

# IT'S ALL ABOUT ME



The hope is that this workbook will help you to understand yourself and your situation better and ultimately help you through your teen years!

# It's All About Me!

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# Stages of Change

Not Currently Considering Change



This is the stage when individuals may not even be thinking about change. In fact, they may not even be aware that it would be beneficial for them to make a change, though other individuals around them may be thinking that they should.

**How to know if you are in the Not Currently Considering Change Stage:**

- You're not really thinking about making any changes in your behaviours.
- You are basically okay with how things are.
- Others may be voicing their concerns about your behaviours.

Thinking About Change



In this stage individuals are aware that a change is needed and they actually desire to make a change. Although they are seriously thinking about it, they have no clear plan of action because they are feeling unsure about change.

**How to know if you are in The Thinking about Change Stage:**

- You find yourself doing on-line research, and thinking about what it would be like to change.
- You seek out the advice of others who have had similar experiences as you.
- You find yourself interested in movies and books about youth that have made positive changes in their lives.

Ready For Change & Making Plans



This stage is a time of planning the how and when the change process will begin. I think I can, I think I can, I think I can.

**How to know if you are in The Ready for Change and Making Plans Stage:**

- Your adult support people (parents, teachers, counselors) have become very important in your life.
- You are regularly feeling both excitement and fear.

Making Change  
& Taking  
Charge



Continuing  
Forward

This stage has a steady, forward movement. All the necessary plans and supports are mapped out. Just Do It!

How to know if you are in The Making Change and Taking Charge:

- You are in full-out action mode and committed to seeing your actions through.
- You're spending most of your day focused on your new behaviours and actually starting to enjoy it!

By this stage, individuals are firmly cemented in the forward movement of their action plan. Commitment to moving forward is the goal of this stage. Keep on Keeping On!

How to know if you are in The Continue Forward Stage:

- Your life is running more smoothly.
- You are actively looking for new ways to change and grow.

Something new I learned today:

Something new I learned about<sup>8</sup>  
myself today:

Something I will do  
differently in the future:

Who can support me in  
making changes:



# Basic Needs



There are 5 basic needs that **EVERYBODY** has. They are:

- ✓ Survival
- ✓ Love
- ✓ Power
- ✓ Freedom
- ✓ Fun

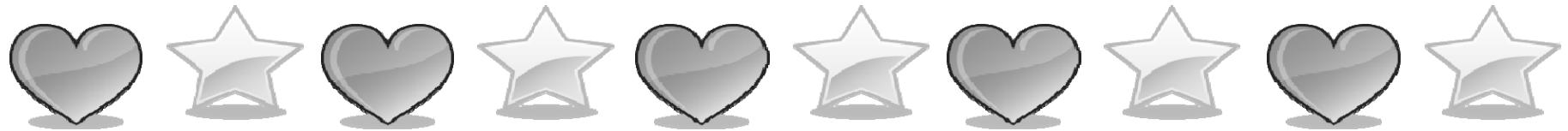
To have a balanced life we strive to meet all of the needs.

The need for survival is the most basic need and is number one for everyone. However, if our need for survival is taken care of, we all have one need that is MOST important to US. (Love, Power, Freedom or Fun) This will be different for everyone.

Read the following pages and take the Needs Inventory to determine what need might be most important to you.

Survival	Love	Power	Freedom	Fun
 <p>Food Clothing Rest Shelter Safety Health</p>	 <p>Belonging Caring Sharing Cooperating Accepting Joining Affection</p>	 <p>Achievement Self Control Importance Significant Capable Competition Leadership</p>	 <p>Choice Flexibility Change Creativity Travel</p>	 <p>Play Humour Joy Pleasure Excitement Enthusiasm</p>
<p>Survival Needs Can be Met Through:</p> <p>Eating Sleeping Exercise Saving Protecting</p>	<p>Love Needs Can be Met Through:</p> <p>Family Friends Groups Clubs Teachers Counsellors</p>	<p>Power Needs Can be Met Through:</p> <p>Projects Hobbies School Work Being Strong Positive choices Working</p>	<p>Freedom Needs Can be Met Through:</p> <p>Variety Free time Getting space Independence Holidays</p>	<p>Fun Needs Can be Met Through:</p> <p>Playing Trying new things Challenge Jokes Learning</p>

# Needs Inventory



Directions: For each statement circle the response that best fits.

	Not true	Sometimes	True
1. I love to make friends	1	3	5
2. It's easy for me to talk to anyone	1	3	5
3. I like to talk on the phone	1	3	5
4. I like to work with other people	1	3	5
5. I spend a lot of time with people	1	3	5
6. I want people to like me	1	3	5
7. I want people to be proud of me	1	3	5
8. What my friends think about me is important	1	3	5
9. I prefer working with a group to working alone	1	3	5
10. I like meeting new people	1	3	5
Total			

	Not true	Sometimes	True
11. I don't like making mistakes	1	3	5
12. I like to watch others before I try something new	1	3	5
13. I don't like change	1	3	5
14. I want my desk or room kept neat	1	3	5
15. I want to be very good at what I do	1	3	5
16. How I look is important to me	1	3	5
17. I worry about trying new things	1	3	5
18. I like to be "right"	1	3	5
19. I like to organize activities	1	3	5
20. It bothers me if things aren't the way I want them to be	1	3	5
Total			



	Not true	Sometimes	True
21. I like to have choices	1	3	5
22. I am an active person	1	3	5
23. Sitting at school is hard for me	1	3	5
24. I don't like to read for a long time	1	3	5
25. I love to try new things	1	3	5
26. I will play alone if I feel like it	1	3	5
27. What I wear doesn't matter to me	1	3	5
28. I would do something even if my friend doesn't want to	1	3	5
29. I don't like being told what to do	1	3	5
30. Being neat and tidy doesn't matter to me	1	3	5
Total			

	Not true	Sometimes	True
31. I laugh a lot	1	3	5
32. I have collections	1	3	5
33. I like to tell jokes	1	3	5
34. I like to make people laugh	1	3	5
35. People think I am goofy	1	3	5
36. I like to play games	1	3	5
37. I find a lot of things funny	1	3	5
38. I think school is fun	1	3	5
39. I like to sing/dance along to music	1	3	5
40. People think I am funny	1	3	5
Total			

Totals: Add up the circled numbers in each section. Record in the boxes below.  
 (Make sure you re-check your addition)

Box one # 1 - 10	Box two #11 - 20	Box three #21 - 30	Box four #31 - 40

Please see the following page to help you determine what need may be most important to you

If your highest total was in Box One this indicates that your most important need may be:

Love



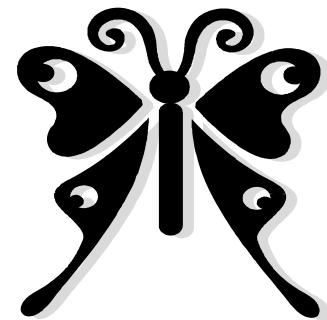
If your highest total was in Box Two this indicates that your most important need may be:

Power



If your highest total was in Box Three this indicates that your most important need may be:

Freedom



If your highest total was in Box Four this indicates that your most important need may be:

Fun





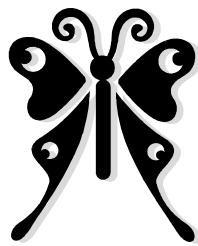
If your strongest need is **LOVE** you might find that:

- It is very important that you are liked
- You are very socialable with adults
- You work hard for the teacher
- You enjoy group projects



If your strongest need is **POWER** you might find that:

- You want to be in control
- You like to observe things before you try them
- You are bothered when you make a mistake
- You are very organized



If your strongest need is **FREEDOM** you might find that:

- You want choices
- You need to move around
- You love to experiment
- You are willing to try new things



If your strongest need is **FUN** you might find that:

- You want to enjoy school
- You have good concentration
- You love to play games
- You like to collect things
- You are amusing even when you are misbehaving

Following are four examples of students trying to meet their needs. However in an effort to meet their own needs they are getting in trouble or harming others. Choose two examples from the four and explain how they might meet their needs in a positive way.

Behaviour: Hitting someone who insulted you.

Need: POWER (Standing up for yourself)

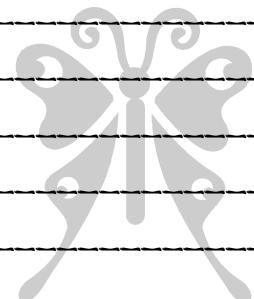
Is there a way to meet the need for POWER without being violent? Explain.



Behaviour: Being disruptive in class.

Need: FREEDOM (Get off my case!)

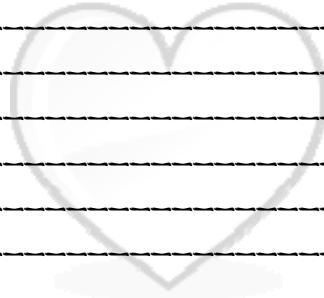
Is there a way to meet the need for FREEDOM without disrupting everyone's learning? Explain.



Behaviour: Spreading rumours about a classmate.

Need: LOVE (If I criticize someone else maybe others will like me more)

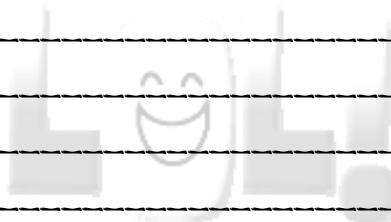
Is there a way to meet your need for LOVE without damaging someone else's reputation?



Behaviour: Tripping someone when they are walking down the hallway at school.

Need: FUN (Just kidding around!)

Is there a way to meet the need for FUN without harming other people?



All behaviour has a purpose. It is usually because you are trying to meet one of your needs **OR** trying to avoid something.

Can you determine what need you are trying to meet by using drugs and/or alcohol? **OR**  
What you are trying to avoid by using drugs and/or alcohol?

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Is there a way you can meet your need for \_\_\_\_\_ in a way that is not harmful to you or anyone else?

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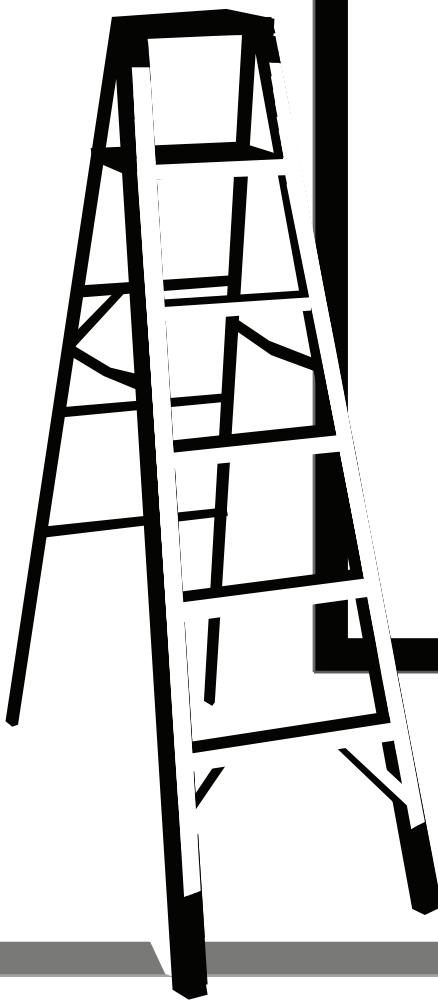
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# MAKING IT RIGHT

## Restitution Process



1. What happened?

2. What were you thinking/feeling at the time?

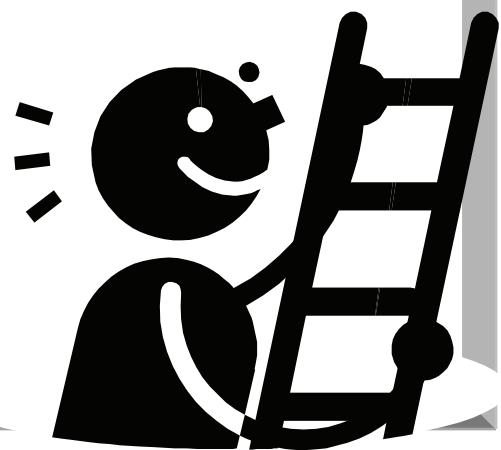
3. What are you thinking/feeling right now?

4. Who has been affected by what you have done? In what ways?

5. What do you need?

6. What are you going to do to make it right?

7. Why is this a better plan?



**Directions:**

Fold the paper vertically on the dark line so that the columns with the eight different strengths are hidden. Read each statement below. Place an checkmark next to each item that is true about you. Then unfold the paper and circle the X's in each row that you checked. Write the total number in each column at the bottom of the paper. What are your strengths?

What Unique About Me

	Nature	Number/Logic	Words	Music	Pictures	Body	People	Self
I enjoy singing and I sing fairly well.			x					
I enjoy crossword puzzles and word games.		x						
I am good at solving jigsaw puzzles.				x				
I can read maps easily.				x				
I learn best when I can talk over a new idea.						x		
Picture, line and bar graphs are easy to understand.				x				
I like to listen to music in my free time.			x					
I get along well with different types of people.						x		
I like writing about my thoughts and feelings.							x	
Protecting the environment is very important to me.	x							
I enjoy caring for pets and other animals.	x							
I like drama and acting things out.					x			
I am good at writing stories.		x						
I can understand difficult math ideas easily.		x						
I play a musical instrument (or would like to).				x				
People tell me I am good at sports or dancing.					x			
I am good at figuring out patterns.	x							
My best way to learn is by doing hands-on activities.					x			
I like spending time by myself.						x		
I find that I am often helping other people.					x			
I am naturally good at taking care of plants.	x							
I enjoy solving problems and "brainteasers".		x						
Having quiet time to think over ideas is important to me.						x		
I enjoy reading for pleasure.		x						
<b>Totals</b>								

# What's Unique About Me!



We all have unique talents and strengths. Being aware of your special talents or abilities helps you to feel useful and whole.

Many of us have been taught to see our weaknesses and look at what is wrong with us. You may find far better results by discovering your natural desires and abilities and working to

enhance them, instead of trying to be somebody you aren't.

Combining your abilities with a plan allows you to excel with great energy and enthusiasm. It feels good to use your talents!

Research tells us that all human beings have at least eight different areas that we can measure our talents . Depending on your genetics, background and age, some are more developed than others. This inventory helps you to find out what your natural abilities are.

## Directions

Place a checkmark beside the statement if you think it is true about you. It is suggested that you preview all the questions first and then return to the beginning and answer them.

