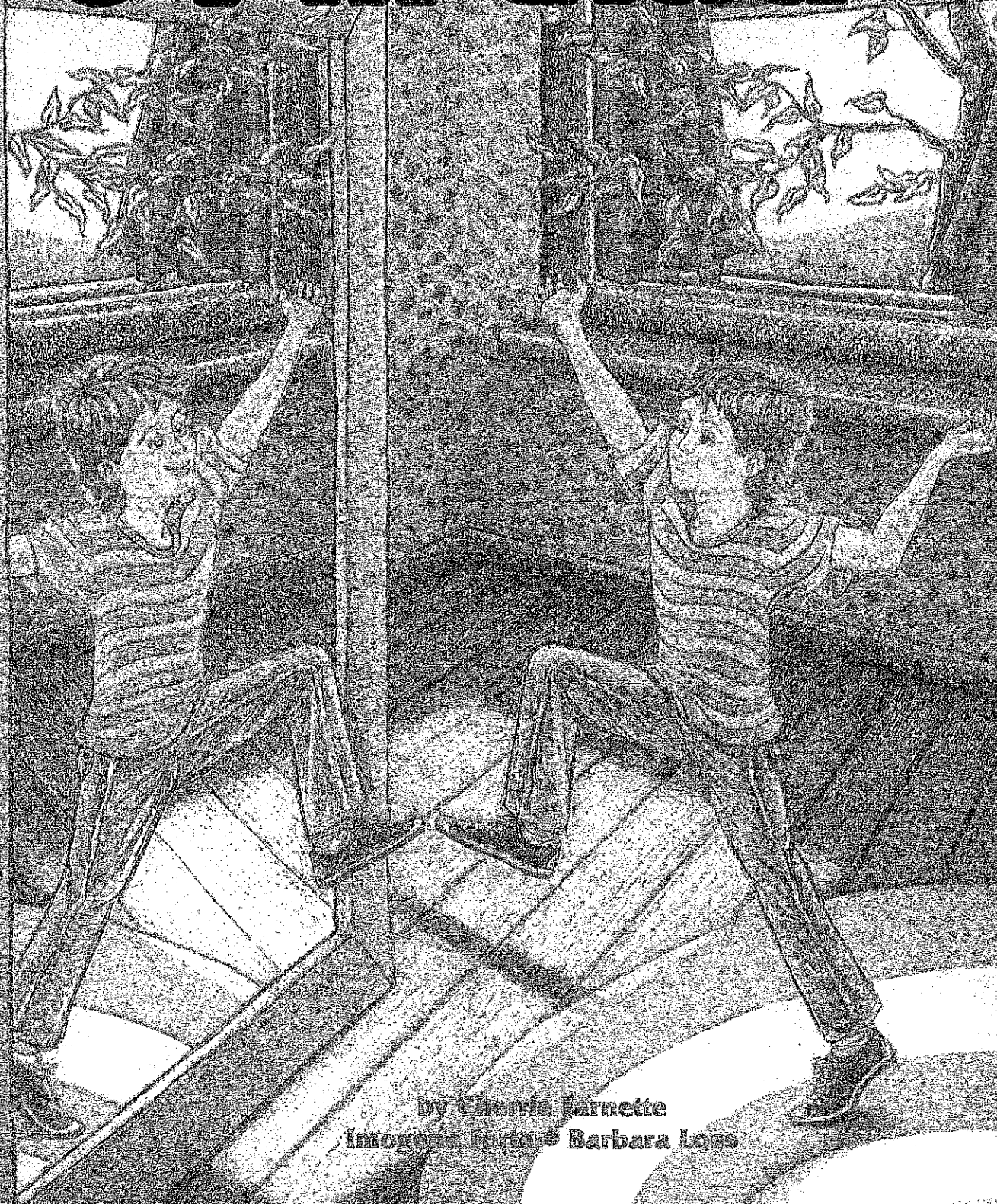




I've Got Me & I'm Glad

Rev.
Ed.



