



Handouts for Modules 1–4

The handouts contained on this CD-ROM are for use with lessons contained in Modules 1–4 of the School-Connect curriculum. The permitted use of this copyrighted material does not extend beyond the building level.

Directions for Printing Handouts from Your Computer

1. Point the cursor at the desired handout title in the Table of Contents. Click once on the title, it will take you directly to the handout.
2. Select the "Print" command from the pull-down menu or use command "Ctrl +P" ("⌘ +P" on a MAC).
3. Check "current page" under Page range.*
4. Fill in the number of copies needed.
6. Click "Okay."
7. If the handout has more than one page, repeat these steps for the other pages.

* If you don't click "current page" your printer will begin printing ALL the handouts listed. Be careful; don't rush!

Note: If the handout fails to print, check the connection between your computer and printer and check whether your printer is on.

Handouts/Overheads

Teacher's Guide

CP.1	About Culminating Projects.....	22
CP.2	Culminating Project Rubric	23

Module 1: Creating a Supportive Learning Community Page

Handout 1.1.1	The Need for EQ	8
Handout 1.1.2	Five Areas of Emotional Intelligence	9
Handout 1.1.3	HOMEWORK: Lack of EQ	10
Handout 1.2.1	Student Interview Form	16
Handout 1.2.2	HOMEWORK: Sense of Community	17
Handout 1.3.1	What Makes a Good Classroom Environment?	25
Handout 1.4.1	Self-Assessment: Picking Up Cues.....	34
Handout 1.4.2	Seven Basic Emotions	35
Handout 1.4.3	HOMEWORK: Seton Watching	36
Handout 1.5.1	Levels of Attention.....	54
Handout 1.5.2	Active Listening	55
Handout 1.5.3	Reflecting Feelings and Paraphrasing	56
Handout 1.5.4	HOMEWORK: Seeing Both Sides.....	57
Handout 1.6.1	Levels of Empathy	65
Handout 1.6.2	HOMEWORK: Reflecting on Empathy	66
Handout 1.7.1	HOMEWORK: My Public and Private Selves.....	73
Handout 1.7.2	Behaviors That Divide and Exclude	74
Handout 1.8.1	Using the Riddle Scale.....	81
Handout 1.8.2	HOMEWORK: "How It Feels To Be Colored Me"	82
Handout 1.9.1	What Is Bullying?	90
Handout 1.9.2	Is This Bullying?.....	91
Handout 1.9.3	HOMEWORK: Reflection	92
Memo	Memo to Teachers	99
Handout 1.10.1	What Teachers Need/What Students Need	100
Handout 1.10.2	HOMEWORK: Parent Interview.....	101

Module 2: Developing Self-Awareness and Self-Management

Handout 2.1.1	Brainteasers	7
Teacher's Key	Brainteaser Solutions.....	8
Handout 2.1.2	The Teenage Brain	9
Handout 2.1.3	Skills of the Frontal Lobe.....	10
Handout 2.2.1	True/False Quiz on Emotions	19
Handout 2.2.2	HOMEWORK: Reflecting on Emotions	20

Handout 2.3.1	Automatic Thoughts	29
Handout 2.3.2	Automatic Thought Activity	31
Handout 2.3.3	HOMEWORK: Automatic Thought Log	32
Handout 2.4.1	How We Know We Are Angry.....	43
Handout 2.4.2	Escalation of Anger	44
Handout 2.4.3	Attributions Survey	45
Handout 2.4.4	What's Happening?.....	46
Handout 2.4.5	Defusing Anger.....	48
Handout 2.4.6	HOMEWORK: Reflecting on Anger.....	49
Handout 2.5.1	Recent Life Changes Questionnaire for Teens.....	57
Handout 2.5.2	The Stress Cycle.....	59
Handout 2.5.3	Guidelines for Reducing Stress.....	60
Handout 2.7.1	Flow Diagram.....	73
Handout 2.7.2	Elements of Flow.....	74
Handout 2.7.3	HOMEWORK: Finding Flow At School	75
Handout 2.8.1	Positive Character Traits	83
Handout 2.8.2	Character Strengths Form	84
Handout 2.9.1	Media in America Quiz.....	93
Handout 2.9.2	Common Marketing Strategies	94
Handout 2.9.3	CLEAR Critical Thinking Steps	95
Handout 2.10.1	The Hedonic Treadmill	106
Handout 2.10.2	Needs or Wants?	107

Module 3: Building Academic Strengths

Handout 3.1.1	Envision Your Life	6
Handout 3.2.1	Theories of Intelligence Scale.....	13
Handout 3.2.2	Joe Entity vs. Jack Incremental.....	14
Handout 3.2.3	HOMEWORK: Reflecting on Underlying Beliefs	15
Handout 3.3.1	Common Sayings	23
Handout 3.3.2	Jen Entity vs. Jill Incremental.....	24
Handout 3.4.1	Multiple Intelligences Self-Assessment.....	32
Handout 3.4.2	Multiple Intelligences Criteria	33
Handout 3.5.1	Setting a DREAM Goal	42
Handout 3.5.2	Setting Long-term Goals.....	43
Handout 3.5.3	HOMEWORK: Goals Interview	44
Handout 3.5.4	Setting Short-term Goals	45
Handout 3.6.1	Your Focus Quotient—A Self-Assessment	55
Handout 3.6.2	Cocooning in Action.....	56
Handout 3.6.3	Distractions and Curveballs	57

Overhead 3.7.1	Memory Experiment	66
Handout 3.7.1	Common SAT Vocabulary Words–Pre-test.....	67
Handout 3.7.2	Vocabulary Flashcards	68
Handout 3.7.3	Common SAT Vocabulary Words–Post-test.....	69
Overhead 3.7.2	Keys to Pre-test and Post-test	70
Handout 3.8.1	Taking Notes While Listening.....	77
Handout 3.8.2	Taking Notes While Reading.....	78
Handout 3.9.1	Analogy for the Human Cell.....	84
Handout 3.10.1	Matching Study Strategies to Learning Tasks	91
Handout 3.10.2	Tips for Taking Tests	92

