

Planning

Healthy Relationships

OPEN SCHOOL BC

© 2012 by Open School BC



<http://mirrors.creativecommons.org/presskit/buttons/88x31/eps/by-nc.eps>

This work is licensed under the Creative Commons Attribution-NonCommercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/>

Course History

New, December 2012

Project Management: Michelle Nicholson, Eleanor Liddy, Shannon Mitchell

Instructional Designer: Carol Orom

Writers: Karen Barnstable, Tom Bercic, Leanne Baugh-Peterson, Heather Green, Heidi Hackman, Eleanor Liddy, Carol Orom, Wendy Rush, Michelle Nicholson

Reviewers: BC Securities Commission, Cindy John, Wendy Rush SD 63 Saanich, Janey Smith, Jane Thomas UBC, Joan Wheeler South Central Distance Education School, Shelley Wilcox SD 36 Surrey, Workers' Compensation Board of British Columbia

Editor: Lee McKenzie McAnally

Copyright: Ilona Ugro

Researcher: André Ruhigisha

Production Technicians: Sharon Barker, Beverly Carstensen, Laurie Lozoway

Graphics: Pat McCallum, Cal Jones, Janet Bartz

Multimedia: Chris Manuel, Robert Aitken, Charles Sherman, Sean Cunnam, Leah Renahan, Dal Little

Video Production: Pandora's Box Productions, Victoria

Student Actors/Contributors: Heather Bertsch, Jacki Bickford, Jenny Birnbaum, Ian Dunbar, Kevin Dunbar, Drew Futch, Scott Gilmore, Seth Gustavson, Kevin House, Kimberly House, Yuka Kurokawa, Steve Larabie, Shane Lynch, Jennifer Matte, Nicholas Matte, Kiran Nandhra, Aimee Nicholson, Travis Robinson, Desireé Stevens, Jeremy Walden, Matt Steele

Teacher Advisors: Heather Green North Island Distance Education School, Karen Smith SD 40 New Westminster, Kathleen MacDonald SD 40 New Westminster, Ethel Mailhot South Island Distance Education School, Greg Smith SD 53 Oliver, Tom Bercic Greater Vancouver Distance Education School, Dieter Bauer The Open Door Vernon BC, Val Kilbey Central Interior Distance Education School, Maryjanne Yusyp Consortium of Distance Education Schools of British Columbia, Maureen Shenton South Island Distance Education School, Anne Mais SD 63 Saanich

Special Thanks to: Dini Steyn, Rachael Livingston, Debbie Pires SD 63 Saanich, Students of Parkland Secondary Sidney BC, Matt Steele, BC Ministry of Education: Leslie Thompson, Kristin Mimick and Mary-Anne Neal

Table of Contents

Viewing Your PDF Learning Package	iv
Overview: Section Organization	v
Healthy Relationships	
Lesson A: Developing Communication Skills	3
Lesson B: Healthy Relationships	17
Lesson C: Relating to Others	23
Solutions	33

Viewing Your PDF Learning Package

This PDF Learning Package is designed to be viewed in Acrobat. If you are using the optional media resources, you should be able to link directly to the resource from the pdf viewed in Acrobat Reader. The links may not work as expected with other pdf viewers.



Download Adobe Acrobat Reader: <http://get.adobe.com/reader/>

Overview

Section Organization

Lessons

Lessons have a combination of reading and activities to give you a chance to process the material while being an active learner. Each lesson is made up of the following parts:

Activities

Throughout some lessons you see self-checking activities.

If your learning package contains self-check activities, you will mark these activities using the solutions at the end of the section.

Lesson Summary

This is a brief summary of the lesson content as well as some instructions on what to do next.

At the end of this section you will find:

Solutions

This contains all of the solutions to the Activities.

Icons

Throughout the section you will see a few icons used on the left-hand side of the page. These icons are used to signal a change in activity or to bring your attention to important instructions.



Planning online resource (optional)

This indicates a resource available on the internet. If you do not have access, you may skip these sections.



Solutions

Healthy Relationships

Having trouble getting someone to listen? Not sure if this relationship is right for you? Then you've come to the right place!

In this section you will look at the skills needed to be a good communicator. You'll assess your own skills, and learn how they can be improved. This will include learning to speak more effectively and improving your listening. These new skills will make solving conflicts much easier, and help you deal with bullying, intimidation or harassment.

You will also learn what characteristics make a relationship healthy, and evaluate some TV relationships... which may or may not be healthy ones!

Your new and improved communication strategies will help you build good relationships with your friends, coworkers, parents, employers, and others in your community. This Section will help you learn better communication skills that lead to setting and maintaining healthy boundaries. You'll also learn how to enhance relationships so that you are in win-win situations, and you'll discover how to take steps that reduce harassment.

In this section you will:

- Evaluate your own communication style.
- Identify good active listening and nonverbal communication skills.
- Identify characteristics of a healthy relationship.
- Practice using conflict resolution strategies.
- Identify harassment and how to respond.

Lesson A

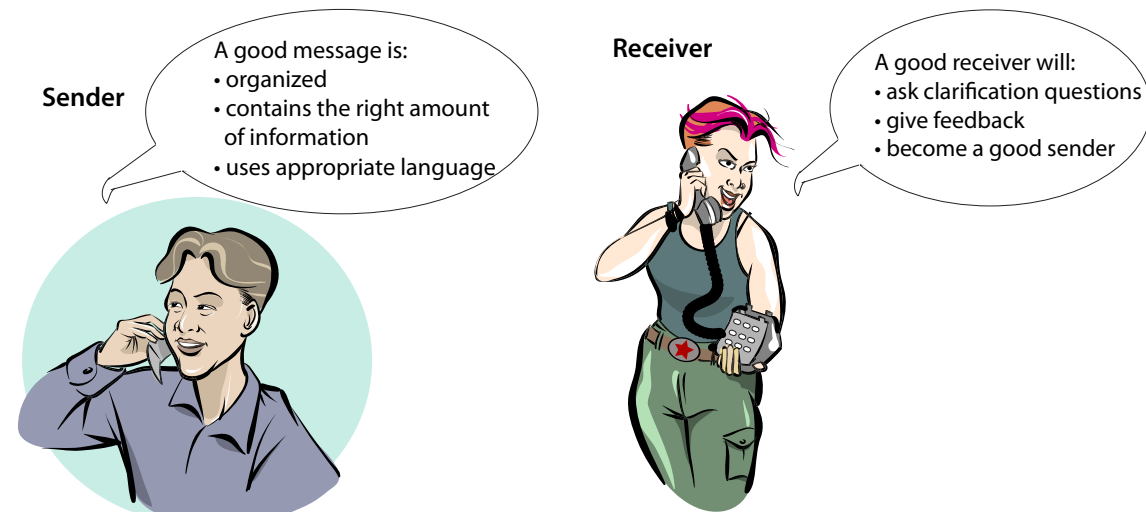
Developing Communication Skills

Overview

Communication is essential to every relationship we have. There are different ways of communicating; however, all communication shares the same basic process—it is a two way street that involves both talking and listening.

The Communication Process

Whether you are sending an e-mail, talking on the phone, using sign language, or speaking face to face, the communication process is the same—there is a sender and a receiver.



The sender is the person who starts the communication process by sending the message. A good sender listens for feedback from the receiver to make sure the message is understood. If the message is not understood, a good sender will resend the message.

Once the receiver gets the message, they need to decode it—that is, to interpret, and understand the message.

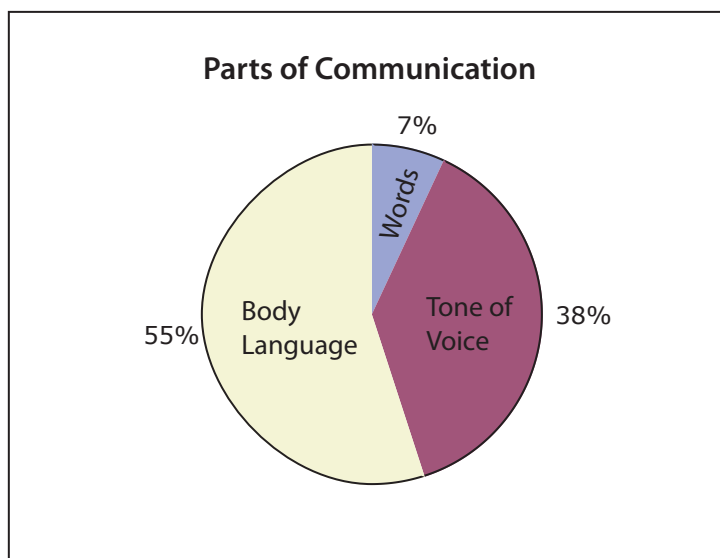
The communication process actually has three parts to it and most of our face-to-face communication uses all three parts:

1. Verbal—your choice of words, the content of the message
2. Vocal—speed, pitch, tone, pronunciation, volume
3. Non-verbal—facial expressions, eye contact, gestures and poses, posture, body movements, attire, grooming

How do people receive this information? Check out the graphic below to see what percentage of our communication is based solely on our choice of words.

That means that 93% of your message is going to be taken from your non-verbal communication, (how you use your voice and your body) and not from what you actually say. We sometimes forget this.

So, if your verbal and non-verbal messages aren't the same, you are sending a mixed message and the non-verbal message is usually the one that the receiver picks up. Picture your friend slumped over, arms crossed and scowling saying, "Yeah, it's really good to see you," without cracking a smile. Are you going to really believe your friend is happy to see you?



Activity 1

Communication Barriers

Communication seems simple enough, but why then is communicating so often difficult? There are a number of barriers to good communication. In this activity you will be able to explore the barrier of mixed messages.



If you have access, explore the difficulty of mixed messages in *Do You Read Me?* (<http://media.openschool.bc.ca/osbcmmedia/pl10/pl105/pl1053a2a001.html>). Then record the barriers to good communication that you observed in the video. After you read the article that follows, expand on this list with any additional points you can.

1. Read:

Effective communication is one of the most important skills that people need in their personal lives and in their work lives. Do you think communicating with another person is simple? Think again! Communicating is one of the most complicated things that we do. Communication is a means of interacting and relating to others, as well as exchanging information. The purpose of communication is to understand and to be understood. Communication involves expressing our thoughts, ideas, and feelings, including what we say and what we don't say. And our nonverbal communication or body language—gestures and facial expressions—speaks volumes.

There are four different areas of communication:

- understanding
- listening
- conflict resolution
- self-expression

We need to pay close attention to each area if we want to have our messages understood, and if we want to receive messages as others intended. Sometimes, we unconsciously create barriers in one of these areas—we send an email and what we intended to say isn't actually what is heard. Be careful of the following barriers in each area:

Understanding	Listening
<ul style="list-style-type: none"> • Difficulty concentrating • Too much information • Use of jargon • Disorganized message • Mixed message—when the sender says one thing but implies another through tone of voice, body language, etc. 	<ul style="list-style-type: none"> • Distractions • Difficulty concentrating • Thinking of a response
Conflict Resolution	Self-expression
<ul style="list-style-type: none"> • Unsuitable language • Emotional response • Barriers related to listening and self-expression 	<ul style="list-style-type: none"> • Disorganized message • Lack of feedback—leading you to think you're understood when you're not

2. Assess your own communication skills by completing *Verbal Communication Skills Self-Assessment*.
3. An additional way to use this assessment is to have someone else (a friend or family member) use it to rate your communication skills, and then compare the two sets of responses.

Verbal Communication Skills Self-Assessment

Write the number in the column that best describes to which extent the statement applies to you.

Does this sound like you?	1—I'm not like that at all	2—I'm like that sometimes	3—I'm like that most of the time	4—Wow! I'm always like that!
1. I express my ideas clearly.				
2. I take time to listen to what people are saying and to understand their perspective.				

3. I give feedback when I'm listening.	<ul style="list-style-type: none"> When I speak or write I show that I am open to new ideas. 			
4. I am open to new ideas.				
5. I write thoughtfully, with attention to structure.				
6. I carefully review my written communication before sending, and use the appropriate method of written communication for my audience.				
7. I can address issues with others in a proactive and respectful manner.				
ADD UP YOUR SCORE: _____				

7–14 There's room for you to grow in your communications.

15–21 You show promise as a good communicator.

22–28 You're a natural when it comes to communicating well with others!

If you didn't answer *Always* to all of the statements, then you have room to improve your verbal communication skills. In the following lessons, you will take a closer look at strategies for improving communication.



Turn to the Solutions at the end of the section.

Activity 2

Your Non-Verbal Communication Habits

We are usually unaware of what we are doing with our hands and face when we are communicating. A lot of times we have habits that actually hinder our communication. We may make strange faces, we may look bored without knowing it, we may not make eye contact as often as we should, we may stare, etc.



If you have access, explore non-verbal communication in *Body Language* (<http://media.openschool.bc.ca/osbcmmedia/pl10/pl105/pl1053a2a002.html>). Record all the non-verbal aspects of communication that you see. You may need to watch the video more than once. Are there other aspects of non-verbal communication that are not in the film, but that you know about? Add them to your list.

1. Sort these non-verbal behaviours into two groups:

- A smile
- A touch on the arm
- Narrowing the eyes
- Folding arms across your front
- Looking at your watch or phone
- Direct eye contact
- Looking away
- A sigh
- A nod
- Sitting forward

Encourages more communication	Discourages more communication

2. Check your own non-verbal communication style by completing these statements.

Statements:

When I lose my focus on what a person's saying, I usually _____

When I am irritated by a discussion I usually _____

When I have a lot of ideas to contribute to a discussion I usually _____

When I need to prove I'm right, I usually _____



Turn to the Solutions at the end of the section and mark your work for Question 1.

Activity 3 Using 'I' Statements

You have already learned that how you say something is often more important than what you say. But we all want to speak effectively. Most of the time we can manage to communicate pretty well. However, we may have difficulty when we want to get our message across to the receiver if we have a problem or concern.

Another time that communication becomes difficult is when we are giving criticism and when we are responding to being criticized.

One helpful way to communicate in these more difficult situations is to take ownership of the problem by using 'I' statements. 'I' statements are a way of expressing how you feel about a situation without placing blame or drawing a defensive or argumentative response from the receiver. 'I' statements are clear, direct actions that will likely be met with respect and will reduce the chance of a conflict arising.

'I' statements usually include three parts: identifying a 'behaviour' (what someone did, said, etc.); your feelings about the behaviour, and the effects. A sequence such as "When you... I feel... Because..." may be useful to you.



If you have access, you can learn more about giving and receiving criticism in *I Statements* (<http://media.openschool.bc.ca/osbcmedia/pl10/pl105/pl1053a2a003.html>). Count how many times you hear an 'I' statement.

Practise making 'I' statements by rewriting the 'you' statements to the following problems. The first one is done for you. Compare your answers to the samples in the Solutions.

1. Problem:

You are talking on the phone with your friend. He is helping you catch up on homework that you missed. Your brother comes home and turns on his stereo. His music is so loud you can't hear your friend.

'You' message:

Why do you play that music so loud? Don't you think of anyone else but yourself? Why are you so inconsiderate?

'I' message:

I am having a difficult time talking on the telephone because the music is so loud. I would appreciate it if you could turn it down.

2. Problem:

You just bought a new sweater. Your sister borrows it, promising to wash it and return it tomorrow, but she doesn't.

'You' message:

You are so irresponsible and selfish. You have no respect for me. I'll never lend you anything.

3. Problem:

Ken borrowed the family car and promised to be back home at a certain time. He arrives home two hours late.

'You' message:

You reckless boy, can't you tell time? You can't be trusted with the family car.

4. Problem:

You had planned to meet your friend and go into the school dance together. Your friend forgets and you stand outside while everyone walks past you and into the dance.

'You' message:

You made a fool of me in front of the whole school. You never think about anyone but yourself. I'll never meet you anywhere again.



Turn to the Solutions at the end of the section and mark your work.

Activity 4
Active Listening

Listening is a skill that involves more than your ears. Did you know that the Chinese character for the verb ‘to listen’ is made up of the smaller characters for ear, eyes, you, undivided attention, and heart?



In order to get the whole message, you need to give the speaker your undivided attention by focusing on them and looking for non-verbal clues.

1. Test your active listening skills by sorting out the following skills. Make a chart with these headings:

Positive Listening Habits	Negative Listening Habits

Sort the following list into the correct column and then check your answer using the Solution.

- Keeps looking beyond the speaker
- Repeats some of the things said
- Tries to change the subject
- Looks at the speaker
- Reacts with a smile, raised eyebrows, a nod of the head
- Attempts to complete the speaker’s sentences

- Looks impatient
- Shows sympathy
- Jumps to conclusions and starts to answer before speaker is finished
- Asks clarification questions when the speaker is finished
- Interrupts
- Looks bored

2. Read:

Active listening

Active listening is a way of listening and responding to another person so that the message is fully understood. To listen actively:

- a. Empathize
Put yourself inside the speaker's thoughts and feelings in order to better understand what they are saying to you. Suspend your own judgment and position until you clearly understand the other's perspective.
- b. Concentrate
If possible, eliminate distractions by turning off the TV or turning down the stereo.
- c. Listen for feelings
Try to listen 'between the lines' to understand the attitudes, needs, and motives behind the words. Changes in volume and tone, as well as nonverbal clues such as facial expressions and gestures, can help you determine how the speaker is feeling.
- d. Connect
Use "listener friendly" body language: make eye contact, lean toward the speaker, and keep your body language and facial expressions open and interested.

Validate

Even if you don't agree with what the speaker is saying, it is important that they know they have been heard and that you understand what they have said. Use nods and "uh-huhs" and comments that show you have heard what they said.

Paraphrase

When the speaker has finished talking, repeat in your own words what the speaker said so they know they have been understood. Example: “Sounds like you’ve tried everything to solve the problem, and you don’t know what to do next.”

Clarify

Ask questions to get more information, especially if you’re not exactly clear what the person is trying to say. Example: “What did you mean when you said...” or “If I understand, you feel that...”

As you can see, it takes much concentration and determination to be an active listener. But if you are deliberate when you are listening, you will truly hear what the other person is saying and greatly enhance effective communication.

3. Assess your own listening skills by completing **Assessing your Communication Skills**.

Assessing your Non-verbal Communication Skills

Everyone has a particular style of communicating successfully with others. Take this self-assessment to find out your style of non-verbal communication and how you work with others.

For each of the statements write the number in the column below the answer that best applies for you.

Does this sound like you?	1—I’m not like that at all	2—I’m like that sometimes	3—I’m like that most of the time	4—Wow! I’m always like that!
1. I let others finish speaking before I say something.				
2. I mirror the emotional tone of others—smiling or looking serious when appropriate.				
3. I look directly at the speaker.				

4. I speak clearly, using both verbal and non-verbal methods to get my point across.				
5. I use encouraging non-verbal signals when listening.				
6. I reduce distractions in order to focus on the communication.				
7. I pay attention to not just <i>what</i> is expressed, but <i>how</i> it is expressed.				
ADD UP YOUR SCORE: _____				

7–14 There's room for you to grow in your communications.

15–21 You show promise as a good communicator.

22–28 You're a natural when it comes to communicating well with others!

4. Record your score. What do you need to focus on to develop your non-verbal communication skills?



Turn to the Solutions at the end of the section and mark your work.

Summary

Completing this lesson has helped you to:

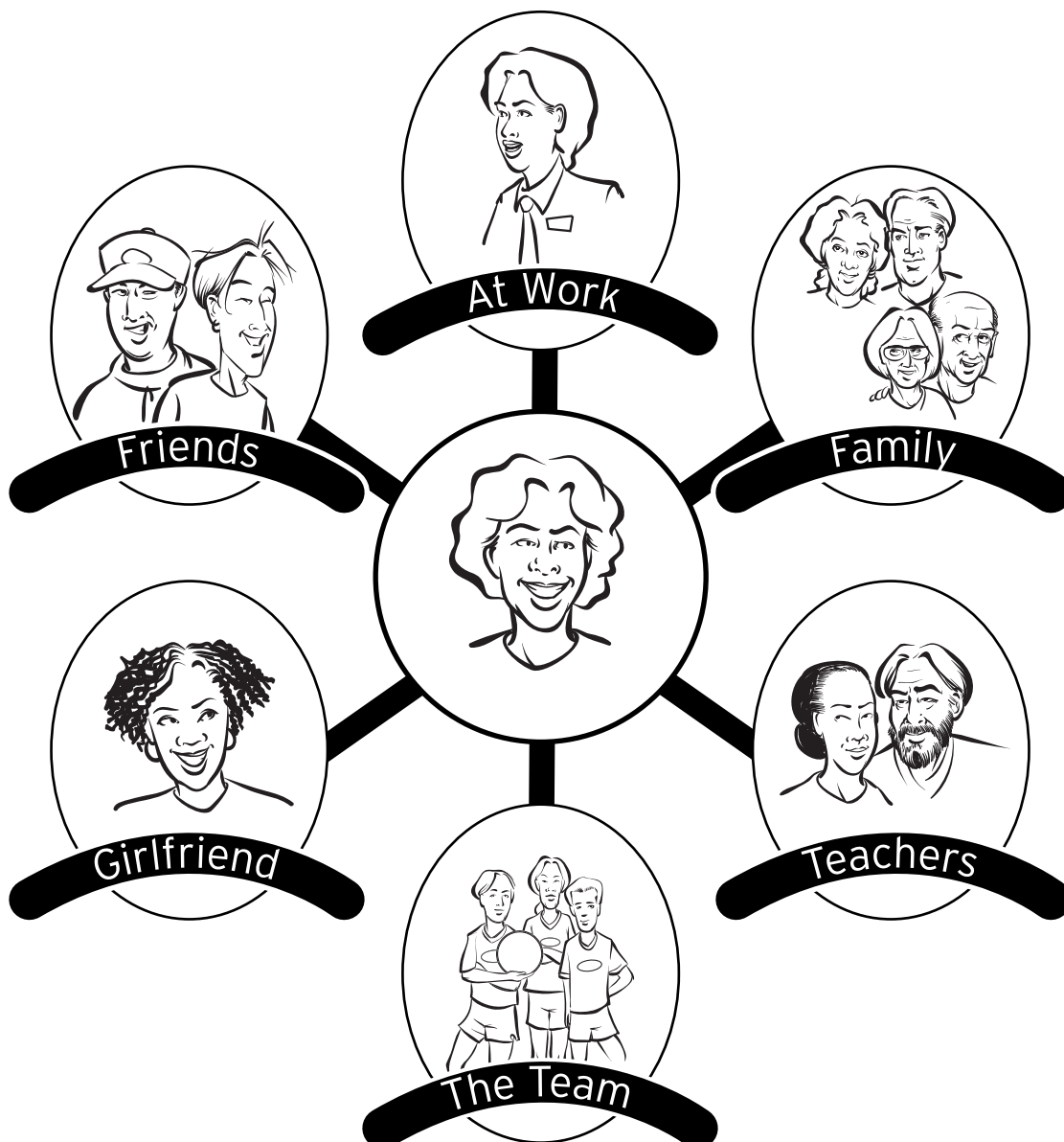
- Assess your verbal communication skills.
- Assess your non-verbal communication skills.
- Demonstrate an understanding of “I” statements.
- Assess your listening skills.

Lesson B

Healthy Relationships

Overview

Relationships are the connections we have with others. We usually live in many different types of relationships. Some relationships will last for years, even a lifetime, while others are short lived. What are some of the relationships you live within?



What Are Relationships?

Relationships fill the basic human needs of belonging, security and love. There are varying levels of authority (power), intimacy (closeness) and reliance (dependence) in each relationship. For a relationship to be healthy there has to be a balance between the two people around these three aspects. For example, your boss will have more power than you, but you can have a healthy relationship with him or her if the power is not used to make you feel inferior and disrespected. If your boss is open and respectful, you will feel comfortable and the relationship will be healthy for you.

Activity 1 Relationships

Relationships grow and change over time. What factors might influence a relationship to change, either to grow stronger or to end?

Think of a healthy relationship that you have in your life. What are the qualities that you feel make this relationship healthy. Then check your understanding by sorting the following qualities.

Mark with an “H” if the quality belongs to a healthy relationship. Mark with a “U” if the quality belongs to an unhealthy one.

- _____ marked by kindness
- _____ results in loss of self-esteem
- _____ comfortable with each other
- _____ pretend to be someone else
- _____ sharing of mutual activities
- _____ many misunderstandings
- _____ loyalty
- _____ develops over time
- _____ springs up quickly
- _____ results in increased self-esteem
- _____ quickly lose interest
- _____ endures ups and downs

- _____ trust
- _____ sometimes based on attraction
- _____ good communication
- _____ lacks kindness



Turn to the Solutions at the end of the section and mark your work.

Is This Love?

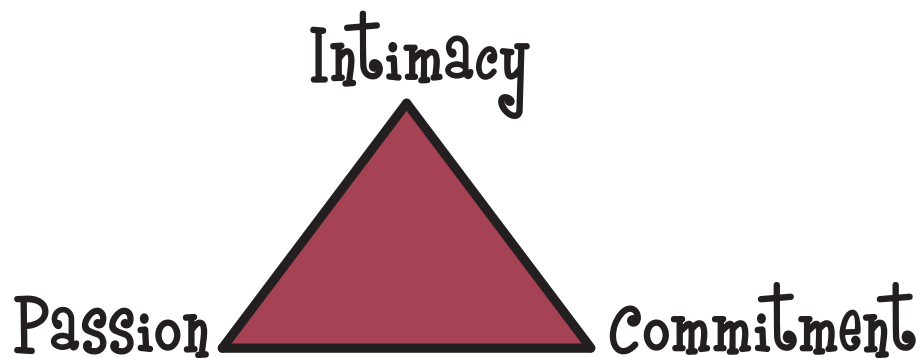
You love many things and many people—your dog, pizza, soccer, and your parents. All of these are important to you, yet how you feel about each one is quite different. There are several types of love and it is important to distinguish between them. This is one way you can ensure that your relationships are healthy.

Dr. Robert Sternberg, a psychology professor at Yale University, developed a *Triangle Theory of Love* that states there are eight types of love that depend on the combination of three factors: intimacy, passion, and commitment.

Intimacy—is the close, warm feelings you have in a relationship.

Passion—physical sexual attraction.

Commitment—loving and maintaining the relationship through good and bad times.



The eight types of love are:

1. Non-love: absence of all three components; it is the relationship we have with acquaintances.
2. Friendship: contains intimacy; it is the first type of relationship we experience outside our families.
3. Infatuation: contains only passion, 'is love at first sight'.
4. Empty love: contains only commitment; it is often seen in the final stage as a relationship ends.
5. Romantic love: contains intimacy and passion.
6. Fantasy love: contains passion and commitment but lacks intimacy.
7. Companion love: contains intimacy and commitment; is a long-term friendship.
8. Complete love: contains all three components; achieving this type of love may be difficult.

Activity 2

What Type of Love Is It?

Read the descriptions of the relationships below and decide which of the three components are present—intimacy, passion, or commitment. Based on your knowledge of the eight types of love, note what type of love is represented in each relationship. Then compare your answers to those in Solutions.

1. Kim and Scott have been good friends for a long time. They like to go for walks and have talks over coffee. Some people think they should start dating but Kim and Scott are not interested in each other that way.

2. Carole and Steve met each other at a dance and were attracted to each other right away. They dated intensely for a few weeks and then their relationship ended.

3. Ida and Charlie have been married for fifty-two years. They sleep in separate beds in the same room. Ida likes to travel but Charlie doesn't so she travels with a friend. Ida always makes sure that all of Charlie's meals are made ahead of time before she goes away.
-

4. Bruce and Sally have been married for fifteen years and like doing the same things. Sally says she is attracted to Bruce more now than she was when they first met.
-



Turn to the Solutions at the end of the Section and mark your work.

Summary

Completing this lesson has helped you to:

- Identify the characteristics of a healthy relationship.

Lesson C

Relating to Others

Overview

Conflicts arise from differences in values, motivation, needs, and opinions. We deal with conflicts on a daily basis. Our conflicts at school, home, with friends, or at work, are usually solved without a fuss. Sometimes, however, that accidental bump becomes a push, which becomes a fight. This happens because everyone responds differently to conflict.

