



Handouts for Modules 1–4

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About Culminating Projects

Culminating projects give you an opportunity to decide what you want to learn more about, how you want to go about exploring it, and how you want to demonstrate what you have learned. With your team,* complete the following steps:

Step #1: Decide on a topic.

You will be working in teams to answer one of the questions on the board.
What question does your team plan to answer?

Step #2: Decide how your team will gather information.

This involves deciding what you specifically want to know. Go for depth; the information you present should enlighten us, not just repeat what we already know. *What does your team need to find out?*

What will each team member be responsible for? (Assign names to tasks.)

Step #3: Decide how you will present your findings and demonstrate understanding.

Use your imagination in designing your presentation. Use visuals (bar graphs, illustrations, PowerPoint, video), drama (skits, role plays), audio (tapes, musical instruments), and/or games/activities. *What is your plan for presenting your findings?*

On _____ your team will have _____ minutes to present your project to the class.

* If you are working independently on a culminating project for Module 2 or Module 3, answer the questions as though YOU are “the team.”

Student _____ Team _____

Culminating Project Rubric

Completed by:

_____ Student or _____ Teacher

You will be assessed in three areas for the culminating project: preparation, presentation skills, and the final product. You can also get up to 10 bonus points for demonstrating exceptional effort, initiative, creativity, and teamwork.

Score	Preparation (Score of 1-6 points for each item)
	Came to class prepared and ready to work
	Demonstrated effective use of time
	Showed good initiative and a "can-do" attitude
	Showed effective use of resources (books, Web)
	Worked well as a team*
	Presentation Skills (Score of 1-6 points for each item)
	Showed evidence of preparation and organization
	Communicated effectively (e.g., eye contact, tone of voice, clarity)
	Used audiovisual aids to enhance presentation
	Presented a persuasive argument
	Appealed to different learning styles
	Final Product (Score of 1-6 points for each item)
	Demonstrated a sophisticated understanding of the topic
	Evidenced sufficient coverage of the topic
	Showed creativity and insightfulness
	Presented information in a clear and organized manner
	Followed the project directions appropriately
	Bonus Points (Score of 1-10 points)
	Showed exceptional display of effort, initiative, creativity, and application in producing a quality product.
_____	Total Points (100 points possible)

Notes:

* If you are working independently on a culminating project for Module 2 or Module 3, this item will be scored as "Worked well independently."

The Need for EQ

Read and contemplate the following two quotes, then answer the question below.

The Need for Understanding and Managing Negative Emotions

“In navigating our lives, it is our fears and envies, our rages and depressions, our worries and anxieties that steer us day to day. Even the most academically brilliant among us are vulnerable to being undone by unruly emotions. The price we pay for emotional literacy is in failed marriages and troubled families, in stunted social and work lives, in deteriorating physical health and mental anguish and, as a society, in tragedies such as killings. ...”

Daniel Goleman
Author of *Emotional Intelligence: Why It Can Matter More Than IQ*

The Usefulness of Positive Emotions

“When we are in a positive mood, people like us better, and friendship, love, and coalitions are more likely to cement. In contrast to the constrictions of negative emotion, our mental set is expansive, tolerant, and creative. We are open to new ideas and new experience.”

Martin Seligman
Author of *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*

What do these quotes mean to you?

Five Areas of Emotional Intelligence

These are areas you will study in this course. Star (*) the skills you most want to learn about.

Social Awareness

- Developing skills for understanding social situations
- Developing skills for understanding others
- Dealing with labeling, stereotyping, and bullying
- Appreciating diversity

Self-Awareness

- Recognizing emotions in yourself
- Understanding how your thoughts influence your feelings and behavior
- Identifying your academic, personal, and interpersonal strengths
- Recognizing the influence of the media on your attitudes and emotions
- Identifying what builds true happiness

Self-Management

- Managing emotions in yourself
- Coping with change and stress
- Setting and achieving goals
- Managing multiple priorities
- Developing good learning strategies

Relationship Skills

- Communicating effectively
- Understanding different styles of conflict
- Applying a problem-solving strategy
- Apologizing and forgiving
- Negotiating

Responsible Decision Making

- Applying ethical decision-making skills
- Using refusal and persuasion skills

HOMEWORK: Lack of EQ

Developing emotional intelligence sometimes requires trial-and-error learning. Write about a time when you or someone you observed did NOT use emotional intelligence and what you learned from the experience. Please do not use the name of anyone in school. Write two to three paragraphs that answer the following questions.

1. Introduce emotional intelligence.
2. Describe the situation, and say how you (or the person you observed) handled it. (If it was you, say how you felt about it.)
3. Say how you (or the person you observed) might have used emotional intelligence to improve the situation.
4. Say what you learned from the experience.
5. Conclude why emotional intelligence is important.

Student Interview Form

Interview your partner, and fill in the blanks on this form as you do so. You will use your answers to items 1–5 to introduce your partner to the rest of the class. Answer item 6 about yourself on the strip of paper provided.

1. I'd like to introduce _____.

2. One of _____ 's favorite things to do is _____

because _____.

3. Two words his/her friends would use to describe him/her are _____ and

_____ because _____

4. One of his/her favorite books (or magazines) is _____ because

_____, and one of his/her favorite movies is

_____ because _____

_____.

5. Something _____ would like to learn how to do is _____

_____.

After you have interviewed your partner, answer the following question about yourself on a separate piece of paper, fold it, and put it in the bowl at the front of the room.

6. Something about me that might surprise you is...

What Makes for a Good Classroom Environment?

In class today, we will talk about how to create an engaging and supportive classroom environment. To prepare for that discussion, please answer the following questions.

How do you like to be treated by other students in a class?

What kinds of student behaviors tend to bother you in a class?

List 3-5 guidelines you would like students to follow in this class.

Guide to Creating Guidelines

- Write guidelines in a way that shows what you want students to do, rather than what you want them not to do. For example, say “Only one person speaks at a time,” rather than “No talking when someone else is talking.”
- Evaluate each guideline for clarity. Ask yourself, *Would the other students know what each of my guidelines means?*
- If two guidelines are similar, try to create one guideline from them.

Self-Assessment: Picking Up Cues

For each item, check the box that best applies to you.

1. When you and your friends are together and they suddenly laugh, you don't know why.
 - Rarely or Never
 - Sometimes
 - Often

2. You are surprised when you find out that someone is mad at you.
 - Rarely or Never
 - Sometimes
 - Often

3. You don't know that friends of yours aren't getting along with each other unless they tell you.
 - Rarely or Never
 - Sometimes
 - Often

4. You say something in a group of your peers and everyone gets quiet, so you think you've said something wrong but you don't know what it is.
 - Rarely or Never
 - Sometimes
 - Often

5. Friends of yours get emotional, but you have no clue why.
 - Rarely or Never
 - Sometimes
 - Often

6. A girlfriend or boyfriend broke up with you, and you just didn't see it coming.
 - Rarely or Never
 - Sometimes
 - Often

7. You unintentionally hurt people's feelings.
 - Rarely or Never
 - Sometimes
 - Often

8. You forget personal things your friends tell you about themselves.
 - Rarely or Never
 - Sometimes
 - Often

Seven Basic Emotions

Look at each of the 10 photos and check the box of the emotion it shows.

photo	happiness	sadness	anger	disgust	contempt	surprise	fear
#1							
#2							
#3							
#4							
#5							
#6							
#7							
#8							
#9							
#10							

HOMEWORK: Seton Watching

Thomas Seton was a gifted naturalist who developed a method for observing wildlife. He would choose a quiet spot to sit in the woods, then remain very still and wait. He discovered that different kinds of animals would come back into the area at certain intervals. The longer he waited, the more wildlife he was able to observe. His method of observation is called “Seton watching.”

Try Seton watching with a focus on *human nature*. Sit in a communal place at school (cafeteria, hallway) or in a public place in your community (park, playground, shopping mall, restaurant), and observe the interactions around you. Try to be unobtrusive, so that others are not aware of you. Record your observations by answering the following questions, but please don't use names:

What interactions did you observe?

What emotions did people display in their facial expressions, tone of voice, and body language?

What situational cues did you observe? What information did the situational cues provide?

Levels of Attention

When someone is talking to us, we usually attend at one of four levels:

1. We pretend we are listening, but actually think about something else entirely.
2. We listen briefly, but immediately start to think of what we are going to say (usually our own opinion or advice on the matter).
3. We listen selectively (listen only to the parts we want to hear).
4. We listen fully, with the goal of understanding the speaker's perspective.

At what level do you usually listen?

How do you personally show someone that you are listening?

Active Listening

EARS:

- Eye contact [varies with culture]
- Acknowledge that you are listening.
[Nod and say “mm-hmm.”]
- Reflect feelings.
[“Sounds as if you’re feeling (or you felt) _____.”]
- Say in your own words what you heard the person say, and confirm.
[“So you think that _____. Is that right?”]

HOMEWORK: Seeing Both Sides

Write about a time when you and a friend or family member had a very different perspective about an issue, situation, or event.

What was the issue, situation, or event?

First, write about it from your perspective: What were you thinking and feeling about it?

Why do you think you had this perspective?

Now, write about it as though you were the other person: What was he or she thinking and feeling?

Why do you think he or she had this perspective?

How does reflecting on both perspectives affect your own perspective?

Levels of Empathy

Empathy includes recognizing how another person is feeling, taking that person's perspective, and feeling what that person is feeling. On a scale of 1 to 5 (with 1 being low and 5 being high), rate the level of empathy you feel for each person in the following situations.

1. A student you don't know is suspended from school for something he didn't do.

1	2	3	4	5
low empathy				high empathy

2. A close friend is grounded by his parents for a week.

1	2	3	4	5
low empathy				high empathy

3. A student in one of your classes says she feels sad because her family is moving soon.

1	2	3	4	5
low empathy				high empathy

4. You hear that a student you barely know has to move to another city in the middle of her senior year.

1	2	3	4	5
low empathy				high empathy

5. Your teacher is sad and disappointed because the class did poorly on an important test.

1	2	3	4	5
low empathy				high empathy

6. A student you know is on academic probation and can't play on the football team.

1	2	3	4	5
low empathy				high empathy

7. A student you don't have much in common with is being bullied by an upperclassman.

1	2	3	4	5
low empathy				high empathy

8. Your mom or dad had a bad day at work.

1	2	3	4	5
low empathy				high empathy

9. A friend's dog died.

1	2	3	4	5
low empathy				high empathy

HOMEWORK: Reflecting on Empathy

In this assignment you will write about a time when you *empathized* with another person (you felt what they were feeling). If you have a hard time thinking of a personal experience, you may interview a family member about a time when he or she felt empathy.

Describe the situation.

What caused you to empathize with the person?

In what ways did you identify with the person's situation and feelings?

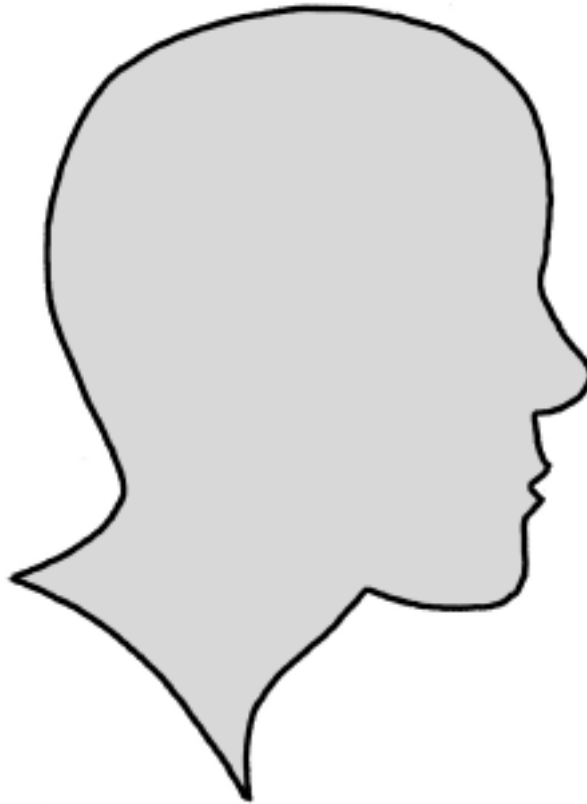
How did this experience affect you?

Did you do anything as a result of feeling empathy? If so, what did you do?

HOMEWORK: My Public and Private Selves

Directions: Inside the outline of the head, write words or phrases that you use to describe yourself. (This is what is known as your “private self.”)

In the white space outside the outline of the head, write words or phrases people use to describe you. (This is what is called your “public self.”) Answer the questions below.



1. Do you agree with your outer labels? Why or why not?
2. Is your inner definition (your private self) very different from your public face (your public self)? Why or why not?
3. What are the effects of these labels on you?

Behaviors That Divide and Exclude

- Preferring to interact only with one's own group
- Avoiding association and interaction with people of another social, cultural, religious, or racial group
- Excluding people on the basis of social grouping, culture, religion, or race
- Recognizing or favoring students from some groups over others
- Being culturally insensitive by assuming others are like you
- Using labels and stereotypes, or not challenging them when you hear them, especially if they are derogatory
- Making fun of or taunting others who are perceived as different from you
- Writing graffiti and/or slurs about groups on school or personal property
- Spreading rumors based on labels or stereotypes (e.g., "All rich students are snobby.")
- Verbally or physically attacking students based on their "otherness"

Other:

Using the Riddle Scale

The Riddle Scale* gives us a way to assess how we think and feel about people who are different from us. For each of the situations below, identify where the person falls on the Riddle Scale. Be ready to discuss how you might respond in each situation.

Riddle Scale				
1	2	3	4	5
Repulsion	Pity	Tolerance	Admiration	Nurturance

Repulsion: Extreme aversion or disgust

Pity: Sympathy and sorrow aroused by the misfortune or suffering of another

Tolerance: Recognizing and respecting the beliefs or practices of others

Admiration: A feeling of delighted approval and liking

Nurturance: Providing of loving care and attention

As defined in Merriam-Webster Dictionary, 1979

- 1) The school jazz band is playing at lunch. A special-education student gets up to dance. You and your friends cheer him on. _____
- 2) An old woman with a torn jacket gets on the bus, sits down next to you, and begins to talk about her cats. You think she smells. You hold your breath, get up, and move to the back of the bus. _____
- 3) The local park is putting on a fair that celebrates a culture other than your own. You go to listen to the music and eat some food that is new to you. _____
- 4) Your family volunteers to host a foreign exchange student for the year. You plan a party to introduce her to your friends. _____
- 5) You go to a diverse school. You have no beef with people of another color, but you never hang out with them. _____
- 6) Students at your school fall into two main ethnic groups. Lots of things about the other group bother you. Sometimes you get into fights with them. _____
- 7) The school district rearranged the boundary lines for your school. You feel badly for some of the new students, because they don't seem to have much money for clothes. _____
- 8) A friend was paralyzed in an accident and now needs to use a wheelchair. You don't spend much time with him now, because you don't know what to say and he can't participate in the same activities as before. _____
- 9) You got a music CD of a band from another country. You listen to it all the time and share it with your friends. _____
- 10) You enjoy volunteering in a Saturday-morning program for students who are learning to speak English. _____
- 11) A new kid sits down next to you on the bus. From the looks of him, you probably won't have much in common, so you listen to your music and look out the window. _____
- 12) A friend tells you he is gay; you tell him he shows courage in coming out. _____

*The Riddle Scale is adapted with permission of Dorothy I. Riddle. Cited in V. Wall (1995). *Beyond Tolerance: Gays, Lesbians and Bisexuals on Campus. A Handbook of Structured Experiences and Exercises for Training and Development*. American College Personnel Association.

HOMEWORK: “How It Feels to Be Colored Me”

Zora Neale Hurston (1891–1960) was one of the first black female authors to attempt to publish her work. While she died poor and largely undiscovered, her work is now recognized as groundbreaking for both female and African-American authors. Below are her thoughts as expressed in “How It Feels to Be Colored Me” (1928).

At certain times I have no race, I am me. When I set my hat at a certain angle and saunter down Seventh Avenue, Harlem City, feeling as snooty as the lions in front of the Forty-Second Street Library, for instance. So far as my feelings are concerned, Peggy Hopkins Joyce on the Boule Mich with her gorgeous raiment, stately carriage, knees knocking together in a most aristocratic manner, has nothing on me. The cosmic Zora emerges. I belong to no race nor time. I am the eternal feminine with its string of beads.

I have no separate feeling about being an American citizen and colored. It merely astonishes me. How can any deny themselves the pleasure of my company! It’s beyond me.

But in the main, I feel like a brown bag of miscellany propped against a wall. Against a wall in company with other bags, white, red and yellow. Pour out the contents, and there is discovered a jumble of small things priceless and worthless. A first-water diamond, an empty spool, bits of broken glass, lengths of string, a key to a door long since crumbled away, a rusty knife blade, old shoes saved for a road that never was and never will be, a nail bent under the weight of things too heavy for any nail, a dried flower or two, still a little fragrant. In your hand is the brown bag. On the ground before you is the jumble it held—so much like the jumble in the bags, could they be emptied, that all might be dumped in a single heap and the bags refilled without altering the content of any greatly. A bit of colored glass more or less would not matter. Perhaps that is how the Great Stuffer of Bags filled them in the first place—who knows?

Create a Zora Bag

Decorate a bag to represent you. Choose three treasured objects that have **special meaning** for you and place them in the bag. The objects can be related to your family, friends, culture, favorite activities, hopes and dreams, an important experience, etc. Try not to have all the objects be from the same category; for example, don’t have them each be a photo of a friend.

We will present our “Zora Bags” in the next class.

What is Bullying?

A person is being bullied when he or she is exposed, repeatedly and over time, to physical, verbal, and/or social forms of intimidation on the part of a more physically or socially powerful individual or group.

Adapted from Olweus, 1993

Physical Aggression

- Pushing and bumping
- Spitting
- Cornering and blocking
- Kicking and tripping
- Destroying or defacing property
- Pulling clothes off of, bra snapping
- Unwanted touching of a sexual nature

Verbal Aggression

- Name calling
- Making fun of, teasing
- Taunting and insulting
- Making noises (cat calls, whistles, howling)
- Making humiliating and degrading comments
- Making threats
- Making suggestive statements and dirty jokes
- Extorting money or favors

Social Aggression

- Making someone look foolish
- Purposely embarrassing someone
- Gossiping, spreading malicious rumors
- Excluding and socially rejecting
- Shunning (avoiding)



Is This Bullying?

As a group, decide whether each of the following situations involves bullying and whether you consider the behavior acceptable. You may simply answer “yes” or “no” to each question.

- An older student who sits behind you in one of your classes has pressured you several times to let him copy your homework. You have let him copy it twice, and now he’s mad because you said “no” today. After class, he knocks your books to the floor and walks away.

Is this bullying? _____ Is this behavior acceptable to you? _____
- An acquaintance asks you what is on the history test. He will be taking the test later in the day than you will. You tell him you don’t want to help him cheat, and he becomes very upset and asks, “Why not? Everyone does it. Don’t be a goody-goody.”

Is this bullying? _____ Is this behavior acceptable to you? _____
- You had a tight group of friends all through middle school. Now that you are in high school, one of your friends says she (he) wants to get to know some new people but still remain friends with your group. Already she (he) plans to go to tonight’s soccer game with some other people. Your group of friends wants to completely ignore her (him) at the game, and decides that when she (he) walks up, everyone will walk away.

Is this bullying? _____ Is this behavior acceptable to you? _____
- An old friend started spending time with your ex-boyfriend (ex-girlfriend) over the summer. Now you see them at school holding hands. You feel that she (he) should have at least talked to you about it first. You start telling other friends and acquaintances (basically, anybody who will listen) that your old friend is a back stabber, really hurt you, and can’t be trusted. People start to shun your old friend, and she (he) is now absent from school a lot.

Is this bullying? _____ Is this behavior acceptable to you? _____
- Some of your teammates took pictures with a combination cell phone/digital camera while you were dressing in the locker room. Later, you see them in the hallway with some other students; they’re all looking at the phone display panel and laughing. These are the same students who often put you down for not scoring goals during team practice drills. You tell them to “get a life,” and they tell you that they were just having fun and that you are too sensitive.

Is this bullying? _____ Is this behavior acceptable to you? _____
- Your group of friends jokes around a lot with one another. Everyone especially likes to kid one guy about his close relationship with his mom. He usually takes the ribbing good-naturedly, but today he angrily tells the group to cut it out.

Is this bullying? _____ Is this behavior acceptable to you? _____
- A new student from a foreign country asks you for directions in the hallway. A student who clowns around a lot starts mimicking the student’s accent. Other students around you burst out laughing. You say nothing to the group, and you show the new student to the room he is looking for.

Is this bullying? _____ Is this behavior acceptable to you? _____

HOMEWORK: Reflection

Reflect on a time when you were the target of bullying or witnessed someone being bullied. How did you respond at the time? What did you learn today that might have been applied to the situation? If you were in the same position today, how would you respond?

Memo to Teachers

Dear Teacher,

Would you be willing to give 15 minutes of class time on _____ in one or more of your classes for a teacher–student exchange with students who are receiving the School–Connect curriculum in _____? Currently, the students are exploring how to develop greater rapport with teachers. This exchange is designed to help students and teachers become more aware of each other’s perspectives and needs.