Module 4: Resolving Conflicts and Making Decisions

Handout 4.1.1	What Makes a Friend?	7
Handout 4.1.2	HOMEWORK: Living Friendship	8
Handout 4.2.1	Conflict Style Inventory	17
Handout 4.3.1	What is the Problem.....	25
Handout 4.3.2	Problem-Solving/Decision-Making Strategy	26
Handout 4.3.3	Role-Play Cards.....	27
Handout 4.3.4	HOMEWORK: Developing a Joint Problem Statement	28
Handout 4.4.1	What Are Some Solutions? What Are the Consequences?...	35
Handout 4.5.1	Choosing, Implementing, and Monitoring a Solution	43
Handout 4.6.1	Applying the Problem-Solving Strategy	50
Handout 4.6.2	Problem Scenarios	51
Handout 4.7.1	Negotiating With a Parent	58
Handout 4.7.2	Negotiating a Win-Win Agreement.....	59
Handout 4.7.3	HOMEWORK: Negotiating in Real Life.....	60
Handout 4.8.1	What Decisions Matter and How Much?	66
Handout 4.8.2	Applying the Decision-Making Strategy	67
Handout 4.9.1	My Experience With Peer Pressure	76
Handout 4.9.2	Refusal and Respectful-Persuasion Skills	77
Handout 4.9.3	Applying Respectful Persuasion	78
Handout 4.9.4	FACT SHEET: Alcohol.....	79
Handout 4.9.5	FACT SHEET: Cheating	80
Handout 4.9.6	FACT SHEET: Eating Disorders	81
Handout 4.9.7	FACT SHEET: Smoking	83
Handout 4.9.8	FACT SHEET: Teens and Sex	84
Handout 4.10.1	Reflection on Apologizing and Forgiving	92
Handout 4.10.2	Role-Play Cards.....	93

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?*

You will have _____ days to work on this project. On _____ your team will have 5 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.” You will be given 3 minutes (rather than 5 minutes) for your presentation.

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 a total of five paragraphs, with one paragraph for each of the following (in the indicated order):

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...

HOMEWORK: Sense of Community

It is important that you feel known and valued by members of this class. Having a **sense of community** means that you feel a part of a larger group—a class, team, club, or the school as a whole. Having a sense of community will help you to look forward to class and gain more from this course.

1. Think back to a class in which you had a sense of community. It may have been in any grade. What was it about that class that gave you this feeling?
2. What opportunities does our school provide that help create a sense of community? Which of these activities are you involved in or would like to become involved in?

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?”]

Reflecting Feelings and Paraphrasing

For each of the following situations, first reflect feelings and then paraphrase (say in your own words):

- 1) "I have to take care of my little brothers after school, I'm late on my English paper, and my girlfriend (boyfriend) says I don't spend time with her (him). I don't know what to do."
- 2) "I'd like to go out for a sport, but I don't have a way to get home from practice, and the games are at night, miles from my house. I'm tired of just playing on the neighborhood court. It's such a bummer."
- 3) "My best friend keeps hanging out with people she met in band and doesn't always ask me to come along with them. Some friend!"

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?

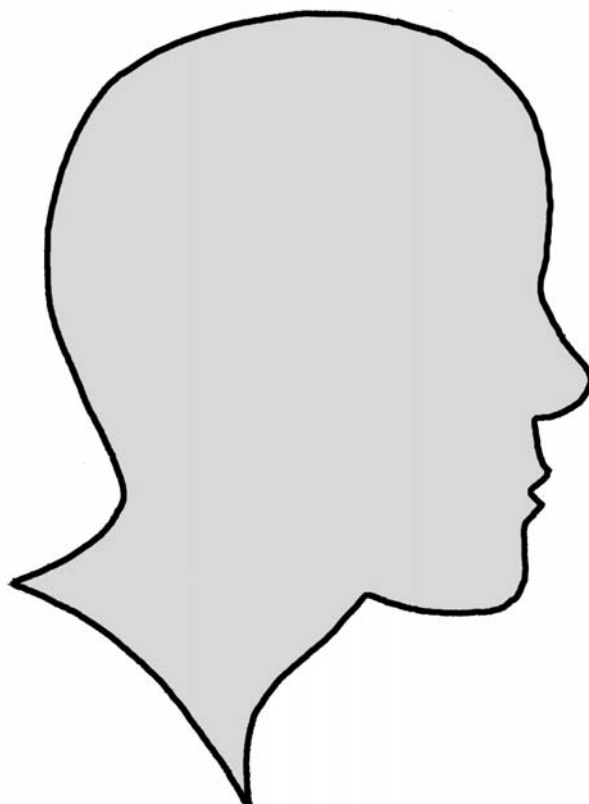
How did this experience affect you?

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

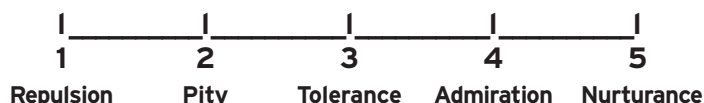
- Preferring to interact only with one's own group
- Avoiding association and interaction with people of another social, cultural, religious, or racial group
- Excluding people on the basis of social grouping, culture, religion, or race
- Recognizing or favoring students from some groups over others
- 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



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.

1. 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? _____

2. 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? _____

3. 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? _____

4. 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? _____

5. 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? _____

6. 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? _____

7. 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: 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?

Brain teaser Solutions*

Brain teaser #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.)

Brain teaser #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.

Brain teaser #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.

Brain teaser #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 brain teasers are from the Discovery School Web site (<http://school.discovery.com>).

The Teenage Brain

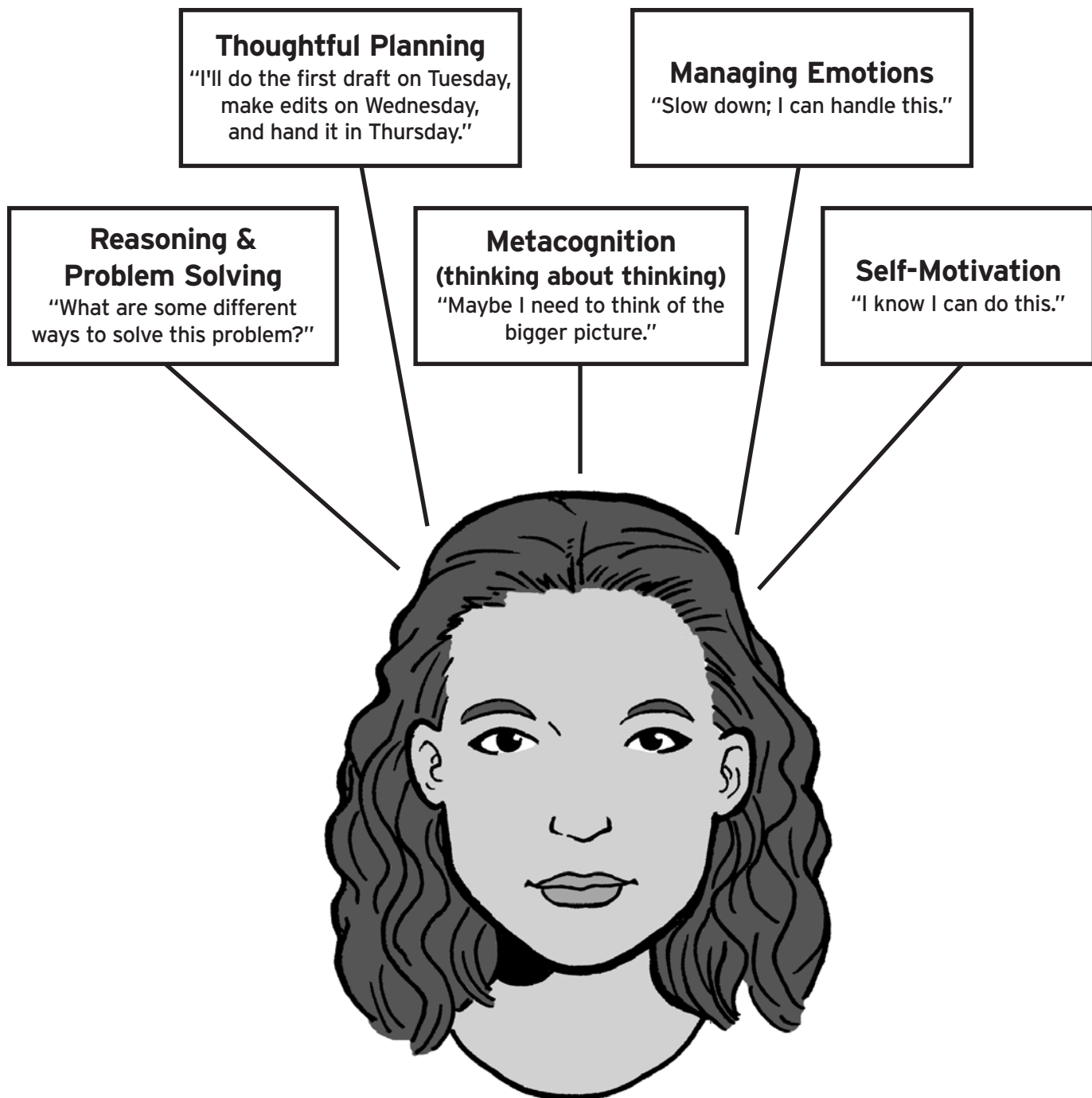
Your brain undergoes two major transformations in your lifetime: first, when you were in your mother's womb, and then again in adolescence. During your teenage years, your brain develops new skills and abilities that you did not have in childhood. The Frontal Lobe develops new capacity for rational thought, and the Limbic System experiences strong emotions associated with growth and hormones. This is a very appropriate time for you to be learning how to use the "Rational Me" to understand and manage the "Emotional Me."

Frontal Lobe
(The "Rational Me")

Limbic System
(The "Emotional Me")



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).

HOMEWORK: Reflecting on Emotions

Write about situations in which you felt each of the seven basic emotions. How did you become aware of your emotion in each situation?

Emotion	Situation	How did you become aware of the emotion?
Fear		
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?*

Alternative Thought:**Situation #3****Negative 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.

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

page 1 of 2

HANDOUT 2.3.3

	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				

How We Know We Are Angry

Write in the signs of anger.



Escalation of Anger

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



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.

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

- Breathe deeply and slowly (in through your nose, and out through your mouth).
- Use positive self-talk.
- Dispute negative thoughts and attributions.
- Envision a peaceful scene.
- Talk about your feelings with an understanding friend or adult.
- Calmly address *your* feelings with the people involved, and seek to understand *their* feelings.



HOMEWORK: Reflecting on Anger

Use what you have learned today, and write about a time when you reacted to a situation with anger.

1. What prompted your anger?
2. What escalated your anger?
3. How did you respond to the situation?
4. How could you have handled the situation better?

- ## 2. What escalated your anger?

- ### 3. How did you respond to the situation?

- #### 4. How could you have handled the situation better?

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.

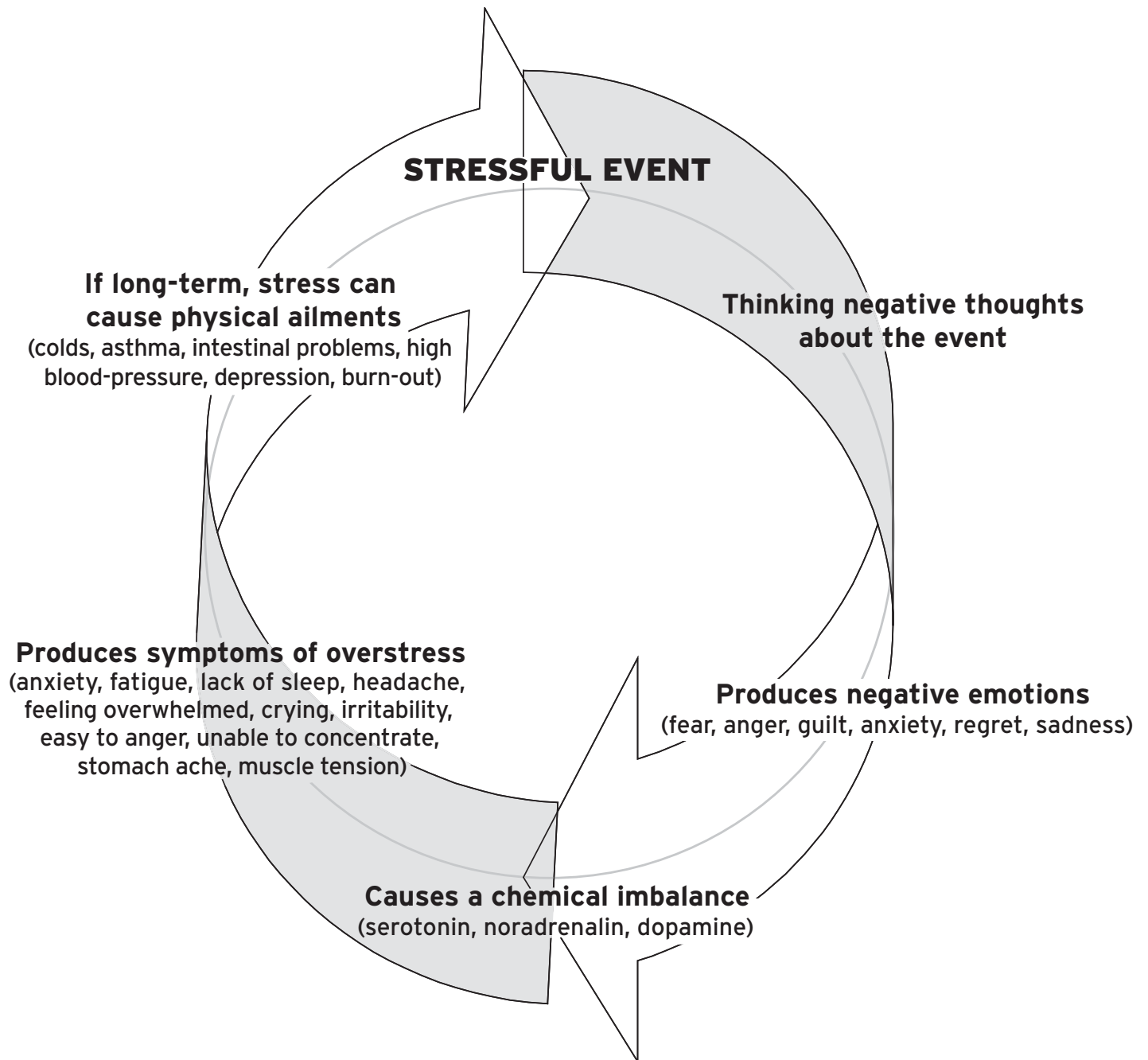
Greater than 400 points: If your total score is greater than 400 points, you have experienced *elevated* recent life-change stress. Did you have a major illness or accident recently?

