7TH GRADE CHARACTER DEVELOPMENT WORKSHOPS
(2015 – 2016)
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7th Grade Character Development Workshops – Introduction

Background and Mission

Students in the seventh grade, like all middle school students, face many challenges in their daily and personal lives. Their bodies and minds are rapidly changing and developing. They often struggle with finding out who they are as individuals and how they fit in with the world around them, especially as they straddle the line between being children and being young adults. They must navigate a variety of relationships, including those with friends, parents, teachers, and most importantly, themselves. Moreover, they must do all of this while trying to balance academics, extra-curricular commitments, and time with family and friends.

The goal of the seventh grade character development workshops is to help students cultivate useful and meaningful strategies for successfully managing these different challenges in their lives in a way that makes them feel both empowered and valued as individuals.

Input from MS Faculty

The middle school faculty collaborated on a list of five topics that they feel should be a priority during the seventh grade workshops:

- Conflict Resolution, both for internal and external conflicts
- Managing and overcoming stress and anxiety
- Making choices and accepting responsibility (Behavior and messages)
- Fostering positive relationships and friendships
- Body Image and Health

Faculty members also noted that there should be some flexibility in the workshops to address issues as they arise or to meet the unique needs of the class as a whole. They likewise suggested that some of the philosophy and practices of “mindfulness” and “social and emotional learning” be incorporated into the workshops.

When discussing the logistics of the program, the MS faculty agreed that the workshops should be held during elective time with a goal of six workshops throughout the year. They also agreed that advisory time should be used to conduct follow-up activities in the days after each workshop in order to maximize the impact of the workshops.
The Role of the Law Enforcement Chaplaincy Sacramento

The first major task in developing the seventh grade workshops was to find professional counselors to work with the students and/or help lead the workshops. The chaplaincy services with the Sacramento Sheriff’s Department was chosen to fulfill this role due to its team of dedicated and thoughtful chaplains, each of whom receives extensive training in counseling people of all ages and backgrounds. While the agency’s primary function is to “provide on-scene emotional crisis response,” especially in the “aftermath of grief and loss,” it also provides counseling services to individuals and organizations in the community at large. Teresa Heath, the Head of the Chaplaincy’s School Development Program, agreed to lead the seventh grade character development workshops with the assistance of her team members and SCDS faculty members.

Sean Covey’s The 7 Habits of Highly Effective Teens

Upon learning more about the ideas and goals of SCDS’s seventh grade program, Chaplain Teresa suggested using The 7 Habits of Highly Effective Teens as a basic blueprint for the workshops. (See Appendix.) This book is a fabulous resource for helping young adults navigate relationships with friends and family, solve both internal and external conflicts, manage stress and anxiety, and basically take charge of their own lives. It also incorporates many of the same ideas found in the philosophy and practice of "mindfulness." Based on the feedback provided during the faculty meetings, it seemed like a natural fit for the mission of the seventh grade program. Moreover, the strategies and ideas presented in the book can be easily combined with other resources and tailored to the specific needs of our students.
The Workshops

Five seventh grade workshops have been scheduled for the 2015-16 school year:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Workshop and Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship with Self</td>
<td>WORKSHOP 1:</td>
<td>• Introduction to the purposes of the Workshops</td>
</tr>
<tr>
<td></td>
<td>Tuesday, 9/8/15 (elective 1)</td>
<td>• Symptoms of stress, triggers, and experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understanding your “paradigm”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reactive vs. Proactive Responses</td>
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<tr>
<td></td>
<td></td>
<td>• What are your principles?</td>
</tr>
<tr>
<td></td>
<td>WORKSHOP 2:</td>
<td>• Relationship with Self: “Personal Bank Account” (internal conflicts);</td>
</tr>
<tr>
<td></td>
<td>Monday, 11/16/15 (elective 2)</td>
<td>negative self talk; mindfulness</td>
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<tr>
<td></td>
<td></td>
<td>• Managing and understanding circumstances and personal choices</td>
</tr>
<tr>
<td>Relationships with Others</td>
<td>WORKSHOP 3:</td>
<td>• Understanding your different relationships: How we help/hurt others (power we have in relationships); Others’ Paradigms; Active Listening and Self-Advocacy (managing expectations)</td>
</tr>
<tr>
<td></td>
<td>Monday, 1/25/16 (elective 1)</td>
<td></td>
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<tr>
<td></td>
<td>WORKSHOP 4:</td>
<td>• Relationships with others: &quot;Relationship Bank Account&quot;; “Think Win-Win” and relationship conflict resolution; Synergy</td>
</tr>
<tr>
<td></td>
<td>Monday, 3/14/16 (elective 2)</td>
<td></td>
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<tr>
<td>Food for Thought</td>
<td>WORKSHOP 5:</td>
<td>• Body Image: managing expectations; negative self-talk; caring for self (relationship with self)</td>
</tr>
<tr>
<td></td>
<td>Monday, 5/2/16 (elective 1)</td>
<td>• Nutritional needs of teens</td>
</tr>
</tbody>
</table>
7th Grade Character Development Program

Workshop Lesson Plans and Advisory Follow-Up Activities
Lesson Plans:

Workshop 1 – Tuesday, September 8, 2015 (elective 1)

THEME: Relationship with Self

TOPICS and ACTIVITIES:

- Introduction to the purposes of the workshops
- Symptoms of stress, triggers, and experiences—use last two points in “How to treat stress” as lead to next point (Know your stress triggers and have strategies ready for managing them; Take care of yourself, and take time for yourself.)
- Understanding your “paradigm” and your personal strengths and weaknesses—Statue of Liberty Graphics
  - Rhetorically ask students, “Are your paradigms helping or hindering you?”—lead to the next point (changing the way we view and respond to events and others)
- Reactive vs. Proactive responses—groups discuss scenarios and proactive vs. reactive responses; discuss managing and understanding circumstances and personal choices
- What are your principles?—define “principle” and how living a principle-centered life can help one manage stress and make decisions
WORKSHOP 1
Handouts, Activities, and Graphics
For student Response:

<table>
<thead>
<tr>
<th>What is “stress”?</th>
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<tbody>
<tr>
<td>What is the difference between “good stress” and “bad stress”?</td>
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<table>
<thead>
<tr>
<th>Symptoms of “Bad Stress”</th>
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</table>

<table>
<thead>
<tr>
<th>“Bad Stress” Triggers</th>
<th></th>
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</thead>
</table>

| How to Treat Stress/ How to Get Help Managing Stress |  |
For Discussion:

<table>
<thead>
<tr>
<th>What is “stress”?</th>
<th>Mental or emotional strain or tension. “Good stress” may spur you to action, motivate you, or energize you. “Bad stress” may cause you to feel overly troubled, anxious, worried, or pressured.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the difference between “good stress” and “bad stress”?</td>
<td><strong>Symptoms of “Bad Stress”</strong> Stress can affect many areas of a person’s life, including emotions, ability to think clearly, and physical health. Stress may cause</td>
</tr>
<tr>
<td></td>
<td>• agitation, frustration, and moodiness</td>
</tr>
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<td></td>
<td>• a feeling of being overwhelmed</td>
</tr>
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<td></td>
<td>• difficulty with relaxing or quieting the mind</td>
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<td>• feelings of loneliness or depression (feeling bad about yourself and others)</td>
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<td></td>
<td>• low energy</td>
</tr>
<tr>
<td></td>
<td>• headaches</td>
</tr>
<tr>
<td></td>
<td>• upset stomach</td>
</tr>
<tr>
<td></td>
<td>• frequent illness</td>
</tr>
<tr>
<td></td>
<td>• inability to sleep</td>
</tr>
<tr>
<td></td>
<td>• tense, aching muscles</td>
</tr>
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<td></td>
<td>• racing thoughts</td>
</tr>
<tr>
<td></td>
<td>• constant worrying</td>
</tr>
<tr>
<td></td>
<td>• forgetfulness</td>
</tr>
<tr>
<td></td>
<td>• inability to focus</td>
</tr>
<tr>
<td></td>
<td>• poor judgment</td>
</tr>
<tr>
<td></td>
<td>• changes in appetite</td>
</tr>
<tr>
<td></td>
<td>• procrastination or avoiding responsibilities</td>
</tr>
<tr>
<td><strong>“Bad Stress” Triggers</strong></td>
<td>Major changes; loss; a chaotic environment; unpredictable events; large amount of work; social conflicts; arguments or problems with friends or family</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **How to Treat Stress/ How to Get Help Managing Stress** | Don’t keep it to yourself—speak with a trusted friend, parent, teacher, or family member  
Speak with your doctor or seek help from a counselor.  
Know your stress triggers and have strategies ready for managing them.  
Take care of yourself, and take time for yourself. |
What is the picture on this page? How do you know?
Here’s a more complete picture. Is the picture what you thought it was?

Your paradigm is your perception of the way things are. Sometimes paradigms are inaccurate or incomplete. A paradigm shift occurs when you experience a change in the way you see something, or you change your point of view.
**Proactive vs. Reactive Responses**

Reactive response – making a choice or reacting to a situation based on impulse

Proactive response – making a choice or responding to a situation based on values; thinking before acting; taking control of a situation

<table>
<thead>
<tr>
<th>SCENARIO #1</th>
</tr>
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<tbody>
<tr>
<td>You just found out that a good friend has been talking behind your back.</td>
</tr>
</tbody>
</table>

**Possible Reactive Response(s):**

**Possible Proactive Response(s):**

<table>
<thead>
<tr>
<th>SCENARIO #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>You’re excited to get your history test back because you think you did really well; then you get it back and find that you earned a C.</td>
</tr>
</tbody>
</table>

**Possible Reactive Response(s):**

**Possible Proactive Response(s):**
<table>
<thead>
<tr>
<th>SCENARIO #3</th>
</tr>
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<tbody>
<tr>
<td>You made plans to go to the park with friends to have a picnic, and you're really looking forward to the day; however, you wake up that morning and discover that it's raining heavily.</td>
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<tr>
<td>Possible Reactive Response(s):</td>
</tr>
<tr>
<td>Possible Proactive Response(s):</td>
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<tr>
<th>SCENARIO #4</th>
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<tbody>
<tr>
<td>You attend try-outs for a competitive team that you're dying to join. The next day, you receive an email from the coach letting you know that you didn't get selected.</td>
</tr>
<tr>
<td>Possible Reactive Response(s):</td>
</tr>
<tr>
<td>Possible Proactive Response(s):</td>
</tr>
<tr>
<td>SCENARIO #5</td>
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<tr>
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<tr>
<td>You receive a rude text from a friend that hurts your feelings.</td>
</tr>
</tbody>
</table>

Possible Reactive Response(s):

Possible Proactive Response(s):

<table>
<thead>
<tr>
<th>SCENARIO #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>You tear the house apart looking for your favorite hoodie; you can't find it anywhere, and you really want to wear it to school. You end up going to school without it. Later that afternoon, your sister walks in the house, and what is she wearing? Your hoodie!</td>
</tr>
</tbody>
</table>

Possible Reactive Response(s):

Possible Proactive Response(s):
SCENARIO #7
Your really want to see the new movie at the theatre with your friends, but your parents won’t let you go because they think the movie is not appropriate for someone your age.

Possible Reactive Response(s):

Possible Proactive Response(s):

SCENARIO #8
You wear your one of your favorite shirts to school even though you know it doesn’t follow the dress code. The principal sees you at lunch time, notices your shirt, and gives you a detention.

Possible Reactive Response(s):

Possible Proactive Response(s):
**PRINCIPLE** – a basic truth, idea, or belief that guides you.

**Examples:**
- fairness
- hard work
- honesty
- kindness

Living a principle-centered life will help you in all other areas of your life. It will help you overcome difficulty, meet challenges, make tough decisions, and create strong relationships.
WORKSHOP 1
Follow-Up Activities
for
Advisories
WORKSHOP 1

SUGGESTED ADVISORY FOLLOW UP ACTIVITIES – Day 1

1. Workshop Debrief—open discussion about workshop one: Thoughts? Opinions? What did you learn, or what did it cause you to think about?
2. Learn About Yourself Quiz: What Color Are You?
   - Discuss: What does the quiz tell you about your strengths and areas of improvement? Why is it helpful to know this information? (paradigms)

SUGGESTED ADVISORY FOLLOW UP ACTIVITIES – Day 2

1. Revisit previous day’s quiz, if needed.
2. Brainstorm a list of principles that are important to you (possible responses include honesty, service, love, loyalty, hard work, patience.)
   - Think some difficult situations students face—which of their principles could they apply to help solve the problem? (Revisit scenarios from workshop)
   - The next time you’re in a tough situation and don’t know what to do, ask yourself, “What principle should I apply?”
   - Note that making decisions based on principles will help students be proactive instead of reactive.
A personality test is completed to yield a description of an individual’s distinct personality traits. In most instances, your personality will influence relationships with your family, friends, and classmates and contribute to your health and well being. Teachers can administer a personality test in class to help your children discover their strengths and developmental needs. The driving force behind administering a personality test is to open up lines of communication and bring students together to have a higher appreciation for one another. A personality test can provide guidance to teachers of what teaching strategies will be the most effective for their students.