by Cherie Farnette
Illustrations by Imogene Fortna & Barbara Loss

Table of Contents

Preface	vii
DEVELOPING SELF-UNDERSTANDING	
Self-Collage	9
Self-Portrait	10
Word Portrait	11
Building Blocks	12
Self-Notes	13
Routine Roundup	14
News Flash	15
Percepto Graph	16
Getting To Know Me	17
Help!	18
Amusement Awareness	19
Rating Reactions	20
Feeling Puzzle	21
Looking Back	22
Emotional Crosswords	23
Touching Times	24
Feeling Things	25
Seeing Is Not Always Believing	26
Emotional Notions	27
Finding Feelings	28
Negative Chains	29
Temper-ature	30
Situation Solutions	31
Memorable Moments	32
Decisions, Decisions!	33
Ideal Living Plan	34
Pocketful Of Change	35
Changing Things	36
If I Could	37
Daydreaming	38
DEVELOPING UNDERSTANDING OF OTHER PEOPLE	
Look And Feel	39
Positive Purchases	40
Prescription Pads	41

Sensible Solutions	42
Prized People	43
Getting To Know You	44
Friendly Advice	45
In Directory	46
Group Effort	47
Affective Actions	48
Positive Chains	49
Dependable Dan	50
Moody Descriptions	51
Split Decisions	52
Sign Language	53
Meeting People	54
Wishing Well	55
Feeling Good!	56
Interests Inventory	57
Group Work	58
Beliefs On The Line	59
Sensitively Speaking	60
Survival Kit	61
In Focus	62
Class Descriptions	63
Emergency Prescriptions	64
Together Search	65
Skill Charting	66

LOOKING TO THE FUTURE

Letter Lingo	67
Admiration	68
True Traits	69
Goals Galore	70
Ladders To Success	71
Learning Unlimited	72
Turn-A-Bouts	73
If The Shoe Fits	74
Filling The Work Bill	75
Skill Scan	76
Photo Album	77
Time Capsule	78
Answer Key	79

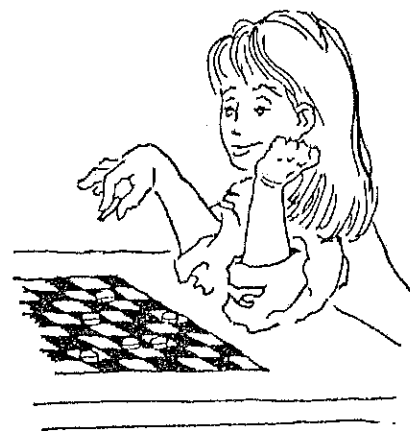
PREFACE

I'VE GOT ME AND I'M GLAD is made up of reproducible student activity pages designed to help young people identify their strengths and weaknesses, examine personal preferences, and look to the future. The development of a positive self-concept based on the uniqueness of individual talents, abilities and personality traits is encouraged within the framework of realistic self-appraisal.

Exploration of daily schedules, short and long-range goals, habits, hobbies, successes and failures should extend self-awareness and promote understanding of self and others. Awareness of the interdependence of people who work and/or play together and the multifaceted influences people have on each other are interwoven throughout the experiences. In developing the activities, attention has been given to the individual's role as a citizen, a family member and a participant through aesthetic and recreational experiences.

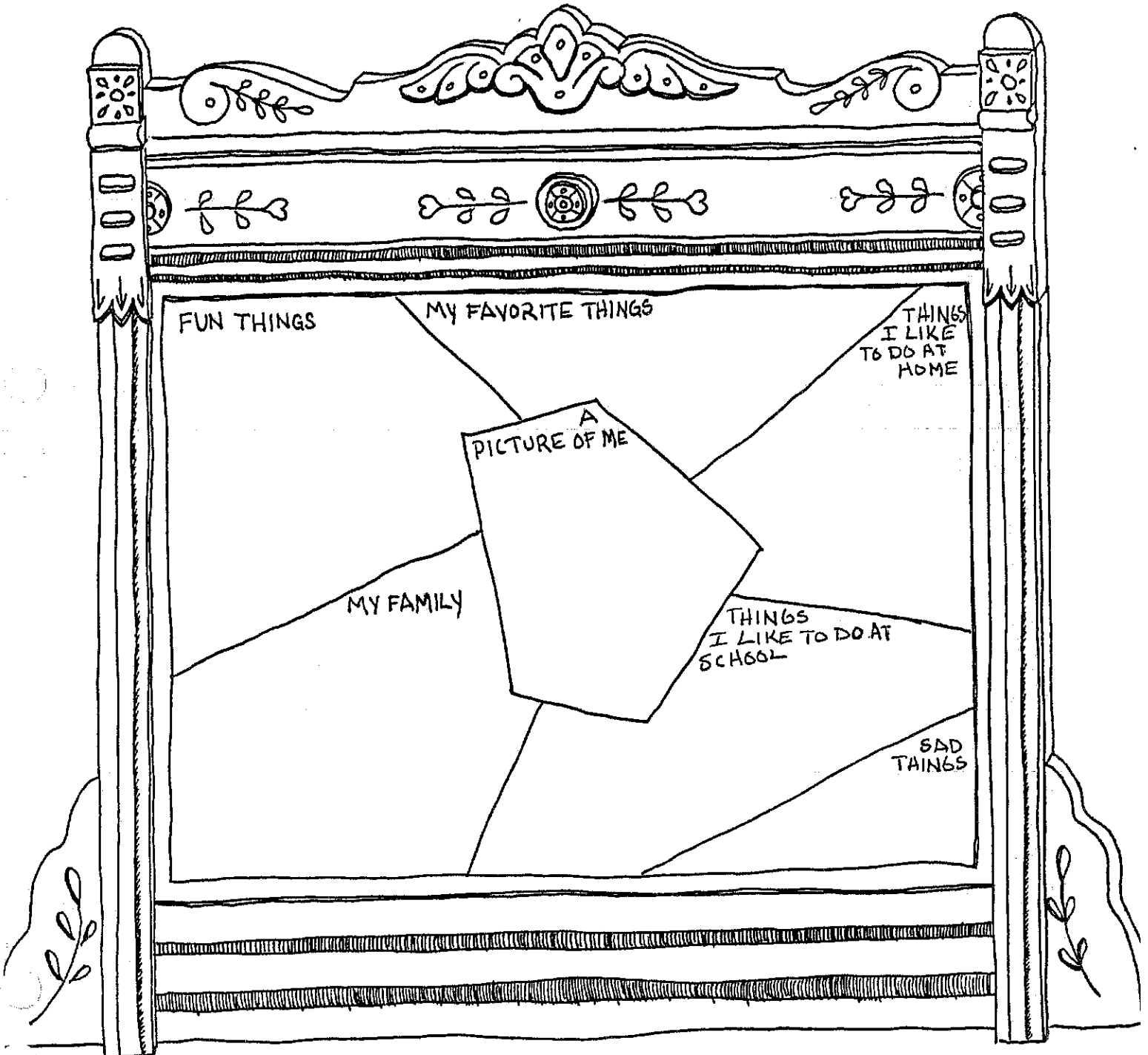
The high interest/low vocabulary format has been maintained to encourage use of basic communication skills in the most positive and meaningful sense. The simple, easy-to-follow directions are self-explanatory and are designed to encourage student independence and divergent thinking.

Each of the activities is designed to stand alone and to present one complete self-awareness experience. The activities may be used to supplement and reinforce adopted textbooks and courses of study and may be used in either individual or group settings. Although there is no need for a rigid sequence, each teacher will want to review the entire collection and plan the order and manner of presentation to meet the needs of individual students.



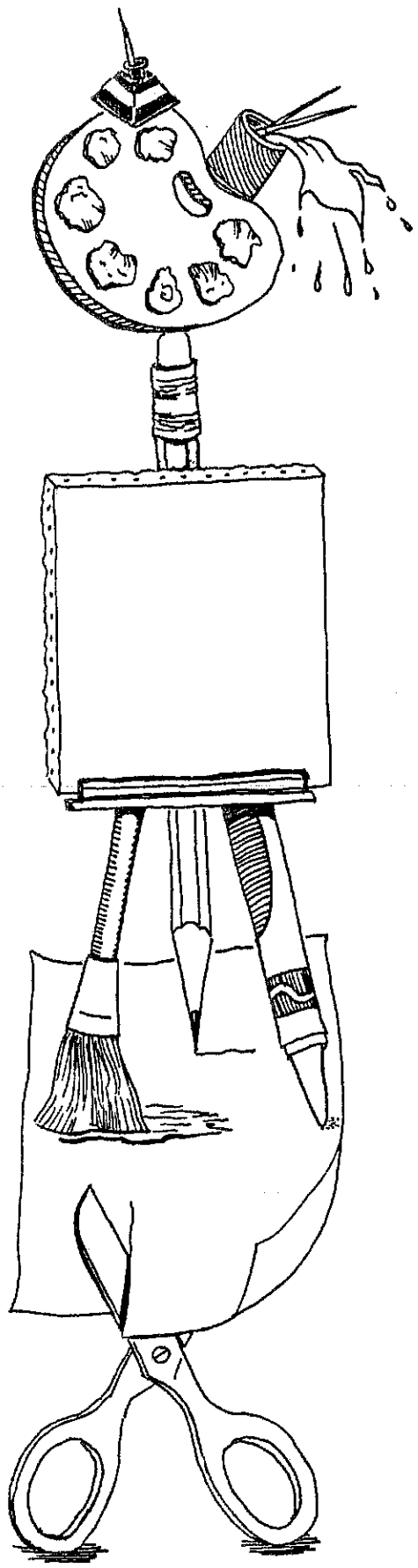
* Answers for all pages labeled "*Answer Key" may be found on page 79.

Use words or pictures to describe yourself.
Add something to each section of the mirror to "reflect" your true personality.



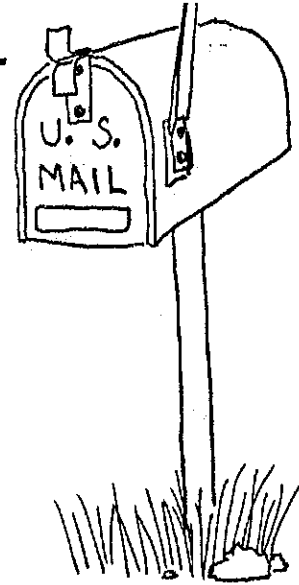
SELF-PORTRAIT

Describe yourself in words and pictures.
Be specific so that others will see you as you see yourself.



WORD PORTRAIT

Describe yourself for someone of your age who has never met you. Help that person to know "the real you" through your words. Include descriptions of your physical characteristics, hobbies, family, school life, favorite sports, social activities, and the other things that are most important to you.



Date _____

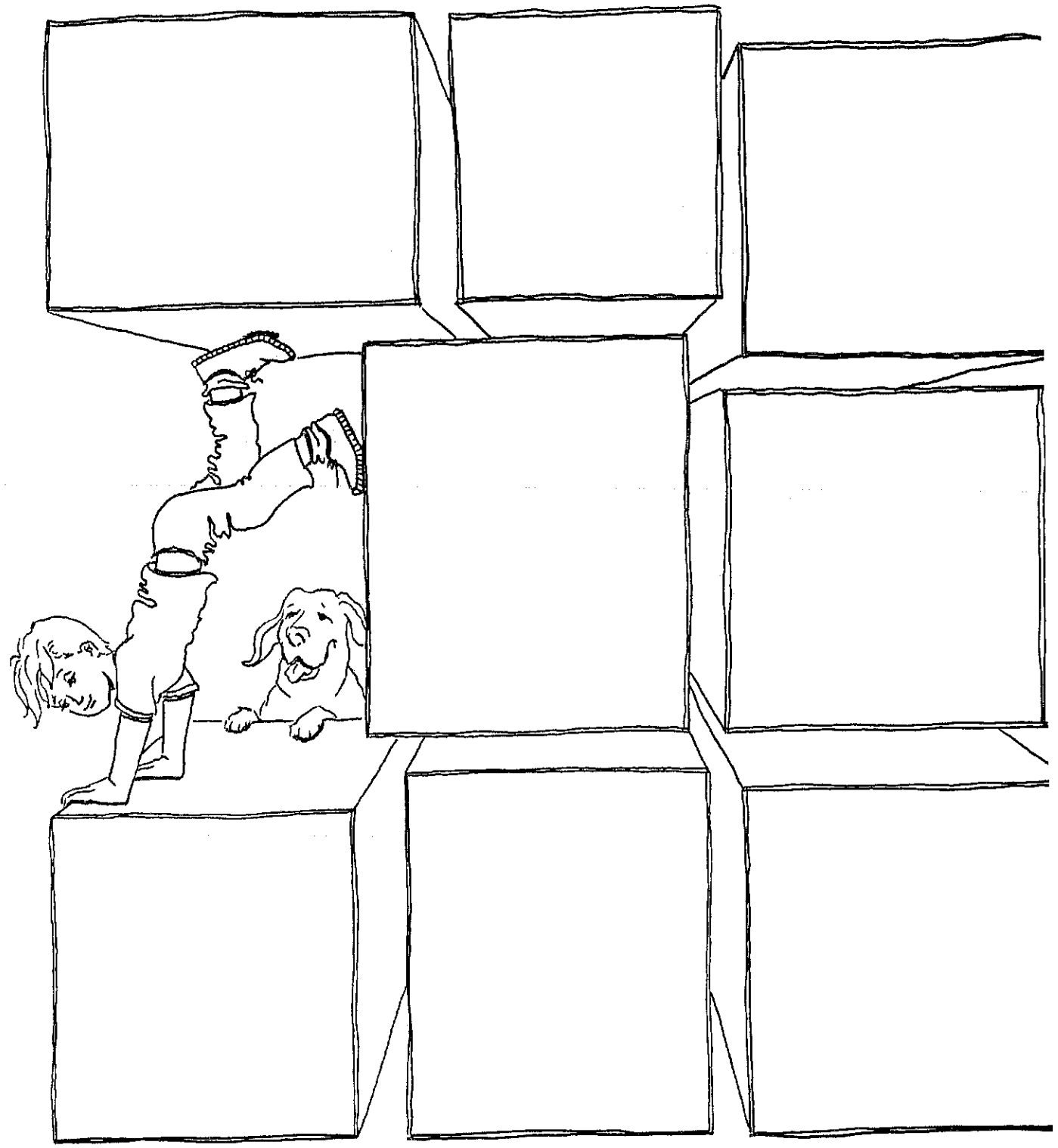
Dear Pen Pal,

Sincerely,



BUILDING BLOCKS

Think carefully about your personality and the words that describe the real you.
Then write a word that describes you in each of the boxes below.
Use each word in a sentence to tell why that word describes you.



Follow the notes of the self scale.
Write a sentence for each note's subject.



Something I can do well



member - a most memorable moment



meaningful - something very meaningful to me



favorite - my favorite thing



love - something I do myself



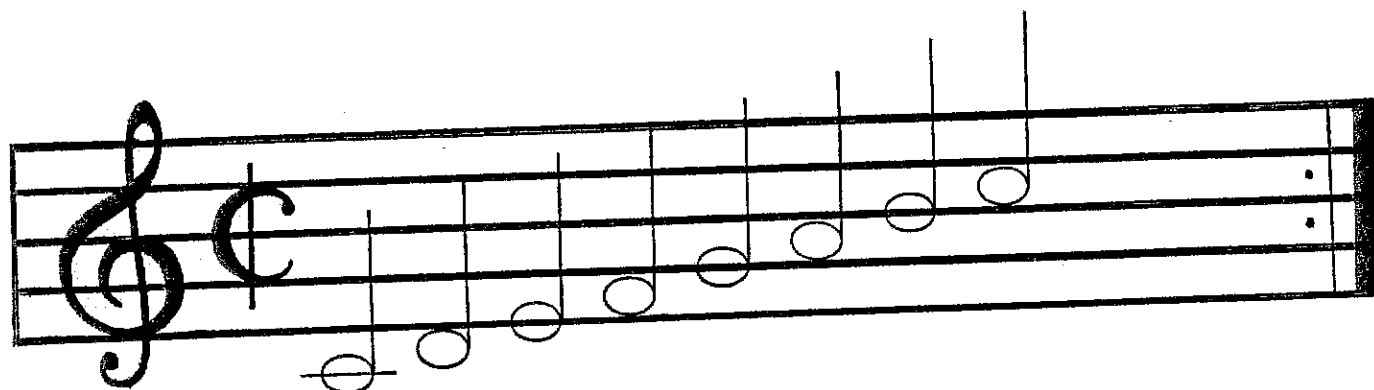
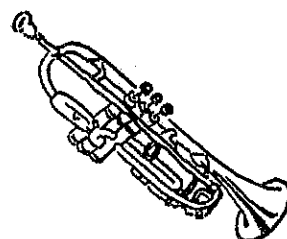
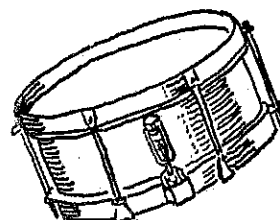
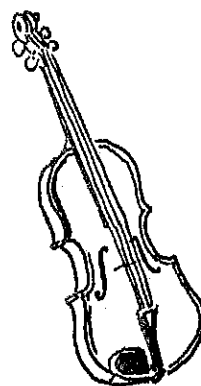
laughter - something that makes me laugh



time - the best time of my day

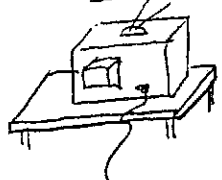
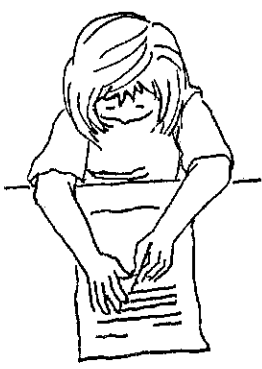


double - something I do with someone else



ROUTINE ROUNDUP

Make a schedule of what you do during the day.
Start with the time you wake up and end with the time you go to sleep



6:00 a.m. _____	2:00 p.m. _____
6:30 a.m. _____	2:30 p.m. _____
7:00 a.m. _____	3:00 p.m. _____
7:30 a.m. _____	3:30 p.m. _____
8:00 a.m. _____	4:00 p.m. _____
8:30 a.m. _____	4:30 p.m. _____
9:00 a.m. _____	5:00 p.m. _____
9:30 a.m. _____	5:30 p.m. _____
10:00 a.m. _____	6:00 p.m. _____
10:30 a.m. _____	6:30 p.m. _____
11:00 a.m. _____	7:00 p.m. _____
11:30 a.m. _____	7:30 p.m. _____
12:00 noon _____	8:00 p.m. _____
12:30 p.m. _____	8:30 p.m. _____
1:00 p.m. _____	9:00 p.m. _____
1:30 p.m. _____	9:30 p.m. _____
	10:00 p.m. _____

Review your daily schedule.
Use a red crayon to check your three most productive times.
Use a green crayon to check your three least productive times.
List the changes you need to make in your daily schedule.

Complete this newspaper article describing something good you've accomplished today. Include a headline for your article and a "picture" of you and your success.



The Daily Sun

YOUR HOME TOWN

LOCAL NEWS

VOL 1

Headline:

Today _____ did a very special thing.
(your name)

PERCEPTO GRAPH

Rate yourself on the "percepto graph" below.
Try to be honest!



	Never	Sometimes	Most of the time	Always
I finish what I start.				
I am interested in people.				
I am willing to help when I can.				
I try to do what I say I will do.				
I am a loyal friend.				
I feel good about my schoolwork.				
I always want to do a little bit better.				
I try to look my best.				
I am a dependable person.				
I make good decisions.				
I am not easily discouraged.				
I am a good family member.				
I can organize my time.				
I share in completing daily chores.				
I share with others.				
I am easy to get along with.				
Friends like to be with me.				
I am a good sport.				
I talk to others easily.				
I listen to others.				
I follow directions.				
I am able to take criticism.				

Check your "percepto graph" rating and write a few sentences describing your strong and weak points.

GETTING TO KNOW ME

Complete each statement below to help you examine your feelings and get to know yourself a little better.

Three things I like to do are:

Three things I don't like to do are:



Two things I'd like to see are:

Two things I'd like to hear are:

The school subject I like most is _____.

The school subject I like least is _____.

I like to read about _____.

I daydream about _____.

If I weren't me, I'd like to be _____.

It makes me angry when _____.

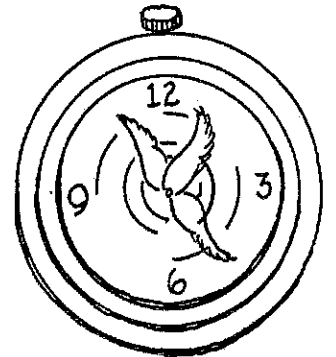
I am frightened when _____.

I need to practice _____.

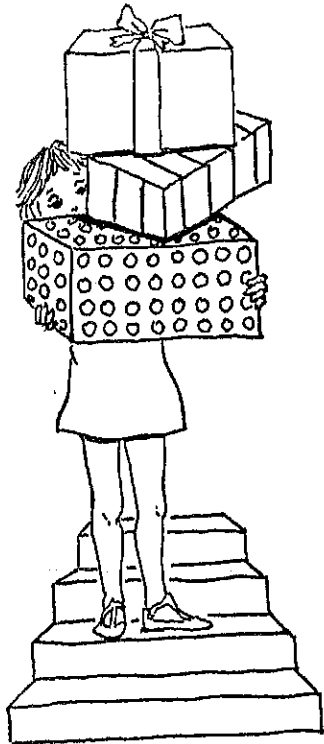
Time goes by fastest when I _____.

Times goes by slowest when I _____.

I wish that I could _____.

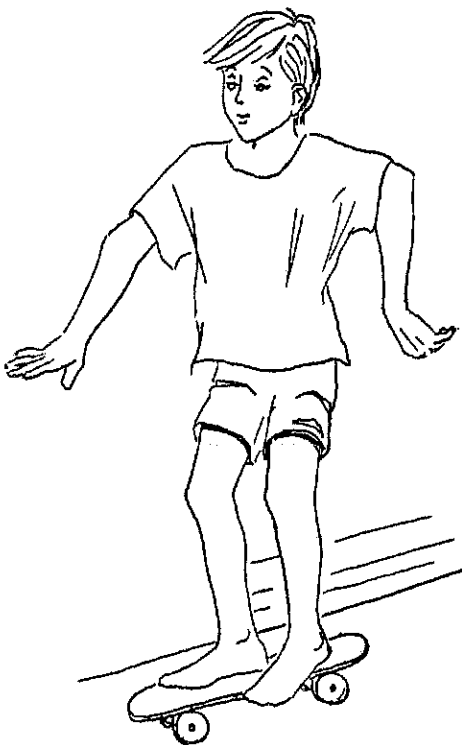


HELP!



Make a list of things that are the most difficult for you to do and a list of things that are the easiest for you to do. After making the lists, identify helpers to assist you with the "difficult" items. Make a list of friends that you can help.

Difficult	Helper	Easy	Person I Can Help



Think of one very special thing you would like to be able to learn to do. Make a list of three places where you can go for help.

1. _____
2. _____
3. _____

To learn more about yourself, write one or two-word answers for the questions below.

1. What kind of party do you enjoy most?

2. Would you rather spend a Saturday at a natural wildlife museum or an art museum?

3. Would you rather visit a circus or a zoo?

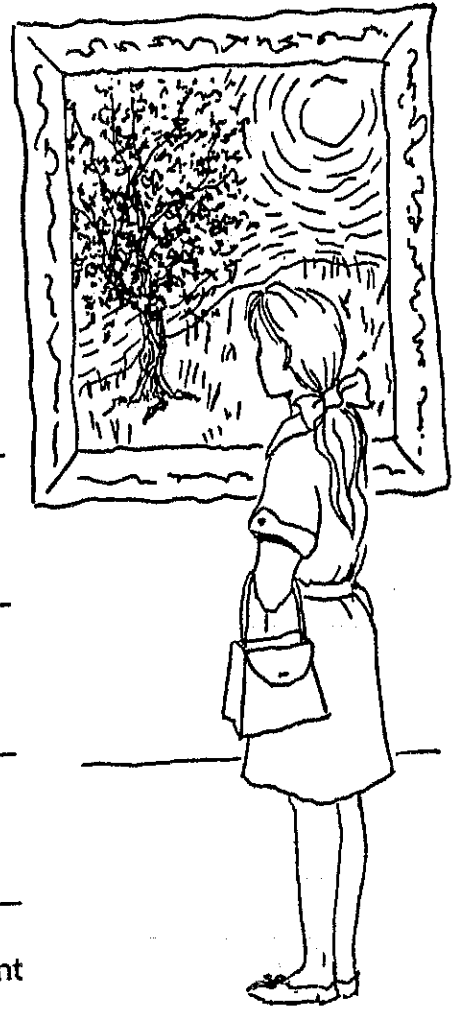
4. What kind of movie do you enjoy most?

5. Which musical instrument do you like most?

6. If you had your choice of any sporting event, what kind of event would you attend?

7. What ride would you select first at an amusement park?

8. What is your favorite kind of book?



List three things you enjoy doing in your free time. Put a check in the correct column after each item.

1. _____

2. _____

3. _____

OUTDOORS		INDOORS	
with others	by myself	with others	by myself

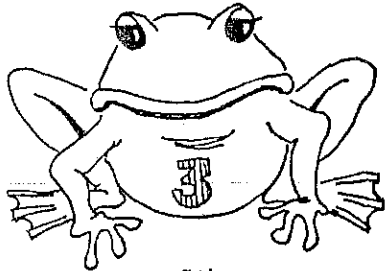
RATING REACTIONS



UPSET



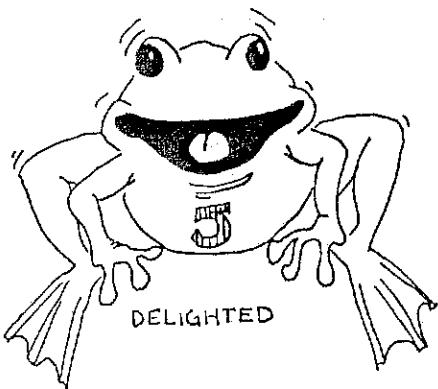
SAD



OK



HAPPY



DELIGHTED

Rate how you might feel if someone said these things to you. Select the frog that best describes your reaction and write number rating in the space provided. Then write a sentence to explain why you might feel that way.