## INVENTORY A



I really enjoy my math class	
I like logical math puzzles or brain teasers	
I find solving math problems to be fun	
If I have to memorize something I tend to place events in a logical order	
I like to find out how things work	
I enjoy computer and any math games	
I love playing checkers, chess or monopoly	
In an argument I try to find a fair and logical solution	
If something breaks and won't work, I look at the pieces and try to figure out how it works	
For a group presentation I prefer to make the charts and graphs	
Total checkmarks	

## INVENTORY B



My favourite class is gym since I like sports	
I enjoy activities such as woodworking, sewing and building models	
When looking at things I like touching them	
I have trouble sitting still for any length of time	
I use a lot of body movements when I am talking	
If I have to memorize something I write it out a number of times until I know it	
If something breaks and won't work, I tend to play with the pieces to try to fit them together	
For a group presentation I prefer to move the props around, hold things up or build models	
In an argument I tend to strike out and hit or run away	
I tend to tap my fingers or play with my pencil during class	
Total checkmarks	

## INVENTORY C



I enjoy telling stories and jokes

I have a good memory for trivia

I enjoy word games (scrabble & puzzles)

I read books just for fun

I am a good speller (most of the time)

In an argument I tend to use put downs or sarcasm

I like talking and writing about my ideas

If I have to memorize something I create a rhyme or saying to help me remember

If something breaks and won't work, I read the instruction book first

For a group presentation I prefer to do the writing and library research

Total checkmarks

## INVENTORY D



I prefer a map to written directions

I daydream a lot

I enjoy hobbies such as photography

I like to draw and create

If I have to memorize something I draw a diagram to help me remember

If something breaks and won't work, I tend to study the diagram of how it works

For a group presentation I prefer to draw all the pictures

I like to doodle on paper whenever I can

In a magazine, I prefer looking at the pictures rather than reading the text

In an argument I try to keep my distance, keep silent or visualize some solution

Total checkmarks

## INVENTORY E



I enjoy listening to CD's and the radio	
I tend to hum to myself when working	
I like to sing	
I play a musical instrument quite well	
I like to have music playing when doing home work or studying	
I can remember the melodies of many songs	
If something breaks and won't work, I tend to play tap my fingers to a beat while I figure it out	
For a group presentation I prefer to put new words to a popular tune or use music	
In an argument I tend to shout or punch or move in some sort of rhythm	
If I have to memorize something I try to create a rhyme about the event	
Total checkmarks	

## INVENTORY F



I get along well with others	
I like to belong to clubs and organizations	
I have several very close friends	
I like helping teach other students	
I like working with others in groups	
If I have to memorize something I ask someone to quiz me to see if I know it	
If something breaks and won't work, I tend to try to find someone who can help me	
For a group presentation I like to help organize the group's efforts	
In an argument I tend to ask a friend or some persons in authority for help	
Friends ask my advice because I seem to be a natural leader	
Total checkmarks	

## INVENTORY G



I am keenly aware of my surroundings and what is happening around me	
I love to go walking in the woods and looking at trees and flowers	
I enjoy gardening	
I like to collect things (rocks, sports cards, stamps)	
As an adult, I think I would like to get away from the city and enjoy nature	
If I have to memorize something I tend to organize it into categories	
If something breaks and won't work, I look around me to see what I can find to fix the problem	
For a group presentation I prefer to organize and classify the information into categories so it makes sense	
In an argument I tend to compare my opponent to someone or something I have read or heard about and react accordingly	
I enjoy learning the names of living things in our environment such as flowers and trees	
Total checkmarks	

## INVENTORY H



I like to work alone without anyone bothering me	
I like to keep a diary	
I like myself (most of the time)	
I don't like crowds	
I know what I am good at and what I am weak at	
I find I am strong willed, independent and don't follow the crowd	
If something breaks and won't work, I wonder if it's worth fixing up	
For a group presentation I like to contribute something that is uniquely mine, often based on how I feel	
In an argument I will usually walk away until I calm down	
If I have to memorize something I tend to close my eyes and feel the situation	
Total checkmarks	

## Scoring

Count the number of checkmarks in each inventory on the previous pages. Transfer them into the box below. The number of checkmarks you have in each box will determine your present strengths. The more checkmarks you have in an inventory the more developed that particular strength is.



INVENTORY	TOTAL CHECKMARKS	STRENGTHS
A		Numbers and Logic
B		Body and Movement
C		Words
D		Pictures
E		Music
F		People
G		Nature
H		Self



See the following pages to read more about these eight different strengths.

# Pictures

These learners tend to think in pictures and need to create clear pictures in their mind to remember information. They enjoy looking at maps, charts, pictures, videos, and movies.

Their skills include:

- » Puzzle building
- » Reading
- » Writing
- » Understanding charts and graphs
- » Reading maps
- » A good sense of direction
- » Remembering details
- » Sketching and painting
- » Using visual images to explain/describe something
- » Manipulating images

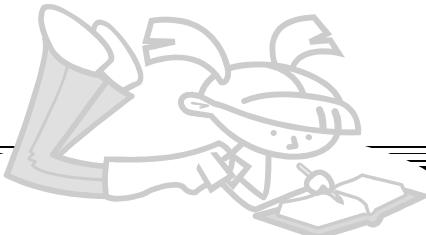


Things that you may do everyday that use this skill:

draw, paint or use other art materials for fun, make collages, create sculptures out of clay, papier-mache or interesting objects, play with blocks or anything you can use to build 3-D objects, watch movies or videos, draw comics, make movies with video camera and computer, make animated cartoons on the computer or draw them by hand, build models, invent things, collect interesting objects and make a display, decorate your room, keep a scrapbook, play with puzzles or optical illusions, take photographs



How do you think this skill can help you in your everyday life?



What can you do with your skills when you get older? Some of the careers you might consider are:

- » Advertiser
- » Animator
- » Architect
- » Art teacher
- » Artist
- » Cartographer (map maker)
- » Children's book illustrator
- » Cinematographer
- » Construction worker
- » Drafter
- » Fashion designer
- » Jeweler
- » Furniture designer
- » Graphic designer
- » Interior designer
- » Movie maker/director
- » Inventor
- » Landscape design
- » Movie special effects
- » Navigator
- » Photographer
- » Photojournalist
- » Pilot
- » Surveyor
- » Web designer
- » Window dresser

Famous Person - Emily Carr

# Words

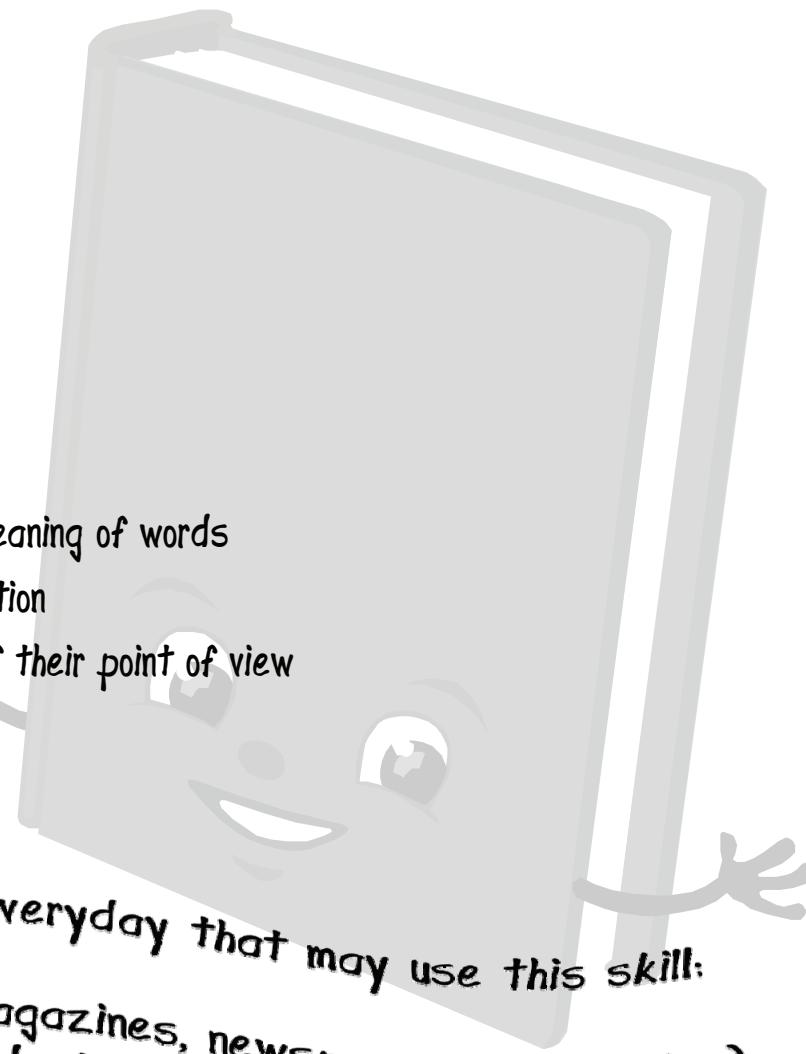
These learners have the ability to use words and language to their advantage. They tend to have excellent listening skills and are generally good speakers. They think in words rather than pictures.

Their skills include:

- » Listening
- » Speaking
- » Writing
- » Story telling
- » Explaining
- » Teaching
- » Using humor
- » Understanding the meaning of words
- » Remembering information
- » Convincing someone of their point of view

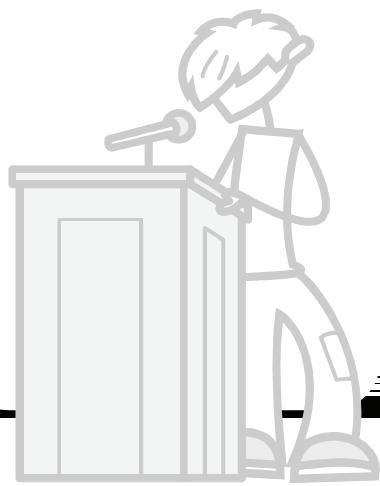
*Things you do everyday that may use this skill:*

Read (books, magazines, newspapers and comics), write poetry and stories, write and put on skits, keep a journal, tell stories, tell jokes, write letters, notes and emails, speak out for causes you believe in, rap, listen to talk radio or radio shows and plays, watch movies, listen to books on tape





How do you think this skill can help you in your everyday life?



What can you do with your skills when you get older? Some of the careers you might consider are:

- » Advertising
- » Counsellor
- » Editor
- » Information Scientist
- » Journalist writer
- » Lawyer
- » Librarian
- » Marketing
- » Minister
- » Museum Curator
- » Novelist
- » Paralegal
- » Philosopher
- » Playwright
- » Poet
- » Politician
- » Professional Public Speaker
- » Salesperson
- » Screen Writer
- » Teacher
- » Translator
- » Web Editor

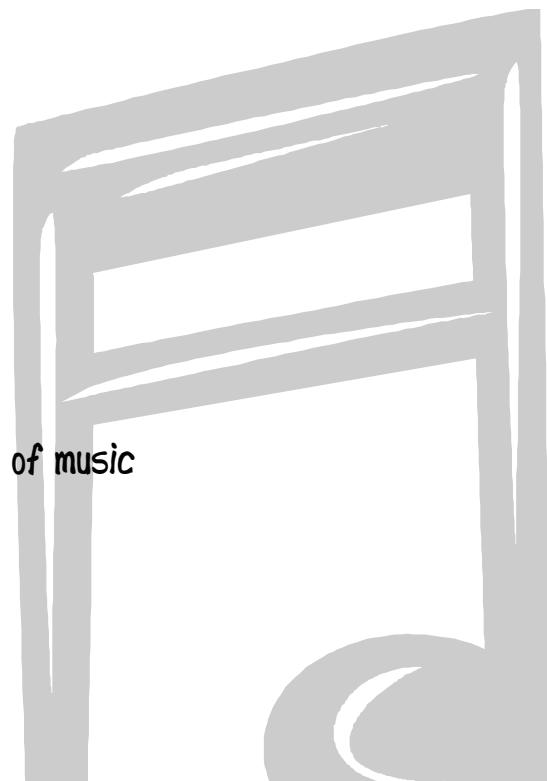
Famous Person - Pierre Burton

# Music

These learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to sounds in the environment (crickets, bells, dripping taps). They have the ability to produce and appreciate music.

Their skills include:

- » Singing
- » Whistling
- » Playing musical instruments
- » Recognizing tonal patterns
- » Composing music
- » Remembering melodies
- » Understanding the structure and rhythm of music

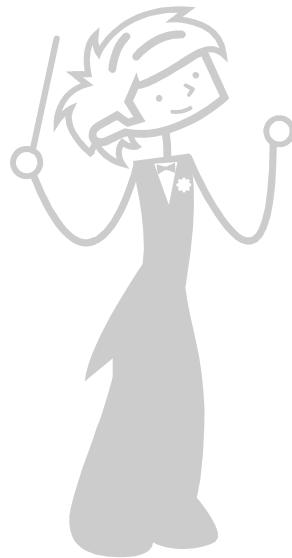


Things you do everyday that may use this skill:

Listen to music, play an instrument, sing (in a choir or hum along to music), write songs, play in your own band or music group, hum, sing or tap while you work or think



How do you think this skill can help you in your everyday life?



What can you do with your skills when you get older? Some of the careers you might consider are:

- » Choral Director
- » Composer
- » Conductor
- » Disc jockey
- » Individual or small group performer
- » Instrument maker
- » Jingle Writer
- » Lyricist
- » Music Arranger
- » Music Critic
- » Music Editor
- » Music Producer
- » Music Teacher
- » Singer
- » Song Writer
- » Sound Effects for Movies
- » Sound Engineer
- » Studio Director
- » Technician

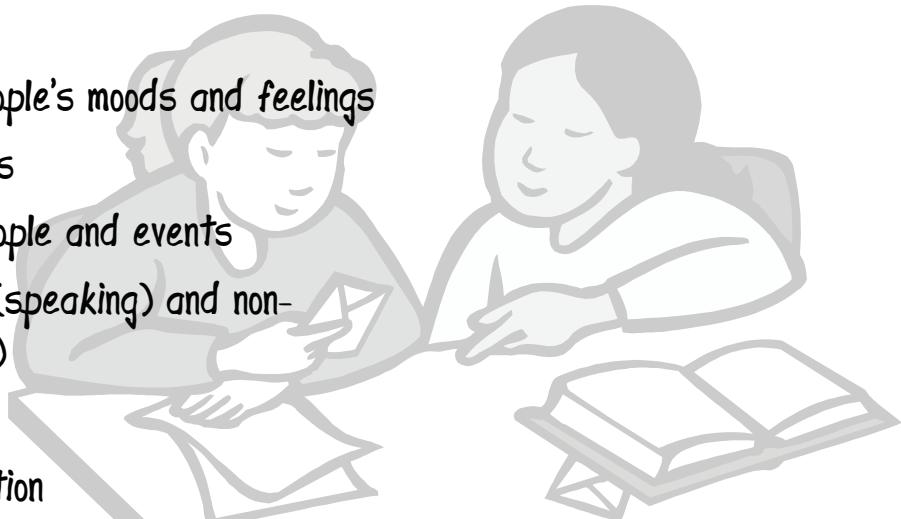
Famous Person - Avril Lavigne

# People

These learners try to understand how others think and feel. They are able to organize people and to communicate clearly what needs to be done, to use empathy to help others and to solve problems. Generally they try to maintain peace in group settings and encourage co-operation.. They have the ability to relate and understand others.

Their skills include:

- » Seeing things from another persons point of view
- » Listening
- » Using empathy
- » Understanding other people's moods and feelings
- » Co-operating with groups
- » Organizing groups of people and events
- » Communicating verbally (speaking) and non-verbally (body language)
- » Building trust
- » Peaceful conflict resolution
- » Establishing positive relations with other people



Things you do everyday that may use this skill:

Hang out with friends, volunteer to help people, make friends, help your friends or siblings resolve conflict, study or work on group projects, play team sports, tutor classmates or siblings, sell things for school or organization fundraisers, organize activities for you and your friends, throw a party, talk on the phone or email friends, play group games, people watch



How do think this skill can help you in your everyday life?



