



## **Activity Title: Communication skills**

**Description of the activity:** (Please include details on the following areas: target age group, preferred group size, ideal setting to carry out the activity)

In this section, by communication skills we mean all the skills required so that a message is properly conveyed; this includes skills such as active listening, non-verbal communication (i.e. body language) and more. Educating students on these kinds of skills is of critical importance not only for efficient cross-cultural communication but also for effective communication strategies after school.

**Learning objectives - key competences, which are influenced via this activity:** (What learning outcomes does this activity cover as far as attainment of certain key competences is concerned?)

Within the CULPEER context these exercises can be used for attaining the following key competences:

*Communicating in a mother tongue:* the proposed games will stimulate the ability to express thoughts, feelings, facts and opinions orally.

*Communicating in a foreign language:* the proposed games would improve your paraphrasing, interpreting or translating skills as well as your intercultural understanding.

*Social and civic competences:* good communications skills are always related to good civil competences, especially in the domain of improving one's interpersonal and intercultural competences.

## **Expected Outcomes:**

Improved key competences (see list above).

Particularly important is also the improved empathy and understanding of others and the broadened perspectives and increased confidence and trust within the group, because each participant has improved his/her communication skills and has gained confidence.

**Activity Structure:** (What are the components of the activity? What resources or staffing will be required)

### **Suggested Activity 01**

#### **Is that a Fact?**

The activity briefly: Communication is not only about speaking. It's also about listening. This activity is designed to explain the importance of active listening, underline the difference between listening and hearing and also provides a theoretical part that helps build a lesson plan on active listening.

Resource: The University of Tennessee

Link: Find attachment - [ActiveListening](#)

### **Suggested Activity 02**

#### **Body Language**

The activity briefly: The activity focuses in raising awareness on the importance of body language as well as creating an opportunity for students to learn to notice more the body language of their interlocutor and realize how this interferes with the message sent.

Resource: Advocates for Youth

Link: <http://www.advocatesforyouth.org/publications/1188-lessons>

### **Suggested Activity 03**

#### **Dear Responsible Friend**

The activity briefly: This is an activity aiming in cultivating empathy and trust amongst peers. It's a simple activity that also helps strengthen relationships between peers within the classroom.

Resource: Youth Deployment Activity Guide

Link: Find attached pdf file - **YouthDeploymentActivityGuide**

#### **Activity duration:**

Depends on the choice of activities, which the teacher has made.

#### **Resources:**

The resources and links have been listed inside the descriptions of the suggested activities.

# Listen Actively

**Overview:** This lesson will provide the student with a clear definition of each communication skill, the elements of that skill and how the skills are linked.

**Educational Goal:** The goal of this lesson is for each learner to comprehend the communication skill—*Listen Actively*.

## Objectives:

- Cognitive:** — Define *Listen Actively*  
 — Identify appropriate strategies to use with each standard to increase communication
- Affective:** — Contribute to classroom discussion  
 — Receive the information and apply it in their daily lives

**Skills Standard Connection:** This lesson links to past lessons on the communication process and prepares learners for future lessons by giving them a good foundation in communication skills. This lesson has connections to the Tennessee KSA – *Listen for Understanding* and the EFF Standard – *Listen Actively*.

**Teaching Strategy:** This lesson will focus the learners' attention on the communication skill—*Listen Actively*. Point out to learners that this skill happens simultaneously as people communicate with one another. The teacher will define the skill using the EFF Skill Standard, Strategy Chart, and the Talking Heads visual. Learners will be given a copy of "How to Improve Your Listening Skills" as the reading material for this lesson. Methods of instruction will include: lecture, question-and-answer, and group discussion.



**Time:** 2 Hours

## Teacher Materials:

- EFF Standard, *Listen Actively*
- "How to Improve Your Listening Skills," Scriptographic Booklet by Channing L. Bete Co. Inc., South Deerfield, MA 01373  
 (www.channing-bete.com)
- Strategy Chart

## Student Materials:

- "How to Improve Your Listening Skills"
- Copy of EFF Standard, *Listen Actively*
- Learner Note Taker
- Strategy Chart Handout

## Lesson Plan

### Introduction

**Attention:** To be effective parents, workers, citizens, or students we must be effective communicators. We are going to begin today to use our listening skills to help us understand the message that other people are

sending to us. We learned when we studied the Communication Loop that communication is the process of sharing ideas, feelings, and thoughts with other people and having those ideas, feelings, and thoughts understood. Today we will look more in depth at a communication skill and identify strategies to help us improve our ability to communicate effectively.

**Motivation:**

**Question:** What would happen to your family if you were unable to communicate with them?

You can see that being unable to communicate can cause many problems. Yet even with the ability to communicate sometimes misunderstandings occur, feelings are hurt, and things go wrong all because people did not communicate effectively with us or we were unable to effectively communicate with them. Today we will learn that when we communicate there is a constant flow of information and that by using communication strategies we can obtain the information we need, solve problems, and be confident in our ability to communicate with others.

**Activity:** Do the following activity with your learners. You will need to have distracters such as a penny, nickel, and dime. Using the distracters, hold each one up as you say a name in the following story.

Say: Jerry's mom and dad had three kids. The first child's name was Abraham (hold up penny). The next child's name was George (hold up the nickel). What was the third child's name (hold up dime)? Wait for learner responses. Usually you will have to repeat the story. They will ask you to tell them the story again. Most of the time learners will say a president's name because they are focusing on the coins instead of what is being said. Every

time you tell the story, emphasize Jerry's name. Some of them will usually get the story after the third time.

*The answer is Jerry.*

**After this activity say to the class:** Listening is more difficult than you may have thought. You were focusing on the coins, which were a distracter and not useful to the meaning of the information. The distracter changed your focus. This can happen at any point in the communication process. Remember the communication process? Point to the process in the room and specifically to the barriers. Barriers are those things that interrupt the message.

**Overview:** This lesson will build on the basic concepts of communication that you have already learned and help you become aware of strategies that you can use to improve your communication skills. You will use the booklet, "How to Improve Your Listening Skills" and the EFF Skill Standard to develop a new understanding of listening and observing. So let's begin by looking at an essential communication skill—*Listen Actively*.

## Body of Lesson

### Main Point 1. Why Do People Listen?

People listen in order to:

- Increase knowledge or to learn
  - To gain understanding
  - For general reasons
    - To respond appropriately to what we hear
    - To gain information about work or school—it gives us details about what to do, how to do it, when and where to do it.
- Example:* When is the first break? How do you know?
- To gather data to make decisions
  - To be more effective in our interpersonal relationships: When children return home from school and it has been a “bad” day or when your spouse had a “hard day” at work.

Turn to page 2 in your “How to Improve Your Listening Skills” book. Let’s read pages 2 and 3 to find the definition of listening and why it is important. Turn to page 5 in the book and take the listening inventory. When you finish, score your paper. You can use this inventory later to determine what skills you need to work on.

### Main Point 2. Importance of Listening

Listening well is critical to our ability to become an effective communicator. Listening is one of the most used communication skills and one of the most neglected communication skills. How many of you have ever had a course in how to listen? Listening is not as easy as it sounds. When you are listening actively, you are focusing on what the other person is saying in order to understand what they mean. This requires energy and effort.

### Main Point 3. Effective Listening Means Hearing, Comprehending, and Remembering

It takes all three elements to be an effective communicator. Let’s look at each element.

**A. Hearing—hearing is not the same as listening.** Have you ever heard your spouse or child tell you something but you misunderstood their message? To really hear the message takes energy. It means paying attention physically, asking open-ended questions, maintaining eye contact, and focusing on what the speaker is saying.

#### Teaching Tip



Give learners time to read these two pages, and then ask for a volunteer to define listening. Write student comments on the board. Ask students why it is important to listen. Record their responses.

- B. Comprehending is understanding the message.** It means being able to interpret what the speaker is saying. It also means being aware when you are not understanding the message and adjusting your listening strategies so you can comprehend the message. Some ways you might do this are to ask the person questions, paraphrase what the person said, try to understand the other person's point of view, or watch the person's body language. Turn to page 4 and let's ready pages 4, 6 and 7.
- C. Remembering—once you have heard the message you will need to remember it.**

## Main Point 4: Tips for Effective Listening and Ways to Improve Your Listening Skills

### Before Listening

- Take responsibility for comprehension. Your teacher can make sure that you hear but only you can be sure that you understand.
- Get ready to listen; focus your attention on the speaker.

#### — *Physically*

1. Try to tune out physical distractions such as noise, hunger, being hot or cold.
2. Try to remove things that may distract you as you listen in class.

*Example:* pagers, cell phones, materials on desk, etc.

#### — *Mentally*

1. Resist mental distractions; actively focus on the speaker.
2. Review what you already know about the subject.
3. Review your notes.
4. Try to find an area of interest within the subject.

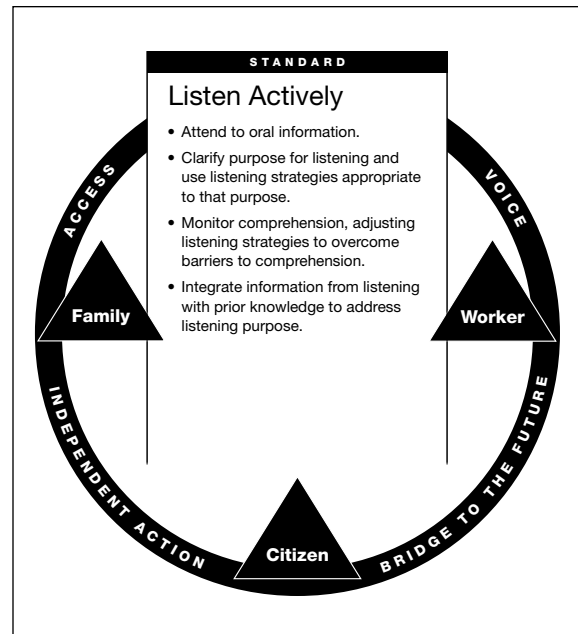
### During Listening

- Listen for the main ideas.
- Listen to understand rather than to argue or find mistakes.
  - Hear the person out before you respond. You are listening to gain information, not necessarily to agree with it.
  - Don't be critical. Don't tune out on the information because you don't see the value in it.
- Keep an open mind.
  - Control your emotions. If your emotions take control then you have created a barrier. Try to maintain balance.
  - Judge content, not delivery.
- Be mentally agile. Most people speak at about 200 words a minute, but the mind processes words at around 400-500 words per minute. During the mind's spare time it can easily wander. Be alert.

- Feedback/paraphrase to check understanding—ask questions and put the information into your own words.
- Take notes—you can always reread but you can never re-listen.

### Ways to Improve

- Work at listening—active listening is understanding. It takes energy to concentrate on what the speaker is saying and not what you want to say next. You will need to be aware of the verbals and the nonverbals. When you are communicating with others you must become a people watcher. Look at their nonverbal communication. What are their facial expressions? What is their stance? Are their arms folded? Do they ask you questions? Are they playing with their hair, jewelry, or clothing?
- Practice effective listening—put yourself in situations that require effective listening. While you are in class take notes and ask questions when you do not understand what is being said. (Give students a copy of the EFF Standard—*Listen Actively*. Read the Standard with the students.)



After reading the Standard ask the following question:

**Question:** What does the Standard *Listening Actively* say we must do in order to communicate effectively?

- Stop talking—"I never learned anything while I was talking" (unknown sage). You can't hear if you are talking. Don't interrupt; let the speaker finish. A good listener will maintain eye contact with the speaker, not be doing other things, and not talking when the speaker is talking.

### Main Point 5: Monitor the Effectiveness of Your Communication

In order to be an effective communicator you must monitor the effectiveness of your communication at all times and adjust your strategies to increase understanding, overcome barriers, and respond in the right way. Give students the Skill Standards & Strategies Chart (in Appendix I). Ask the students to look at each skill standard and the strategies to use with that skill. Ask students to give an example of a time when they would use that strategy.

### Teaching Tip



Have learners give specific examples of

what "attend to oral information and visual information" means. Check to see if they can identify listening and observing strategies. If they cannot identify strategies, tell them that they will get a handout that will help them identify these strategies.

## Conclusion

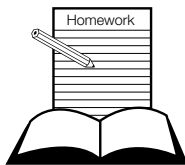
**Summary:** This lesson builds on the basic concept of the communication skill that you have been using in daily life. You learned that poor communication skills can cause conflict and that effective communication can eliminate many problems at home, school, or on the job. You also learned that listening and observing work together.

**Re-Motivation:** Becoming an effective communicator will help you to achieve many of the goals you have set. You can improve your communication skills by assessing yourself on a daily basis. You can also ask teachers and friends or family members to give you feedback on how you are doing. Practicing your skills daily will make them become habits. At the beginning of this lesson you took a listening inventory—use that to help you decide which skills you will work on.

### Teaching Tip



Sometimes students will ask for another story. At that point you can tell the slop story. Ask everyone as a group to spell out the word slop and then say it three times in a row. Then ask, what do you do when you come to a green light? Most students will say stop. *(The answer is go!)*



**Close: Activity:** Tell the students the following story. Ask them to listen closely and answer your question.

You are driving a bus. At the first stop five people get on the bus. At the next stop three people get off the bus and two people get on. *(Usually at this point students will begin to try to solve a math equation. Let them do it.)* At the next stop ten people get on the bus and six people got off. What was the bus driver's shoe size?

Usually students will say, "How am I supposed to know?" or give you a math problem. At this point ask the students to listen closely while you retell the story. Sometimes one or two students will get the answer after hearing the story three times. This story seems to be more difficult than the Jerry story. (The answer is: *You are the bus driver. What is your shoe size?*)

**Homework Assignment:** *Listen Actively.* Assign students to listen to the radio or television, take notes on what they saw and heard, and report back to the class.



**Homework Review:** Listen Actively**Thought for the Day**

**“What may be done at any time will be done at no time.”**

— *Scottish proverb*

Things do not get done when we continue to put them off. Prioritize what you need to do. Prioritizing means, first things first. Don't let others or yourself stop you from doing what should be done. Accomplishing and finishing the challenging things is half the battle

**Teaching Tip**

Begin each day with a review of the previous day's homework. Give 15-20 minutes to review the homework.

Then begin the “Thought for the Day.” Give students time to answer the four questions. Then discuss the “Thought for the Day.”

## ACTIVITY: Tests of Adult Basic Education (TABE) Review

**Objective**

The objective of this activity is for the student to (1) review his or her performance on the TABE Test, comprehend what is known and what needs further improvement, (2) identify specific test taking strategies, (3) respond to the value of diagnostic assessments, and (4) set a short-term goal using the Plan-Do-Study-Act model. This final activity connects to the student taking responsibility for their learning using available resources, independent study, and teacher assistance.

The students have completed the TABE Test complete battery and are ready to see how they have done. The review process is a simple one. It depends upon the program having enough versions of the TABE test.

**Procedure**

TABE provides various versions of a test so a diagnostic review could be accomplished without test compromise. The time between tests and various versions should negate any possible test item recall. Plus the easiest and best way for a student to master any items is to simply learn how to do it.

**1. Provide each student with the results of his or her tests.** Be sure to re-emphasize that this pre-test was conducted with no preparation or support through in-class instructions. It is just an indicator of where the student is starting his or her educational journey. So, it's **okay** the results are only a baseline to improve upon with hard work. The teacher should use appropriate words of encouragement, a positive attitude about improvement, and a realistic view of the effort it will take to be successful. The important part of having this knowledge is that the student sets some goals and develops a plan to achieve them. Reassure the student that at the end of the review there will be an opportunity to set goals and develop a plan to achieve them using the Shewhart cycle and the EFF planning standard.

## Tests of Adult Basic Education (TABE) Review, continued

**2. Each student reviews test items he or she missed or had a question about.** The teacher should allow the student to discover his or her own mistakes by having the student try the problem again. Observe closely how they do the problem to understand where the student is making the mistake. Once the pressure of the “clock” is off the student, they can figure out the problem. If that is the case ask the following questions: “What happened, why, and how can you fix it next time?” These questions will help the student to reflect, evaluate, and learn from the process. Have the student write down the strategy or principle they learned on his or her test-taking worksheet. Again, they should focus on the technique and strategy used not the specific content of a question. Continue this throughout the complete battery. You will be surprised at the outcome of the techniques and strategies the students come up with. Re-enforce the learning through positive motivation and encouragement. Also use the student’s learning insights to show if they hadn’t made certain test-taking mistakes they would have had a better score.

**3. However, if the student continues to make the same mistake, the teacher has to decide if it is a quick fix or detailed in-class instruction is needed.** Also, there are some numerical operations or concepts the student has not been taught yet, this will require classroom instruction.

**4. The bottom line is—the student needs to understand what can be attributed to faulty test taking strategies or gaps in his or her knowledge.** They need to know that they can do it with effort, motivation, and discipline.

In *Learning Skills* we have found faulty test taking strategies as a primary culprit for student’s missing numerous test items at appropriate testing levels. Numerous teachers have confirmed this conclusion. When the student is not under the proverbial “clock” they relax and perform better. Once they understand that they know the information, they can then employ certain strategies to become better at taking a test. End the review session on a positive note, referring to the knowledge and insights gained through taking the TABE tests.

### Summary

To conclude this activity, the teacher should ask the following general questions of the student.

1. What have you learned about yourself and testing?
2. Why is that knowledge important?
3. How can you use it to guide your learning?

The teacher should guide the student’s discussion towards reaching the activity objectives.

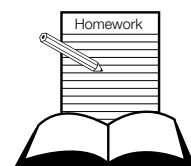
Another option for test item review is taking generic subject (grade appropriate) standardized tests. Several publishers print grade-level subject tests that can be obtained at local school supply stores. The fact is practice test items can be an effective learning tool for pro-

## Tests of Adult Basic Education (TABE) Review, continued

viding understanding, practice, and building student confidence. Throughout the process the teacher should control any guided review.

### Homework

Given what the student has learned about their test-taking skills and areas for improvement, these insights should be turned into a short-term goal-setting activity. Homework Activity with **Independent Study in workbooks** helps to support this.



**An alternative TABE Review is found following Lesson 19.**

# Emotional Intelligence



for teens  
ages 13-18

## **Note to Parents**

Emotional Intelligence is a wide range of skills that children of all ages can develop and improve. These skills are critical for emotional well-being and life success.

This section of the Youth Deployment Activity Guide is designed to give you additional age appropriate resources that are helpful in teaching your child about emotions. The emotional and social skills that are presented were written in order to help you grow your child.

The sections include Intrapersonal Skills, Interpersonal Skills, Adaptability, Stress Management and General Mood. Each section is further divided into sub-skills that address such things as Problem Solving, Happiness, Flexibility and other critical emotional and social competencies.

We encourage you to use these activities throughout the deployment process and beyond.

