

Table 1.1 Overview of Curriculum

<i>Week</i>	<i>Didactic</i>	<i>Homework Review</i>	<i>Teen Activity</i>	<i>Materials Needed</i>	<i>Homework Assignment</i>
1	Introduction and Trading Information	None	Jeopardy	Board, markers, jeopardy answer sheets, scissors, pens	<ol style="list-style-type: none"> 1. In-class call 2. Practice trading info with parent
2	Two-Way Conversations	<ol style="list-style-type: none"> 1. In-class call 2. Practice trading info with parent 	Jeopardy	Board, markers, jeopardy answer sheets, scissors, pens	<ol style="list-style-type: none"> 1. In-class call 2. Practice trading info with parent
3	Electronic Communication	<ol style="list-style-type: none"> 1. In-class call 2. Practice trading info with parent 	Jeopardy	Board, markers, jeopardy answer sheets, scissors, pens	<ol style="list-style-type: none"> 1. In-class call 2. Practice phone call with parent 3. Personal item
4	Choosing Appropriate Friends	<ol style="list-style-type: none"> 1. In-class call 2. Practice phone call with parent 3. Personal item 	Trading information about personal items	Board, markers	<ol style="list-style-type: none"> 1. In-class call 2. Out-of-class call 3. Extracurricular activities 4. Personal item
5	Appropriate Use of Humor	<ol style="list-style-type: none"> 1. In-class call 2. Out-of-class call 3. Extracurricular activities 4. Personal item 	Trading information about personal items	Board, markers	<ol style="list-style-type: none"> 1. In-class call 2. Out-of-class call 3. Extracurricular activities 4. Humor feedback 5. Personal item
6	Starting and Joining Conversations	<ol style="list-style-type: none"> 1. In-class call 2. Out-of-class call 3. Extracurricular activities 4. Humor feedback 5. Personal item 	Entering conversations	Board, markers	<ol style="list-style-type: none"> 1. Join a conversation 2. In-class call 3. Out-of-class call 4. Extracurricular activities 5. Humor feedback 6. Personal item
7	Exiting Conversations	<ol style="list-style-type: none"> 1. Join a conversation 2. In-class call 3. Out-of-class call 4. Extracurricular activities 5. Humor feedback 6. Personal item 	Entering and exiting conversations	Board, markers	<ol style="list-style-type: none"> 1. Join a conversation 2. Out-of-class call 3. Extracurricular activities 4. Inside game
8	Good Sportsmanship	<ol style="list-style-type: none"> 1. Join a conversation 2. Out-of-class call 3. Extracurricular activities 4. Inside game 	Good sportsmanship with inside games	Board, markers, inside games	<ol style="list-style-type: none"> 1. Be a good sport 2. Join a conversation 3. Out-of-class call 4. Extracurricular activities 5. Inside game
9	Get-Togethers	<ol style="list-style-type: none"> 1. Be a good sport 2. Join a conversation 3. Out-of-class call 4. Extracurricular activities 5. Inside game 	Get-togethers and good sportsmanship	Board, markers, inside games	<ol style="list-style-type: none"> 1. Get-together 2. Be a good sport 3. Join a conversation 4. Inside game

(Continued overleaf)

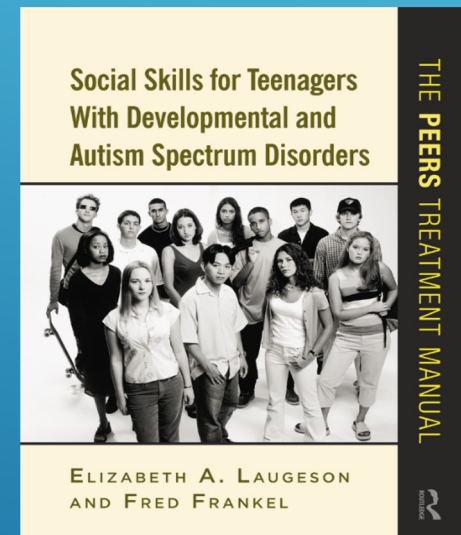
Table 1.1 Overview of Curriculum (continued)