What can you do with your skills when you get older? Some of the careers you might consider are:

- » Administrator
- » Anthropologist
- » Arbitrator
- » Business Leader
- » Coach
- » Consultant
- » Counselor
- » Doctor
- » Home Care Provider
- » Mediator
- » Nurse
- » Politician
- » Principal
- » Publicist
- » Salesperson
- » Social Director
- » Social worker
- » Talk Show Host
- » Teacher
- » Therapist
- » Travel Agent

Famous Person - Pierre Trudeau

# Self

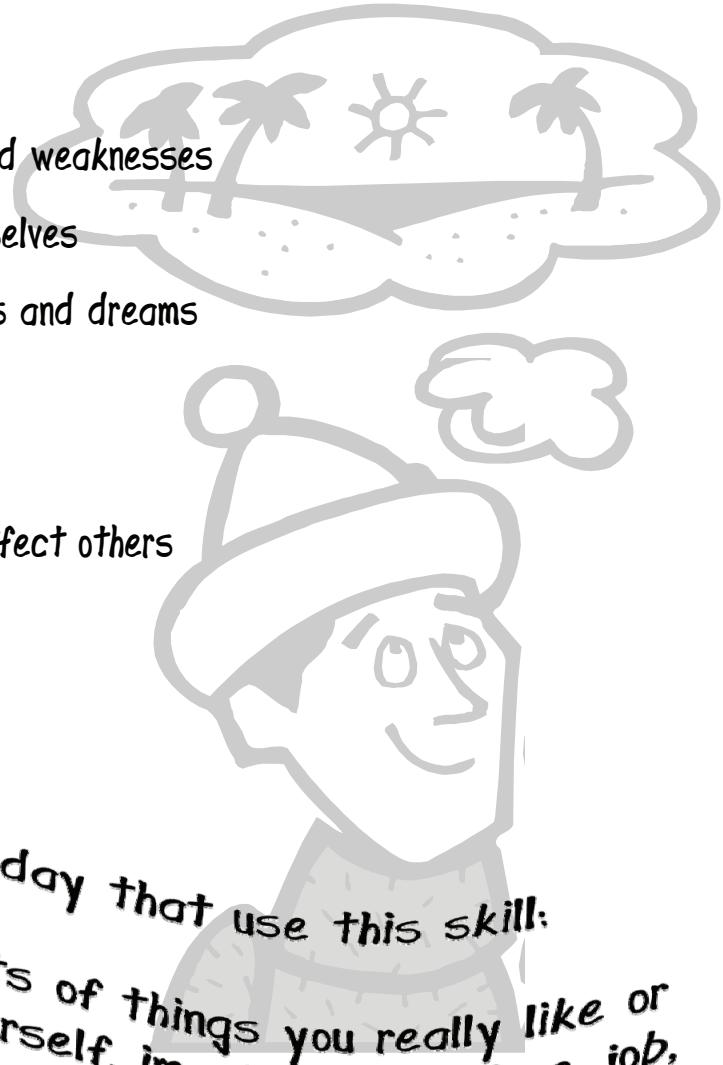
The ability to evaluate one's own strengths, weaknesses, talents, and interests and use them to set goals and to be of service to others. Think and learn from past experiences.

Their Skills include:

- » Recognizing their own strengths and weaknesses
- » Thinking about and analyzing themselves
- » Knowing their inner feelings, desires and dreams
- » Understanding their own behaviour
- » Reasoning with themselves
- » Understanding how their actions affect others

Things you may do everyday that use this skill:

Keep a journal, make lists of things you really like or dislike, set goals for yourself, imagine your future job, home or accomplishments, daydream about the way you want your life to be, think about or reflect on your day, consider ways to become a better person, read self-help books or self-improvement magazines, take personality quizzes, think and write about your dreams, take care of yourself through healthy eating, exercise and good hygiene





How do you think this skill can help you in your everyday life?

What can you do with your skills when you get older? Some of the careers you might consider are:

- » Actor
- » Actor
- » Artist
- » Comedian
- » Counsellor
- » Holistic Health Practitioner
- » Investigator
- » Personal Trainer
- » Philosopher
- » Psychologist
- » Religious Leader
- » Researcher
- » Small Business Owner
- » Theorist
- » Time Management Consultant
- » Writer



Famous Person - Oprah Winfrey

## Body

These learners express themselves through movement. They have a good sense of balance and eye-hand coordination.. They have the ability to control body movements and handle objects with skill.

Their skills include:

- » Dancing
- » Physical co-ordination
- » Sports
- » Hands on experimentation
- » Using body language
- » Crafts
- » Acting
- » Miming
- » Using their hands to create or build
- » Expressing emotions through the body

Things you do everyday that may use this skill:

Dance, fix things, build models, play outside, climb trees, play games like marbles, tether ball and skipping, do martial arts, tether sports, go for walks or hikes, practice yoga, play macrame, play video games, tie knots or do people or animals, do imitations of other handwriting or calligraphy, practice calculator



What can you do with your skills when you get older? Some of the careers you might consider are:

- » Acrobat
- » Actor
- » Athlete
- » Carpenter
- » Choreographer
- » Coach
- » Contractor
- » Dancer
- » Dentist
- » Firefighter
- » Hair Stylist
- » Jeweler
- » Magician
- » Mechanic
- » Physical Education Teacher
- » Puppeteer
- » Sales Person
- » Sculptor
- » Sports Analyst
- » Stunt Person
- » Surgeon
- » Trainer
- » Welder

How do think this skill can help you in your everyday life?



Famous Person - Simon Whitfield

# Logic and Numbers

These learners think in logical patterns making connections between pieces of information. Always curious about the world around them, these learner ask lots of questions and like to do experiments. They have the ability to use reason, logic and numbers.

Their skills include:

- » Problem solving
- » Classifying and categorizing information
- » Doing controlled experiments
- » Questioning and wondering about natural events
- » Performing complex mathematical calculations
- » Working with geometric shapes

Things you may do everyday that use this skill:  
Solve brainteasers or riddles, count things, play games like checkers, chess or Battleship, read mysteries, create your own codes or break codes that other people have created, tell time, estimate things like how much time you spend on the school bus during the whole school year, collect sports scores or stats, budget an allowance, play games on the computer, organize your belongings by their patterns or shapes, think about inventions that would make life easier or better, study a globe, maps or an astronomy chart of the stars and planets



How do you think this skill can help you in your everyday life?



What can you do with your skills when you get older? Some of the careers you might consider are:

- » Accountant
- » Air Traffic Controller
- » Appraiser
- » Auditor
- » Banker
- » Bookkeeper
- » Chemist
- » Composer
- » Computer Programmer
- » Designer
- » Engineer
- » Forensic Scientist
- » Geologist
- » Insurance Agent
- » Inventor
- » Mathematician
- » Researcher
- » Scientist
- » Statistician
- » Trades person
- » Video Game Designer

Famous Person - J.C. Fields

# Nature

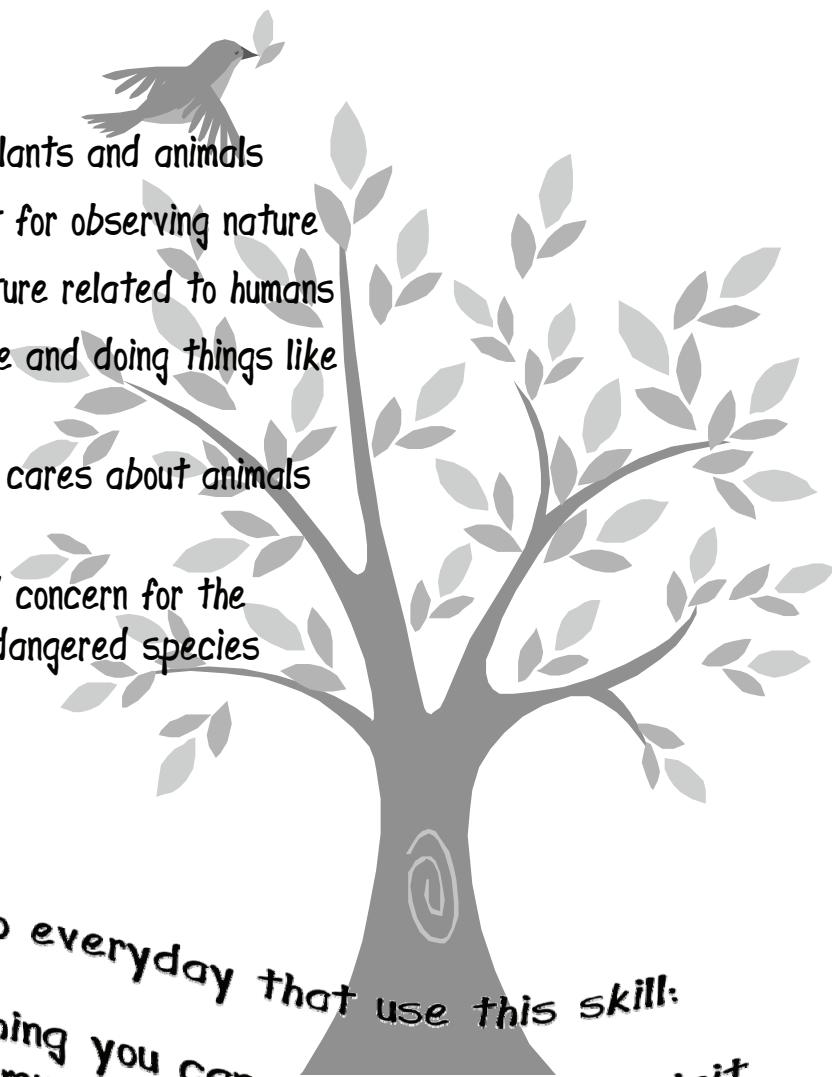
These learners have keen senses and notice things in the environment others often miss. They have the ability to recognize and name plants, minerals, and animals. They love to

Their skills include:

- » Categorizing species of plants and animals
- » Using scientific equipment for observing nature
- » Predicting problems in nature related to humans
- » Appreciates being outside and doing things like camping, hiking or climbing
- » Interested in learning and cares about animals and plants.
- » Show keen awareness and concern for the environment and/or for endangered species

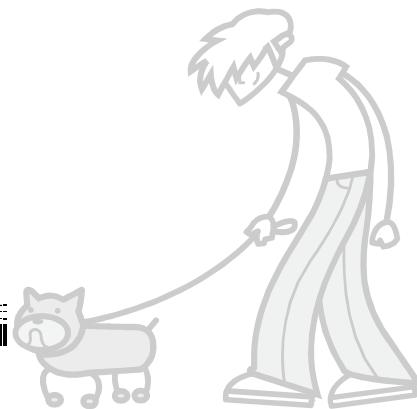
Things you may do everyday that use this skill:

hike, learn everything you can about dinosaurs, visit science or nature museums, zoos or aquariums, for a walk in the park, care for a family or class pet, collect leaves, bugs, rocks, feathers or other things found in nature, bird watch, take nature walks, have an aquarium, terrarium or ant farm, pay attention to the weather, walk a dog, volunteer at an animal shelter, grow a garden or house plants, cook, look at the stars





How do think this skill can help you in your everyday life?



What can you do with your skills when you get older? Some of the careers you might consider are:

- » Animal Trainer
- » Astronomer
- » Bee Keeper
- » Biologist
- » Botanist
- » Chef/Cook
- » Environmentalists
- » Environmental Lawyer
- » Farmer
- » Fisher
- » Forensic Scientist
- » Horticulturist
- » Landscape Designer
- » Lobbyist
- » Natural Resources Manager
- » Nature Photographer
- » Park Ranger
- » Science Teacher
- » Veterinarian
- » Weather Reporter
- » Zookeeper

Famous Person - David Suzuki

# How do you Learn?

For these questions choose the first answer that comes to mind and circle a, b, or c. Don't spend too much time thinking about any one question.

When you study for a test, would you rather

- a. Read notes, read headings in a book, and look at diagrams and illustrations
- b. Have someone ask you question, or repeat facts silently to yourself
- c. Write things out on index cards and make models or diagrams

Which of these do you do when you listen to music?

- a. Daydream (see things that go with the music)
- b. Hum along
- c. Move with the music, tap your foot etc.

When you work at solving a problem do you

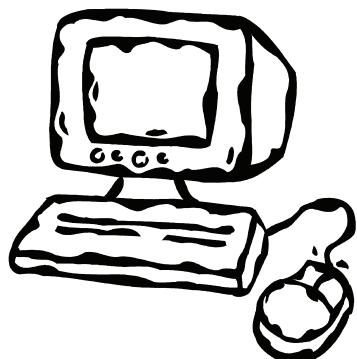
- a. Make a list, organize the steps and check them off as they are done
- b. Make a few phone calls and talk to friends or experts
- c. Make a model of the problem or walk through all the steps in your mind

When you read for fun do you prefer

- a. A travel book with a lot of pictures in it
- b. A mystery book with a lot of conversation in it
- c. A book where you answer questions and solve problems

To learn how a computer works would you rather

- a. Watch a movie about it
- b. Listen to someone explain it
- c. Take the computer apart and try to figure it out for yourself



You have just entered a science museum what will you do first?

- a. Look around and find a map showing the locations of the various exhibits
- b. Talk to a museum guide and ask about exhibits

Go into the first exhibit that looks interesting and read directions

What kind of restaurant would you rather not go to?

- a. One with the lights too bright
- b. One with the music too loud
- c. One with uncomfortable chairs

Would you rather go to

- a. An art class
- b. A music class
- c. An exercise class

Which are you most likely to do when you are happy

- a. Grin
- b. Shout with joy
- c. Jump for joy



If you were at a party what would you most likely remember the next day?

- a. The faces of the people there but not the names
- b. The names but not the faces
- c. The things you did and said when you were there

When you see the word d-o-g, what do you do first?

- a. Think of a picture of a particular dog
- b. Say the word "dog" to yourself silently
- c. Sense the feeling of being with a dog (petting it, walking it etc)

What is most distracting to you when you are trying to concentrate?

- a. Visual distractions
- b. Noises
- c. Other sensations like hunger, tight shoes or worry

What are you most likely to do when you are angry?

- a. Scowl
- b. Shout or "blow up"
- c. Stomp off and slam doors

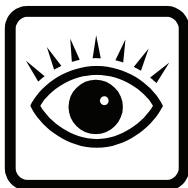
When you are not sure how to spell a word, which of these do you most likely do?

- a. Write it out to see if it looks right
- b. Sound it out
- c. Write it out to see if it feels right

Which are you most likely to do when standing in a long line at the movies?

- a. Look at posters advertising other movies
- b. Talk to a person next to you
- c. Tap your foot or move around in some other way

**Scoring:** Count up the number of a's, b's and c's you have circled.



If you circled mostly a's you may have a **VISUAL** learning style. You learn by seeing and looking.



If you circled mostly b's you may have an **AUDITORY** learning style. You learn by hearing and listening.

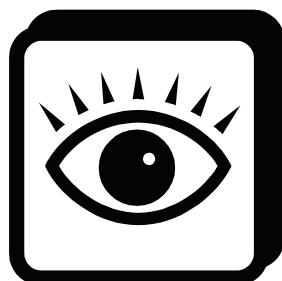


If you circled mostly c's you may have a **KINESTHETIC** learning style. You learn by touching and doing.

See the following pages for a further description of each learning style.