## Emotional Intelligence Activities

### Ages 13-18

#### InTRApersonal Scale

Self Regard .....	<i>Lay It On The Line</i> <i>Name Game</i>
Emotional Self-Awareness .....	<i>Today I Feel</i> <i>I Am</i>
Assertiveness .....	<i>Am I Assertive?</i> <i>Get A Grip On Anger</i>
Independence .....	<i>Setting Goals</i> <i>To Do List</i>
Self-Actualization .....	<i>Teen Spotlight</i> <i>Confidence Exam</i>

#### InTERpersonal Scale

Empathy .....	<i>Dear Responsible Friend</i> <i>High Five</i>
Social Responsibility .....	<i>Focus Group</i> <i>Overcoming Problems</i>
Interpersonal Relationship .....	<i>Fishing For Compliments</i> <i>If I Had A Million Dollars</i>

#### Adaptability Scale

Reality Testing .....	<i>Things Are Not Always as They Seem</i> <i>Understanding Emotions</i>
Flexibility .....	<i>Responsibility Journal</i> <i>But We Always Do It This Way</i>
Problem Solving .....	<i>Möbius Strip</i> <i>How I See It!</i>

#### Stress Management

Stress Tolerance .....	<i>Take A Look At This</i> <i>Stress Journal</i>
Impulse Control .....	<i>Don't Lose Your Cool</i> <i>Emotional Squares</i>

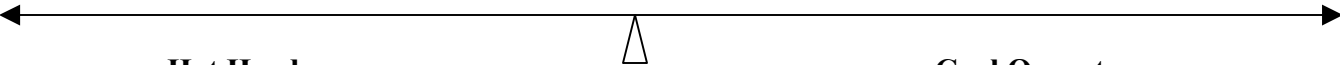
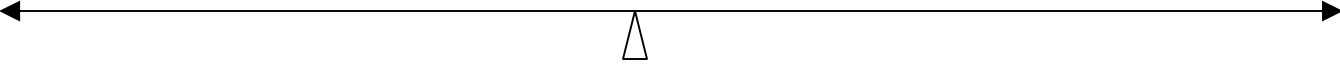
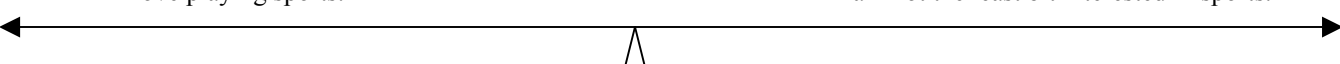
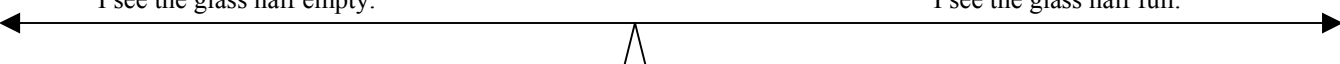



#### General Mood Scale

Optimism .....	<i>It's All In Your Head</i> <i>Extra, Extra, Read All About It</i>
Happiness .....	<i>HaHa</i> <i>The Best Day Of My Life</i>

# Lay it on the line

Self-regard is the ability to respect and accept oneself as you are. Place an X on the chart below to indicate on each line where you rate yourself. In which areas are you satisfied or dissatisfied? What could you do to improve the areas that need improvement?

Note: Balance is the key.

<b>Total Slob</b> Room should be condemned.		<b>Neat Freak</b> Room is spotless...you could eat off the floor.
		
<b>Hot Head</b> Get angry about every little thing.		<b>Cool Operator</b> Takes a great deal to get me angry.
		
<b>Class Clown</b> I say things that usually make others laugh.		<b>Quiet and Reserved</b> I rarely tell jokes.
		
<b>Total Jock</b> I love playing sports.		<b>Non-Athletic</b> I am not the least bit interested in sports.
		
<b>Pessimist</b> I see the glass half empty.		<b>Optimist</b> I see the glass half full.
		
<b>Leader</b> I have to be the boss.		<b>Follower</b> I never want to be in charge.
		
<b>Chatterbox</b> I love to talk.		<b>All Ears</b> I'd rather listen.
		
<b>My Lips are Sealed</b> I would never spread rumors.		<b>Gossiper</b> I love to tell "juicy" stories.
		
<b>Couch Potato</b> TV and some junk food for me.		<b>Health Fanatic</b> Exercise and healthy foods are a must.
		

# Name Game

In the one of the blank shapes below, vertically, write your first and last name.  
Using the letters of your name, create words that express your positive traits. (Refer to the example given.)

Use the remaining shape to write the first and last name of someone who has influenced your life. Using the letters of their name, create words that express why they have influenced you.

Example:



**J** joyful  
**A** assertive  
**N** nice  
**E** energetic  
  
**D** delightful  
**O** optimistic  
**E** even tempered

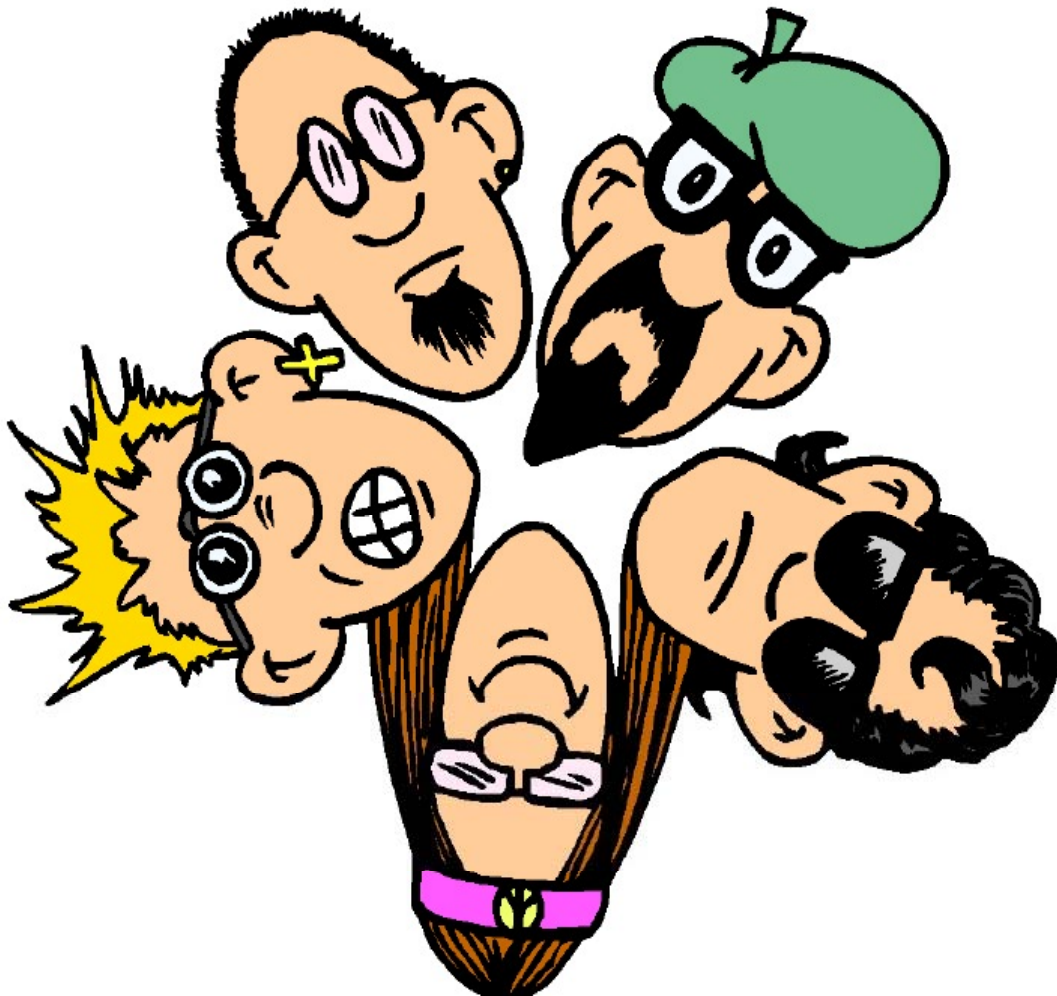




Learn to deal with your feelings in a positive way.

## Today I Feel...

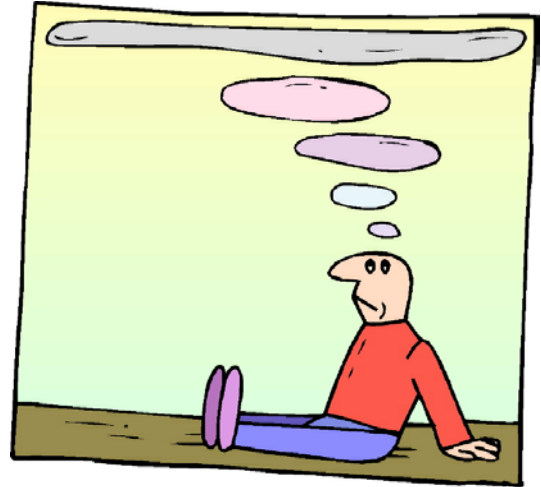
Use the picture below to identify how you feel today. Once you determine your emotional feelings, you can respond by making smart choices as you interact with others throughout the day. Recognizing your feelings and making a conscious decision to react positively to your feelings is the difference between a good day and a bad day. You have the capability to make this the best day of your life.



How do you feel today?

# I Am...

Emotional self-awareness is the ability to recognize one's feelings. In the spaces below complete each statement based on how you feel. Use the blanks to add your own feeling words.



Example:

I am most happy when \_\_\_\_\_.

I feel embarrassed when \_\_\_\_\_.

I think negative thoughts about myself when \_\_\_\_\_.

I am \_\_\_\_\_ when \_\_\_\_\_.

I feel \_\_\_\_\_ when \_\_\_\_\_.

I think \_\_\_\_\_ about \_\_\_\_\_ when \_\_\_\_\_.

I am \_\_\_\_\_ when \_\_\_\_\_.

I feel \_\_\_\_\_ when \_\_\_\_\_.

I think \_\_\_\_\_ about \_\_\_\_\_ when \_\_\_\_\_.

I am \_\_\_\_\_ when \_\_\_\_\_.

I feel \_\_\_\_\_ when \_\_\_\_\_.

I think \_\_\_\_\_ about \_\_\_\_\_ when \_\_\_\_\_.

I am \_\_\_\_\_ when \_\_\_\_\_.

I feel \_\_\_\_\_ when \_\_\_\_\_.

I think \_\_\_\_\_ about \_\_\_\_\_ when \_\_\_\_\_.

Finish this statement: I think the world needs...



# Am I Assertive?

Assertiveness is the ability to express your wishes and beliefs in a positive way. Too little assertiveness can make you a doormat. Too much, and we can be bossy and aggressive.

Think of a time when you were a doormat.



What happened? \_\_\_\_\_

What did you do? \_\_\_\_\_

How did you feel? \_\_\_\_\_

Now, think of a better way to handle that situation in the future. Write a better response and practice it.

---

---

Think of a time when you were too bossy.



What happened? \_\_\_\_\_

What did you do? \_\_\_\_\_

How did you feel? \_\_\_\_\_

Now, think of a better way to handle that situation in the future. Write a better response and practice it.

---

---

# Get a Grip on Anger

Sometimes people use anger to get their way. Being assertive doesn't mean getting your way; it means that you can express your wishes and beliefs in a positive non-destructive way. Some examples of how people deal with anger are listed below. Brainstorm some ways that are used to deal with anger. Include both good and bad methods. When you have finished with a list, go back and place an asterisk (\*) in the boxes of the methods that are healthy ways to deal with anger.



**It really isn't  
"My Way or Else!"**

- ☐ Throw things
- ☐ Scream
- ☐ Count to 10
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

# Setting Goals

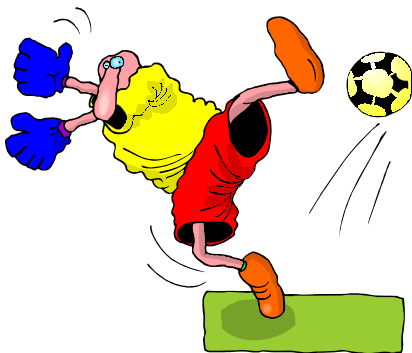
Listed below are guidelines for setting goals that will help you achieve independence. Answer the questions and try setting some reasonable goals for yourself. Goals are easier to accomplish when they are clear, specific, and broken down into steps you can manage and measure.

## How to Set Goals

1. Understand Yourself
  - What do you do well?
  - What do you enjoy doing?
  - What are the most important things in your life?
2. Make Clear, Specific Goals
  - A goal should tell you exactly what you want and should be measurable. For example, "I want to score ten goals in soccer this season" is both clear and specific.
3. Goals Should Be Positive
  - Say "I want to lose 5 pounds before the prom" rather than "I will never fit into my dress."
4. Set Time Limits
  - Give yourself a reasonable deadline in which to accomplish your goal.
5. Break Your Long Term Goals Down Into Smaller Parts
  - If your ultimate goal is to be a professional basketball player, a realistic, specific short-term goal would be to make the varsity basketball team this year.
6. Write Your Goals Down
  - Keeping your written goals where you can see them will help keep you focused on achieving them.
7. Check Your Progress
  - Evaluate your progress towards your goals. Are you doing what needs to be done to meet your goals? If not, what can you do to get back on target?



## Now, It's Your Turn



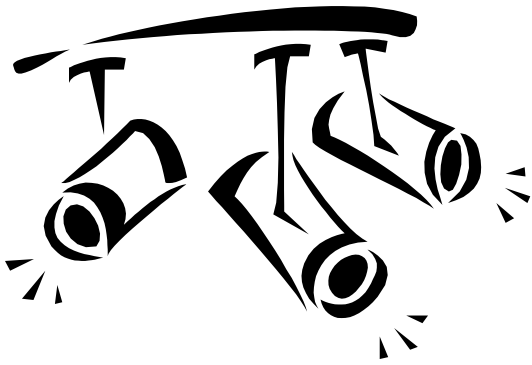
Write three clear, specific, manageable goals for this coming week:

- 1.
- 2.
- 3.

# To Do List

On the form below list all of your assignments, after school activities, practices, community events, appointments, etc. Use the “to do list” as a guide to assist you in managing your time wisely. Include as much information as possible for each event. Draw a line through each item as you finish it.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday



## Teen Spotlight

Self-actualization is the ability to set goals and feel that you are accomplishing those goals. Using the newspaper layout below, design a newspaper highlighting **YOURSELF**. Include your greatest accomplishment, a self-portrait of you doing something that you enjoy, headlines, etc. In the box at the top, give your newspaper a unique name.

<b>Headline</b>			
<b>Feature story about Your greatest accomplishment</b>	<b>Self-portrait</b>		<b>Favorite foods</b>
	<b>Favorite songs or groups</b>	<b>Story about your friends</b>	<b>Funniest thing that happened to you</b>
	<b>Personal ad listing your strengths</b>		<b>Your future plans</b>



# CONFIDENCE EXAM

SETTING AND ACHIEVING GOALS BUILDS SELF-ACTUALIZATION. THIS HELPS DEVELOP GOOD SELF-CONFIDENCE. PREPARE FOR THIS SELF-CONFIDENCE EXAM BY TAKING A CLOSE LOOK AT YOURSELF. READ EACH STATEMENT THEN CIRCLE THE NUMBER THAT INDICATES WHERE YOU THINK YOU BEST FIT. TOTAL THE CIRCLED NUMBERS AND CHECK YOUR RESULTS IN THE KEY BELOW.

	NEVER	OCCASIONALLY			USUALLY
1. BASICALLY, I AM SATISFIED WITH MYSELF.	1	2	3	4	5
2. I AM HAPPY WITH THE WAY I LOOK.	1	2	3	4	5
3. I AM PLEASED WITH MY RELATIONSHIPS.	1	2	3	4	5
4. I CAN ACCEPT CRITICISM WITHOUT GETTING UPSET.	1	2	3	4	5
5. I KEEP TRYING WHEN THINGS DON'T GO MY WAY.	1	2	3	4	5
6. I AM GLAD FOR OTHERS WHEN GOOD THINGS HAPPEN.	1	2	3	4	5
7. I AM WILLING TO SEEK HELP IF I NEED IT.	1	2	3	4	5
8. I ENJOY THE CHALLENGE OF TRYING NEW THINGS.	1	2	3	4	5
9. I FEEL COMFORTABLE MEETING NEW PEOPLE.	1	2	3	4	5
10. I SET GOALS AND EXPECTATIONS FOR MYSELF.	1	2	3	4	5

TOTAL SCORE \_\_\_\_\_



## KEY

### TOTAL SCORE

41- 50 YOUR SELF-CONFIDENCE IS GREAT!

31- 40 YOU ARE MOSTLY SATISFIED WITH YOURSELF.

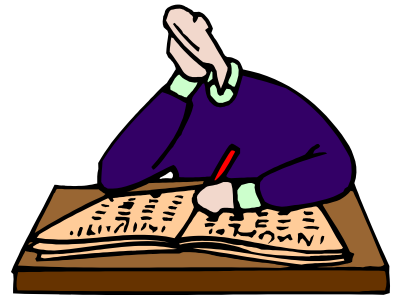
21- 30 YOUR SELF-CONFIDENCE IS LACKING.

10- 20 YOU NEED TO WORK ON YOUR SELF-CONFIDENCE.

DO YOU HAVE THE CONFIDENCE THAT YOU DESIRE? IF SO, GOOD FOR YOU! IF NOT, MAKE SOME CHANGES AND KEEP TRYING!

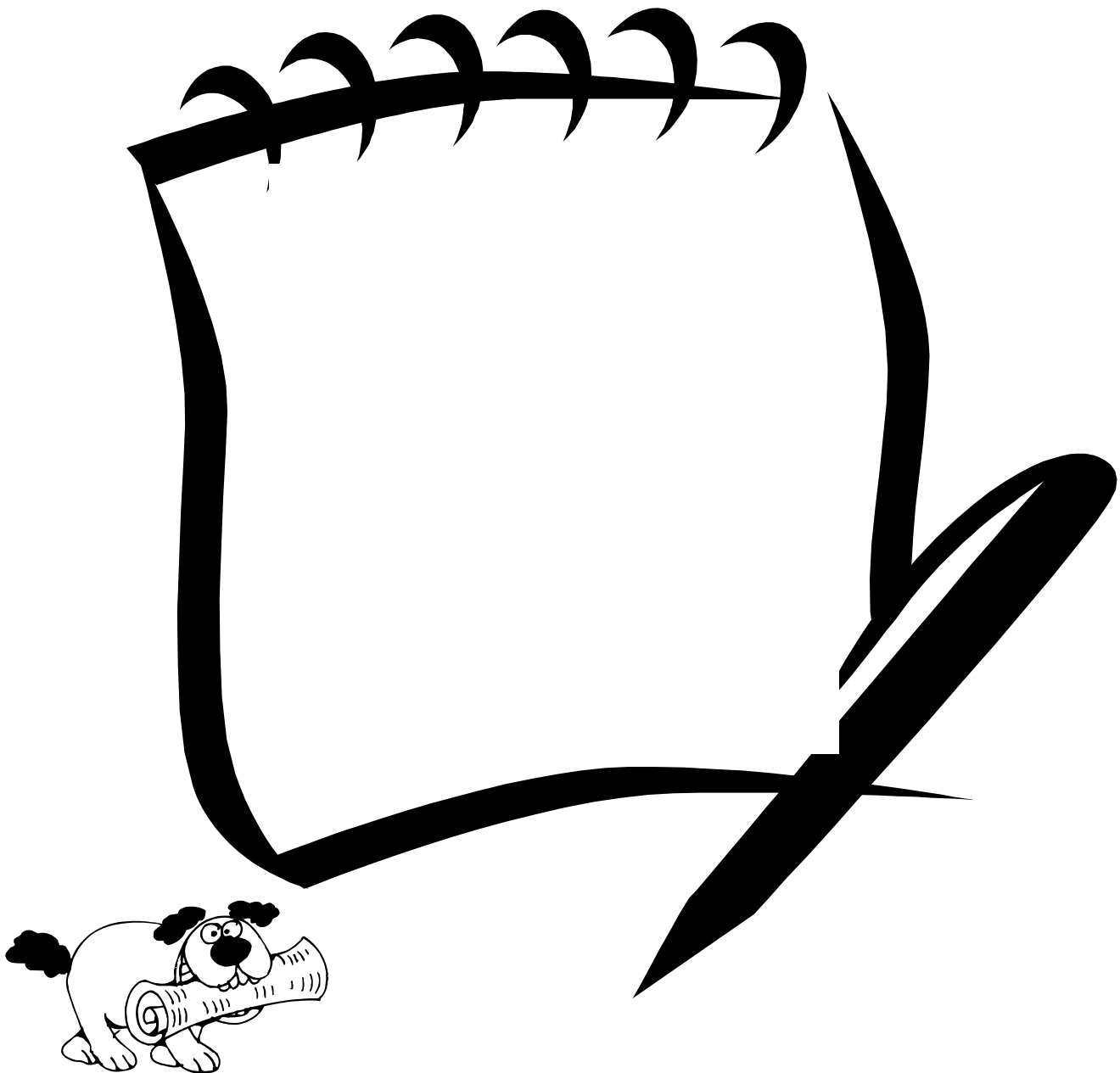


## Dear Responsible Friend...



Write a brief letter to someone you really trust. The letter should consist of a request for advice concerning a real problem, present or past. It's ok to describe someone else's problem, as long as you know enough about it to be specific. Please include enough facts and clues as to the emotions of the people involved to allow someone reading the letter to empathize with their feelings and point of view. Sign your letter with a fictitious name. Wait until instructed to pass your letter to another person. Once you receive a letter and read the request you must follow-up with a response in writing.

When finished read aloud your letter and response to the group.  
How much empathy did you feel for your correspondent in the situation described?



## *High Five* (Group Activity)

***Building self-esteem in yourself and others is an easy task when giving and receiving compliments.***

***You will need a large sheet of colored construction paper taped to the back of each person and a colored marker or crayon.***



***Each person will move around the room and write at least one positive comment on every other person's paper. Comments should draw attention to that person's strengths.***

***When finished, ask each person to remove the paper and read what others have said about him or her.***

***Open discussion should follow based on the comments shared.***

# Focus Group

Form a focus group to debate an issue to find a solution. Share your feelings, beliefs and thoughts on one of the following statements.

As a group, come to an agreement about the best way to address the topic.

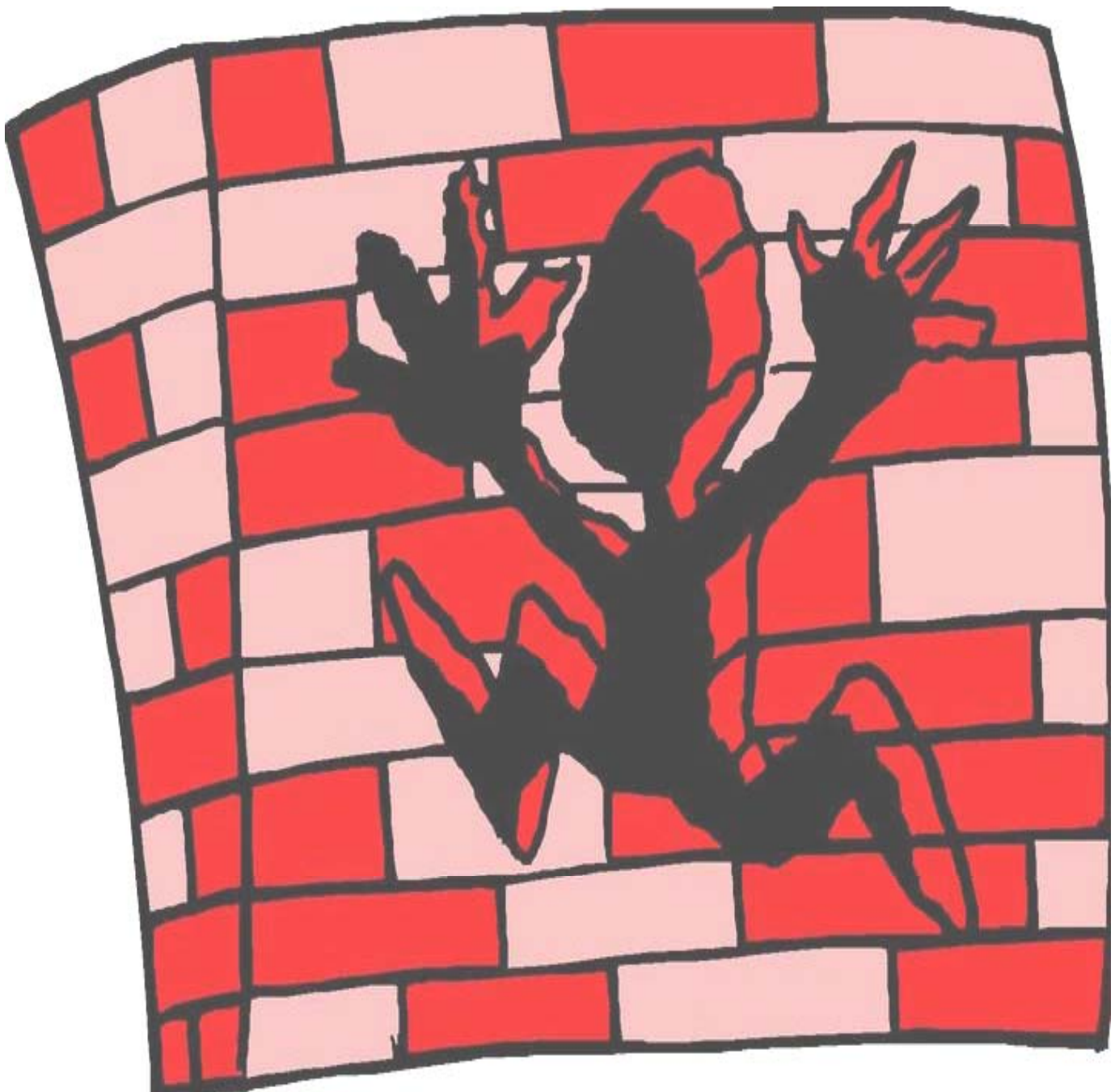
1. Volunteering is a good way to learn responsibility.  
Why and why not?
2. The only person that I should really compete with is myself.  
Why and why not?
3. If I am a team member, I should put the good of the team before my own desires.  
Why and why not?



# Overcoming Problems

## "Breakthrough not Breakdown"

Problems often seem hard to solve. For some it's like facing a brick wall. Knocking down the barriers and pushing through the brick wall is a remarkable feat. Without taking the problem on yourself, whom would you help and what problems would you help them solve? On each brick below write the name of the person you would like to help, and the problem you would like to help them remove.

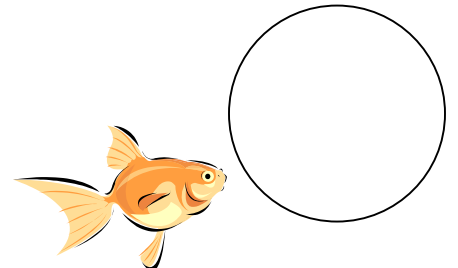
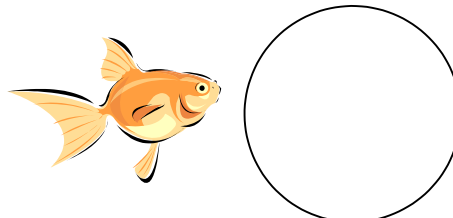
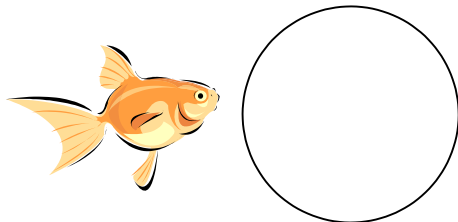
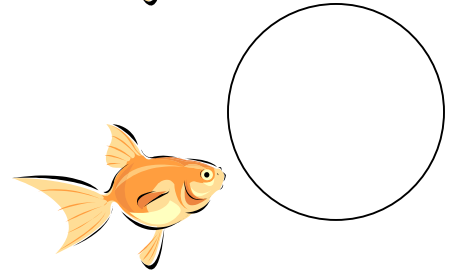
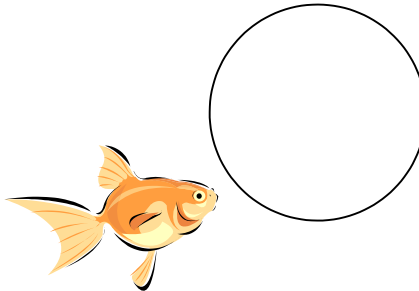
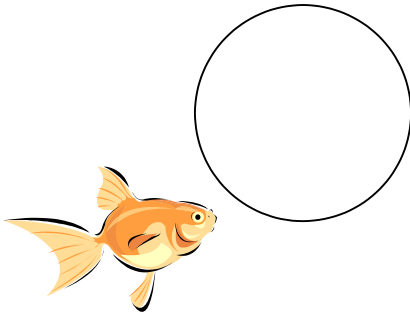
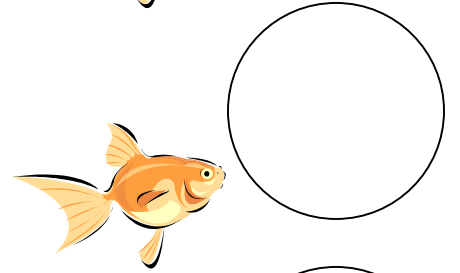
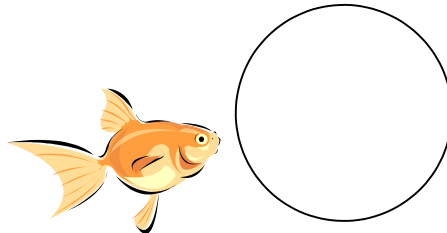
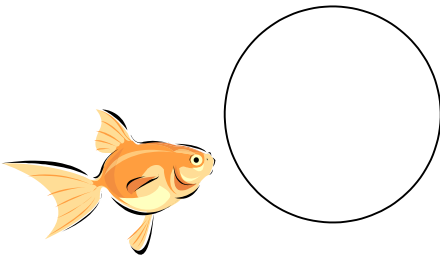
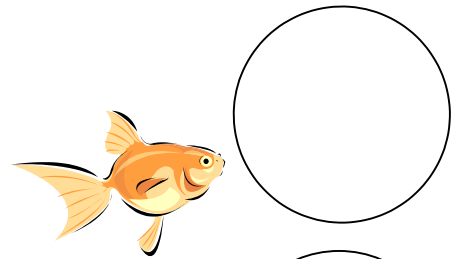
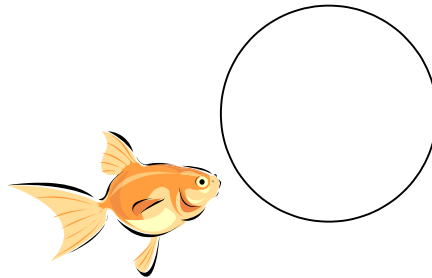
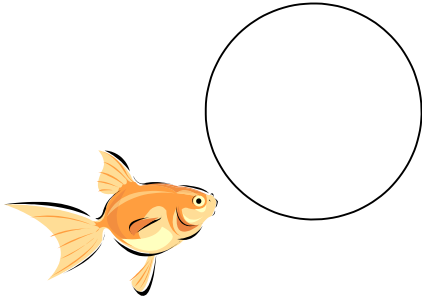




Name \_\_\_\_\_

# Fishing for Compliments

We all need compliments once in a while. Write your name in the space provided, and then pass this paper around to someone in your group. When you receive a paper, in the spaces provided, write a compliment to the person whose name is at the top. Continue to pass the paper around until it is filled with compliments then return it to the owner.



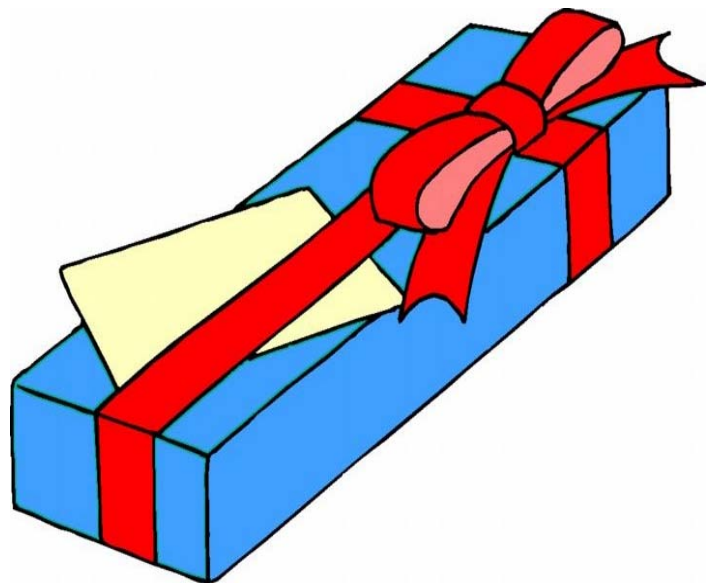
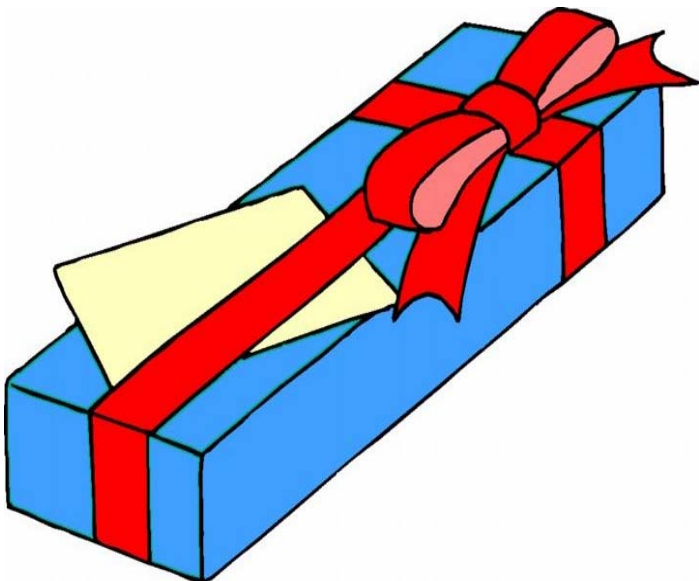
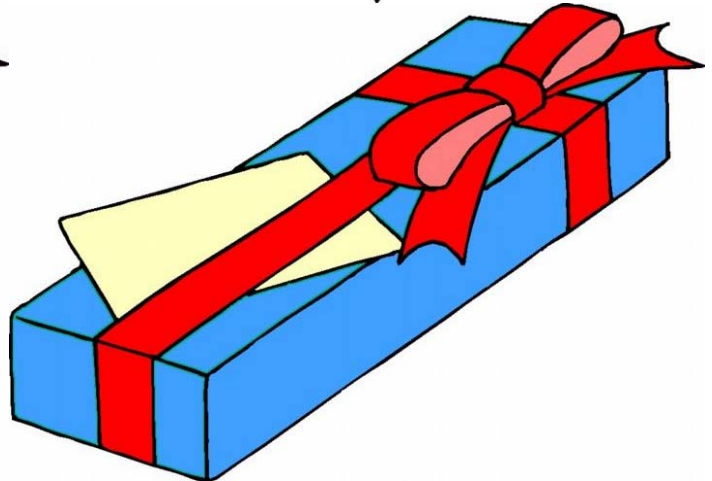
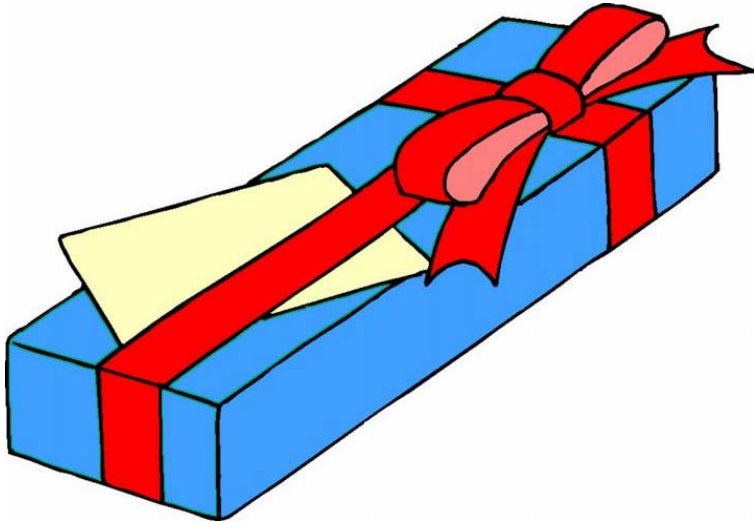
How does it feel to receive so many compliments?



# If I Had a Million Dollars!

**WAIT A MINUTE! MONEY ISN'T EVERYTHING!**

On each gift tag below, write the name of a person you would like to give a gift. Around each gift box, write the gift that you would like to give that person. The gift should be something that will help develop a real friendship, like a smile or an encouraging word. Now, think of other gifts you can give to anyone at anytime.



# Things Are Not Always As They Seem ...

Think of a time that you jumped to a conclusion and said or did something you regretted. Knowing the truth helps us make better choices. In the space below describe the...