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

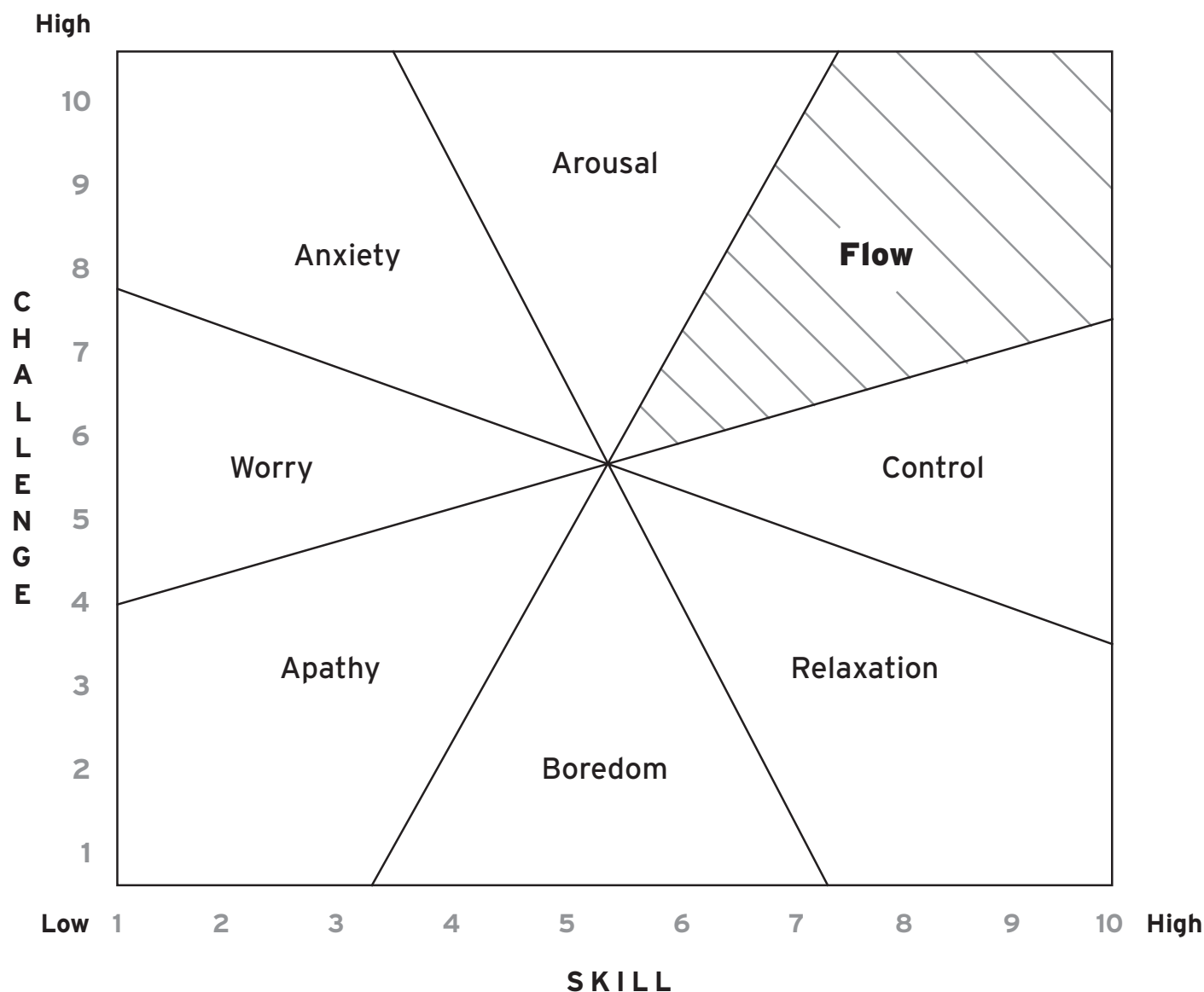


Guidelines for Reducing Stress

- Use relaxation techniques (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).
- Stop using 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.

What would you add to this list?

Flow Diagram



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

SKILLS: On a scale of 1 to 10 (with 1 being low and 10 being high), how much skill does the activity require?

*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.

Elements of Flow

Flow involves

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

Think again about an activity in which you experienced flow, and answer the following questions:

1. What was the challenge?

2. What was your level of concentration?

3. What were you aiming to do (your goal)?

4. What type of feedback did you receive on progress toward your goal?

5. Did you feel a sense of deep but effortless involvement? Describe.

6. How did you feel after the experience?

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 the list**. 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.

Character Strengths Forms

Cut along the dotted lines, so that you have three mini-forms. On the first form, write down what you think are **your** Top 5 character strengths. On the second form, write down what you think are **your spotter's** Top 5 character strengths; then share and exchange forms with your spotter. On the third form, you will ask a close friend or 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 Spotter (as rated by you):

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

Cut here -----

FORM #3

Your Name: _____

Name of a Friend or Family Member: _____

Your Top 5 Character Strengths (as rated by your friend or 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.