# My Learning Style is mainly:

Visual



Auditory



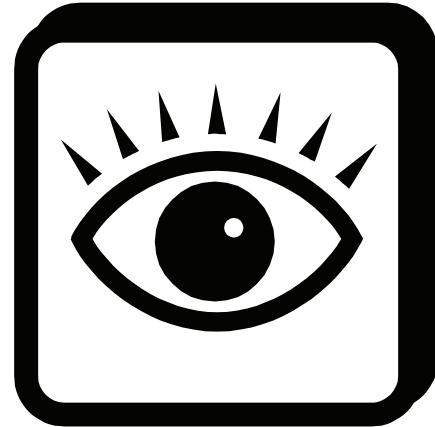
Kinesthetic



# Visual Learners

## learn through seeing

*These learners need  
to see the  
teacher's body  
language and facial  
expression to fully  
understand the  
lesson*

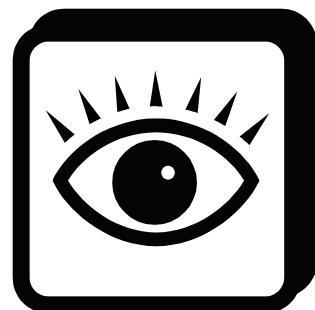


They generally:

- ⦿ take lots of detailed notes
- ⦿ tend to sit in the front
- ⦿ are usually neat and clean
- ⦿ often close their eyes to visualize or remember something
- ⦿ find something to watch if they are bored
- ⦿ like to see what they are learning
- ⦿ benefit from pictures and presentations that use color
- ⦿ Find calm surroundings ideal

# Tips to Help Visual Learners

1. Write things that you want to remember down; you will remember them better that way.
2. Look at the person who is speaking to you; it will help you focus.
3. Try to work in a quiet place. Wear earplugs if necessary. Some visual learners do, however, like soft music in the background.
4. If you miss something a teacher says or do not understand, ask politely if they could repeat or explain.
5. Most visual learners learn best alone.
6. When studying, take many notes and write down lots of details.
7. When trying to learn material by writing out notes, cover your notes then re-write. re-writing will help you remember better.
8. Use colour to highlight main ideas.
9. Before starting an assignment, set a goal and write it down. Even post it in front of you. Read it as you do your assignment.
10. Before reading a chapter or a book, preview it first by scanning the pictures, headings, table of contents and so on.
11. Try to put your desk away from the door and windows and close to the front of the class.
12. Write your own flashcards. Look at them often and write out the main points, then check.
13. Where possible, use charts, maps, posters, films, videos, computer software, both to study from and to present your work.



# Auditory Learners

learn  
through  
listening

*They learn best  
through talking  
lectures, discussions,  
talking things through  
and listening to what  
others have to say.*



They generally:

- ② sit where they can hear but needn't pay attention to what is happening in front
- ② may not coordinate colors or clothes, but can explain why they are wearing what they are wearing
- ② hum or talk to themselves or others when bored
- ② acquire knowledge by reading aloud
- ② remember by verbalizing lessons to themselves

# Tips to Help Auditory Learners

1. Study with a friend so you can talk about the information and HEAR it, too.
2. Recite out loud the information you want to remember several times.
3. Ask your teacher if you can submit some work (if appropriate) as an oral presentation, or on audio tape.
4. Make your own tapes of important points you want to remember and listen to it repeatedly. This is especially useful for learning material for tests.
5. When reading, skim through and look at the pictures, chapter titles, and other clues and say out loud what you think this book could be about.
6. Make flashcards for various material you want to learn and use them repeatedly, reading them out loud. Use different colours to aid your memory.
7. Set a goal for your assignments and verbalize them. Say your goals out loud each time you begin work on that particular assignment.
8. Read out loud when possible. You need to HEAR the words as you read them to understand them well.
9. When doing math calculations, use grid paper to help you set your sums out correctly and in their correct columns.
10. Use different colors and pictures in your notes, exercise books, etc. This will help you remember them.



# Kinesthetic Learners

learn  
through  
moving, doing,  
touching

*They learn best  
through a hands-on  
approach, actively  
exploring the physical  
world around them.*

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They generally:

- ☞ need to be active and take frequent breaks
- ☞ speak with their hands and with gestures
- ☞ remember what was done, but have difficulty recalling what was said or seen
- ☞ find reasons to tinker or move when bored
- ☞ activities such as cooking, construction and art help them learn
- ☞ enjoy field trips and tasks that involve working with materials
- ☞ sit near the door or someplace else where they can easily get up and move around
- ☞ are uncomfortable in classrooms where they lack opportunities for hands-on experience
- ☞ communicate by touching and appreciate physically expressed encouragement, such as a pat on the back

# Tips to Help Kinesthetic Learners

1. To memorize, pace or walk around while reciting to yourself or using flashcards or notes.
2. When reading a short story or chapter in a book, try a whole-to-part approach. This means you should first scan the pictures, then read headings, then read the first and last paragraphs and try to get a feel for the book. You could also try skim-reading the chapter backwards, paragraph-by-paragraph.
3. If you need to fidget, try doing so in a way which will not disturb others or endanger yourself or others. Try jiggling your legs or feet, try hand/finger exercises, or handle a koosh ball, tennis ball or something similar.
4. You might not study best while at a desk. Try lying on your stomach or back. Try studying while sitting in a comfortable lounge chair or on cushions or a bean bag.
5. Studying with music in the background might suit you
6. Use coloured construction paper to cover your desk or even decorate your area. Choose your favourite colour as this will help you focus.
7. While studying, take frequent breaks, but be sure to settle back down to work quickly. A reasonable schedule would be 15-25 minutes of study, 3-5 minutes of break time.
8. When trying to memorize information, try closing your eyes and writing the information in the air or on a surface with your finger. Try to picture the words in your head as you are doing this. Try to hear the words in your head, too.
9. Later, when you try to remember this information, close your eyes and try to see it with your mind's eye and to hear it in your head.
10. When learning new information, make flashcards, electro-boards, card games, floor games, etc. This will help you remember the information.



# How could knowing your learning style be helpful to you?

How can it be helpful in your interactions with other people?

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How do you think it could help you in school?

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How do you think it could help you in doing your homework?

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How do you think it could help you in making decisions?

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Can you think of any other ways it may help you?

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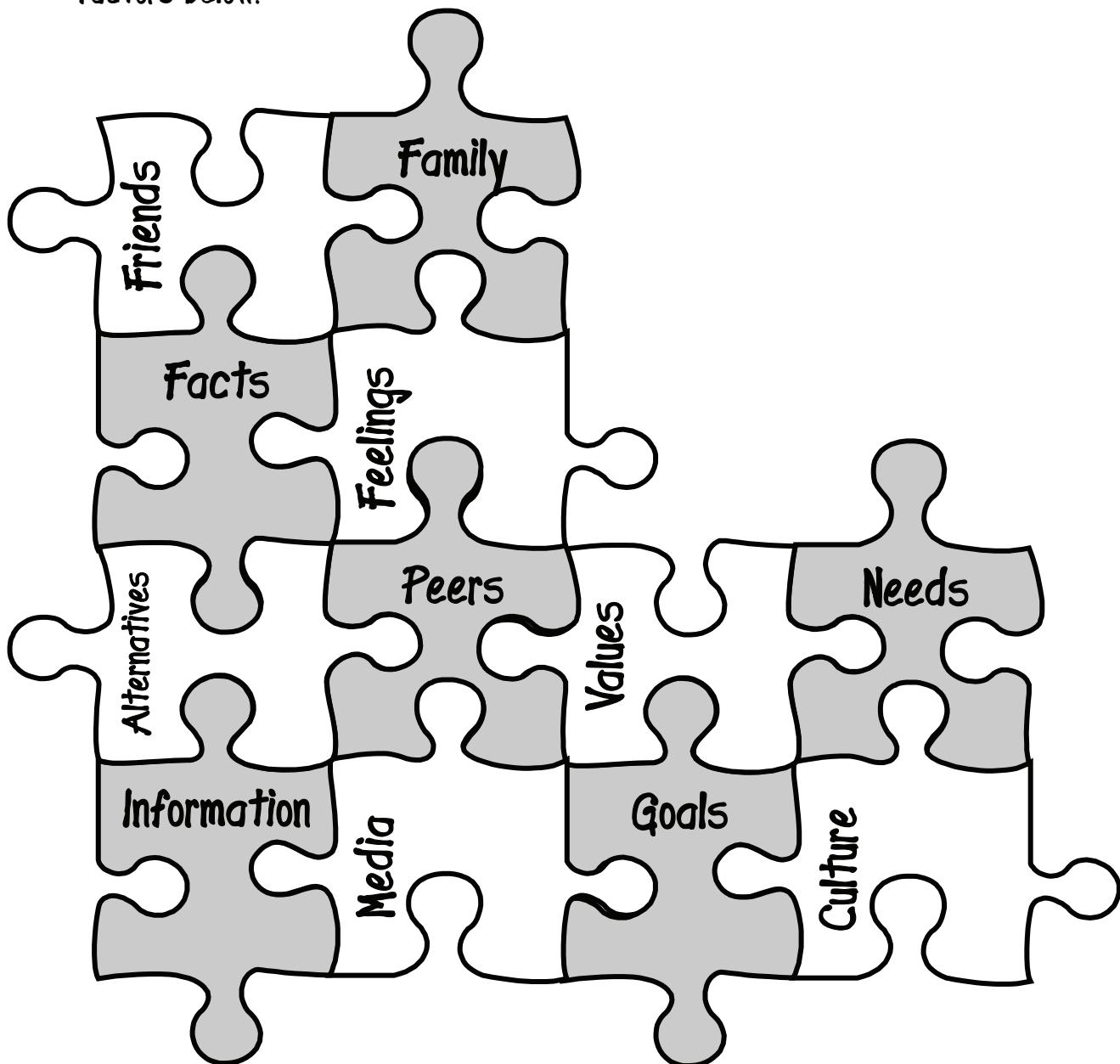
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# Decision Making

Life is full of decisions which have to be made and problems which need to be solved. Most important decisions concerning children are made by their parents, teachers or other adults in their life. The same is true for problems. However, as individuals get older, they gradually have more responsibility for their own lives and will be called upon to make more decisions and solve more problems on their own.

Most of our decisions—the important ones, at least—are influenced by the many factors below.



## How Do You Decide?

Decisions and problems can be handled either in a haphazard and thoughtless way or they can be handled in an orderly, logical and thoughtful way. You can probably guess which way will produce the best results.

Think about decisions you have made in the last week or month.

Briefly write your decision in the left hand column of the table below.

Rate how much thought went into each decision by writing one of the following numbers next to your decision.

1 = Automatic (did not think about it)

2 = Thought about it a little

3 = Thought about it a lot

4 = Thought about it a lot and got information

5 = Thought about it a lot and got information and considered the consequences of my decision



My Decisions	How I Decided (1 to 5)
Example: Went to a movie instead of studying for a test the next day.	2
1.	
2.	
3.	
4.	

# A Method of Decision Making

Making decisions is not always easy. Often there is not a perfect decision with all positive results. It takes experience to become confident in making choices and sticking with them. And, we can always change our mind. However, a decision and its consequences cannot always be reversed. Learning to make significant decisions carefully is important in all areas of our lives - health, work, education, relationships, friends etc.

Below is a model that you can use to help you make the best decision possible. (Remember often there is not a **PERFECT** solution).

## The LOOK-THINK-DECIDE Method

### Step 1: LOOK

Examine the situation. Identify the main problem.

### Step 2: THINK

List the choices and consider the possible results of each choice.

Consider the influences (pieces of the puzzle)

Consider the effect the decision might have on your goals.

If possible, discuss the problem with others you trust.

### Step 3: DECIDE

Make a decision based on the evaluation of all possible outcomes. Then, ask yourself, is this a practical and realistic decision?

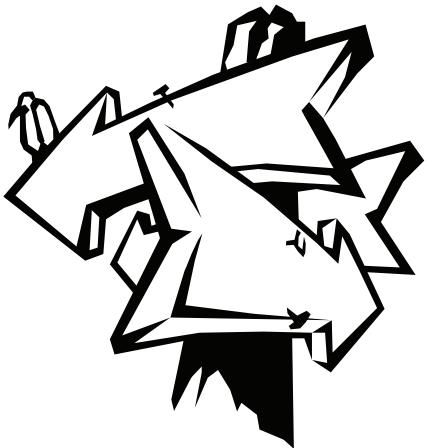
**Is it what is best for me?**





Choose one decision from your list where you were not happy with the result of the decision.

1. How much thought did you put into making the decision?
2. If you had put more thought into it would the result have been different?
3. If you had used the Look, Think Decide Method would the result have been different?
4. What influenced you the most when making your decision?



Choose another decision from your list where you were not happy with the result of the decision.

1. How much thought did you put into making the decision?
2. If you had put more thought into it would the result have been different?
3. If you had used the Look, Think Decide Method would the result have been different?
4. What influenced you the most when making your decision?

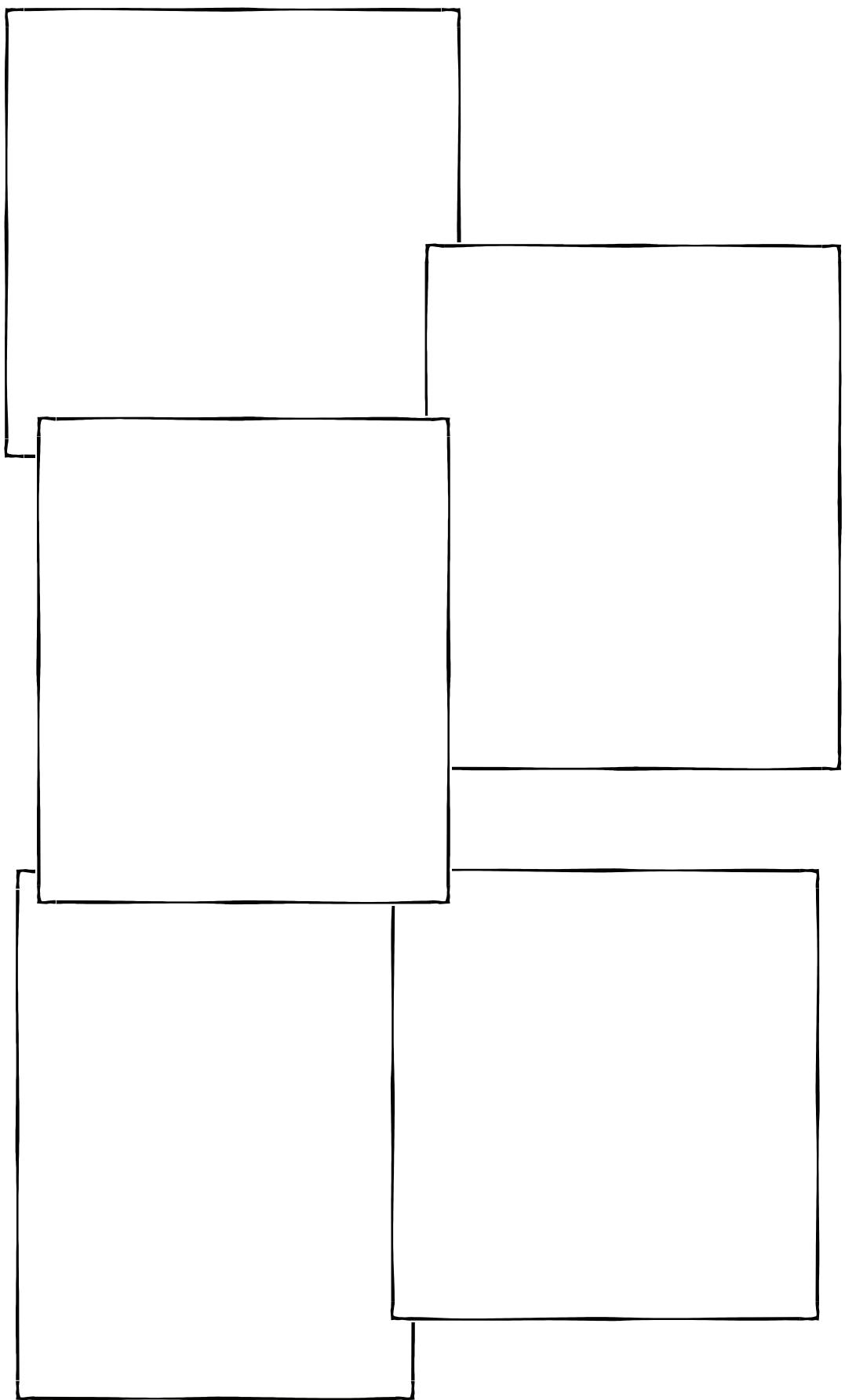
## Creating Your Support Network

Everyone needs help as they grow from being a child to an adult. Sometimes that help can come from your peers and sometimes it can come from adults.

