it within 24 hours of an incident, if possible.

**TIP 2:** Keep your request or statement **short** and **to the point**.

**TIP 3: Speak for yourself**, using "I" statements. This way, you are taking responsibility for how you feel without blaming the other person.

**How to make an "I" statement:**

I feel \_\_\_\_\_ (emotion such as sad, lonely, upset, frustrated, scared)  
when \_\_\_\_\_ (state a specific incident).

**TIP 4: Listen respectfully** when the other person is talking – don't interrupt or disagree.

**TIP 5: Sum up** what the other person said without criticizing. The idea is to understand the other's feelings – this is called empathy. It doesn't mean you have to agree with what they are saying.

**TIP 6:** Everyone should have a **chance to respond** and clear up misunderstandings.

**TIP 7:** After both parties have had a chance to speak and listen, **find some possible solutions** that you can both agree on. It may take a few conversations to get to the underlying problem, but don't give up! Any steps you take to solve your problems together will make things better in the end. If you ignore the problem, it won't go away – it will only grow.

# LIFE SKILLS FOR TEENS

## *Volume 2: Building Your Future*

### Intended Audience

*This video is specifically intended to help teens set goals, finish school, learn to manage their money, and understand how life changes once they turn 18. It can be shown to students in family and consumer science classes, life skills classes, social studies classes, business classes, and health education classes. It is also valuable in places frequented by teens, such as teen-specific programs, community colleges, health clinics or offices, career centers, and counseling offices.*

### Audience Objectives

- To learn how to set goals and stick to them
- To realize that education equals earning power
- To find solutions to the problems of finishing school and continuing their education
- To match individual interests and abilities with career options
- To consider non-traditional, better-paying work for women
- To know how to find a job and keep it
- To try different strategies to save money and avoid going into debt
- To realize the rights, responsibilities, and legal implications of turning 18
- To understand the process of renting a place to live

### Suggested Facilitator Presentation

- Review the video and facilitator's guide
- Decide if you would like to show the video in its entirety, or spread it out over several lessons
- Decide which activities you would like your participants to do to do after viewing the video
- Gather materials for those activities
- Make copies of the handouts for viewers to take home
- Open your discussion by asking the "Prior to Viewing" questions on page 8
- Show the video
- Either pause at the end of each section and ask the corresponding questions, or wait until the end of the program before starting the discussion
- Distribute the handouts and complete activities

### Program Overview

1. Introduction
2. Setting Goals – including lifestyle choices, setting goals, time management, and organization
3. School – including finishing high school, higher education, and financial aid
4. Jobs – including choosing a career direction, résumés and cover letters, researching the job market, interviewing, and keeping a job
5. Money – including Spend What You Make, money traps, credit rating, and credit cards
6. Becoming an Adult – including citizens' duties, legal issues, and rental leases

# Discussion Topics

## Prior to Viewing “Building Your Future”

Ask participants to answer the following questions. You can break participants into smaller groups, ask them to list their answers on a piece of paper, or engage in a group discussion.

1. What are some of the different lifestyles adults can choose to live?
2. What are some obstacles to finishing high school and continuing your education?
3. What are some common money traps that you encounter?
4. How does life change once you turn 18?

## After Viewing “Building Your Future”

Ask the following questions to assess how the program affected your participants:

1. What are the steps to setting a goal? (*be specific and realistic, explore your options, break your goal into small, doable actions, be organized*)
2. How can you continue and pay for your education after high school?
3. What are some examples of non-traditional jobs for women?
4. What are some ways to find a job? (*well-written résumé and cover letter, research, give a good interview, follow up*)
5. What money traps affect you? How can you avoid them?
6. What are the legal ramifications of turning 18? (*voting, jury duty, registering with the military, can enter into contracts, can sue and be sued, permanent criminal record, statutory rape laws*)

## Follow-Up Activities

- **Setting Goals** – Have each student fill out the *Setting Goals* handout.  
DAY 1: Ask them to research three options or ideas about how they can reach their goal. Suggest that they talk to a teacher, social worker or parent, go to a library, or do some online research.  
DAY 2: Based on their research, have each student write in their journal, calendar, or planner three small actions they will take and when they will do them.  
DAY 3: Check in with your students to acknowledge any actions that were completed, and have them choose another date to complete unfinished actions. Rewrite the plan if necessary. Encourage them to choose a new goal at the end of this exercise.
- **Job Interview** – Bring in and practice filling out copies of a job application from a nearby retail store. Ask each student to write important personal information on an index card that they can refer to later, and remind them to use very neat handwriting on their applications. Coach them about smiling, being honest, dress codes, and mobile phone etiquette. Have students brainstorm about questions that may be asked at a job interview, writing them down on a board and adding others that may have been missed. Pair up the students and ask them to practice answering the sample questions.
- **Live Within Your Means** – Make copies of the *Budget* exercise. Ask students to fill it out to the best of their abilities. Afterwards, discuss the differences between necessary (“Do you need it to survive?”) and unnecessary spending (“Can you wait to buy it another day? Can you use what you

# Setting Goals

1

*Set a specific, realistic goal.*

- What is my goal? \_\_\_\_\_  
\_\_\_\_\_
- When will I achieve it? \_\_\_\_\_

2

*Research your goal.*

- Where can I find out more information?

Person: \_\_\_\_\_

Website: \_\_\_\_\_

Phone book: \_\_\_\_\_

Book: \_\_\_\_\_

- When will I be finished with my research?

- When will I reach my original goal? (Note: if you want, you can change your Step 1 time frame based on your research) \_\_\_\_\_  
\_\_\_\_\_

3

*Break your goal into small, doable actions.*

- ACTION 1:

What? \_\_\_\_\_

By When? \_\_\_\_\_

- ACTION 2:

What? \_\_\_\_\_

By When? \_\_\_\_\_

- ACTION 3:

What? \_\_\_\_\_

By When? \_\_\_\_\_

4

*What is my next goal?* \_\_\_\_\_  
\_\_\_\_\_

# Budget Exercise

Budgeting will give you an idea of where all that money goes so you can curb your expenses to meet your needs. Be sure to mark whether you need or just want each expense. If you don't have expense or income in a category, leave it blank.

MONTHLY INCOME			AMOUNT
Job income			
Parental support			
Public assistance			
Other income (from: _____ )			
<b>TOTAL INCOME</b>			
MONTHLY EXPENSES	WANT IT?	NEED IT?	AMOUNT
Rent/mortgage			
Utilities (electricity, heat, water, trash)			
Phone			
Cable/Satellite TV			
Groceries			
Dining out (fast food, snacks, etc.)			
Health insurance, doctor and dental bills			
Transportation (bus pass, tokens, etc.)			
Car (insurance, gas, maintenance, license plates, etc.)			
Tuition			
School supplies			
Union dues			
Uniforms			
Credit cards			
Other loans			
Personal (toiletries, contact lens supplies, etc.)			
Clothing			
Entertainment (music, movies, etc.)			
Pet care			
Other (gifts, etc.)			
Savings (try to save a certain amount for emergencies and long-term goals)			
<b>TOTAL EXPENSES</b>			
<b>NET INCOME/LOSS (subtract income from expenses)</b>			

Ideas on how to curb spending next month: