
SESSION 5

Objectives:

- To identify communication and behavioral styles: assertive, passive, and aggressive.
- To practice responding in a variety of ways to specific situations.
- To understand personal responsibility, consequences and choices.

Session Outline

- **Updating**
- **Communication and Behavioral Styles**
 - Exercise: Identification of Styles
- **Saying No**
 - Exercise: Role-play
- **Break Or Split Session Option**
 - Relaxation for Split Session
 - Selfwork for Split Session
 - Reentry for Split Session
- **Safety with Strangers**
 - Discussion for presenter only
 - Discussion for Elementary School Age Groups
 - Discussion Suggestions for Adolescent Groups
 - Discussion Suggestions for Parents
- **Selfwork**
- **Handouts:**
 - Letter to Parents
 - Safety with Strangers: Letter to Parents (Grades 1,2,3)
 - Safety with Strangers: Rules (Grades 4,5,6)
 - What if . . . Cards: (2 sets)
 - Who Am I Exercise
- **Materials:**
 - Flip chart or chalk board

Updating

Did any of you communicate differently with people this week?

What happened?

Did any of you communicate something that you had been wanting to?

Did any of you find that the exercise of writing down your communication or seeing yourself going through it was enough that you no longer felt you needed to say it directly to the person?

This session we're going to talk about communication and behavioral styles.

Communication and Behavioral Styles

Who knows what it means to be assertive?

Assertiveness is a way of communicating. Assertive communication is when you directly and clearly tell someone your own feelings, needs, and/or opinions without threatening, lying or tricking them.

Being assertive is a skill that we learn and develop over a period of time. It is a skill that will make you feel more in control and better about your own abilities.



Flip Chart 18

With groups grades 1–3 (and some older groups) it is preferable to limit the discussion to assertive, aggressive and passive behavior. The concept of passive-aggressive and indirect or covert behavior may be too complex or simply offer too many options. The first three are sufficient for children to see which direction their behavior is going.

Styles of Communication and/or Behavior:

- Assertive
- Aggressive
- Passive
- Passive-Aggressive
- Covert

Aggressive behavior or communication doesn't think about the feelings or needs of others. It is self-centered.

Passive behavior doesn't think about your own feelings or needs. It is also a way of giving your choices away.

Passive-aggressive behavior is expressed by angry people. It is a way of being passive to cover up your anger. It is very frustrating to be with passive-aggressive people because they don't act angry, but they also don't help get things done and often find ways to keep others from getting things done too.

Covert behavior includes roundabout tactics, like crying in the hope another person will take pity and give in; playing games such as, "I'll only love you if you let me have my own way;" pouting or whining.

Assertive behavior takes care of your needs without hurting someone else. It respects everyone involved.

It is important to know which way you are acting in order to make clear choices. You can continue to behave that way or you can choose to behave another way.

Exercise: Identification of Styles

Present the following situations and ask the group to role-play an aggressive, passive, and assertive response. With some groups you may need to provide suggestions such as the answers listed.

Review the elements of communication (eye contact, words, body language, gestures, facial expressions, voice, tone, timing, and listening) and encourage the group to pay attention to what elements of communication are associated with assertive, aggressive, and passive behaviors.

- ▶ Your friend asks you to come over to make brownies and you have a test you need to study for. Your response is:
 - "Well, if you really want me to."
 - "Don't you know I have a test? You never think about anybody but yourself."
 - "I'd really love to, but I need to do well on this test. Maybe we could do it another night this week."
- ▶ Your father wants you to take your brother with you to your game because he can't find a sitter. Your response is:

-
- Agree to take him, but tease him and treat him rudely all the way there and back home.
 - You explain, "I don't think I can watch him and be in the game. Could we see if the neighbor could watch him for awhile and I'll come straight home from the game."
 - You say, "That's not my job, I'd rather not go than be stuck with him."

➤ Your teacher mistakenly calls your name when the person next to you was the one throwing paper wads. Your response is:

- Tell her to wake up. The kid next to you did it.
- Go and tell her after class that you want her to know it wasn't you. That she mistakenly thought it was you but that the person next to you had thrown it.
- Put your head down and cry.
- Bow your head and say nothing.

➤ You're staying overnight with a friend. Her parents go out and tell you not to worry, they'll be back soon. You feel uneasy and want to call your parents. You:

- Refuse to talk the rest of the evening.
- Feel worried, but decide they'll be back soon and you're too much of a worrier anyway.

- Tell them that it's irresponsible to leave you alone and you demand that they drop you at home before they go anywhere.
- Tell them that you're not allowed to stay alone at anyone's house and that you'd like to call and clear it with your parents before they leave.

► Several friends are shoplifting at the convenience store. They dare you to join them. You say:

- "I don't think that's something I want to do, I'll see you later."
- "Well, if you're sure we won't get caught."
- "You're all just stupid. I hope you get caught!"
- Go along with the group, but when they get caught, blame it all on them, saying "they 'made' you do it."

Can you think of some situations from your life when you acted in one of these ways, but you see another way you could act now?

Use examples from group or use next role-play.

► You are walking down your street and your neighbor stops you and asks you to come into his house. He says he has something to give your parents.

Practicing is an important part of feeling confident and in control when learning a new skill.

This time I want each of you to think of something you would like to ask for in an assertive way.

For example, "I feel stiff. I would like to stand up and stretch," or "I can't think of anything. Could you give me some help?"

Let's go around the circle and have everyone ask for one thing.

How did that feel?

Saying No

Many of us are afraid to ask for what we want because we are afraid of hearing the word "no."

How many of you take "no" personally? You think that when someone says no to your request, they have said "no" to you as a person.

How many of you don't like to say "no" because you're afraid of hurting people's feelings or that people won't like you if you say, "no."?

How many of you think it's okay to say "no" if someone asks you to do something you think is wrong or that could hurt you or be unsafe?

Is it okay to say "no" to things that feel wrong, that your instinct tells you shouldn't do?

Exercise: Role-play

In the following role-plays, pay attention to the elements of communication and whether the response is passive, aggressive or assertive and what the associated feelings are.

- ▶ What if you're doing a report for school based on a television program and your parents tell you to turn off the television and go to bed?"

Possible solutions: "I'm doing a report in school on giraffes and I'd really like to finish watching this special." or "Could we tape it then and I'll finish watching it after school tomorrow?"

- ▶ What if a friend says, "Let's take this shortcut through the woods?"
- ▶ What if a friend wants to pick flowers from someone's yard on the way to school?
- ▶ What if a friend suggests you buy a snack for her because she doesn't have any money, but you're saving up for something?
- ▶ What if someone makes fun of you for not going along with the group? What would you say?

Some people live in situations where they are expected to be passive all the time. If this is the case, discuss the possible consequences of changing their behavior.

Break Or Split Session Option

Relaxation for Split Session

Let's try a little imagining. Close your eyes, get comfortable and let your attention go to your breathing.

Breathe in through your nose to completely fill your lungs, pause only as long as is comfortable, slowly release the air through your mouth, emptying your lungs completely.

Breathe in to a count of four (one, two, three, four).

Now breathe out to a count of eight (one, two, three, four, five, six, seven, eight).

Now, breathe in again and begin to count for yourself. If four and eight is not comfortable for you, use any pace that feels good to you.

Continue to just pay attention to the rhythm of your breathing for a minute now.

Let your body melt deeper and deeper into relaxation and quiet.

Now see yourself talking to your mother or father about a problem.

See them listening carefully, taking what you have to say seriously, and being willing to help.

Pause for 30 seconds.

See yourself saying, "Thank you for listening to what I had to say and for helping me to work out a plan for handling it."

Pause for 30 seconds.

Now see yourself speaking to a friend about their revealing something you told them in confidence.

See your body language being upright and direct, hear your voice being clear and assertive, hear your words clearly telling the person how you feel, what they have done, why you are upset, and what you would like them to do.

Pause for 30 seconds.

Now see that person thanking you for telling them that you were upset and why. See that person telling you how much they value your friendship and that they will be more careful and respectful of that friendship in the future.

Pause for 30 seconds.

Notice how warm and wonderful it feels to have someone like you and care about being your friend.

See yourself saying "Thank you" and giving that person a hug.

Now see yourself as a powerful person, someone you really like.

Pause for 15 seconds.

Feel how good it feels to like yourself, to know you can do things well, to know people like you and want to be around you.

Now, take all of those thoughts and store them in your mind to draw upon all this next week as you go about practicing all the things we have talked about.

Now, bring your consciousness back into the room, move around a bit in your chair, and when you are ready, open your eyes.

Selfwork for Split Session

Selfwork # 1 found at the end of Session 5.

Reentry for split session

What experiences did you have with being assertive since the last session?

What did you notice about your own style of communicating?

Would you like to change it in any way?

Safety with Strangers

Discussion for Presenter Only

Most people, including adults, have a distorted sense of who and what strangers are. They tend to think strangers are people who hurt little children, who want to lead them into dangerous situations, and who can be recognized because they look bad. Most young people (and too many adults) think staying safe is simply a matter of watching out for people who look like the stereotypical stranger.

This is precisely what makes people so vulnerable and is the reason previous efforts to teach safety with strangers have not worked.

Before teaching this section of the program, be aware if any of the participants have been abused by strangers. What is being said will be heard differently by them and may need to vary slightly from what is presented here, particularly the acknowledgement of differences in power if it is too late to stay an "arm's reach away."

Lesson for Elementary School Age Groups

What is a stranger?

Ask several children. Even though they have the right answer the first time, keep asking. Your responses should be neutral to maximize the range

For young children and adolescents who have been victimized, safety with strangers is usually a good place to begin discussing personal safety. The discussion and examples should be modified depending on the age group. With adolescent groups, discussion may center more around risk-taking behavior and how they feel about risk-taking.

Discussion suggestions for adolescents and parents follow this section.

of their answers. After you've gotten the full spectrum of misconceptions, then follow-up with:

A stranger is anyone you don't know. In fact, most of the people in the world are strangers to you and most of them are really nice people.

Give some examples: new people in the center or school.

Can you tell if someone is nice or not by looking at them?

Again you want to get the range of misconceptions without comment. Make a really mean face and ask if that makes you bad? Play with their ideas and follow up with:

So you can't tell by how a person looks if they are nice or not?

Now, I have another really important question. When you're by yourself, who's taking care of you and keeping you safe?

Most children think someone else is watching out. They need to know that — when they are by themselves or with their friends — they must take care of themselves and make decisions that are good for them.

Flip Chart 19

A stranger is anyone you don't know.

- You can't tell good strangers from bad strangers by how they look.
 - When you're by yourself, you have to take care of yourself.
-

There are five rules to follow when you're by yourself that will help keep you safe. They are:

Flip Chart 20

RULES WITH STRANGERS: When you're by yourself or with friends

1. Stay an arm's reach away.
 2. Don't talk to the stranger.
 3. Don't take anything, not even something that belongs to you.
 4. Don't go anywhere with that person.
 5. If you feel you need help or feel scared or nervous, back up four steps, turn around and run to someone who can help you.
-

The first rule is "Stay an arm's reach away from someone you don't know when you're by yourself or with your friends." Who can help me demonstrate that?

Demonstrate an arm's reach is the length of a grownup's arm plus how far they can reach.

- Let's pretend that I am a stranger and I come into your yard. What do you do? Stop what you're doing, stand up and back up so you're an arm's reach away.

What if I take a step toward you. What do you need to do to keep an arm's reach away?

Back up.

Where should your eyes be?

Looking at the person so they know what the person is doing.

Do you always stay an arm's reach away because the person is bad, because you are afraid? No, It's because you don't know the person and you are alone.

The second rule is you don't talk to a stranger when you're by yourself.

- Say, "Hi, my name is —, what's yours?"

The volunteer should not respond.

"Oh, I know you, I met you at school with your mother."

Is it rude not to answer? Some people might think it is, but is it more important to be polite or to be safe?

- Walk toward the participant and say, "Do you live here?" Remember, nodding your head is talking too. Don't talk with your voice or your body. "I'm looking for the Smith's house. Do you know where they live?"

Discuss answering which may vary for younger and older groups. All should stay an arm's reach away.

- Say, "Hi, _____ (use child's real name) I know you don't remember me, but, I work with your father. Is he at home?" What if the person already knows your name? Does that change anything?

Discuss this based on age of participants. Young children should go get parent rather than respond.

There are lots of ways someone could know your name. Who can think of some?

- What if someone comes near you and asks what time it is?
- What if someone stops you and asks for directions?

The third rule is that you don't take anything from someone you don't know, not even something that belongs to you.

When you're by yourself, who is it your job to take care of? Your parents? Your neighbors? First and foremost, you should take care of yourself and perhaps a younger brother or sister or friend.

If a stranger needs help, s/he should go to another grownup for help.

If they ask "What do I do if they get me?" the best answer is attract attention, scream what is happening and try to get away. For example, "Help! This person is not my father." They should always run to someone who can help, not just run away.

- What if a stranger comes into the yard and says, "Molly, I'm a friend of your mom's, and she left her keys at my house. Could you give them to her for me?"

Child should back up, not talk, and not take the keys.

- The UPS person wants to hand you a package.
- The florist is delivering a small box of flowers.
- A new neighbor comes over to give you a present.

All of these people are probably really nice people. Can you tell by how they look? Do you need to be afraid?

No, you are just following the rules which apply when you're alone or with your friends.

Sometimes this isn't easy, though.

- What if you were working on a special art project for school? Someone you don't know comes up and starts talking to you. You stop what you're doing and back up. The person picks up your art project and tries to get you to take it. What do you do?

Acknowledge that this might be really hard.

- Repeat with bicycle.
- Repeat with pet.

The fourth rule is don't go with someone you don't know.

- What if a lady comes up to you. She has a little girl and a puppy and asks if you want to come to the park to play with them.
- What if you're waiting in front of the school to be picked up, and a lady you don't know comes and says your dad had a flat tire and she is to take you home. What do you do?

If you don't know the person, don't go. Immediately get a grownup to help you.

If your family wants to use a code word, this is how it works:

If your parents ever want to send someone — other than who they said they would send — to pick you up, that person must know the code word or you don't go.

- The code word used correctly.
- Person forgot code word.
- A person says your mom forgot to tell her the code word.

What if a stranger keeps getting closer to you and talking to you. Do you think you might start to feel a little bit nervous or scared?

The fifth rule, if you feel nervous or scared, is to back up four extra steps and then turn around and run to someone who can help you. And if you're really scared,

Send home either letter to parents about stranger rules (grades K-3) or handout about stranger rules for older participants. "What if" . . . cards are also provided to initiate family discussion.

scream like crazy while you're running. For example, "Help!"

Are all these rules because you should be afraid?

No, they're because you can't tell who strangers are by looking.

So let's review . . .

What is a stranger?

Can you tell if they're good or bad by how they look?

What are the five rules we follow with strangers?

Work with them until one child can name all four or make this a homework assignment, perhaps connected to a reward for all who can recite them next time.

Discussion Suggestions for Adolescent Groups

For older groups discuss concepts and belief systems about strangers.

Ask what rules they follow.

Discuss risk-taking, believing you can tell, vibes, other patterns of thinking that put adolescents at risk and result in poor choices.

Discuss what would constitute "safe choices" with people they don't know.

The rules identified in the earlier discussion can be useful in focusing discussion questions.

Discussion Suggestions for Parents

Parents can empower their own children by teaching them to be safer around strangers. Go through the children's section, actually allow them to participate in the role-plays and have them take the children's materials home to share the safety rules with their own children.

Session 5 — Selfwork Activities

1. Look at how you talk to people and how they talk to you. Practice being assertive. Notice what works and what doesn't work.
2. Discuss What if . . . Cards with parents and establish family rules and agreements as needed.
3. Do the Who Am I exercise. Remember, THERE ARE NO RIGHT OR WRONG ANSWERS TO THIS EXERCISE.

Dear Parents,

We are exploring different patterns of behavior. We talked about the differences between assertive, aggressive, and passive behaviors. We aren't teaching that one is better than another. Rather, we are looking at how we behave, how people respond, and how children shape their own behavior.

Assertive behavior is that which communicates directly one's feelings, needs, or opinions without being threatening or trying to manipulate the other person. It is not forceful. It is simply and clearly communicating or standing up for your rights. By definition, assertive behavior is appropriate behavior.

We are also discussing personal safety skills, being able to recognize what makes you feel uncomfortable, how to speak up for yourself, and how to get help when you need it.

By teaching children effective communication skills, assertive behavior, and a willingness to speak up, we can help protect them and prevent interpersonal violence and abuse.

Sincerely,

Strangers Aren't Bad. They're Just Strangers

Dear Parents,

Traditionally, we have taught children that there are good guys and bad guys and they have to watch out for the bad guys. This is, of course, as impossible for children as it is for adults. As a result, children make wrong decisions and get hurt. Equally important, they feel afraid.

This session we are teaching your children about strangers in a positive, nurturing way that will not only make them safer, it will allow them to feel better about being able to take care of themselves.

Safety is something we can teach our children so they can be safer and feel safer. I hope you will take a few moments to read this and help your children to practice these new rules. Following is a summary of the concepts and rules we discussed:

- A stranger is anyone you don't know.
- There is no way to tell the good strangers from the bad strangers by how they look.

- In order to keep yourself safe when you're not with a grownup who is taking care of you, you have to follow the rules.

Rule #1 — Stay an arm's reach away from anyone you don't know when you're not with a grownup.

Children need to keep a circle of safety around themselves. If a stranger enters the area where children are playing, they should **stand up, back up and pay attention**. If the person approaches them, they should back up and keep an arm's reach away at all times.

Rule #2 — Don't talk to strangers

Children who talk to strangers, even to answer simple questions, are at higher risk. Therefore, children are not to talk to strangers when they are alone or with their friends. When they're with an adult who they know, they may talk to anyone if they have permission.

Rule #3 — Don't take anything from a stranger

Children do not take anything from a stranger, not because it might be

poison, but because it is impossible to take anything from a stranger and stay an arm's reach away. When children are with a grownup, they can take things if they have permission.

Rule #4 — Don't go anywhere with a stranger

Children shouldn't go anywhere with anyone unless they have permission. But, they also need to have rules for unusual situations. You may want to establish a **Code Word** which will be used anytime you send someone other than the person your child is expecting. If someone does not know the Code Word, it is a clear signal to the child to go for help.

Rule #5 — If you feel afraid, back up 4 steps, turn around and run. If the

person frightens them or seems overly interested or makes them feel uncomfortable in any way, they should **back up four steps and turn around and run** to someone who can help.

Anytime children need to run for help they should scream exactly what is happening: "Mommy, there's a man in the yard."

Personal safety is a simple and everyday part of growing up. The goal is to teach children what to do and how to handle a variety of situations effectively. Children who feel capable and confident are more able to handle the unexpected and to come home safely. **Remember fear does not keep children safe, training does.**

Sincerely,

Safety With Strangers

You know not to cross a street without looking both ways. You know not to play with matches. You know not to go into water above your head unless you're a strong swimmer. Because you follow these rules, you can be safe around traffic, fire or water. Well, you can be safe and feel safe around strangers, too, if you follow the rules listed below. When you're with your parents, they can take care of you. But when you're alone or with your friends, you can do that for yourself.

1. When you're by yourself, stay an arm's reach away from people you don't know. You don't have to be afraid, you're just keeping a circle of safety around yourself.
2. Don't talk to people you don't know when you're by yourself or with your friends. If an adult you don't know asks you for help, don't answer. Adults should ask other adults for help — not children.
3. Don't take things from people you don't know, even if they are your things.
4. Don't go anywhere with someone you don't know. Make up a special code word (like the name of your dog) with your parents. In an emergency, if your parents send someone you don't

know to pick you up, that person can use the code word.

5. If something or someone makes you feel funny inside, trust your feelings. Do whatever you need to do to get to a place where you feel safe.
6. Always let your parents know where you are going, and with whom. If your plans change, let your parents know.
7. Make sure you know your home phone number and the phone number where your parents work. Have your mom or dad teach you how to make a long distance phone call — on both a push button and a dial phone.
8. If you're out with a group of friends, pick a place to meet if you get separated.
9. You can help other kids, too. If you see or hear anything that looks unusual, tell a grownup right away.
10. Remember, you're the only one with you at all times. No one can protect you like you can!

My Spiritual Journey

During my years in the military, I was exposed to a variety of spiritual practices.

For example, I was given a copy of the Bible and encouraged to read it daily. I also participated in group prayers and meditation sessions.

These experiences helped me to develop a deeper understanding of my faith and a sense of purpose in my life.

After leaving the military, I continued to explore my spirituality through various practices, including yoga, tai chi, and mindfulness.

These practices have helped me to stay grounded and centered in a world that is constantly changing.

My spiritual journey is an ongoing process, and I continue to seek new ways to deepen my connection with the divine.

I believe that spirituality is an essential part of a well-rounded life, and I encourage others to explore their own spiritual paths.

Through my spiritual journey, I have learned that there is always more to discover, and I am grateful for the experiences that have shaped me.

My spiritual journey has been a transformative experience, and I am grateful for the guidance and support I have received along the way.

I believe that spirituality is a powerful tool for personal growth and healing, and I continue to explore its many facets.

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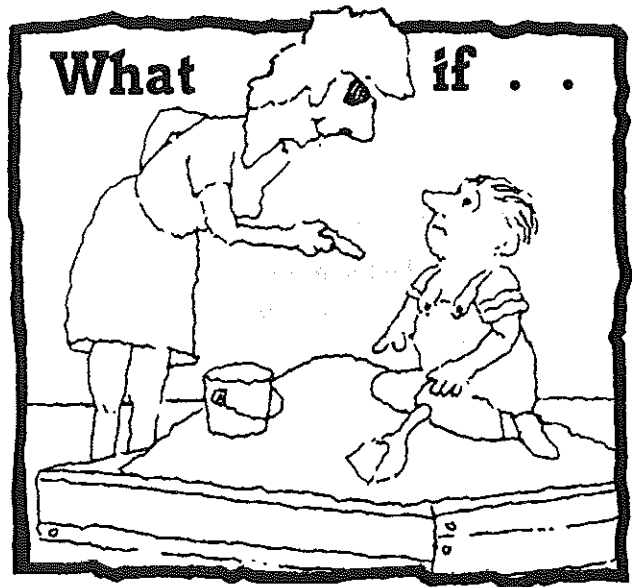
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What if . . .

you see one of your friends taking something from a stranger or getting too close to a stranger?



you were on the play ground and a lady you didn't know came to give you graham crackers for a snack?



What if . . .

your mom is working in the back your and somebody comes to the front door?



What if . . .

Someone you don't know asks you for directions and in the middle of giving them you begin to feel like something is wrong?

Answer

- Don't take the graham crackers
- It's okay to go inside and ask a teacher.

Answer

- If you're standing close by, you could pull your friend away and talk about the rules about strangers you've learned.
- If you're farther away, yell "Get back" or "Run!".
- If your friend gets into the car and goes with the stranger, try to remember the color and size of the car and the license number.
- Then run to a grownup who can call the police.

Answer

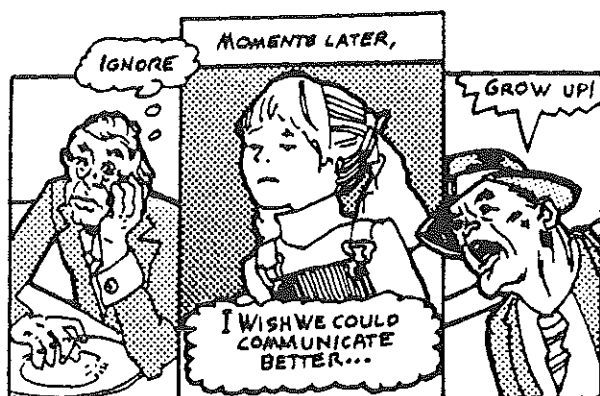
- Don't open the door.
- Don't worry about the person going away. If it's important, they will wait a couple of minutes.
- Go and tell your mom someone is at the door.

Answer

- Stop talking and leave.
- Always stay at least 8–10 feet away from the car or the person asking.
- Instinct is nature's way of telling you to pay attention. The funny feeling that something is wrong is your instinct talking to you. Listen to it. Don't tell yourself you're being silly.

What if . . .

You go to an adult with a problem and they ignore you or tell you to "Grow up!"?



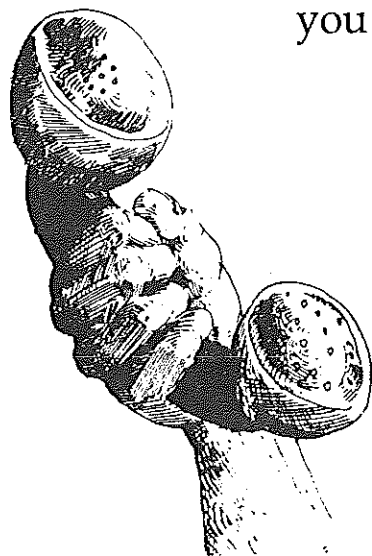
What if . . .

Someone comes to the front door when you're at home alone?



What if . . .

You're home alone and the phone keeps ringing, but no one is there when you answer, and you feel scared?



What if . . .

You went someplace your mom and dad said never to go and something really bad happened? How would you tell them?



Answer

- Go to the door, ask who it is. Don't open the door.
- If the person asks for your mom or dad, say "They can't come to the door right now. May I help you?"
- If the person has a package, ask them to leave it outside, or to bring it back later.

Answer

- Everyone breaks the rules sometimes.
- Ask your mom or dad if they ever went someplace they weren't supposed to and something bad happened.
- Talk to your mom or dad about what they'd do if you told them about something like this.

Answer

- Don't forget that adults have their own thoughts, ideas, problems and distractions.
- They don't always listen and when they do listen, they don't always listen well.
- If you can't get through to them, find out if they understood your problem. If they did and still didn't help you, think about who might be more understanding and talk to them.
- If one person doesn't take your problem seriously, chances are that someone else will.
- Keep talking until you get to someone who listens and can help you with your problem.
- Remember, communication isn't communication just because you say the words. Communication works only when the other person understands.

Answer

- Prank callers usually stop if you don't play their game. That means simply hanging up on a prank call.
- If they keep calling and you begin to feel scared, ask yourself if you're really frightened or just nervous.
- If you're just nervous, distract yourself by turning on the lights, the T.V. or the radio. Or call someone on the phone.
- If you're really frightened, call a neighbor or your parents or someone who can come over.
- Real fear is part of your instinct; listen to it and get help.

Who Am I Exercise

List for yourself the following:

- Things I like about myself.
- Things I don't like about myself.
- Things I like to do when I'm alone.
- Things I like to do with other kids.
- Things I like to do with grownups.
- Things I hate doing that others ask me to do.
- Things I wish I could do but think I can't.

Now notice some other things on the list that might tell you something about yourself. Ask yourself:

- Do I have a preference for doing things by myself or with others or both?
- Do I have a preference for inside or outside things?
- Do I have a preference for kids or adults?
- Do I do things I don't really like to do to please others?
- Do most of the things I like to do cost money?

When I look at the things I like to do most, are those the things my parents would say I like to do most?

Were there any surprises in doing this list, anything I learned about myself?

(Exercise adapted from *I Am Not A Short Adult*, Marilyn Burns, pg. 17)

Styles of Communication and/or Behavior:

Assertive

Aggressive

Passive

Passive-Aggressive

Covert

A stranger is anyone you don't know.

You can't tell good strangers from bad strangers by how they look.

When you're by yourself, you have to take care of yourself.

Rules With Strangers: When you're by yourself or with friends:

1. Stay an arm's reach away.
2. Don't talk to the stranger.
3. Don't take anything, not even something that belongs to you.
4. Don't go anywhere with that person.
5. If you feel you need help or feel scared or nervous, back up four steps, turn around and run to someone who can help you.