For this assignment focus on the adults in your life that could help you make your way through school and life.

1. Pick five adults who are important to you. Try to choose at least one family member, one school staff member and one community member.
2. Write those adults names in the five boxes on the next page.
3. In the box write a sentence about why you picked them and a sentence about how they can help you.
4. You may decorate your page if you choose.
5. Go and talk to each of the five adults and let them know that they are in your support network and you may ask them for help from time to time.

# My Support Network!<sup>62</sup>



## A Few Tips on Asking For



1. Often the hardest part is knowing when you need help and finding the courage to ask for it. Don't wait until it's too late. Ask for help as soon as you think you might need it
2. Don't worry about being judged. It's common to feel embarrassed when you can't seem to do it by yourself, just remember it happens to everyone and there are times when the smart thing to do is to get help.
3. It's sounds simple but before asking, think about **WHAT** you need help with and what **KIND** of help you need. This'll make it easier for everyone involved.



# Media Influences

We live in a society bombarded by various forms of media. Information and entertainment are only a button click away. Examples of Media include:

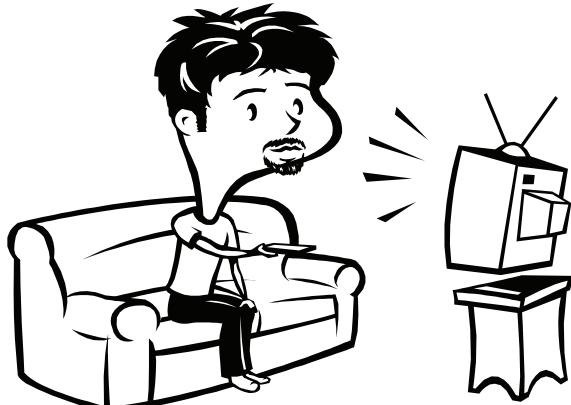
- TV
- Internet
- Magazines
- Movies
- Concerts or Music Videos
- Billboards
- Newspapers
- Books
- Bumper stickers
- Posters
- Public meetings
- Radio
- Flyers
- Shopping bags
- Sporting events
- Telephone
- T-shirts

## The Power of the Media

Media plays an important role in influencing our behaviour as consumers. Many of our everyday

decisions about what product to buy are influenced by the ads we see and hear. By learning more about advertising and by being aware of the techniques used by advertisers to persuade us to buy a certain product or behave in a certain way, we will be less likely to be persuaded to do something we might not ordinarily choose to do.

## The Purpose of Advertising



The purpose of advertising is to sell products-to persuade us to buy products. Some ads are deceptive. They deliberately mislead potential buyers by presenting information

that may be at least partially inaccurate, be presenting accurate information in such a way that they are able to play down the weaknesses of the product and play up its strengths. Or by greatly exaggerating the truth. Many advertisers are so effective that they often make us want their product without our being aware of the fact that they have persuaded us.

Below is a list of some common techniques used by advertisers to sell their products. Read each of them and write down the names or brief description of ads you have seen or heard which use these techniques.

Ad Technique	How it Works	Examples
Demonstration	Shows how well a product works (typically used for cleaners and laundry detergents)	
Comparison Tests and Opinion Polls	Product "X" is better than product "Y" (razors, toothpaste)	
Voice of Authority 	Suggest that the product is the choice of the experts (dentist, doctor, athlete, mechanic)	
Celebrity Endorsement	Has famous or well-known people talk about how great the product is or even that they use it themselves.	
Bandwagon Appeal	Intended to create the impression that everybody is using a particular product and you should too.	
Scientific Evidence	Presents "facts" and statistics from surveys supporting the effectiveness of particular products.	
Sex Appeal	Uses very attractive models in a way that implies that using the product will make the user more attractive.	
Maturity or Sophistication	Intended to show that if you buy a certain product you will be more grown-up and fashionable.	
Fun/Relaxation	Intended to sell a product by convincing you that it will help you to have more fun or be more relaxed.	
Popularity 	Intended to convince you that buying a certain product will make you more popular.	
The Deal Appeal	This creates a sense of urgency by implying that this deal is too good to pass up.	

Select an advertisement from the TV, internet, magazine or other form of media and use it to answer the following questions.

1. What is the product being advertised? \_\_\_\_\_

2. What is the target audience (whom is it aimed at)? \_\_\_\_\_

3. What advertising technique(s) are they using?

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4. What persuaders or underlying messages are being presented?

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5. What messages do you think are NOT being shared about the product?

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What do you like most and least about the ad?

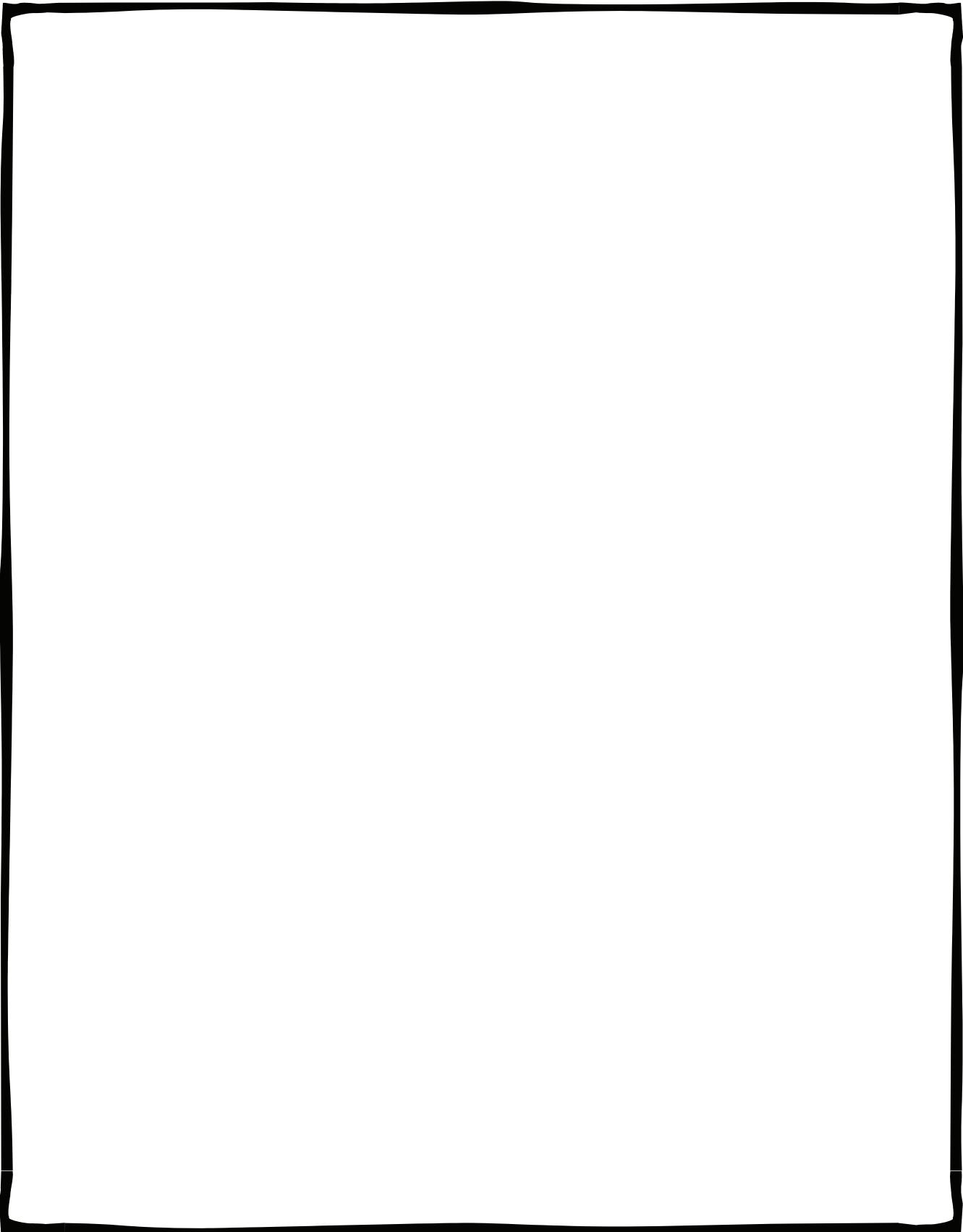
Like Most

Like Least



Identify some of the most powerful advertisements that you have seen. In your opinion what makes them so powerful?

Develop an advertisement that you think could persuade youth to lead a healthy lifestyle.



## Key Points

- The purpose of advertising is to sell products.
- Many ads are deceptive that they try to trick or mislead the consumer.
- To convince us to buy the product advertisers use specific techniques that they have found work in the past.
- Being aware of these techniques can help protect you from being influenced to buy a product you don't want or do something you don't want to do (like drinking alcohol).

## Resisting Media Influence Techniques

When you see or hear an ad that makes you want to go out and buy the product ask yourself the following questions.

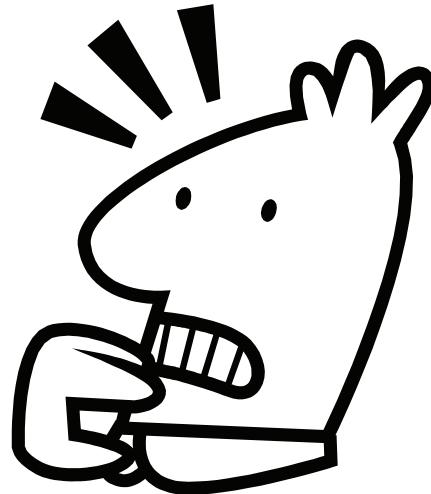
1. Did the ad convince me that I would be a better or happier person or improve myself in some way by using that product?
2. Do I feel that I would be more attractive if I followed the ad's advice?
3. Do I feel that if I ignore the ad I will lose status with my friends or that something bad will happen?



# Anxiety

Anxiety feels a bit like fear, worry or nervousness and affects our whole being. It affects our thoughts (what we say to ourselves), how we behave (find an excuse to get out of what is causing us stress) it and has very real physical symptoms. It is easy to mistake symptoms of anxiety for physical illness and think that you have a stomach ache or the flu. Below is a list of symptoms you may experience when feeling anxious.

- ✓ Tense muscles
- ✓ Trembling
- ✓ Churning stomach
- ✓ Nausea
- ✓ Diarrhea
- ✓ Headache
- ✓ Backache
- ✓ Fast heart beat
- ✓ Numbness or pins and needles in arms, hands or legs
- ✓ Sweating



We all become anxious from time to time and it is most often triggered by stress in our lives. However it can become a problem when it interferes with our life (stops us from doing things) or goes on too long after the danger has past. Some of us are more prone to anxiety than others, but even those who become anxious can learn to manage it well.

One step you can take that can help you cope more effectively with anxiety is identifying the kind of situations that cause you to feel anxious. This will help you to anticipate when you might feel anxious and be ready with one of the coping techniques described on the next page.

Situations that cause me to feel anxious	Level of Anxiety				
	1 - Low	2	3	4	5 - High
1.					
2.					
3.					
4.					
5.					
6.					

## Coping Techniques

Many experts agree that a major cause of anxiety is negative thinking. People have a tendency to worry about having things go wrong or that they will "goof things up" in some way or the other. Many negative thoughts are the result of irrational fears or beliefs. The good news is that negative thinking can be unlearned and replaced by positive thinking. Here are some ways of learning to replace negative (and frequently irrational thoughts)

### Controlling your Thoughts

1. Learn to become more aware of the things you are thinking to yourself when you are feeling anxious or nervous.
2. Identify any negative thought (those having to do with failing, not doing well, looking foolish, etc.)
3. Examine these thoughts to see if they are based on irrational fears or beliefs.
4. Learn to catch yourself whenever you are thinking any of these negative thoughts.
5. Think STOP to yourself and replace these negative thought with positive ones.



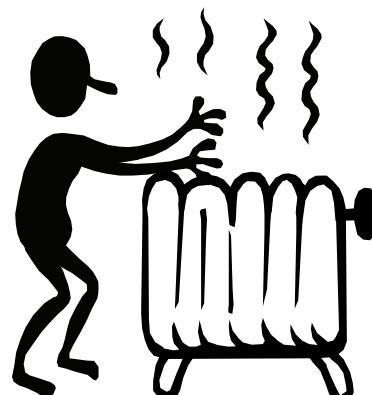
Research has demonstrated that we are capable of controlling our bodies in ways that were previously thought to be impossible. For example, it is possible to learn how to increase or decrease your blood pressure, your heart rate, the temperature of your skin and your brain wave patterns. By learning to control specific functions of your body you can learn to reduce anxiety. The methods for doing this are muscle relaxation, deep breathing and hand warming.

### Deep Breathing and Muscle Relaxation:

This consists of breathing in deeply and slowly through your nose, taking the air right down to your abdomen. Visualize the air travelling right down to your abdomen and say the word "calm" to yourself as you breathe in. Then breathe out slowly and gently through your mouth. As you breathe out visualize the stress and tension leaving your body with your breath and think the word "relax." Let your muscles go floppy as you breathe out. Take three deep breaths at a time. If you breathe deeply for too long you may feel dizzy from the extra oxygen. You can repeat the three breaths after a short time of breathing normally.