The exchange would consist of one or more students (spokespersons from small groups) asking you questions and then sharing their thoughts. It would take place in a talk-show format, with the spokespersons seated with you in front of the class. The students would ask questions of the following type:

1. **What is your typical day like? What is your typical week like?**
2. **What do you like best about your job?**
3. **What do you find most stressful about your job?**
4. **What do you need from students in order to be a successful teacher?**
5. **(Additional questions the student groups have created.)**

Students are encouraged to use *active-listening* techniques, including making eye contact, paraphrasing what they heard you say, and asking clarifying questions. In turn, the student spokespersons will share with you their group’s answers to the following question:

- **What do students need from their teachers in order to be engaged and successful students?**

Please indicate whether you are willing to participate in such a teacher–student exchange in your classes:

_____ **YES**, I will participate in _____ **NO**, I am unable to participate
the following class(es)

Classes (subject & time): _____

If you have any questions, please feel free to drop me a note via e-mail (_____) or place a note in my mailbox. Thank you for your time and participation.

Sincerely,

School–Connect Instructor

What Teachers Need/What Students Need

Questions for Teachers:

1. What is your typical day like? What is your typical week like?
2. What do you like best about your job?
3. What do you find most stressful/challenging about your job?
4. What do you need from students in order to be a successful teacher?

List 2-3 other questions you have for your teachers.

Decide on 5 POINTS (to share with your teachers) on what you need to be engaged and successful students:

HOMEWORK: Parent Interview

Ask your parent (or guardian) to sit down for an interview. It will take 15-30 minutes.

1. What is your typical day like? What is your typical week like?
2. What do you like best about your job or daily work?
3. What do you find most stressful/challenging about your job or daily work?
4. What do you like best about being a parent?
5. What do you find most challenging about being a parent?
6. How different is it growing up today than when you were a teenager?

List other questions you have for your parent.

Brainteasers

Brainteaser #1: Getting Across

Ms. Waters and her twins, Danny and Annie, want to cross from the east side of the river to the west side in a canoe. The canoe can hold no more than 200 pounds. Ms. Waters weighs 160 pounds, and Danny and Annie weigh 100 pounds each.

QUESTION: How can all three of them reach the other side of the river in the canoe?

Brainteaser #2: Athletes in Place

Five athletes participated in a cross-country race. Athlete C placed third, and athlete E placed second. Athlete A was not last. Athlete A came in after Athlete E. Athlete D was not first.

QUESTION: How did athletes A, B, and D place in the race?

Brainteaser #3: Dog Show

There are 196 legs and 126 eyes at the dog show. All the people and all the dogs at the show have a normal number of eyes and legs.

QUESTION: How many people and how many dogs are present?

Brainteaser #4: Rising Tide

The rope ladder of a boat hangs over the side of the boat and just reaches the water. Its rungs are 8 inches apart.

QUESTION: How many rungs will be under water when the tide rises four feet?

Brainteaser Solutions*

Brainteaser #1: Getting Across

Question: Ms. Waters and her twins, Danny and Annie, want to cross from the east side of the river to the west side in a canoe. The canoe can hold no more than 200 pounds. Ms. Waters weighs 160 pounds, and Danny and Annie weigh 100 pounds each. How can all three of them reach the other side of the river in the canoe?

Answer: First, the twins paddle to the west side of the river. Annie stays on the west side, and Danny comes back. Then Ms. Waters rows alone to the west side, leaving Danny on the east side. Finally, Annie comes back for Danny. Together, they paddle to the west side of the river. (The roles of Annie and Danny are interchangeable; it doesn't matter which one of them goes first.)

Brainteaser #2: Athletes in Place

Question: Five athletes participated in a cross-country race. Athlete C placed third, and athlete E placed second. Athlete A was not last. Athlete A came in after Athlete E. Athlete D was not first. How did athletes A, B, and D place in the race?

Answer: C was third, E was second, and A was not last, so A had to be either first or fourth. Since A was behind E, A could not be first; therefore, A had to be fourth. The only possibilities left are first and fifth. Since D was not first, D had to be fifth, so B had to be first.

Brainteaser #3: Dog Show

Question: There are 196 legs and 126 eyes at the dog show. All the people and all the dogs at the show have a normal number of eyes and legs. How many people and how many dogs are present?

Answer: First, since dogs and people have two eyes each, divide 126 by 2 to get the total number of dogs and people: $126 \div 2 = 63$. Thus there are 63 dogs and people (combined) at the dog show. There are 70 more legs than eyes at the dog show ($196 - 126 = 70$). Dogs have two more legs than eyes, and humans have the same number of legs as eyes. Thus 70 is twice the number of dogs at the show, so the number of dogs is half of 70, which is 35. To get the number of humans, subtract 35 from 63: $63 - 35 = 28$. Thus there are 35 dogs and 28 people.

Brainteaser #4: Rising Tide

Question: The rope ladder of a boat hangs over the side of the boat and just reaches the water. Its rungs are 8 inches apart. How many rungs will be under water when the tide rises four feet?

Answer: When the tide rises four feet, the boat and its ladder will also rise, so no rungs will be under water.

* These brainteasers are from the Discovery School Web site (<http://school.discovery.com>).

The Teenage Brain

Frontal Lobe
(The “Rational Me”)

Limbic System
(The “Emotional Me”)

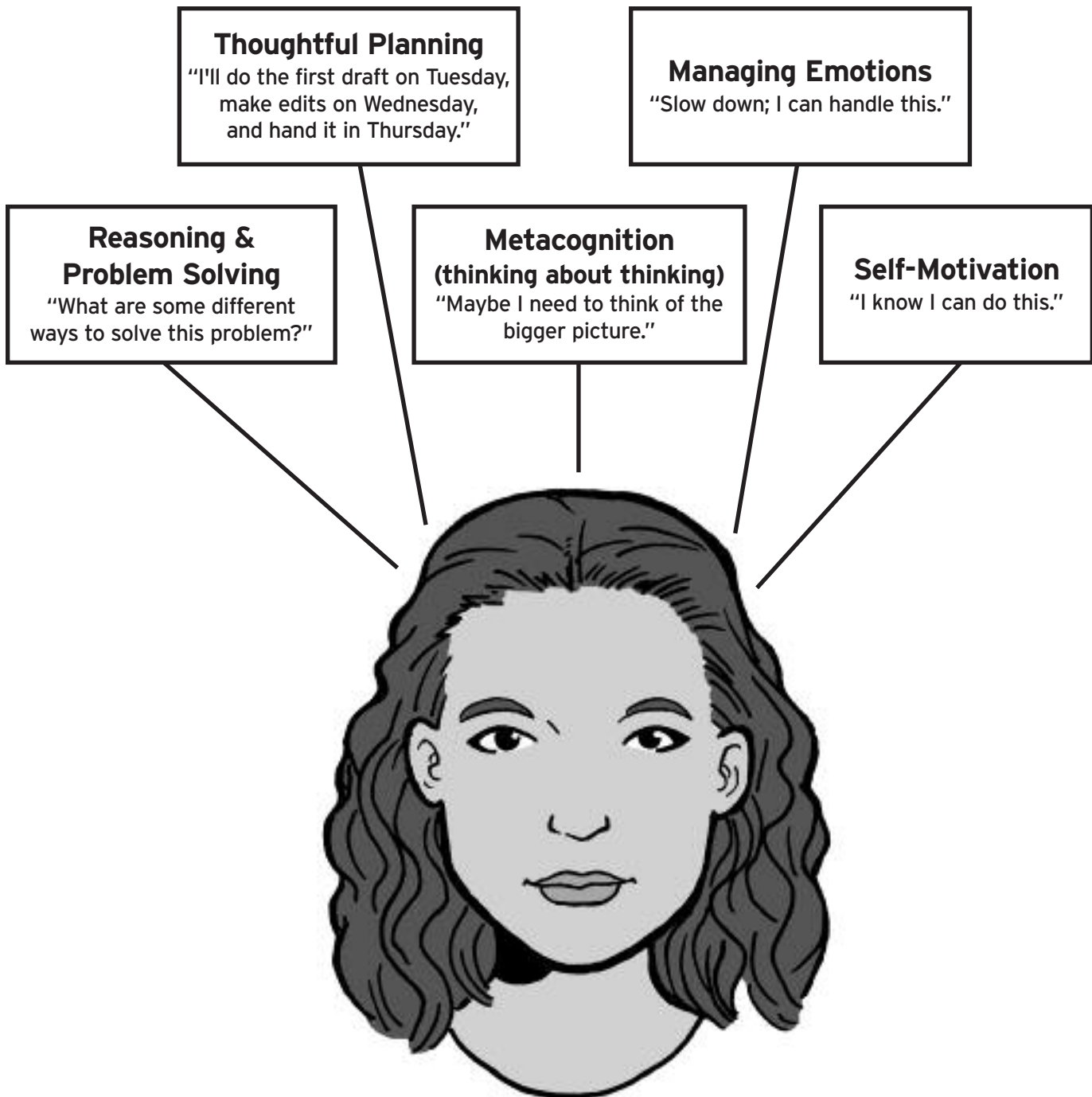


The Frontal Lobe is the source of rational thought and logic; it calms your emotions and helps you solve problems and make decisions.

The Limbic System is the source of emotions; feelings of fear, anger, or anxiety stem from this region of your brain.

How do the Frontal Lobe and the Limbic System work together? When you feel a strong emotion, your Limbic System (your Emotional Me) sends a message to the Frontal Lobe such as *Be afraid* or *Be mad*. Your Frontal Lobe (your Rational Me) then decides how to respond to this emotional message. The message that the Frontal Lobe sends back can heighten the emotion (e.g., *Let's fight!*) or soothe the emotion (e.g., *It's OK. Relax. No need to worry.*) During adolescence and adulthood the Frontal Lobe grows tremendously, making it easier for you to think rationally and manage your emotions.

Skills of the Frontal Lobe



Which of these areas are the most challenging for you?

Which are the least challenging for you?

True/False Quiz on Emotions

Indicate whether each of the following statements is true (T) or false (F).

1. ___ Emotions always show on someone's face or in their body language.
2. ___ Emotions often arise so quickly that we are unaware of what set them off.
3. ___ Our emotions are not connected to thought.
4. ___ We can prevent ourselves from feeling an emotion.
5. ___ People experience the same range of emotions.
6. ___ Smiling can cause you to feel happy.
7. ___ You can feel embarrassed just by remembering an embarrassing situation.
8. ___ Watching someone else's emotional reaction can produce the same emotion in ourselves.
9. ___ You can feel only one emotion at a time.
10. ___ In dealing with a negative emotion, it is best either to forget about it or to take out your feelings on some inanimate object (such as by hitting a pillow).

Families of Emotions

Below are a few of the feelings within each family of basic emotions. Study the ranges and then place the following feelings in the appropriate boxes: stunned, apprehensive, disturbed, heartbroken, fed up, and gleeful.

Family of Emotions	Intensity of Feeling		
	1	2	3
Fear	Worried Intimidated Anxious	Afraid Nervous Spooked	Terrified Panic-stricken Horried
Sadness	Low Dissatisfied Pensive	Sad Unhappy Down	Depressed Anguished Despondent
Surprise	Delighted Confused Awed	Surprised Bewildered Amazed	Astounded Shocked Blown away
Happiness	Contented Glad Cheerful	Happy Elated Joyous	Thrilled Ecstatic Jubilant
Disgust	Offended Squeamish Displeased	Disgusted Repelled Sickened	Appalled Repulsed Nauseous
Contempt	Disliking Condescending Disregarding	Contemptuous Deriding Disdainful	Hateful Despising Scornful
Anger	Annoyed Displeased Irritated	Angry Heated Cross	Furious Enraged Incensed

HOMEWORK: Reflecting on Emotions

Write about situations in which you felt each of the seven basic emotions. Use Handout 2.2.2 to identify the intensity of each feeling. In the Awareness column, note what physical sensations or behaviors made you aware of your emotion in each situation.

Emotion	Situation	Intensity	Awareness
Fear	Example: Heard a loud noise when home alone.	Terrified	Felt cold and sweaty. Couldn't move, felt frozen in place.
Sadness			
Surprise			
Happiness			
Disgust			
Contempt			
Anger			

Automatic Thoughts

Situation #1

Negative Thoughts:

Alternative Thoughts:



Maria is walking down the hall and sees her friend Tanya walking ahead of her. Maria says, *Tanya, wait up*. But Tanya looks unhappy and says, *I gotta go*, then quickly walks away.

What is happening? _____

Situation #2

Negative Thought:



Alternative Thought:



You just got your hair cut, and the first thing your sister says is *So who cut your hair?*

Situation #3

Negative Thought:



Alternative Thought:



You worked really hard on an English paper and think it's the best work you've ever done. Your teacher asks if anyone helped you on it.

Automatic Thought Activity

For each situation, fill in an automatic thought you might have, and state how you would feel as a result. Then fill in an alternative thought (neutral or positive), and state how you would feel as a result. Try to use vocabulary that describes the range and intensity of your emotions (use Handout 2.2.2 as a resource).

Your best friend criticizes you for spending time with other friends.

You think _____

You feel _____

An alternative thought you might have: _____

Your alternative feeling: _____

You have to give a presentation in your history class.

You think _____

You feel _____

An alternative thought you might have: _____

Your alternative feeling: _____

One of your friends copies what you wear.

You think _____

You feel _____

An alternative thought you might have: _____

Your alternative feeling: _____

Your parent says you must be home for dinner instead of meeting friends at the mall.

You think _____

You feel _____

An alternative thought you might have: _____

Your alternative feeling: _____

Make up your own situation. _____

You think _____

You feel _____

An alternative thought you might have: _____

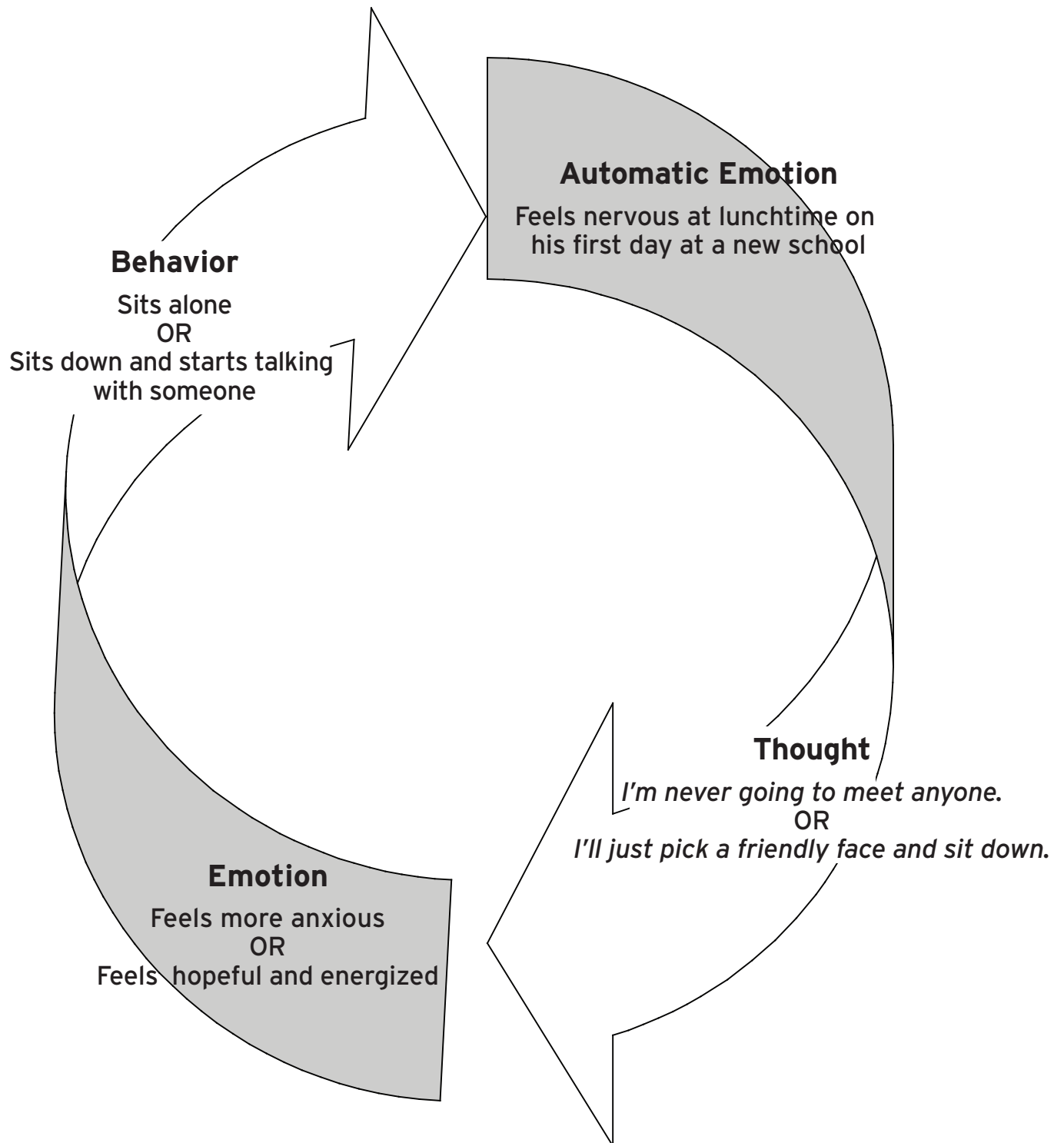
Your alternative feeling: _____

HOMEWORK: Automatic Thought Log

	Time & Activity	Automatic Thought	Initial Feeling	Alternative Thought	Alternative Feeling
Day 1					
Before Lunch	10 am – Going to class to take a math test	“I hope I don’t blow it.”	nervous	“I studied enough. I think I can do well.”	Confident
After Lunch					
After School					
Day 2					
Before Lunch					
After Lunch					
After School					
Day 3					
Before Lunch					
After Lunch					
After School					

	Time & Activity	Automatic Thought	Initial Feeling	Alternative Thought	Alternative Feeling
Day 4					
	Before Lunch				
	After Lunch				
	After School				
Day 5					
	Before Lunch				
	After Lunch				
	After School				

Emotion–Thought–Emotion–Behavior Cycle



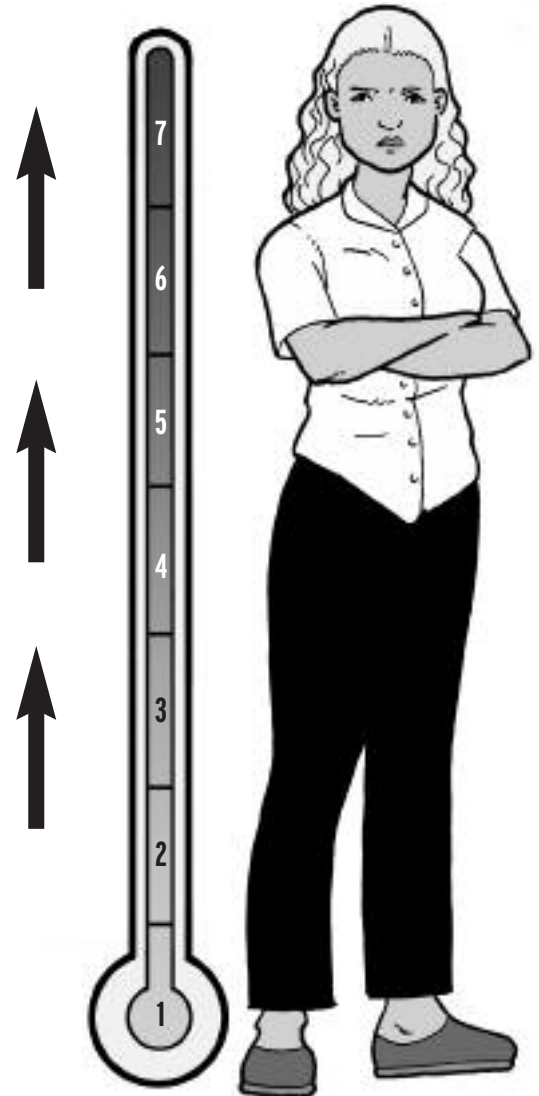
How We Know We Are Angry

Write in the signs of anger.



Escalation of Anger

- 1) Donna tells Megan she looks “retro” today.
- 2) Megan perceives the comment as a putdown and a threat to her self-esteem.
- 3) Megan begins to feel signs of anger.
- 4) Megan thinks, *If I don’t do something about this, everyone will think I’m a chump.*
- 5) Megan thinks, *She thinks she’s better than me, just because I can’t afford clothes like hers!*
- 6) Megan “sees red.” She slams her locker and storms down the hall, bumping into people as she goes.
- 7) As Megan passes Donna, she tells her she looks trashy. Donna looks very surprised.



Megan

What prompted Megan to feel angry?

What do you think Donna meant by “retro”?

What thoughts escalated Megan's anger?

What behaviors escalated her anger?

What does it mean to “see red”?

Attributions Survey

CIRCLE the answer that is *most* likely true in each of the following situations.

- 1. Your English teacher marks up your papers more than your friends' papers.**
 - a. The teacher likes your friends better than you.
 - b. The teacher thinks you aren't trying very hard.
 - c. The teacher thinks you can improve your writing.
 - d. The teacher thinks you're a bad writer.

- 2. A student at the next table stares at you during the entire lunch period.**
 - a. The student wants to talk to you.
 - b. The student wants to fight you.
 - c. The student doesn't like you.
 - d. The student has an issue with you.

