



Advisory Plus

The following pages are supplemental downloads of handouts contained in the e-book version of *The Advisory Guide: Designing and Implementing Effective Advisory Programs in Secondary Schools* by Rachel A. Poliner and Carol Miller Lieber.

For additional information on this product, other **Advisory Plus** services and products, and more information about Engaging Schools, please visit www.engagingschools.org.

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Personal Passions, Hobbies, and Interests

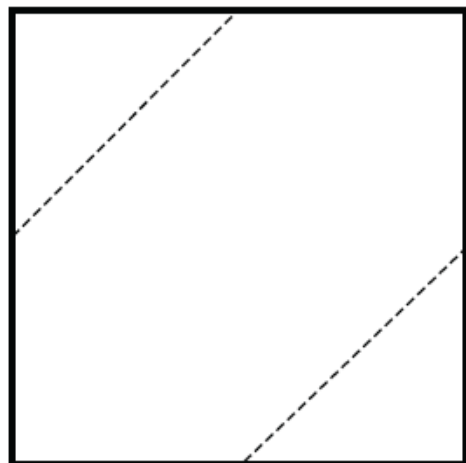
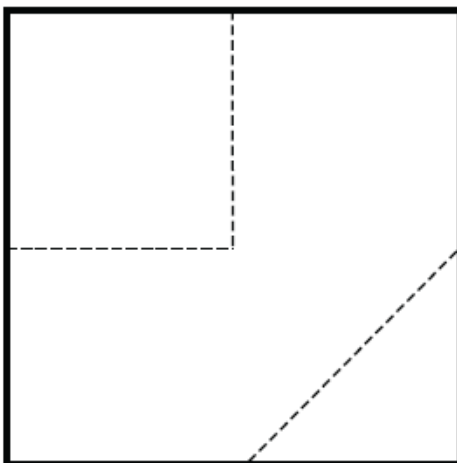
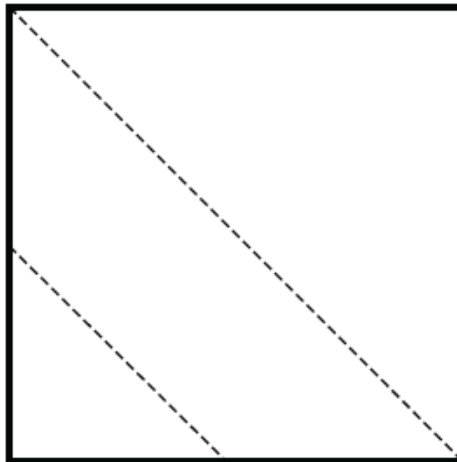
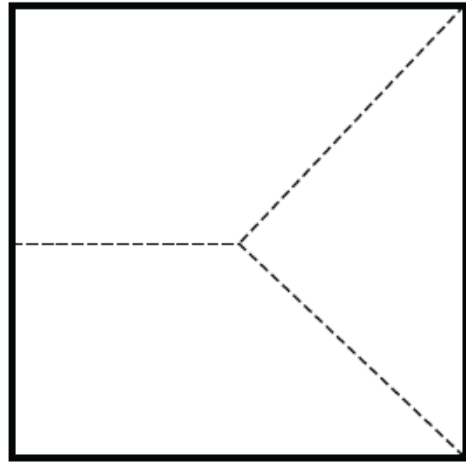
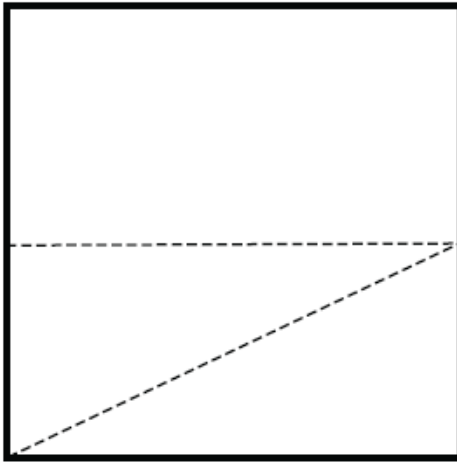
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HANDOUT 1

Silent Squares Puzzle Problem

Enlarge each square to 6 inches by 6 inches.





HANDOUT 2

Who's Going to the Concert?

Answer: Juan, Peter, Sam, David, Abdul, Carlos, Pang, Jill, and Kim

Who will be going to the concert?

The concert takes place on this coming Saturday night.

After being given a free ticket to the concert, Juan has decided to go.

Kamal, Keisha, and Jeff are good friends; they've agreed never to go to a concert unless all three of them can go together.

Susan will be going to the concert as long as she doesn't have to baby-sit that night. She baby-sits Juan's little brother on Friday or Saturday every week.

Jennifer is new in town. She knows only one person, her next-door neighbor, Rachel. Jennifer will go if Rachel goes.

Peter doesn't really like pop music, but he's good friends with Sam; so if Sam goes, Peter will go.

Sam got a poor grade on his last Biology lab and he can't go to the concert unless someone can help him understand genetics and prepare for the next exam.

David wants Sam to go to the concert, since it's Sam's favorite group. David is a science whiz. He will tutor Sam in genetics.

Michael has a 10 p.m. curfew on weeknights and a midnight curfew on weekends.

The concert is scheduled from 9:30 p.m. until 12:30 p.m.

Abdul will go to the concert if an adult drives them and picks them up.

Carlos's father will drive Carlos to the concert and will volunteer to give other kids a ride.

Kamal, Keisha, and Jeff have pooled all of their money, but they still don't have enough for three tickets.

Rachel just bought a bunch of new CD's and doesn't have enough money for a concert ticket.

Pang had an argument with Jill, and Jill stomped off without resolving it. Pang won't go to the concert if Jill goes, unless Jill apologizes and agrees to resolve the conflict.

Jill feels bad about leaving after she got mad at Pang. Jill's decided to call Pang, apologize, and talk it out so they can resolve the conflict.

Kim will go if the group is less than ten people. Kim doesn't like big groups, because they're too much of a hassle, and it's too easy to get in trouble.

Juan's family needs Susan to baby-sit this Saturday night.



HANDOUT 3

Adding or Subtracting — What's My Impact?

The Positives

There are many different skills and behaviors that add to a group's effectiveness. When everyone knows about these skills and behaviors and can talk about them, the group can more easily improve the way it works together. On the chart below, rate yourself on a scale from one to five, where

1 is low (you don't like or are not great at this role) and

5 is high (you like this role and play it well).

Then think of a person—in or out of school—who uses this skill really well.

Positive group skills, Behaviors that encourage collaboration	Rate yourself low—high	Name a role model
Initiating/problem-solving: proposing ideas, suggesting next steps, experimenting, carefully confronting disruptive behaviors	1 2 3 4 5	
Organizing/coordinating: keeping the group on track, focusing on goals, suggesting timelines, proposing fair division of labor	1 2 3 4 5	
Seeking: identifying what information and resources are needed, doing research, connecting different ideas, asking related questions	1 2 3 4 5	
Encouraging: encouraging everyone's participation and thinking, praising efforts, staying positive	1 2 3 4 5	
Harmonizing: checking on feelings, sensing when the group needs a break or a heart-to-heart talk, suggesting ways to work better together	1 2 3 4 5	
Clarifying/summarizing: clearing up confusion, checking to see if everyone understands and if the topic has been discussed enough, offering conclusions	1 2 3 4 5	

The Negatives

Everyone has moments when they make it harder for their group to work, when they subtract ideas and energy. When we use any of the behaviors below, we push the group off track, undermine confidence, or damage the way people talk and work together. What can you do to get out of this role next time?

Negative group roles, Behaviors that discourage collaboration	Your experience <ul style="list-style-type: none"> • When have you fallen into each role? • What helped you get out of the role?
Dominating: telling others what to do, insisting my ideas are better than others', hogging the spotlight and the credit	
Distracting: talking about everything except the task at hand, fidgeting, telling jokes, calling attention to myself	
Blocking: being stubborn, rarely offering an idea but always finding flaws in others' ideas, disagreeing without listening carefully, playing the devil's advocate long after it's useful	
Withdrawing: being consistently silent or out of the loop, not sharing ideas, not doing a fair share of the work, drifting along	
Doom and Gloom: expecting the group to fail, claiming projects won't work and ideas are bad, spreading a sour mood	



HANDOUT 4

First Week Student Profile

Last name: _____

First name: _____

Middle name: _____

Birth date: _____

Three words that best describe me are _____, _____, and _____.

Two things I do well are _____ and _____.

I was born in United States or _____.

My first language is English or _____.

Home Address:

Street _____ Apartment _____

City/Town _____ Zip Code _____

How long have you lived at your current address? _____ years or _____ months

How long have you lived in this community/town/city? _____ years or _____ months

Home Phone Number (_____) _____ E-mail Address _____

Family Information:

Full name of parent/guardian

Full name of parent/guardian

Place of work _____

Place of work _____

Occupation _____

Occupation _____

Born in US or _____

Born in US or _____

First Language:

English Other _____

First Language:

English Other _____

Names and ages of brothers and sisters:

Name _____ Age _____ Name _____ Age _____

Name _____ Age _____ Name _____ Age _____

Name _____ Age _____ Name _____ Age _____

Educational Information:This is my first second third fourth year at this school.

The last school I attended was _____.

Are there any health issues that might affect your attendance, on-time arrival to class, or class participation?

 No or Yes _____

During the school year, I work at _____ about _____ hours per week.