<i>Week</i>	<i>Didactic</i>	<i>Homework Review</i>	<i>Teen Activity</i>	<i>Materials Needed</i>	<i>Homework Assignment</i>
10	Handling Arguments	<ol style="list-style-type: none"> 1. Get-together 2. Be a good sport 3. Join a conversation 4. Inside game 	Get-togethers and good sportsmanship	Board, markers, inside games	<ol style="list-style-type: none"> 1. Get-together 2. Be a good sport 3. Handle an argument 4. Inside game
11	Changing Reputations	<ol style="list-style-type: none"> 1. Get-together 2. Be a good sport 3. Handle an argument 4. Inside game 	Get-togethers and good sportsmanship	Board, markers, inside games	<ol style="list-style-type: none"> 1. Get-together 2. Be a good sport 3. Steps to change a reputation 4. Handle an argument 5. Outdoor sports equipment
12	Handling Teasing and Embarrassing Feedback	<ol style="list-style-type: none"> 1. Get-together 2. Be a good sport 3. Steps to change a reputation 4. Handle an argument 5. Outdoor sports equipment 	Good sportsmanship and outdoor activities	Board, markers, outdoor sports equipment, outdoor play area or gymnasium	<ol style="list-style-type: none"> 1. Get-together 2. Using teasing comebacks 3. Steps to change a reputation 4. Handle an argument 5. Outdoor sports equipment
13	Handling Physical Bullying	<ol style="list-style-type: none"> 1. Get-together 2. Using teasing comebacks 3. Steps to change a reputation 4. Handle an argument 5. Outdoor sports equipment 	Good sportsmanship and outdoor activities	Board, markers, outdoor sports equipment, outdoor play area or gymnasium	<ol style="list-style-type: none"> 1. Get-together 2. Handle physical bullying 3. Using teasing comebacks 4. Steps to change a reputation 5. Outdoor sports equipment
14	Handling Cyber Bullying	<ol style="list-style-type: none"> 1. Get-together 2. Handle physical bullying 3. Using teasing comebacks 4. Steps to change a reputation 5. Outdoor sports equipment 	Good sportsmanship and outdoor activities	Board, markers, outdoor sports equipment, outdoor play area or gymnasium	<ol style="list-style-type: none"> 1. Get-together 2. Handle cyber bullying 3. Handle physical bullying 4. Using teasing comebacks 5. Steps to change a reputation 6. Outdoor sports equipment
15	Minimizing Rumors and Gossip	<ol style="list-style-type: none"> 1. Get-together 2. Handle cyber bullying 3. Handle physical bullying 4. Using teasing comebacks 5. Steps to change a reputation 6. Outdoor sports equipment 	Good Sportsmanship and Outdoor Activities	Board, markers, outdoor sports equipment, outdoor play area or gymnasium	<ol style="list-style-type: none"> 1. Get-together 2. Handle rumors and gossip 3. Handle cyber bullying 4. Handle physical bullying 5. Steps to change a reputation
16	Final Review, Post-Test Assessment, and Graduation	<ol style="list-style-type: none"> 1. Get-together 2. Handle rumors and gossip 3. Handle cyber bullying 4. Handle physical bullying 5. Steps to change a reputation 	Graduation party and ceremony	Post-test measures, graduation diplomas, food, beverages, plates, napkins, cups, silverware, decorations, TV, DVD player, PG-rated DVDs	None



PEERS[®] for Adolescents

Session 1: Trading Information



Rules for the Group

- Listen and be respectful of the group
- Keep cameras on
- Raise your hand or wait to be called on
- No video recording or photography



Purpose of PEERS®

- The purpose of PEERS® is to assist young people in:
 - Making and keeping friends
 - Handling conflict and rejection



Defining Friendships

QUESTIONS:

- What is a friend?
- How do you know when you have a friend?
- What do friends have in common?
- What is a best friend?



Characteristics of Friendships

- Sharing of common interests
- Kindness
- Caring
- Support
- Mutual understanding
- Commitment
- Loyalty
- Honesty
- Trust
- Equality
- Ability to self-disclose
- Conflict resolution



(Laugeson & Frankel 2010; Laugeson 2013;
Laugeson 2014; Laugeson 2017)

Defining Friendships

QUESTION:

- What are the different types of friendships?



Types of Friendships

- Online friends
- Acquaintances
- Casual friends
- Regular friends
- Best friends



QUESTION:

- Do each of these types of friends have a lot of the characteristics of a good friend?

Conversational Skills

QUESTION:

- What are the rules for having a good conversation?



Rules for Trading Information

- Ask the person about themselves
- Answer your own questions
- Find common interests
 - Common interests are the foundation of friendships
- Share the conversation



Assessing Interest in Conversations

▪ Eye contact:

- *Are they looking at you?*
- Good: Smiling, nodding, making eye contact
- Bad: Look confused, making faces, rolling eyes, no eye contact

▪ Body language:

- *Are they facing you?*
- Good: OPEN the circle, turn toward you
- Bad: CLOSE the circle, give the cold shoulder, turn away

▪ Verbal signs:

- *Are they talking to you?*
- Good: Talking nicely, asking you questions
- Bad: Giving short answers, not asking you questions



(Laugeson & Frankel 2010; Laugeson 2013; Laugeson 2014; Laugeson 2017)