**Personality test can benefit your students by:**

- Increasing productivity
- Improving relationships with classmates
- Helping students realize their full potential
- Identifying teaching strategies for students
- Helping students appreciate other personality types

One of the most popular personality tests is the True Colors Personality Test. This personality test asks a series of questions to rate likes and dislikes. The test will then denote one’s personality as blue, green, orange, or gold. A person may be a combination of two colors, but will usually exhibit one primary color. A personality test is not a complete measure of one’s personality, but it allows one to better understand his/her personality attributes. Many people will operate as one primary color for the most part, but high levels of stress and other environmental factors can shift their personality type for short intervals.
Exploring Your Colors

Below are 11 incomplete sentences that describe people. Each sentence has four possible endings. Give four points to the phrase that is “most like you,” three points to the phrase that is “next most like you,” two points to the next phrase, and one point to the phrase that is “least like you.”

Use the sentences below to describe your personality.

1. When I make decisions:
   ______ a. I do it quickly and go with the first impressions.
   ______ b. I think about it, consider the options and then decide.
   ______ c. I listen to my feelings and consider how my decisions will affect others.
   ______ d. I take it seriously and always try to make the right decision.

2. The best way for others to show me they care about me is to:
   ______ a. Do fun things with me.
   ______ b. Give me space to be myself.
   ______ c. Spend time with me doing whatever.
   ______ d. Do what I want to do; not let me down or go back on their word.

3. When I’m with my friends, I like to provide:
   ______ a. The excitement; the fun; the jokes.
   ______ b. Questions; answers; a logical way of looking at things.
   ______ c. Concern for others; a lot of caring.
   ______ d. The planning; a sense of security; a good standard.

4. I like to:
   ______ a. Act on a moment’s notice; do risky things.
   ______ b. Provide answers or give thought to people’s questions.
   ______ c. Help maintain a sense of harmony and togetherness.
   ______ d. Be responsible, dependable, and helpful to others.
5. One thing I am really good at is:
   _____ a. Acting courageously.
   _____ b. Thinking.
   _____ c. Being sensitive.
   _____ d. Organizing.

6. Friends who know me best would say that I am:
   _____ a. Competitive.
   _____ b. Reserved, thoughtful.
   _____ c. Emotional, friendly.
   _____ d. Neat, prepared.

7. My basic approach to life is:
   _____ a. To take one day at a time and have fun.
   _____ b. To figure out what life is all about.
   _____ c. To help others and be happy and succeed.
   _____ d. To plan for the future and make it as good as possible.

8. When I am feeling discouraged or “down in the dumps”:
   _____ a. I often become rude, mad, or sometimes even mean.
   _____ b. I withdraw, don’t talk very much, and try to think my way out of the problem.
   _____ c. I feel emotional, am sad, and usually like to talk it over with someone close to me.
   _____ d. I try to figure out what’s causing the problem and fix it.

9. I feel good about myself when:
   _____ a. I can do things that are difficult.
   _____ b. I can solve problems or figure things out.
   _____ c. I can help other people.
   _____ d. I am appreciated or rewarded for things I do.

10. Teachers at school who see me when I’m on my best behavior might describe me as:
    _____ a. Rowdy or a little wild.
    _____ b. Arrogant.
    _____ c. Talkative.
    _____ d. Someone who wants things my way; dominant; worrying.
11. Most of my teachers at school would probably describe me as:

   _____ a. Charming, a natural leader, clever, someone who is fun to have around.
   _____ b. Thoughtful, someone who has good answers, someone who likes to figure out problems.
   _____ c. Nice, friendly, someone who gets along with other students and is helpful to the teacher and others.
   _____ d. Neat, organized, prepared, someone who does assignments and is a good student.

Rank each number as 4, 3, 2, 1; where 4 is the one most like you and 1 is the least like you.
Total your columns and place your results in the blanks below.

______  a.  Orange
______  b.  Green
______  c.  Blue
______  d.  Red

What is your first color?  What is your second color?
### Are you... **Orange?**

<table>
<thead>
<tr>
<th>Words that describe you:</th>
<th>People-oriented, expressive, friendly, talkative, generous, optimistic, fun-loving, curious, carefree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A full description of your personality:</strong></td>
<td>You are the glue that holds groups together. You are outgoing and fun-loving, and you enjoy conversations and talking. You probably have a large and diverse group of friends. Orange personality types like independence and freedom. They are often physically coordinated and tend to enjoy team sports and activities. You may</td>
</tr>
<tr>
<td></td>
<td>• like to share interests and activities with others</td>
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<tr>
<td></td>
<td>• give extravagant gifts to bring pleasure to loved ones</td>
</tr>
<tr>
<td></td>
<td>• have trouble fitting into the school routine</td>
</tr>
<tr>
<td></td>
<td>• learn by experience rather than listening or reading</td>
</tr>
<tr>
<td></td>
<td>• feel motivated by a competitive nature and sense of fun</td>
</tr>
<tr>
<td><strong>Things that are likely to frustrate you or cause stress in your life:</strong></td>
<td>Rules, having the same routine, deadlines, having too much structure, feeling that you have too much work or responsibility</td>
</tr>
<tr>
<td><strong>On a bad day, you might...</strong></td>
<td>Become rude, act out, quit or drop out, feel like running away, make quick decisions without a lot of thought</td>
</tr>
<tr>
<td><strong>Some things that may cause problems for you:</strong></td>
<td>Ignoring the rules, lack of planning, being quick-tempered, speaking before thinking</td>
</tr>
</tbody>
</table>
Are you... **Green**?

<table>
<thead>
<tr>
<th>Words that describe you:</th>
<th>detail-oriented, precise, controlled, cool and calm, logical, thoughtful, creative</th>
</tr>
</thead>
<tbody>
<tr>
<td>A full description of your personality:</td>
<td>You like to do things right the first time, and you like to be thorough. You tend to be very orderly—you probably have a neat locker and organized notebooks. Others often perceive you as a “neat freak.” You would make a wonderful treasurer, secretary, or club leader. You will keep your group organized! You are an independent thinker who enjoys work and new challenges, and you likely enjoy finding new ways to do routine things. Green personality types may have a difficult time expressing feelings and may be uneasy about emotions. You may</td>
</tr>
<tr>
<td></td>
<td>• feel older than your years • like to focus on things that are mentally stimulating • be impatient with drills • question authority</td>
</tr>
<tr>
<td>Things that are likely to frustrate you or cause stress in your life:</td>
<td>Routine tasks, small talk, illogical arguments, new social situations, feeling a lack of control</td>
</tr>
<tr>
<td>On a bad day, you might...</td>
<td>Have a hard time making a decision, have a hard time cooperating with others, become overly sarcastic, turn a cold shoulder to others, become critical of yourself and others</td>
</tr>
<tr>
<td>Some things that may cause problems for you:</td>
<td>Avoiding making new friends or being social, difficulty in “going with the flow” or adjusting to change, being too independent</td>
</tr>
<tr>
<td>Words that describe you:</td>
<td>creative, freethinking, sincere, loyal, caring, perceptive, understanding, open-minded</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| A full description of your personality:          | You may prefer to be alone or have one or two other “blue” friends. You are very innovative, and are good at coming up with ideas. You tend to be quiet in a group and don’t usually run with the pack. You often like to influence others to help their lives; you might choose a career in the arts, education, or other “helping” professions. Blue personality types seek balanced relationships and enjoy small gestures of love. You may  
  • have an active imagination  
  • have difficulty fitting into school life  
  • react sensitively to rejection  
  • prefer encouragement to competition |
<p>| Things that are likely to frustrate you or cause stress in your life: | Dishonesty, lack of communication, sarcasm, broken promises, criticism, conflict, violence |
| On a bad day, you might...                      | Fantasize or daydream, withdraw and hope that others will approach you, feel that others don’t like you |
| Some things that may cause problems for you:    | Lack of planning, avoiding conflict at all costs, burying or hiding your feelings |</p>
<table>
<thead>
<tr>
<th>Are you...<strong>Red</strong>?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words that describe you:</strong></td>
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<tr>
<td><strong>A full description of your personality:</strong></td>
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<tr>
<td><strong>Things that are likely to frustrate you or cause stress in your life:</strong></td>
</tr>
<tr>
<td><strong>On a bad day, you might...</strong></td>
</tr>
<tr>
<td><strong>Some things that may cause problems for you:</strong></td>
</tr>
</tbody>
</table>
Lesson Plans:

Workshop 2 – Monday, November 16, 2015 (elective 2)

THEME: Relationship with Self

TOPICS and ACTIVITIES:

- “Personal Bank Account” and internal conflicts; negative self-talk; mindfulness
  - Students brainstorm list of the most important relationships in their lives (type students’ answers on screen)
  - Discuss importance of relationship with self; having a positive relationship with self will help one overcome stress and adversity, meet challenges, make tough decisions, and create good relationships with others
  - Eliminating Negative self-talk: students write negative things they say to themselves on index card (collect and read aloud anonymously); students then write positive things about themselves on a separate card (collect and read aloud anonymously)—how much harder was it to come up with positive things to say about yourself? Why?
  - Other ways to care for self: make deposits into personal bank account (graphic on screen); mindfulness (define and try)
WORKSHOP 2
Handouts, Activities, and Graphics
**Brainstorm!**

The most important relationships in my life are with...
The Personal Bank Account (PBA)

How you feel about yourself is called your “Personal Bank Account.” Just like a checking or savings account at a bank, you can make deposits into or withdrawals from your PBA by the things you think, say, and do.

**EXAMPLE OF A DEPOSIT:**
You stick to a commitment you’ve made to yourself, making you feel in control and accomplished.

**EXAMPLE OF A WITHDRAWAL:**
You break a promise to yourself, leaving you feeling frustrated or disappointed.

(For Student Brainstorming/Response)

<table>
<thead>
<tr>
<th>Possible PBA Deposits:</th>
<th>Some Symptoms of a Healthy PBA:</th>
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<th>Possible PBA Withdrawals:</th>
<th>Some Symptoms of a Low PBA:</th>
</tr>
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</table>

If your PBA is low, don't get discouraged! It’s not permanent, and you will feel better by making deposits.

Making small deposits to your PBA over a long period of time is the way to healthy and rich PBA!
(For Discussion/To Add to Student Responses)

<table>
<thead>
<tr>
<th>Possible PBA Deposits:</th>
<th>Some Symptoms of a Healthy PBA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Keeping promises</td>
<td>• You have a generally positive outlook on life</td>
</tr>
<tr>
<td>• Being gentle with yourself'</td>
<td>• You trust yourself</td>
</tr>
<tr>
<td>• Being honest</td>
<td>• You stand up for yourself when needed</td>
</tr>
<tr>
<td>• Taking time for yourself</td>
<td></td>
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<th>Possible PBA Withdrawals:</th>
<th>Some Symptoms of a Low PBA:</th>
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<tr>
<td>• Breaking promises</td>
<td>• You tend to see things in a negative light</td>
</tr>
<tr>
<td>• Doing a lot of negative self-talk</td>
<td>• You don’t trust your decisions</td>
</tr>
<tr>
<td>• Being dishonest</td>
<td>• You feel tired and cranky</td>
</tr>
<tr>
<td>• Wearing yourself out</td>
<td></td>
</tr>
</tbody>
</table>
**Keeping Track of Your PBA...**

Try to keep track of your PBA for the week; you can assign values to each deposit and withdrawal based on how the act made you feel or how it affected your life.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>Description of Deposit/Withdrawal</th>
<th></th>
<th>+</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stood up for something I believe</td>
<td></td>
<td>$75</td>
<td>$75</td>
</tr>
<tr>
<td>Read a book for fun</td>
<td></td>
<td>$25</td>
<td>$100</td>
</tr>
<tr>
<td>Accepted myself as I am</td>
<td></td>
<td>$50</td>
<td>$150</td>
</tr>
<tr>
<td>Gossiped about a friend</td>
<td></td>
<td>$100</td>
<td>$50</td>
</tr>
</tbody>
</table>

**WEEK’S TOTAL** | | | $50 |
**MINDFULNESS**

Focusing or being fully aware of the present moment; calmly considering and accepting one’s own feelings, thoughts, and experiences.

