

Name _____

1. Attitude

Learning Points

- Attitude affects everything else in life.
- Even the most negative self-attitudes can be conquered by recognizing and capitalizing on inner strengths.
- Change is inevitable and difficult, but possible.
- Reactions to stress vary as much as skills used to cope with the stressors.

What does attitude mean to you? _____

Something to think about: The following activities are meant to help you “think” and possibly “rethink” the way you see life.

Activity 1:

Directions: Read each sentence and fill in the blanks, only positive thoughts are allowed!

1. I am happiest when I _____.
2. I know how to _____.
3. Everyone thinks I am excellent at _____.
4. I always smile when _____.
5. I try to help people by _____.
6. I am a _____ worker.
7. I am a _____ friend.
8. I believe _____.
9. I refuse to let anyone _____.
10. I know I can _____.

Activity 2:

Directions: Fill out the survey by checking TRUE or FALSE next to each statement. Answer as honestly as you can based upon how you normally act. Words to know; Assertive: Having or showing a confident and forceful personality. Aggressive: Ready or likely to attack or confront. Compassion: Sympathetic pity and concern for the sufferings or misfortunes of others.

True False

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. I consider myself to be a happy person most of the time. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. I believe that most people have good intentions. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. I know how to be assertive without being aggressive. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. I can carry on a pleasant conversation with people I don't know well. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. I am willing to try things even when I do not have a clue. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. I like who I am. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. I am confident I can succeed in life. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. I feel compassion for others. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. I do not consider myself a victim. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. I am a peacemaker. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. I believe I have more strengths than weaknesses. |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. I refused to be abused in any way. |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. I have a plan for my life. |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. I would never use my power to harm another. |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. I can laugh at myself. |

How many questions did you mark TRUE? _____

How many questions did you mark FALSE? _____

This survey is designed for self-awareness: if you indicated mostly TRUE responses to the questions, this implies higher self-esteem level if you answered mostly FALSE, then making yourself aware that you may have low self-esteem.

Reflection, something to think about: A person's view of self will affect life choices. It may determine whether one works with people or alone, whether one marries or has children, whether one lives in the city or the country, or whether one dresses in suits or jeans. It may be instrumental in how far we go in school, what work options we have, and how society views us in terms of role status.

Activity 3:

Directions: Read each statement and answer them with either listing your strength or weakness.

1. My greatest strength is _____

2. I am also pretty strong at _____

3. I need to work on _____

4. And my _____
_____ could use a bit of work too.

Building yourself up

1. **AFFIRM YOURSELF.** Focus on your good qualities and all the positive things you do.
2. **IMPROVE YOURSELF.** Challenge your body, your mind, and your spirit.
3. **ASSUME RESPONSIBILITY FOR YOUR OWN THOUGHTS AND ACTIONS.** While we can influence behavior in others, the only behavior we can change is our own!
4. **SET REALISTIC GOALS.** Break long-range goals into small steps.
5. **BEHAVE ACCORDING TO YOUR OWN GOOD PERSONAL VALUES AND STANDARDS.** Determine your principles, and then stand behind them with conviction. It is not easy!
6. **MAINTAIN GOOD HEALTH.** Wellness is not just about physical health. It should become a way of life.
7. **PLAN YOUR DAY AS IF IT WILL BE POSITIVE.** Envision each day as a good one. Look for ways to make even the unpleasant into a learning experience.
8. **FOCUS ON YOUR ACCOMPLISHMENTS.** At the end of the day, try to focus on what you have achieved, rather than on your mistakes.

Activity 4:

Directions: Read each statement and circle a number to the right to identify what level of stress the statement brings to you. 1 meaning the event causes little or no stress, and 5 meaning it causes a lot of stress.

	<u>Little stress</u>			<u>Lot of stress</u>	
1. Crime in my neighborhood	1	2	3	4	5
2. Not having wifi	1	2	3	4	5
3. My relatives	1	2	3	4	5
4. My job	1	2	3	4	5
5. Unfolded clothes	1	2	3	4	5
6. Homework	1	2	3	4	5
7. Not enough food at home	1	2	3	4	5
8. My siblings	1	2	3	4	5
9. My chores	1	2	3	4	5
10. My teachers	1	2	3	4	5
11. Transportation issues	1	2	3	4	5
12. My parents	1	2	3	4	5

Reflection: after reviewing your stressors, look at one of your top stressors and list ways to help calm yourself down: _____

Below are ways to help you cope better with stress before it happens.

1. **Eat Healthy** – If you truly want to reduce your stress levels, then you have to take care of yourself. Begin by watching what you eat. If you eat a lot of junk food or even skip meals, then how can you expect to perform your best? Just as a car needs good fuel to run, your body needs nutrients to run efficiently.
2. **Sleep** – Your body needs rest. Anywhere between 8.5-9.25 hours of sleep. Don't skip on sleep because you have a lot to do; you will perform better if you get a good night's rest. Sleep is your body's automatic mediation mode. It helps you regroup and relax so you'll be ready to tackle the next day's tasks with a clearer mind.
3. **Get Moving** – It's not uncommon to get so bogged down that the last thing you want to do is get up and move. If you're thinking, "I don't have time to exercise," slowly make time each day until you reach your goals.
4. **Me Time** – Don't give your friends the shaft when school, athletics, clubs, work, etc., consume your time. Friends serve an important role in helping cope. You need them to help keep your inner peace in balance and share laughter.

2. Responsibility

Learning Points

- **Responsibility is a choice.**
- **Responsible behavior involves making and keeping commitments.**
- **Proactive behavior can change one’s life.**

*Something to think about: It is important to remember that **we cannot change anyone’s behavior except our own.** We cannot change our mother’s behavior, our boss’s behavior, our friend’s behavior... not even our sibling’s behavior. Sometimes, though, when we change our own behavior, other people’s reaction changes.*

What does responsibility mean to you? _____

Something to think about: The word responsibility in its simplest form really means the ability to respond. Response, though, often implies that we react to some person, some event, or some other element in our environment. It implies that there are no choices we can make, and that things which happen to us are beyond our control.

Activity 1: Story Solving

Directions: Read each paragraph and answer the following questions.

Corryn has a \$200 electric bill due at the end of the month, but she does not have the money to pay it. It seems likely that her electricity will be cut off. Corryn feels she can live without air-conditioning if she has to, but it will be hard to give up lights. And how is she going to keep milk cold for her 2-year-old if she does not have refrigeration? Corryn’s mother has helped as much as she can but has no more money to lend. All the social service agencies are out of money. It looks as if Corryn’s electricity will be cut off.

1. Can anything really be done about this situation which might produce a better outcome? _____

2. Could anything be learned from this situation which might change future outcomes? _____

3. Is anyone responsible for this situation? _____

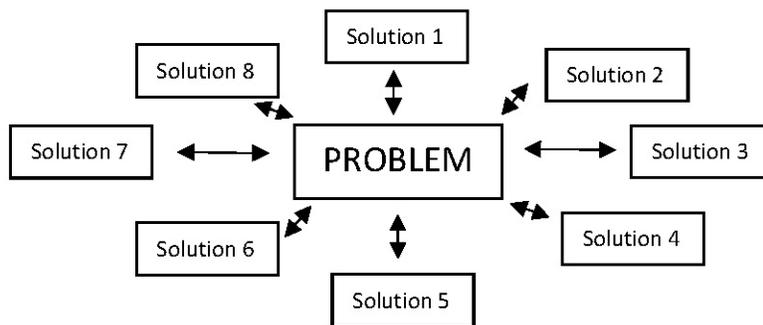
Corryn has just failed a social studies test. It seems that no matter what she does, she cannot manage decent grades. The only school year in which she achieved success was in second grade when Ms. Ashley was her teacher. Her mother tries to help her with homework, but she says that most of her studies are beyond her own educational level. Her social studies teacher, Mr. Warrington suggested peer tutoring, but Corryn feels embarrassed to ask for help from kids in the school. There is no money for private tutoring. Corryn knows her mother wants her to stay in school, but she is beginning to think there is no point in doing so. She will be 16 in two months. If she gets a job, she can help her mother with expenses. Dropping out of school seems like the right answer to her problems.

1. As a mother can anything really be done about this situation which might produce a better outcome? _____

2. Could anything be learned from this situation which might change future outcomes? _____

3. Is anyone responsible for this situation? _____

Reflection: At some point everyone may or may not experience these situations in life or perhaps we might even know someone that has. It is our response to take every situation and learn from it. Try our best take responsibilities, own them, plan for them and resolve them because help might not be available if we use that to depend on.



Activity 2:

Directions: Think and write down on each of these major areas and indicate what our responsibilities are.

- 4. Myself: _____

- 5. Home: _____

- 6. Workplace or School: _____

Activity 3:

Directions: Fill in the boxes with goals for “3 months” and “6 months” on each topic.

YOUR ROLE	3 MONTHS	6 MONTHS	<i>EXAMPLE</i>
Parent or family member			Help with chores without be asked.
Worker or student			Work on getting better grades.
Significant other or friend			Try out a new positive hobby.
Community member			Volunteer or participate at events

Activity 4:

Directions: Read each scenario and come up with two new approaches for each.

Scenario #1:

Mason has been working on the assembly line at a large automobile manufacturing plant for two weeks. He feels he’s doing pretty well, but sometimes he feels rushed and is unable to complete the task as thoroughly as he should. Observing the frustration Mason is feeling, the line supervisor approaches him and suggests that he might try arranging the bolts in the order of use and try holding the wrench a little differently. Mason, feels criticized, throws his wrench to the ground, spins to face the supervisor and shouts, “I don’t need this stuff. You can have this job!” and walks out of the plant.

Approach 1: _____

Approach 2: _____

Scenario #2:

Charlee lives in a neighborhood frequented by gangs. The members seem to be young, probably in the 12-14 age group. To Charee’s knowledge there have been no shootings or robberies, but yards have been vandalized, walls painted with graffiti, and there is shouting and yelling into the wee hours of the morning. Charlee has never confronted any of the gang members because she does not want her house targeted. One day Charlee watches while a 13-year-old terrorizes a 10-year-old, taking his school scooter. Charlee quietly closes the drapes and turns on the tv.

Approach 1: _____

Approach 2: _____

Scenario #3:

While Kelly is shopping at Fox River mall, she sees a young mother shaking a 3-month-old child in an infant seat. Incensed, Kelly approaches the mother and shouts, “stop doing that! Don’t you know that you can hurt your baby by shaking it?” The mother yells back, “mind your own business!”

Approach 1: _____

Approach 2: _____

Scenario #4:

Corryn has a part-time job at a small supermarket after school. When she arrives on Monday, her boss is waiting for her. “Corryn, this is the third time in two weeks that you have been 10 minutes late. Next time you will be terminated.” “But that’s not fair,” replies Corryn. “Volley ball practice runs over sometimes, and the bus isn’t always on time. How do you expect me to get here any sooner? Besides, what’s the big deal about 10 minutes?” Corryn’s boss immediately places her on probation. Corryn is astonished and angry.

Approach 1: _____

Approach 2: _____

Reflection: Keep in mind that throughout our personal life and our work life we have **goals, and responsibilities**; it is not going to be easy and we need to work at them to grow. We always have choices and it is up to us to make the right choice, we have to **think** before we **act** or else we could suffer unfavorable consequences.

3. Communication

Learning Points

- **Body language, listening, speaking, vocabulary building, and reading are all forms of communication that require lifelong learning.**
- **Conflict can be either positive or negative. Its resolution is often dependent on our own behavior.**
- **Anger is a natural emotion that can be managed with constructive measures.**

Communication is critical to every relationship that touches our lives, whether it be with our own parents, our friends or with the people that we see at the stores. Our ability to communicate will largely determine our success as child, friend or individual.

What does communication mean to you? _____

IMPACT OF A MESSAGE

<i>Bodily movements</i>	55%
<i>Vocal (pitch, volume)</i>	38%
<i>Verbal (words)</i>	7%

Something to think about: “Body language” One of the most important ways we communicate is through body language. The way we sit in a chair, turn out body or focus our eyes will do more to tell another what we are really thinking than the words we use to express ourselves. More than 50% of the impact from any message we send comes from body movement.

Activity 1:

Directions: Read each scenario and explain what each statement means to you; keep in mind this lesson is about *communication*.

1. Mother faces her child with arms crossed and eyes glaring while saying, "You're such a sweet child." _____

2. Applicant sits slumped in a chair with eyes on floor, next to a potential employer's desk, and nearly whispers, "I'm really interested in this job." _____

3. Applicant approaches job interviewer with a big smile and a firm handshake while looking her in the eye and saying, "I'm so happy to meet you." _____

4. Student sits doodling in the classroom with a glassy-eyes stare and replies, "I am paying attention!" _____

5. Friend sits in the restaurant smiling at the conversation behind him/her while stating, "I did hear what you said!" _____

6. Santa at the mall looks at the little girl on his lap and says without a smile, "So, tell me again what you wanted for Christmas." _____

7. Teacher kneels with young student who has fallen at recess and hurt a knee and says, "Ouch, I know that really hurts. Come on, let's clean it up and put a Band-Aid on it." _____

8. One young friend, near tears, shouts to her friend, "I really don't care what you think!" _____

9. A co-worker rearranges her desk to face the wall while saying, "No, it's not your messy space that bothers me." _____

10. Mom continues changing channels on the TV while saying, "Sure, let's talk." _____

Activity 2:

Directions: While reading each statement in the body action column, you will need to figure out which statement that best matches a statement in the possible meaning column. Once you have chosen one from each column that best suites each other than draw a line connecting them both. You may use a dictionary or the internet to help you find the answers

Body Action

Possible Meaning

Eyes down and to the left

Talking to self

Eyes up and to the right

Imagining something not seen before (a purple coy with green eyes)

Eyes up and to the left

Remembering things already experienced (last Christmas)

Leaning forward (toward another)

Interested

Arms crossed

Defensive; does not wish interaction; just trying to get comfortable

Legs crossed

Possible resistance or comfort

Ankles crossed

Disgust; I give up

Hands thrown upward with palms open

Wants to interrupt

Tug on the ear

Anger; tiredness; frustration

Rubs back of neck

Excitement; anger; fear

Rapid breathing

Hide the meaning of message given

Hands in pocket

Hide the meaning of message given

Hands at sides with clenched fists

Anger; self-control

Activity 3:

Directions: For each word in List A, find its correct definition in List B. Write the letter corresponding to the correct meaning in the blank provided. You may use a dictionary or the internet to help you find the answers.

Word List A

- | | |
|----------------|-------|
| 1. Corroborate | _____ |
| 2. Collaborate | _____ |
| 3. Assertive | _____ |
| 4. Conflict | _____ |
| 5. Jovial | _____ |
| 6. Diffident | _____ |
| 7. Audacious | _____ |
| 8. Pragmatic | _____ |
| 9. Tolerate | _____ |
| 10. Vindictive | _____ |

Definition List B

- | |
|--|
| a. disagreement or opposition |
| b. positive or confident in a persistent way |
| c. to confirm; verify |
| d. to work together; cooperate |
| e. bold; daring; fearless |
| f. practical |
| g. shy; lacking confidence |
| h. spiteful; vengeful; unforgiving |
| i. allow; permit |
| j. full of good humor; joyful |

Listening tips

- *Pay close attention to what is being said without planning your own response while another is speaking.*
- *Wait until the other person is finished talking before giving your own opinion.*
- *Remember: We listen faster than people can speak. Try not to guess what a person will say.*
- *Pay attention to body language – both yours and that of the other person.*
- *Let others know you are listening by nodding or by saying a word or two such as, “Really,” “I can’t believe it!” “wow!” or “that’s cool!”*
- *Respect differences. Be aware of your own biases.*
- *Value each person!*

Activity 4:

Directions: For each word in List A, find its correct definition in List B. Write the letter corresponding to the correct meaning in the blank provided. You may use a dictionary or the internet to help you find the answers.

Word List A

1. Empower _____
2. Flexible _____
3. Adaptability _____
4. Mentor _____
5. Challenge _____
6. Choice _____
7. Precipitate _____
8. Stability _____
9. Value _____
10. Consequence _____

Definition List B

- a. result of an action
- d. advisor; teacher; coach
- c. option; alternative
- d. standard or quality considered worthwhile
- e. to cause to happen
- f. to give ability to; enable
- g. firmness of character, purpose or resolution
- h. able to bend without breaking
- i. anything that calls for special effort
- j. ability to adjust oneself to new or changed Circumstances

Reflection: Communication is used in our everyday lives, it is important to watch what we say, and how we say it. I thought it would be fun to take a break during this lesson and learn what statements mean, and understanding definitions. Take some time at home and put these skills to use by acting as if your home chores are your work duties. Practice how you communicate what needs to be done, what is done and if you need help doing it. It is always important in a work setting to be a team player and help others in order to keep a deadline met. You want to be known as the worker that goes ***Above and Beyond!***

4. Problem Solving

Learning Points

- **Good decision making first requires recognition of the core problem.**
- **Creative brainstorming can produce a wide variety of problem-solving options.**
- **Teamwork utilizes both individual and group strengths.**

Being creative is not easy, especially since we've been taught to "color inside the lines" since we were 3 years old. In order to be creative, we have to get our thinking "outside the box." Otherwise, we'll be created inside, along with everyone else.

What does problem solving mean to you? _____

Ideas for better time management:

1. **Prioritize your time.** Decide what has to be done today and put it at the top of a written list.
2. **Reward yourself** for completing a task. Perhaps just crossing it off the "to do" list is enough. If you have put in lots of energy: take a break, have a snack, read a chapter in that great book you have started, talk to a co-worker about something light, or take a walk around the block.
3. **Tackle tough jobs first.** Get them over with. In addition to the sense of accomplishment you will feel, the rest of the day will seem more pleasurable.
4. **Post time schedules** in places you will see them, such as on the refrigerator or next to the telephone.
5. If you are going to work and you have a family, make lunches, lay out clothing, and **prepare your things the night before.**
6. By trial and error, determine the best time to do those jobs that require concentration, socializing, teamwork, etc. **Plan** around your peaks and valleys.
7. **Clean up the clutter**, whether at home or in the workplace. Clutter muddles the mind by adding distraction.
8. **Break large tasks into small pieces.** It may keep you from putting them off completely.
9. **Learn to say "no"** appropriately. If you really can't handle one more thing, say so. If you say "no" to everything, though, you may be afraid to take risks.
10. **Avoid too much television.** It makes you lazy!

I got it! The “How to” of problem solving

Identify the problem

Gather possible solutions

Organize solutions

Try the solution that seems best

Is it working?

Try another!

Activity 2:

Directions: Read each scenario and write down your creative solutions.

1. You are at the checkout counter at Save A Lot where you have just been told your bill is \$27.98. You have \$25 in your pocket _____

2. You are walking home at 9:30 PM, you’re two blocks from home. You hear footsteps approaching quickly from behind _____

3. You woke up late for school and missed your bus, and your parents have already left for work _____

4. You and your co-worker Mason are not exactly friends. Mason walks by at lunch and spills sun drop on your new shirt _____

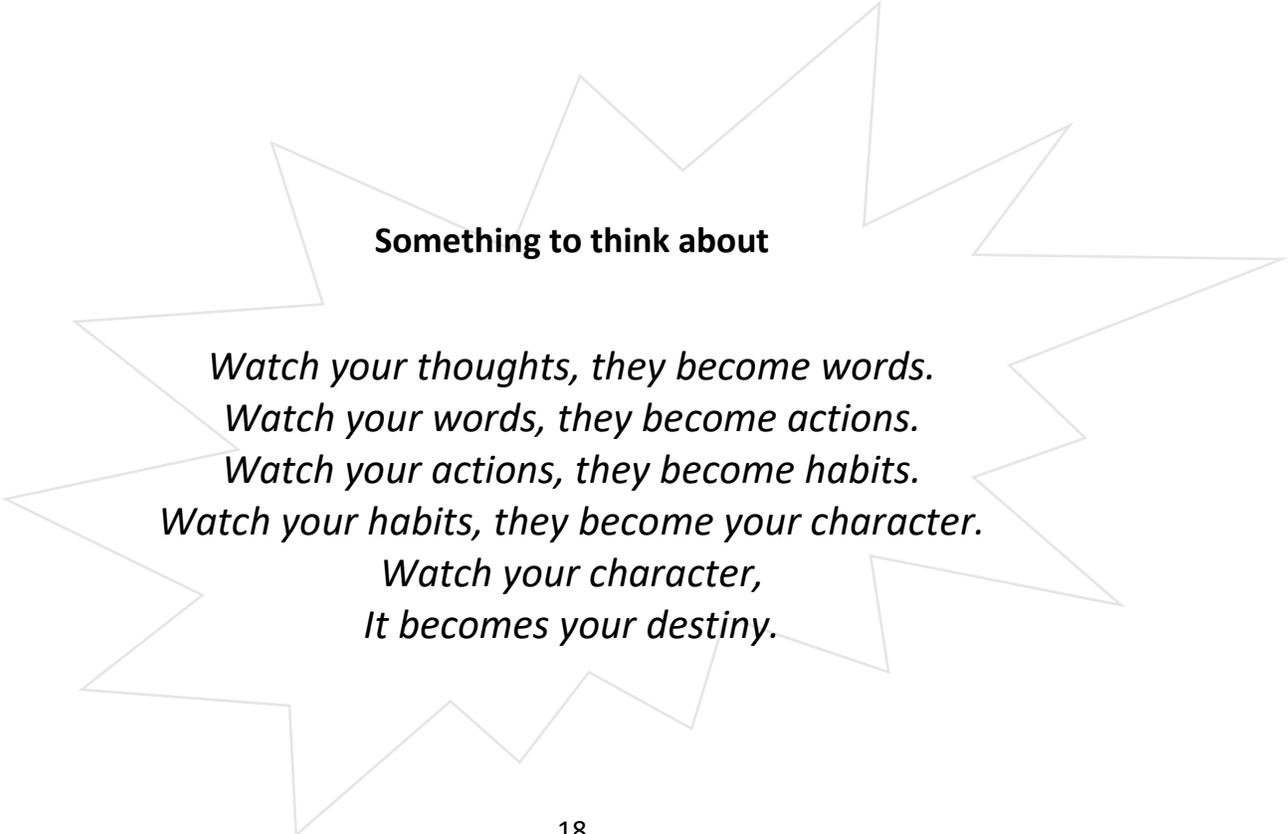
5. You are putting your teen’s socks in his drawer when you discover evidence of drug use _____

