

Recognizing Inappropriate Behaviors



the goal

The goal of this exercise is to teach the students how to recognize inappropriate behaviors of friends. This session should help the students think about how some friends can lead them into trouble and what they should do to stay out of trouble. The ability to discern appropriate and inappropriate behaviors displayed by friends also allows for a beginning point for the self-reflection of the appropriateness of the students personal behaviors. The sessions also allows for a time of reflection regarding the risks of association with current friends.

the objective



This exercise will help the students recognize inappropriate behaviors of friends and how these behaviors can affect them and the friend.

e x e r c i s e

- 1 The topic of friends is a personal topic because no one wants to be told who their friends should be. In an attempt to get the students to be open and honest about their friends you will need to share stories and memories of your friends so they do not feel like they are being singled out.
- 2 Begin this exercise by telling the students about a time when one of your friends did something that ended up getting him or her in serious trouble. Describe your relationship with this friend. Talk about some of the good times you had with him or her and then talk about what he or she did to get into trouble. Spend a few minutes talking about his or her action, how he or she was caught, the consequences of his or her actions, and how his or her actions impacted you and your friendship.
- 3 After the story, tell the students that friends are very important and they should stand by and support their friends. However, when their friend has done something wrong then they need to be able to recognize it as wrong and not put themselves in a position of being wrong as well. They may also find themselves in the position of needing to be the person who exposes the wrong that was committed by their friend.

4 Tell the students the following story:

Miriam and Leslie are on their way to their second period biology class. While walking into class Miriam realizes that she did not do her homework last night. She is on the verge of failing this class and if she misses turning in an assignment then she will be in serious jeopardy of failing. The homework assignment was a multiple choice take home test. Miriam starts to ask Leslie if she can copy her test, but then she realizes she left her test at home.

Miriam walks into class and sits down, not really sure what to do. Kim, a girl who sits in front of Miriam is already sitting down, but has gotten up to sharpen her pencil. As Kim leaves her desk her take home test falls to the floor. Miriam sees that she hasn't written her name on the test and the entire test is multiple choice so there is no writing on the test, just circled answers. Miriam reaches down and grabs Kim's test. Kim is such a good student she knows that the teacher will believe her if she tells him that she lost her paper. Miriam writes her name on the paper and looks up to see Leslie staring at her.

5 Tell the students that Leslie is in a tough spot and if they break down the situation they will see that there are factors that make it difficult:

- Miriam is her friend and she does not want to lose that friendship.
- Miriam has not done anything bad to Leslie.

6 Ask the students if they think Miriam was wrong. Ask them if they think what happened to Kim is fair. Ask the students to explain their position on each question.

7 Tell the students that Miriam was wrong and it is not fair what she has done to Kim. Also tell them that it is not fair the situation Miriam put Leslie in.

8 Tell the students that the right thing to do would be to approach Leslie and tell her to give the test back to Kim and if Leslie doesn't then she should tell the teacher. However, this is not as easy as it sounds.

9 Ask the students to describe what would happen to Leslie and Miriam's friendship if Leslie told the teacher about Miriam.

10 Now ask the students how not saying anything could really bother Leslie and could drive a wedge into her friendship with Miriam.

- 11 Explain to the students that friendships are wonderful, but friendships are based on trust. When a friend acts in a way that is untrustworthy and has done something wrong then they should either confront that friend or report the problem. Explain to them that this is not the easy thing to do, but it is the right thing to do.
- 12 Ask the students to think about the people they are in contact with each day. Tell them to make a list of the people, both friends and acquaintances, that they see daily. Tell them it doesn't have to be everyone but to make it a good sampling of their daily contacts.
- 13 Ask the students to think about the people on the list and to think of a good behavior or a bad behavior for everyone on the list. This can be something the students have witnessed or just knows about, but tell them to think of something they have seen these people do.
- 14 Now ask the students to identify and describe the reactions and consequences these behaviors received. How did other people react to the good behaviors? How did other people react to the bad behaviors?
- 15 Ask the students to identify their reaction to the behaviors as they occurred. Tell them to think about how they felt and what they did when they saw the people on the list that were exhibiting good behaviors and how they felt and what they did when they saw the people on the list exhibiting bad behaviors.
- 16 Spend a few minutes talking about the difference in reactions and feelings towards the people exhibiting good behaviors and the people exhibiting bad behaviors. Ask the students to describe the difference in their reactions to the good and the bad behaviors as well as the difference in the reaction of the other people who witnessed the behaviors.
- 17 Talk with the students about the reactions they felt that were embarrassing, troubling, or problematic. Ask the students if they would want this reaction focused on them.
- 18 Explain to the students that they are often known by the company they keep. This means that when their friends act inappropriately that they could be caught up in the consequences if they do not do something to distance themselves from the behavior.
- 19 Explain to the students that this is not necessarily fair, but it is the reason they need to be careful with whom they choose as a friend. They need to be able to discern when a friend has done something wrong and how they are going to react to it.

- 20 Tell the students to think back to Miriam and Leslie. Ask the students if Leslie could get into trouble for what Miriam did. Complete the story:

As Miriam writes her name on the paper she looks up to see Leslie staring at her. Miriam gestures for Leslie to keep quiet. Leslie turns around in her desk not sure what to do. A few moments pass when she hears her teacher call for Leslie, Miriam, and Kim to come into the hall. The biology teacher has been standing in the doorway and has seen everything that happened. He tells Miriam to apologize to Kim for stealing her paper and then tells Leslie to apologize to her for being a witness and not helping. The teacher sends Kim back into the room, sends Miriam to the office for detention, and tells Leslie that she will fail this assignment because her willingness to sit quietly and not do the right thing.