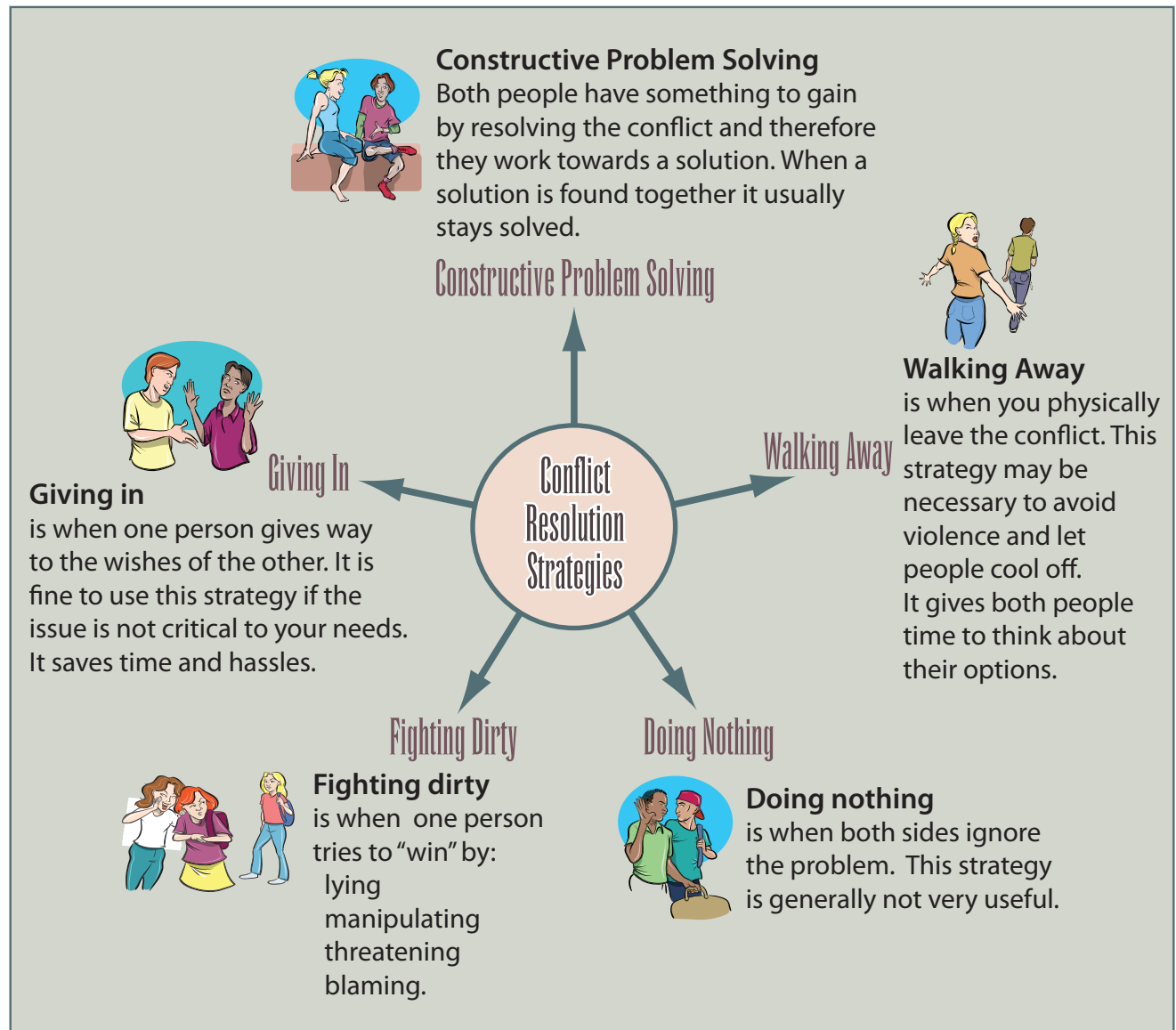
It is during a conflict that your style of communication is of the utmost importance. Balancing what you want with what others need can be tricky. Something called assertive communication can help in these situations.

What if a conflict cannot be resolved? What if flirting turns to harassment? What if teasing turns to intimidation? What if intimidation turns to violence?

Are teenagers more violent today than in the past? “Many Canadians are left with the impression that youth violence has dramatically increased in the past two decades. According to police statistics however, this is not the case. Only a small minority of youth commit violent crimes.” (*National Clearinghouse on Family Violence, 2003, Youth and Violence.*)

Conflict Resolution Strategies

Conflict is inevitable and everyone reacts differently to it. The important thing is to try and solve the conflict as quickly and effectively as possible. Unresolved conflicts can cause stress and uneasy feelings that will affect other areas of your life.



Steps to Constructive Problem Solving

The constructive problem solving strategy is the most effective, but takes time and practice to learn. Conflict resolution is a form of problem solving. It helps for both parties to focus unemotionally on the problem, and follow these steps to resolve a conflict:

1. Both parties recognize there is a problem.
2. Define the problem.
3. Brainstorm possible solutions.
4. Explore alternate solutions and make a decision.
5. Act on the decision.

Activity 1 Analyzing a Conflict

Resolving conflict using the problem solving strategy takes practice.

1. Analyze the last two conflicts you have had that ended negatively. For each one describe:
 - your relationship to the person
 - what the conflict was about
 - what strategy you used
 - whether or not the strategy was effective and the conflict was solved to your satisfaction
 - how you felt before, during, and after the conflict

2. Read the following tips for solving conflicts collaboratively.

Both parties should begin by reflecting and planning on their own. This enables both to calm down, and express themselves more effectively. During the reflection period:

- Look beyond the obvious to underlying issues. Problems usually have more than one issue.
- Explore your needs in the situation.
- Explore your feelings in the situation.