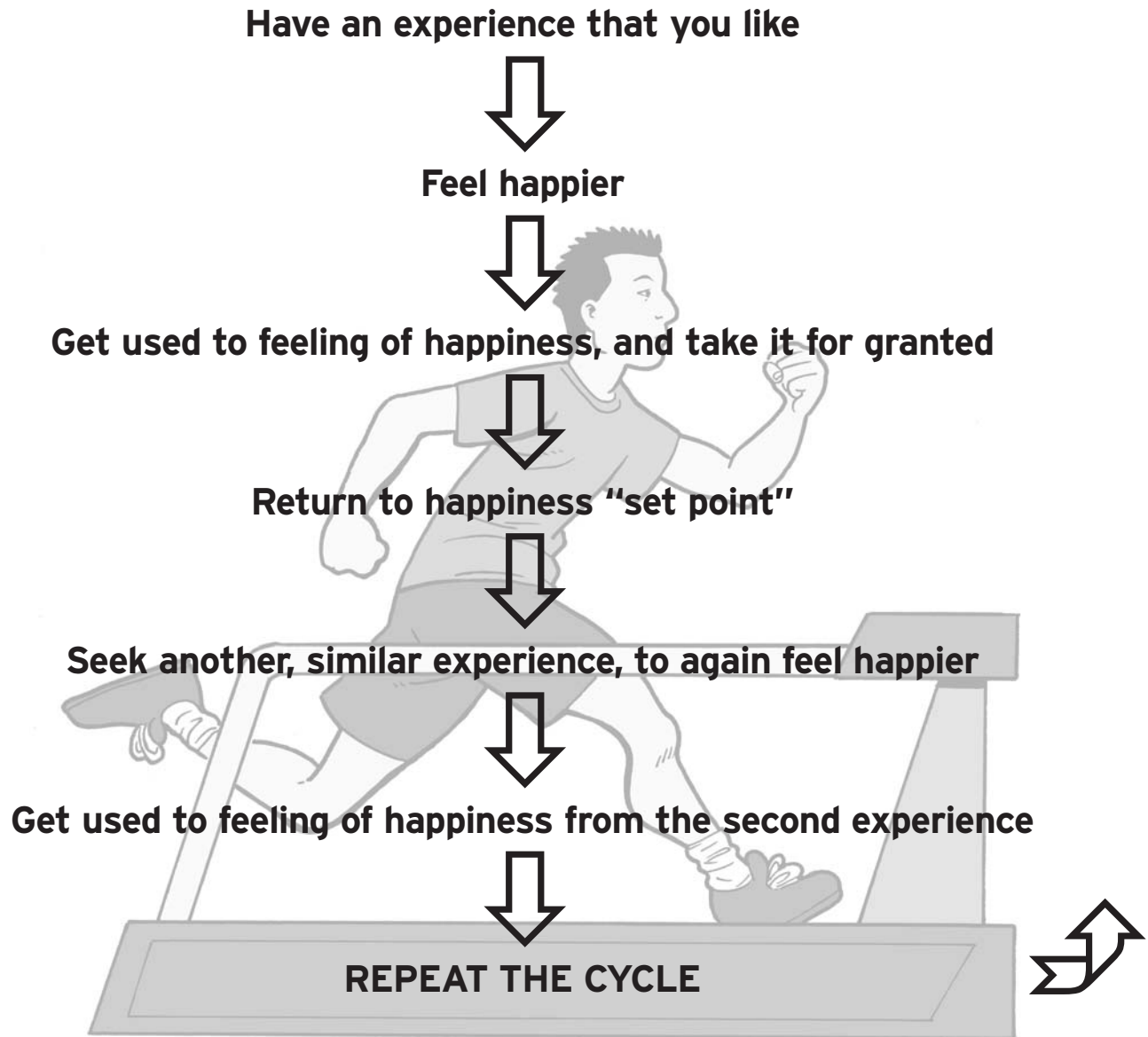
Exaggeration:	<i>"Our most volumizing mascara ever: Get 5X thicker, 5X bolder, fully loaded lashes ... fast."</i> (Maybelline Mascara)
Symbols:	Beach scenes symbolize rest and relaxation. Friends laughing together symbolizes social acceptance and happiness.
Fear:	<i>"The only orange juice proven to help 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. **Conclusions.** What conclusions do the marketers want you to draw?
What is your first impression?
2. **Look closer.** What words, images, or sounds led you to that conclusion?
What marketing strategies are being used?
3. **Evidence.** What evidence or factual information supports or refutes your initial conclusion?
4. **Assumptions.** What are the underlying assumptions behind the ad?
What are the hidden messages?
5. **Re-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 matters that concern you
17. ____ CDs of Your Favorite Music

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?)

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.)

Theories of Intelligence Scale

Directions: Read each sentence below, and then circle the one number that shows how much you agree with it. There are no right or wrong answers.

1. You have a certain amount of intelligence, and you really can't do much to change it.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

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

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

3. You can learn new things, but you can't really change your basic intelligence.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

4. No matter who you are, you can change your intelligence a lot.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

5. You can always greatly change how intelligent you are.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

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

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

7. Complete this statement so that the numbers in the blanks add up to 100:

Intelligence = ____% effort + ____% ability

* Adapted with permission of Carol S. Dweck from the Implicit Theories of Intelligence Scale for Children—Self Form in Dweck, C. S. (2000). *Self-Theories: Their Role in Motivation, Personality, and Development*. Philadelphia: Psychology Press.

Joe Entity vs. Jack Incremental

"Joe Entity" 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 previous successes than taking on a new challenge.

(Why don't we just do computation? It's easier.)

Feel that he is competing with other students.

(Everybody seems to be getting it but me.)

Worry about whether he looks smart.

(If I don't say anything, no one will notice that I'm clueless.)

Emphasize grades and praise.

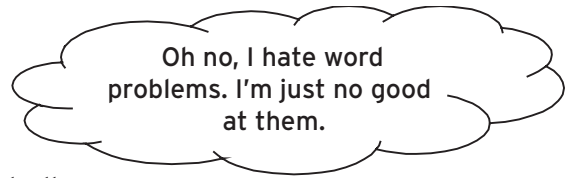
(If I don't ace this class, it'll ruin my GPA.)

Say that he doesn't care whether he does well.

(Oh, what do I care?)

Distract himself when confused and worried about failure.

(I wonder what Sarah's doing after school today.)



"Jack Incremental" tends to...

Approach challenges with interest rather than apprehension.

(This is a tricky 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.

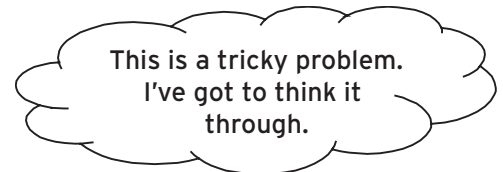
(If I multiply both sides by x... Hmmm, what next?)

Delight in challenges; reward himself for effort.

(Wait, maybe if I try this... Yes, that's 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. If I can explain this to them, then I'll really know how to do it.)



HOMEWORK: Reflecting On Underlying Beliefs

What did you learn about your underlying beliefs today?

How do you think they affect you in school?

Did your underlying belief change today? Explain.

What are five (or more) guidelines you and others might follow for developing a mastery approach to learning?

Common Sayings

What theory—entity (E) or incremental (I)—does each of the following sayings represent?