**Let's Take a Moment... Ways to Practice Mindfulness**

- Hit the “pause” button—think before your speak or act, especially if you’re feeling stress, anxiety, anger, or sadness. Be “mindful” of your feelings and possible solutions first.

- Practice meditation—sit or lie in a quiet place, close your eyes, relax, and let your mind float.

- Enjoy nature—take a walk or do an outdoor activity; enjoy the sights, sounds, and scents of nature.

- Soak your mind in the power of music—Put on your headphones and listen to your favorite piece of music. Consider the notes, beats, rhythm, and lyrics, and how the music makes you feel.

- Take a deep breath—try to accept things that are out of your control or that can’t be changed.

- Put away the gadgets—enjoy quality time with family, friends, or your pet.

- Practice Creativity—focus on painting a picture, sketching a drawing, creating a piece of music, or writing a poem.

- Seek new adventures—enjoy the pleasures and challenges of trying something new.
WORKSHOP 2
Follow-Up Activities for Advisories
WORKSHOP 2

SUGGESTED ADVISORY FOLLOW UP ACTIVITIES – Day 1

1. Workshop Debrief—open discussion about workshop 2: Thoughts? Opinions? What did you learn, or what did it cause you to think about?

2. Revisit Idea of Personal Bank Account (how you feel about yourself)
   - Using a handout, brainstorm possible deposits that students can make this week (possible responses include: Make a promise to yourself to complete a task and then decide when you will do it, go an entire day with no negative self-talk, do a fun activity to lift your spirits, commit a random act of kindness, etc.)

3. Revisit what it means to be proactive and reactive—think about circumstances we can’t control and how making deposits into your PBA might be one way to empower yourself or proactively help you cope with the situation.

4. Read poem, “Who Am I?”
   - Student discussion: ask students to underline lines that are powerful to them; who do they think the poem is about?
   - Reveal that poem is about “a habit;” revisit powerful lines—what new meaning do they convey?
   - Brainstorm list of good and bad habits that a MS student may have. (Possible answers for good habits include being on top of assignments, exercising, working hard, practicing an instrument, etc; possible answers for bad habits include procrastinating homework, spending too much time on social media or playing video games, not exercising enough, etc.)
   - Discuss how to overcome bad habits that may be setting students back: managing time, keeping promises to yourself, making deposits into “personal bank account,” etc.

SUGGESTED ADVISORY FOLLOW UP ACTIVITIES – Day 2

1. Practice mindfulness
   - have students find a quiet place— lying on the field, sitting on a bench, placing their heads down on desk—and meditate, think about your goals, let your mind wander, soak in the sights and/or sounds, etc.

2. Regroup and discuss: Why is important to take a time out every now and then?
YOUR PBA FOR THE WEEK:

Try to keep track of your PBA for the week; you can assign values to each deposit and withdrawal based on how the act made you feel or how it affected your life.

<table>
<thead>
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<td></td>
</tr>
<tr>
<td>WEEK’S TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Who am I?

I am your constant companion. I am your greatest helper or heaviest burden. I will push you onward or drag you down to failure. I am completely at your command. Half of the things you do you might just as well turn over to me and I will be able to do them quickly and correctly.

I am easily managed – you must merely be firm with me. Show me exactly how you want something done and after a few lessons, I will do it automatically. I am the servant of all great individuals and, alas, of all failures, as well. Those who are great, I have made great. Those who are failures, I have made failures.

I am not a machine, though I work with the precision of a machine plus the intelligence of a human. You may run me for profit or run me for ruin – it makes no difference to me.

Take me, train me, be firm with me, and I will place the world at your feet. Be easy with me and I will destroy you.

Who am I?

1. Underline the words or lines that are especially powerful to you.
2. What do you think this poem is about?
Lesson Plans:

Workshop 3 – Monday, January 25, 2016 (elective 1)

THEME: Relationship with Others

TOPICS and ACTIVITIES:

- Understanding Your different Relationships: How we help/hurt others; the power we have to create weak or strong relationships
  - Revisit earlier list of important relationships: friends, parents, teachers
  - Students brainstorm ways we can hurt our relationships: being kind, listening, being loyal, gossip, ignoring or excluding; mean words, blaming, etc. (type students’ answers on screen in chart)—note that we have a lot of power in our relationships
- “Seek First to Understand, Then to Be Understood”—discuss meaning (Example: Teresa’s experience with her granddaughter.)
  - Show commercial, “Don’t Jump to Conclusions”; then show pictures that can be seen in different ways by different people—what does the commercial have in common with the pictures? (people perceive the same thing differently based on who they are and what their experiences are/have been.)
- Active Listening—Define and Practice (Different types of listening on screen)
  - Students Role-Play poor listening skills and then good ones. (Use different type of relationship for each scenario)
  - Close by handing out poem, “Please Listen.”
WORKSHOP 3
Handouts, Activities, and Graphics
<table>
<thead>
<tr>
<th>Ways that people help their relationships:</th>
<th>Ways that people hurt their relationships:</th>
</tr>
</thead>
</table>

_Brainstorm!_
What do you see in each of these pictures?
Seek First to Understand, Then to Be Understood…

Listen first, talk second.

If you see things from another’s point of view before sharing your own, a whole new world of understanding will be opened up to you.

Five Poor Listening Styles

1. Spacing Out—when someone is talking, but you’re ignoring him because your mind is wandering off somewhere. The person may have something important to say, but you’re caught up in your own thoughts.

2. Pretend Listening—when you aren't really listening to what someone is saying, but you pretend that you are by making comments like, “yeah,” “uh-uh,” “cool,” or the occasional “LOL.”

3. Selective Listening—when you pay attention only to the part of the conversation that interests you. For example, your friend might be telling you that she injured her ankle during a soccer game and now needs surgery; all you hear is “soccer,” and you reply, “Oh yeah! Did you see the Sac Republic game last night?”

4. Word Listening—when you pay attention to what someone is saying, but you listen only to the words, not the body language, tone of voice, or the true meaning behind the words. For example, your friend might ask you, “What did you think of the history projects?” You might reply that you thought they were “okay,” but if you had listened to your friend’s body language or tone of voice, you might have realized that your friend was really asking if you liked his project.

5. Self-Centered Listening—when we listen to what someone is saying only from your own point of view. For example, your friend tells you that she had a really bad day, and you say, “I know exactly how you feel. You should have seen my day yesterday. Now that was a bad day!”
Genuine Listening

1. Listen with your eyes, heart, and ears—look at the person’s body language, how a person says words, and the tone and feeling of what the person is saying to really understand what the person is communicating.

2. Listen with the other person’s point of view in mind—try to see the world as the person sees it, and try to feel as she does.

3. Listen like a mirror—don’t judge or give advice; instead, reflect. Use your own words to repeat meaning (not words), and behave in a warm and caring way. You might say, “It sounds like you feel...” or “So, what you’re saying is...”

Once you have really listened to what someone is saying, then it’s time to express your feelings and point of view. If you listened well, the other person will be more likely to listen to you and consider your viewpoint.
**LISTENING ROLE-PLAY**

Can you guess what type of listening is occurring in each scenario?

<table>
<thead>
<tr>
<th><strong>Person 1:</strong></th>
<th><strong>Person 2:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell your friend about what you did over the weekend.</td>
<td>Pretend like you’re listening by making comments like, “Oh, really?” or “Wow.” (Pretend listening)</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>Person 1:</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Tell your friend about how you got into a scary car crash on the way to school.</td>
<td>Be a self-centered listener; turn the conversation around so that it’s about you and your experiences. (self-centered listening)</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>Person 1:</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Tell your friend about an argument you had with your sister/brother, and how upset you feel.</td>
<td>Space out. Let your mind wander. Do other things. Act distracted. (Spaced out listening)</td>
</tr>
<tr>
<td>Person 1:</td>
<td>Person 2:</td>
</tr>
<tr>
<td>----------</td>
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</tbody>
</table>
| Tell your friend about how disappointed you were to get only a small role in the school play. | Hear only certain words, or the words that interest you, and respond to those words.  
(selective listening) |

<table>
<thead>
<tr>
<th>Person 1:</th>
<th>Person 2:</th>
</tr>
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</table>
| Tell your friend about a boy/girl in your after-school class or on your sports team. Say something general about the person, such as describing his/her eye color or hair color, or describe a play he/she made during the sports game. BUT, let your body language and tone of voice provide the meaning—perhaps you’re trying to communicate that you really do/do not like the person. | Pay attention only to the person’s words, and not his/her body language or tone of voice. Then make a comment that relates only to the person’s words, and not what he/she is really communicating.  
(word listening) |

<table>
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<th>Person 1:</th>
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| Tell your friend that you have a difficult decision to make—you have time for only one after-school activity, but you don’t know which to choose because choosing one means giving up something you really enjoy. Describe the dilemma and hint at which way you’re leaning. | Practice genuine listening. Pay attention with your eyes, ears, and heart. Try mirroring the meaning of what the person is saying. (It sounds like..., it seems like you’re feeling...)  
genuine listening) |
PLEASE LISTEN

When I ask you to listen to me
and you start giving me advice,
you have not done what I asked.

When I ask you to listen to me
and you begin to tell me why
I shouldn’t feel that way,
you are trampling on my feelings.

When I ask you to listen to me
and you feel you have to do something
to solve my problem,
you have failed me,
strange at that may seem.

Listen! All I ask is that you listen.

Don’t talk or do—just hear me.
WORKSHOP 3
Follow-Up Activities for Advisories
**WORKSHOP 3**

SUGGESTED ADVISORY FOLLOW UP ACTIVITIES – Day 1

1. Workshop Debrief—open discussion about workshop 3: Thoughts? Opinions? What did you learn, or what did it cause you to think about?
2. Discuss poem, “Please Listen.” Note powerful lines and meaning; Ask students to create private list of people they will try to listen to more actively and a list of who they want to listen to them—brainstorm ways they can focus on listening and ways they can get others to listen.

SUGGESTED ADVISORY FOLLOW UP ACTIVITIES – Day 2.

1. Have students brainstorm and discuss things they can do this week to improve their relationships and listening skills. Possible actions they can take include:
   - Think of a kind act you can do for another. Then decide on a day to do it.
   - Write an apology letter to someone whose feelings you’ve hurt and what you will do to make it right (can be sent or not)
   - People-Watch: See how others communicate with each other; observe what their body language and tone of voice is saying.
   - Ask a friend or family member about their day, or talk to them about something that interests them. Then open your heart and practice genuine, active listening.
PLEASE LISTEN

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and you start giving me advice,
you have not done what I asked.

When I ask you to listen to me
and you begin to tell me why
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Don't talk or do—just hear me.

For Student Response

What does it feel like when someone you’re speaking to isn't really, genuinely listening?

Create a private list of people that you will listen to more genuinely. What will you do to be a better listener?

Create a private list of people that you want to genuinely listen to you. Is there a way to get them to listen?
Five Things I Can Do This Week to Help My Relationships

1.
2.
3.
4.
5.

Five Ways That I Can Practice Genuine Listening This Week

1.
2.
3.
4.
5.
**Lesson Plans:**

**Workshop 4 – Monday, March 14, 2016 (elective 2)**

THEME: Relationship with Others

TOPICS and ACTIVITIES:

- Revisit Idea of the Power We Have in Our Relationships and the Impact We Can Have on Others
  - As students enter the room, put a post-it note on their back with a positive/negative way people should treat them; have the students mingle and speak to each other according to what's on their backs.
  - Open discussion: How did it feel to be treated poorly? How did it feel to be treated well?
- Define and discuss the “Relationship Bank Account” (graphic on screen)
  - What are some possible deposits to RBA's? (Type into graphic)
  - Note that relationships are two-sided: appreciate others’ strengths and what they bring to a relationship
- Conflict Resolution/Working with Others: “Think Win-Win.”
  - Put graphic on screen that shows win/lose, lose/lose, and win
  - Small groups: scenario of student who is not great at sports; brainstorm different outcomes (win/lose; lose/lose; win/win)—In post-activity discussion, note that win/win outcome includes using the other strengths of the person who is not good at sports
- Close with definition of “synergy”—show graphics from nature that show synergy.
WORKSHOP 4
Handouts, Activities, and Graphics
Phrases for Post-It Notes (to be placed on students’ backs as they enter the room)

- Brush me off or ignore me.
- (Pretend) gossip to me about someone else.
- Tell me another person’s (pretend) secret, and then make me promise that I won’t tell.
- Ask me how I’m doing in school; then tell me how much better you’re doing.
- Make plans to do something fun with me. Then break those plans for no good reason.
- Talk a lot; don’t let me get a word into the conversation.
- Ask me about a hobby I enjoy; then describe why your hobby is so much better.
- Complain unreasonably to me about your teachers, parents, or friends.
- When you speak to me, make negative comments about the weather, your classes, the book you’re reading, etc.

- Compliment me.
- Do something kind for me. (Find me a seat, draw me a picture, give me a flower, etc.)
- Ask me questions about my day and genuinely listen to my responses.
- Make plans to do something fun with me.
- Welcome me to the room and be happy to see me.
- Thank me for something I did. (for being a good friend, for helping with something, for being a good example, etc.)
- When we speak, make only positive comments about the weather, your classes, your friends, etc.
- Make me feel included by bringing me into a conversation with your friends, talking to me about things I enjoy, etc.
- Ask me questions about my favorite hobby; genuinely listen and respond kindly.
- Tell me something nice about someone else.
The Relationship Bank Account (RBA)

The amount of trust and confidence you have in each of your relationships is called your "Relationship Bank Account." Just like the Personal Bank Account (PBA), you can make deposits and improve your relationship or you can make withdrawals and weaken it. A strong and healthy relationship is always the result of steady deposits made over time.

EXAMPLE OF A DEPOSIT:
You decorate your friend’s locker for his/her birthday.

EXAMPLE OF A WITHDRAWAL:
You ignore your friend’s birthday because you’re embarrassed that you forgot to make a card or get a gift.

(For Student Brainstorming and Response)

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## The Relationship Bank Account (RBA)

(For Discussion/To Add to Student List)

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<tr>
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<th>Some Symptoms of a Healthy RBA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Taking the time to compliment someone</td>
<td>• You genuinely enjoy spending time together</td>
</tr>
<tr>
<td>• Celebrating the person's accomplishments</td>
<td>• You work together</td>
</tr>
<tr>
<td>• Small acts of kindness</td>
<td>• You solve problems when they arise</td>
</tr>
<tr>
<td>• Bragging about the person to others</td>
<td>• You don't argue</td>
</tr>
<tr>
<td>• Forgiving mistakes</td>
<td>• The relationship is tension-free</td>
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<tr>
<td>• Just being together and enjoying life</td>
<td>• You trust each other</td>
</tr>
<tr>
<td>• Being sincere</td>
<td></td>
</tr>
<tr>
<td>• Being loyal</td>
<td></td>
</tr>
<tr>
<td>• Genuine listening</td>
<td></td>
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<th>Some Symptoms of a Low RBA:</th>
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</thead>
<tbody>
<tr>
<td>• Gossiping to someone</td>
<td>• Arguing</td>
</tr>
<tr>
<td>• Gossiping about someone</td>
<td>• Tension</td>
</tr>
<tr>
<td>• Breaking a promise or commitment without good reason</td>
<td>• Lack of trust</td>
</tr>
<tr>
<td>• Acting jealous about another’s achievements</td>
<td>• Negative feelings about the other person</td>
</tr>
<tr>
<td>• Lying</td>
<td>• Avoiding the other person</td>
</tr>
<tr>
<td>• Keeping to yourself</td>
<td></td>
</tr>
<tr>
<td>• Breaking a confidence/telling another’s secret</td>
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<tr>
<td>• Making a rude comment</td>
<td></td>
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<tr>
<td>• Ignoring someone</td>
<td></td>
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<tr>
<td>• Excluding someone</td>
<td></td>
</tr>
<tr>
<td>• Refusing to say you’re sorry</td>
<td></td>
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<tr>
<td>• Poor listening</td>
<td></td>
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</tbody>
</table>
**Keeping Track of Your RBA's...**

Try to keep track of your RBA's for the week.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>Description of Deposit/Withdrawal</th>
<th>—</th>
<th>+</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washed the dishes for my mom</td>
<td></td>
<td>$25</td>
<td>$25</td>
</tr>
<tr>
<td>Apologized to my friend</td>
<td></td>
<td>$50</td>
<td>$75</td>
</tr>
<tr>
<td>Refused to let my brother borrow a book</td>
<td>$25</td>
<td></td>
<td>$75</td>
</tr>
<tr>
<td>Stuck up for a friend</td>
<td></td>
<td>$50</td>
<td>$125</td>
</tr>
<tr>
<td><strong>WEEK'S TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>$125</strong></td>
</tr>
</tbody>
</table>
Think Win-Win

One way you can help your relationships is to work well with others. This usually involves appreciating other people’s strengths and what they bring to a relationship. When both people in a relationship feel positive and like they’re contributing something, they are in a “Win-Win” situation.

<table>
<thead>
<tr>
<th>RELATIONSHIP</th>
<th>DEFINITION</th>
<th>EXAMPLES</th>
</tr>
</thead>
</table>
| Win-Win (The All-You-Can-Eat Buffet) | The belief that everyone can “win.” You care about other people and want them to succeed, but you want to succeed, too. It’s about working together and believing that there’s plenty of success to go around. | • Sharing praise or recognition with others  
• Healthy competition that helps both people improve  
• Finding solutions that works for everyone |
| Win-Lose (The Totem Pole) | Win-Lose is competitive in a negative way. It’s saying, “I don’t care how good I am as long as I’m a notch higher than you.” Relationships and friendships are secondary to winning, being the best, and having things your way. | • Using other people to get what you want  
• Gossiping or spreading rumors  
• Getting jealous when something good happens to someone else |
| Lose-Win (The Doormat) | Lose-Win is letting other people always have their way. It’s hiding your feelings and lowering your standards. In this situation, you get stepped on, just like a doormat. | • Not taking a stand on things that are important to you  
• Giving in to peer pressure (they win; you don’t) |
| Lose-Lose (The Downward Spiral) | Lose-Lose says, “If I’m going down, you’re going with me.” This usually happens when two win-lose people get together—both are determined to win at all costs, so both end up losing. | • Getting revenge  
• Being too dependent on someone or focused on someone in a negative way |
**Student Scenario:**

You and your classmates have been put into groups in P.E. to play soccer. The groups will compete against each other, and the winning team will get a great prize that everyone wants. One of the people on your team is not a good soccer player at all. The person can’t dribble, pass, or kick very well.

What do you think each of the following situations would look like?

**WIN-LOSE**

**LOSE-WIN**

**LOSE-LOSE**

**WIN-WIN**
Synergy

Synergy is when two things or people work together to create a better effect or solution than either could alone. It’s not your way or my way, but a better way.

Synergy involves celebrating differences rather than just tolerating them, and it requires teamwork. To achieve synergy, one must be open-minded and committed to finding new and better ways.

Examples of Synergy Found in Nature:
WORKSHOP 4
Follow-Up Activities for Advisories
**WORKSHOP 4**

SUGGESTED ADVISORY FOLLOW UP ACTIVITIES – Day 1

1. Workshop Debrief—open discussion about workshop 4: Thoughts? Opinions? What did you learn, or what did it cause you to think about?
2. Revisit Idea of Relationships Bank Account—Use handout to brainstorm possible deposits that students can make this week in their own relationships (possible responses include: keep a promise to do something that your parents/teachers/friends have asked you to do; commit a small act of kindness; Listen; Say you’re sorry; Be honest)
3. Complete Synergy Exercise

SUGGESTED ADVISORY FOLLOW UP ACTIVITIES – Day 2

1. Quiz: *What Fruit Are You?*
   - Have students share their results and discuss how knowing our fruit can help us work with others (knowing/appreciating others’ strengths helps create synergy)
**Brainstorm!**

What are some deposits you can make to your relationship bank accounts this week?

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Deposit I Can Make</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>Brother or Sister</td>
<td></td>
</tr>
<tr>
<td>Friend</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>Other?</td>
<td></td>
</tr>
</tbody>
</table>
Has someone else made a deposit into your Relationship Bank Account this week? If so, let them know how much you appreciate it!

Give a RBA deposit slip to anyone who makes a deposit with you—it’s like a thank you note and will let the person know the value of the deposit s/he made.

<table>
<thead>
<tr>
<th>Date</th>
<th>Deposit</th>
<th>Amount</th>
<th>Signature</th>
</tr>
</thead>
</table>

**RELATIONSHIP BANK ACCOUNT**

<table>
<thead>
<tr>
<th>Date</th>
<th>Deposit</th>
<th>Amount</th>
<th>Signature</th>
</tr>
</thead>
</table>

**RELATIONSHIP BANK ACCOUNT**
SYNERGY—Celebrating Differences

See how many different people you can learn about by completing the Synergy Boxes. Write six or more descriptions in the blank boxed below. Then, go and find people that match the descriptions, and write their names in the appropriate boxes. See how many names you can write in each box.

<table>
<thead>
<tr>
<th>Writes stories, plays, or poems</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaks more than one language</th>
<th>Is an excellent athlete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooks extremely well</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plays a musical Instrument</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enjoys studying plants and animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

The boxes show the importance of diversity and how each person is unique. But don’t forget about yourself? How are you unique?

________________________________________________________________________
What Fruit Are You?

Read across each row and place a 4 in the blank that best describes you. Now place a 3 in the blank for the second word that best describes you. Do the same for the final words using a 2 and a 1. Do this for each row.

**Example:**

<table>
<thead>
<tr>
<th>Imaginative</th>
<th>Investigative</th>
<th>Realistic</th>
<th>Analytical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptable</td>
<td>Inquisitive</td>
<td>Organized</td>
<td>Critical</td>
</tr>
<tr>
<td>Relating</td>
<td>Creating</td>
<td>Getting to Point</td>
<td>Debating</td>
</tr>
<tr>
<td>Personal</td>
<td>Adventurous</td>
<td>Practical</td>
<td>Academic</td>
</tr>
<tr>
<td>Flexible</td>
<td>Inventive</td>
<td>Precise</td>
<td>Systematic</td>
</tr>
<tr>
<td>Sharing</td>
<td>Independent</td>
<td>Orderly</td>
<td>Sensible</td>
</tr>
<tr>
<td>Cooperative</td>
<td>Competitive</td>
<td>Perfectionistic</td>
<td>Logical</td>
</tr>
<tr>
<td>Sensitive</td>
<td>Risk-Taking</td>
<td>Hard-Working</td>
<td>Intellectual</td>
</tr>
<tr>
<td>People-Person</td>
<td>Problem Solver</td>
<td>Planner</td>
<td>Reader</td>
</tr>
<tr>
<td>Associate</td>
<td>Originate</td>
<td>Memorize</td>
<td>Think Through</td>
</tr>
<tr>
<td>Spontaneous</td>
<td>Changer</td>
<td>Wants Direction</td>
<td>Judge</td>
</tr>
<tr>
<td>Communicating</td>
<td>Discovering</td>
<td>Cautious</td>
<td>Reasoning</td>
</tr>
<tr>
<td>Caring</td>
<td>Challenging</td>
<td>Practicing</td>
<td>Examining</td>
</tr>
<tr>
<td>Feeling</td>
<td>Experimenting</td>
<td>Doing</td>
<td>Thinking</td>
</tr>
</tbody>
</table>

Now add up your totals (don’t include the example, of course) for each column and place the total in the blanks below.

<table>
<thead>
<tr>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
<th>COLUMN 3</th>
<th>COLUMN 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grapes</td>
<td>Oranges</td>
<td>Bananas</td>
<td>Melons</td>
</tr>
</tbody>
</table>
If your highest score was in column 1, consider yourself a grape. If your highest score was in column 2, consider yourself an orange. If your highest score was in column 3, consider yourself a banana. If your highest score was in column 4, consider yourself a melon. Now find your fruit below and review what this may mean to you.

**GRAPES**

**Natural abilities include:**
- Being reflective
- Being sensitive
- Being flexible
- Being creative
- Preference for working in groups

**Grapes may have trouble:**
- Giving exact answers
- Focusing on one thing at a time
- Organizing

**Grapes learn best when they:**
- Can work and share with others
- Balance work with play
- Can communicate
- Are noncompetitive

**To expand their style, Grapes need to:**
- Pay more attention to details
- Not rush into things
- Be less emotional when making some decisions

**ORANGES**

**Natural abilities include:**
- Experimenting
- Being independent
- Being curious
- Creating different approaches
- Creating change

**Oranges may have trouble:**
- Meeting time limits
- Following a lecture
- Having few options or choices

**Oranges learn best when they:**
- Can use trial and error
- Produce real products
- Can compete
- Are self-directed

**To expand their style, Oranges need to:**
- Delegate responsibility
- Be more accepting of others’ ideas
- Learn to prioritize
BANANAS

Natural abilities include:
- Planning
- Fact-finding
- Organizing
- Following directions

Bananas learn best when they:
- Have an orderly environment
- Have specific outcomes
- Can trust others to do their part
- Have predictable situations

Bananas may have trouble:
- Understanding feelings
- Dealing with opposition
- Answering “what if” questions

To expand their style, Bananas need to:
- Express their own feelings more
- Get explanations of others’ views
- Be less rigid

MELONS

Natural abilities include:
- Debating points of view
- Finding solutions
- Analyzing ideas
- Determining value or importance

Melons learn best when they:
- Have access to resources
- Can work independently
- Are respected for intellectual ability
- Follow traditional methods

Melons may have trouble:
- Working in groups
- Being criticized
- Convincing others diplomatically

To expand their style, Melons need to:
- Accept imperfection
- Consider all alternatives
- Consider others’ feelings
Lesson Plans:

Workshop 5 – Monday, May 5, 2016 (elective 1)

THEME: Body Image and Nutrition

TOPICS and ACTIVITIES:

• Body Image: negative self talk and unrealistic expectations
  ➢ Students flip through popular magazines or view photo montage and write a list of adjectives describing images of women (for girls’ group) and men (for boys’ group)
  ➢ Open Discussion: What adjectives did the students choose? Based on the photos, what is the message or expectation? What are the consequences of unrealistic expectations? (Possible answers include constantly comparing self to others, feelings of jealousy, low self-esteem, eating disorders, poor relationship with self and with others)
  ➢ Revisit Negative Self Talk; Discuss ways to create positive self-talk
• Nutritional Needs of a Teen Body—graphic on screen of calories needed, foods needed, exercise needed, sleep needed
• Close by revisiting idea of caring for self and relationship with self
WORKSHOP 5
Handouts, Activities, and Graphics
Discussion Questions:

1. What adjectives did you use to describe the photographs? Why?
2. What messages do the photographs send?
3. Do you see any variation in what is considered beautiful?
4. What are the possible consequences of unrealistic expectations?

Carl's Jr. Commercial Link:

https://www.youtube.com/watch?v=NjSJj_Pdjys

QUESTIONS: What is ironic about this ad? Who is the target audience? What does the message communicate to women?
Discussion Questions:

1. What adjectives did you use to describe the photographs? Why?
2. What messages do the photographs send?
3. Is the last picture funny or serious? How do you know? What might it make people think?
4. What are society’s expectations of how men should look and what roles they should fill?
5. What are the possible consequences of unrealistic expectations?
What a Healthy Teen Body Needs

FOOD FACTS FOR TEENS:

• Proper nutrition promotes the optimal growth and development of children.¹
• Healthy eating helps prevent high cholesterol and high blood pressure and helps reduce the risk of developing chronic diseases such as cardiovascular disease, cancer, and diabetes.¹
• Healthy eating helps reduce one’s risk for developing osteoporosis, iron deficiency, and dental caries (cavities).¹,²
• Healthy eating is associated with reduced risk for many diseases, including several of the leading causes of death: heart disease, cancer, stroke, and diabetes.¹
• Teenage bodies need important nutrients to facilitate growth and development.
• Teens need a balanced diet with lean protein, low-fat dairy, fruits, vegetables and whole grains. Each meal should have several if not all forms of food from major food groups. In particular, teens need to continue to get the correct amounts of iron and calcium
• Moderately active teen girls should eat 1,600 to 2,000 calories each day.
• Moderately active boys should eat 1,800 to 2,400 calories a day.
• Teens should exercise portion control so that they eat enough to gain the nutrition they need, but not overeat or under-eat.
WORKSHOP 5
Follow-Up Activities for Advisories
WORKSHOP 5

SUGGESTED ADVISORY FOLLOW UP ACTIVITIES – Day 1

1. Workshop Debrief—open discussion about workshop 5: Thoughts? Opinions? What did you learn, or what did it cause you to think about?
2. Brainstorm ways that people differ physically: height, weight, gender, hair color, eye color, race, etc.
   - Note physical attributes we can and can’t change
   - Brainstorm/Discuss not-so-good-reasons for wanting to change (possible answers include changing to meet others’ expectations/society’s expectations, thinking you’re not good enough, etc.)
   - Brainstorm/Discuss good reasons for wanting to change (possible answers include changing for health reasons or changing to gain strength or skill)
3. Go online and find a healthy and yummy recipe to share that meets the nutritional needs of teens.

SUGGESTED ADVISORY FOLLOW UP ACTIVITIES – Day 2

1. Practice mindfulness
   - have students find a quiet place—lying on the field, sitting on a bench, placing their heads down on desk—and meditate, think about your goals, let your mind wander, soak in the sights and/or sounds, etc.
2. Regroup and discuss: Remember to take a time out every now and then
BRAINSTORM!

What are some ways that people differ physically from one another?

What are some physical attributes we can change? What are some we can't change?

What are some good reasons for changing, or wanting to change, our bodies or the way we look?

What are some poor reasons for changing, or wanting to change, our bodies or the way we look?
Suggested Wed sites for healthy recipes for teens:

http://kidshealth.org/teen/recipes/

http://recipes.familyeducation.com/dinner/teen-nutrition/72941.html

http://www.teen-recipes.com/

http://allrecipes.com/recipes/healthy-recipes/kids/?mxt=t06dda
APPENDIX
The 7 Habits of Highly Effective Teens: The Most Salient Points

I. PART ONE – LAYING THE FOUNDATION (Introduction)

The Habits

1. Be Proactive
   Take responsibility for your life.

2. Begin with the End in Mind
   Define your missions and goals in life.

3. Put First Things First.
   Prioritize, and do the most important things first.

4. Think Win-Win.
   Have an everyone-can-win attitude.

5. Seek First to Understand, Then to Be Understood.
   Listen to people sincerely.

   Work together to achieve more.

7. Sharpen the Saw.
   Renew yourself regularly.

All habits build on one another and will help in the following ways:

- Get control of your life.
- Improve relationships.
- Make smarter decisions.
- Overcome self-destructive habits.
- Define your values and what matters most to you.
- Get more done in less time.
- Increase self-confidence.
- Be happy.
- Find balance between school, activities, friends, and everything else.
**Paradigms and Principles: The Foundation for the 7 Habits**

**Paradigm:** another word for “perception;” the way you see something, or your point of view, frame of reference, or belief. Paradigms are like glasses. When you have an incomplete paradigm about yourself, others, or life in general, it’s like wearing glasses with the wrong prescription.

**Paradigms of Self**

Are your perceptions/paradigms of yourself helping or hindering you?

Negative self-paradigms can out limitations on us: *I can’t do it, so why even try?*

Positive self-paradigms bring out the best in us: *I can do it; I matter.*

- Having a positive self-paradigm puts a positive spin on everything else.
- Spend time with people who believe in you and build you up.
- Be proactive about your life. (See Habit 2)

**Paradigms of Others**

Seeing things from a different point of view can help us understand why other people act the way they do. We often judge people without having all the facts, whereas having just a bit of new information can change our paradigm of others, or our attitude about others. This is called a **paradigm shift.**

- We shouldn’t be so quick to judge, label, or form rigid opinions of others or of ourselves.
- If you want to make big changes in your life, change your lens. Everything else will follow.
- Many problems with relationships, self-image, and attitude are often the result of a “messed-up paradigm or two.”
Paradigms of Life

Whatever is most important to you will become your paradigm, your “glasses,” or your “life-center.” Some popular life-centers for teens include:

- Friends
- “Stuff”
- Boyfriend/girlfriend
- School
- Parents
- Sports and hobbies
- Heroes
- Enemies
- Self
- Work

These all have good points, but each is incomplete in one way or another, and they can mess you up if you center your life on them. (Principles are the one center that you can always count on; more on that later.)

Friend-Centered

Friends are a wonderful and important part of life, but they should never become your center. Why? Friendships can be fickle as people change and you change, so friendships can be an unstable foundation. It can also lead you to base your identity on being accepted or being popular, which may cause you to compromise your standards or change your standards to accommodate your friends.

Make as many friends as you want/can, but don’t build your life on them.

Stuff-Centered

Sometimes we see the world through the lens of possessions or “stuff.” He who dies with the most toys wins. We may feel as if we’re supposed to have the nicest clothes, the latest smartphone, the best hairstyle, and many other things that are supposed to bring happiness. Possessions also come in the form of titles and accomplishments, such as being the star of the play, the MVP, or the student body president.

It is great to achieve success and enjoy material possessions, but they should not become the center of our lives. Our confidence needs to come from within, not from without; from the quality of our hearts, not the quantity of things we own.
Being stuff-centered often causes us to have an inferiority or superiority complex, as we compare our “stuff” to others’ “stuff.” “If who I am is what I have, and what I have is lost, then who am I?”

**Boyfriend/Girlfriend-Centered**

It’s a great feeling to have a crush, or to have a relationship, but if it’s the center of your life, it can cause instability. For example, if your girlfriend makes a thoughtless comment, you may feel that your day is ruined; if your friend talks to your boyfriend, you may worry that they’re flirting; if your girlfriend breaks up with you, you may suddenly feel unloved and worthless.

Centering your life on another doesn’t show that you love them, only that you’re dependent on them. Making your crush the center of your life sometimes comes off as being desperate or needy; independence is far more attractive than dependence.

Enjoy having a crush, a girlfriend, or a boyfriend; just don’t make them the center of your life because teenage romantic relationships are often as stable as a yo-yo.

**School-Centered**

Education is vital to our futures and should be a top priority, but we must be careful not to let test scores, grades, and classes take over our lives. School-centered teens often become so absorbed in getting good grades that they forget that the real purpose of school is to learn. You can do extremely well in school and still maintain a healthy balance in life.

**Parent-Centered**

Your parents are your greatest source of love and guidance. You should respect and honor your parents, but living to please them above all else is not a healthy way to live your life. Maybe your parents want you to be a doctor, but you want to be an actor. Listen to your parents’ advice, but work toward your own goals.

- “I care what my parents think, and I am influenced by their opinions, but ultimately, I have to be responsible for my life and my actions and try to please myself.”

**Other Possible Centers**

**Hobbies/Sports Centered** – building your life around your sport, club, or hobby. What happens if you get an injury and can’t play sports, or if your club dissolves?

**Hero-Centered** – building your life around a rock star, famous athlete, or powerful politician. What happens if they retire or do something really stupid? Who will you look up to then?
Enemy-Centered – building your life around hating a group, person, or idea. Why not put that energy toward something positive?

Work-Centered – building your life around working, usually to get more “stuff.” What happens if you don’t like your new gadget or if your position as the class president doesn’t satisfy you?

Self-Centered – thinking that world revolves around you and your problems; this often leads to being so worried about your own condition that you have a hard time connecting to those around you.

** We should strive for excellence and develop rich relationships with friends and loved ones. BUT, there’s a fine line between having a passion for something and basing your entire existence on it—that’s a line we shouldn’t cross.

** Principle-Centered: The Real Thing

Living by “principles” will help you excel and solve problems.

Example principles: honesty, service, love, hard work, respect, loyalty, fairness, gratitude, integrity, and responsibility.

Having principles as a center will never fail you—they are the stable foundation that you can build upon.

Living a principle-centered life is the key to excelling in all other centers. If you live the principles of service, respect, and love, for instance, you are likely to make more close friendships.

Putting principles first is key to becoming a person of character.

** SOME BABY STEPS:**

- Show appreciation for someone’s point of view today.
- Think of a limiting self-paradigm and contradict it by trying something new.
- Begin today to treat others as you would want them to treat you.
- Find a quiet place where you can be alone, and think about what matters most to you.
- When doing chores or homework, try out the principle of hard work. Do the extra mile and do more than is expected. What were the results? How did it make you feel?
- The next time you’re in a tough situation and don’t know what to do, ask yourself, “What principle should I apply?” Follow that principle.
II. PART 2 – THE PRIVATE VICTORY (Habits 1, 2, and 3)

The Personal Bank Account

If you want to make a change in your life, the place to begin is with yourself, not with your parents, your friends, or your girlfriend or boyfriend. It’s “inside-out,” not “outside-in.”

How you feel about yourself is like a personal bank account (PBA). You can make deposits to, and make withdrawals from, your PBA by the things you think, say, and do. For example, sticking to a commitment you’ve made to yourself is a deposit.