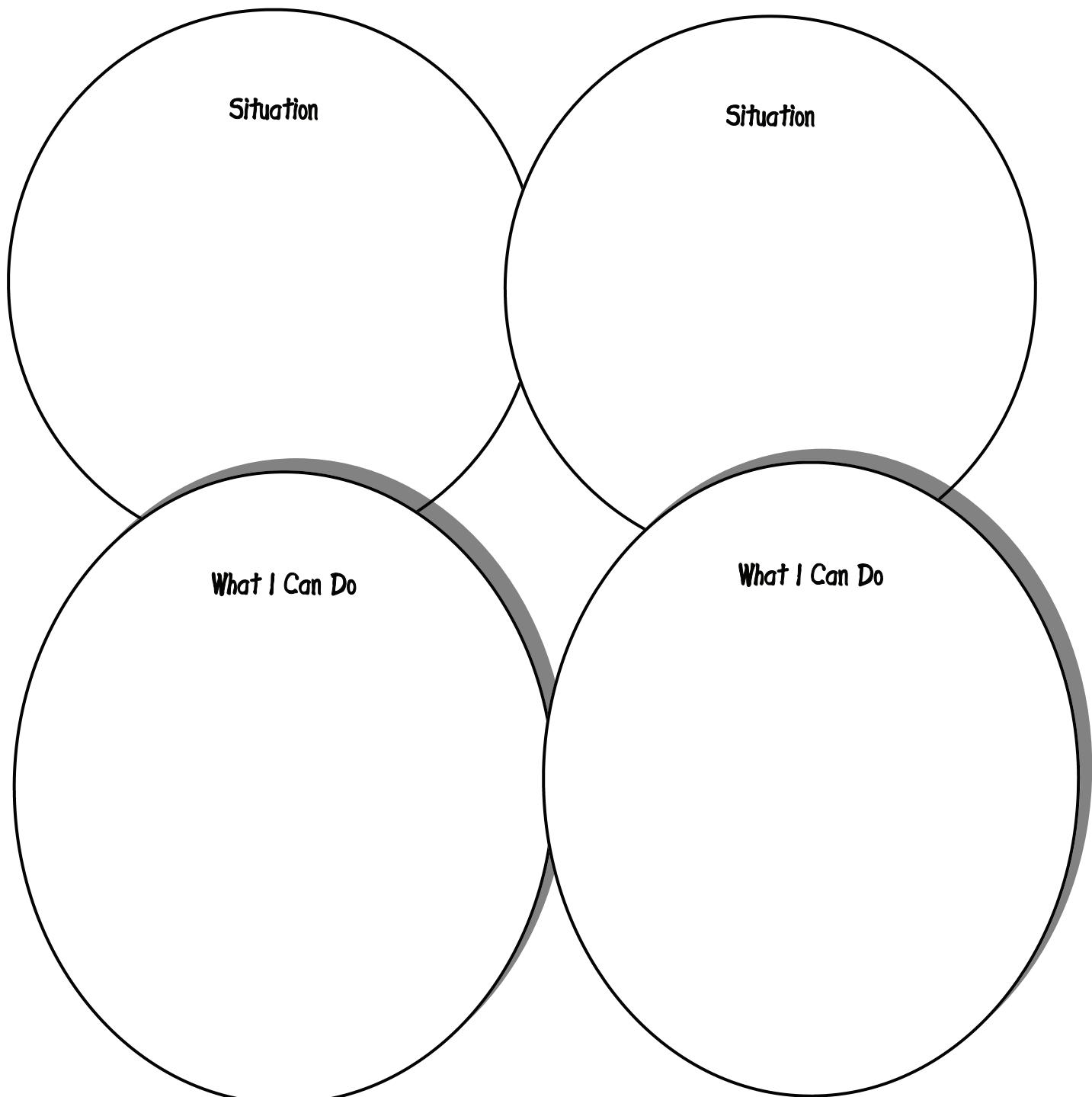


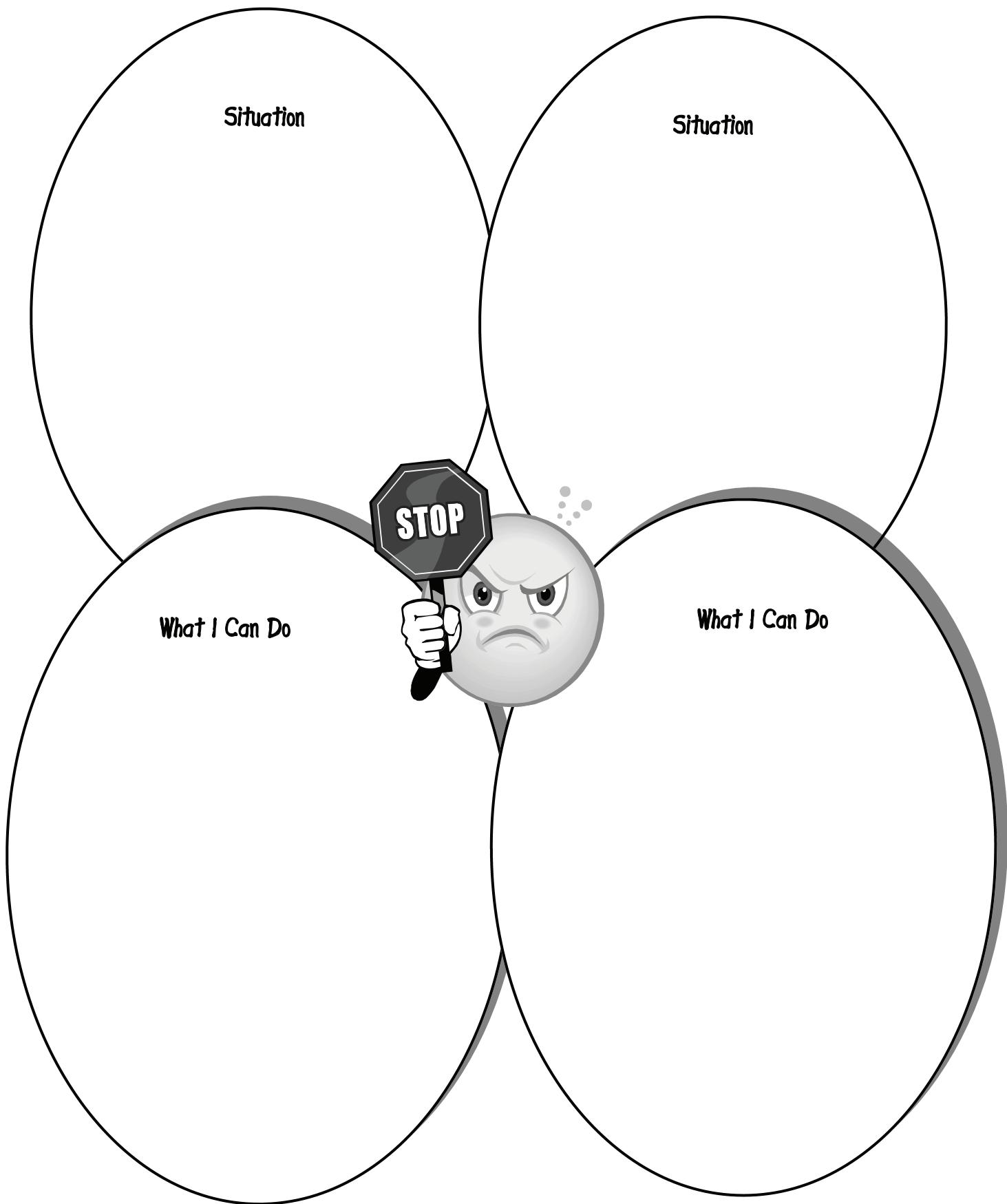
**Hand Warming:** As people become more tense and anxious their blood vessels constrict and their hand temperature decreases. By concentrating on increasing the temperature of your hands, you not only can increase the flow of blood to your hand (causing your hands to get warmer) but you can also become more relaxed and less anxious. Use this technique for about five minutes whenever you feel anxious.

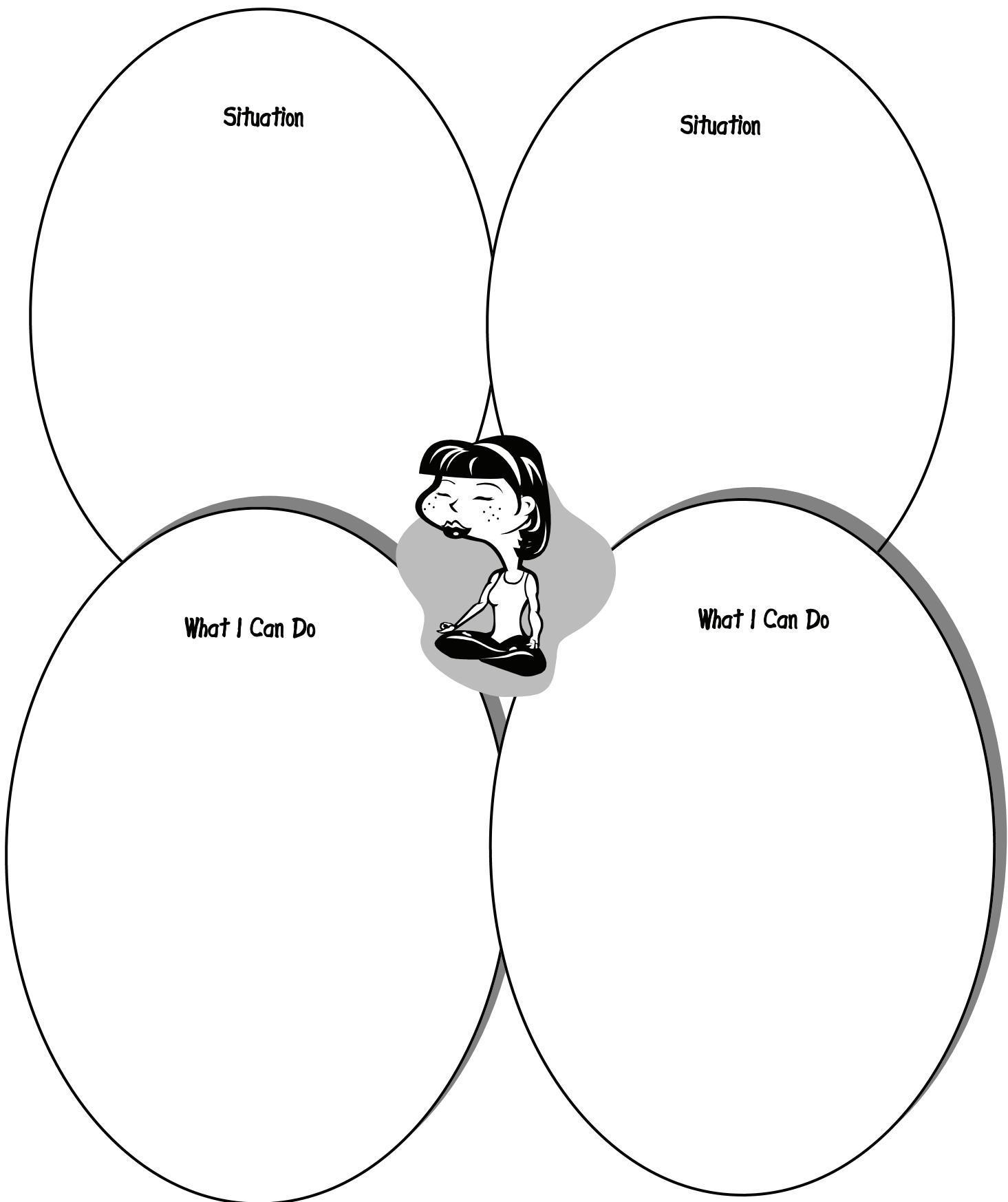


Review the situations you identified as making you anxious and write down how you can improve on the way you cope with each situation.

## Action Plans for Improving My Ability to Cope with Anxiety







# Why People Use Drugs

## » Knowledge

Don't know how dangerous smoking, drinking and using marijuana and other drugs really is.

## » Beliefs

Don't believe that using drugs is as dangerous as health experts say OR Know drug use is dangerous and believe it, but don't think it will hurt them.

## » Attitudes

Positive attitudes toward drugs, drug use or drug users.

## » Social

Think most people use drugs and/or have friends who use drugs.



## » Curiosity

Want to see what it is like.

## » Grown-up

Think using drugs is grown-up.

## » Image

Think using drugs will make other people think they are cool, macho sophisticated.

## » Anxiety

Think using drugs will decrease anxiety.

## » Fun

Think using drugs helps them have more fun.

## » Can't Say No

Lack the skills to refuse offers to use drugs.

## » Coping

Use drugs in an effort to cope with feelings of sadness, depression, loneliness, low self-esteem, boredom.

## » Excitement

Think using drugs is exciting.

## Becoming a Drug Abuser

People don't usually become drug abusers overnight. It takes time. The first step involves some period of experimental drug use. They try one or more drugs in social situations like at a party or with their friends. Following the first time they try a drug, they may use it only once in a while (less than once a week). After they have used drugs occasionally they begin to use drugs more often and increase the amount of the drug they use each time until they are using drugs on a regular basis. (once a week or more). Over time they increase the number of times they use drugs each week, in some cases to the point of using drugs every day and in higher dosages.

### From One to Several Drugs

Experts tell us that people start with some drugs and on to use others. Most people start with alcohol and tobacco, then try marijuana and later begin using cocaine and other hard drugs. Because drug users usually start with alcohol, tobacco and marijuana before using other illegal drugs these drugs are commonly called "gateway" drugs. Using any of these substances increases your risk of becoming a drug abuser.



### Steps Leading to Drug Abuse

**Step 1:** Trying one or more drugs

**Step 2:** Using drugs once in awhile (less than once a week).

**Step 3:** Using drugs on a regular basis (once a week or more often).

**Step 4:** Using drugs in an uncontrolled and excessive way.

# Marijuana is a Drug!

Marijuana is a drug because it is mind-altering. In other words, it changes how the brain works. The main active chemical in marijuana is THC (delta-9-tetrahydrocannabinol). It also contains more than 400 other chemicals.

Marijuana's effects on the user depend on its strength or potency, which is related to the amount of THC it contains. Maybe you've heard that in some people, marijuana can cause uncontrollable laughter one minute and paranoia the next. That's because THC also influences emotions. The THC content of marijuana has been increasing over the last 40 years.