After high school graduation, I am currently planning to:

- Get a full-time job
- Work part-time and go to college part-time
- Attend a 4-year college full-time
- Attend community college full-time
- Attend technical school
- Get an apprenticeship
- Serve in the military

Course Schedule: (to be filled out later in the week)

Class Period	Name of Course	Class Period	Name of Course
1st		5th	
2nd		6th	
3rd		7th	
4th		8th	

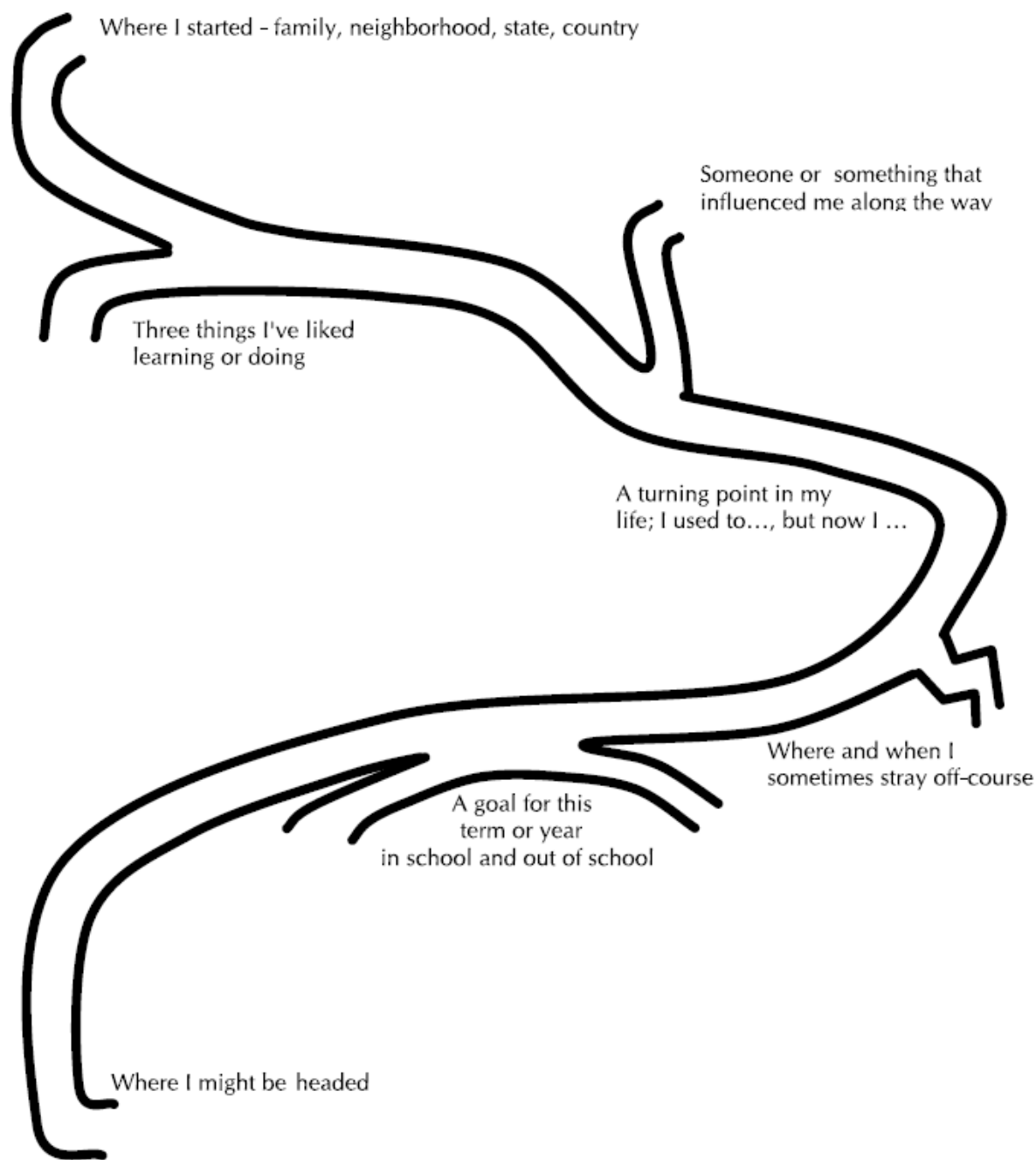


HANDOUT 5

Personal Pathway

Personal Pathway for _____

Think about your life experiences, people who are important to you, and goals. Fill in the areas along your path with drawings or writing representing where you have been, people and events along the way, and where you might be headed.





HANDOUT 6

Life Skills Check List

Cluster #1: Self-awareness, self-expression, and self-management skills

1. Recognize and name your own feelings
2. Express feelings appropriately and assess the intensity of your feelings accurately (on a MAD scale of 1 to 10, I feel...)
3. Understand the cause of your feelings and the connection between your feelings and your behavior
4. Manage your anger and upset feelings (know your cues, triggers, and reducers)
5. Know what you do that bothers others and accept responsibility when you mess up
6. Self-reflect on your behavior; be able to learn from it, self-correct, redirect, and change when you need to
7. Make responsible choices for yourself by analyzing situations accurately and predicting consequences of different behaviors
8. Deal with stress and frustration effectively
9. Exercise self-discipline and impulse control
10. Say, "NO" and follow through on your decisions not to engage in unwanted, unsafe, unethical, or unlawful behavior
11. Seek help when you need it
12. Focus and pay attention
13. Set big and little goals and make plans
14. Prioritize and "chunk" tasks, predict task completion time, and manage time effectively
15. Activate hope, optimism, and positive motivation
16. Work for high personal performance and cultivate your strengths and positive qualities
17. Assess your skills, competencies, effort, and quality of work accurately

Cluster #2: Interpersonal communication and problem-solving skills

18. Exercise assertiveness; communicate your thoughts, feelings, and needs effectively to others
19. Listen actively to demonstrate to others that they have been understood
20. Give and receive feedback and encouragement
21. "Read" and name others' emotions and nonverbal cues
22. Empathize; understand and accept another person's feelings, perspectives, point of view
23. Analyze the sources and dimensions of conflict and utilize different styles to manage conflict
24. Use WIN-WIN problem solving to negotiate satisfactory resolutions to conflicts that meet important goals and interests of people involved
25. Develop, manage, and maintain healthy peer relationships
26. Develop, manage, and maintain healthy relationships with adults

Cluster #3: Cooperation, group participation, and leadership skills

27. Cooperate, share, and work toward high performance within a group to achieve group goals
28. Respect everyone's right to learn, to speak, and to be heard
29. Encourage and appreciate the contributions of others
30. Engage in conscious acts of respect, caring, helpfulness, kindness, courtesy, and consideration
31. Recognize and appreciate similarities and differences in others
32. Counter prejudice, harassment, privilege, and exclusion by becoming a good ally and acting on your ethical convictions
33. Exercise effective leadership skills within a group
34. "Read" dynamics in a group; assess group skills accurately; identify problems; generate, evaluate, and implement informed solutions that meet the needs of the group
35. Use a variety of strategies to make decisions democratically



HANDOUT 7A

Quarterly Goal-Setting — Academics

Name _____

Quarter (or Trimester) from _____ (date) to _____ (date)

Academic Goals: Choose an academic goal for each of your courses—a quarterly grade you want to earn; specific skills you want to use and improve; something you want to learn how to do well, or content knowledge you want to master.

Name of Course	
By the end of this quarter I will...	
Why does this goal matter to me?	
Three steps I will take to achieve this goal	
Two obstacles and what I can do to overcome them	
Three indicators that I'm on my way to reaching my goal	
Who will I talk with about my goal? What support do I need?	

Comments during the quarter: _____

Results at the end of the quarter: _____

What worked? What didn't? What will I do differently next quarter? _____

What did I learn about myself? _____



H A N D O U T 7 B

Quarterly Goal-Setting — Work Habit

Name _____

Quarter (or Trimester) from _____ (date) to _____ (date)

Academic Goals: Chose a work habit that you want to improve and use regularly.

Work Habit Goal	
By the end of this quarter I will...	
Why does this goal matter to me?	
Three steps I will take to achieve this goal	
Two obstacles and what I can do to overcome them	
Three indicators that I'm on my way to reaching my goal	
Who will I talk with about my goal? What support do I need?	

Comments during the quarter: _____

Results at the end of the quarter: _____

What worked? What didn't? What will I do differently next quarter? _____

What did I learn about myself? _____



H A N D O U T 7C

Quarterly Goal-Setting — Personal Goals

Name _____

Quarter (or Trimester) from _____(date) to _____(date)

Choose a goal related to in-school or out-of-school activities, leadership, service or a personal passion.

Personal Goal	
By the end of this quarter I will...	
Why does this goal matter to me?	
Three steps I will take to achieve this goal	
Two obstacles and what I can do to overcome them	
Three indicators that I'm on my way to reaching my goal	
Who will I talk with about my goal? What support do I need?	

Comments during the quarter: _____

Results at the end of the quarter: _____

What worked? What didn't? What will I do differently next quarter? _____

What did I learn about myself? _____



HANDOUT 8

Personal Assets and Qualities of Character

Analytical	Forgiving	Precise
Appreciative	Friendly	Prepared
Assertive	Generous	Problem-solver
Attentive	Gentle	Principled
Careful	Goal-oriented	Prudent
Caring	Hardworking	Purposeful
Collaborative	Helpful	Reasonable
Committed	Honest	Responsible
Communicative	Humorous	Reflective
Compassionate	Idealistic	Reliable
Competent	Imaginative	Resourceful
Concerned	Inclusive	Respectful
Confident	Independent	Responsive
Consistent	Industrious	Self-aware
Cooperative	Initiating	Self-disciplined
Courageous	Insightful	Self-motivated
Creative	Intuitive	Self-regulating
Curious	Joyful	Sensitive
Decisive	Kind	Skeptical
Detail-oriented	Leader	Skillful
Determined	Logical	Spirited
Effective	Loving	Steady
Efficient	Loyal	Studious
Empathetic	Observant	Supportive
Energetic	Open-minded	Tactful
Encouraging	Optimistic	Thorough
Enthusiastic	Organized	Thoughtful
Ethical	Patient	Tolerant
Fair	Perceptive	Trustworthy
Flexible	Persevering	Understanding
Focused	Powerful	Warm



HANDOUT 9

Weekly Time Log

Name _____ From _____ (date) To _____ (date) Write total hours for the week in the first column.

Activity Type	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Family time with parents, siblings, relatives _____	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.
Time with friends— in person, by phone, on-line _____	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.
Time in class _____	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.
School activities, sports, clubs, etc. _____	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.
Out-of-school activities, events _____	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.
Homework, study time, research, tutoring _____	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.
Personal alone time: TV, music, interests, grooming, Internet, video games, etc. _____	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.
Sleep _____	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.
Volunteer service _____	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.
Work _____	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.	____/____/____ Total: ____hr. ____min.

Total hrs. per day ____hr. ____min. ____hr. ____min. ____hr. ____min. ____hr. ____min.



HANDOUT 10

Task Log for the Week

Name _____ From _____ (date) To _____ (date)

First, write your To Do list in the middle column. Second, review and edit your list by using the PREP tips in the left column. At the end of the week, check (✓) the tasks that you completed, and circle three uncompleted tasks that are on the top of your list for next week.

Review Your List Using PREP Tips

Prioritize — Sort the tasks into three groups – 1s are absolutely essential for having a productive, successful week at school, 2s are important for your physical and mental health and your relationships with family and friends, 3s are everything else.

Reorganize — Predict how much time the most important tasks will take. Write in a day of the week next to each 1 task and each 2 task. These are the two things each day that you will make sure you do. If you have multiple tasks that will take significant amounts of time, spread them out.

Eliminate — Cross out two things from your list that are either unrealistic expectations for this week or things that won't have a negative impact in your life if they don't get done.

Plan ahead — Forecast three important To Do's that you know you will need to schedule time for during the next week.

To Do List for the Week	1s	Day	✓
Write down everything you want to get done 2s over the next week.	3s		



HANDOUT II

Habits and Strategies Check List

Habits and Strategies That Help You Do School –What works for you?	I do this a lot and it works	It would help if I did this more often	I'd like to try this out	This would never work for me
1. Sometimes I let my parents know what I need to do so they can help me keep my commitments by checking in with me or helping me stick to a schedule that keeps me on track.				
2. I know how to use my parents as a shield to protect my time and avoid doing things that might get me in trouble. (For example, I can say, "Look, my parents won't let me go out after eight on school nights." or "You know, if my parents find out, I'll be grounded for a month. I think I'll pass this time.")				
3. I know how to check myself before I say something out loud—I've got a handle on what's okay to say publicly, what's better to say privately, and what's best left unsaid.				
4. I know when it's not a good idea to "free-style"—I know the times when I need to do things exactly "by the book."				
5. When I've got a problem at school I've got friends or family I can talk with who can help me sort things through to come up with a solution.				
6. When I'm upset or angry I know how to "chill out" and not make a major production out of it in class. I can postpone dealing with it until later.				
7. I can walk away from ignorant comments directed at me, especially when I think there's not much I can do that will change this person's behavior. I have learned, "It's just not worth my time and energy."				
8. Around school I know the teachers and administrators who will cut me some slack and those who won't.				

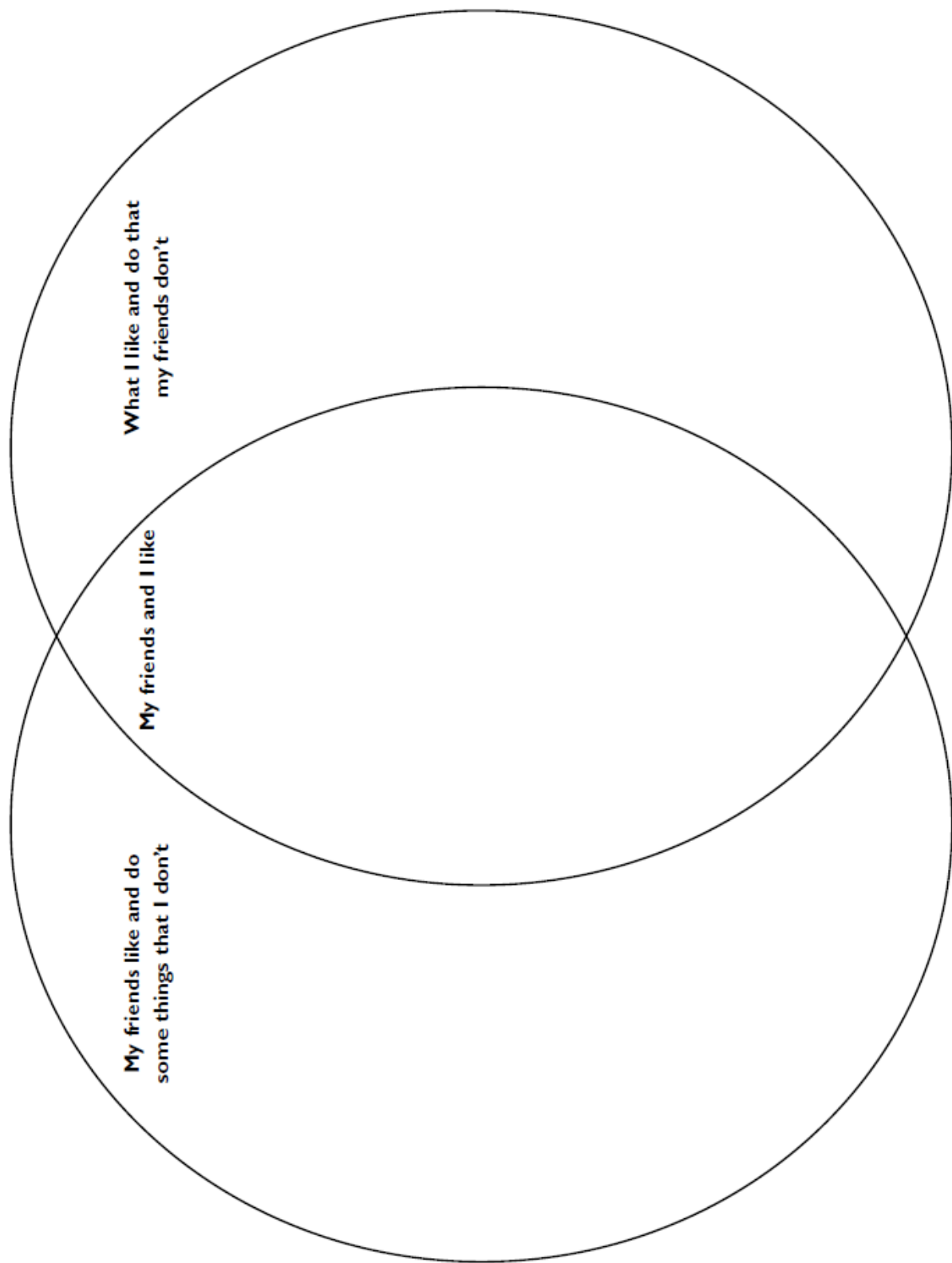
Habits and Strategies That Help You Do School – What works for you?	I do this a lot and it works	It would help if I did this more often	I'd like to try this out	This would never work for me
9. I can tell the difference between quality work and work that is shoddy. I know what I do differently when I make an effort and when I don't.				
10. I manage my time to meet school obligations week in and week out.				
11. I prioritize tasks and responsibilities.				
12. I map out plans for completing a complex task. I identify the steps and materials needed to complete it. I "chunk" a big task into smaller parts so it is easier to check what I have accomplished and what I have left to do.				
13. I make good choices about when and where to do what homework. (For example, I know what is easier to do when I'm tired and what kind of work requires me to be totally focused and alert with no distractions.)				
14. I accurately predict how long it will take to do various kinds of school tasks and assignments.				
15. I know that there will be some peak times during the year when I need to gear up and crank out school work at the exclusion of most other activities.				
16. I know when it's important to use standard English and when it's okay to use different dialects and slang.				
17. I ask myself questions that will help me get ready and organized to do work.				
18. When I'm distracted I use strategies that will help me refocus and pay attention.				

Habits and Strategies That Help You Organize Information – What works for you?	I do this and it's pretty easy	I do this but it's hard	I'd like to learn how to do this	This won't work for me
19. I use graphic organizers.				
20. I use Post-it notes for summarizing information, for reminders, for markers of things I need to read over or review.				
21. I number chunks of information that I need to remember in a specific order.				
22. I highlight or circle words and concepts that might be hard to remember.				
23. I create a picture in my mind that includes all the things that are related to the same concept or category.				
24. I draw pictures and symbols to make connections between concepts and ideas.				
25. I rewrite information on note cards that will help me review and study.				
26. When I take notes I leave space to correct things, add new information, and write summary points.				



HANDOUT 12

My Friends Like / We Like / I Like





HANDOUT 13

A-B-C-D-E Problem Solving

ASSESS the situation and **ASK**, what's the problem?

Describe the problem and say why it's a problem. How do you feel about the situation? What's not working? Why is it important to solve the problem? This is not a time to point fingers, scapegoat, or criticize individuals. The task is to stay focused on the problem and problem behaviors — not attack individuals. Form a clear statement of the problem and the goal for solving the problem.

The problem is _____.

A good solution will enable us to _____.

BRAINSTORM solutions

Brainstorm potential solutions to the problem. Picture how the situation would look if it were solved. Do this without criticizing or evaluating anything suggested.

CONSIDER each **CHOICE** Carefully

Review the solutions. How does each choice meet the needs and interests of everyone involved? What are the benefits of each choice? What are the drawbacks and limitations? Is the choice respectful, responsible, and reasonable? Cross out the choices that are the least effective.

DECIDE on the best choice and **DO** it

Discuss the remaining choices and come to agreement on the best solution. Be mindful that the best choice might include a combination of several possible solutions. Share your preferred solutions and the reasons for your choices. Summarize the comments and state what the group seems to think are the most important things to incorporate in the best choice. Use one of these decision-making protocols to reach final agreement.

- Reaching Consensus: Propose the solution. Solicit any final changes or edits. Ask students to raise their hands if they can fully support this solution; do "thumbs up" if it's good enough for now; do "thumbs in the middle" if they're not crazy about it but can live with it; or do "thumbs down" if it's unacceptable. Keep working on the solution until everyone raises a hand or does "thumbs up."
- Straw Poll: If the group has narrowed the field to two or three final ideas, ask people to vote for their first preference. If there is a clear winner, modify it until the solution works for everyone.
- Prioritize Ideas: If the solution involves a few components, give each student three sticker dots to place on the three ideas they like best. The ideas with the greatest number of sticker dots become the highest priority to implement.
- Small-Group Proposal: If the information feels unwieldy, or if there are opposing solutions with strong support, ask for a few volunteers to consider all of the data and perspectives and make a proposal to the group.

Plan precisely how the solution will be implemented. The group should also be able to suggest ways to evaluate how effectively the solution achieves the goal for solving the problem.

EVALUATE your choice after you have implemented it

Evaluate the decision. What happened? Did it work? What evidence do you have that it worked effectively? Is there anything that would help the group implement the solution more effectively?



HANDOUT 14A

Criteria for Making Good Decisions

- Does it meet an important need in my life?
- Does it feel reasonable to me and others? Given who I am, does it make sense to me and others?
- Is it do-able? (Am I asking myself to do something that might be somewhat challenging, but is not impossible to do? Do I have the time, skills, and resources to do it? Does it take into consideration any constraints or limitations?)
- Is it moral? (Does it hurt anyone? Is it fair and just? Is it destructive in any way to property or the environment?)
- Is it safe?
- Is it a healthy choice?
- Is it responsible?
- Is it legal?
- Does it respect the rights and needs of other people involved in the decision or affected by the decision?
- Is it smart? (Does this decision help me stay on the right track or get me on the right track? Does it help me create a positive future for myself?)
- Does this decision make me a better person, a better student, friend, or family member, a better worker, a better citizen?



HANDOUT 14B

Decision-Making Poster

Posters need to include:

1. Details that show your thinking about the decision-making process
2. Creative design and layout
3. Easy-to-read type or printing

Decision-Making Process

Step One: Describe an issue that requires you to make an important choice within the next week, month, or year (choices about your education, work, family or peer relationships, or personal habits and routines).

- By _____, I need to decide

{	Whether I will _____
	When I will _____
	If I Should _____
	How I will _____
	What I will _____
	What to _____
- I am making this decision because I want _____.
- This decision will help me _____.

Step Two: Gathering Information – Identify the information you have gathered from people and other resources that will help you make a good decision.

Step Three: Identifying Choices – Describe at least three possible choices in detail.

Step Four: Evaluating Choices – List the advantages and disadvantages, constraints or limitations, and hopes and fears associated with each choice.

Step Five: Deciding on the Best Choice

- Explain your decision in detail (What you will do; when and where you will do it; how you will do it; the resources you need to do it; any steps involved in implementing your decision).
- Explain why this choice is better than the other choices.
- Indicate at least three ways that this choice meets criteria for good decision making. How do you know that your decision meets the three criteria you selected? (See **Handout 14A.**)

Step Six: Evaluating My Decision – If you are able to implement your decision, share the results of your decision in this way. What did you want? How did the decision help you to get what you wanted? What was the outcome? In what ways did the decision positively or negatively affect your life? If this decision involves your future, write how you imagine this decision will play out in your life.



H A N D O U T 15

When it comes to conflict, you always have choices. You can ...

- Take charge, force, demand, protect yourself or others

- Accommodate, give in, let it go, smooth it over

- Avoid it, ignore it, drop it, or exit

- Postpone, pause and reflect; return to the problem later

- Seek out a trusted adult, a level-headed friend, or a mediator

- Problem solve:
 - CHECK IT OUT, notice, observe, and ask questions before you decide what to do

 - LISTEN AND DEFUSE when someone's upset

 - ASSERT your feelings, needs, and "No's"

 - NEGOTIATE ("Let's talk it out and reach a solution that works for both of us.")



HANDOUT 16

Feelings, Moods, and Attitudes

accepted	depressed	grossed out	nervous	shocked
afraid	desperate	guilty	obstinate	shut down
affectionate	determined	happy	open	shy
agitated	disconcerted	hateful	optimistic	silly
aggressive	discouraged	heartbroken	overwhelmed	sorrowful
aggravated	disappointed	helpless	pained	spiteful
amazed	disgusted	hopeful	panicked	stubborn
ambivalent	disillusioned	horrified	paranoid	stuck
amused	disrespected	hostile	peaceful	sulky
angry	distracted	humiliated	peevish	supported
annoyed	down	hurt	perplexed	surprised
anxious	eager	hysterical	playful	suspicious
appreciative	ecstatic	impatient	persecuted	sympathetic
argumentative	elated	independent	pessimistic	tenacious
arrogant	embarrassed	indifferent	positive	tense
ashamed	empty	indignant	powerful	terrific
awestruck	energized	inferior	powerless	terrified
awkward	enraged	inspired	prepared	ticked off
bad	enthusiastic	intimidated	proud	threatened
belligerent	envious	irate	psyched	thrilled
bored	exasperated	irritated	puzzled	timid
brave	excited	jazzed	reflective	trusted
calm	excluded	jealous	refreshed	uncertain
cautious	fearful	jolly	regretful	uncomfortable
cheerful	fearless	joyful	rejected	uneasy
closed	focused	juiced	relieved	unsafe
comfortable	foolish	jumpy	remorseful	up
confident	frenzied	livid	repulsed	upset
confused	friendly	lonely	respected	vengeful
contemptuous	frightened	loved	righteous	victimized
content	frustrated	loving	sad	victorious
courageous	furious	mad	safe	vindictive
crabby	good	malicious	satisfied	warm
cranky	goofy	mellow	scared	wary
curious	grateful	mischievous	secure	weary
defeated	greedy	miserable	self-assured	weird
defensive	grief-stricken	mortified	self-conscious	wistful
delighted	grouchy	negative	self-pitying	worried



H A N D O U T 17A

Aggressive, Assertive, and Passive Behavior — What’s the Difference?

<p>Aggressive ~ I get what I want and need at the expense of others – by dominating or hurting others physically or emotionally</p> <p>Sounds like You put down the other person, attack, and accuse: “You’re such a ...,” “You always ...”, “You never ...” You blame, assume, stereotype; you’re argumentative and interrupt a lot. Your voice is loud, dramatic, hostile. Your language is often mean, negative, rude, abusive, sarcastic.</p> <p>Looks like Getting in someone’s face; eye-rolling; threatening, confrontational posture; invading someone’s personal space; dramatic arm movements; pointing fingers</p> <p>Payoffs You get what you demand most of the time; you stay in control; others see you as powerful ; you protect yourself</p> <p>Costs Your behavior can be dangerous and destructive; you may alienate and use other people. People may not like you. You fear not being in control and then lose control when you don’t get what you want. You put on a front for others and can isolate yourself.</p>	<p>Assertive ~ I take care of myself by expressing my needs, thoughts, and feelings, while showing respect and concern for others</p> <p>Sounds like You share your needs, requests, and opinions honestly and openly: “I need to ...”; “I feel ... when ... because ...” You listen attentively even if you disagree, and appreciate others’ efforts to listen. You speak up. You take responsibility when you mess up. Your voice is even, calm, friendly. Your language is respectful, neutral or positive.</p> <p>Looks like Relaxed; open expression and posture that invites conversation; matching how the other person is sitting or standing; side by side rather than eyeball to eyeball</p> <p>Payoffs You keep your dignity and self-respect; you get your needs met more often; you maintain respect for others; you value others; you use your power positively</p> <p>Costs It takes time. You may experience more conflict, although you have more tools to handle it effectively. Even when you’re sensitive to others’ needs and feelings, they can still feel uncomfortable with your directness and reject what you’re saying.</p>	<p>Passive ~ I allow others to take advantage of me. I choose not to act. I don’t express my feelings, needs, or thoughts honestly.</p> <p>Sounds like You never really say what you feel, want, and need: “Whatever, it doesn’t really matter to me”, “I guess so...” You’re silent or withhold information; you speak so softly others can’t really hear you; you apologize a lot and blame others. You go along even if you really don’t want to. You whine and wear people down.</p> <p>Looks like Shoulder shrugs; you look weighted down; you don’t make eye contact; you look withdrawn, like you’re trying to hide; you pout, frown; you look flustered</p> <p>Payoffs You avoid confrontation or taking responsibility. You don’t get blamed. Using the silent treatment, you can ruin someone’s good time without being aggressive.</p> <p>Costs You don’t feel in control of your emotions very often; you get anxious, resentful, angry a lot. Instead of expressing it, you seethe inside; you lose your self-respect; you give up being yourself. Other people walk over you. You don’t have many real friends.</p>
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HANDOUT 17B

Assertive Responses

I'm feeling _____
about _____.
Can we talk about this?

Here's what I need for right now _____.
Can you live with that?

I'd really like some help with _____.

I see your point and here's how I see the situation _____.

I need to say no for right now. That's how it's going to have to be. Can you live with that?

Help me understand why _____.
Can you say more about _____?

I know you didn't mean any disrespect, but that's how it felt. Please don't _____.

It really bothers me when you _____.
I'd prefer _____.

I would really like to _____.

It would work out better for me if _____.



H A N D O U T 18

Feedback Form

Opening on a positive note:

What did you like that [name of person] said or did? _____

What worked well? _____

What was effective? _____

Constructive Suggestions:

What might have made it even more effective? _____

What's one thing you might have changed, added, left out, or done differently? _____

Closing on a positive note:

I appreciated _____

Feedback Form

Opening on a positive note:

What did you like that [name of person] said or did? _____

What worked well? _____

What was effective? _____

Constructive Suggestions:

What might have made it even more effective? _____

What's one thing you might have changed, added, left out, or done differently? _____

Closing on a positive note:

I appreciated _____



HANDOUT 19A

Stressed Out!

What is stress? Stress is the body's automatic response to any physical or mental demands or pressures from external circumstances that create internal tension within you. When you experience these demands or pressures, your safety and well-being feel threatened and your body rushes to defend itself.

What is the body's stress reaction? First, the body experiences ALARM when it recognizes a stressor and prepares for it by secreting hormones that

- raise your blood pressure
- heighten your awareness
- increase your perspiration
- increase your breathing rate
- make your mouth feel dry
- produce butterflies in your stomach
- make your hands feel cold and clammy
- increase your heart rate
- make your muscles tense up

The body seeks release and relief from the stressor (stressful situation). If you don't do something to reduce or relieve the stressor, you are unable to cope with the immediate situation effectively, will feel exhaustion, increased discomfort or fear, and may feel frozen in the moment (I'm stuck and I can't get out!).

Is stress bad? Not all stress is bad. The stress reaction is necessary and can be beneficial. It allows us to respond quickly in threatening situations and can give us a boost of energy to deal with the situation.

What is bad stress? Stress can be harmful when there isn't any relief from it, when it doesn't go away or lessen. It makes it very difficult to function normally and feel okay about yourself. When too much stress happens too often, the result can be a constant state of exhaustion.

What is good stress? Stress can be good and can bring a sense of pride and accomplishment when it results from successfully rising to a challenge, overcoming an obstacle, and stretching one's abilities.

What causes stress?

fear of failure

feeling alone in the world

too much to do and not enough time

upcoming tests and deadlines

too many choices to think about

a family crisis

feeling overloaded or overwhelmed by a particular event or situation
 not feeling ready or prepared for what's coming up
 a friendship or dating relationship with too much conflict or tension
 one-sided relationships where you give, but you don't feel you get enough back
 severe peer pressure to do things you're not comfortable doing
 what you want for yourself is different from what you think others want of you or for you
 not enough quiet time or down time for yourself
 not feeling you can meet expectations from teachers, parents, friends
 events and crises that shake your sense of security

What are the results of feeling stressed?

low energy	irritability	lack of enthusiasm
distance from peers	exhaustion	crying
procrastination	arguing constantly	sleeping too much or too little
muscle aches	headaches	changes in sleeping habits
distance from family	loss of sense of humor	changes in eating habits

What is stress management?

Stress management is the ability to manage excessive demands from people, events, or situations in ways that feel constructive and productive.

What are some strategies for managing stress?

1. Remove yourself from the situation and give yourself a break, even if it's only a few minutes.
2. Notice your physical reactions and do something immediately to relax and release the tension (walk, exercise, listen to music you love, daydream for little while, meditate, etc.).
3. Take a nap or catch up on sleep one day of the week.
4. Talk to a friend or family member.
5. Make a "To Do" list of three to five things you want to accomplish this week.
6. Learn to say NO to excessive demands.
7. Be assertive and let others know what you need.
8. Rethink an old routine or habit and do it in a different way.
9. Break up a task into chunks so you feel a sense of accomplishment when you complete each part of the task.
10. Tackle a difficult task when you have the most energy and feel fresh.
11. Eat healthy foods. They give longer-lasting and more stable energy.
12. Let the small stuff go. Decide which situations are not worth fighting about. What would take less energy to do than to fight about not doing?
13. Every day, try to balance a really demanding task with doing something that's fun, easy, and satisfying.



HANDOUT 19B

Reducing Stress in My Life

1. I feel stressed when _____

The stress reaction I experience is _____

The cause of this stress is probably _____

The results of feeling this stress include _____

I want to try out these two things to manage this stressful situation more effectively:

I can _____

I can _____

2. I feel stressed when _____

The stress reaction I experience is _____

The cause of this stress is probably _____

The results of feeling this stress include _____

I want to try out these two things to manage this stressful situation more effectively:

I can _____

I can _____

3. I feel stressed when _____

The stress reaction I experience is _____

The cause of this stress is probably _____

The results of feeling this stress include _____

I want to try out these two things to manage this stressful situation more effectively:

I can _____

I can _____



HANDOUT 20

Self-Care Check-Up

Read through the following habits, routines, and activities. Put a ☆ next to things that you do regularly in your life. Put a ✓ next to things you do occasionally. Put an (X) next to things you've never done. Then reread the list and circle five things you'd like to try that might make a positive difference in how you feel physically, emotionally, interpersonally, and spiritually.

Taking Care of Your Physical Self

- _____ Eat a healthy balanced diet
- _____ Eat three meals a day and keep snacks to once a day
- _____ Exercise, work out, or walk regularly
- _____ Get regular medical care and check-ups
- _____ Get enough sleep so I feel rested (at least seven hours a night)
- _____ Make space for quiet time away from all things electronic
- _____ Participate in a physical activity regularly (dance, individual or team sports, martial arts, yoga, drill team, etc.)
- _____ Create a daily personal hygiene and skin care routine
- _____ Dress and fix your hair the way you like
- _____ Take time off every week to catch up on rest

Taking Care of Yourself Emotionally

- _____ Take time for self-reflection (How am I doing? How am I feeling? What do I need to do to feel okay?)
- _____ Write in a journal
- _____ Check yourself (Listen to your inner thoughts, feelings, conscience, and beliefs before acting)
- _____ Say no when you feel like you're on overload
- _____ Reread favorite books, rewatch favorite movies, listen to favorite music
- _____ Use self-talk for personal encouragement and motivation
- _____ Identify comforting activities, surroundings, and treasured objects and seek them out
- _____ Visualize yourself (imagine yourself in your own movie) accomplishing tasks that lead you to feel proud, competent, or successful

- _____ Rehearse hard conversations that you want to have with a friend, family member, or teacher
- _____ Find things that make you laugh
- _____ Allow yourself to cry

Interpersonal Self-Care

- _____ Allow people to get to know who you really are
- _____ Connect with important people in your life on a regular basis
- _____ Take time to play
- _____ Do something nice, unexpected, helpful, or special for a friend or someone in your family
- _____ Make space for new people in your life
- _____ Connect by phone or e-mail with friends and family whom you don't see often
- _____ Confide your hopes and fears to a friend, family member, or mentor who listens to you with full attention
- _____ Participate in a youth group outside of school

Nurturing Your Spirit

- _____ Spend time in nature
- _____ Take care of a pet, plants, or a garden
- _____ Sing or play music
- _____ Do something that gives you pleasure and doesn't cost any money
- _____ Create, perform, compose, construct, or write something of your own making
- _____ Do something that you haven't tried before
- _____ Participate in a religious/spiritual community or congregation
- _____ Contribute your time and resources to something you believe in
- _____ Attend a support group with peers who are working through a similar personal issue or family situation



HANDOUT 21A

Giving and Getting Support

Everybody needs support. Think about the people in your life right now who can support you to do and be your best, listen to you, have a good time with you, and be there for you when you need them. Then think about how you play a support role with others.

1. I have friends my own age who really care about me, who can talk with me about my problems, and who can help me out when I'm having a hard time.

Name _____ Name _____

If there isn't someone like this in your life right now, who would you like to be there for you in this role? _____

What are two things you could do to make this relationship happen? _____

Are there any friends your own age, or brothers or sisters, for whom you play this role in their lives?

Name _____ Name _____

What is one thing I can do to be more supportive to them? _____

2. I have friends my own age who I can study or do homework with, who I can talk to when I'm having a problem in a class, and who are happy for me when I do well in school.

Name _____ Name _____

If there isn't someone like this in your life right now, who would you like to be there for you in this role? _____

What are two things you could do to make this relationship happen? _____

Are there any friends your own age, or brothers or sisters, for whom you play this role in their lives?

Name _____ Name _____

What is one thing I can do to be more supportive to them? _____

3. I have a parent or other adult close to me who expects me to follow rules, and who helps keep me on track when things get a little confusing, a little crazy, or just plain difficult.

Name _____ Name _____

If there isn't someone like this in your life right now, who would you like to be there for you in this role? _____

What are two things you could do to make this relationship happen? _____

4. I have a parent or other adult close to me who is interested in my school work, who believes I will be successful, who always wants me to do my best.

Name _____ Name _____

If there isn't someone like this in your life right now, who would you like to be there for you in this role? _____

What are two things you could do to make this relationship happen? _____

5. I have a parent or other adult close to me who listens to me when I have something to say and who talks with me about my problems.

Name _____ Name _____

If there isn't someone like this in your life right now, who would you like to be there for you in this role? _____

What are two things you could do to make this relationship happen? _____

6. I have a parent or other adult close to me who counts on me to listen and be supportive to them when they are having a hard time.

Name _____ Name _____

What's one thing you can do to show them that you care about them? _____

7. At my school, there is a teacher or some other adult who really cares about me, who listens to me when I have something to say, who works with me when I need help.

Name _____ Name _____

If there isn't someone like this in your life right now, who would you like to be there for you in this role? _____

What are two things you could do to make this relationship happen? _____

8. At my school, I have several teachers who notice when I do a good job, who believe I will be successful, who always want me to do my best.

Name _____ Name _____

If there isn't someone like this in your life right now, who would you like to be there for you in this role? _____

What are two things you could do to make this relationship happen? _____



HANDOUT 21B

20 Ways to Support Yourself

There are good reasons to get good at doing the things for ourselves that can help us keep on track and moving in a positive direction. Often there is no one around to give us the support we would like. At other times, we get satisfaction from working things out by ourselves or doing things that build our inner resources and self-confidence. Take a look at these statements and see what you already do in the way of self-support and what you might like to try out.

20 Ways to Support Yourself	I already do this a lot	I'd like to do this more	I'd like to try this	This doesn't work for me
1. I can work out my own problems if I need to.				
2. I'm willing to try new things that can help me achieve my goals.				
3. I stand up for myself without putting others down.				
4. When I'm feeling down, I can imagine myself in a special place that feels safe and calming.				
5. When something is particularly hard for me, I try to picture myself doing that thing.				
6. When I feel overloaded, I can make a realistic plan that will help me get out of the hole.				
7. When friends are pressuring me to do something that's not a good choice for me, I go someplace private and quiet where I can think things through.				
8. I try to understand what other people go through when they are having a bad time. It helps me know that I'm not the only one who has bad days and bad times.				
9. I have some favorite music I listen to that helps me feel calm when I'm upset.				
10. When I've made a good choice for myself that was really hard to make, I go over what I did in my mind so I can use this experience in the future.				
11. Sometimes I write down my thoughts to help me get a clearer sense of what I'm thinking or feeling.				

Adapted in part with permission from Healthy Kids Survey, developed by WestEd for the California Department of Education (www.wested.org/hks)

20 Ways to Support Yourself	I already do this a lot	I'd like to do this more	I'd like to try this	This doesn't work for me
12. When I'm feeling pressured, I don't try to please everyone or try to do everything at once. I can feel good about just accomplishing one thing.				
13. Sometimes helping other people or doing something special for someone will lift up my own spirits.				
14. When I can't solve a problem by myself, I know where to go to for help.				
15. When I've made a bad choice, it doesn't mean that all my choices are bad ones. I have confidence that I can make a better choice next time.				
16. When things are bothering me or I don't feel quite myself, I feel okay about letting someone else know.				
17. After I've done something well, I like going over it again in my mind.				
18. I try to understand my own moods and feelings before I jump to conclusions or do something impulsive.				
19. I'm willing to share my opinions about things even when they may be different from others.				
20. I'm willing to change what I'm doing when things are not working out.				
Is there anything else that you do to give yourself support when you need it?				



HANDOUT 22

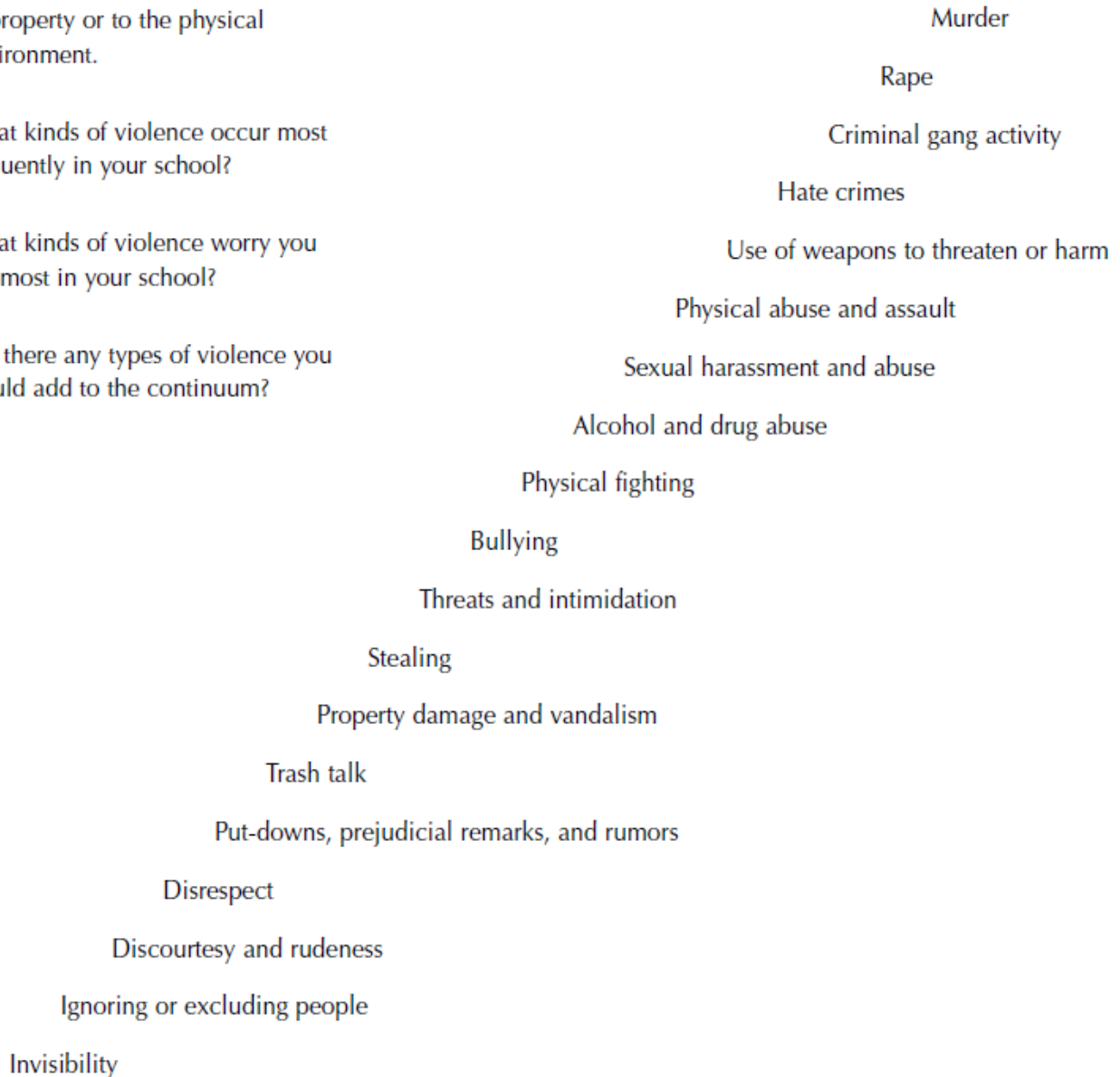
The Violence Continuum

Violence is using force to injure, hurt, threaten others, or do harm to property or to the physical environment.

What kinds of violence occur most frequently in your school?

What kinds of violence worry you the most in your school?

Are there any types of violence you would add to the continuum?



▲BEGIN HERE



HANDOUT 23

Roles People Play in Harassment Situations

Aggressor: (sometimes referred to as the bully) The aggressor engages in behaviors meant to harm, hurt, or intimidate someone physically, emotionally, or socially. These behaviors include unwanted physical contact of any kind (hitting, kicking, shoving, spitting), nonverbal gestures meant to threaten, embarrass or call attention to someone in a negative way, verbal attacks meant to hurt someone's feelings or damage someone's relationships with others (taunting, teasing, racial slurs, name calling), and social exclusion. Aggressors may pick on one person repeatedly or lash out randomly. Aggressors instigate the harassment, egg on others to do the harassing, or sometimes join in the harassment later.

Target: The target is the person being harassed by the aggressor. A target is bullied, attacked, insulted, excluded, or picked on physically, emotionally, and socially. Targets often feel helpless to respond to the aggressor in an effective way that makes them stop.

Bystander: Someone who witnesses or hears about a situation in which an individual or group is being harassed and does not say anything or do anything to change the situation. Bystanders often play the role of enabler. The enabler allows a harmful situation, like harassment, to continue and grow worse. Examples include:

- Stopping to watch
- Laughing when you hear about a harassment incident
- Telling your friend to just ignore the harassment — it will go away
- Laughing, telling or showing your friend(s) graffiti on the bathroom wall
- Making excuses for the harasser's behavior
- Not reporting harassment to school staff
- Saying "boys will be boys"
- Saying "If they weren't so ... then they would not get picked on."
- Not taking harassment seriously

Ally: Someone who speaks and acts in ways to support the person or group who is being harassed and targeted; someone who speaks up against harassment in front of other peers; someone who is friendly with kids who are shy, isolated, or less popular at school.



HANDOUT 24

What Is Harassment?

- Harassment is any inappropriate, unwanted, or cruel behavior that targets a particular individual or group.
- To harass is to physically or verbally hurt, aggravate, frighten, tease, taunt, threaten, or insult a targeted group or individual.
- Harassment can include behaviors like spreading rumors, gossip, using social exclusion, and sometimes stalking. Harassment makes both targets and bystanders feel uncomfortable, embarrassed, isolated, and angry.
- Harassment is sometimes an act of discrimination based on prejudice.
- Harassment is mean, harmful, illegal, and doesn't belong in schools or anywhere else.
- In addition, harassment often leads to bullying. A person is bullied when she or he is exposed, repeatedly and over time, to the negative actions of one or more people. Bullies use their power or strength to dominate, intimidate, or attack the targeted person physically or verbally. Bullying behavior can include pressuring someone repeatedly to do something that she or he doesn't really want to do. The student who is being bullied may feel she or he has no power to stop the bully.
- If someone is doing or saying something to you that leads you to feel unsafe, uncomfortable, or embarrassed, it's probably harassment.
- Even if someone is "just joking," no one has the right to say things that make you feel targeted (singled out). No one has the right to touch you unless you say it's OK.
- You have the right and a responsibility to tell students to stop the harassing behavior or to report the behavior to a teacher, counselor, your parents, or, in some cases, to legal authorities.

Types of Harassment

- Racial or ethnic harassment includes attacks or negative comments associated with someone's skin color, ethnicity, native language, or national origin.
- Size-ist harassment means taunting someone because of their height or weight.
- Look-ist harassment includes attacks based on someone's looks. For example, calling someone ugly, a dog, or grease ball.

- Class-ist or social group harassment includes targeting someone based on how much money or possessions they or their family have or don't have; targeting someone because of their association with a particular social group; or a social group as "losers."
- Sexual harassment includes unwanted, unwelcome sexual comments or actions that target an individual or group and/or make spectators uncomfortable; unwanted touching, gestures, sexually-based insults; sexual rumor spreading; staring; unwanted "compliments" that have a sexual reference. Sexually harassing comments can be spoken or written, using graffiti, slams, pagers, cell phones, or the Internet.
- Sexual orientation harassment includes antigay, antibisexual, antilesbian attacks. Examples include calling someone a "fag" or "lesbo," or calling something you don't like "gay" or "queer."
- Religious harassment includes attacks on someone's religious beliefs, practices, or group.
- Able-ist harassment includes insulting a person based on a real or assumed physical or mental disability. Examples include habitually calling someone "retard," "dummy," or "stupid," or insulting them because they use crutches, a hearing aid, glasses, or a seeing-eye dog.

Effects of Harassment

The target of harassment may

- feel uncomfortable, embarrassed or threatened;
- fear going to school and feel that school is unsafe;
- avoid going to school;
- have lowered self-esteem;
- be depressed;
- do poorly in school;
- feel isolated;
- start to withdraw from friends, family, or normal activities;
- feel angry and powerless;
- seek revenge, retaliate with violence.



H A N D O U T 25A

When someone is being harassed, you can be an ally when you...

1. Say the aggressor's name and show respect
2. Name what you see, say why you don't like it, and tell the aggressor to STOP
3. Take action...
 - Help the targeted person to leave the scene.
 - Go with the targeted person to report the incident.
 - Report the incident yourself.

When someone is harassing you, you can...

1. Stop what you're doing or saying and pause for a few seconds.
2. Think - What can I say that will help me take care of myself, send a strong message, and deescalate the situation?
3. Say your message –
 - Say the person's name and show respect.
 - Say, "I don't like it when you _____. I want you to stop."
4. Exit - Don't wait for an apology or change of attitude. You said what you needed to say, and now you need to leave the scene, walk the other way, or focus your attention elsewhere.



HANDOUT 25B

Tips for Countering Harassment

- If you're upset or uncomfortable, you have the right to speak up. Ignoring it sometimes works, but often harassment continues unless people act positively to stop it.
- Many targets of harassment laugh in the beginning, because they are nervous or embarrassed and hope that they can "laugh it off." Often the bystanders and the person doing the harassing misinterpret the laughter, thinking the targeted person doesn't mind. Sometimes people joke back and forth, but when one person gets too aggressive or goes too far it escalates into cruel teasing and harassment, and can result in bullying.
- If you speak to the aggressor, use a voice that sounds strong, confident, and assertive, because you have the right not to be harassed. If possible, talk with the person privately or in a safe space after the incident.
- If it feels unsafe, if you're very upset, or if the harassment continues, speak with a teacher, counselor, parent, or other trusted adult. If you're nervous about confronting a person who is a known bully, that's a good indication that it's time to inform adults about the problem. If informal conversation doesn't work and/or it's a serious incident, you can also file a formal harassment complaint. You have a right to a safe environment, and teachers, counselors, and administrators are required by law to respond.
- Often, the harasser is angry about something (though being angry does not justify harassment) that has nothing to do with the targeted person. It can help to ask, "What's up? What are you angry about?" or "What are you frontin' for?" or "Where did that come from?" Using insults or threats escalates the conflict, and you can get in as much trouble as the person who started it.
- When two or more allies speak up, the message to stop the harassment is even stronger. The power of several voices can prevent the harasser from turning on allies who take a stand. If you see an ally getting targeted, act as an ally for them.



HANDOUT 25C

Find the Right Words to Respond to Harassment

That looked like harassment to me. Don't do that anymore.

Don't go there. This isn't funny anymore.

That's harassment. I don't like it and I want it to stop.

We don't say that around here. So knock it off, okay?

If you had said that to me, I'd feel 'dissed. Please don't say that stuff when I'm around.

This is getting old. Can you just drop it already?

I wouldn't want anyone to say that to me. Cut it out.

It really bothers me when you _____. I'd want you to _____.

I'm not going to start with you, so don't start with me.

I know you think this is just playing around, but it crosses the line of respect.



HANDOUT 25D

Ally Pledge

Here's what I can do to be a good ally to students who are harassed, who are new at school, who are shy, or who might not have many friends.

I can _____

Signed

Date



HANDOUT 26

Quotations about Moving On in My Life

For every one of us that succeeds, it's because there's somebody there to show you the way out. The light doesn't necessarily have to be in your family; for me it was teachers and school.

Oprah Winfrey

If you don't know where you're going to, you will end up somewhere else.

Lewis Carroll, Alice in Wonderland

That's the risk you take if you change: that people you've been involved with won't like the new you. But other people who do will come along.

Lisa Alther

Every exit is an entry somewhere.

Tom Stoppard

To accomplish great things, we must not only act, but also dream; not only plan, but also believe.

Anatole France

"No" can be one of the most positive words in the world. No, I will not be defeated. No, I will not give up.

Martha Williamson

Hold fast to dreams, for if dreams die, life is a broken winged bird that cannot fly.

Langston Hughes

If Plan A isn't working, I have Plan B, Plan C, and even Plan D.

Serena Williams

Life consists not in holding good cards but in playing those you hold well.

Josh Billings

Live out of your imagination, not your history.

Stephen Covey

You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, how you can still come out of it.

Maya Angelou

How defeated and restless the child that is not doing something in which it sees a purpose, a meaning! It is by its self-directed activity that the child, as years pass, finds its work, the thing it wants to do and for which it finally is willing to deny itself pleasure, ease, even sleep and comfort.

Ida M. Tarbell

Failure is an event, not a person.

William D. Brown

Failure is more interesting than success.

Max Beerbohm

Never be bullied into silence. Never allow yourself to be made a victim. Accept no one's definition of your life; define yourself.

Harvey Fierstein



HANDOUT 27

Your Personal Statement

Prepare a two-minute personal statement that you will write and share with your advisory.

Jot responses to any of the questions below. Then decide what words and phrases most accurately describe who you are and who you want to become. There is no correct formula for writing a personal statement. How you want to express yourself is your choice.

What makes you happy?

What do you love to do?

What do you really want to learn about, become an expert at doing?

What personal talents do you want to develop and strengthen?

What three things in life matter most to you?

What do you want to accomplish in your life?

What people in life do you most admire?

What words would your friends, family, and teachers use to describe you?

What makes you different from every other person on earth?

What do you want people to remember about you?

What inspires you?

What motivates you?

What have you learned from your family about living a good life?

What will you need to do to live the life you want to live?

What keeps you going when you feel down and discouraged?

What messages or self-talk guide you through the day?

What are your hopes for your own future?

What are your hopes for the world you live in?

What do you imagine yourself doing ten years from now?

What will it take to make your dreams a reality?



HANDOUT 28

Teens and Freedom, Part I: What's Your Opinion?

This is a survey from USA WEEKEND. Over 200,000 teens took the survey that was distributed in the magazine, online, and in partnership with Channel One.

1. Today's teens have:

Too much freedom	16%
Not enough freedom	47%
The right amount of freedom	37%

2. Do you think adults today are trying to limit teens' freedoms too much?

Yes	70%
No	30%

2a. If yes, who is most responsible for the restrictions?

Parents	44%
School officials	16%
Law enforcement officials	26%
Politicians	14%

3. Do you now have the freedom to: (percentage saying yes)

Listen to whatever music you want	87%
Pick your own friends	92%
Decide how to spend your money	81%

4. Some communities are imposing curfews on teenagers at night to reduce crime. Is that:

Fair	50%
Unfair	50%

5. If you have children, will you be:

Stricter than your own parents or guardian	4%
Not as strict	44%
About the same	52%

6. Do you think public school officials should have the right to tell students what to wear at school?

Yes	21%
------------	-----

No	79%
-----------	-----

7. Which do you think should or should not be banned by school dress codes?

	Banned	Not banned
Hats	15%	85%
Baggy clothes	19%	81%
Short skirts	35%	65%
Cutoff pants	20%	80%
Exposed midriffs	42%	58%
Earrings on boys	19%	81%
Nose, lip, tongue, or eye rings	44%	56%
Clothes with gang symbols	75%	25%

8. I think uniforms in public school are:

A good idea	17%
--------------------	-----

A bad idea	83%
-------------------	-----

9. If the national anthem is played before sporting events at your school, students should:

Be required to stand	69%
-----------------------------	-----

Have the right not to stand	31%
------------------------------------	-----

10. Should public schools be allowed to lead students in prayer?

Yes	43%
------------	-----

No	57%
-----------	-----

11. Which of the following should school officials be allowed to enforce to protect students? (percentage saying yes)

Restrict foul language in writing assignments	58%
Censor what students write in the school newspaper	38%
Ban books, newspapers, and magazines considered offensive	31%
Search a student's locker for drugs or weapons without permission	58%

12. Do you think your parents trust you:

Enough	65%
Not enough	35%

13. The respect you get from your parents or guardian should be:

Earned	46%
Automatic, unless I abuse it	54%

14. Parents today should have the right to ... (percentage saying yes)

Install a V-chip in the TV to block violent or offensive shows	35%
Install a special device in the car allowing them to monitor teens' driving speed	30%
Install a computer program limiting what teens can access	36%

15. Should there be restrictions on teens' use of the Internet?

Yes	30%
No	70%

15a. If yes, which do you favor? (percentage saying yes)

There should be limits on how much time teens can spend on the Internet	28%
There should be limits on where teens can go on the Internet	87%

16. How well do you know the lyrics to the music you listen to?

Very well	61%
Somewhat well	34%
Not very well	4%
Not at all	1%

17. How well do your parents or guardian know the lyrics to the music you listen to?

Very well	12%
Somewhat well	27%
Not very well	30%
Not at all	31%

Results originally appeared in *USA Weekend Magazine's* 1997 Teen Survey: Teens and Freedom. Used by permission of *USA Weekend Magazine*.

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HANDOUT 29

Making Your Case and Defending Your Point of View

Tips for Presenting Your Ideas Effectively

1. Do you have an opener, a compelling story, incident, quote that sets the context and personalizes the problem so that the audience understands how this issue affects real people?
2. Do you define and describe the problem clearly in ways that illuminate the problem, identify what's not working, or describe what needs are not being met?
3. Have you given the audience the facts (specific examples, data, statistics, comparisons, illustrations, and anecdotes) that connect conditions and situations to real individuals and groups)?
4. Have you told the audience why doing something is important? What might happen if nothing is done or nothing changes? How does this problem affect students, the school, or the larger community?
5. Have you shared suggestions for solutions? Do you compare this solution to other possible solutions? Why is this a better idea? What needs to be done? What is the plan? Who will make it happen? How much will it cost? Where will the money come from?
6. Have you made an appeal to your audience? What do you want your audience to think about, reconsider, or do after they listen to your speech?



H A N D O U T 30A

This Is Your Life as an Adolescent!

I was born in _____ (year).

1. What I like most about school is _____

2. What I like least about school is _____

3. The three most serious discipline problems at school are:

4. What are the most popular hair styles and fashion trends among your friends?

5. What are the fashion trends that make your parents crazy?

6. What's your favorite music or musical group? _____

7. How many telephones are in your house? _____
How many TVs? _____ How many cars in your family? _____
What is the latest electrical gadget that everyone wants? _____
8. Who is a public figure you admire or want to be like? _____

9. What are the popular slang words and phrases that your crowd uses?

10. What do you do for fun on weekends? Where do you hang out? _____

11. What clubs, groups, and organizations do you belong to?

12. What is your favorite radio or TV show?

13. What book or magazine have you been reading lately? _____

14. How old were you when you had your first date? _____

15. Do you get an allowance? How much? _____

16. How are you most often punished? What consequences do you have for messing up?

17. What do you do that bothers your parents/guardians/extended family the most? _____

18. What worries you the most growing up? _____

19. Are there any issues or problems in society that trouble you right now? If so, what are they? _____

20. What are two or three phrases or expressions that you hear from your family over and over again? _____



H A N D O U T 30B

This Was Your Life as an Adolescent!

I was born between 1. 1926 - 1935 2. 1936 - 1945 3. 1946 - 1955
 4. 1956 - 1965 5. 1966 - 1975 6. 1976 - 1985

Think back to when you were a teenager—when you were between 13 and 18 years old.

1. What I liked most about school was _____

2. What I liked least about school was _____

3. The three most serious discipline problems at school were:

4. What were the most popular hair styles and fashion trends among your friends?

5. What were the fashion trends that made your parents crazy?

6. What was your favorite music or musical group? _____

7. How many telephones were in your house? _____
How many TVs? _____ How many cars in your family? _____
What was the latest electrical gadget that everyone wanted? _____
8. Which public figure did you admire or want to be like? _____

9. What were the popular slang words and phrases that your crowd used?

10. What did you do for fun on weekends? Where did you hang out? _____

11. What clubs, groups, and organizations did you belong to?

12. What was your favorite radio or TV show?

13. What was a favorite book or magazine? _____

14. How old were you when you had your first date? _____

15. Did you get an allowance? How much? _____

16. How were you most often punished? What were the consequences for messing up?

17. What did you do that bothered your parents/guardians/extended family the most? _____

18. What worried you the most growing up? _____

19. Were there any issues or problems in society that troubled you then? If so, what were they? _____

20. What were two or three phrases or expressions you heard from your family over and over again?



HANDOUT 31

Quotations about Living in the Real World

You have to stand for what you believe in. And sometimes you have to stand alone.

Queen Latifah

Our character is what we do when we think no one is looking.

H. Jackson Brown, Jr.

I was taught that the world had a lot of problems; that I could struggle and change them; that intellectual and material gifts brought the privilege and responsibility of sharing with others less fortunate; and that service is the rent each of us pays for living.

Marian Wright Edelman

A loving person lives in a loving world. A hostile person lives in a hostile world. Everyone you meet is your mirror.

Ken Keys

The least I can do is speak out for those who cannot speak for themselves.

Jane Goodall

Its name is Public Opinion. It is held in reverence. It settles everything. Some think it is the voice of God.

Mark Twain

There's a world of difference between truth and facts. Facts can obscure truth.

Maya Angelou

The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy.

Martin Luther King, Jr.

We are living beyond our means. As a people, we have developed a lifestyle that is draining the earth of its priceless and irreplaceable resources without regard for the future of our children and people all around the world.

Margaret Mead

We are citizens of the world. And the tragedy of our times is that we do not know it.

Woodrow Wilson

One isn't necessarily born with courage, but one is born with potential. Without courage, we cannot practice any other virtue with consistency. We can't be kind, true, merciful, generous, or honest.

Maya Angelou

Most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no hope at all.

Dale Carnegie

The problems that exist in the world today cannot be solved by the level of thinking that created them.

Albert Einstein

The refusal to listen is the first step toward violence.

Martin Luther King, Jr.

Everybody has a piece of the truth.

Gandhi

The most violent element in society is ignorance.

Emma Goldman

What you need is sustained outrage ... there's far too much unthinking respect given to authority.

Molly Ivins

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

John F. Kennedy

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

Margaret Mead

In every deliberation, we must consider the impact of our decisions on the next seven generations, on those faces who are yet beneath the ground.

*The Great Law of the Six Nations,
Iroquois Confederacy*

There are no warlike peoples—only warlike leaders.

Ralph Bunche

There can be no daily democracy without daily citizenship.

Ralph Nader

It just seems to me that as long as we are both here, it's pretty clear that the struggle is to share the planet, rather than to divide it.

Alice Walker

Nothing can bring you peace but yourself.

Ralph Waldo Emerson

My definition of a free society is a society where it is safe to be unpopular.

Adlai E. Stevenson

You can't hold a man down without staying down with him.

Booker T. Washington

The only thing necessary for evil to triumph is for good men to do nothing.

Edmund Burke



H A N D O U T 32A

Places and Institutions in Public Life

Some Examples...