Possible Symptoms of a low PBA:

- Caving into peer pressure easily
- Being overly concerned about what others think of you
- Acting arrogant to hide insecurities
- Getting jealous easily, especially when someone close to you succeeds

Possible Symptoms of a Healthy PBA:

- Standing up for yourself and resisting peer pressure
- Not being overly concerned with being popular
- Trusting yourself
- Being goal-driven
- Being happy for the success of others

Making small deposits over a long period of time is the way to a healthy and rich PBA.

Six Key Deposits That Can Help Build a Healthy PBA:

- Keep promises to yourself.
- Do small acts of kindness.
- Be gentle with yourself. (Don’t beat yourself up.)
- Be honest.
- Renew yourself. (Don’t wear yourself out.)
- Magnify your talents.

Keep Promises to Yourself

We should treat the commitments we make to ourselves as seriously as we treat the commitments we make to the most important people in our lives. If parts of your life feel out of control, focus on the single thing you can control—you. Make a promise to yourself, and keep it. Start with small commitments you know you can keep, and then build on those.
Do Small Acts of Kindness

Doing acts of kindness for others gets you focused outward, not inward. It's hard to feel unsatisfied or unhappy when helping others. A by-product of serving others is feeling wonderful yourself.

Some small acts of kindness include

- Going out of your way to make someone feel included
- Writing an email or thank you note to someone who has made a difference in your life
- Paying for the ice cream of the person behind you in line
- Delivering a treat to a friend or neighbor

Be Gentle With Yourself

Being gentle with yourself can mean many things. It can mean not expecting yourself to be perfect, being patient with yourself, learning to laugh at yourself, or forgiving yourself when you mess up. We should learn from our mistakes, but not beat ourselves up over them. Instead, consider what went wrong and why. Learn and make amends if you need to, and then drop it and move on.

Be Honest

Self Honesty: When people look at you, do they see the real you? Trying to be someone you’re not, or being “fake,” can make you feel unsure of yourself. “Always be a first-rate version of yourself rather than a second-rate version of someone else.”

Honesty in Actions: Don’t do things that you would have to hide or cover up. It takes courage to be honest when it may seem like others are getting away with being dishonest, such as cheating on tests or lying to parents and friends. Every act of honesty is a deposit in your PBA and will build strength.

Renew Yourself

Take time for yourself to renew and relax, or put yourself in a “time out.” Rejuvenate, unplug, and perhaps listen to the natural world around you. Some ways to renew yourself include sitting outside and pondering the clouds, exercising, and writing in a journal. (See Habit 7 – Sharpening the Saw.)
Magnify Your Talents

Finding and developing a talent, hoppy, or passion can be a wonderful deposit into your PBA. Talents come in a variety of packages: having a knack for reading, writing, singing, organizing spaces, remembering details, being funny, or being accepting of others. It doesn’t matter where your talent may lie—it’s exhilarating to do something you like doing and that you’re good at, and it’s an important form of self-expression that helps build self esteem.

SOME BABY STEPS:

- Identify one easy task that needs to be completed today. Decide when you will do it, and keep the promise to yourself to get it done.
- Do one small act of kindness today, such as taking out the trash for your mom or making someone’s bed.
- List a talent you would like to develop and write specific steps to get there.
- Go an entire day without “negative self talk.” Each time you catch yourself outing yourself down, replace it with three positive thoughts about yourself.
- Decide on a fun activity that will help lift your spirits, and do it today.
- The next time someone asks how you’re feeling, share with them.
- Try not to exaggerate or embellish.

HABIT 1 – BE PROACTIVE

You can be either proactive or reactive—you can take responsibility for your life, or you can blame others; you can make things happen, or you can be someone that lets things happen to you.

Reactive people often make choices based on impulse. They are like a can of soda. When life shakes them up a bit, the pressure builds and they explode.

Proactive people make choices based on values or principles. They think before they act. They recognize that they can’t control everything that happens to them, but they can control what they do about it.

Listen to your language.
You can usually tell the difference between a reactive and proactive person by the language that s/he uses.

Reactive language takes power away from you and gives it to someone or something else: I’ll try; That’s just the way I am; I have to; I can’t; You ruined my day; My teacher just doesn’t like me.
Proactive language puts power in your own hands: *I’ll do it; I can do better; Let’s look at all our options; I choose to; There must be a way; I’m not going to let your bad mood rub off on me.*

**Avoid the “Victimitis Virus.”**

People infected with victimitis believe that people have it in for them and the world owes them something.

People who make themselves into a victim, or who are reactive, often do the following:

- get offended easily
- blame others
- get angry and say things they later regret
- criticize and complain
- wait for things to happen to them
- change only when they have to

People who are proactive often do the following:

- brush things off without getting offended
- take responsibility for their choices
- think before they act
- bounce back when something bad happens
- find ways to move forward
- focus on things they can do something about, and don’t worry about the things they can’t

Being reactive is way easier than being proactive! It takes a lot of strength to be proactive.

**Take Control**

There is only one thing we can truly control: how we respond to what happens to us. If we spend time and energy worrying about things we can’t control, such as someone else’s rude comment or a past mistake, we may feel out of control or like a victim. You are the star of your own life. Focus on what you can influence.

**Turn Setbacks into Triumphs**

Life often deals us bad hands, but it’s up to you to think to yourself, “I’ve got this. I can get through this.” If nothing bad ever happens to you, you’d never learn or change. Every setback can be turned into a triumph.
Become a Change Agent

Don’t repeat negative habits that may be a part of your family peer culture. Be proactive—stop the bad habits and circumstances from being passed on to yourself and others. Become a “change agent” that passes on and encourages good habits.

Have a Can-Do Attitude

Can do people do the following:

- take initiative to make something happen
- think about solutions and options
- Act

“People of accomplishment rarely sat back and let things happen to them. They went out and happened to things."

Just Push Pause

Sometimes life moves so fast that we instantly react to things out of sheer habit. If you can learn to push pause, get control, and think about how you want to respond, you’ll make smarter decisions.

When you push pause, open up your “toolbox” and decide what to do. The tools you can use are self awareness, conscience, imagination, and willpower.

- Self Awareness: standing apart from yourself to observe your own thoughts and action
- Conscience: listening to your inner voice to know right from wrong
- Imagination: envisioning new possibilities or solutions
- Willpower: having the power to choose

Everyone faces an extraordinary challenge or two in life, but we can choose to rise to those challenges or be conquered by them.
SOME BABY STEPS:

- Leave yourself a message or note that says, “I will not let ________________.”
- The next time you receive a poor grade that you don’t understand or think is unfair, don’t blow it off or complain about it. Make an appointment with the teacher to discuss it and then see what you can learn.
- If you get in a fight with a parent or a friend, make amends and be the first to apologize.
- Identify something that bothers you that you have no control over, and then decide to drop it.
- If someone says something rude or mean to you, push the pause button. Do not respond when you’re angry. Cool down first, and then decide how to handle it.
- Ask yourself, “What is my most unhealthy habit?” Make up your mind to do something about it.

HABIT 2 – BEGIN WITH AN END IN MIND

Begin With an End in Mind means developing a clear picture of where you want to go with your life, deciding what your values are, and setting goals. It’s similar to creating a blueprint before building a house or writing an outline before tackling an essay.

Two reasons to have an end in mind: You are at a crossroads in life, and the paths you choose now can have long-term effects; if you don’t decide your own future, someone will do it for you.

Standing at the Crossroads

You’re young with your whole life before you, and you need to choose which paths to take. Some questions to consider include:

- Do you want to go to college?
- Do you want to travel?
- Should you try out for a team?
- What kind of friends do you want to have?
- What values do you choose?
- What kind of relationships do you want to have with your family?
- What will your attitude toward life be?
- What will you stand for?
- How will you contribute to your community?

The paths you choose today can shape you forever.
Taking the Lead

Many may like to live in the moment and “go with the flow.” We should definitely enjoy the moment and not have our heads too far in the clouds; however, if we just go with the flow, we’ll end up where the flow goes. We may end up following anyone who’s willing to lead, even into things that won’t get us far.

Creating a Personal Mission Statement

The best way to begin with an end in mind is to create a personal mission statement, or a personal credo or motto that states what your life is about—it’s like a personal blueprint for your life that will open your eyes to what’s important to you and help you make decisions accordingly.

Mission statements come in a variety of ways: some are long, and some are short; some are poems or song lyrics; some include a favorite quote, picture, or photograph.

A mission statement is like a tree with deep roots—it’s stable and it’s not going anywhere, but it’s also alive and continually growing. There will be many events in life that you can’t control, such as losing a loved one or moving to a new place, but having a mission statement will give you something stable to hold on to and that will help you deal with challenges and change.

To help develop your personal mission statement, think about your talents and what you’re good at, and complete “The Great Discovery” questionnaire:

- Think of a person who made a positive influence in your life. What qualities did that person have that you would like to develop?
- Imagine 20 years from now—who are the most important people in your life, and what are you doing?
- A steel beam is placed between two skyscrapers. For what would you be willing to cross? A million dollars? Your pet? Your sister or brother? Fame?
- Describe a time when you were deeply inspired?
- List ten things you love to do. It could be anything—Web design, singing, baking, trying new restaurants, or watching old movies.
- If you could spend one day in a great library studying anything you wanted, what would you choose?
- Five years from now, a news reporter is interviewing three people who are close to you. Who are these people, and what would you want them to say?
- Think of something that represents you, such as a flower, a song, or an animal. Why does it represent you?
- If you could spend an hour with anyone who ever lived, who would you choose? Why? What would you ask him/her?
• List your talents. Are you a good creative thinker? Are you good with numbers? Do you have an excellent memory? Are you artistic? Are you good at sports? Everyone has talents.

One you have discovered some things about yourself and what you value or enjoy, try one of the following methods to help you develop your personal mission statement:

• Collect quotes that are meaningful to you.
• Speed write about your mission for ten minutes without worrying about what’s coming out.
• Go to a quiet place where you can be alone. Think deeply about life and what you want to get out of it.

One you have a personal mission statement, put it somewhere that you can see it or access it, and refer to it often.

Three Watch-Outs

1. Avoid negative labels of yourself. (Labels are just like paradigms)
2. Avoid the “It’s All Over” Syndrome. Everyone makes mistakes and does things they’re not proud of, but it’s never “all over.”
3. Avoid Leaning Your Ladder Against the Wrong Wall. Many people work hard to achieve something, and then find that it’s totally unsatisfying. Or, perhaps in the quest to accomplish something, we lose sight of friendships and what’s important to us. Don’t be afraid to ask yourself, “Is what I’m doing leading me in the right direction?”

Goal Setting
Once you have your mission in place, set some goals for yourself. This will help you break down your mission into “bite-sized pieces.”

Five Keys to Goal Setting:

1. Count the Cost
   What will achieving the goal require? Will you have to spend less time doing something else? What will achieving the goal bring to you? A feeling of accomplishment? Stronger relationships? Are you willing to make the sacrifices needed to accomplish your goal?

2. Write It Out
   “A goal that is not written is only a wish.” Writing forces you to be specific and gives your goal more power.

3. Just Do It
   Become fully committed to accomplishing the goal because then your power to complete it will increase. Having commitment will help you pull up willpower, skill, and creativity you never knew you had.
4. Use Momentous Moments
   Certain moments in life contain momentum and power. The key is to harness these
   moments for goal setting. Things with starts and ends have momentum, such as the
   start of a school year or ending a relationship.

5. Rope Up
   You’ll accomplish more if you “rope up” and borrow strength from others. For
   example, if you’re goal is to get in shape, find a friend with the same goal and work
   out together.

Make Your Life Extraordinary

Remember that life is a mission, not a career. A career is a profession. A mission is a cause.
A career asks “What is in it for me?” A mission asks “How can I make a difference?” We
don’t need to do great things, but we do need to do small things in a great way.

SOME BABY STEPS:

- Write down a key crossroad you are facing in your life right now. In the long run,
  what is the best path to take?
- Think about and write down your goals.
- Identify a negative label that others may have given you or that you may have given
  yourself. Think up a few things you can do change that label.

HABIT 3 – PUT FIRST THINGS FIRST

This habit is all about learning to prioritize and manage your time so that your first things
come first, not last. It can also help you overcome fears and be strong during hard
moments.

Having goals is the easy part; putting them into action is the hard part. You must have will-
power instead of won’t-power.