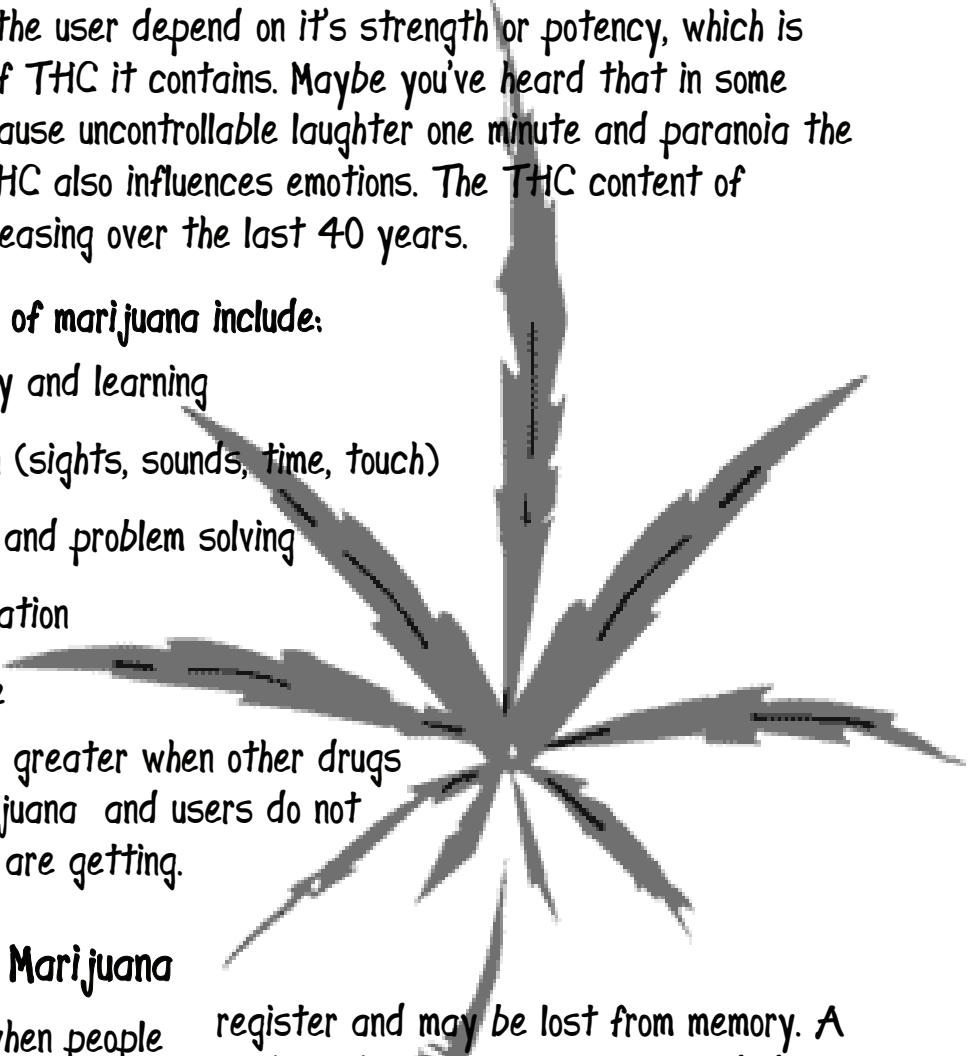
The short-term effects of marijuana include:

- problems with memory and learning
- distorted perception (sights, sounds, time, touch)
- trouble with thinking and problem solving
- loss of motor coordination
- increased heart rate

These effects are even greater when other drugs are mixed with the marijuana and users do not always know what they are getting.

## Long Term Effects of Marijuana

Some studies show that when people have smoked large amounts of marijuana for years, the drug takes its toll on mental functions. Heavy or daily use of marijuana affects the parts of the brain that control memory, attention, and learning. In the brain, under the influence of marijuana, new information may never



register and may be lost from memory. A working short-term memory is needed to learn and perform tasks that call for more than one or two steps.

Smoking marijuana causes some changes in the brain that are like those caused by cocaine, heroin, and alcohol. Scientists are still learning about the many ways that marijuana can affect the brain.

## How are drugs or alcohol affecting your life?

- Yes No Do you use alcohol or other drugs to make you feel more confident?
- Yes No Do you ever drink or get high right after you have a problem at home or at school?
- Yes No Have you ever missed school due to alcohol or other drugs?
- Yes No Does it bother you if someone says you use too much alcohol or other drugs?
- Yes No Have you started hanging out with friends that use a lot of drugs or alcohol?
- Yes No Are alcohol or drugs affecting your reputation?
- Yes No Do you feel bummed out or guilty after using drugs or alcohol?
- Yes No Do you feel more comfortable in a social situation (party) when using drugs or alcohol?
- Yes No Have you gotten into trouble at home for using drugs or alcohol?
- Yes No Do you borrow money or use money designated for other things (lunch money) to buy drugs or alcohol?
- Yes No Do you feel a sense of power when you use drugs or alcohol?
- Yes No Have you lost friends since you started using drugs or alcohol?
- Yes No Do your friends use less drugs and alcohol than you do?
- Yes No Do you drink or use drugs until your supply is all gone?
- Yes No Do you ever forget what happened when you were using drugs or alcohol?
- Yes No Have you ever been busted or put in the hospital due to drugs or alcohol?
- Yes No Do you tune out whenever someone is sharing information about drugs and alcohol?
- Yes No Do you think you have a problem with drugs or alcohol?
- Yes No Has there ever been someone in your family with a drinking or drug problem?
- Yes No Could you have a problem with drugs or alcohol?

# Reflection

Identify 4 reason people use drugs:

How does drug abuse start? Which drugs are generally used first?

## Reflection

Why do you think you use drugs and/or alcohol?

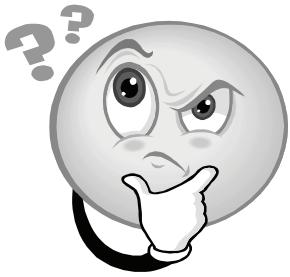
# Reflection

What is drug abuse?

Why is marijuana a drug?

## Reflection

What do you think would happen if you had friends who used drugs and you didn't? Would they stop being your friends? What kind of friends would they be if they didn't respect your decision not to use drugs?



## What do you think!

Circle the true or the false to indicate whether you think the statements below are fact or fiction.

- |  |      |       |
|--|------|-------|
| 1. It is legal to sell tobacco to 15 year olds in B.C.                 | True | False |
| 2. After you have smoked for a long time it does little good to quit.  | True | False |
| 3. Using snuff or chewing tobacco is fairly safe.                      | True | False |
| 4. A 14 year old could be an alcoholic.                                | True | False |
| 5. Marijuana is a safe drug.   | True | False |
| 6. Smoking only once a day keeps you from getting hooked.              | True | False |
| 7. The possession of marijuana is illegal for all ages.                | True | False |
| 8. Drug abuse and addiction are the same thing.                        | True | False |
| 9. You can die from drinking too much alcohol.                         | True | False |
| 10. Second-hand smoke is safe.   | True | False |
| 11. Tobacco helps you stay thin.                                       | True | False |
| 12. You can become an alcoholic drinking only beer.                    | True | False |
| 13. Coffee or a shower helps sober a person up.                        | True | False |
| 14. Drinking and then driving is even more dangerous for young people. | True | False |
| 15. Most people do not abuse drugs.                                    | True | False |

# Answers

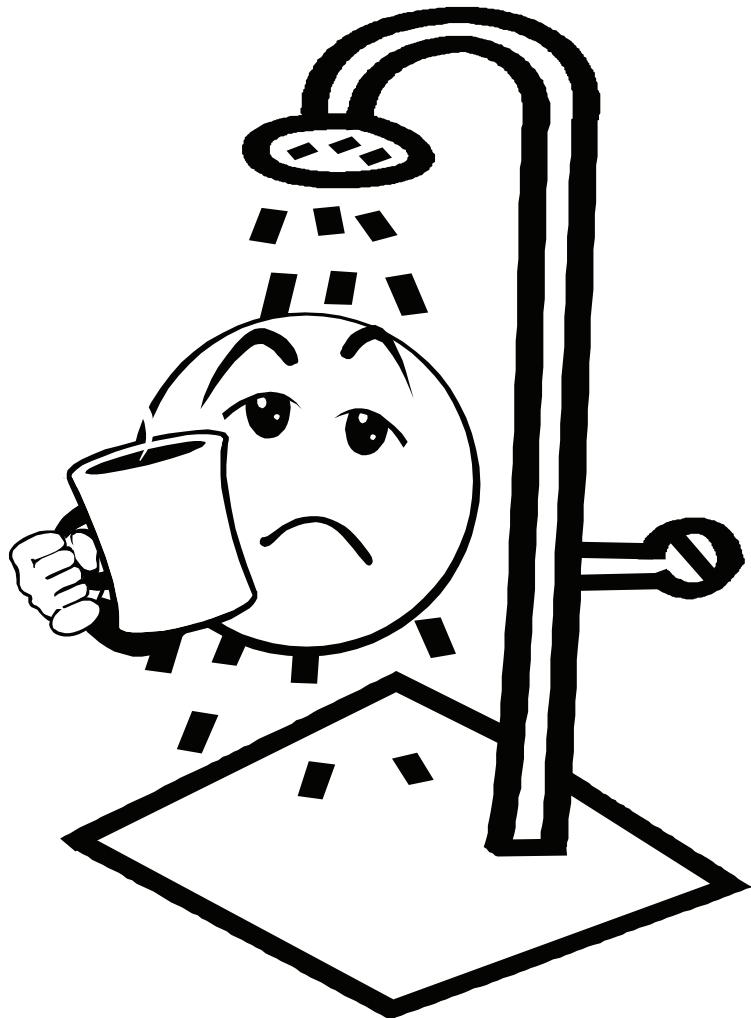


- False** 1. It is illegal to sell tobacco to anyone under 19.
- False** 2. Even after smoking for years, your risk of illness decreases when you quit. Some health benefits are almost immediate, such as reduced carbon monoxide and nicotine in the blood, improving cardiovascular performance. Others take longer. After about 10 years of quitting, an ex-smoker's risk of lung cancer reduces nearly to that of a non-smoker.
- False** 3. Chewing tobacco and snuff can cause cancers of the gums, mouth, and throat. They also contain nicotine and are addictive.
- True** 4. A person can become an alcoholic at any age. The causes of alcoholism are not clear, but do include many factors. Children of parents who are alcoholics are at greater risk, and for some forms of alcoholism research suggest a genetic link. However, not all alcoholics have a family background of alcohol problems. The one common denominator is a pattern of drinking more and more frequently and drinking for relief of stress caused by a number of factors.
- False** 5. Marijuana can cause lung damage, affect short-term memory, cause accidents and affect many body systems. Effects on body systems are strongest among regular users.
- False** 6. Smoking even occasionally is risky. Nicotine, the drug in tobacco, is highly addictive. Before the experimental smoker realizes it, often he or she is addicted. Scientists believe nicotine produces one of the strongest addictions of all substances.
- True** 7. The possession and use of marijuana is illegal in all parts of Canada. More serious penalties are reserved for possession or production with intent to traffic in the drug.

- False** 8. Even occasional or one-time use of a drug can be abuse, because the definition of drug abuse is any use that causes harm. Addiction involves becoming dependent on the substance either psychologically, physically or both. For some drugs, this process occurs very quickly for others it usually occurs over a longer period of repeated use.
- True** 9. If blood alcohol levels rise high enough (usually after drinking a lot of alcohol rapidly) this can shut down breathing and kill. Another way such drinking can kill is that the person loses consciousness, vomits and suffocates. A person who has passed out should not be left alone.
- False** 10. Second-hand smoke can cause many serious health problems for people around the smoker, especially if the smoke builds up in a closed area such as a car. Though not at as great a risk as the smoker, persons exposed chronically to second-hand smoke have a greater incidence of lung disease than those who are not.
- False** 11. Smoking will not help you to stay thin. The way to maintain a healthy weight is first to be realistic about what is a healthy weight for you then to eat a nutritious and balanced diet in moderation and get plenty of exercise. Some researchers believe that one reason many young women smoke is partly due to the myth that it will help you stay thin.
- True** 12. The kind of drink chosen makes no difference in whether a person becomes an alcoholic. The only difference between types of drinks is the rate of absorption into the body.



- False 13. Only the passage of time can sober up the person. The liver breaks down alcohol at a set rate. A common mistake is to drink coffee thinking it will make one able to drive after drinking.
- True 14. Studies show that young people who drink and drive are at even greater risk than older adults only because they have less driving experience. However, drinking and driving is very dangerous at any age.
- True 15. Most people including teens, do not develop problems with drug abuse. There is a tendency, however, for young people to overestimate the number of people who use and abuse substances. It is not uncommon to hear the statement, "everybody does it." This is false. However, many people do, and when someone you know abuses drugs, it can be very painful.



# Sending a Message

When you are talking to someone it is important that both the verbal and nonverbal communication send the same message. Keep the two things consistent when talking (sending a message) to someone so they can truly understand what you are saying. Nonverbal communication includes body language such as:

- ⇒ Eye contact
- ⇒ Facial expressions
- ⇒ Gestures
- ⇒ Posture and,
- ⇒ Vocal (the tone, pitch, rhythm, loudness of your voice)

## How Important is Nonverbal Communication?

**55%** of communication is body language

**38%** is vocal (tone, pitch, rhythm, loudness of your voice)

**7%** is the words that you use



# RECEIVING A MESSAGE



Another aspect of communication is receiving the message. Receiving is understanding the other person's ideas, beliefs, feelings and opinions. To understand a message that is being sent you must pay attention and listen carefully. This is called **ACTIVE LISTENING**.

## Active Listening looks like:

- ⇒ Eye contact
- ⇒ Face toward speaker
- ⇒ Lean slightly forward
- ⇒ Smiles
- ⇒ Nods
- ⇒ Interested facial expressions
- ⇒ Provide verbal feedback such as, uh huh, yes, really



## Non listening looks like:

- ⇒ No eye contact
- ⇒ Face away
- ⇒ No smile
- ⇒ No nodding
- ⇒ Bored facial expression
- ⇒ Inappropriate verbal feedback such as interrupting or laughing at the wrong time



## What Causes Misunderstandings

A misunderstanding is a failure to communicate clearly. Many personal problems are simply the result of a misunderstanding. They can be totally avoided if you are careful in your communications. Make sure that the other person knows what you mean when you tell him or her something.

## Ways to Avoid Misunderstandings

- 1) Send the same message with your words and your body language.
- 2) Be Specific: Say exactly what you mean. Don't say things in a general way or the person you are speaking with will have to guess what you mean. For example, instead of saying "I'll see you Saturday afternoon," give a specific time and place. "I'll come to your house at 1 o'clock on Saturday".

- 3) Ask Questions: This is something that you can do whether you are the person sending a message or receiving it. Asking questions works well if you are telling someone how to do something or explaining something ask the other person

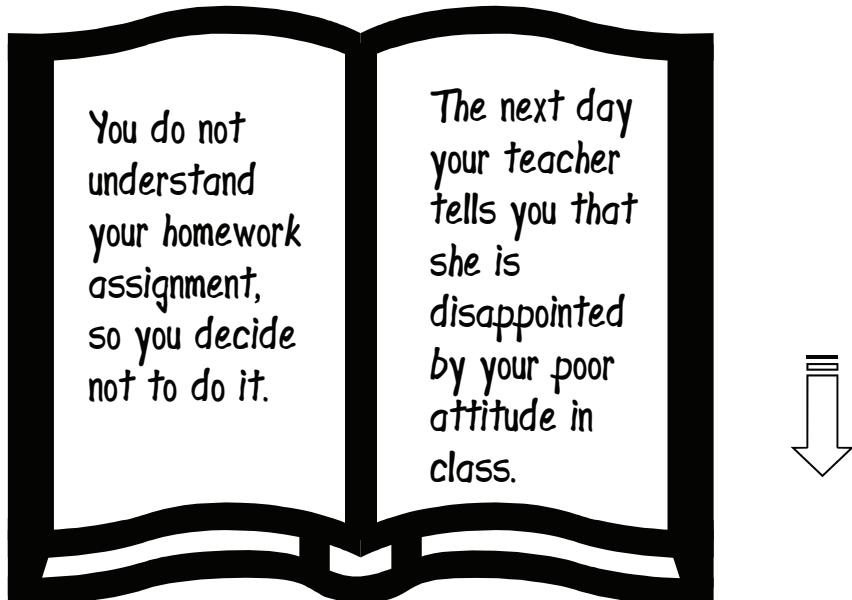


if they understand. On the other hand, if someone tells you something that isn't clear, you can ask that person questions as a way of getting more specific information. For example, you can say: "I don't understand, can you explain that again?"