Civic Life — Municipal services (police, fire department, courts, judicial services, trash collectors, street and sewer maintenance, etc.); government offices and agencies, post offices, armed services; political action organizations, initiatives, and campaigns; safety and consumer protection organizations and regulatory agencies; housing authorities; planning and development agencies

Human and Health-Care Services — public housing, social agencies, hospitals, clinics, medical research and technology labs, doctors' offices, services for children, families, people with disabilities, and the elderly, rehabilitation services

Spiritual Life — churches, synagogues, mosques, funeral homes, retreat and spiritual centers

Economic Life — places of employment; professional, trade, and labor associations; commercial, service and industrial properties, banks, restaurants, shopping areas

Media — TV (commercial, public, and cable), radio, newspapers, movies, magazines, billboards

Education — preschools, public, private, and parochial schools, college, universities, and other higher education and vocational institutions, community education centers, public awareness initiatives

Cultural, Recreational, and Voluntary Organizations — parks, green spaces, recreational centers, theaters, arenas, performing arts and visual arts centers, libraries, YMCA, camps, museums, historical, architectural, preservation, and cultural heritage organizations



HANDOUT 32B

Mapping Public Life

1. Using the handout “Places and Institutions in Public Life,” make a list of all the specific places and institutions that are part of public life in your community, linking them to the roles that citizens play in these places and institutions. Make sure to include specific places and institutions that you are familiar with, places and institutions that you and your family visit and participate in. Since you will be mapping these places later, you need to know their location.

Place or institution	Location in your community	The roles that citizens play in this place or institution

2. Using any phone books and directories available, categorize the various kinds of youth services and centers found in your community. Then make a map legend that categorizes these places and identify their location on a community map.



HANDOUT 32C

Exploring Public Life (Commerce and Business)

Group 1: Document the commercial and business life of your community and the public spaces, “street furniture,” and signage found there.

1. Using street maps, “yellow pages,” and any other community directories from the Chamber of Commerce or other organizations, identify and locate two or three locations or streets in your community that contain the most commercial and business activity. On three separate sheets, list the commercial and business places in each location.
2. Using the lists and locations generated in 1, brainstorm three lists:
 - What can you photograph that will give people a vivid picture of “public life” (people, places, and spaces) in these locations?
 - What kinds of free documents and “artifacts” do you think you can get from various places that you can attach to your map? (For example, you can get boxes and containers of products sold, menus, business cards, etc.)
 - If your group has \$20.00, what kinds of “artifacts” could you purchase that would help illustrate places, products, and services that you find in your exploration. These “artifacts” need to be small enough to attach to the map that you create. (For example, you might find a post card of something in your community or purchase a “part” or inexpensive item that illustrates various services offered or products sold in the places you visit.)
3. Create “people on the street” questions that will help you understand what people think of your community. For example, “What are the two best things and the two worst things about this community?” or “In three words, how would you describe your community?” or “What’s one change you would recommend that would make this community a better place to live?”
4. Create questions you can use to interview owners and employees of commercial and business places you visit. What kinds of information will give you a good picture of the history and “health” of business and commerce in your community?



HANDOUT 32D

Exploring Public Life (Culture, Education, Recreation, and Spiritual Life)

Group 2: Document the cultural, educational, recreational, and spiritual life of your community.

1. Using street maps, “yellow pages,” and any other community directories, identify and locate three or four locations or streets in your community that contain the most cultural, educational, recreational, and religious institutions. On separate sheets, list the specific places found in each location.
2. Using the lists and locations generated in 1, brainstorm two lists:
 - What can you photograph that will give people a vivid picture of “public life” (people, places, and spaces) in these locations?
 - What kinds of free documents and “artifacts” do you think you can get from various places that you can attach to your map? (For example, you can get newsletters, schedules, announcements, business cards, etc.)
3. Create questions directed to members, participants, and volunteers who are part of these institutions and organizations. Frame questions that will help you understand what people think about these institutions and their roles in your community. For example, “How does this place _____ make this community a good place to live?” or “What are your reasons for membership or participation in this institution?” or “What’s one change that would help this institution serve the community better?”
4. Create questions you can use to interview employees of the places you visit. What kinds of information will give you a good picture of the history and “health” of these institutions and organizations?



H A N D O U T 32E

Exploring Public Life (Human Resources and Health Care)

Group 3: Documenting the human resources and health-care services in your community

1. Using street maps, “yellow pages,” and any other community directories, identify and locate three or four locations or streets in your community that contain the most human and health care services and institutions. On separate sheets, list specific places found in each location.
2. Using the lists and locations generated in 1, brainstorm two lists:
 - What can you photograph that will give people a vivid picture of “public life” (people, places, and spaces) in these locations?
 - What kinds of free documents and “artifacts” do you think you can get from various places that you can attach to your map? (For example, you can get newsletters, schedules, announcements, business cards, etc.)
3. Create questions directed to consumers of various services and volunteers who participate in these institutions and organizations. Frame questions that will help you understand what people think about these institutions and their roles in your community. For example, “How does this institution_____ make this community a good place to live?” or “What are your reasons for using this service?” or “What’s one change that would help this institution serve the community better?”
4. Create questions you can use to interview employees of the places you visit. What kinds of information will give you a good picture of the history and “health” of these institutions and organizations?



H A N D O U T 32F

Exploring Public Life (Civic Institutions)

Group 4: Documenting the “civic life” in your community (local, state, and federal government institutions that provide benefits and services to the public)

1. Using street maps, “blue pages,” and any other community directories, identify and locate three or four locations or streets in your community that contain the most government offices, services, and institutions. On separate sheets, list specific places found in each location. Be sure you identify each place as part of the local, state, or federal government.
2. Using the lists and locations generated in 1, brainstorm two lists:
 - What can you photograph that will give people a vivid picture of “public life” (people, places, and spaces) in these locations?
 - What kinds of free documents and “artifacts” do you think you can get from various places that you can attach to your map? (For example, you can get newsletters, schedules, announcements, business cards, etc.)
3. Create questions directed to consumers of various services and volunteers who participate in these government services and programs. Frame questions that will help you understand what people think about these institutions and their roles in your community. For example, “How does this institution/service/program benefit you and make this community a good place to live?” or “What are your reasons for using this service or participating in this program?” or “What’s one change that would help this institution serve the community better?”
4. Create questions you can use to interview employees of the places you visit. What kinds of information will give you a good picture of the history of these places in your community and the successes, controversies, and challenges that they face?



HANDOUT 33

How do you like to learn? What do you like to do?

Are there one or two intelligences where you are a match for almost every statement in the list?

What statements most closely reflect learning tasks that you find particularly appealing or feel like a natural fit for you?

What statements reflect learning tasks that are difficult or boring for you?

Logical/Mathematical

- I like solving logic puzzles.
- I like working with numbers and solving problems with numbers.
- I like to do experiments.
- I like to estimate things and make predictions.
- I like to use tools and equipment.
- I like to reason things out and look for solutions to problems.
- I like to label, order, and categorize information.
- I like working with theories and models.
- I like to design programs on the computer.
- I like things to be logical and orderly.
- I like sorting out and analyzing data.
- I like statistics.
- I like having structures and formulas that will help me get the right answer.
- I like playing games that require strategy.
- I like finding evidence and proving that something is correct.
- I like making lists.
- I like to know how things work.

Kinesthetic

- I like doing things with my hands.
- I like testing my physical strengths and skills.

- I like working with tools and equipment to make and fix things.
- I feel more myself when I'm active, moving, playing, or exercising.
- I like to dance.
- I like to play sports.
- I take care of my body and I'm interested in doing things that keep me healthy.
- I like to perform in plays and skits.
- I like to try out and test things by physically doing something.
- I like to create movements or gestures as a way to remember or give something meaning.
- I like expressing myself physically.
- I prefer doing something rather than reading about it or listening to an explanation of it.

Interpersonal

- I like hanging out with my friends.
- I like to work with others to learn something.
- I'm good at working out conflicts and differences with others.
- I like parties and gatherings with friends or family.
- I like to organize and plan activities and events.
- I'm good at communicating my needs and feelings to others.
- I like helping others.
- I like being a leader.

- I like to figure out what makes people do what they do.
- I like being part of a team or group that has a purpose.
- I'm sensitive to the moods and feelings of others.
- I make friends pretty easily and get along with most people.
- I like to talk to others before making a decision.
- I'm a good participant in a group.
- I like meeting new people in different settings.
- I like learning about different people and cultures.

Naturalist

- I feel more myself when I'm outside in nature.
- I like learning about the natural world.
- I like animals and I like to take care of them.
- I like plants and gardening.
- I'm tuned in to the sensory world outside (water, sky, outdoor sounds and smells, weather, the earth).
- I like to camp, walk, hike, climb, canoe, sail, etc.
- I like to spend time outdoors by myself.
- I like to observe the natural world in different settings in all its detail.
- I connect other things to nature images and analogies.

- I like exploring new places.
- I like returning to the same place over and over to see what's changed.
- I like to see the connections between living things.
- I like doing field studies in the natural environment.

Visual/Spatial

- I like to draw, paint, or create three-dimensional forms.
- I like to look at art, architecture, and the built environment.
- I like to work with color, pattern, space, and form.
- I like to present things visually using pictures, charts, graphs.
- I like to do lettering and calligraphy.
- I like to design things.
- I remember things by creating mental pictures and images.
- I like to spend time imagining things.
- I like to transform objects and spaces into something new.
- I can find my way around different spaces and environments easily.
- I notice details about the spaces I'm in.
- I like solving spatial and pattern puzzles.
- I like making maps and diagrams.

Musical/Rhythmic

- I like listening to music.
- I play a musical instrument.
- It's easy for me to remember musical lyrics.

- I find myself looking for a beat, trying to discover the rhythm of things.
- I like to sing.
- I can recognize different kinds of music and different composers.
- I like participating in musical performances.
- I like attending musical performances.
- I remember things by making up a song.
- I like to hum or whistle or have music playing when I'm working.
- I like creating rhymes and sayings that have a beat.
- I like practicing a musical piece until I get it right.

Verbal/Linguistic

- I like the experience of reading.
- I like writing things as a way of remembering.
- I like learning new words and exploring their meaning.
- I like playing with words and making up words.
- I like explaining things to others.
- I like discussing issues with others.
- I like telling stories and making up stories.
- I like poetry.
- I like to write poetry.
- I like creative writing where I can express myself in words.
- I like to write reports and essays.
- I like learning languages.

- I prefer listening to or reading about something, rather than watching something or actually doing something physical.
- I like making a good argument.
- I like word games.
- I like listening to stories.
- I like crafting a good sentence.
- I like to analyze and discuss literature.

Intrapersonal

- I like to spend time thinking by myself.
- I am very aware of my own moods and feelings.
- I like being alone.
- I like working independently.
- It's easy for me to make goals for myself and accomplish them.
- I usually know what's the right decision for me without asking others.
- I trust my own judgment.
- I feel comfortable "in my own skin."
- I know who I am and like who I am.
- I have a good sense of what works for me and what doesn't.
- I like sitting back and watching and observing others.
- I like reflecting about what I've done and experienced.
- I like to write my thoughts in a journal.
- I like school work that has a personal meaning for me.