Then, you will want to hold a problem-solving meeting with the other party. During that meeting:

- State your positive intentions first. For example: “I want to solve this problem together.”
 - Share the outcomes of your reflections on the problem. Don’t interrupt.
 - Come to an agreement about the source of the conflict.
 - Confirm that you’ve heard each other—and understand.
 - Use I-statements and active listening skills.
 - Brainstorm solutions.
 - Select a solution that is acceptable to both of you.
 - State expectations: what each of you will do.
 - Ensure you are both contributing an equal amount to the solution.
 - Agree on a follow-up meeting.
3. Using the tips for solving problems collaboratively, write a solution to each of the conflicts you described in question 1. What, if anything, could you have done differently? Do you think the result would have been the same if you had used this strategy? Why or why not?

What Is Assertive Communication?

Assertive communication is not being aggressive or bossy, but rather saying what you mean. Assertive communication is the happy centre between passive communication and aggressive communication. Assertive communication expresses a single, specific and concrete request. It also speaks of an action that one would like to see happen.

Can you spot the difference between being passive, aggressive, and assertive?

James has been waiting in line for concert tickets for more than five hours. Suddenly, someone cuts into the line in front of him.

A **passive** response would be to say nothing but mutter under your breath “Some people...”

The **aggressive** response would be to say, “Hey pal who do you think you are, budging in line like that? Are you blind or can’t you see the end of the line is back there?”

The **assertive** response would be, “Excuse me. I was here first. The end of the line is back there.”

Activity 2

Getting the Message Across

Assertive communication is especially important to use, but it is also the hardest to use. However, the more you practice using assertive communication, the easier it will become and the easier solving conflicts will be.

As you already realize, one of the tricks is to be able to differentiate between passive, aggressive, and assertive communication.

Read the following, and then complete the scenario responses.

For each of the following scenarios write a passive, aggressive and assertive response. The first one is done for you as an example.

<p>Example: Scenario 1</p> <p><i>Graham lives with his dad who works hard at his job at the paper mill. He also struggles to keep the house clean and make sure he has time to coach Graham's baseball team. Graham has a history of being messy and today his dad came home to an all too familiar mess.</i></p>	<p>Passive response: Graham's dad says nothing; cleans up the mess really loudly hoping that Graham will hear, all the while fuming inside.</p> <p>Aggressive response: Graham's dad yells, "Graham, you are such a slob you always mess up this house! You don't think about anyone but yourself."</p> <p>Assertive response: Graham's dad says, "Hey Graham I see you left dishes in the sink and papers on the floor. Please pick up the papers and put the dishes in the dishwasher." Graham's dad stays to ensure that Graham does what he is asked.</p>
<p>Scenario 2</p> <p><i>Kim shared with her mother something that was very private to her. She thought that the conversation was confidential. Kim is mortified when a family friend approaches her with unwanted advice on her very personal concern. Kim approaches her mother. (Write Kim's three responses.)</i></p>	

Scenario 3

Tom wants to go out with his friends after rugby practice. He knows that he will be breaking his curfew but he has never been late before and believes his mom won't mind. When he gets home an hour late his mom is steaming mad.

(Write the mom's three responses.)



Turn to the Solutions at the end of the Section and mark your work.

Bullying and Intimidation

Bullying is the combined use of aggression and power to harass and/or intimidate another person. Bullying can range from exclusion, gossip, and name calling to stalking, fighting, and theft. Bullying usually involves a power imbalance and intent to harm. It causes distress and is usually repeated over and over.

People are bullied for all types of reasons and often for no logical reason at all. The victim usually has no control over these reasons (i.e., race, disability, sexual orientation, etc.). People who do the bullying usually pick on others to make themselves feel more powerful. They believe that the person they are picking on has less power than themselves.

Sometimes the teasing and bullying are too much for the victim. In the past few years there have been cases in British Columbia where students have taken their own lives in order to stop the bullying. Sadly, these students weren't aware that there were other options open to them. In these cases, the students who committed the bullying ended up in jail.

Bullying essentially takes away the victim's freedom, causing them to be afraid, intimidated, and distressed. It is up to the victim or to the people who know about these situations to take responsibility and tell an appropriate person so that the bullying can be stopped as soon as possible.

Who are appropriate people?

Consider telling a teacher, parent, coach, or other adult. Or you can call **1-800-680-4264**, twenty-four hours a day and report a situation. This is the *Youth Against Violence* telephone number. You just leave a message and a police officer in your area will get the message and deal with the problem right away. Calls are confidential and you don't have to leave your name or other personal information if you don't want to.

In the world of online social networking, bullying takes a similar form—though often the threat is a mental and emotional attack, rather than a physical one (although physical threats can still be present). Here is a sound approach for counteracting cyberbullying:

- Don't respond.
- Save the evidence (it's understandable that you'd want to permanently delete a message that threatens you, but the evidence will be needed in order to show someone who can help make it stop).
- Use preferences or tools to block the bully from accessing your social media accounts.
- Be civil (don't bully back). If you have to communicate with the bully, don't stoop to their level.
- Stand up for others. Don't just watch others send hurtful messages—let the bully know their behaviour is unacceptable.

If you think that someone is going to get hurt or might hurt you and you don't know what to do, call the *Youth Against Violence* number right away. Remember, the best way to stop violence is to prevent it from starting.

What Is Sexual Harassment?

Harassment is any behaviour or comment that is hurtful, degrading, humiliating, or offensive to another person. Sexual harassment is physical, verbal, or non-verbal conduct of a **sexual** nature which is unwanted and unwelcome. Examples of sexual harassment are spreading sexual rumours, sexual ridicule, obscene T-shirts, inappropriate touching, staring at genital areas, name calling, sexual jokes, inappropriate comments or noises, continually asking for a date, demands for sex, etc. These can occur in many situations—at school, at work, on the street, on the telephone, or in email.

Sexual harassment, like other forms of bullying, needs to be reported. If you are being sexually harassed, you need to tell an adult who you trust. Sexual harassment often goes unreported because it usually involves a power difference.