Time Quadrants

Time quadrants is a model that helps you create time and pack more in. It’s made of two
primary ingredients: important and urgent. Important things are your first things, or the
activities that contribute to your mission and goals. Urgent things are things that must be
done right away.
Quadrant 1: The Procrastinator

The procrastinator is addicted to urgency and likes to put things off until they become a crisis. The results of too much time in Q1 include stress and anxiety, feeling burnt out, and mediocre performance.

*Quadrant 2: The Prioritizer

Q2 is made up of things that are important but not urgent, like relaxing, spending time with friends, planning ahead, and doing homework on time. The prioritizer takes a look at everything she has to do and then prioritizes, making sure that her first things get done first, and her last things last. She does her homework on time and works on essays in advance, thereby doing her best work and avoiding the burn out that comes from cramming. She makes time for exercise and to renew herself, and the people who matter most in her life come first. The results of living in Q2 include having control of your life, having balance, and achieving high performance.

Quadrant 3: The Yes-Man

The Yes-Man tries to please other people and respond to their every desire. This quadrant is loaded with activities that are important to other people, but not to you, or that you do for fear of “missing out” on something. The results of spending too much time in Q3 include feeling like a follower rather than a leader, a lack of discipline, and feeling like a doormat.

Quadrant 4: The Slacker

Q4 is the category of waste and excess. These activities are neither important nor urgent. Relaxing and taking time off is important, but if done in excess, they are just a waste of time. The results of living too long in Q4 include showing a lack of responsibility, guilt, flakiness, and missing out on adventures.

Quadrant 2 is the place you want to be; however, the only way to spend more time in Q2 is to reduce the amount of time you spend in other quadrants. Some ways to accomplish this include:

- Use a planner
- Plan weekly
- Block out time to accomplish your big tasks, and then schedule everything else.
- Adapt daily, or as needed.

Time management isn’t the only part of Habit 3. The other part is learning to overcome fear and peer pressure. It takes courage to stay true to your first things first, like your values and standards, when the pressure is on.
The Comfort Zone and The Courage Zone

Putting your first things first takes courage and it will often cause you to stretch out of your comfort zone.

Never Let Fear Make Your Decisions

Don’t let a fear of failure of what other people think determine what decisions you make.

Winning Means Rising Each Time You Fall

We should worry less about failing and more about the chances we miss when we don’t even try.

Be Strong in the Hard Moments

Hard moments are conflicts between doing the right thing and doing the easier thing. Small hard moments occur daily, such as getting up early, controlling your temper, or finishing your homework. Big hard moments are less frequent and include things like surrounding yourself with good friends, resisting negative peer pressure, and rebounding after a setback.

Overcoming Peer Pressure

Sometimes peer pressure can be so strong that the only way to overcome it is to remove yourself entirely from the environment you’re in.

The Good Kind of Pressure

Some peer pressure can be good. Surround yourself with people who put positive pressure on you to be your best. If you find yourself frequently caving into peer pressure, build your PBA and stick to your mission statement.

The Common Ingredient to Success = Discipline

Successful people are willing to “suck it up” from time to time and do things they don’t like doing. Why do they do them? Because they know that these things will lead them to their goals.
SOME BABY STEPS:

- Identify your biggest time wasters.
- Identify a fear that’s holding you back from reaching a goal. Decide right now to jump outside your comfort zone and stop letting your fear get the best of you.
- Identify a person or people who have the most influence on you. Ask yourself, “Am I doing what I want to do or what they want me to do?”

III. PART 3: THE PUBLIC VICTORY (Habits 4, 5, and 6)

While the private victory helps you become independent and responsible for yourself, this section on the public victory will help you become interdependent, or work cooperatively with others and become a team player. Your ability to get along with others plays a large role in how successful you are at work or school and your level of personal happiness.

The Relationship Bank Account

The most important ingredient in any relationship is what you are. While the Personal Bank Account (PBA) represents the amount of trust and confidence you have in yourself, the Relationship Bank Account (RBA) represents the amount of trust and confidence you have in your relationships. Like the PBA, you can make deposits into your RBA and improve relationships or take withdrawals that weaken your relationships. A strong and healthy relationship is always the result of steady deposits made over a long period of time. It also usually takes many deposits to make up for one withdrawal.

Six deposits that seem to work all the time include the following:

- Keep promises.
- Do small acts of kindness.
- Be loyal.
- Listen.
- Say you’re sorry.
- Set clear expectations.

Keeping Promises

Keeping small commitments and promises is vital to building trust. Don’t say you’re going to do something and then not do it. Give out promises sparingly, and then do everything you can to keep them. If you can’t keep a commitment for some reason, then let the other person know why.
Do Small Acts of Kindness

To build friendships, start by doing little things, because in relationships the little things are the big things. Small acts of kindness don’t need to be one-on-one; you can team up with others to make a deposit into you RBA. Treat others as you would want them to treat you.

Be Loyal

Be loyal to other people not just when they’re around, but also when they’re not. For example, by talking behind someone’s back, you are making a RBA withdrawal from everyone who hears you and from the person you’re attacking. If you’re nice to someone when they’re facing you but trash-talk them when they’re backs are turned, don’t think they won’t feel it—it somehow gets communicated.

Gossip is a big problem among teens, both boys and girls. Why do teens gossip? Holding someone’s reputation in your hands can make you feel powerful. People may also gossip because they feel insecure, afraid, threatened or jealous. Strong minds talk about ideas; weak minds talk about people.

Loyal people keep secrets—when someone shares something private with you, keep it to yourself. Avoid gossiping.

Loyal people stick up for others. If you hear gossip about another person, either refuse to participate by walking away or stick up for that person. Steering clear of gossip takes courage, but after the discomfort of avoiding it, people will admire you and recognize that you’re loyal.

Listen

People need to be listened to. Listening can heal wounds and create fantastic friendships.

Say You’re Sorry

Apologizing when you yell, overreact, or make a mistake can quickly restore and overdrawn RBA. Don’t let pride or lack of courage stand in the way of saying you’re sorry to someone you’ve offended. Apologies disarm people.

Set Clear Expectations

Communicate your real feelings instead of trying to flatter or please; otherwise, you will likely set unclear or unrealistic expectations in a relationship. Build trust by telling it like it is and laying out clear expectations right up front.
**SOME BABY STEPS:**

- Pick an important relationship in your life that’s damaged and commit yourself to repairing it one deposit at a time.
- Handwrite a thank-you note to someone you’ve wanted to thank for a long time.
- Before making a commitment, pause and think about whether or not you can keep it.
- Pinpoint when and where it is most difficult for you to hold back from gossiping, and come up with a plan of action to avoid it.
- Try to go a whole week saying only positive things about others.
- Take it easy and don’t talk so much today. Spend the day listening.
- Write a simple note of apology to someone you may have offended.
- Think of a situation when you and someone else have different expectations. Put together a plan for how to get on the same page.

**HABIT 4—THINK WIN-WIN**

Think Win-Win is an attitude toward life, or a mental frame of mind that says I can win, and so can you. This is the foundation for getting along well with others. It begins with a belief that we are all equal, that no one is inferior or superior to anyone else, and no one needs to be.

Win-Lose—The Totem Pole

The “totem pole syndrome” is a win-lose relationship or situation based on competition and pride. It’s the position that you don’t care how good you are as long as you’re a notch higher than another on the totem pole. Relationships, friendships, and loyalty are all secondary to winning the game, being the best, and having it your way. This attitude comes out in different ways:

- Using other people, either emotionally or physically, for your own selfish purposes
- Trying to get ahead at the expense of someone else
- Gossiping or spreading rumors
- Always insisting on getting your way without thinking about others’ feelings
- Getting jealous when something good happens to someone else

In the end, the win-lose relationship will likely backfire.
Lose-Win—The Doormat

The “doormat syndrome” is a lose-win relationship or situation that says, “Have your way with me. Wipe your feet on me.” With this attitude, you’ll find yourself setting low expectations and compromising your standards again and again, and you’ll be hiding your true feelings. Giving into peer pressure is one type of lose-win. Letting others win the little issues is a deposit into your RBA, but be sure to take a stand on the important issues.

Lose-Lose—The Downward Spiral

Lose-Lose says, “If I'm going down, you’re going with me.” Revenge is one type of lose-lose, because you may think you’re winning, but you’re really only hurting the other person and yourself. Being jealous about another person's success is also lose-lose. Lose-Lose is usually what happens when two Win-Lose people get together. If you both want to win at all costs, you're both going to end up losing.

Win-Win—The All-You-Can-Eat Buffet

Win-Win is the belief that everyone can win. It’s making sure you don’t step on others and not being a doormat for others to step on. You care about other people and want them to succeed, but you also care about yourself and your successes. It’s the belief that there’s plenty of success to go around.

How do you create a Win-Win? Win the private victory first and avoid the tumor twins.

Win the Private Victory

It all begins with you. Make deposits into your PBA, take responsibility for your life, and get a plan in place. Then your confidence and security will increase and you’ll start enjoying other people instead of being threatened by them. Personal security is the foundation for thinking Win-Win.

Avoid the Tumor Twins

There are two habits that, like tumors, can slowly eat away at you from the inside: competing and comparing.

Competition with yourself and with others can be extremely healthy. Positive competition drives us to improve, and to reach and stretch. But, there can also be a dark side to competition. Competition becomes negative when you tie your self-worth into winning or when you use it as a way to place yourself above another. Use competition as a benchmark to measure yourself against, but don’t compete over boyfriends, girlfriends, status, friends, popularity, or attention.
Comparing is competition’s twin. Comparing yourself to others is unfair and unreliable because we’re all on different development timetables. Everyone has their own course. Concentrating on another’s course will just distract you from your own course. For example, if you get your security from the fact that your grades are higher than someone else’s, what happens when someone comes along with higher grades? Comparing ourselves in this way often creates an up-and-down emotional rollercoaster, feeling inferior one moment and superior the next, or feeling confident one moment and intimidated the next. The only good comparison is comparing yourself against your own potential. Be happy with being you. Love your flaws. Own your quirks. Know that you are just as perfect as anyone else.

The Fruits of the Win-Win Spirit

If you’re big-hearted, committed to helping others succeed, and willing to share recognition, you’ll be a magnet for friends and others will likely want to help you succeed, as well. Moreover, thinking Win-Win will fill your heart with happy and serene thoughts.

The Win-Win spirit can be applied to almost every situation, to working out major conflicts to deciding what movie to see; however, there may be times when, no matter how hard you try, you won’t be able to find a Win-Win solution. For example, someone else may be so bent on Win-Lose that you don’t even want to approach him or her. In these situations, don’t get ugly yourself (Win-Lose) or get stepped on (Lose-Win). Instead, go for the Win-Win or No Deal. In other words, if you can’t find a solution that works for both of you, decide not to play.

The more you try to find Win-Win solutions, the more it will become a mental habit; it will become part of who you are.

SOME BABY STEPS:

- Pinpoint the areas of your life where you struggle with comparisons—clothes, physical features, friends, attention from others, talents?
- When playing a sport or game, show sportsmanship. Compliment someone from the opposing team after the game.
- Form a study group and share your best ideas with each other.
- The next time someone close to you succeeds, be genuinely happy for him/her instead of feeling jealous that it didn’t happen to you.
- Think about your general attitude toward life. Is it Win-Lose, Lose-Win, or Win-Win? How is that attitude affecting you?
- Think of a person who you feel is a model of Win-Win. What is it about this person that you admire?
HABIT 5- SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD

This habit is about listening first and talking second. It's about seeing things from another person's point of view before sharing your own. This habit is the key to communication because the deepest need of the human heart is to be understood. Once people feel understood and not judged, they will likely drop their defenses and open themselves up to positive influence.

Listening is one of the four primary forms of communication, along with reading, writing, and speaking. Yet, many of us seldom listen when people talk because we are too busy preparing a response, judging, or filtering their words through their own paradigms.

Five Poor Listening Styles

1. Spacing Out – we allow our mind to wander when someone is speaking to us
2. Pretend Listening – we allow our mind to wander when someone is speaking, but we pretend that we're interested in everything he/she says.
3. Selective Listening – we pay attention only to the part of the conversation that interests us.
4. Word Listening – we listen only to people's words, and not their body language, feelings, of the true meaning behind the words.
5. Self-Centered Listening – we see everything from our own point of view and often play a game of one-upmanship. In this type of listening, we inappropriately judge, advise (give advice based on your own experience), and probe (try to dig up emotions before people are ready to share them.)

