



LESSON 9.4 My Support System

Module #9: Safe & Healthy Decisions

High school is a time for many, many decisions – many having nothing to do with academics! And the decisions freshmen make can have an impact on them for the rest of their lives. It is crucial that honest conversations take place with ninth graders about stress management, peer pressure, sexual decision making, drug, alcohol, and tobacco use, and on-line behavior.

Enduring Understandings

- I. **Decisions freshmen make today will influence the rest of their high school years and possibly even life after high school.**
- II. It is important to be a self advocate and take care of oneself both emotionally and physically to be successful in high school.

Essential Questions

- I. **How can students use a responsible decision making model to influence the choices they make in high school? (I)**
- II. What are refusal skills and how can students implement them to make better decisions? (I)
- III. **How can I be a self advocate and take care of myself emotionally and physically? (I, II)**

Lesson Objective(s)

Students will determine who makes up their support system and whom they can go to for support with their decisions most of the time.

Challenge 4.3

Lesson 9.3

Lesson 9.4

Challenge 4.4

Challenge 4.4

Directions:

1. Prior to class, the faculty advisor and/or student leaders should look over the activity for the lesson and make copies of the “Support System Inventory” worksheet for each student.
2. Distribute the “Support System Inventory” worksheet to each student. Have students start by writing down 3-5 people in each category. If they can’t think of at least three people for each category, tell them not to worry about it.
3. Once students have completed the front side of the activity, instruct them to flip to the backside and read the instructions. Students are to read each question – one at a time – and put a check mark in the column for each question next to each person they have as an answer for each individual question. They should mark every person who is an answer to each question.
4. Once students have completed the worksheet, the faculty advisor or student leaders should explain that the check marks the students made indicate support from those people. The more check marks a person has, the stronger the level of support they provide to the student. Explain the importance of developing more relationships that provide support, but also recognizing the people who are their main support people. Then connect this back to decision making because these people are also the primary ones the students will go to when they need help with making a decision or support for a decision they have made.
5. Ask students to reflect on the results. Do they think the results are accurate?

Materials & Supplies

- “Support System Inventory” Worksheet.

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POINT

The ninth grade year can be a real challenge, and it’s certainly a time when some risky decisions are made. It’s important that freshmen recognize and identify the people available to them to assist with making healthy decisions.

- Connect with Kids, Inc. is an excellent resource to supplement lessons about teenage safe and healthy decisions. To learn more information about its many resources, visit: www.connectwithkids.com
- WILL Interactive also offers resources and interactive games dealing with many of the topics covered in Module #9. For more information, visit www.willinteractive.com

resources
&
extension

SUPPORT SYSTEM INVENTORY

Write down the names of three to five people in each of the different categories. Don't worry if you don't have that many in every category. Then look at the back of this paper for what to do next.

Family Members	1	2	3	4	5	6	7	8	9	10

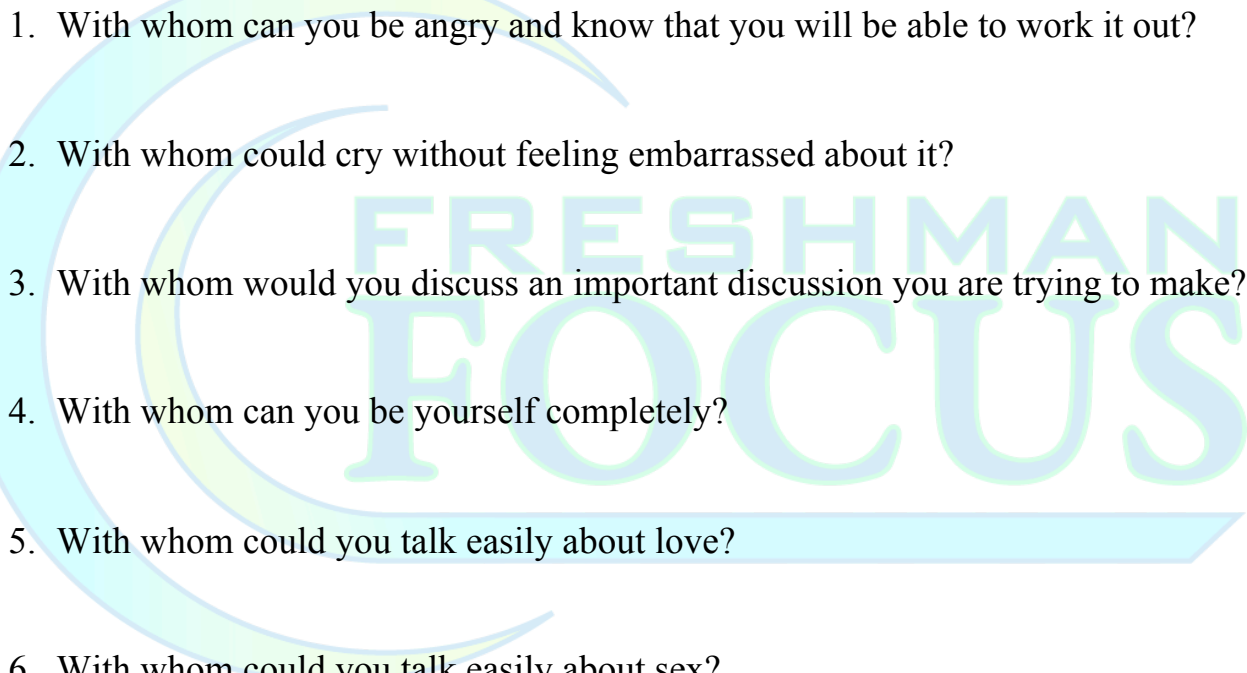
Close Friends	1	2	3	4	5	6	7	8	9	10

Friends	1	2	3	4	5	6	7	8	9	10

Non-Family Adults	1	2	3	4	5	6	7	8	9	10

On the other side of this paper, put a check mark in the column for each question next to each person you have as an answer for each individual question.

Example: The first question is, “With whom can you be angry and know that you will be able to work it out?” Put a check mark in column #1 next to each person on your list with whom you could be angry and know that things would still work out okay. For anyone with whom you do not have that kind of relationship, leave the space blank.

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- The logo for 'FRESHMAN FOCUS' is centered on the page. It features the word 'FRESHMAN' in a light blue, sans-serif font above the word 'FOCUS' in a larger, bold, light blue, sans-serif font. A large, light blue, stylized 'C' shape is positioned behind the text, with a green-to-blue gradient. A horizontal blue bar is located below the word 'FOCUS'.
1. With whom can you be angry and know that you will be able to work it out?
 2. With whom could cry without feeling embarrassed about it?
 3. With whom would you discuss an important discussion you are trying to make?
 4. With whom can you be yourself completely?
 5. With whom could you talk easily about love?
 6. With whom could you talk easily about sex?
 7. With whom could you share something you are really afraid of?
 8. With whom can you laugh really hard?
 9. With whom could you share a big mistake you have made?
 10. Who would take your dreams, goals and thoughts seriously?