- 3. A friend is chosen for a sports team at school and doesn't spend much time with you anymore.**
 - a. The friend doesn't want to do things with you anymore.
 - b. The friend is too busy or tired to do things with you.
 - c. The friend prefers to hang out with his or her new teammates.
 - d. The friend doesn't care that much about your friendship.

- 4. A friend yells at you when you try to comfort her about her parents' divorce.**
 - a. Your friend is mean.
 - b. Your friend doesn't want help.
 - c. Your friend is upset about her parents.
 - d. Your friend is an angry person.

- 5. Your friend is trying to get the attention of a popular group at school.**
 - a. Your friend wants to be with them instead of with you.
 - b. Your friend is tired of you.
 - c. Your friend is untrustworthy and not a real friend.
 - d. Your friend wants a bigger circle of friends.

- 6. Soon after you made the honor roll, somebody tagged your locker.**
 - a. Someone is out to get you.
 - b. You're unsure what to think.
 - c. Someone is jealous of you.
 - d. Someone wants your locker.

- 7. You're called into the principal's office after you watch a fight in the hall.**
 - a. The principal thinks you were involved in the fight.
 - b. The principal thinks you are guilty just for watching.
 - c. The principal wants to hear what you have to say.
 - d. The principal is angry and wants to lecture everyone who was there.

HOMEWORK: What's Happening?

Answer the questions about the following situations.

1. Selma just learned a new dance routine, and her team is performing it tonight at the football game. She is the youngest member of the team, and it takes her longer to learn the routines than it takes the other girls. She has been biting her nails all week. When Selma asks an older girl at practice to show her one of the steps again, the girl snaps, *"What? You don't know it? You ought to know it by now."* Selma doesn't wait for her to finish, and walks off and into the locker room, hitting lockers on the way. She thinks, *Why is everyone against me? These upper classmen think they're so hot.* When her mother arrives a few minutes late to pick her up from practice, Selma snaps, *"Why are you always so late?"*

What emotions is Selma probably feeling?

What escalated her anger?

How did she respond to the situation?

Was it an effective response? Why or why not?

How might she look at or respond to the situation differently?

2. In history class, Jason is assigned to a group to work on a big project. His teacher lets other students switch out of their groups but tells Jason he must stay in his group. None of Jason's friends are in his group. When he complains, his teacher tells him to get busy on the project. Jason mutters, *"That is so unfair,"* and sits apart from the group. His teacher gives him a detention slip for his attitude. Some other students try to cover their laughter. Jason stomps out of the room and slams the door.

What emotions is Jason probably feeling?

What escalated his anger?

How did he respond to the situation?

Was it an effective response? Why or why not?

How might he look at and respond to the situation differently?

3. Alicia and Randy have been good friends ever since sixth grade. They both play saxophone in the school band. They have always enjoyed competing with each other, and every so often they were switched between first chair and second chair. They each used to laughingly say that they would win back first chair the next week. Now that they are in high school, their new band instructor seems to favor Randy's playing. Alicia is currently fourth chair, while Randy is number one, and the teacher rarely lets players compete for chairs. *"What do I care?"* Alicia says to her other friends again and again. *"Besides, I might go out for choir next year anyway."* When Randy tells Alicia that he's going to play a solo in the upcoming band concert, she feels her face flush and thinks, *He's just rubbing my face in it.* She tells Randy, *"So you finally won. Big deal."*

What emotions is Alicia probably feeling?

What escalated her anger?

How did she respond to the situation?

Was it an effective response? Why or why not?

How might she look at or respond to the situation differently?

4. Some older guys keep making fun of Charles' clothes. Today, one of them grabs his hat and starts tossing it to others in the group. He tries to grab it back and falls on the floor. Someone yells, *"Fight!"* and Charles reaches over and tackles the guy. Everyone is suspended for fighting.

What emotions is Charles probably feeling?

What escalated his anger?

How did he respond to the conflict?

Was it an effective response? Why or why not?

How might he look at or respond to the situation differently?

Defusing Anger

Strategy	Example	Reason
Breathe deeply and slowly (in through your nose, and out through your mouth).	You feel yourself getting hot and tense and your voice getting louder. You take three deep breaths.	Slows you down; sends oxygen to your brain so that you can think more clearly; provides a chance for the Frontal Lobe (Rational Me) to kick in.
Use positive self-talk.	“Slow down; I can handle this.”	Builds personal power through self-control; decreases your chance of being manipulated into a fight.
Dispute negative thoughts and attributions.	“He’s looking at me, but that doesn’t mean he wants to fight me.”	Activates your Frontal Lobe (Rational Me) and overrides your Limbic System (Emotional Me).
Remove yourself from the situation.	If you feel out of control, go where you can be alone, cool down, and think.	Provides a chance to cool down away from the pressure of the situation.
Take a walk or run.	If you feel tense with anger, walking or running will help you to relax.	Physical exercise releases natural chemicals in your body that cause you to let go of tension and feel better.
Envision a peaceful scene.	Think about a peaceful scene you are familiar with, e.g., a park, the seashore, a fountain, a mountain lake, a field or meadow.	Decreases your pulse rate; allows you to think more clearly.
Talk about your feelings with an understanding friend or adult.	A friend, parent, sibling, mentor, teacher, counselor	Helps you to understand the source of your anger and how to best deal with it.
Calmly address <i>your</i> feelings with the people involved, and seek to understand <i>their</i> feelings.	Set up a time to talk after you have cooled down, and use active listening techniques to understand their point of view and to express yours.	Discussing your feelings and perspectives increases the chance you will resolve the problem peacefully.

Recent Life Changes Questionnaire for Teens*

Circle the events you have experienced in the last 12 months; then add up the numbers in the right-hand column to get your total score. If you are concerned about privacy, just add up the numbers without circling the events.

Life-change event	LCU (life-change units)
Health	
<input type="checkbox"/> An injury or illness that kept you in bed (and/or in the hospital) for a week or more	74
<input type="checkbox"/> Pregnancy	67
<input type="checkbox"/> An injury or illness that kept you in bed (and/or in the hospital) for less than a week	44
<input type="checkbox"/> Major change in your usual type and/or amount of recreation/sports	28
<input type="checkbox"/> Major change in eating habits	27
<input type="checkbox"/> Major dental work or orthodontics (braces)	26
<input type="checkbox"/> Major change in sleeping habits	26
School	
<input type="checkbox"/> Grade retention (held back a grade)	42
<input type="checkbox"/> Change of school	35
<input type="checkbox"/> Poor grades	35
<input type="checkbox"/> Disciplinary problems	35
<input type="checkbox"/> More schoolwork and responsibilities	29
Personal and Social	
<input type="checkbox"/> Being held in jail or juvenile detention	75
<input type="checkbox"/> Death of a close friend	70
<input type="checkbox"/> Major decision regarding your immediate future	51
<input type="checkbox"/> An accident	48
<input type="checkbox"/> "Falling out" of a close personal relationship	47
<input type="checkbox"/> Sexual difficulties	44
<input type="checkbox"/> Girlfriend or boyfriend problems	39
<input type="checkbox"/> New, close personal relationship	37
<input type="checkbox"/> Major personal achievement	36
<input type="checkbox"/> Change in religious beliefs	29
<input type="checkbox"/> Change in social activities	27
<input type="checkbox"/> Change in personal habits	26
<input type="checkbox"/> Change in political beliefs	24
<input type="checkbox"/> Vacation	24
<input type="checkbox"/> Minor violation of the law	20
Home and Family	
<input type="checkbox"/> Death of a brother or sister	102
<input type="checkbox"/> Death of a parent	100

<input type="checkbox"/> Separation of parents	76
<input type="checkbox"/> Birth of a sister/brother	66
<input type="checkbox"/> Adoption of a sister/brother	65
<input type="checkbox"/> Divorce of parents	59
<input type="checkbox"/> A relative moving in with you	59
<input type="checkbox"/> Major change in health or behavior of a family member	55
<input type="checkbox"/> Remarriage of a parent	50
<input type="checkbox"/> Change in arguments with parents	50
<input type="checkbox"/> Move to a different town, city, or state	47
<input type="checkbox"/> Parent beginning or ending work	46
<input type="checkbox"/> Major change in living conditions	42
<input type="checkbox"/> Sister or brother leaving home	41
<input type="checkbox"/> Move within the same town or city	25
<input type="checkbox"/> Change in family get-togethers	25

Work

<input type="checkbox"/> Fired from a job	79
<input type="checkbox"/> Laid off from a job	68
<input type="checkbox"/> New job	51
<input type="checkbox"/> Change in work hours or conditions	35
<input type="checkbox"/> Trouble with coworkers	35
<input type="checkbox"/> Trouble with your boss	29

Financial

<input type="checkbox"/> Decreased family income	60
<input type="checkbox"/> Loss of (or damage to) personal property	43
<input type="checkbox"/> Increased family income	38
<input type="checkbox"/> Major purchase	37

TOTAL SCORE = _____

What does this mean?

Less than 200 points: If your total score was below 200 points, you have had *low* recent life-change stress and probably have been healthy over the past year.

200-400 points: If your total score was between 200 and 400 points, you have experienced *moderate* recent life-change stress and may have noticed some recent minor illnesses.

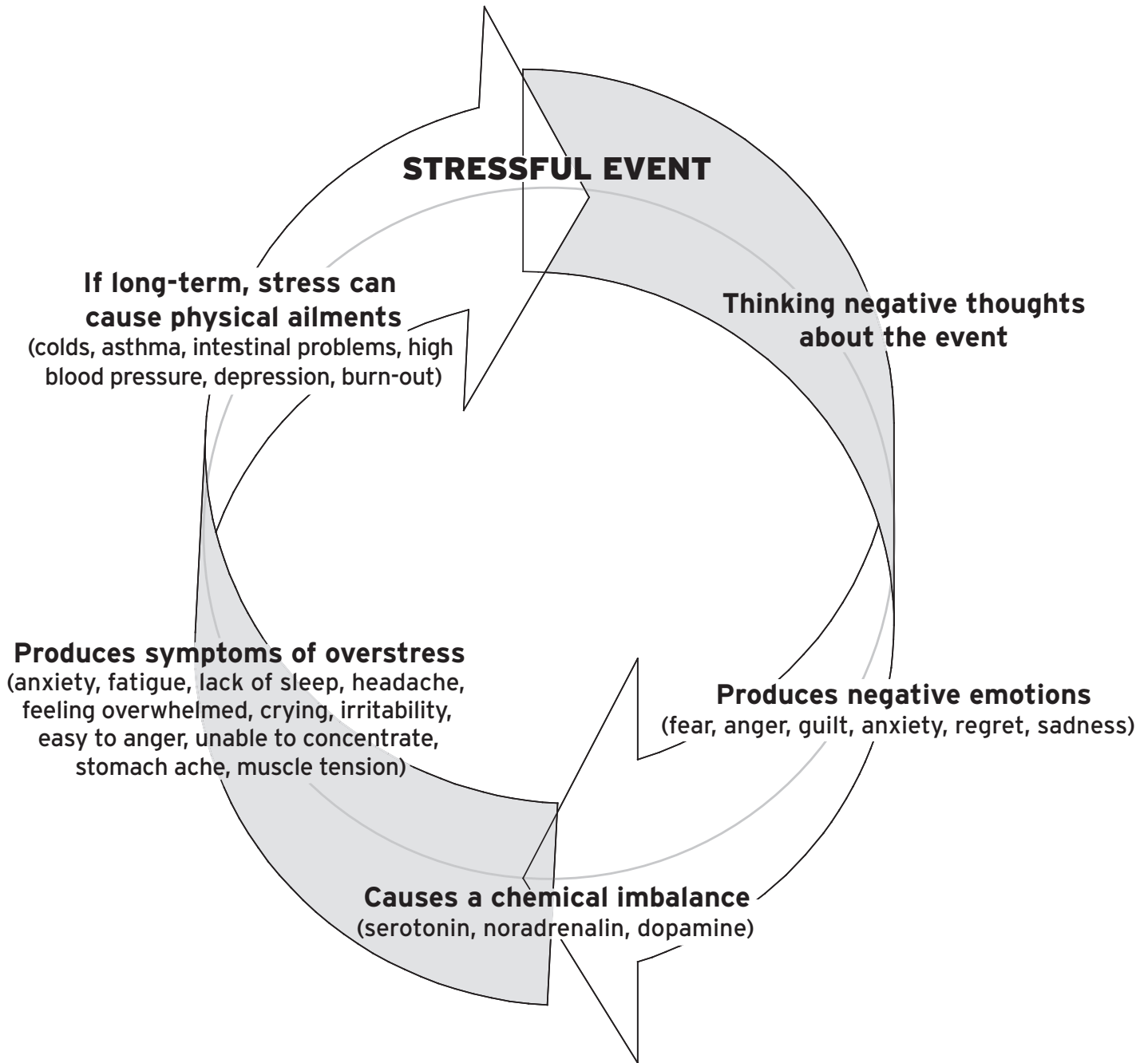
Greater than 400 points: If your total score is greater than 400 points, you have experienced *elevated* recent life-change stress. Did you have a major illness or accident recently?

The Good News: Students with a *moderate to elevated* level of recent life-change stress who have stayed very healthy are likely to be showing strong resistance to illness in the face of elevated recent stress.

Reduce Stress: If you have experienced *moderate to elevated* recent life-change stress and have been ill, make efforts to reduce stress.

*Adapted with permission of Richard H. Rahe from the Recent Life Changes Questionnaire (RLCQ) in Miller, M.A., & Rahe, R.H. (1997). Life changes scaling for the 1990s. *Journal of Psychosomatic Research*, 43, 279–292.

The Stress Cycle



Guidelines for Reducing Stress

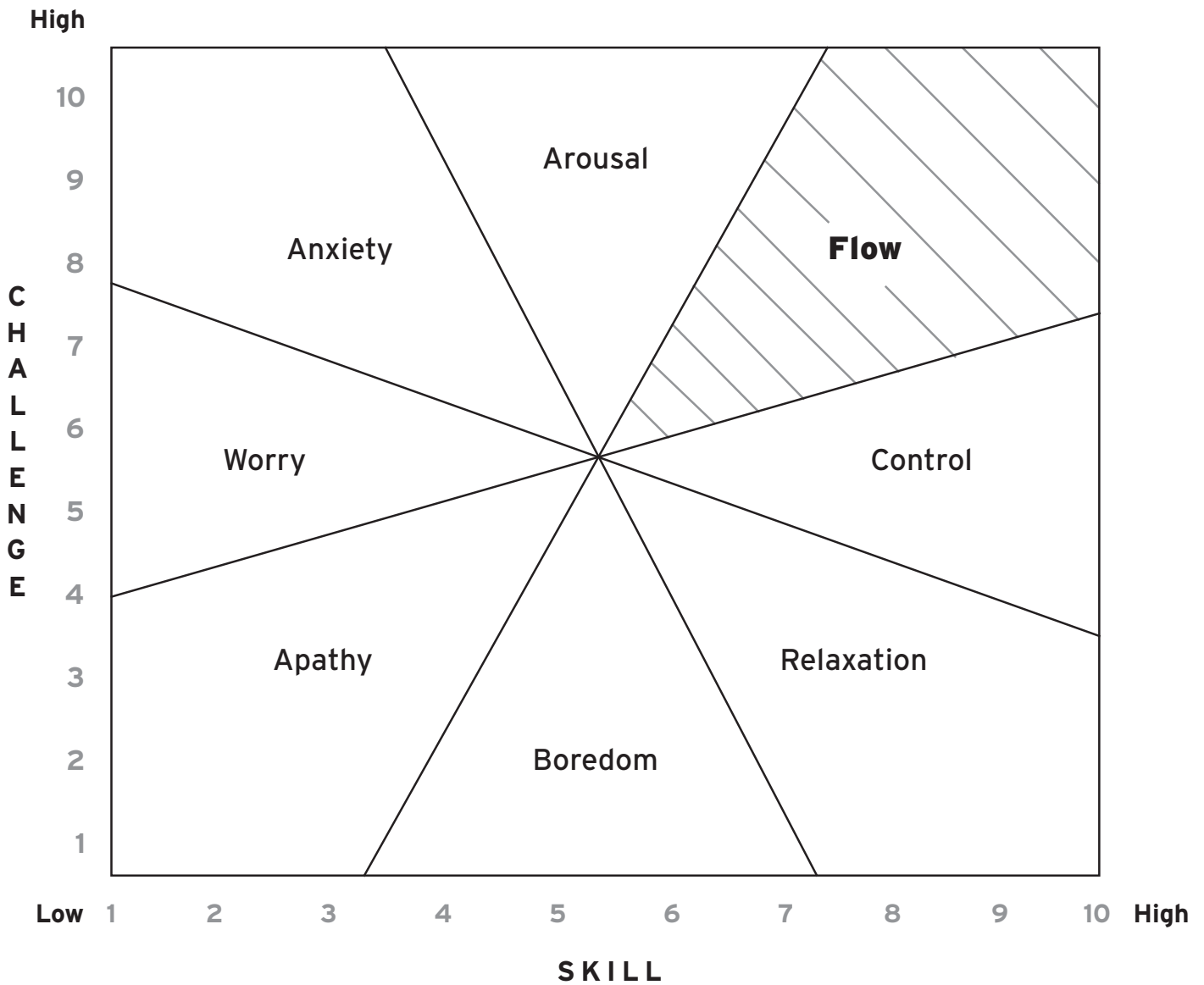
- Apply anger management techniques to stressful emotions.
- Use relaxation techniques regularly (deep breathing, positive self-talk, envisioning, alternating between tensing of muscles and letting go, stretching exercises, assuming yoga positions, listening to music).
- Take a break from whatever is causing the stress.
- Reduce your overall stress load.
- Bring greater regularity into your life (e.g., eating and sleeping at regular intervals).
- Don't use stimulants (coffee, colas, drugs) and relaxants (alcohol, tobacco, drugs).
- Talk things out with an empathetic friend or family member.
- Reflect on events in your life, and write your reflections in a journal.
- Resolve conflicts with friends or family members that may be contributing to stress.
- Exercise for at least 30 minutes a day (running, walking, playing sports).
- Adopt a healthful diet.

1. What would you add to this list? _____

2. Check three or more of the stress reducing techniques you think would work for you. Try matching them to the sources of stress you identified on the Recent Life Changes Questionnaire for Teens.

3. Name one adult and one friend who could help you alleviate some of your stress.

Flow Diagram



CHALLENGE: On a scale of 1 to 10 (with 1 being low and 10 being high), how challenging is the activity for you?

SKILLS: On a scale of 1 to 10 (with 1 being low and 10 being high), how skillful are you at the activity?

*Adapted with permission of Mihaly Csikszentmihalyi from the Flow Diagram in Csikszentmihalyi, M. (1997). *Finding Flow: The Psychology of Engagement with Everyday Life*. New York: Basic Books.

HOMEWORK: Finding Flow at School

1. Do you have experiences of flow at school?
If so, what are you doing when you experience flow?

2. In what school activities (e.g., sports, music, history class, talking to friends) are you most likely to experience flow?

3. What classes do you find challenging and engaging—where time just seems to fly by?

4. What kinds of schoolwork (e.g., writing, reading, solving problems, class projects) tend to put you in flow?

5. Using the “Elements of Flow,” how can you increase the frequency of flow experiences at school?

Elements of Flow

- An appropriate challenge
- The ability to concentrate
- Having clear goals
- Receiving immediate feedback
- Deep but effortless involvement
- Emerging stronger after the experience

Positive Character Traits

Character strengths are positive character traits that can be seen in our actions and attitudes as well as in our interactions with others. Read the list of positive character traits below, but **don't make any marks on this handout**. You will use the list to complete Handout 2.8.2.

Appreciative/grateful: Values the efforts of others on one's behalf. Is thankful for what one has.

Calm: Manages one's emotions and impulses well. Remains cool under pressure. Doesn't get overly excited.

Caring: Treats others with kindness, compassion, and a generosity of spirit. Shows concern for the plight of others.

Creative: Imaginative and inventive. Has a unique way of thinking and/or creating things.

Courageous: Does the right thing in the face of difficulty. Speaks up on behalf of others. Lives according to one's own values and beliefs instead of going along with the crowd.

Curious: Has a sense of wonderment about the world. Likes to find out about things. Pursues many different interests. Finds joy in learning.

Dedicated/committed: Applies oneself fully to an endeavor or a relationship and perseveres through obstacles and setbacks.

Empathetic: Understands and cares about how others are thinking and feeling. Feels their pain as well as their happiness.

Fair: Treats others justly and equitably. Is unbiased and impartial in one's words and actions. Makes amends after making a mistake.

Friendly: Is inclusive and welcoming toward others. Has a warm and inviting communication style.

Fun-loving: Playful with others. Enjoys the thrill of adventure. Lives life to the fullest.

Generous: Is giving of one's time, energy, and talents. Shares possessions. Gives others the benefit of a doubt (this is known as *generosity of spirit*).

Hard-working: Diligent in one's work. Expends time and energy to reach a goal. Doesn't give up easily.

Honest: Tells the truth. Admits mistakes and wrongdoing. Is true and authentic about who one is as a person.

Humble: Is modest about one's accomplishments. Doesn't consider oneself to be superior to others.

Humorous: Is funny but not in a mean way. Makes people laugh. Appreciates the lighter side of life.

Joyful: Happy in a demonstrative way. Enjoys life and finds delight in people and everyday events.

Optimistic: Hopeful about the future. Focuses on the "bright side" of things. Sees the glass as half full rather than half empty.

Organized: Plans ahead and is prepared for potential obstacles. Manages one's time effectively.

Respectful: Shows high regard for self and others. Believes that all people have value as human beings.

Responsible: Accountable in word and action. Reliable in carrying out one's duties and fulfilling one's commitments.

Thoughtful: Thinks things through before acting. Considers the consequences of one's actions. Listens to others and takes their perspective into account.

Trustworthy: Is true to one's word. Keeps confidences. Stands by friends and family.

Identifying Character Strengths

Cut along the dotted lines, so that you have three mini-forms. On Form #1, write down what you think are **your** Top 5 character strengths. On Form #2, write down what you think are **your partner's** Top 5 character strengths; then share and exchange Form #2 with your partner. On Form #3, you will ask a family member to write down what she or he thinks are **your** Top 5 character strengths; you will do that for homework. At the end of this exercise, you should have three forms identifying your character strengths.

FORM #1

Your Name: _____

Your Top 5 Character Strengths (as rated by you):

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Cut here -----

FORM #2

Name of Your Spotter: _____

Top 5 Character Strengths of Your Partner (as rated by you):

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Cut here -----

FORM #3

Your Name: _____

Name of Your Family Member: _____

Your Top 5 Character Strengths (as rated by your family member):

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Media in America Quiz

Choose what you think is the correct answer to each question. “Young person” refers to a person in America under the age of 18.

1. How many hours a week do you think the average young person spends watching television?
a. 10 c. 25
b. 15 d. 35
2. For every hour of prime-time television, how many minutes are devoted to commercials?
a. 7 c. 12
b. 10 d. 16
3. How many television commercials do you think the average young person is exposed to each year?
a. 10,000 c. 40,000
b. 25,000 d. 60,000
4. How many beer and wine commercials do you think the average young person views each year?
a. 200 c. 2,000
b. 1,000 d. 5,000
5. What percentage of television programs do you think contain violence?
a. 7% c. 44%
b. 21% d. 61%
6. By the time the average person reaches the age of 18, how many acts of violence do you think he or she will have seen on television?
a. 2,000 c. 200,000
b. 20,000 d. 2,000,000
7. How much money do you think is spent each year on television, radio, magazine, and newspaper advertising and marketing combined?
a. \$200 million c. \$200 billion
b. \$800 million d. \$800 billion
8. How much money do you think young people spend on themselves (or ask their parents to spend on them) each year?
a. \$1 million c. \$1 billion
b. \$500 million d. \$500 billion

Common Marketing Strategies

Marketing campaigns are typically designed to appeal (on the conscious and subconscious levels) to people's desire for happiness, fulfillment, and connection to others. Advertising campaigns may use any of the following techniques to influence public opinion and inspire consumers to buy products.

Exaggeration:	<i>"Our most volumizing mascara ever: Get 5X thicker, 5X bolder, fully loaded lashes ... fast."</i> (Maybelline Mascara)
Symbols:	Beach scenes symbolize rest and relaxation. Friends laughing together symbolizes social acceptance and happiness.
Fear:	<i>"The only orange juice proven to help reduce cholesterol. For your one and only heart."</i> (Minute Maid Orange Juice)
Testimonials:	<i>"My name is Tiger Woods. My card is American Express."</i> (American Express credit card)
Repetition:	The word "Marlboro" appeared 5,933 times during one 90-minute car race (Kilbourne, 1999).
Flattery:	<i>"Because you're worth it."</i> (L'Oreal make-up)
Bribery:	<i>"Free gift anytime. Yours with any \$50 purchase."</i> (Eternity Cologne by Calvin Klein)
Bandwagon Mentality:	<i>"Fun generally follows it around.... Get the feeling."</i> (Toyota car)
Beautiful People:	Ads typically feature attractive people in a glamorous setting.
Filming Techniques:	Camera angles, reaction shots, quick cuts, lighting tricks, music, and sound effects are used to reinforce the message, trigger emotions, and appeal to the subconscious.
Sexualized Images:	Ads often imply romance and focus on body parts such as legs, hair, shoulders, or the mid-section, rather than the whole person.
An Exciting Lifestyle:	<i>"You don't have to leave civilization to find adventure. Just step inside the all-wheel-drive Nissan Murano."</i> (Nissan car)
Technology Claims:	<i>"New micro-mirrored pigment technology optically resurfaces skin."</i> (Clinique make-up)
Cravings:	Ads often show delicious, mouth-watering food to entice us to buy and eat.

CLEAR Critical Thinking Steps

Use the **CLEAR Critical Thinking Steps** to analyze a magazine or newspaper ad or a TV commercial. Attach the ad or describe the commercial.

1. **C**onclusions. What conclusions do the marketers want you to draw?
What is your first impression?

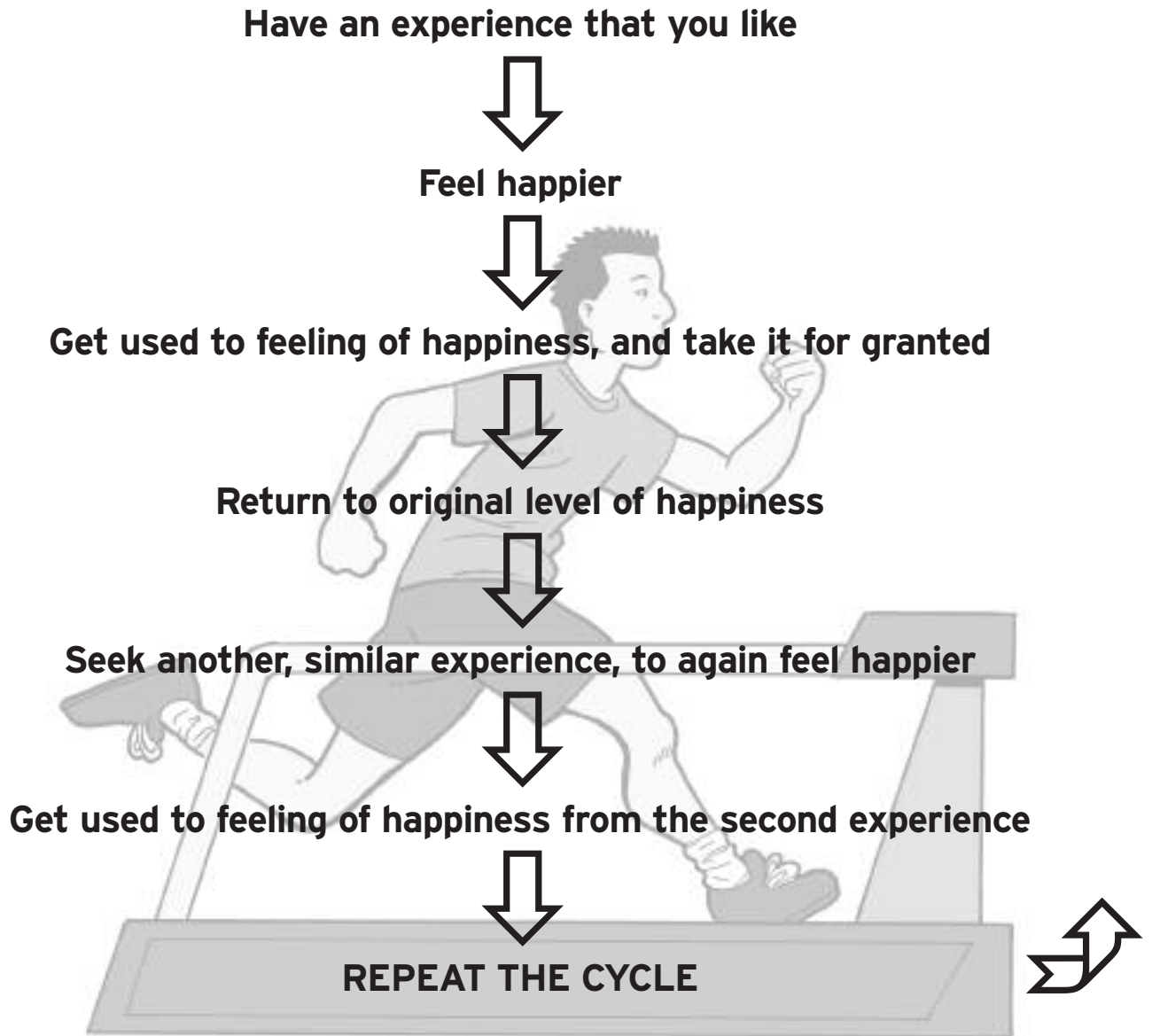
2. **L**ook closer. What words, images, or sounds led you to that conclusion?
What marketing strategies are being used?

3. **E**vidence. What evidence or factual information supports or refutes your initial conclusion?

4. **A**ssumptions. What are the underlying assumptions behind the ad?
What are the hidden messages?

5. **R**e-evaluate. After considering the claims and the evidence, what is your conclusion?

The Hedonic Treadmill



What kind of hedonic treadmill might you be on? _____

Needs or Wants?

Mark each item with either an “N” (if you consider it as a “need”) or a “W” (if you consider it as a “want”).

1. _____ A car
2. _____ To be popular
3. _____ Clothes
4. _____ Clothes that others won't make fun of
5. _____ Healthful food
6. _____ Friends
7. _____ A cell phone
8. _____ To be skinny
9. _____ Medical care
10. _____ An education
11. _____ Knowing how to locate and use resources
12. _____ Possessions similar to those of your peers
13. _____ Being good at something
14. _____ A computer
15. _____ Exercise
16. _____ Having a say in decisions that concern you
17. _____ Hearing your favorite music

Multiple Intelligences (MI) Self-Assessment

Each of us possesses different intelligence abilities and interests. The list below illustrates eight different types of intelligence (MI types).

- 1) How would you rate your interest level? On a scale of 1 to 10 (with 1 being “not interesting” and 10 being “very interesting”), how interesting do you find each area of intelligence?
- 2) How would you rate your ability level (meaning how competent or talented you are) in each of these areas? (Rate yourself on a scale of 1 to 10, with 1 being “not talented” and 10 being “very talented”.)
- 3) Overall, which of the eight types of intelligence do you favor? Put a star by the one type that best exemplifies your abilities and interests.

Rate your interest level and your ability level on a scale of 1 to 10:

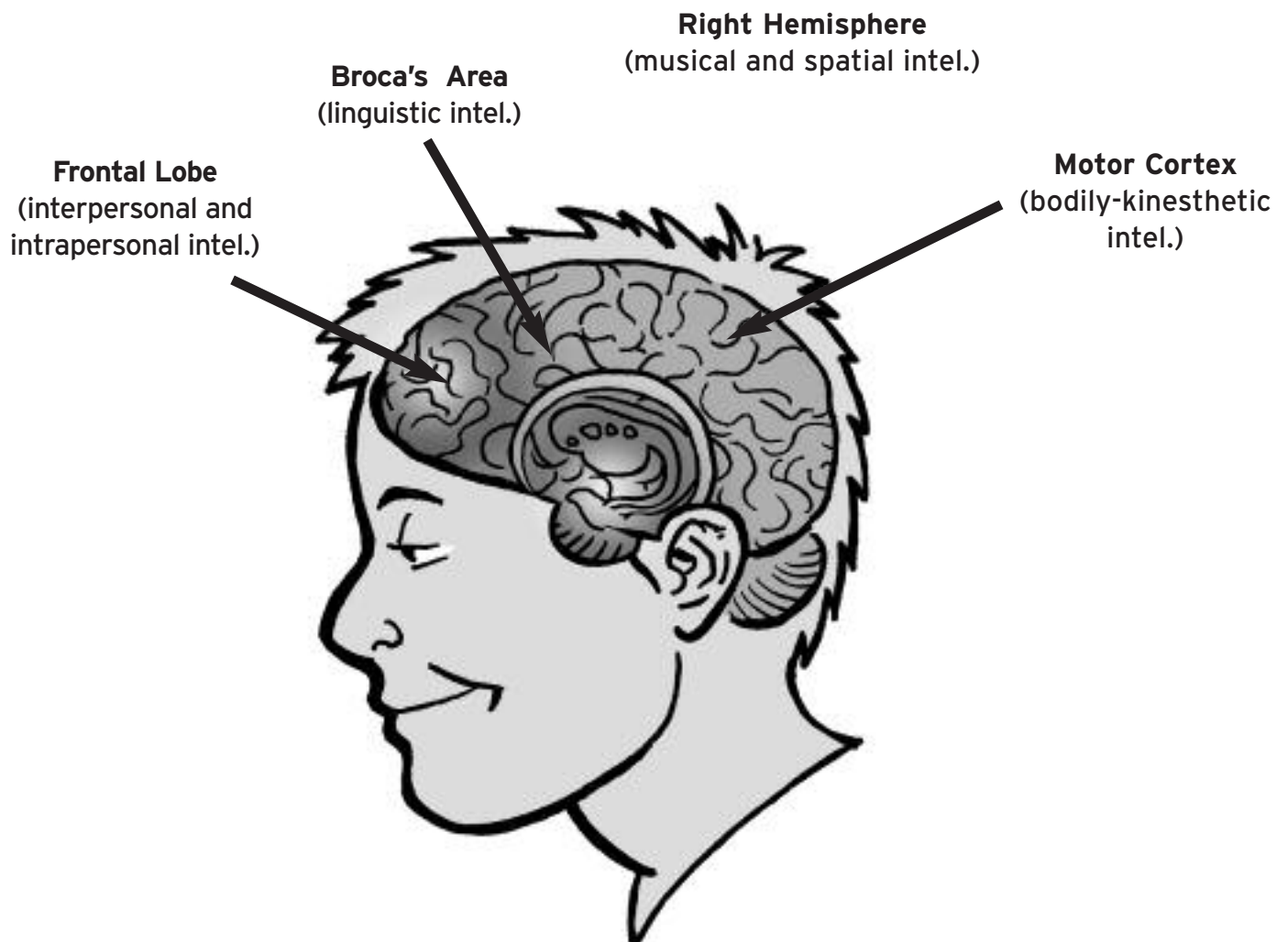
Multiple Intelligences (MI) Types*	Interest Level	Ability Level
<p>Linguistic Intelligence The ability to read, write, and use language to communicate effectively with others. Poets, authors, public speakers, and lawyers specialize in linguistic intelligence. (Examples: Abraham Lincoln, Maya Angelou)</p>		
<p>Logical-Mathematical Intelligence The ability to calculate and reason in a logical, systematic way. Scientists, engineers, accountants, and mathematicians typically rely on this type of intelligence. (Examples: Marie Curie, Albert Einstein)</p>		
<p>Spatial Intelligence The ability to conceptualize ideas, do art projects, or exhibit a sense of direction by being able to visualize the outcome. Painters, sculptors, architects, navigators, and pool players use spatial intelligence. (Examples: Michelangelo, Picasso)</p>		
<p>Musical Intelligence The ability to think in music, to be able to hear patterns, recognize them, remember them, and perhaps manipulate them. Singers, instrumentalists, and composers all share a strength in musical intelligence. (Examples: Mozart, Ella Fitzgerald)</p>		
<p>Bodily-Kinesthetic Intelligence The capacity to use physical abilities to solve problems, make something, or perform. Athletes, dancers, and actors exemplify bodily-kinesthetic intelligence. (Examples: Michelle Kwan, Jim Carey)</p>		
<p>Interpersonal (Social) Intelligence The ability to understand other people and interact effectively with others. Teachers, ministers, salespeople, and politicians excel at interpersonal intelligence. (Examples: Oprah Winfrey, Mother Teresa)</p>		
<p>Intrapersonal Intelligence Intrapersonally intelligent people have an understanding of who they are, how they feel, and what they can do. They tend to be self-reflective and goal-oriented. Counselors, philosophers, and people in other professions that require self-motivation rely on intrapersonal intelligence. (Examples: Freud, Plato)</p>		
<p>Naturalistic Intelligence The ability to discriminate among living things (plants, animals) as well as sensitivity to the natural world (clouds, rock configurations). This intelligence is exhibited in farmers, astronomers, botanists, and chefs. (Examples: Charles Darwin, John Muir)</p>		

*Adapted with permission of Howard Gardner from the descriptions of multiple intelligences in Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books.

Multiple Intelligences (MI) Criteria

Each of the eight different MI types meets all the criteria for being a distinct form of intellect. Some of the MI criteria are as follows:

1. A specific part of the brain is used for the MI type.
2. The MI type has been useful throughout the evolutionary process.
3. The MI type has a specific set of core skills and produces specific results.
4. There are prodigies or masters who possess the MI type to a heightened degree.
5. There are individuals who show significant deficits in the MI type.
6. The MI type is found to be transferable to other tasks.



Survey: What are Your Underlying Beliefs?

Directions: Read each statement below, and check whether you “mostly agree” or “mostly disagree” with the statement. There are no right or wrong answers.

1. Your intelligence is something very basic about you that you can't change very much.

Mostly agree _____ Mostly disagree _____

2. You can learn new things, but you can't really change how intelligent you are.

Mostly agree _____ Mostly disagree _____

3. No matter how much intelligence you have, you can always change it quite a bit.

Mostly agree _____ Mostly disagree _____

4. You can always substantially change how intelligent you are.

Mostly agree _____ Mostly disagree _____

5. Complete the following statement so that the numbers in the blanks add up to 100.

Intelligence = _____% ability + _____% effort.

* Used with permission of Carol S. Dweck. From *Mindset: The New Psychology of Success*. New York: Random House (2006).

Responding to Challenges and Setbacks

Joe and Jack are in the same math class. Notice how they respond differently to a tough math problem.

“Joe Stay-the-Same” has a fixed mindset. He tends to...

Tell himself he’s no good at the task; feel helpless.
(Oh, no. I hate word problems. I’m just no good at them.)

Prefer repeating successes to taking on a new challenge.
(Why don’t we just do computation? It’s much easier.)

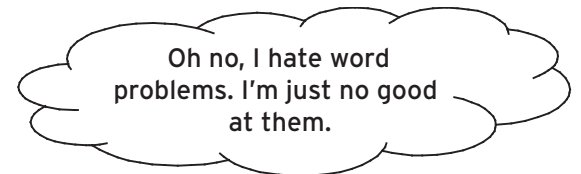
See setbacks as indications that he’s a failure.
(I’m such an idiot; I can’t even do the first problem.)

Worry about whether he looks smart.
(Everybody’s getting it but me. They’ll think I’m stupid if I ask questions.)

Emphasize grades and praise.
(My dad calls me the math whiz in the family. I’ve got to get an “A.”)

Say that he doesn’t care whether he does well.
(Oh, what do I care? I’ll never use this algebra stuff.)

Distract himself when confused and worried about failure.
(I can hardly wait to play that new video game. I’ll master it before anyone else.)



“Jack Change” has a growth mindset. He tends to...

Approach challenges with interest rather than apprehension.
(This is a tricky word problem. I’ve got to think it through.)

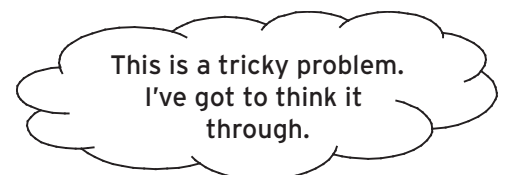
Focus on the problem rather than on himself.
(Let me see... I can try this formula...)

See setbacks as indications that he needs to apply more effort.
(No, that didn’t work. Better switch gears... What else can I do?)

Maintain a sense of curiosity and seek help when needed.
(If I multiply both sides by x ... Hmm, what next? Maybe I should ask.)

Delight in challenges and reward himself for effort.
(Wait, if I try this... Yes, that’s it! I did it. That was a tough problem!)

Work collaboratively, rather than competitively, with others; see helping others as a way of solidifying his own knowledge.
(I wonder if anyone needs help. Explaining it will help me understand it better.)



Mindsets in Action

Directions: Write what a person with each mindset might say or do in response to the given situations.

Situation	Fixed Mindset Response	Growth Mindset Response
You receive a low grade on a mid-term science test.	"I feel so stupid. I might as well give up."	"I need to find out where I went wrong and then study more and better. I have time to improve before the final."
You have to give a speech in English class but fear public speaking.		
A friend wants you to go out for a school sports team, but only one out of five will make the team.		
You really hit a wrong note on your instrument in a school band competition.		
A school counselor suggests you take a much more challenging math course.		
You get back your history paper, and it has a lot of red marks.		

Common Sayings

Which mindset—fixed (F) or growth (G)—does each of the following sayings represent?

1. ___ She's a born leader.
2. ___ Life is what you make of it.
3. ___ He's a self-made man.
4. ___ She's a chip off the old block.
5. ___ If you believe it, you can achieve it.
6. ___ Life is an open road.
7. ___ He's a natural.
8. ___ Like father, like son.
9. ___ You are limited only by your dreams.
10. ___ If at first you don't succeed, try, try again.

Can you think of other sayings that represent a fixed or growth mindset?

HOMEWORK: Reflecting On Underlying Beliefs

1. What did you learn about your underlying beliefs and mindsets today?
2. How do you think your current mindset affects you in school?
3. Did your mindset change today? Explain.
4. What are five (or more) guidelines you and others might follow for developing a growth mindset?

Envision Your Life

1. How do you envision yourself 5 years from now?

(What will you be doing after high school? Did you graduate? Go on to college and/or work? Pursue a special talent or interest? How would you describe yourself as a person? What character strengths have you developed between now and then?)

2. How do you envision yourself 10 years after high school graduation?

(Pretend that you have come back for your 10-year high school reunion. Many of your old friends from high school are there—some of whom you haven't seen in years—and they want to know what you've been doing in the meantime. What will you say about yourself—personally and professionally?)

3. What will you have done with your life by the time you retire?

(Pretend that you are 65 and attending a retirement party in your honor. This time, someone else is speaking about your life—what you are like personally and what you have accomplished. Pretend you are this other person, and write a brief speech about you for the retirement party.)

HOMEWORK: Monthly Budget for a 30-Year-Old Adult

When you are approximately 30 years old, how much money will you need to pay your bills every month? Though the cost of living will go up over the years, create a budget based on the current cost of living. Interview your parent(s) and/or another adult to estimate the monthly cost of supporting yourself (and your children, if you plan to have children by that age).

***Note to Parents:** Students are learning about the cost of living in order to help them prepare for the responsibilities of adulthood. Please help them estimate the costs for an average 30-year-old adult. You do not need to provide your actual household expenses.

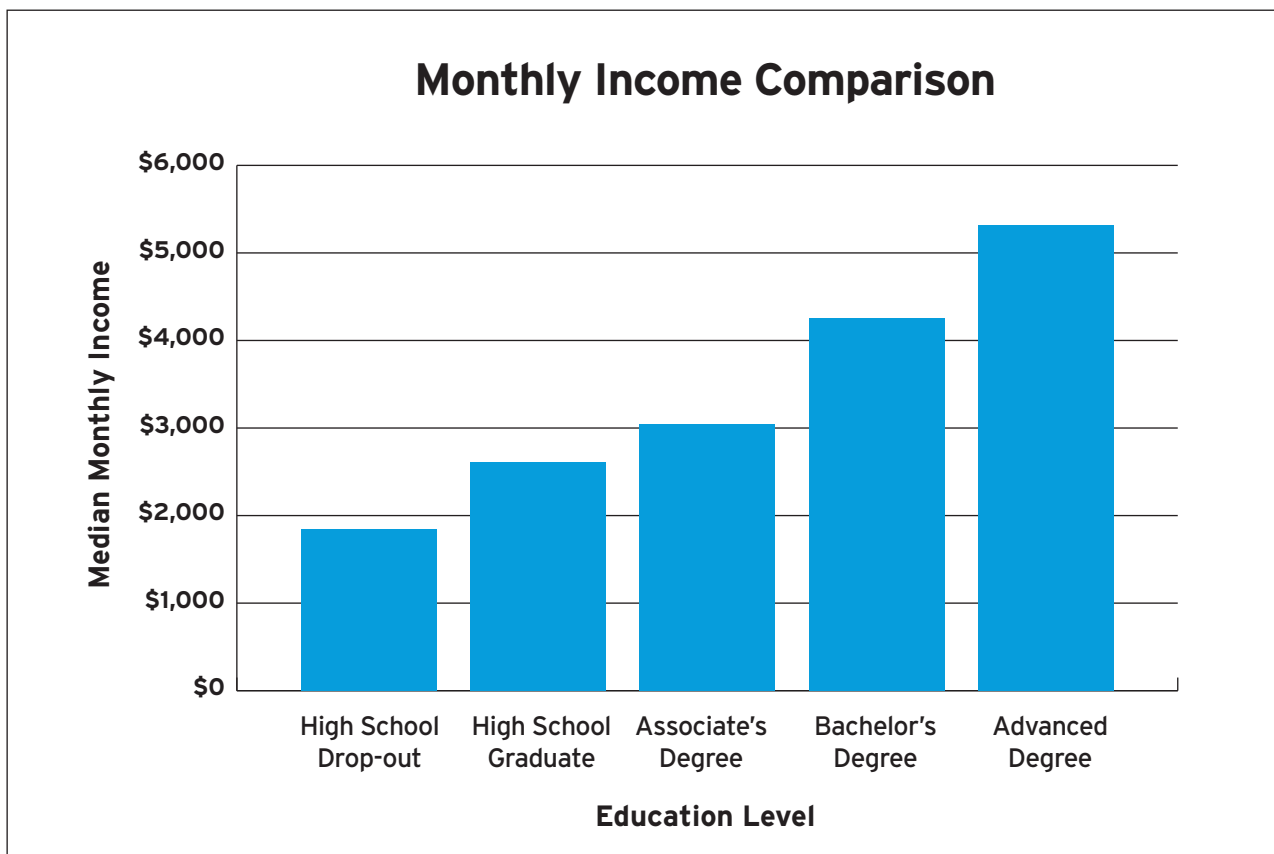
Item	Current Monthly Cost
Rent or Mortgage	\$
Electricity	\$
Natural gas or Home heating oil	\$
Water and sewer	\$
Home phone	\$
Cell phone	\$
Cable TV	\$
Internet access	\$
Car payment	\$
Car insurance	\$
Gasoline	\$
Health insurance	\$
Groceries	\$
Home maintenance	\$
Clothes, shoes, cosmetics, etc.	\$
Entertainment (movies, restaurants, sporting events, concerts, etc.)	\$
Childcare	\$
Other expenses:	\$
TOTAL ESTIMATED MONTHLY COST: (add all of the items above)	\$
TOTAL ESTIMATED ANNUAL COST: (multiply the monthly cost by 12 to calculate how much it would cost for a full year)	\$

Comparing Educational Levels and Income Potential

The graph below illustrates the median monthly incomes in the United States for individuals who

- Did not finish high school
- Finished high school but did not go to college
- Graduated with an associate's degree from a two-year college or technical school
- Graduated with a bachelor's degree from a four-year college or university
- Earned an advanced degree [examples: J.D. (doctorate in law), M.B.A. (master's in business administration), M.D. (doctorate in medicine)]

- Which educational level would provide an income that would minimally cover your estimated monthly budget?
- What does this tell us about how our educational level affects our daily lives in adulthood?



Source: U.S. Department of Labor, Bureau of Labor Statistics. (2007). *Current population survey, Quartiles and selected deciles of usual weekly earnings of full-time wage and salary workers, not seasonally adjusted*. Washington, D.C.: U.S. Department of Labor.

Making Ends Meet









If you made **\$2,600** a month (the median income of a high school graduate without further education), how would you pay your bills? Complete the monthly budget below.

- First, copy the dollar amounts from your budget in Handout 3.3.2.
- Next, subtract **\$2,600** from your total monthly cost to determine how much you need to cut from your budget. [Example: If your current total is \$3,300 a month, you would need to cut \$700 to get your revised budget ($\$3,300 - \$2,600 = \$700$).]
- In Column 2, write the amounts you will be subtracting from individual items in your current budget. [Example: If you want to reduce your rent by \$300, write \$300 in that box.]
- In Column 3, subtract the reductions in Column 2 from the amounts in Column 1 to get a revised budget that does not exceed \$2,600 in total monthly income.

	COLUMN 1	COLUMN 2	COLUMN 3
	Current Monthly Cost (from Handout 3.3.2)	Cost Reductions (amounts to be subtracted from Column 1)	Revised Budget (Making \$2,600 a Month)
Rent or Mortgage	\$	\$	\$
Electricity	\$	\$	\$
Natural gas or home heating oil	\$	\$	\$
Water and sewer	\$	\$	\$
Home phone	\$	\$	\$
Cell phone	\$	\$	\$
Cable TV	\$	\$	\$
Internet access	\$	\$	\$
Car payment	\$	\$	\$
Car insurance	\$	\$	\$
Gasoline	\$	\$	\$
Health insurance	\$	\$	\$
Groceries	\$	\$	\$
Home maintenance	\$	\$	\$
Clothes, shoes, cosmetics	\$	\$	\$
Entertainment	\$	\$	\$
Childcare	\$	\$	\$
Other expenses:	\$	\$	\$
TOTAL ESTIMATED MONTHLY COST:	\$	\$	\$

Career Options

Review the professional categories and careers below. Think about which careers might be a good fit for you.

 <ul style="list-style-type: none"> <input type="checkbox"/> Agricultural Worker, Farmer, Rancher <input type="checkbox"/> Environmentalist <input type="checkbox"/> Landscaper, Landscape Architect <input type="checkbox"/> Miner, Petroleum Engineer 	 <ul style="list-style-type: none"> <input type="checkbox"/> Architect <input type="checkbox"/> Carpenter <input type="checkbox"/> Construction Worker <input type="checkbox"/> Construction Manager
 <ul style="list-style-type: none"> <input type="checkbox"/> Actor, Producer, Director <input type="checkbox"/> Fashion Designer <input type="checkbox"/> Graphic Designer, Photographer <input type="checkbox"/> Musician, Dancer, Choreographer <input type="checkbox"/> Television/Motion Picture Producer <input type="checkbox"/> TV Broadcaster/Journalist <input type="checkbox"/> Writer and Editor 	 <ul style="list-style-type: none"> <input type="checkbox"/> Business/Financial Executive Director <input type="checkbox"/> Chief Financial Officer <input type="checkbox"/> Entrepreneur <input type="checkbox"/> Human Resource Officer <input type="checkbox"/> Investment Banker, Management Consultant <input type="checkbox"/> Retail Store Manager <input type="checkbox"/> Office Administrator/Secretary
 <ul style="list-style-type: none"> <input type="checkbox"/> Adult Educator/College Professor <input type="checkbox"/> Child Care Specialist <input type="checkbox"/> Librarian <input type="checkbox"/> Special Education Teacher <input type="checkbox"/> Sports Training/Coaching <input type="checkbox"/> Teacher (Kindergarten-12th grade) 	 <ul style="list-style-type: none"> <input type="checkbox"/> Accountant <input type="checkbox"/> Banker, Bank Loan Officer <input type="checkbox"/> Financial & Investment Planner <input type="checkbox"/> Financial Analyst <input type="checkbox"/> Insurance Agent, Insurance Adjuster <input type="checkbox"/> Personal Finance Advisor
 <ul style="list-style-type: none"> <input type="checkbox"/> City Manager/Planner <input type="checkbox"/> National Security Advisor (CIA, FBI) <input type="checkbox"/> Politician <input type="checkbox"/> Public Policy Analyst <input type="checkbox"/> Revenue & Taxation Agent (IRS) 	 <ul style="list-style-type: none"> <input type="checkbox"/> Biotechnology Researcher <input type="checkbox"/> Dentist <input type="checkbox"/> Medical Doctor/Nurse <input type="checkbox"/> Rehabilitation Therapist <input type="checkbox"/> Veterinarian

Career Options, continued

 <ul style="list-style-type: none"> <input type="checkbox"/> Chef/Cook <input type="checkbox"/> Hotel, Motel & Resort Manager <input type="checkbox"/> Meeting & Convention Planner <input type="checkbox"/> Waiter/Waitress <input type="checkbox"/> Travel Agent 	 <ul style="list-style-type: none"> <input type="checkbox"/> Community Services Coordinator <input type="checkbox"/> Guidance Counselor <input type="checkbox"/> Pastor, Minister, Priest <input type="checkbox"/> Psychologist <input type="checkbox"/> Social Worker
 <ul style="list-style-type: none"> <input type="checkbox"/> Computer Programmer <input type="checkbox"/> Information Technology Specialist <input type="checkbox"/> Network Systems Administrator <input type="checkbox"/> Programming & Software Developer <input type="checkbox"/> Web Master 	 <ul style="list-style-type: none"> <input type="checkbox"/> Firefighter <input type="checkbox"/> Lawyer <input type="checkbox"/> Military Service Member (Army, Navy, Air Force, Marines, National Guard) <input type="checkbox"/> Police Officer
 <ul style="list-style-type: none"> <input type="checkbox"/> Home Maintenance/Installation Specialist <input type="checkbox"/> Machinist <input type="checkbox"/> Manufacturing Operations Supervisor <input type="checkbox"/> Vehicle/Machine Repairperson 	 <ul style="list-style-type: none"> <input type="checkbox"/> Advertising & Marketing Specialist <input type="checkbox"/> Buying & Merchandising Specialist <input type="checkbox"/> E-Marketing Expert <input type="checkbox"/> Real Estate Agent <input type="checkbox"/> Retail Salesperson
 <ul style="list-style-type: none"> <input type="checkbox"/> Archeologist <input type="checkbox"/> Astronomer <input type="checkbox"/> Botanist, Biologist, Chemist <input type="checkbox"/> Engineer <input type="checkbox"/> Mathematician, Statistician <input type="checkbox"/> Marine Biologist, Zoologist 	 <ul style="list-style-type: none"> <input type="checkbox"/> Airline Pilot, Flight Attendant, Air Traffic Controller <input type="checkbox"/> Civil Engineer <input type="checkbox"/> Railroad Conductor/Engineer <input type="checkbox"/> Sea Captain, Midshipman <input type="checkbox"/> Truck Driver, Shipyard Worker

The Career Clusters icons are being used with permission of the States' Career Clusters Initiative, 2008, www.careerclusters.org.

HOMEWORK: Considering Careers

What two careers are you most interested in, and how do these careers align with your personal strengths?
Answer the following questions, using the list of careers in Handout 3.4.1 as a resource.

1) **Career Choice #1** (the career you are most interested in): _____

2) Why are you interested in this career? _____

3) Which types of multiple intelligences (MI) best reflect your interests and abilities?
(Refer to Lesson 3.1.)

4) On a scale of 1 to 10, how much would you use your MI strengths in this career?

1	2	3	4	5	6	7	8	9	10
Not at all				Sometimes					All the Time

5) What do you consider your top three character strengths? (Refer to Lesson 2.8.)

6) On a scale of 1 to 10, how much would you use your top character strengths in this career?

1	2	3	4	5	6	7	8	9	10
Not at all				Sometimes					All the Time

7) **Career Choice #2** (another career you are interested in): _____

8) Why are you interested in this career? _____

9) On a scale of 1 to 10, how much would you use your MI strengths in this career?

1	2	3	4	5	6	7	8	9	10
Not at all				Sometimes					All the Time

10) On a scale of 1 to 10, how much would you use your character strengths in this career?

1	2	3	4	5	6	7	8	9	10
Not at all				Sometimes					All the Time

Exploring a Career

Choose one of the two careers you are most interested in learning more about. Use the Internet or other resources available at your school to answer the following questions

Recommended Web sites:

<https://myroad.collegeboard.com>

(if your school has a subscription)

<http://stats.bls.gov/oco/home.htm>

- 1) What career will you be exploring?

- 2) What are three typical duties of people who have pursued your career choice?
 - a.
 - b.
 - c.

- 3) What are the necessary higher education qualifications?

- 4) What other training is required or recommended for your career choice?

- 5) What is the median or average annual income of your career choice? How does this income compare with the budget you created for Handout 3.3.2: Monthly Budget for a 30-Year-Old Adult?

- 6) Describe a typical day in the life of someone with your career choice.
 - a. How many days and hours a week would you work?
 - b. What are some of the benefits of this job?
 - c. What are some of the challenges and stresses of this job?

- 7) Name three things you learned about this job that you did not know before:
 - a.
 - b.
 - c.

Considering Educational Qualifications

Use the Internet or other resources at your school to identify two colleges—either technical schools or four-year colleges/universities—that offer training in your career field, and answer the following questions:

Recommended Web sites:

<https://myroad.collegeboard.com>
www.collegeview.com

- 1) Name one college that offers training in your career field: _____
- 2) What majors does this school offer that apply to your career field?
- 3) What percentage of students who apply to this school are accepted?
- 4) What is the median range of grade point averages (GPA) of students accepted by this school?
- 5) What is the median range of SAT or ACT scores of students accepted by this school?
- 6) Name three things you learned about this school that you did not know before:
 - a.
 - b.
 - c.
- 7) Name a second college that offers training in your career field: _____
- 8) What majors does this school offer that apply to your career field?
- 9) What percentage of students who apply to this school are accepted?
- 10) What is the median range of grade point averages (GPA) of students accepted by this school?
- 11) What is the median range of SAT or ACT scores of students accepted by this school?
- 12) Name three things you learned about this school that you did not know before:
 - a.
 - b.
 - c.

Setting a DREAM Goal

Is your goal ...

1) **Desirable?** (It is meaningful to you and something you want to accomplish.)

Example of a desirable goal:

I will practice the trumpet 30 minutes a day (because I want to improve).

Example of a goal that is not desirable:

I will practice the trumpet 30 minutes a day (because my mom makes me).

2) **Remaining under your control?** (You can determine the final outcome.)

Example of a goal that remains under your control:

I will complete my social studies assignment every school night.

Example of a goal that does not remain under your control:

I will get an A in social studies. (Although you control how much you study, the teacher determines the final grade, not you.)

3) **Engaging?** (You find the process worthwhile and interesting. It uses your strengths and stretches you as a person.)

Example of a goal that is engaging:

I'm going to learn how to knit a sweater (and I've really enjoyed knitting simpler things).

Example of a goal that is not engaging:

I'm going to be a novelist because I'd like to become famous (but I don't like to write).

4) **Attainable?** (With effort, you can achieve your goal.)

Example of an attainable goal:

I am going to save \$2,000 to buy a used car by senior year.

Example of a goal that is not likely to be attainable:

I am going to make a million dollars by the time I'm 21.

5) **Measurable?** (You can show progress over time.)

Example of a measurable goal:

I will improve my mile run time by 20 seconds in the next month.

Example of a goal that is not measurable:

I will become one of the fastest runners on the team.

Setting Long-Term Goals

Study the example, and then create two long-term goals: one academic and one personal. Decide if your goals meet the DREAM criteria, create steps for achieving the goal, and identify how you will measure success over time.

EXAMPLE			
Long-Term Academic Goal: To read at grade level or above.			
Is your long-term academic goal...		Engaging?	<input checked="" type="checkbox"/> Yes ___ No
Desirable?	<input checked="" type="checkbox"/> Yes ___ No	Attainable?	<input checked="" type="checkbox"/> Yes ___ No
Remaining under your control?	<input checked="" type="checkbox"/> Yes ___ No	Measurable?	<input checked="" type="checkbox"/> Yes ___ No
Steps toward achieving long-term academic goal:			
1. Meet with a reading specialist or English teacher for advice on books and strategies.			
2. Read from a book at least one hour a day.			
3. Look up words I don't know.			
4. Discuss the book with the specialist, and/or a friend or family member.			
5. Increase the reading level of books as I improve.			
6. Take a reading comprehension test after each book.			
How will you measure success? Read a grade level book, enjoy it, and pass a comprehension test.			

Long-Term Academic Goal:			
Is your long-term academic goal...		Engaging?	___Yes ___ No
Desirable?	___Yes ___ No	Attainable?	___Yes ___ No
Remaining under your control?	___Yes ___ No	Measurable?	___Yes ___ No
Steps toward achieving long-term academic goal:			
How will you measure success?			

Long-Term Personal Goal:			
Is your long-term personal goal...		Engaging?	___Yes ___ No
Desirable?	___Yes ___ No	Attainable?	___Yes ___ No
Remaining under your control?	___Yes ___ No	Measurable?	___Yes ___ No
Steps toward achieving long-term personal goal:			
How will you measure success?			

Setting Short-Term Goals

Create a short-term goal from one of the steps toward each of your long-term goals. Then create steps for each short-term goal.



EXAMPLE

Short-Term Academic Goal that will help you achieve your long-term academic goal:

Meet with a reading specialist or English teacher for advice on books and strategies to increase my reading ability.

Steps to achieving short-term goal:

1. Make an appointment with a reading specialist or English teacher at school.
2. Make a list of questions I want to ask.
3. Discuss my goal with the specialist, and select books and reading strategies.
4. Set up a regular time to meet and measure progress.

Time to complete short-term academic goal: 2-5 days, depending on specialist's availability

Short-term Academic Goal that will help you achieve your long-term academic goal:

Steps to achieving short-term goal:

Time to complete short-term academic goal:

Short-term Personal Goal that will help you achieve your long-term personal goal:

Steps to achieving short-term goal:

Time to complete short-term personal goal:

Your Focus Quotient—A Self-Assessment

For each item, circle the number below the answer (Never, Rarely, Sometimes, Often, or Always) that best fits you.

	Never	Rarely	Sometimes	Often	Always
1. How often do you begin working on a homework assignment without looking at what else you need to do?	1	2	3	4	5
2. How often do you have long social calls or engage in instant messaging (IM) with friends while studying?	1	2	3	4	5
3. How often do you stay up late studying the night before a big test or the night before a project is due?	1	2	3	4	5
4. How often do you turn assignments in late?	1	2	3	4	5
5. How often do you forget—or not bother—to do assignments?	1	2	3	4	5
6. How often do you have to struggle to concentrate when you need to focus on some task?	1	2	3	4	5
7. How often do you set a goal but have trouble motivating yourself to work toward it?	1	2	3	4	5
8. How often do you procrastinate on household chores and other responsibilities?	1	2	3	4	5
9. How often do you feel overwhelmed by having too much to do?	1	2	3	4	5
10. How often do you read something, and then find that a short time later you can't remember what you read?	1	2	3	4	5
11. How often do you watch more than two hours of TV a day?	1	2	3	4	5
12. How often do you play more than one hour of video games a day?	1	2	3	4	5
13. How often do you say yes to requests and then wish you had said <i>no</i> ?	1	2	3	4	5
14. How often do you let your friends' small problems become your own?	1	2	3	4	5
15. How often do you arrive late for school and other scheduled events?	1	2	3	4	5
16. How often do you drink coffee or soda, or eat sweet foods, in order to concentrate or stay awake?	1	2	3	4	5
TOTAL SCORE (Add up all the numbers you have circled): _____					

Cocooning

STEP 1: Find a quiet place—a place that is free of distractions and could be used for contemplating and mapping out your day or week. It is best to cocoon when you are fully awake and able to focus. Let your family know that you do not want to be interrupted. You will need a planner (calendar, student planner, or electronic hand-held planner).

STEP 2: Brainstorm all the things you need to do toward achieving your goals and meeting your responsibilities over the next week (or the next month). Items related to a goal might be to fix healthful breakfasts (including planning what to eat, shopping, and preparation) or to practice writing in Spanish for 20 minutes every day. Items related to a responsibility might include making covers for your textbooks or helping your younger sister get ready for school while your mom is away.

On a separate list, brainstorm all the things that have short-term deadlines. Short-term items might be to prepare a routine for tomorrow's team workout or to create a card for a friend's birthday.

Remember to include any items you did not finish the day before.

STEP 3: Review your two lists. **Have you left anything out?**

STEP 4: Highlight (with a highlighting marker) the items that are HIGH PRIORITY (or tag them with a star: ★). These are the most important tasks—the ones that you have to complete today).

Then highlight (using a highlighting marker in a different color) the items that are MIDDLE PRIORITY (or tag them with a plus sign: +). These items are important, but if you don't do them today, it won't mess up reaching your goal or cause you to neglect a responsibility.

The items that are left are the ones you would like to do if you had the time. Keep these LOW PRIORITY items on your list, but don't mark them.

STEP 5: Prioritize the HIGH PRIORITY items by numbering them 1, 2, 3, etc. Next, prioritize the MIDDLE PRIORITY items, continuing the numbering from the high-priority list. That is, if you had three high-priority items, you would start the numbering of the middle-priority items with the number 4. Finally, prioritize the LOW PRIORITY items, continuing the numbering from the middle-priority list.

STEP 6: Predict possible events that might be obstacles to completing tasks. For example, your parents have been late getting home from work, and you may have to begin dinner preparations.

STEP 7: Schedule the high-priority items and a reasonable number of the middle- and low-priority items for today, and then write them on your calendar/planner. Decide when you will do the remaining items on your list (over the next week or so), and write them on your calendar/planner. Remember to allow time for meals, exercising, sleep, foreseeable and unforeseeable events, and energizing breaks.

Cocooning in Action

STEP 1: Choose a place and time.

Where would you cocoon and why? _____

What time of the day would you cocoon and why? _____

STEP 2: Brainstorm "Things to Do" this week.

Things that help achieve my goals
and meet my responsibilities:

Other things with short-term deadlines:

STEP 3: Review your two lists.

STEP 4: Highlight and mark items.

Highlight high-priority items with one color (or mark with a ★).

Highlight middle-priority items with another color (or mark with a +)

STEP 5: Prioritize items.

Starting with high-priority items, number what to do first, second, etc.

STEP 6: Predict Obstacles

STEP 7: Schedule

In your planner or on Handout 3.6.4, schedule the high-priority items and a reasonable number of the middle- and low-priority items for today.

Weekly Planner

Use this handout to schedule your prioritized list (Step 7).

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning							
Afternoon							
Evening							

Distractions and Curveballs

How would you handle the following distractions and curveballs?

Situation #1

You have an important test to study for, and a close friend calls to talk about her recent breakup with her boyfriend.

What you say and do: _____

Situation #2

Your basketball coach wants you to teach at a one-day clinic for younger players this Saturday. You already volunteer at a retirement home on Saturdays but would like to teach at the clinic.

What you say and do: _____

Situation #3

You plan to run for 30 minutes. It's raining, your favorite movie is on TV, and your sister has just fixed everyone some hot chocolate.

What you say to yourself and do: _____

Situation #4

You need to read 50 pages of a novel to keep up in English; you find it boring, and your favorite magazine has just arrived in the mail.

What you say to yourself and do: _____

Situation #5

Your group science project is due in five days, and two of the four members come down with the flu.

What you say and do: _____

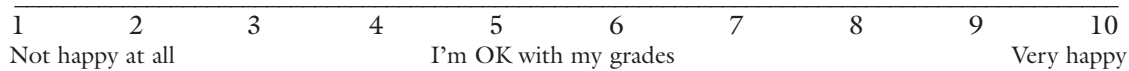
Reflecting on Your Current Grades

Directions: Write down your classes and grades from your last report card, and answer the questions below.

Last Report Card Grades:

Class Period	Class Name	Academic Grade	Effort/Citizenship Grade (if available)
1			
2			
3			
4			
5			
6			
7			

1. On a scale of 1 to 10, how happy are you with these grades?



2. What did your parent(s)/guardian(s) say about your grades? How did you feel about their reaction?

3. Which class(es) do you think you could have done better in?

4. Name three things you could do to improve your grade(s)?.

a).

b.)

c).

5. What is your long-term academic goal (from Lesson 3.5)? What progress have you made on it?

Check Your Academitude

For each situation, indicate how you would most likely respond. You may check more than one.

1) You find one of your classes is soooo boring. You would most likely . . .

- Talk to the person next to you
- Ask questions of interest to yourself
- Talk to the teacher about it
- Put your head down on your desk or doodle

What are two things (not listed above) that you could do to make the class more interesting?

- a.)
- b.)

2) You don't understand what is being presented in your math class, and you're falling behind. You would most likely...

- Skip class or be absent the day of the test
- Ask someone for help
- Increase your study time
- Get frustrated and zone out

What are two things (not listed above) that you could do to help yourself catch up academically?

- a.)
- b.)

3) You have a big test in two days, and you don't feel ready. You would most likely . . .

- Start studying the night before the test
- Make up a study schedule and stick to it
- Study with friends
- Not study, and hope that you know enough for a passing grade

What are two things (not listed above) that you could do to prepare better for the test?

- a.)
- b.)

4) A friend pressures you not to study so much. You would most likely . . .

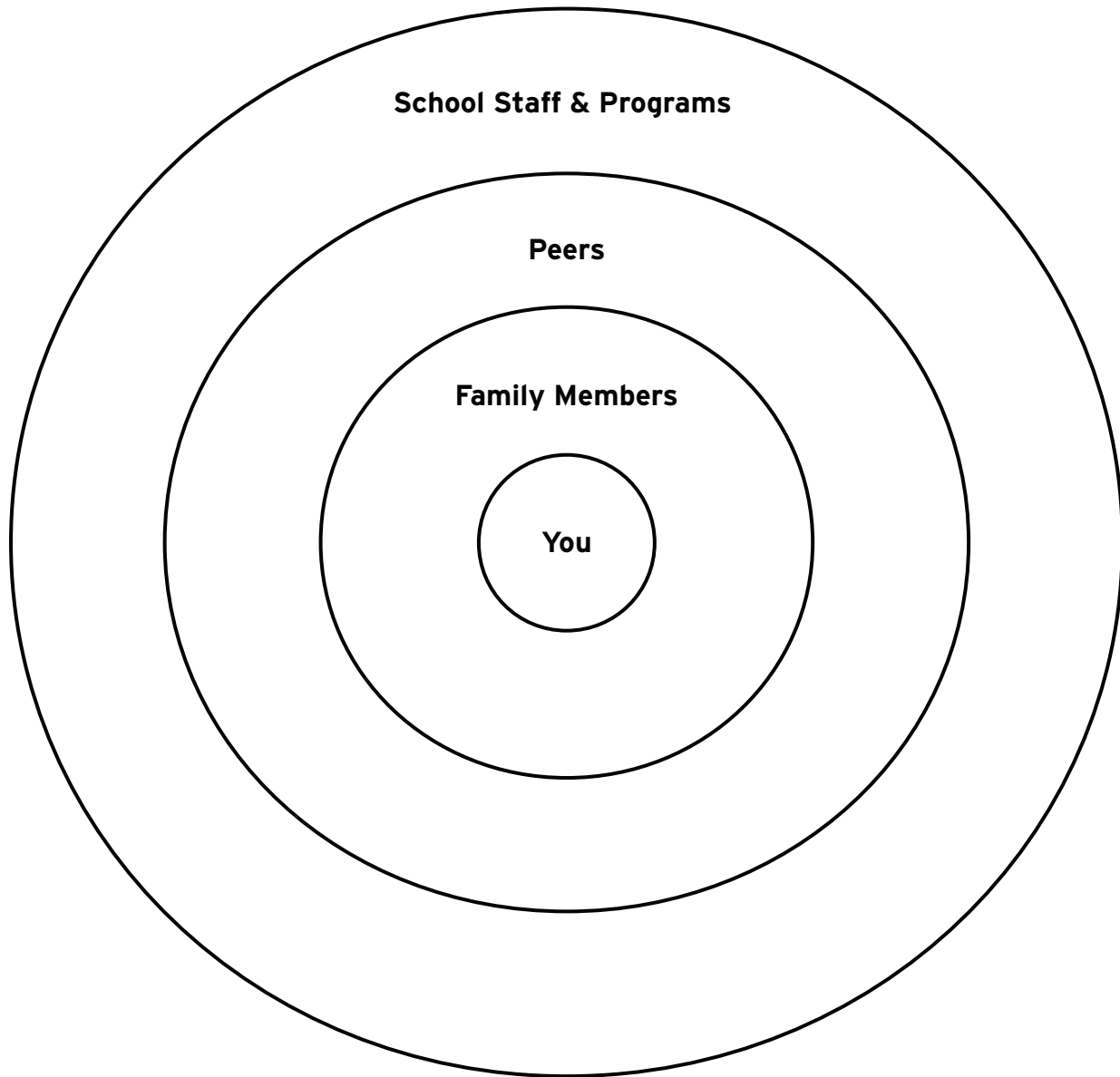
- Get mad at your friend
- Show the person that you know how to study and still have fun
- Explain why it's important for you to do well in school
- Cut way down on your study time

What are two things you could do to handle negative peer pressure in regard to studying?

- a.)
- b.)

My Support System

Each of the concentric circles represents a different category of support. Fill in each category with the names of people and/or programs that support you academically. In the Peers circle, for example, write the name of someone in each class whom you could study with or who could answer your questions.



Identifying School Resources

Fill in the following table. Place a check mark (✓) next to the resources you have used in the past, and a star (★) next to two or more resources you plan to use in the future.

Where would you learn more about:	Place/ Room #	Person	Signature (optional)
Academic counseling & scheduling?			
Academic tutoring?			
Career information?			
College information?			
Community service hours?			
Conflict resolution & mediation?			
Health counseling (physical & emotional health)?			
Internship opportunities?			
Job opportunities?			
Personal counseling?			
School clubs?			
Sports teams?			
Study groups?			

1. When should you set up an appointment with your academic counselor? And why is it important to meet with him/her?

2. What times of the week is tutoring available at school?

Memory Experiment

List 2

Aardvark	Elephant	Otter
Beaver	Frog	Pelican
Bird	Goose	Polar bear
Cheetah	Hamster	Rabbit
Chipmunk	Koala bear	Starfish
Crocodile	Lizard	Whale
Donkey	Monkey	Zebra

List 3

Alligator	Fish	Parrot
Cat	Giraffe	Pig
Chicken	Gorilla	Shark
Cow	Hawk	Skunk
Coyote	Kangaroo	Snake
Deer	Lobster	Toad
Duck	Owl	Turkey

Common SAT Vocabulary Words—Pre-Test

In the blank next to each word, write the letter that you think corresponds to its definition.

- | | |
|---------------------------|--|
| 1. ___ Affable | A. highly respected |
| 2. ___ Assiduous | B. easygoing; friendly |
| 3. ___ Astute | C. hard-working |
| 4. ___ Caustic | D. biting sarcasm or witty |
| 5. ___ Copious | E. passing away with time; passing from one place to another |
| 6. ___ Dilatory | F. easily shaped or formed; easily influenced |
| 7. ___ Facetious | G. stubbornly persevering |
| 8. ___ Fractious | H. expressing remorse for one's misdeeds |
| 9. ___ Indolent | I. playfully humorous |
| 10. ___ Malleable | J. habitually lazy |
| 11. ___ Obdurate | K. combative; belligerent |
| 12. ___ Penitent | L. habitually late |
| 13. ___ Pugnacious | M. plentiful; having a large quantity |
| 14. ___ Transient | N. quarrelsome; unruly |
| 15. ___ Venerated | O. shrewd; clever |

Vocabulary Flashcards*

FRONT

Cut out the following words with their definitions attached. With a partner:

1. Group the words into 3–4 categories based on similar characteristics (chunking).
2. Use each word in a sentence that has meaning to you, and visualize it in your mind.

<p>Affable [af-uh-buhl]</p>	<p>Malleable [mal-ee-uh-buhl]</p>	<p>Venerated [ven-uh-reyt-ed]</p>
<p>Assiduous [uh-sij-oo-uhs]</p>	<p>Caustic [kaw-stik]</p>	<p>Fractious [frak-shuhs]</p>
<p>Obdurate [ob-doo-rit]</p>	<p>Penitent [pen-i-tuhnt]</p>	<p>Transient [tran-zee-uhnt]</p>
<p>Astute [uh-stoot]</p>	<p>Copious [koh-pee-uhs]</p>	<p>Dilatory [dil-uh-tohr-ee]</p>
<p>Facetious [fuh-see-shuhs]</p>	<p>Indolent [in-dl-uhnt]</p>	<p>Pugnacious [puhg-ney-shuhs]</p>

Vocabulary Flashcards, BACK

highly respected	easily shaped or formed; easily influenced	easygoing; friendly
quarrelsome; unruly	bitingly sarcastic or witty	hard-working
passing away with time; passing from one place to another	expressing remorse for one's misdeeds	stubbornly persevering
habitually late	plentiful; having a large quantity	shrewd; clever
combative; belligerent	habitually lazy	playfully humorous

Common SAT Vocabulary Words—Post-Test

In the blank next to each word, write the letter that you think corresponds to its definition.

- | | |
|---------------------------|--|
| 1. ___ Affable | A. bitingly sarcastic or witty |
| 2. ___ Assiduous | B. playfully humorous |
| 3. ___ Astute | C. hard-working |
| 4. ___ Caustic | D. highly respected |
| 5. ___ Copious | E. easygoing; friendly |
| 6. ___ Dilatory | F. passing away with time; passing from one place to another |
| 7. ___ Facetious | G. shrewd; clever |
| 8. ___ Fractious | H. easily shaped or formed; easily influenced |
| 9. ___ Indolent | I. habitually late |
| 10. ___ Malleable | J. stubbornly persevering |
| 11. ___ Obdurate | K. plentiful; having a large quantity |
| 12. ___ Penitent | L. quarrelsome; unruly |
| 13. ___ Pugnacious | M. combative; belligerent |
| 14. ___ Transient | N. expressing remorse for one's misdeeds |
| 15. ___ Venerated | O. habitually lazy |

Keys to Pre-Test and Post-Test

Affable [af-uh-buhl]	easygoing; friendly
Assiduous [uh-sij-oo-uhs]	hard-working
Astute [uh-stoot]	shrewd; clever
Caustic [kaw-stik]	bitingly sarcastic or witty
Copious [koh-pee-uhs]	plentiful; having a large quantity
Dilatory [dil-uh-tohr-ee]	habitually late
Facetious [fuh-see-shuhs]	playfully humorous
Fractious [frak-shuhs]	quarrelsome; unruly
Indolent [in-dl-uhnt]	habitually lazy
Malleable [mal-ee-uh-buhl]	easily shaped or formed; easily influenced
Obdurate [ob-doo-rit]	stubbornly persevering
Penitent [pen-i-tuhnt]	expressing remorse for one's misdeeds
Pugnacious [puhg-ney-shuhs]	combative; belligerent
Transient [tran-zee-uhnt]	passing away with time; passing from one place to another
Venerated [ven-uh-reyt-ed]	highly respected

Pre-Test

1. B Affable
2. C Assiduous
3. O Astute
4. D Caustic
5. M Copious
6. L Dilatory
7. I Facetious
8. N Fractious
9. J Indolent
10. F Malleable
11. G Obdurate
12. H Penitent
13. K Pugnacious
14. E Transient
15. A Venerated

Post-Test

1. E Affable
2. C Assiduous
3. G Astute
4. A Caustic
5. K Copious
6. I Dilatory
7. B Facetious
8. L Fractious
9. O Indolent
10. H Malleable
11. J Obdurate
12. N Penitent
13. M Pugnacious
14. F Transient
15. D Venerated

*Words and definitions from Robinson, A, & Katzman, J. (2004). *The Princeton Review: Cracking the SAT*. New York: Random House, Inc.

Taking Notes While Listening

Read the following passage to the students, as designated in the lesson outline. The students should take notes while you are speaking.

A New Way of Thinking*

Galileo Galilei was an Italian mathematician and philosopher. By his willingness to perform experiments to test his ideas—a rather radical approach in those days—and by embracing the brand new technology of a telescope, he revolutionized the way in which science was done, so much so that he is now widely regarded as the father of experimental science.

The telescope was invented in Holland in the early seventeenth century. Hearing of the invention (but not having seen one), Galileo built a telescope for himself in 1609 and aimed it at the sky. What he saw conflicted greatly with the philosophy of Aristotle and provided much new data to support the ideas of Copernicus.

Using his telescope, Galileo discovered that the Moon had mountains, valleys, and craters—terrain in many ways reminiscent of that on Earth. Looking at the Sun (something that should never be done directly, and which may have eventually blinded Galileo), he found imperfections—dark blemishes now known as sunspots. These observations ran directly counter to the orthodox wisdom of the day. By noting the changing appearance of these sunspots from day to day, Galileo inferred that the Sun rotates, approximately once per month, around an axis roughly perpendicular to the ecliptic plane.

*Excerpt from: Chaisson, Eric, & McMillan, Steve, *Astronomy Today*, 4th Edition, © 2002. Reprinted by permission of Pearson Education, Inc., Upper Saddle River, NJ.

Taking Notes While Reading

Before reading the passage below, prepare a sheet of paper for note taking as outlined in the lesson. Then look for key information in the header, and in the first sentence of every paragraph. As you read the passage, take notes in the right-hand column of your sheet of paper. Then answer the elaboration questions in the left-hand column. If the passage does not provide an answer to some question, write “NA” for “not available.”

The Montgomery Bus Boycott

In the midst of the uproar over the Brown vs. Board of Education case, Rosa Parks made her decision to challenge segregation of public transportation. Outraged by Parks’ arrest, Jo Ann Robinson, head of a local organization called the Women’s Political Council, called on African Americans to boycott Montgomery’s buses on the day Rosa Parks appeared in court.

The boycott was a dramatic success. That afternoon, several African American leaders formed the Montgomery Improvement Association to run the boycott and to negotiate with city leaders for an end of segregation. They elected a 26-year-old pastor named **Martin Luther King, Jr.**, to lead them.

On the evening of December 5, 1955, a meeting was held at Dexter Avenue Baptist Church, where Dr. King was pastor. In the deep, resonant tones and powerful phrases that characterized his speaking style, King encouraged the people to continue their protest. “There comes a time, my friends,” he said, “when people get tired of being thrown into the abyss of humiliation, where they experience the bleakness of nagging despair.” He explained, however, that the protest had to be peaceful:

Now let us say that we are not advocating violence... The only weapon we have in our hands this evening is the weapon of protest. If we were incarcerated behind the iron curtains of a communistic nation—we couldn’t do this. If we were trapped in the dungeon of a totalitarian regime—we couldn’t do this. But the great glory of American democracy is the right to protest for right!

—quoted in *Parting the Waters: America in the King Years*

King had earned a Ph.D. in theology from Boston University. He believed that the only moral way to end segregation and racism was through nonviolent passive resistance. He told his followers, “We must use the weapon of love. We must realize that so many people are taught to hate us that they are not totally responsible for their hate.” African Americans, he urged, must say to racists and segregationists: “We will soon wear you down by our capacity to suffer, and in winning our freedom we will so appeal to your heart and conscience that we will win you in the process.”

Stirred by King’s powerful words, African Americans in Montgomery continued their boycott of the bus system for over a year. Instead of riding the bus, they organized car pools or walked to work. They refused to be intimidated, yet they remained peaceful and avoided violence. Meanwhile Rosa Park’s legal challenge to bus segregation worked its way through the courts. Finally, in December 1956, the Supreme Court affirmed the decision of a special three-judge panel declaring Alabama’s laws requiring segregation on buses to be unconstitutional.

*Excerpt from: Appleby, J., Brinkley, A., Broussard, A.S., McPherson, J.A., & Ritchie, D.A. *The American Vision: Modern Times*. © 2006, pp. 745–746. Reprinted by permission of Glencoe/McGraw-Hill Companies, Inc.: New York, NY.

Self-Assessment: How Do You Prepare for Tests?

1) It's Monday morning, and you have a big math test on Friday.

How prepared would you probably be? (Circle a number.)

1	2	3	4	5
Very Unprepared	Unprepared	Somewhat Prepared	Prepared	Very Prepared

How would you probably feel? (Circle a number.)

1	2	3	4	5
Very Anxious	Anxious	Concerned	Somewhat Confident	Confident

2) What automatic thoughts might be going through your mind?

a. _____

b. _____

Are these positive or negative thoughts? _____

If negative, what might be alternative, positive thoughts?

c. _____

d. _____

3) How do you typically study for a big test?

a. _____

b. _____

c. _____

4) Now it's the day before the test. You've been studying all afternoon, and you're beginning to feel tired and stressed. What would you do? (You can circle more than one answer.)

a. Take a walk or go exercise

e. Drink a glass of water

b. Take some deep breaths and stretch your muscles

f. Think positive thoughts

c. Have a caffeinated drink

g. Play a video game

d. Call, text, or e-mail a friend

h. Go to bed early and get a good night's sleep

i. Study late into the night

5) It's now Friday morning, and your test is in the next class.

How prepared would you probably be? (Circle a number.)

1	2	3	4	5
Very Unprepared	Unprepared	Somewhat Prepared	Prepared	Very Prepared

How would you probably feel? (Circle a number.)

1	2	3	4	5
Very Anxious	Anxious	Concerned	Somewhat Confident	Confident

6) What automatic thoughts might be going through your mind as you walk into the classroom to take the test?

a. _____

b. _____

Are these positive or negative thoughts? _____

If negative, what might be alternative, positive thoughts?

c. _____

d. _____

The PQRST Study Method

The PQRST Method. This five-step process helps you synthesize reading materials and prepare for a test. This is good to do with a study partner or group, but you could do it on your own. Begin this process several days before the exam.

1) **Preview:** Look over the course syllabus, your written notes, and the headings and sub-headings of the assigned reading. This provides an overview of the content and concepts you will be studying.

2) **Question:** Develop a list of questions, including those

- created from the headings and subheadings in the reading*
- from your written notes
- discussed in class
- provided at the ends of chapters
- given on the study guide (if one is provided)
- that you have about the topic

* For example, if a major heading or subheading is "Phases of the Moon," then ask yourself, *What are the phases of the moon?*

3) **Read:** Read the assigned reading and your written notes, and look for answers to your study questions. Headings and subheadings should help guide your search. Keep an eye out for other information to add to your list of questions. Reflect on what you read, and connect new material to what you already know.

4) **State:** In your own words, say aloud and/or write down the answers to your study questions. Use mnemonic devices, concept diagrams, analogies, and/or other study strategies to aid your memory and understanding in this process. A list of study strategies is provided on Handout 3.10.3, which you will be receiving shortly.

5) **Test:** Answer your study questions without looking at your notes or reading, and then check to see if your answers were correct and complete. Your brain needs time to absorb and apply new information, so test and re-test over several study sessions.

Adapted from: Staton, Thomas F. (1982). *How to Study*, 7th Edition. P.O. Box 40273, Nashville, TN 37204.

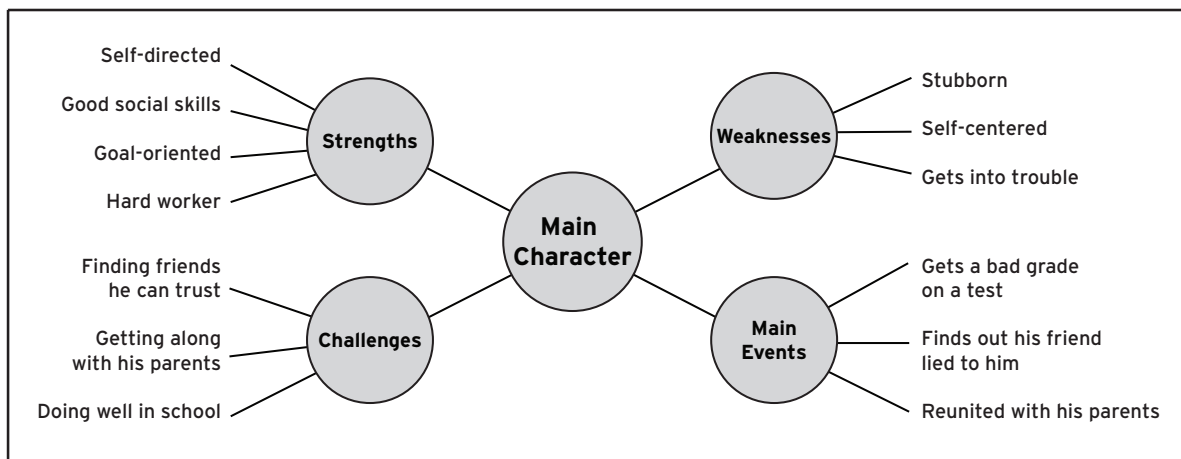
Study Strategies That Work

Review these popular and effective ways of remembering and/or understanding new information. Some of these strategies were introduced in previous lessons. Circle the strategies that match your MI Strength and/or appeal to you.

- 1) Mnemonic devices:** Mnemonic devices are abbreviated, easy ways to remember longer, more complicated info. For example, “PQRST” is a shortcut for remembering Preview, Question, Read, State, Test. The first letter of every word triggers your memory to recall the full word. Mnemonic sentences can be helpful too. For example, to remember all nine planets you can create a sentence such as “My Very Energetic Mother Just Served Us Nine Pizzas,” which starts with the same letters as the names of the planets, in order of their distance from the Sun: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. Sentences that are easy to visualize and personal to you are the easiest to remember.
- 2) Flashcards:** Write key terms or vocabulary words on index cards. Put the main term on one side of the card and the definition on the other. Go through all the cards until you can easily recall the definitions on the other side. This is good for quizzing one another in study groups, but you could do it on your own.
- 3) Chunking:** Categorizing information into groups (chunks) makes it easier to remember a list of items. For example, if you are studying Spanish and need to know all the animals, you could categorize them by a) pets, b) farm animals, and c) zoo animals. You can also create mnemonic sentences to help you remember all the items in each category.
- 4) Analogies:** Ever heard the expression “Life is like a rollercoaster”? What does this expression mean to you? How can you relate it to your own life? This is an example of an analogy—a comparison based on a resemblance. To understand a complex concept, compare it to an analogous concept that is easier to visualize and understand. For example, in explaining how a virus or bacteria invades a human cell, you could liken it to how opposing sides in football or warfare surround and attack their opponent to reach their goal. How would the other side fight back, and what happens if one side conquers the other? Use relevant terms, e.g., “bacteria vs. lysosomes” to describe the phenomenon.
- 5) Visualization:** Which is easier for you to remember: a textbook you have read or a movie you have seen? The odds are that you said a *movie*. What if you could try to create a movie in your mind based on what you have read in a textbook? This is especially relevant to history books and literature. For example, in trying to remember the details of the Boston Tea Party, picture a cold December night in Boston, Massachusetts in 1773. What are the people wearing, and what does the leader of the revolt, Samuel Adams, look like? What do his fellow protesters, the Sons of Liberty, look like? What are they trying to accomplish, and why? Who tries to stop them, and how does the scene unfold? How do the British respond, and how do American colonists react? When creating the scene in your mind, the more vivid the details, the easier it will be for you to recall and elaborate on the facts.

Study Strategies That Work, continued

- 6) **Dramatization:** You can take visualizations to the next level by acting out the scene with your classmates. Create dialog between the characters that expresses the conflicts and needs of the main characters. Study the background of your character so that you can better embody him/her. Dramatizations help you and your classmates bring events to life.
- 7) **Rewriting Notes:** Read your class notes and course materials, and write down the key points. Rewriting your notes once or twice helps the information sink in.
- 8) **Concept Diagrams or Mind Maps:** Create a visual diagram to help organize various terms and concepts. This can be especially helpful for essay writing. For instance, in writing an essay on a main character in literature, brainstorm a number of general character-related categories and several specific character traits within each of them, and then draw a concept diagram to show connections between them. Below is an example of this:



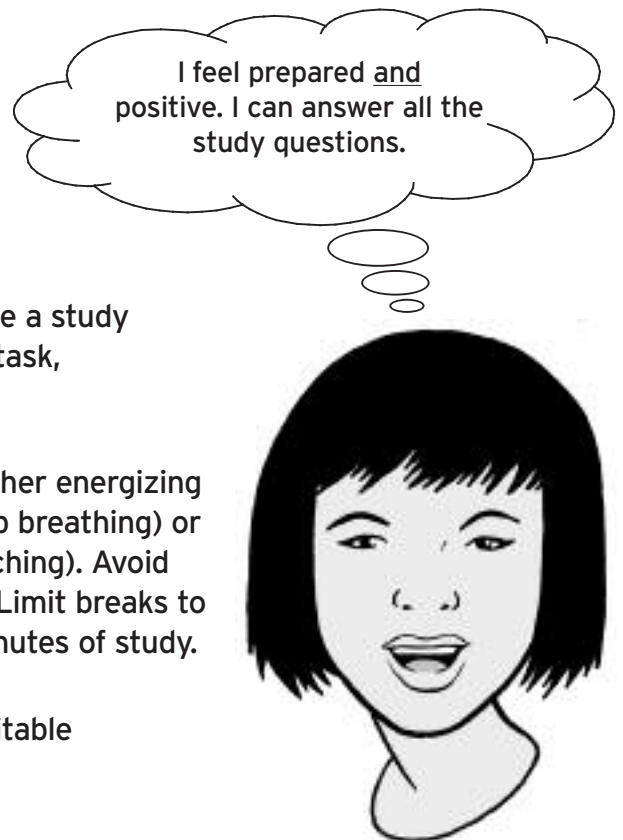
Once you map out the main points, you gain a more complete perspective of how different elements interact and affect one another. This same mapping system can be used for events in history, vocabulary words, mathematical procedures, and science.

- 9) **Study Partners:** Most of the strategies listed above can be done with study partners. Find one or more classmates who are motivated to do well in class and will help you stay focused and on track.

Stress Reducers for Studying

The following strategies are good for reducing stress as well as for learning. Many have been introduced in previous lessons, as ways to reduce stress or manage emotions.

- ✓ **Exercise.** Go for a walk or jog, play basketball, stretch your muscles.
- ✓ **Take deep breaths** and envision a positive, relaxing situation.
- ✓ **Visualize doing well** on the test and succeeding in the class.
- ✓ **Eat a healthful food.** Choose good “brain food” such as fruit, vegetables, nuts, and low-sugar, low-salt foods, especially as study snacks. Avoid caffeinated drinks and junk food, which give you a quick boost but then sap your energy and concentration.
- ✓ **Find a creative outlet** such as drawing or journaling to give your brain a quick break.
- ✓ **Drink water** (eight glasses a day).
- ✓ **Replace negative self-talk** (e.g., *I’ll never be ready*) **with positive self-talk** (*I know I can do this* and *Don’t give up*).
- ✓ **Collaborate with a study partner.** Choose a study partner who will help you stay focused, on task, and optimistic.
- ✓ **Take breaks.** Choose activities that are either energizing (jumping jacks) or relaxing (stretching, deep breathing) or that use your brain in a different way (sketching). Avoid video games and playing on the computer. Limit breaks to 20-30 minutes in duration for every 90 minutes of study.
- ✓ **Sleep well.** Lack of sleep can make you irritable and unfocused.
- ✓ **Get help.** Ask a family member, teacher, mentor, tutor, or friend for guidance.



HOMEWORK: Applying the PQRST and Study Strategies

On a separate sheet of paper, do the following, using Handouts 3.10.2 and 3.10.3 as guides:

Apply the PQRST Method and at least three of the following study strategies:

- Create a mnemonic device to remember the three branches of government.
- Draw a concept diagram describing the responsibilities of each branch of government.
- Create an analogy to describe the U.S. Constitution.
- Make flash cards for learning terms and definitions.
- Visualize the drafting and signing of the Constitution, paying attention to who did what and why.

A New Constitution

In May 1787, every state except Rhode Island sent delegates to Philadelphia “for the sole purpose of revising the Articles of Confederation.” Instead of changing the Articles, though, the delegates quickly decided to abandon the Articles and write a brand new framework of government. The meeting, attended by 55 of America’s most distinguished leaders, is therefore known as the **Constitutional Convention**. The delegates chose George Washington as their presiding officer. Other notable delegates included Benjamin Franklin, Alexander Hamilton, and James Madison.

Debate and Compromise All the delegates supported a stronger national government with the power to levy taxes and make laws that would be binding upon the states. The delegates also accepted the idea of dividing the government into executive, legislative, and judicial branches.

On other points, the delegates found themselves split. One contentious question was whether each state should have an equal vote in Congress. Small states favored such a plan, but the larger states insisted that representation in Congress should be based on population. The convention appointed a special committee to find a compromise.

The committee’s solution was based on a suggestion by Roger Sherman from Connecticut. Congress would be divided into two houses. In one, the House of Representatives, the number of each state’s representatives would depend on its population. In the other, the Senate, each state would have equal representation. The eligible voters in each state would elect members to the House of Representatives, but the state legislatures would choose senators. This proposal came to be known as the **Great Compromise**.

A Framework for Limited Government With the major disputes behind them, the delegates now focused on the details of how the new government would operate. The new Constitution they crafted was based on the principle of **popular sovereignty** (SAH-vuhrn-tee), or rule by the people. Rather than a direct democracy, it created a representative system of government in which elected officials speak for the people.

To strengthen the central government but still preserve the rights of the states, the Constitution created a system known as federalism. Under **federalism**, power is divided between the federal, or national, government and the state governments.

The Constitution also provided for a **separation of powers** among the three branches of the federal government. The two houses of Congress made up the legislative branch of the government. They would make the laws. The executive branch, headed by the president, would implement and enforce the laws Congress passed. The president would perform other duties as well, such as serving as commander in chief of the armed forces. The judicial branch—a system of federal courts—would interpret federal laws and render judgments in cases involving those laws. To keep the branches separate, no one serving in one branch could serve in either of the other branches at the same time.

*Excerpt from: Appleby, J., Brinkley, A., Broussard, A.S., McPherson, J.A., & Ritchie, D.A. *The American Vision: Modern Times*. © 2006, pp. 125–127. Reprinted by permission of Glencoe/McGraw-Hill Companies, Inc.: New York, NY.

Tips for Taking Tests

Try the following test-taking tips on your next quiz or test:

- Skim over the test, and estimate the amount of time you will spend on each section.
- Read the directions carefully. What are you being asked to do?
- For multiple choice questions, read each answer choice before marking your answer.
- If you are not sure of the answer, read the choices again. If you are still not sure, move on to the next question. After answering the questions you are sure of, go back to any you skipped.
- Eliminate the answer choices that you know are wrong. Then choose your answer from the ones that remain.
- When asked to fill in blanks, substitute one of the choices into the blank at a time, and read the resulting sentence(s). Which choice sounds right?
- For essay questions, first jot down the main points you want to make, and use these as an outline for your essay. Afterwards, read it through. Does your answer make sense, and is it reasonably complete?

QUIZ: The New Constitution

Multiple Choice — Circle the correct answer (1 pt. each)

- 1) The original purpose of what came to be known as the Constitutional Convention was to
 - a) sign the Bill of Rights
 - b) revise the Articles of Confederation
 - c) write the Constitution
 - d) elect George Washington president
- 2) Who presided over the Constitutional Convention?
 - a.) James Madison
 - b.) Alexander Hamilton
 - c.) George Washington
 - d.) Benjamin Franklin
- 3) One of the most hotly debated issues at the convention was whether
 - a) each state should have an equal vote in Congress
 - b) the national government should be stronger than state governments
 - c) the national government could levy taxes
 - d) to locate the capital in Philadelphia or Washington, DC.
- 4) Our representative system of government is based on the principle of
 - a) direct democracy
 - b) popular sovereignty
 - c) compromise
 - d) balance of power
- 5) In the House of Representatives, the number of representatives for each state is based on the state's
 - a) size
 - b) power
 - c) population
 - d) voter turnout

Fill-In — Fill in the correct answers.

- 6) What are the three branches of government? (3 pts.)

- 7) What are two duties of the president? (2 pts.)

- 8) What is the main duty of Congress? (1 pt.)

- 9) What are the two main duties of the federal courts? (2 pts.)

Short Answer — Answer the following in one or more complete sentences.

- 10) What was the Great Compromise? (2 pts.)

What Makes a Friend?

Describe the five traits that you most value in a friend, and explain why each of them is important to you. These can be *character traits* (such as being fair, trustworthy, caring, or respectful) or *personality traits* (such as being funny, serious, outspoken, or spontaneous).

Traits You Most Value in a Friend

Why?

1.

2.

3.

4.

5.

HOMEWORK: Living Friendship

1. Of the five traits the class agreed were important to friendship, which ones do *you* display the most? Explain.
2. Which traits could you improve upon?
3. What skills will you need to improve on these traits?
4. What will you do today or tomorrow to start improving on at least one of these traits?

Conflict Style Inventory

For each of the following situations, CIRCLE the response that best describes how you would respond. Do not put your name on the paper. Your responses are confidential.

- 1. You want to go to a party this weekend. You know that if you ask your parents if you can go, they'll call the parents of the person who's giving the party and check out the situation.**
 - A. You tell your parents that you're going to the party. When they say no, you complain (with lots of emotion) about their lack of trust in you.
 - B. You tell your parents you're spending the night at a friend's house, and go to the party without their knowing about it.
 - C. You tell your parents about the party, and discuss how you would handle certain situations that might arise.

- 2. Someone you don't know very well makes a joke about what you're wearing.**
 - A. You tell off the person to his/her face.
 - B. You refuse to talk to the person but talk trash about him/her to others.
 - C. You tell the person how his/her remark bothered you.

- 3. You study hard for a test by using the outline the teacher provided, but the test is mostly about topics that aren't on the outline.**
 - A. You get a group of students together—students who are also mad about the test—and confront the teacher with your complaints.
 - B. You accept your grade and decide to ignore future study outlines.
 - C. You tell the teacher that you studied from the outline and understood that material, but found that most items on the test were not covered by the outline. You ask how you should study for future tests and request that the teacher address this in class.

- 4. Someone in your group of friends always gets her/his own way. You would like everyone to have a say.**
 - A. You tell the person that it ticks you off that she/he always gets her/his own way.
 - B. You get others in the group to do something together without this person.
 - C. You express your opinion that everyone should have a say, and then ask the others in the group for their opinions.

- 5. A teammate is always crashing into you during practice. You make suggestions to the person about ways to improve. The teammate gets mad and challenges you to a fight.**
- A. You fight the person and settle things once and for all.
 - B. You walk away and avoid the person as much as possible.
 - C. You say you don't want to fight about this type of thing, and suggest getting together to talk about it once you've both calmed down.
- 6. You find out a friend is going out with your old boyfriend/girlfriend. It doesn't go down well with you that she/he never told you about it or asked about your feelings.**
- A. You tell the person she/he isn't a true friend, because friends don't act that way.
 - B. You retaliate by getting your other friends to ignore her/him.
 - C. You talk to the person privately about your feelings.
- 7. A friend plays a practical joke that really embarrasses you.**
- A. You play a really mean joke on the friend so he/she will know how it feels.
 - B. You let it go and act as if it didn't really bother you.
 - C. You tell the person that you didn't like the joke at all and ask why he/she did it.
- 8. You bought tickets to a concert for both you and your friend, but she/he hasn't paid you back.**
- A. You confront the person in front of other friends, hoping she/he will be embarrassed and pay up.
 - B. You stop doing things with the person.
 - C. You tell the person you need to be repaid, and ask if she/he is having a problem paying it back.
- 9. Your sister/brother seems to know how to push your buttons.**
- A. You blow up at her/him on a regular basis.
 - B. You go into your room and lock the door.
 - C. You ask to have a family discussion about the problem.
- 10. Your school just instituted a new rule that you think is unfair.**
- A. You openly break the rule.
 - B. You begrudgingly go along with the rule, and count the days until you graduate.
 - C. You get a group of students together and request a meeting with the principal.

What is the Problem?



Christina

Rodney

Tanya

Tanya and Rodney broke up after going out all year. Lately, Rodney has been talking a lot with Tanya's best friend, Christina. Today, Christina got a worried look on her face when she saw Tanya watching them.

1. What do you think is the problem in this situation?

2. What do you think might happen next?

3. After hearing what Christina and Tanya are thinking and feeling, write a joint problem statement that gives both points of view:

Problem-Solving/Decision-Making Strategy

1. What is the problem (or dilemma)?

- Each state your point of view.
- Use active listening, and ask clarifying questions.
- Create a joint problem statement.

2. What are some solutions (or choices)?

3. What are the consequences of each solution (or choice)?

For each solution or choice, ask

- Does it take into account people's feelings and interests?
- Does it violate any personal values or ethical principles?
- What are other consequences?
- Would it work?

4. What is the optimal solution (or choice), and how should we act on it?

5. Is it working? If not, what is an alternative solution (or choice) that might work?

Role-Play Cards (copy & cut)

Copy this page, and cut out the role-play cards along the dotted lines. Pass the cards out to role-playing pairs. Each pair should role-play *identifying the problem* for the scenario assigned to them.

You are partners on a big science project. The project is due at the end of the week and will be entered in the school science fair. One of you wants to do well on the project and works hard on it. The other person, whose mother is in the hospital, has not worked on the project for the past week.

You have been friends for a long time. You both lend each other things. One of you always leaves your textbooks at home (because you have lost books in the past) and borrows the other person's books in classes that you share. Sharing a textbook sometimes slows you down in class.

You hang out with the same group. One of you likes to spend time one-on-one with friends. The other person feels that it is mean to exclude other members of your group.

One of you had an argument with your mom and tells the other person about it. You have an unwritten rule not to tell others about what you talk about. The other person is worried about the problem and tells another friend about it.