1. ____ The apple doesn't fall far from the tree.
2. ____ Pull yourself up by your bootstraps.
3. ____ He's a self-made man.
4. ____ She's a chip off the old block.
5. ____ Push the envelope.
6. ____ It's in the genes.
7. ____ Life is an open road.
8. ____ You can't teach an old dog new tricks.
9. ____ Like father, like son.
10. ____ You are limited only by your dreams.
11. ____ Be all that you can be.
12. ____ Life is what you make of it.

Can you think of another saying that would represent one of these theories?

Jen Entity vs. Jill Incremental

"Jen Entity" tends to...

Play it safe rather than take on a new challenge.

Say firmly that she is not good at something
(and never will be).

Worry about what others might think.

Emphasize social recognition and popularity.

Apply labels to groups.

Resist efforts to change.

Be competitive, rather than collaborative, with others.

"Jill Incremental" tends to...

Seek out and enjoy new situations and challenges.

Feel that she can learn something from everyone.

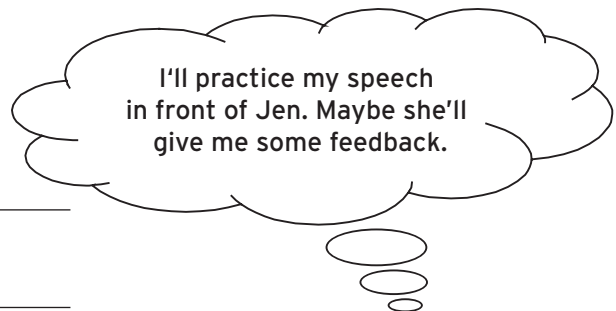
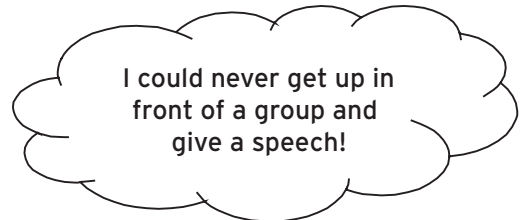
Believe that most problems can be resolved by effort.

See setbacks as indications that she needs to
apply more effort.

Maintain a sense of optimism.

Not worry much about what others think.

Work collaboratively, rather than competitively, with others.



Multiple Intelligences 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:

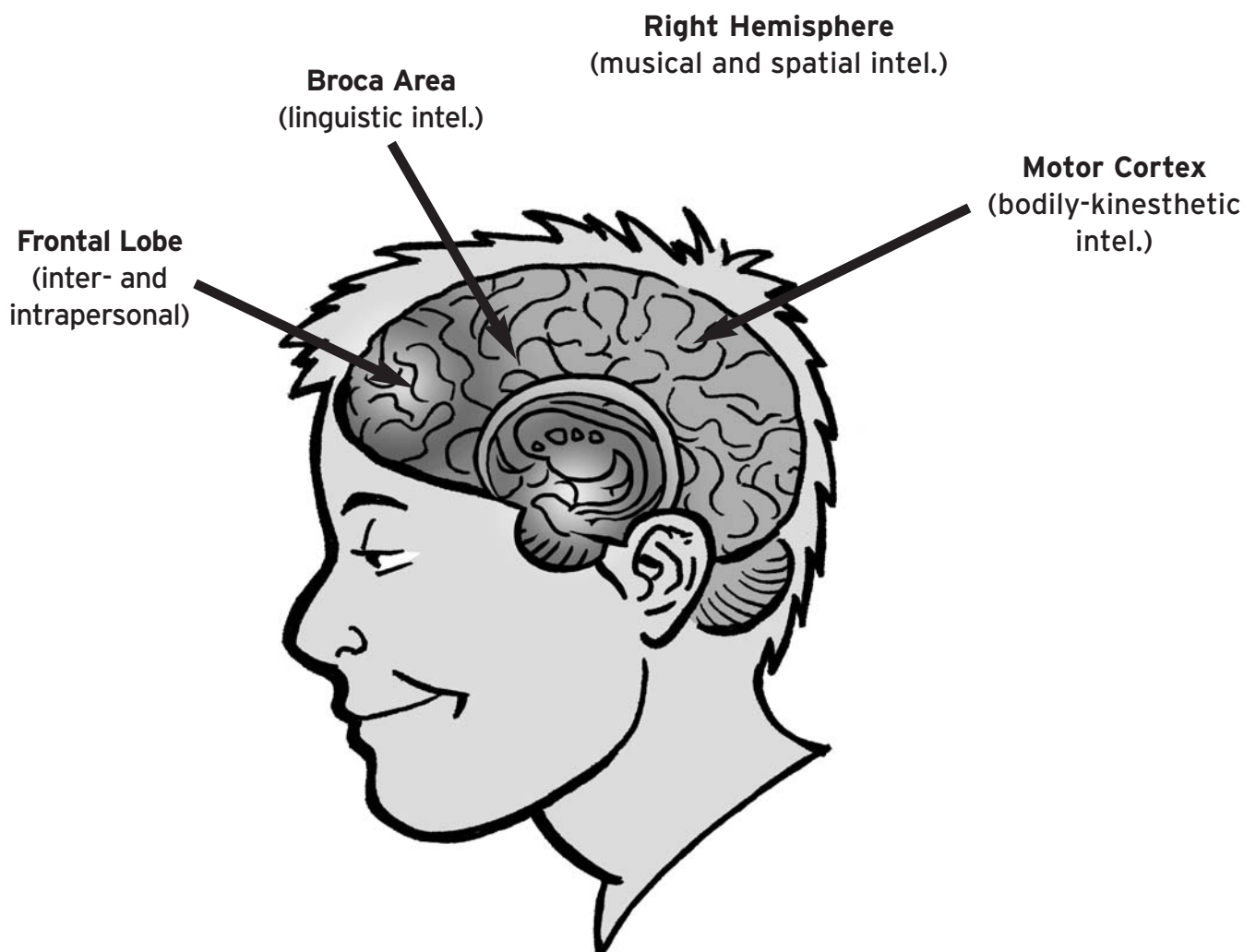
Multiple Intelligences (MI Types)*	Interest Level	Ability Level
Linguistic Intelligence The ability to read, write, and use language to communicate effectively with others. Poets, authors, public speakers, and lawyers specialize in linguistic intelligence. (Examples: Abraham Lincoln, Maya Angelou)		
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)		
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)		
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)		
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)		
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)		
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)		
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)		

*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.



Setting a DREAM Goal

Is your goal ...

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).

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.)

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).

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.

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

Create two long-term goals. Use your timed writing on what you envision for yourself.

Long-Term Academic Goal:				
Desirable?	Remaining under your control?	Engaging?	Attainable?	Measurable?
Steps:				
Long-Term Personal Goal:				
Desirable?	Remaining under your control?	Engaging?	Attainable?	Measurable?
Steps:				

Answer the following questions on a separate sheet of paper:

What situational and emotional obstacles might you face?