Genuine Listening

To do genuine listening, you need to do three things:

1. Listen with your eyes, heart, and ears. To hear what people are really saying, you need to also hear what they’re not saying.
2. Stand in their shoes. Many people look at conversations as a competition—it’s my point of view versus yours. It’s silly to try to win conversations, and it usually results in a withdrawal from your RBA.
3. Practice Mirroring. Mirrors don’t judge. They don’t give advice. They reflect. To mirror, repeat back in your own words what the person is feeling and saying. Mirroring is different than mimicking. Mirroring repeats meaning, not words. It uses your own words, not the same words. It is warm and caring, not cold and indifferent. Some mirroring phrases include the following: It sounds like you feel...; I can see that you’re feeling...; So, what you’re saying is...”
Communicating With Parents

If you want to improve your relationship with your parents, try listening to them just as you would with a friend. Instead of saying, “My parents just don’t understand me,” try to understand them. Jump into your parents’ shoes and try to see things from their point of view. If you take time to listen to your parents and try to understand them, you will gain a greater respect for them and you’ll get your way much more often. After all, if they feel that you understand them, they will be much more likely to listen to you, they’ll be more flexible, and they’ll trust you more.

Then Seek to Be Understood

Seeking to be understood takes courage, but it’s an important part of Habit 5. If you only listen without speaking up for yourself, you risk being a doormat. It can also make us harbor feelings on the inside while others carry on without knowing how we really feel. This isn’t healthy. Unexpressed feelings rarely die; instead, they come out later in uglier ways.

Giving feedback is an important part of seeking to be understood. Just make sure it is done in the right way. First, ask yourself, “Will this feedback really help this person, or am I just doing it to suit myself and fix him?” If your feedback isn’t with the other person’s best interests at heart, then don’t give it. Second, give “I” messages instead of “you” messages. For example, say, “I’m concerned that...” or “I feel that...”

**SOME BABY STEPS:**

- See how long you can keep eye contact with someone when he is speaking to you.
- Do some people watching to see the different ways that people communicate with one another.
- Ask yourself, “Which of the five poor listening skills do I have the most trouble with?” Then try to go on day without doing it.
- Have a genuine conversation with one or both of your parents. Ask them questions and listen to their responses with an open heart.
- Spend your day listening rather than speaking; speak only when you need to.
- The next time you find yourself stuffing your feelings, find a responsible and honest way to express them.
- Think of a situation in which your constructive feedback would help another person. Share it with him/her when the time is right.
HABIT 6 – SYNERGIZE

Synergy is achieved when two or more people work together to create a better solution than either could alone—it’s not your way or my way, but a better way. Synergy is

- Celebrating differences (not just tolerating differences)
- Team work (not working alone)
- Open-mindedness (not thinking you’re always right)
- Finding new and better ways (not compromise)

Synergy is found everywhere: among the great sequoia trees that share roots, geese flying in a V-shape, a bird eating insects off of an animal, or people working together to create a song.

Celebrating Differences

The world is full of people who have different talents, knowledge, experiences, and interests, and who have different backgrounds, religions, and races. There are three possible approaches you can take to handling these differences:

- Shun differences—be afraid of differences or ridicule people who are different
- Tolerate differences—believe that everyone has the right to be different; don’t shun diversity, but don’t embrace it, either.
- Celebrate differences—value differences; understand that two people who think differently can achieve more than two people who think alike; Diversity=Creative Sparks= Opportunity

We Are All a Minority of One

Diversity isn’t just external; it’s also internal. Everyone has their own unique way of thinking, even about the same topic.

First, we learn differently. One theory is that there are seven types of intelligence, and that kids may learn best through their most dominant intelligence.

- Linguistic—learn through reading, writing, or telling stories
- Logical-Mathematical—learn through logic, patterns, categories, or relationships
- Bodily-Kinesthetic—learn through bodily sensations or touch
- Spatial—learn though images and pictures
- Musical—learn through sound and rhythm
- Interpersonal—learn through interaction and communication with others
- Intrapersonal—learn through their own feelings
Second, we see differently. Everyone has a different paradigm about themselves, others, and life in general.

For, example, what do you see in the following pictures?

Third, we have different styles, traits, and characteristics. (See “What Kind of Fruit Are You?”)

Instead of trying to blend in and be like everyone else, be proud of and celebrate your unique differences and qualities.

Roadblocks to Celebrating Differences

There are three main roadblocks to celebrating differences:

1. Ignorance—you simply don’t know what other people feel or believe, or what they’ve been through
2. Cliques—your group of friends is so exclusive that they reject everyone who isn’t just like them
3. Prejudice—stereotyping, labeling, or judging someone based on his/her race, gender, accent, religion, or where he/she lives

Sticking Up For Diversity

Watch out for courageous moments when you can stop prejudice or people who pick on someone who is different.
Finding the High Way

Synergy is more than just compromise or cooperation. Synergy is creative cooperation, with the emphasis on creative. It’s finding a win-win way that’s better than any of the original proposals.

Getting to Synergy

There is a simple five-step process to help you achieve synergy:

1. Define the problem or opportunity—state the problem, challenge or opportunity in a clear, straightforward way
2. Their way—seek to understand the ideas or viewpoints of others
3. My way—seek to be understood by sharing your ideas
4. Brainstorm—create new options and ideas
5. High Way—find the best solution

These steps are a guideline; they do not always have to occur in order, and you don’t always have to do all of them. For example, if you’re RBA is high with someone, you may be able to jump right into brainstorming.

Great teams are usually made up of five or more different types of people, with each playing an important role.

1. Plodders—Sure and steady, they stick to the job until it’s done.
2. Followers—They are very supportive of leaders; if they hear a great idea, they can run with it and follow through on making it work.
3. Innovators—They are creative, idea people; they offer “sparks.”
4. Harmonizers—They provide unity and support; they are great synergizers as they work with others and encourage cooperation.
5. Show-Offs—Fun to work with, they can be tough at times. They often add the spice and momentum needed to bring the team to overall success.

Great teamwork is like a great piece of music. All voices and instruments may be singing and playing at once, but they aren’t competing. Individually, the voices and instruments make different sounds, play different notes, and pause at different times; yet, they blend together to create a whole new sound. This is synergy.
**SOME BABY STEPS:**

- Try out the synergy action plan next time you are having a disagreement with a friend or family member.
- This week, look around and notice how much synergy is going on around you—on a team, in nature, or between friends. What kind of creative problem solving do they use?
- Think about someone who irritates you. What is different about them? What are their positive attributes and what can you learn from them?
- Think about your openness to diversity in each of the following categories: race, religion, gender, age, and dress. In these categories, are you a shunner, a tolerator, or a celebrator? What can you do to become a celebrator in each category?

**IV. PART 4: RENEWAL (Habit 7)**

**Sharpen the Saw**

Habit 7 is all about keeping yourself sharp so that you can better deal with life. It means regularly renewing and strengthening the four key dimensions of your life—your body, your brain, your heart, and your soul.

- **Body**—exercise, eat healthy, sleep well, and relax
- **Brain**—read, educate, write, learn new skills, and create
- **Heart**—build relationships (PBA and RBA), give service, laugh, learn to love yourself
- **Soul**—meditate, keep a journal, pray, take in quality media

**Balance is Better**

To perform at your peak, you need to strive for balance in all four dimensions of your life. Why? Because how you do in one dimension of your life will affect the other three. For example, it’s hard to be friendly (heart) when you’re tired (body). On the other hand, when you’re feeling motivated an in-tune with yourself (soul), it’s easier to focus on work (mind) and to be friendlier (heart).

**Take Time for a Time-Out**

Taking time to relax and care for yourself is essential. This is what Sharpening the Saw is all about.
Caring for Your Body

There are many ways to stay physically sharp. You can eat good food, get enough sleep, keep good hygiene, and exercise.

Here are some good approaches to caring for your body:

- **Listen to Your Body**—pay attention to how different food make you feel, and from that, create your own do’s and don’ts.
- **Be Moderate and Avoid Extremes**—A little junk food isn’t going to hurt you, but you shouldn’t make it your everyday fare. Use a balanced approach to nutrition.
- **Use It or Lose It**—Exercise helps people with feelings of depression, confusion, or apathy; it has an amazing way of giving people a shot of energy, melting stress away, and clearing their minds.
- **It’s All About How You Feel**—Be careful; in your quest for a better body, make sure you don’t become too obsessed with appearance. Don’t compare yourself to others or images in the media. Focus on how caring for your body makes you feel.
- **The Refusal Skill**—Steer clear of drugs, alcohol, and cigarettes.

Here are some steps that you may want to consider the next time you feel pressured or interested in smoking or drinking:

*Ask Questions:* Ask questions that really make you think about what you’re doing, such as, “Why would I want to smoke?” or “What will happen to me if I drink alcohol?”

*Name the Trouble:* Put a face on what you are doing. For example, say to yourself, “Underage drinking is illegal.”

*State the Consequences:* Think through the consequences of your actions. For example, say to yourself, “I could get arrested” or “Smoking will ruin my lungs.”

*Suggest an Alternative:* Have your own list of fun alternatives whenever you feel yourself being lured in. Perhaps you could suggest seeing a movie or playing a game.

*Take Off:* If you get caught in a situation that makes you uncomfortable, don’t worry what everyone else might think of you. Just get out of there.
Caring for Your Brain

The mental dimension of Habit 7, Sharpen the Saw, means developing brainpower through your schooling, extracurricular activities, hobbies, and other mind-enlarging experiences.

Sharpen Your Mind

There are countless ways to expand your mind. Some of these ways include the following:

- READ!
- Follow blogs that discuss topics you’re curious about
- Travel
- Plant a garden
- Visit a library
- Watch documentaries
- Write a story, poem, or song
- Play challenging, solitary games, like crossword puzzles or Sudoku
- Visit a museum
- Play checkers or chess with a friend
- Attend a ballet or the symphony
- Learn to play a musical instrument
- Read or listen to the news

Find Your Niche

Find subjects that interest you and build upon them. Take classes, check out books, and see movies about the topic. Don't let school be your only form of education.

Don’t Let School Get in the Way of Your Education

Grades are important; they're a way to measure your progress and they can open the door to other opportunities, such as college. But, while grades are important, learning is more important. Remember why you’re in school to begin with.
Mental Barriers

There are a few barriers to overcome when you’re expanding and building your brain. Here are three to consider:

1. Screentime—Some time in front of the TV or computer screen is fine and healthy, but too much time spent texting, playing video games, or watching TV can numb the brain. Set guidelines for your screentime, and don’t let it get out of hand.
2. The Nerd Syndrome—Some teens don’t do well in school because they don’t want to be labeled as nerds. Take pride in your mental abilities!
3. Pressure—Sometimes teens don’t do well in school because of the pressure it creates—if we do poorly, there’s no expectation and no pressure; however, the stress that comes from pressure is much more tolerable than the stress that comes from the poor results of not trying your best.

Caring for Your Heart

Take Care of Your Relationships

The best way to nourish your heart is to focus on building relationships, or making regular deposits into your PBA and RBAs.

Don’t Hesitate to Ask for Help

There’s a big difference between the occasional blues and being depressed. Seek help from a parent, doctor, or another trusted adult if life has been feeling painful for a long period of time or you can’t shake off feelings of sadness and hopelessness.

Remember that what feels like a struggle now will bring you strength.

Laughter is the Best Medicine

One last key to keeping your heart healthy and strong is to laugh. Laughter helps us loosen the mental gears to think more creatively, cope with the difficulties of life, reduce stress, lower our heart rate and blood pressure, connect with others, and release endorphins (nature’s natural painkiller). Learn to laugh at yourself when strange or stupid things happen to you, because they will.

Caring for Your Soul

Taking care of your soul means taking care of your inner self; your soul is your core, wherein lies your deepest convictions and values. Sharpening the Saw in the spiritual area of life means taking time to renew and awaken that inner self.
There are a many ways to feed your soul:

- Meditate
- Help others
- Write in a journal
- Take a walk
- Read inspiring articles and books
- Draw
- Pray
- Write poetry or music
- Listen to music that speaks to you
- Play a musical instrument
- Talk with close friends
- Reflect on your goals or mission statement
- Spend time in nature

You Can Do It
Take some time out of every day, even if it’s only 15 or 30 minutes, to Sharpen the Saw. Set aside a specific time each day or each week to be alone, think, or exercise.

SOME BABY STEPS:

- Eat breakfast
- Give up a bad habit for a week. Go without soda, fried foods, or sugary snacks, and see how you feel at the end of the week.
- Build a humor collection. Bookmark funny videos, or start a collection of great jokes. Then refer to it when you feel stressed.
- Watch the sunset tonight or get up early to watch the sunrise.
- Start keeping a journal.
- Take time each day to meditate, reflect on your life, or pray. Do what works best for you.