Activity 3:

Directions: Read each statement and circle your best answer that fits you on the right of each column.

- | | | |
|-------------------------------|----------------------------------|-----------------------------------|
| 1. I have more energy in the: | <i>morning</i> | <i>afternoon</i> <i>evening</i> |
| 2. I like doing: | <i>simple things first</i> | <i>challenge things first</i> |
| 3. I am usually: | <i>tired</i> | <i>peppy</i> |
| 4. I prefer to: | <i>do many things at once</i> | <i>do one thing at a time</i> |
| 5. I work best: | <i>with tv or radio on</i> | <i>when it's quiet</i> |
| 6. I usually: | <i>wait till the last minute</i> | <i>start as early as possible</i> |
| 7. I tend to do things: | <i>perfectly</i> | <i>good enough</i> |
| 8. I like to: | <i>write things down</i> | <i>rely on my memory</i> |
| 9. Making decisions is: | <i>easy for me</i> | <i>difficult for me</i> |
| 10. I normally: | <i>get the work done</i> | <i>find time to relax</i> |
| 11. I tend to: | <i>plan ahead</i> | <i>go with the flow</i> |
| 12. I am more likely to: | <i>take on another task</i> | <i>limit my commitments</i> |

Reflect: After answering each question, take some time to think if anything needs to be adjusted to live a more productive lifestyle. If you feel like there is and you're willing to make some changes, then jump to it and start today!



Something to think about

Watch your thoughts, they become words.

Watch your words, they become actions.

Watch your actions, they become habits.

Watch your habits, they become your character.

*Watch your character,
It becomes your destiny.*

QUIZ

1. This week we talked about “**Impact of a Message.**” What are the three areas given?
 - a. Verbal, bodily movement
 - b. Bodily movement, vocal, verbal
 - c. Communication
 - d. Verbal, telephone, computer

2. What was one of the **Listening Tips**? _____

3. What is the “**How To**” of problem solving and what does it stand for? Indicate the letter on the first line and use the second line to identify the sentence.

___: _____

___: _____

___: _____

___: _____

___: _____

___: _____

4. What have you learned this week (minimum of five sentences).

- 5. What does “**Set Realistic**” goals mean?
 - a. Break long-range goals into small steps
 - b. Wellness is not about physical health
 - c. Focus on your good qualities
 - d. I don’t know. I don’t set goals

- 6. How does the packet define “**Respect**”
 - a. is a choice
 - b. is a positive behavior that can change one’s life
 - c. reducing ones stress levels
 - d. both A & B are correct

- 7. In the “**Ideas for Better Time Management**” lesson, what are two of the ideas you are most likely to use in the near future and why?
 - 1. _____

 - 2. _____

- 8. How does the packet define “**Body Language?**”

- 9. We learned in this packet about “**Impact of a Message**” Can you fill in the percentage blanks below:

Bodily movements: _____ %
Vocal (pitch, volume: _____ %
Verbal (words): _____ %

- 10. What did you think about this week’s work?