How might you overcome them?

HOMEWORK: Goals Interview

Interview a parent or another adult about their long-term and immediate goals.

1. What is a long-term goal that they have achieved?
2. Why did they select this goal?
3. What steps did they take to achieve their goal?
4. What obstacles did they face in achieving their goal?
5. How did they overcome the obstacles?
6. What recommendations do they have for setting and achieving goals?

Setting Short-Term Goals



Create a short-term goal from one of your steps to each of your long-term goals. Then create steps for the short-term goals. Show what you would do daily and what you would accomplish each week.

Short-Term Academic Goal that will help you achieve your long-term academic goal:				
Steps:				
Daily	Week 1	Week 2	Week 3	Week 4
Short-term Personal Goal that will help you achieve your long-term personal goal:				
Steps:				
Daily	Week 1	Week 2	Week 3	Week 4

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	Some- times	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 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 "no"?	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 in Action

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 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 and the tasks 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.

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: _____

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. exercising absolute power; tyranny |
| 3. ___ astute | C. conspicuously bad or offensive |
| 4. ___ capricious | D. stubbornly adhering to insufficiently proved beliefs |
| 5. ___ caustic | E. easygoing; friendly |
| 6. ___ cogent | F. hard-working |
| 7. ___ copious | G. bitingly sarcastic or witty |
| 8. ___ despotic | H. convincing; reasonable |
| 9. ___ dilatory | I. passing away with time; passing from one place to another |
| 10. ___ dogmatic | J. indisputable; not open to question |
| 11. ___ ebullient | K. easily shaped or formed; easily influenced |
| 12. ___ egregious | L. stubbornly persevering |
| 13. ___ facetious | M. expressing remorse for one's misdeeds |
| 14. ___ fractious | N. playfully humorous |
| 15. ___ incontrovertible | O. habitually lazy |
| 16. ___ indolent | P. impulsive and unpredictable |
| 17. ___ malleable | Q. combative; belligerent |
| 18. ___ obdurate | R. habitually late |
| 19. ___ penitent | S. plentiful; having a large quantity |
| 20. ___ pugnacious | T. intensely enthusiastic |
| 21. ___ transient | U. quarrelsome; unruly |
| 22. ___ venerated | V. shrewd; clever |

Vocabulary Flashcards*

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.

affable	easygoing; friendly
cogent	convincing; reasonable
dogmatic	stubbornly adhering to insufficiently proved beliefs
malleable	easily shaped or formed; easily influenced
venerated	highly respected
assiduous	hard-working
caustic	bitingly sarcastic or witty
egregious	conspicuously bad or offensive
fractious	quarrelsome; unruly
incontrovertible	indisputable; not open to question
obdurate	stubbornly persevering
penitent	expressing remorse for one's misdeeds
transient	passing away with time; passing from one place to another
astute	shrewd; clever
capricious	impulsive and unpredictable
copious	plentiful; having a large quantity
despotic	exercising absolute power; tyranny
dilatory	habitually late
ebullient	intensely enthusiastic
facetious	playfully humorous
indolent	habitually lazy
pugnacious	combative; belligerent

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

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. exercising absolute power; tyranny |
| 3. ___ astute: | C. conspicuously bad or offensive |
| 4. ___ capricious | D. playfully humorous |
| 5. ___ caustic | E. hard-working |
| 6. ___ cogent | F. highly respected |
| 7. ___ copious | G. easygoing; friendly |
| 8. ___ despotic | H. passing away with time; passing from one place to another |
| 9. ___ dilatory | I. indisputable; not open to question |
| 10. ___ dogmatic | J. shrewd; clever |
| 11. ___ ebullient | K. easily shaped or formed; easily influenced |
| 12. ___ egregious | L. habitually late |
| 13. ___ facetious | M. stubbornly persevering |
| 14. ___ fractious | N. plentiful; having a large quantity |
| 15. ___ incontrovertible | O. intensely enthusiastic |
| 16. ___ indolent | P. impulsive and unpredictable |
| 17. ___ malleable | Q. combative; belligerent |
| 18. ___ obdurate | R. stubbornly adhering to insufficiently proved beliefs |
| 19. ___ penitent | S. quarrelsome; unruly |
| 20. ___ pugnacious | T. expressing remorse for one's misdeeds |
| 21. ___ transient | U. convincing; reasonable |
| 22. ___ venerated | V. habitually lazy |

Keys to Pre-Test and Post-Test

Pre-Test

1. E affable
2. F assiduous
3. V astute
4. P capricious
5. G caustic
6. H cogent
7. S copious
8. B despotic
9. R dilatory
10. D dogmatic
11. T ebullient
12. C egregious
13. N facetious
14. U fractious
15. J incontrovertible
16. O indolent
17. K malleable
18. L obdurate
19. M penitent
20. Q pugnacious
21. I transient
22. A venerated

Post-Test

1. G affable
2. E assiduous
3. J astute
4. P capricious
5. A caustic
6. U cogent
7. N copious
8. B despotic
9. L dilatory
10. R dogmatic
11. O ebullient
12. C egregious
13. D facetious
14. S fractious
15. I incontrovertible
16. V indolent
17. K malleable
18. M obdurate
19. T penitent
20. Q pugnacious
21. H transient
22. F venerated

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 headers and illustrations, and in the first sentence of every paragraph. As you read the passage, take notes in the right-hand column of the 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 Motions of the Moon*

Lunar Phases

The Moon’s appearance undergoes a regular cycle of changes, or **phases**, taking a little more than 29 days to complete. (The word *month* is derived from the word *moon*.) Starting from the *new Moon*, which is all but invisible in the sky, the Moon appears to *wax* (or grow) a little each night and is visible as a growing *crescent*. One week after new Moon, half of the lunar disk can be seen. The phase is known as a *quarter Moon*. During the next week, the Moon continues to wax, passing through the *gibbous* phase until, two weeks after new Moon, the *full Moon* is visible. During the next two weeks, the Moon *wanes* (or shrinks), passing in turn through the gibbous, quarter, and crescent phases, and eventually it becomes new again.

Eclipses

From time to time—but only at new or full Moon—the Sun and the Moon line up precisely as seen from Earth, and we observe the spectacular phenomenon known as an **eclipse**. When the Sun and the Moon are in exactly *opposite* directions, as seen from Earth, Earth’s shadow sweeps across the Moon, temporarily blocking the Sun’s light and darkening the Moon in a *lunar eclipse*. From Earth, we see the curved edge of Earth’s shadow begin to cut across the face of the full Moon and slowly eat its way into the lunar disk. Usually, the alignment of the Sun, Earth, and Moon is imperfect, so the shadow never completely covers the Moon. Such an occurrence is known as a *partial lunar eclipse*. Occasionally, however, the entire surface is obscured in a *total lunar eclipse*. Total lunar eclipses last only as long as needed for the Moon to pass through Earth’s shadow—and no more than about 100 minutes. During that time, the Moon often acquires an eerie, deep red coloration—the result of a small amount of sunlight reddened by Earth’s atmosphere and refracted (bent) onto the lunar surface, preventing the shadow from becoming black.