- 4) Paraphrase: Another way of making sure that a message is clear is to use paraphrasing (repeating something back in your own words). Again, this works both ways. If you tell somebody something and you want to make sure they understand, ask them to repeat it back to you. If somebody tells you something and you want to make sure that you understand it correctly, then you can repeat it back to them. For example, you can say "Okay, let me make sure I understand what you mean." Then repeat back what the person told you in your own words.

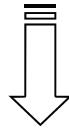
# From Misunderstanding to Understanding

Directions: Read the following four situations and describe how a misunderstanding could have been avoided.

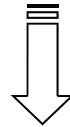




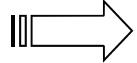
Your parents agree to pick up you and your friends from a concert. You tell your parents that you will be waiting in the front of the arena. Unfortunately, they end up having a lot of difficulty locating you since the front of the arena is a large area.



Your friend who you have plans with calls and tells you she will be coming over soon. She does not arrive for another two hours. In the meantime; you have been stuck at home waiting for her, unable to leave your house.



You come home from school and drop your knapsack in the hallway. Your mother asks you to pick it up before someone trips over it. Before you have a chance to pick it up, your mother falls over it. You apologize to her, but she doesn't think you mean it because you were laughing.



You come home from school and drop your knapsack in the hallway. Your mother asks you to pick it up before someone trips over it. Before you have a chance to pick it up, your mother falls over it. You apologize to her, but she doesn't think you mean it because you were laughing.



# Action Plan for Improving my

Communication

Describe one situation at home, at school or with friends which involves communication, and write down how you can improve your communication in that situation.

The situation I would like to improve my communication in is:

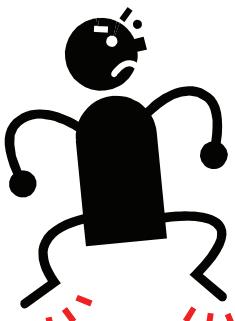
- At school
- At home
- With friends

This is what I can do differently:



# Resolving Conflicts

For some people conflict is something that they dislike and try to avoid. Parents might have told them, "If you can't say something nice, don't say anything at all." They may have thought this to mean that we ought to say nothing when we're upset, frustrated, or not in agreement with someone else.



Other people enjoy conflict and find that it is healthy and desirable. They might deliberately create conflicts to fuel thinking, feelings, or their nervous systems.

Many youth are caught up in conflicts every day that they do not know how to manage. In relationships, conflict is to be expected so we have reason to learn to manage it better.

How many conflicts have you had in the last two weeks? \_\_\_\_\_

On the list to the right, circle the behaviours you used to deal with these conflicts. Which of these behaviours do you use the most and why?

- Criticizing
- Postponing
- Interrupting
- Stereotyping
- Stating wants
- Stating feelings
- Listening
- Yelling
- Insulting
- Paraphrasing
- Being sarcastic
- Being defensive
- Apologizing
- Denying
- Stating needs
- Threatening
- Blaming
- Asking questions
- Changing the subject
- Walking away
- Judging

Is there ever a time when a person might want to use avoidance? Explain

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Is there ever a time when a person might want to use confrontation? Explain

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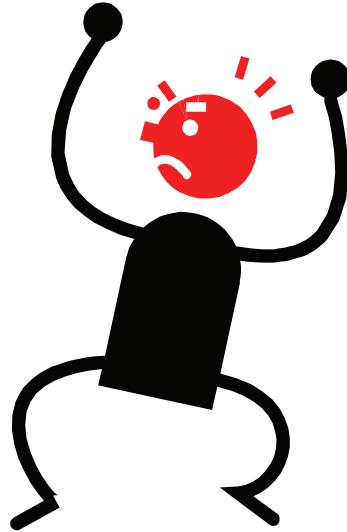
# 6 Steps to Resolving Conflict

*It's us against the problem, not us against each other*

The ideal solution to a conflict is to get your own needs met while also meeting the other persons needs. So how can we talk and listen with others so that we meet the needs of both parties?

## Step 1: Cool off.

Conflicts can't be solved when emotions are high. Take some time to cool off before trying to talk things out. Consider some of the following: deep breathing, clearing your desk or straightening up, splashing cold water on the face, writing in a journal, or taking a quick walk. Once you have cooled down then you'll be ready to go on to the next step.



## Step 2: Tell what's bothering you using "I messages."

"I messages" are a way of expressing how we feel without attacking or blaming. This is a big difference from the "you messages" A statement like, "You've left the kitchen a mess again! Can't you ever clean up after yourself?" will create conflict. Now take a look at how differently an "I message comes across: "I'm annoyed because I thought we agreed you'd clean up the kitchen after using it. What happened?"

## Step 3: Each person repeats what they heard the other person say.

Paraphrasing demonstrates that we care enough to hear the other person out, rather than just focusing on our own point of view. This step creates empathy and understanding.

#### Step 4: Take responsibility.

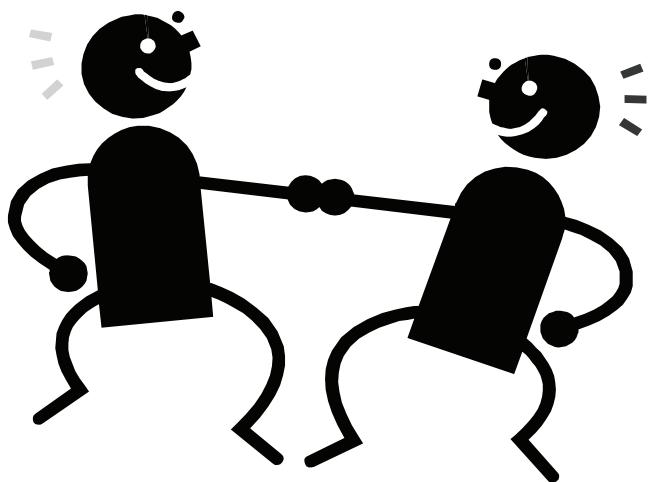
In the majority of conflicts, both parties have some degree of responsibility. However, most of us tend blame rather than looking at our own role in the problem. When we take responsibility we shift the conflict into one where resolution is possible.

#### Step 5: Brainstorm solutions and agree on one that meets the needs of both people.

Resolving conflicts is a creative act. There are many solutions to a single problem. The key is a willingness to seek compromises.

#### Step 6: Affirm, forgive, or thank.

A handshake, hug, or kind word gives closure to the resolution of conflicts. Just saying thank you at the end of a conflict, or acknowledging the person for working things out sends a message of gratitude. We protect our relationships this way and strengthen our connections for future conflicts that may arise.



## Let's Resolve This!

You really want to go to a party but your parents won't let you stay out that late.

⇒ What are your needs... fun, freedom, love and belonging?

⇒ What are your parents needs .... survival  
(keeping you safe)

Can you come up with a positive solution that could meet your needs and your parents needs?



Your friend wants you to skip school and hang out. You've already gotten in trouble with your parents this week but don't want to your friend to think you are scared.

⇒ What are your needs.... Love and belonging (acceptance from your friend and approval from your parents)

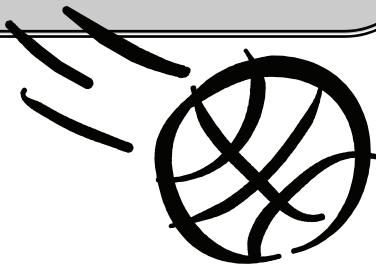
⇒ What are your friends needs.... fun, freedom

Can you come up with a positive solution that meets your needs and your friends needs?



You and your friends play basketball after school. Another friend wants to join but he/she is not a very good player. Everyone likes this friend and you don't want to hurt his/her feelings.

- ⇒ What are your needs... love and belonging (acceptance from your friend and others that play basketball) power (to have a team that is capable and competitive)
  - ⇒ What are our friends needs.... power (to learn how to be a better player) love and belonging (joining in with friends) fun (your friend really enjoys playing basketball)
- Can you come up with a positive solution that meets your needs and your friends needs?



# Coping with Anger



Anger....

Keep it in or let it out?

Someone, some way, somehow has gotten in your face and you are mad. Furious Ready to explode.

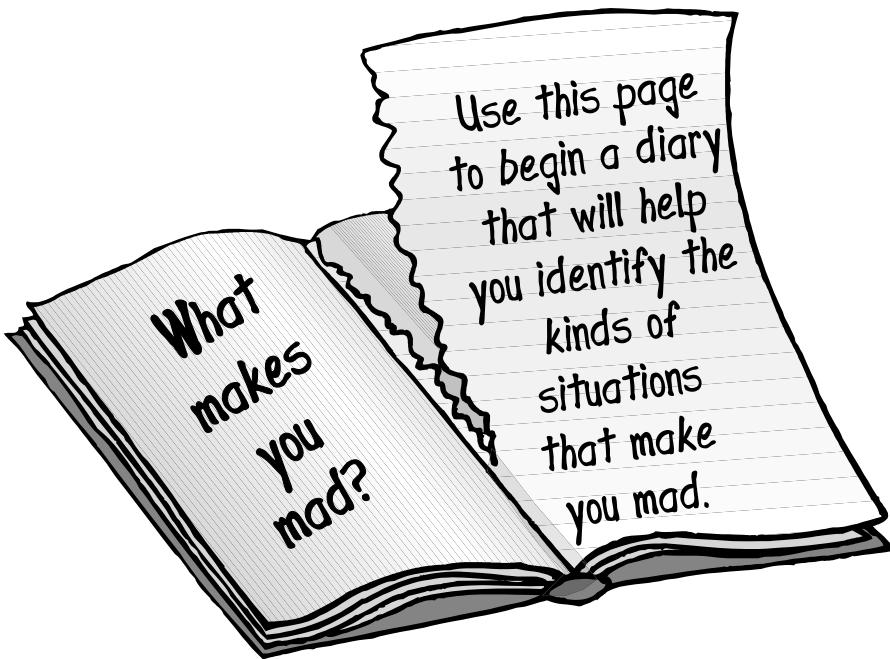
Your heart pumps. Screams and insults form at the back of your throat. Your hands close into fists.

What do you do? Keep it in or let it out?

It's your choice. List reasons for and against below:

Reasons to keep anger in

Reasons to let anger out



Date:

Situation:

People involved: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

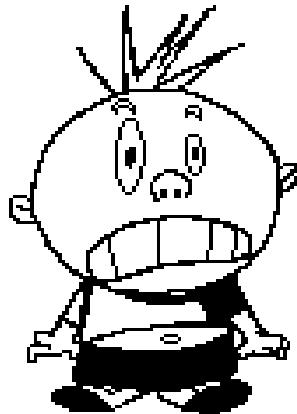
Why I was angry: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What I felt: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What I said or did: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date:

Situation:



People involved: \_\_\_\_\_

Why I was angry: \_\_\_\_\_

What I felt: \_\_\_\_\_

What I said or did: \_\_\_\_\_

# Staying in Control

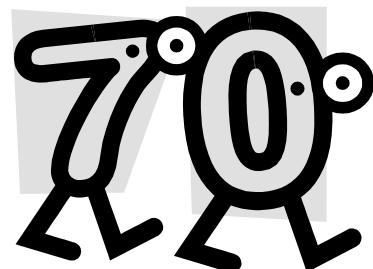


## The Warning Light

1. Picture a light inside your head. Imagine that it flashes a warning when you need to stop and think before speaking or acting.
2. Remember to check your light whenever you are in a situation that is making you angry.

## Counting to Ten (or higher)

1. Take a deep breath and start counting slowly to yourself.
2. Keep listening to the other person as you count. Don't provoke him or her by revealing what you are doing.
3. Look the other person in the eye.



## Self Statements

Sometimes just telling yourself not to get angry can help keep you calm. Examples of effective self statements:

- I don't have to let this get to me.
- I don't need to fight about this.
- I can handle this.
- I can stay calm.
- I enjoy feeling calm and in control.

Get a picture of the situation that's making you angry. Then put a different frame on it.

**Reframe**

Ask yourself questions like these:

- Is it worth getting angry about?
- Am I sure this person is really out to hurt or insult me?
- Is there another way to get what I want?

Read the two situations and find another way to look at the same situation and describe.

### Reframe

You find out that someone is spreading nasty rumors about you in school. You see your best friend whispering to a classmate, and then they both look your way and laugh. You're sure your friend is responsible for the rumors.

#### Reframed Picture:

You're standing in a long line to get tickets to a movie. A person standing in front of you sees someone they know and calls them over to talk. As they're talking, the new person appears to be joining the line.

#### Reframed Picture:



Rate how angry each of the following situations would make you	Not at all Mad	Mad	Boiling Mad
1. Someone cut in front of you in line			
2. Your friend borrows your favourite CD and loses it.			
3. A group of kids are teasing you.			
4. Someone insults your family.			
5. Kids in school are gossiping about you.			
6. Your mother is nagging you to clean your room.			
7. Your little sister took your stuff without asking.			
8. Someone makes a nasty comment about you in the street.			
9. A bigger kid beat up your little brother.			
10. Your mother looked in your room and read something private.			

1. What else makes you mad?

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2. When you get boiling mad how do you feel physically?

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3. What do you do with that feeling?

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# WANTS

The purpose for this exercise is to think about the things you want in life and write it down. Writing down your WANTS will make them become more reachable.

Write or draw all your WANTS that will:

- A) improve your live
- B) help you become the person you want to be

Example:

- To make better grades in science class
- To be kinder to my little brother
- Learn how to control my anger
- To buy my mother an expensive birthday present
- Be a better friend
- Learn how to play the guitar



My WANTS:

Choose the top 3 WANTS that you would like to accomplish in one year.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Setting S.M.A.R.T. goals to accomplish your WANTS

Each letter in the word SMART stands for something

**S** stands for Specific  
You should be clear about what you want to happen  
Not Specific: I want to make good grades  
Specific: I want to have a 86 average in science by May 26th

**M** stands for measurable  
You should be able to track your goal  
Not Measurable: I want to be kinder to my little brother  
Measurable: I want to stop having physical fights with my little brother

**A** stands for Action  
What small specific actions must you take to achieve this goal  
Wrong: In order to control my anger I must not express my feelings  
Right: In order to control my anger I must learn to express my feelings without harming others

**R** stands for Realistic  
Can you achieve these goals? Is it doable?  
Unrealistic: I want to buy my mom an expensive birthday present  
Realistic: I want to clean my room for my mom's birthday present because I know it would make her VERY happy

**T** stands for Time  
You should set a timeframe for your goal  
No time: I want to learn to play the guitar  
Time: I want to learn to play Twinkle Twinkle Little Star by June 3rd



**S****pecific**

You should be clear about what you want to happen

**M****easurable**

You should be able to track your goal

**A****ction**

What small specific actions must you take to achieve this goal

**R****ealistic**

Can you achieve these goals? Is it doable?

**T****ime**

You should set a time frame for your goal

**S****pecific**

You should be clear about what you want to happen

**M****easurable**

You should be able to track your goal

**A****ction**

What small specific actions must you take to achieve this goal

**R****ealistic**

Can you achieve these goals? Is it doable?

**T****ime**

You should set a time frame for your goal

**S****pecific**

You should be clear about what you want to happen

**M****easurable**

You should be able to track your goal

**A****ction**

What small specific actions must you take to achieve this goal

**R****ealistic**

Can you achieve these goals? Is it doable?

**T****ime**

You should set a time frame for your goal