You are good friends and have both borrowed money (usually just a few dollars) from each other in the past. One of you wants to borrow \$20 but hasn't paid back the last loan. The other person wants to charge 5% interest this time.

You are old friends but haven't been as close in high school as you were previously. One of you starts to date someone the other person went with in middle school. The other person finds out about it through the grapevine and feels hurt.

You don't know each other very well. In trying to be friendly, one of you asks the other some very personal (and somewhat embarrassing) questions in front of some other students.

One of you has more money than most students and wants to do things that cost more than the other can afford. The other person is embarrassed about always having to refuse and then be asked why.

You have both talked to each other about problems that mutual friends of the two of you were having. One of you decides that this isn't right and tells the other person to stop gossiping all the time.

You made a promise to go out for a sport together, but one of you wants to quit after the first week of practice.

HOMEWORK: Developing a Joint Problem Statement

Over the next four days, you will apply the problem-solving strategy to a problem you are having now or have had in the past. Today you will do Step #1.

Step #1

Each state your point of view.

First, write from *your* point of view: In your eyes, what happened? How did you feel? Why do you think you felt this way?

Now write from the *other* person's point of view. In the other person's eyes, what happened? How did he or she feel? Why do you think the person felt this way?

Use active listening, and ask clarifying questions.

Write down some questions you would have liked to ask the other person.

Create a joint problem statement.

With the information you have, write a joint problem statement that says what you each think happened and how you each felt about it.

What Are Some Solutions? What Are the Consequences?

This assignment is a continuation of the homework from the previous lesson. Now that you have applied the first problem-solving step, you will **brainstorm** solutions and **evaluate** each solution.

Step # 2:

What are some solutions? (List them in the first column of the table below.)

Step # 3:

What are the consequences of each solution? (Answer the questions in the remaining four columns.)

Solution	Does it take into account people's feelings and interests?	Does it violate any personal values or ethical principles?	What are other consequences?	Would it work?

What do you think is the optimal (best) solution?

Choosing, Implementing, and Monitoring a Solution

Step #4:

What is the optimal solution?

How should I act on it? (What are the steps I need to take?)

Step #5:

Is it working? (What criteria would you use to tell whether the solution is working?)

If it doesn't work, what is an alternative solution that might work?

Problem Scenarios (copy & cut)

Copy this page, cut out the problem scenarios along the dotted lines, and give one problem scenario to each group of 4–5 students.

Someone at school tells you that a student you once had a fight with is saying bad things about you.

You have an after-school job stocking shelves at a local grocery store. A guy you work with says the boss doesn't think you're doing a very good job.

Your brother tells you that your mom thinks you're really hard to get along with these days.

You hear a nasty rumor about someone who used to be a close friend, and you know it's not true.

Your best friend told a bunch of people about something bad that happened to you, and you had assumed that she/he wouldn't talk about it.

You hear a rumor you think might be true, but it could really hurt someone. Your friends ask you to tell them what you heard.

You hear a rumor that someone in your social group is taking medication for depression.

Your parents are separated. When you're alone with either of them, they say things about your other parent that you'd rather not hear.

Negotiating with a Parent

Pretend that you are the young person in the following situation:

There is a small grocery store near your school, and you live across town from school. The store's owner offers you an after-school job (3–7 P.M., Monday through Friday) stocking shelves and helping customers. The job pays a good wage, and you could really use the money. If you take the job, you'll have a 30-minute bus ride to get home and won't be able to have dinner with your family. You also won't be around to help with your younger brothers when your mom gets home from work. And having the job will cut a small chunk out of your study time.

What do you need to consider before talking with your parents about this opportunity?

What would you say to your parents to get their permission to take the job?

What do you think people should keep in mind when negotiating an agreement?

Negotiating a Win-Win Agreement

Directions: Fill in the remaining steps for the situation on Handout 4.7.1.

1. Identify the discussion topic.

"I want to talk about an after-school job offer."

2. Express your interests and concerns.

3. Predict and address your parents' interests and concerns.

4. Actively listen to your parents' perspective.

5. Propose a "win-win" agreement (one that addresses your and your parents' needs and concerns).

HOMEWORK: Negotiating in Real Life

Think of something simple that you would like to negotiate with a family member or friend. (Examples: a small raise in allowance, more time on the computer, borrowing something, getting help on a project.)

With whom will you be negotiating?

What do you want?

Why do you want it? What are your interests and concerns?

What might be the other person's interests and concerns?

What might be a win-win solution you could propose?

Write down what you will say, and then rehearse it in front a mirror or with a friend.

Negotiate with the person.

What happened in the negotiation?

How did the person respond? (Paraphrase what they said.)

Did you feel well prepared for the negotiation? Would you do anything differently?

What Decisions Matter, and How Much?

Categorize the decisions at the bottom of the page by writing them in the appropriate column of the table. The table shows examples of decisions that pertain to how we present ourselves to others. Categorize the decisions as follows:

- **Small:** Everyday decisions that have only a momentary effect
- **Medium:** Decisions that have more of an effect but can easily be changed or reversed
- **Big:** Decisions that have an effect on your future and are harder to change
- **Super-Size:** Decisions that have a strong and lasting effect on your future

Small Decisions	Medium Decisions	Big Decisions	Super-Size Decisions
What to wear today	Your style (the type of clothes you wear, haircut, shoes, accessories)	Whether to get a tattoo	Whether to have plastic surgery on your nose

1. What to eat today
2. Whether to smoke cigarettes
3. Whether to go out for a school team
4. What group to hang out with
5. How to respond to sexual pressure
6. Whether to drink alcohol at a party
7. What classes to take this semester
8. What movie to see
9. Whom to accept rides from
10. Whether to have an after-school job
11. Whether to participate in class today
12. How to wear your hair (cut and color)
13. How much to tell your parents
14. What to do after graduation
15. What types of food to include in your diet
16. Whether to wear a seatbelt
17. How involved to be in school activities
18. How to deal with challenges to take part in a fight
19. Whether to do something that could get you arrested
20. How to relate to your teachers

Applying the Decision-Making Strategy

Check one of the following dilemmas, and apply the decision-making strategy to it.

- How to deal with challenges to take part in a fight
- How much effort to put into schoolwork
- How to deal with an unhealthy habit (Name the habit.)

DECISION-MAKING STRATEGY

1. What is the dilemma?
2. What are some choices?
3. What are the consequences of each choice?
For each choice, ask
 - Does it take into account people's feelings and interests?
 - Does it violate any personal values or ethical principles?
 - What are other consequences?
 - Would it work?
4. What is the optimal choice, and how should we act on it?
5. Is it working? If not, what is an alternative choice that might work?

My Experience With Peer Pressure

Write about a time when you experienced peer pressure (negative or positive). Be sure to include answers to the following questions.

- What were you being pressured to do?
- What methods of persuasion did the person(s) use?
- How did you feel?
- How did you respond?

Refusal and Respectful-Persuasion Skills

1) State your stand.

[Refusal: "I don't (smoke, drink, cheat, make myself throw up, have sex)."]

State your concern.

[Respectful Persuasion: "I'm concerned about your (weight loss, drinking, smoking, cheating, having sex, having unprotected sex, etc.)"]

2) Say why.

(Talk about the negative consequences.)

3) Propose a healthful alternative.

(Suggest something fun and non-risky to do together. Talk about the positive physical, mental, and social results of alternatives to risky behavior.)

4) Have a backup plan.

(Examples: Leave the scene, but let them know that if they change their mind they can join you. Talk with a parent, teacher, or counselor for additional support and guidance.)

Applying Respectful Persuasion

As a group, say how you would respond in the following situations.

1. A friend of yours is getting dangerously thin. You have expressed your concern and offered to go with her to see the school nurse. She claims she is eating healthfully and doesn't have a problem. What would you do?
2. A friend is copying most of his English papers from his girlfriend, who goes to a different school but has similar assignments. When you express your concern, he says that it's none of your business and his teacher can't possibly find out. What do you say?
3. You hear rumors that someone you were good friends with in middle school but don't see much anymore is having unprotected sex. Although you have gone in different directions in high school, you still care about your friend and don't want him or her to be harmed.
4. You think a friend on your team has been using steroids. He is now one of the top athletes on the team. What do you say and do?

FACT SHEET: Alcohol

Alcohol is a psychoactive drug that depresses the central nervous system, dulls the mind, impairs thinking and judgment, lessens coordination, and interferes with the ability to respond quickly in dangerous situations.

- In 2002, an estimated 17,419 people died in alcohol-related traffic crashes—an average of one every 30 minutes (NHTSA, 2003).
- 41% of traffic fatalities are alcohol related (NHTSA, 2003).
- About three in every ten Americans will be involved in an alcohol-related crash at some time in their lives (NHTSA, 2001a).
- Of all alcohol-related fatalities, 80% are caused by people who have been drinking beer, and only 20% are caused by people who have been drinking wine or hard liquor (Runge, 2002).
- In 2000, 77% of traffic fatalities that occurred between the hours of midnight and 3:00 A.M. were alcohol related (NHTSA, 2001b).
- About 40% of all crimes (violent and non-violent) are committed under the influence of alcohol (Bureau of Justice Statistics, 1998).

Symptoms of a Drinking Problem

- Drinking secretly
- Lying about drinking
- Drinking during times of stress and worry
- Gulping drinks
- Being on the lookout for parties where alcoholic beverages will be served
- Preoccupation with drinking
- Declining grades
- Decrease in muscular coordination
- Not following through on class projects
- Easily becoming irritable

For teen testimonials:

AboutHealth.com (www.abouthealth.com)

For further information about the effects of alcohol:

Mothers Against Drunk Driving (MADD) – www.madd.org

National Highway Traffic Safety Administration (NHTSA) – www.nhtsa.dot.gov

Students Against Destructive Decisions (SADD) (founded as Students Against Driving Drunk) – www.sadd.org

Substance Abuse and Mental Health Services Administration (SAMHSA) – www.samhsa.gov

Citations:

Bureau of Justice Statistics (1998). *Alcohol and Crime: An Analysis of National Data on the Prevalence of Alcohol Involvement in Crime*. Washington, DC: U.S. Department of Justice, Office of Justice Programs. www.ojp.usdoj.gov.

National Highway Traffic Safety Administration (NHTSA), U.S. Department of Transportation (2003, July 17). *USDOT Releases 2002 Highway Fatalities Statistics*. Washington, DC. www.nhtsa.dot.gov.

National Highway Traffic Safety Administration (2001a). *The Traffic Stop and You: Improving Communication Between Citizens and Law Enforcement*. Washington, DC: www.nhtsa.dot.gov.

National Highway Traffic Safety Administration (2001b). National Center for Statistics and Analysis, U.S. Department of Transportation. *Motor Vehicle Crash Data from the Fatality Analysis Reporting System (FARS) and the General Estimates System*. Washington DC. www-fars.nhtsa.dot.gov.

Runge, Jeffrey W. (2002, January). MADD Impaired Driving Summit Report. www.madd.org.

FACT SHEET: Cheating

Cheating is the use of someone else's words, work, and/or ideas and claiming them as your own.

Statistics on Cheating In U.S. High Schools

According to a survey of 12,000 high school students conducted by the Josephson Institute of Ethics in 2002:

- 74% of high school students admit that they cheated on an exam during the previous year (up significantly from 1992, when the rate of cheating was 61%).
- Students who participated in varsity sports were slightly more likely to cheat than non-participants (78% vs. 73%).
- Students who attended religious schools were more likely to cheat than students at other schools (78% vs. 72%).
- Gender, student leadership, and personal religious convictions had no impact on the rate of cheating.
- 83% of students admitted to lying to a teacher during the previous year.

Examples of cheating:

- Hiring someone to write a paper
- Buying a paper or project
- Sharing files (e.g., an Excel worksheet)
- Copying math homework
- Building on someone else's ideas without proper citations
- Letting your science-lab partner do all the work
- Letting your parents do all the work
- Looking at another student's paper or computer screen during a test
- Turning in your brother's or sister's old project

FACT SHEET: Eating Disorders

Eating disorders are food-related dysfunctions in which a person changes eating habits in a way that is harmful to the mind or body. Anorexia nervosa is an eating disorder in which the person is obsessed with being excessively thin and deprives himself or herself of food. A person with bulimia has uncontrollable urges to eat excessively and then engage in self-induced vomiting, and/or excessive use of laxatives or diuretics.

- Approximately 7 million females and 1 million males struggle with an eating disorder (Katz, 2004).
- Without treatment, up to 20% of people with a serious eating disorder will die. With treatment, that figure falls to 2-3% (Katz, 2004).
- About 0.5 to 3.7% of females suffer from anorexia nervosa at some time in their lifetime. The corresponding rate for females who struggle with bulimia is estimated at 1.1 to 4.2% (Katz, 2004).
- As many as 1% of females between the ages of 12 and 18 have an eating disorder (National Eating Disorders Association, 2004).
- Eating disorders are best treated with family support and counseling (Farley, 1997).

Symptoms of an Eating Disorder

- Intense fear of gaining weight
- Distorted body image
- Missed menstrual periods
- Withdrawal from usual friends or activities
- Excessive exercise—despite inclement weather, fatigue, illness, or injury

Anorexics:

- Dramatic weight loss and preoccupation with weight, food, calories, consumption of fat, and dieting
- Frequent comments about feeling “fat,” denial of hunger
- Consistent excuses for being absent at mealtimes or in other situations involving food
- May be sad and lonely
- Dry skin, brittle nails, lightheadedness, intolerance to cold, constipation, and swelling of joints
- Formation of soft hair (called “lanugo”) on the skin for warmth
- In extreme cases: fainting, fatigue, low blood pressure, and slowed breathing rate

Eating Disorders, continued

Bulimics:

- Evidence of binge eating, including disappearance of large amounts of food in a short amount of time
- Calluses on the backs of hands or knuckles from self-induced vomiting
- May develop feelings of depression and hopelessness
- May experience fatigue, seizures, irregular heartbeat, thinning bones, skin rashes, and broken blood vessels
- May suffer from damage to the stomach, receding gums, and erosion of tooth enamel as a result of repeated vomiting

For teen testimonials:

AboutHealth.com (www.abouthealth.com)

For further information about the effects of eating disorders:

National Eating Disorders Association – www.nationaleatingdisorders.org

Eating-Disorder.Com – www.eating-disorder.com

Citations:

Farley, D. (1997). *On the Teen Scene: Eating Disorders Require Medical Attention*. Washington, DC: U.S. Food and Drug Administration. www.fda.gov.

Katz, N. (2004). General eating disorder statistics: Eating disorder statistics by age. *Women's Issues*. Retrieved June 14, 2004 from womensissues.about.com/cs/eatingdisorders/a/edstats.htm.

Meeks, L., Heit, P., & Page, R. (1996). *Comprehensive School Health Education* (2nd ed.). *Totally Awesome Strategies for Teaching Health*. Blacklick, OH: Meeks Heit Publishing Company.

National Eating Disorder Association (2004). Eating Disorders Information Index. Retrieved June 14, 2004 from www.nationaleatingdisorders.org.

FACT SHEET: Smoking

Tobacco use is the leading cause of death and disability, both in the United States and worldwide. Smoking causes lung cancer, emphysema, and other debilitating illnesses. Young people who smoke are less likely to be physically fit than those who do not. Many smokers said they started smoking because of friends, family members, or glamorous images from the media.

- Every day in the U.S., more than 3,000 young people become regular smokers; that amounts to more than a million new smokers a year (Reynolds, 2004).
- Several studies have found nicotine to have addictive properties similar to those of heroin, cocaine, and alcohol (Centers for Disease Control and Prevention, 1994).
- Of all smokers who quit on their own (with no formal intervention program), 95% resume the smoking habit within a year (Reynolds, 2004).
- In the U.S., smoking causes 1 of every 5 deaths. Cigarette smoking kills 1,200 Americans every day—for a tragic total of 420,000 American deaths each year (Reynolds, 2004).
- Tobacco is the largest single cause of premature death in the developing world, accounting for 30% of all deaths among people age 35-69 (Lynch & Bonnie, 1994).
- Tobacco companies spent \$11.5 billion on advertising in 2003, up from \$5 billion just a few years before. A substantial part of that advertising money is being spent on in-store displays. One recent study demonstrated that advertising plays a greater role than peer pressure in getting teens to smoke (Reynolds, 2004).

For testimonials:

AboutHealth.com (www.abouthealth.com)

For further information about the effects of smoking:

Get Outraged – www.getoutraged.com

Smokefree America – www.tobaccofree.org or www.notobacco.org

Tobacco.org – www.tobacco.org

Citations:

Centers for Disease Control and Prevention (1994). *Preventing Tobacco Use among Young People: A Report to the Surgeon General*. Atlanta: U.S. Department of Health and Human Services. www.cdc.gov.

Lynch, B.S., & Bonnie, R.J. (1994). *Growing Up Tobacco Free: Preventing Nicotine Addiction in Children and Youths*. Washington, DC: Institute of Medicine.

Reynolds, P. (2004). The truth about tobacco: Our new anti-smoking live assembly program for middle and high school students. Available at www.tobaccofree.org.

FACT SHEET: Teens and Sex

Many teens feel pressured—either by friends, a boyfriend/girlfriend, or societal influences—to have sex. Unquestionably, sex does have consequences:

- Each year, almost a million teenage women—10% of all women age 15-19, and 19% of those who have had sexual intercourse—become pregnant (Alan Guttmacher Institute, 1999).
- Every year, 3 million teens—about 1 in 4 sexually experienced teens—acquire a sexually transmitted disease (STD) (Alan Guttmacher Institute, 1994).
- 82% of boys and 79% of girls report feeling pressured to have sex. Girls report more pressure from their romantic partners, and boys report more pressure from friends (National Campaign to Prevent Teen Pregnancy, 2003).
- Among sexually experienced youth (age 12-19), 55% of boys and 70% of girls wish they had waited longer before having sex for the first time (National Campaign to Prevent Teen Pregnancy, 2002).
- Only about 50% of boys and 41% of girls agreed with the statement *I have really thought about what my life would be like if I got pregnant/got someone pregnant as a teen* (National Campaign to Prevent Teen Pregnancy, 2002).

For further information about teens and sex:

Gravity Teen – www.gravityteen.com

National Campaign to Prevent Teen Pregnancy – www.teenpregnancy.org

The Alan Guttmacher Institute – www.agi-usa.org

Citations:

Alan Guttmacher Institute (1994). *Sex and America's Teenagers*. New York: The Alan Guttmacher Institute. www.agi-usa.org.

Alan Guttmacher Institute (1999). *Teenage Pregnancy: Overall Trends and State-by-State Information*. New York: The Alan Guttmacher Institute. www.agi-usa.org.

National Campaign to Prevent Teen Pregnancy (2002). Unpublished data from a 2002 survey of adults and teens. Washington, DC: National Campaign to Prevent Teen Pregnancy. www.teenpregnancy.org.

National Campaign to Prevent Teen Pregnancy (2003). *Science Says: The Sexual Attitudes and Behaviors of Male Teens*. Washington, DC: National Campaign to Prevent Teen Pregnancy. www.teenpregnancy.org.

Reflection On Apologizing and Forgiving

A stiff apology is a second insult... The injured party does not want to be compensated because he has been wronged; he wants to be healed because he has been hurt.

—Gilbert K. Chesterton, early 20th century essayist and novelist

1. Do you agree with this quote? Write about a time when you felt forced to make an apology but didn't really feel sorry for what you did. How do you think the other person felt? Then write about a time when you received a "stiff" apology. How did you feel afterwards?

*The weak can never forgive.
Forgiveness is the attribute of the strong.*

—Mohandas Gandhi, nonviolent statesman who led India to independence from Great Britain in 1947

2. Do you agree with this quote? Write about a time when you forgave someone for something they had done. What did you say and do? Was there power in forgiving? How did you feel afterwards? How do you think the other person felt?

Role-Play Cards (copy & cut)

Directions: Copy this page, and cut out the role-play cards along the dotted lines. Have each student pair draw one card out of a bowl, discuss what is wrong with the apology, and role-play a sincere apology for the situation.

You borrowed your friend's favorite CD and accidentally scratched it. "Sorry about the CD. I'd buy you a new one, but I'm broke."

Your best friend told you a secret, and you told it to another friend, who then spread it around. "Sorry, but you should have told me you didn't want me to tell anyone."

A long-time friend is acting hurt because you are spending time with a new friend. "What, can't I have other friends?"

You've been slacking off on your chores, and it's been hard on your mom. "Sorry about the dishes. I was tired, too."

You had an argument with your brother and said some things that hurt him. "I'm sorry I hurt you, but you sometimes say things that hurt me, too."

Your friend is avoiding you after you pressured her to break up with her boyfriend. "Hey, I was only looking out for you."

You made a nasty remark about a guy's haircut, and he wants to fight you now. "I didn't mean it like that. Can't you take a joke?"

Your best friend is irritated because you have again bought the same clothes that he or she did. "We just like the same things. I can't help it if you buy them first. You have more money than I do."

You broke a date with a friend because another friend was sad and needed someone to talk to. "I'm sorry. If you were bummed, wouldn't you want me to drop everything and help you?"

You stay up late, and your track coach is disappointed in your race time the next day. "Don't worry; I'll do better next time."

You made fun of a kid last year and feel badly about your behavior now. "Sorry I was such a (blankety-blank) last year."

You did a poor job on your portion of a group project because you were tired and you started working on it late. "I couldn't help it; I have to run track all afternoon, and then I'm too tired to do homework."