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

Analogy for the Human Cell

Create an analogy to explain how a human cell deals with the “invasion” of a virus or bacterium. Below is a simple diagram of the cell. The cell membrane is the cell’s first line of defense. If foreign substances such as bacteria penetrate the cell membrane and invade the cell, lysosomes take orders from the nucleus and try to destroy the bacteria with digestive juices. Vacuoles then expel the bacteria as waste.

Show your analogy on the poster paper provided, or create a simulation or role play. You may write on this sheet of paper in planning your analogy. The following definitions of cell components may be helpful in creating your analogy and assigning roles to the students in your group.

Cell membrane—a porous wall that holds the cell together

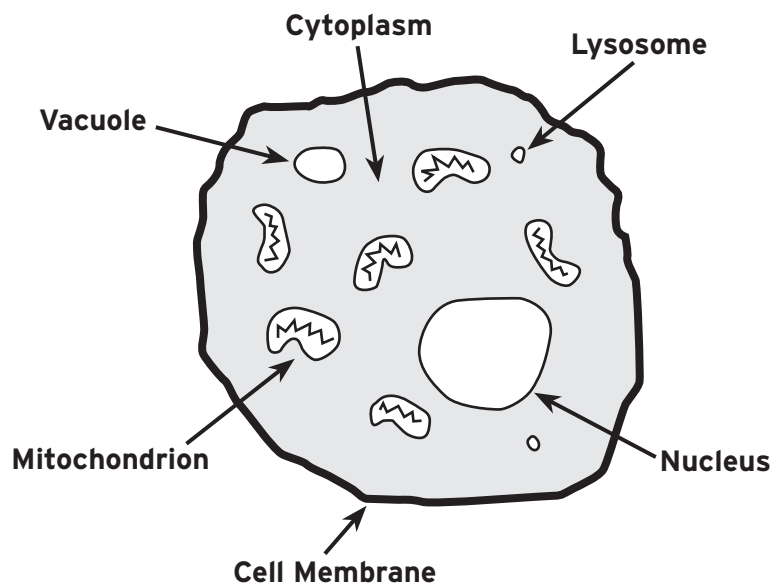
Nucleus—contains the DNA which tells the cell what to do

Lysosomes—enclosed spheres that destroy damaged cells and bacteria with digestive juices

Vacuoles—store and release waste

Cytoplasm—gelatinous liquid in which the other components float

Mitochondria—use glucose to produce the energy source (ATP) for the cell (Note: “mitochondria” is the plural of “mitochondrion.”)



Matching Study Strategies to Learning Tasks

For each of the following learning tasks, list one or two study strategies that you would use. If you list two strategies, put your preferred strategy first.

Learning Task	Study Strategy
1. _____ Naming the countries in Africa	A. Highlighting the main ideas in your notes and repeating them aloud
2. _____ Explaining the function of DNA	B. Asking and answering elaboration questions (who, what, where, when, why)
3. _____ Identifying the causes of World War II	C. Visualizing it in your head
4. _____ Identifying anger-reduction techniques	D. Remembering first letters of words in a list (first-letter mnemonics)
5. _____ Explaining plant respiration	E. Using the first letters of words in a list to create a sentence (mnemonic sentence)
6. _____ Studying vocabulary words in Spanish	F. Making an analogy to explain a concept or process
7. _____ Explaining what causes earthquakes	G. Putting the major words into a song, chant, or rap
8. _____ Naming the seven basic emotions	H. Explaining something to a study partner
9. _____ Explaining the stress cycle	I. Chunking information into categories
10. _____ Naming the major rivers in the U.S.	J. Acting out a scene or sentence to help you remember it
11. _____ Remembering a mathematics formula	
12. _____ Explaining the theme of a book	

Which of the above strategies do you presently use for studying?

Which ones have worked the best?

Which strategies have you not used but are curious to try out?

Tips for Taking Tests

Try the following test-taking tips on your next 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, 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 sentences. Which one 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?
- For word problems, first define a variable for each quantity mentioned in the problem statement (e.g., let l and w denote the length and width of the rectangle, and let A denote its area). Use your variables to “translate” each clause or sentence in the problem statement to a “mathematical sentence” (an equation). Then solve the equation, and use the solution to answer the question that was asked. Finally, check your answer to be sure it is consistent with the information given in the problem statement.

What are some other strategies you use or could use?

How might you deal with test anxiety?

What are some positive automatic thoughts you could have during a test?

HOMEWORK: 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.

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?

Applying the Problem-Solving Strategy

Apply the problem-solving strategy to the following conflict:

Derek is waiting for English class to start when Sue asks him if he went to a big party last weekend. He says No, and remarks that he decided not to go because he figured that the police would probably bust it. Sue didn't go either, but she proceeds to tell Derek that she heard that his old girlfriend Angela got really drunk at the party and hooked up with some guy. By this time, the class is all ears. Derek still likes Angela as a person, and they have remained on good terms. He is angry that Sue is talking about Angela like this in front of a bunch of students who don't even know her. Derek tells Sue, *"Shut up, you weren't even there, so don't go saying things like that."* Sue snaps back, *"What's wrong with having a little fun? Who are you to judge her?"* It's time for class to get under way, so Derek doesn't say anything more. Later in the day, Angela passes Derek and gives him a dirty look. Derek feels upset but decides to let it be.

1. What is the problem? (Write a joint problem statement.)
2. What are some possible solutions to the problem?
3. What are the consequences of each solution?
4. What is the optimal solution, and how should Derek act on it?
5. If this solution doesn't work, what should Derek do?

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.)

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

What to eat today

Whether to smoke cigarettes

Whether to go out for a school team

What group to hang out with

How to respond to sexual pressure

Whether to drink alcohol at a party

What classes to take this semester

What movie to see

Whom to accept rides from

Whether to have an after-school job

Whether to participate in class today

How to wear your hair (cut and color)

How much to tell your parents

What to do after graduation

What types of food to include in your diet

Whether to wear a seatbelt

How involved to be in school activities

How to deal with challenges to take part in a fight

Whether to do something that could get you arrested

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 unhealthful 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

Josephson Institute of Ethics (2002). The ethics of American youth. Press Release and Data Summary. Los Angeles, CA: Josephson Institute of Ethics. www.josephsoninstitute.org

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."