What about flirting? Is it sexual harassment? The line is not always easy to see. But the real difference is that sexual harassment is unwanted and demeaning, while flirting is wanted by both people involved.

Activity 3 Flirting or Harassment?

To get some practice in telling the difference between flirting and sexual harassment, complete the following activity.

Sort the phrases into the appropriate categories.

Mark with an “F” if the phrase describes an element of flirting. Mark with “SH” if the phrase describes an element of sexual harassment.

- _____ positive self-esteem
- _____ happy
- _____ illegal
- _____ equality
- _____ in control
- _____ power-based

- _____ feels good
- _____ sad/angry
- _____ feels bad
- _____ legal
- _____ negative self-esteem
- _____ invades privacy
- _____ reciprocal
- _____ feel unattractive
- _____ open
- _____ one-sided



Turn to the Solutions at the end of the Section and mark your work.

Summary

Completing this lesson has helped you to:

- Demonstrate knowledge of conflict resolution.
- Demonstrate the difference between aggressive, passive and assertive responses.
- Choose effective actions to combat bullying.
- Identify what sexual harassment is and how it is different from flirting.

Solutions

Lesson A: Communication Barriers

Activity 1

Verbal Communication:

Oral communication skills are key for a good communicator. Some people find it helps to organize their ideas before speaking. Concentrate on your message, and speak clearly and concisely as possible. Avoid “um”s, “ah”s, and other filler words. Be specific when asking questions and giving answers.

Written Communication:

Today even people who aren’t in jobs that require writing still find themselves engaged in a variety of written communications, including emails, blogs or sharing ideas in online communities. Good communicators know it’s just as important to be understood in writing as it is in speaking. Make sure to consider your audience, and write with the same respect you would give someone with whom you are speaking in person.

Assertive Communication:

Good communicators know that challenges can bring conflict. They might get angry or frustrated with someone they’re working with. But they know how to solve their differences with respect.

Lesson A: Your Non-Verbal Communication Habits

Activity 2

Encourages more communication	Discourages more communication
<ul style="list-style-type: none"> • A smile • Direct eye contact • A touch on the arm • Sitting forward • A nod 	<ul style="list-style-type: none"> • A sigh • Narrowing the eyes • Folding arms across your front • Looking at your watch or phone • Looking away

Lesson A: Using 'I' Statements

Activity 3

2. 'I' message: I'm feeling frustrated because I haven't been able to wear my sweater that you borrowed last week. I'd appreciate if you'd clean it and return it to me by tomorrow.

3. 'I' message: I was very worried when you arrived home with the car two hours later than you promised. I find it difficult to lend you the car if I can't trust that you'll be home on time.
4. 'I' message: I felt mortified standing at the gym door waiting for you to get to the dance. When you break a date with me, I feel that I don't matter to you and that really hurts. I won't agree to meet you again unless I'm certain that you'll show.

Lesson A: Active Listening

Activity 4

Positive Listening Habits	Negative Listening Habits
<ul style="list-style-type: none"> • Repeats some of the things said • Shows sympathy • Looks at the speaker • Asks clarification questions when the speaker is finished • Reacts with a smile, raised eyebrows, a nod of the head 	<ul style="list-style-type: none"> • Attempts to complete the speaker's sentences • Looks impatient • Keeps looking beyond the speaker • Jumps to conclusions and starts to answer before speaker is finished • Looks bored • Tries to change the subject • Interrupts

Active Listening

Good communicators know that it's not just about being heard—good communication includes listening. Practise active listening skills such as paraphrasing what the person says, and make sure you've understood the speaker. Don't interrupt when someone else is speaking. Make eye contact, and use gestures like nodding, to let them know you're listening.

Lesson B: Relationships

Activity 1

- H marked by kindness
- U results in loss of self-esteem
- H comfortable with each other
- U pretend to be someone else
- H sharing of mutual activities
- U many misunderstandings
- H loyalty
- H develops over time

- U springs up quickly
- H results in increased self-esteem
- U quickly lose interest
- H endures ups and downs
- H trust
- U sometimes based on attraction
- H good communication
- U lacks kindness

Lesson B: What Type of Love Is It?

Activity 2

5. intimacy and commitment = companion love
6. passion = infatuation love
7. commitment = empty love
8. intimacy, commitment and passion = complete love

Lesson C: Getting the Message Across

Activity 2

Scenario 2

Passive response:—Kim avoids making eye contact with her mother and gives her the “silent treatment”.

Aggressive response:—Kim screams at her mom, “I can't believe you blabbed to Jean what I told you about my problem! You are such a dork! I HATE YOU!”

Assertive response:—When you tell other people private things that I shared with you it makes me feel like my privacy doesn't matter to you. And that really hurts. Please keep things just between the two of us, or I will have to stop sharing my problems with you.

Scenario 3

Passive response:—Tom's mother ignores him the next morning. She 'forgets' and gives the last of the milk to the cat so he won't have any milk for his breakfast cereal.

Aggressive response:—Tom's mother turns off the porch light and locks the front door. When he comes in, she meets him at the door and yells, “Where have you been? I've been worried sick about you! You're such a thoughtless brat! “

Assertive response:—The next morning, Tom's mother says, “I heard you come in last night an hour later than we agreed upon. I'm feeling annoyed because I had trouble sleeping until you got home. If you can't make it home in time, please call me so we can discuss an extension. If this continues, we'll have to look at some sort of consequence, probably related to your use of the car.”

Lesson C: Flirting or Harassment?

Activity 3

F	positive self-esteem
F	happy
SH	illegal
F	equality
F	in control
SH	power-based
F	feels good
SH	sad/angry
SH	feels bad
F	legal
SH	negative self-esteem
SH	invades privacy
F	reciprocal
SH	feel unattractive
F	open
SH	one-sided