**T** rigger Event (what happened): \_\_\_\_\_

---

**R** eference (how you incorrectly evaluated the situation): \_\_\_\_\_

---

**U** nhealthy Response (what you did or said that you now regret): \_\_\_\_\_

---

**T** ruth (what was really going on): \_\_\_\_\_

---

**H** ealthy Response (what you can do or say better the next time): \_\_\_\_\_

---

# Understanding Emotions

Understanding emotional competence will help you know yourself and learn ways to fine-tune your relationship skills.

Using the definitions listed on the right side of the page, place the letter of the correct definition on the space for each Emotional Intelligence Competency term listed. There is only one correct choice for each term.

- |                                      |  |
|--------------------------------------|--|
| 1. _____ Stress Tolerance            | a. I am a responsible, cooperative and contributing member of society. I am socially conscious and concerned about others.                               |
| 2. _____ Independence                | b. I am able to resist or delay an impulse, drive or temptation when I choose.   |
| 3. _____ Empathy                     | c. I am able to achieve my potential and get involved in things that lead to an interesting, exciting and meaningful life.                               |
| 4. _____ Self-Regard                 | d. I understand, accept and respect myself.  |
| 5. _____ Optimism                    | e. I am sensitive to what, how and why people feel and think the way they do. I care about others and show interest and concern for them.                |
| 6. _____ Impulse Control             | f. I am self-reliant and autonomous in my thoughts and actions.  |
| 7. _____ Problem Solving             | g. I am able to look at the brighter side of life and maintain a positive attitude even when times are tough.  |
| 8. _____ Social Responsibility       | h. I am able to identify problems as well as generate and implement solutions.   |
| 9. _____ Assertiveness               | i. I know what I feel and why I feel the way I do.   |
| 10. _____ Flexibility                | j. I am able to establish and maintain mutually satisfying relationships. I am comfortable giving and receiving affection.                               |
| 11. _____ Interpersonal Relationship | k. I am able to withstand stressful situations without falling apart by actively and positively coping with stress.                                      |
| 12. _____ Emotional Self-Awareness   | l. I feel good and at ease in school, work and leisure situations. I am able to relax and enjoy my life.   |
| 13. _____ Happiness                  | m. I am able to adjust my feelings, thoughts and behaviors to changing situations and conditions. I am open to different ideas and ways of doing things. |
| 14. _____ Reality Testing            | n. I am able to tune into the immediate situation and can see things objectively; the way they are, rather than how I wish or fear them to be.           |
| 15. _____ Self-Actualization         | o. I am able to express my thoughts and feelings and can ask for what I need. I can defend my rights in a constructive manner.                           |



# Understanding Emotions

## Answer Key

1. **k** Stress Tolerance
2. **f** Independence
3. **e** Empathy
4. **d** Self-Regard
5. **g** Optimism
6. **b** Impulse Control
7. **h** Problem Solving
8. **a** Social Responsibility
9. **o** Assertiveness
10. **m** Flexibility
11. **j** Interpersonal Relationship
12. **i** Emotional Self-Awareness
13. **l** Happiness
14. **n** Reality Testing
15. **c** Self-Actualization

# Responsibility Journal



What does personal responsibility mean to you?

Being flexible means we can change in order to become more responsible.

Think about some responsible things that you did during the last week.

Write down things you said or did that were responsible. Also, write

down things you said or did that you realize were not responsible. Based on your honest answers now, examine your not responsible list. Complete the “what I have learned” section.

Responsible:

ACTION	CONSEQUENCE

Not Responsible:

ACTION	CONSEQUENCE

What I have learned...

## Thought Questions:

1. Which do I have more of, actions which are responsible or actions which are not responsible?
2. What surprised me?
3. How do I feel about my not responsible actions?
4. What steps will I take to improve?



## "But We Always Do It This Way"

Flexibility means that you are able to adapt to change and sometimes do things differently. Flexibility skills can be learned and improved. If we refuse to try new ideas or accept change, we may miss great opportunities to mature.

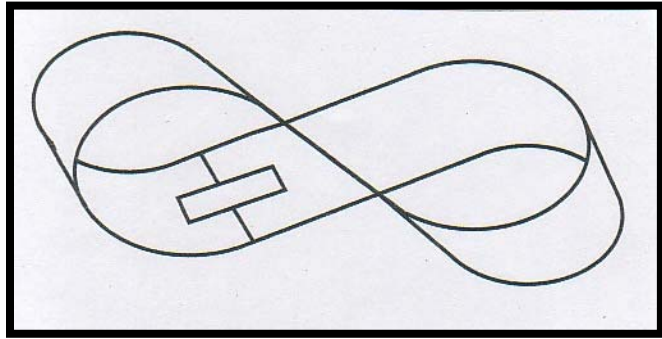
Use this situation: You are a teacher and the Vice-Principal, Counselor and Custodian all have the flu and called in sick.

Think of ways that being flexible will be very helpful for you as you make sure your students have a good day. Think of some examples of problems that will occur if you refuse to be flexible.

Write a short story to describe your day.

A large yellow rectangular area with a black border, containing horizontal blue lines for writing.

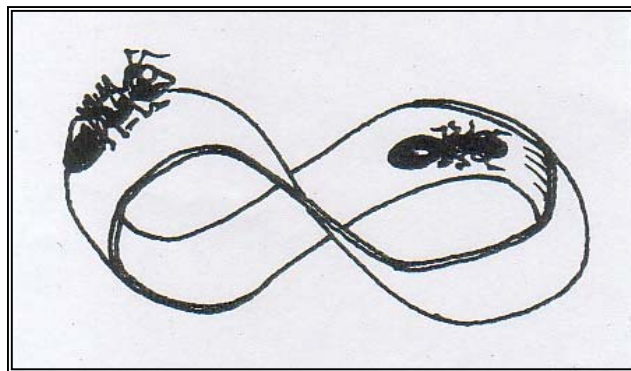
# Möbius Strip



**Problem solving can be fun! Here is one of the strangest loops you will ever see. It's called a Möbius strip in honor of the German mathematician who first investigated its properties. To build a Möbius strip, you need a strip of paper about one inch wide and ten inches long. Coil the paper into a simple loop. Then put a single twist in the loop before securing the ends together with a piece of tape. Use a marker to color one side of the strip red and the other side blue. You will soon discover that this loop has only one side!**

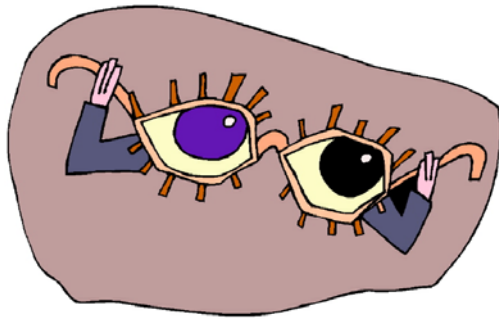
**Now, for some problem solving fun!**

**If we place two ants side by side on a Möbius strip and start them off in opposite directions, will they pass each other? If so, at what point? (Answer: Below)**



**Answer:**

**No, they will never pass each other. One ant will be walking on the top side of the strip, while the other will be on the bottom side.**



## How I See It!

Are the beliefs that you have about yourself TRUE or FALSE? Do you see yourself as being a loser? Really stupid? Not fitting in with your group of friends? Even though your friends say you are NOT a loser—and tell you how smart you are—and what a wonderful friend you are? It is still hard for you to think that they are being honest and real with you. Our perception is our reality; therefore we must work at changing how we see ourselves.

Write three words that describe how you SEE yourself.

---

---

---

Write three words that describe how you FEEL about yourself.

---

---

---

Write three reasons why those beliefs about yourself are RIGHT or WRONG in your eyes.

---

---

---

Now it is time to note your good qualities. Name three of your good qualities.

---

---

---

# Take A Look At This

Take a look at the warning signs of stress listed below. Check EACH of the warning signs that apply to you. When you are finished checking your warning signs, discuss your list with someone you can trust. Are there any similarities? How much stress do you think you are currently under? Discuss ways that you can eliminate some of the stress that could start to cause you physical or emotional or behavioral difficulties.



## Physical

- ☐ headaches
- ☐ stomach aches
- ☐ dizziness
- ☐ back pain
- ☐ neck stiffness
- ☐ ulcer sores on mouth
- ☐ jaw pains
- ☐ weight loss
- ☐ weight gain
- ☐ twitches (eyelids, face)
- ☐ weakness
- ☐ nausea
- ☐ indigestion
- ☐ excessive sleeping
- ☐ overeating
- ☐ loss of appetite
- ☐ inability to sleep
- ☐ skin problems
- ☐ constant fatigue
- ☐ cold hands or feet
- ☐ excessive sweating
- ☐ chest pains
- ☐ high blood pressure
- ☐ rapid or difficult breathing

## Emotional

- ☐ mood changes
- ☐ lack of concentration
- ☐ nightmares
- ☐ panic attacks
- ☐ anxiety
- ☐ anger
- ☐ irritability
- ☐ crying
- ☐ thoughts of suicide
- ☐ depression
- ☐ confusion
- ☐ feelings of helplessness
- ☐ restlessness
- ☐ racing thoughts
- ☐ aggressiveness

## Behavioral

- ☐ smoking
- ☐ nail biting
- ☐ tapping
- ☐ pulling hair
- ☐ grinding teeth
- ☐ use of alcohol
- ☐ use of medication
- ☐ compulsive dieting
- ☐ hair chewing
- ☐ nervous laughter
- ☐ pacing
- ☐ lateness
- ☐ putting things off
- ☐ not caring about physical appearance
- ☐ compulsive overeating



## Stress Journal

Before you can deal with stress, you must learn to recognize what causes it. Think about last week and list as many events as you can remember that caused you stress. Use the chart below to record the stressful events. Include all the information that will help you determine if there is a pattern to your stress. This journal will help you recognize what causes the most stress in your life. Be sure to rate each event as "high", "medium", or "low." Think of your reaction to the stress. For example, Did your heart start to pound? or Did you feel your temperature rise? Write your reaction in the space provided. Now, think of some ways to relieve the stress so you can keep your cool!