- 21 Ask the students if what happened to Leslie was fair. Why or why not? Explain to them that even if they think it's not fair, that is the way the world works. People who know their friends do wrong and do nothing about it often get in trouble just like the person who committed the wrong. This is why it is so important to choose friends carefully and to be able to discern inappropriate behaviors in friends and know how to either distance yourself from them or deal with them.

- 22 Assist the students in discerning appropriate and inappropriate behaviors on the list and how these behaviors can or should affect the students desire to be friends with the people listed. How did other people react to the good behaviors? How did other people react to the bad behaviors?

summary

This session should focus on the students ability to recognize appropriate and inappropriate behaviors by friends. This recognition should then be used by the students to determine how or if they are going to support their friend who has displayed the behavior. The session should also help the students realize that friends who are constantly in trouble will lead to the students getting in trouble either by leading the students into involvement with something that is wrong or through guilt by association.

outcomes and hints



The students may glorify or laugh at the behaviors being listed. Do not rebuke their lack of concern, but rather talk with them about the repercussions of the actions until the students relent that the behaviors were inappropriate and potentially problematic.

Keep the focus of the exercise away from impugning the friends, but instead focusing on the behavior. Do not put the students in the position of having to be defensive about their friends.

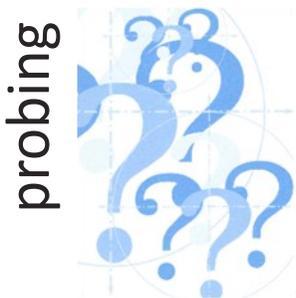
This exercise should help the students breakdown the events of the behaviors listed and help them identify the repercussion of each action. If the friend realized no true consequences, help the students identify the potential consequences that could have occurred.

talking points

- Reassure the students that everyone has bad days and everyone makes mistakes, but there is a difference between a mistake and a behavior or action that leads to lasting repercussions.
- Explain to the students that although everyone makes mistakes, we are all still accountable for our own mistakes and sometimes we can even be held accountable for the mistakes of our friends.
- Explain to the students that observing the way other people behave and the reaction they get from their behavior is a great way to learn from the mistakes and successes of other people. It is also a great way to understand how other people will react to us.
- Using the listed behaviors as a beginning point, discuss the students behaviors that might be problematic and how those problems could impact the students if they are not careful.



probing questions



- Have you ever seen someone do something and you think to yourself “Man, that was a mistake!” What happened? What did you learn from that observation?
- What are some things we can learn from watching other people?
- How can we take what we learn from observing other people and make sure we don’t make the same mistakes?
- How could your friends get you in trouble even if you are not directly involved in what they are doing?

Skills Lesson Recap



the goal

The goal of this exercise is to teach you how to recognize the inappropriate behaviors of friends. This session should help you think about how some friends can lead you into trouble and what you should do to stay out of trouble. The ability to discern appropriate and inappropriate behaviors displayed by friends also allows for a beginning point for the self-reflection of the appropriateness of your own personal behavior.

exercise

key points

- Your instructor shared with you a story that involved a student witnessing a close friend not only cheating but also stealing a test from another girl in class. You were then asked to share what you would do as the friend witnessing these events.
- You then described what you thought would happen given the different endings provided by your instructor.
- You made a list of the people you are in contact with each day. For each person on the list you gave examples of good and bad behavior, associated with each. You then described the reactions and consequences these behaviors received.
- Your instructor finished the story she began at the outset of the exercise. You then answered a series of questions pertaining to how the story ended including whether or not you thought the outcome of the event was fair for the participants involved.

consequence of not

Your inability to identify the inappropriate behaviors of your friends will result in sharing the negative consequences of those actions even if you were not directly involved.

using this skill



benefits

of using this skill

By utilizing the skills you learned in this exercise you are now able to recognize inappropriate behaviors demonstrated by your friends and make a determination of whether or not to support their actions.



Recognizing Inappropriate Behaviors of Friends - Part 1

Listen to the teacher read the story about Miriam, Leslie and Kim and answer the following:

Was Miriam wrong? __Y__N Explain

Is what happened to Kim fair? __Y__N Explain

Is the situation that Miriam put Leslie into fair? ___Y___N Explain _____

What would happen to Leslie and Miriam's friendship if Leslie told the teacher what Miriam did? _____

What would happen to Leslie and Miriam's friendship if Leslie did nothing and let Miriam cheat? _____

Student: _____ Facilitator: _____ Date: _____

Recognizing Inappropriate Behaviors of Friends - Part 2

Write a short list of people you see almost every day (not including family)

FRIENDS OR ACQUAINTANCES	GOOD BEHAVIORS	BAD BEHAVIORS

REACTION TO GOOD	REACTION TO BAD BEHAVIORS	YOUR REACTION TO GOOD	YOUR REACTION TO BAD

Listen to the end of Leslie and Miriam's story and answer the following:

Is what happened to Leslie fair? Why or why not? _____

Student: _____ Facilitator: _____ Date: _____