Date	Time	Event (who, what, where)	Stress Level (high, medium, low)	My Reaction



# DON'T LOSE YOUR COOL

We all have certain things, situations, or people that cause us to lose our composure from time to time. Determine what causes YOU to “lose your cool” by completing this activity. When you begin to identify your stressors, you can become skilled at preventing negative consequences. Place an X next to each factor that causes you stress. There are blank spaces provided so you can add your own.

Don't Push the Panic Button!

What causes you to “lose your cool”?

- |   |  |
|---|--|
| <input type="checkbox"/> being late               | <input type="checkbox"/> being cut from a sports team    |
| <input type="checkbox"/> too much homework        | <input type="checkbox"/> losing something valuable       |
| <input type="checkbox"/> speaking in public       | <input type="checkbox"/> parents fighting                |
| <input type="checkbox"/> babysitting              | <input type="checkbox"/> getting detention               |
| <input type="checkbox"/> going to the dentist     | <input type="checkbox"/> your job                        |
| <input type="checkbox"/> arguments with friends   | <input type="checkbox"/> taking tests                    |
| <input type="checkbox"/> restrictions at home     | <input type="checkbox"/> video games                     |
| <input type="checkbox"/> chores                   | <input type="checkbox"/> using a computer                |
| <input type="checkbox"/> lack of sleep            | <input type="checkbox"/> closed-in spaces                |
| <input type="checkbox"/> no date for a dance      | <input type="checkbox"/> commercials                     |
| <input type="checkbox"/> zits                     | <input type="checkbox"/> interruptions while busy        |
| <input type="checkbox"/> physical education class | <input type="checkbox"/> getting an injection            |
| <input type="checkbox"/> math class               | <input type="checkbox"/> arguments with parents          |
| <input type="checkbox"/> English class            | <input type="checkbox"/> fight with boyfriend/girlfriend |
| <input type="checkbox"/> other class _____        | <input type="checkbox"/> losing                          |
| <input type="checkbox"/> cafeteria food           | <input type="checkbox"/> careless drivers                |
| <input type="checkbox"/> boredom                  | <input type="checkbox"/> slow drivers                    |
| <input type="checkbox"/> rude people              | <input type="checkbox"/> loud people                     |
| <input type="checkbox"/> no money                 | <input type="checkbox"/> baby crying                     |
| <input type="checkbox"/> no transportation        | <input type="checkbox"/> disrespectful children          |
| <input type="checkbox"/> playing on a sports team | <input type="checkbox"/> a friend betrays you            |
| <input type="checkbox"/>                          | <input type="checkbox"/>                                 |
| <input type="checkbox"/>                          | <input type="checkbox"/>                                 |
| <input type="checkbox"/>                          | <input type="checkbox"/>                                 |
| <input type="checkbox"/>                          | <input type="checkbox"/>                                 |





# EMOTIONAL SQUARES

In each square write what you do when you experience the emotion listed. Include both productive and destructive behavior.

**Aggravated?**

**Angry?**

**Depressed?**

**Content?**

**Scared?**

**Worried?**

**Happy?**

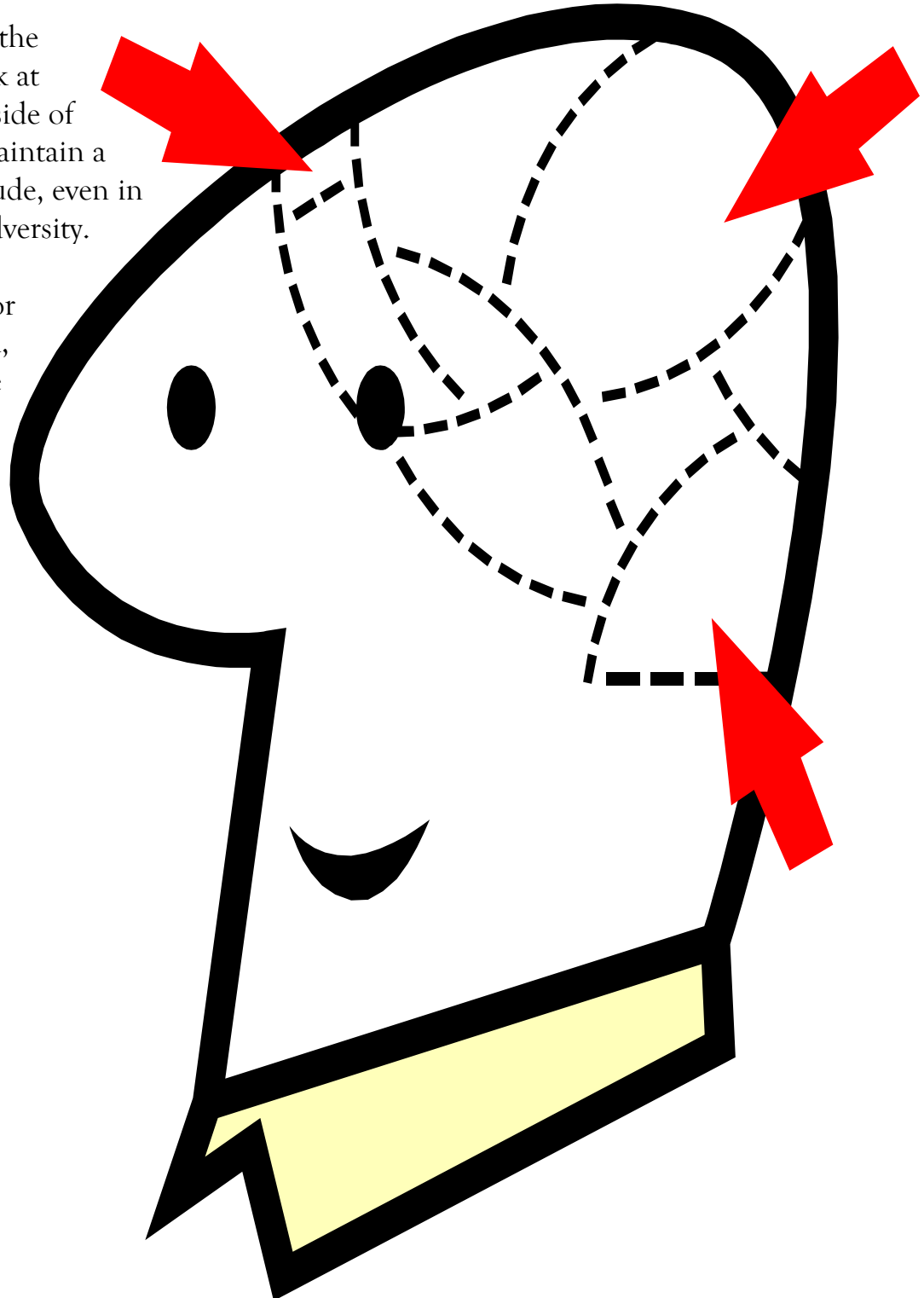
**Energized?**

Do you have more positives or negatives listed? Having someone you trust to talk to when you are feeling out of sorts helps you avoid negative behaviors and consequences.

# IT'S ALL IN YOUR HEAD

What does your brain contain? The picture of the head is divided into sections. In each section write or draw what you spend the most time thinking about.

Optimism is the ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity. Next, using a different color pen or pencil, write positive thoughts to fill your brain.

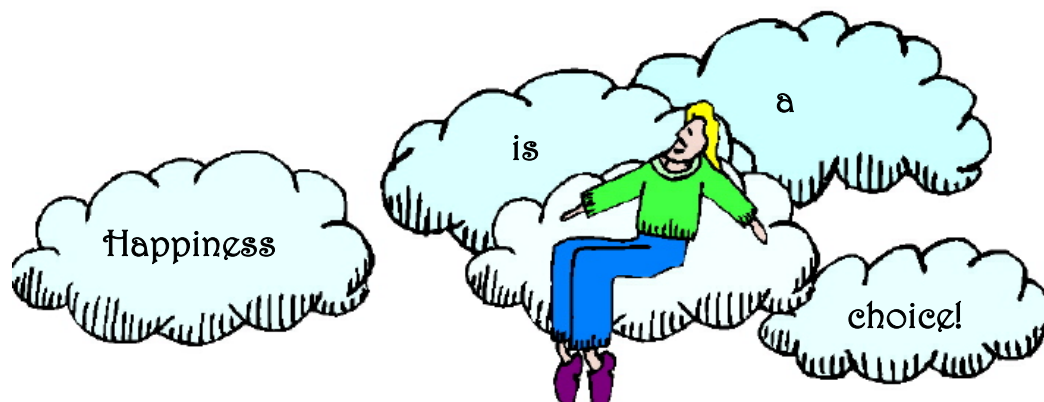


# Extra, Extra, Read All About It!

On the newspaper below, write a story that highlights the **#1** goal that you want to achieve in your life. Be sure to describe the steps you need to take to meet your goal. Now, be honest, every goal is achievable if you take the right steps.







## The Best Day of My Life

Spend a few minutes thinking about what the best day of your life would be like. Then write a story describing in detail everything about that day. What makes this one day the best day of your life?