1. "That's a nice job. Your score is 100%!"

RATING

2. "Don't ask questions! Just do what you are told."

3. "I don't understand. Will you help me?"

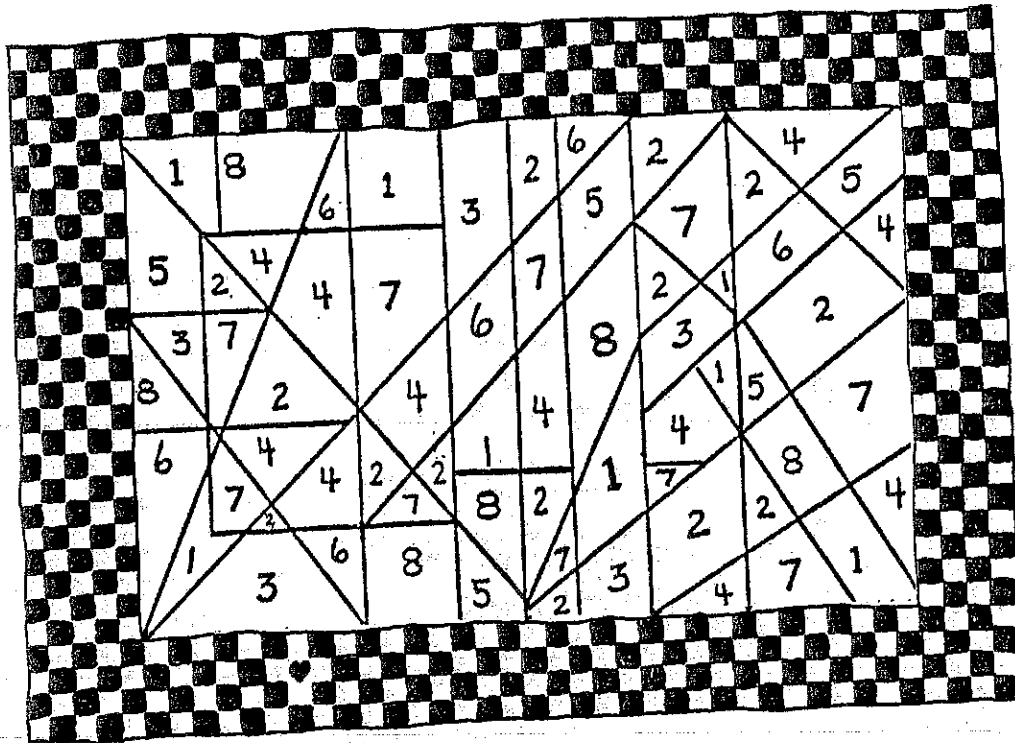
4. "I can't ride bikes with you today. Maybe we can do it tomorrow."

5. "I can't play with you, so go away. I'm busy."

6. "This paper is a mess. Why are you so sloppy?"

7. "Copy this paper again. I know you are proud of your work when it is neat."

Feeling "OK" means feeling good about yourself and the things you do. To solve the puzzle and find the hidden word, read the sentences below and color the spaces as directed.



1. If getting praise for something you do makes you feel "OK," color the #1 spaces.
2. If getting punished for something you did not do makes you feel "OK," color the #2 spaces.
3. If doing your best makes you feel "OK," color the #3 spaces.
4. If breaking promises makes you feel "OK," color the #4 spaces.
5. If having friends makes you feel "OK," color the #5 spaces.
6. If making your parents happy makes you feel "OK," color the #6 spaces.
7. If not helping your friends when they need you makes you feel "OK," color the #7 spaces.
8. If being honest makes you feel "OK," color the #8 spaces.

*Answer Key

LOOKING BACK

Complete each sentence below.
Describe times when you might have felt like this.



1. Everyone was looking at me when _____

2. I was most embarrassed when _____

3. I was proudest when _____

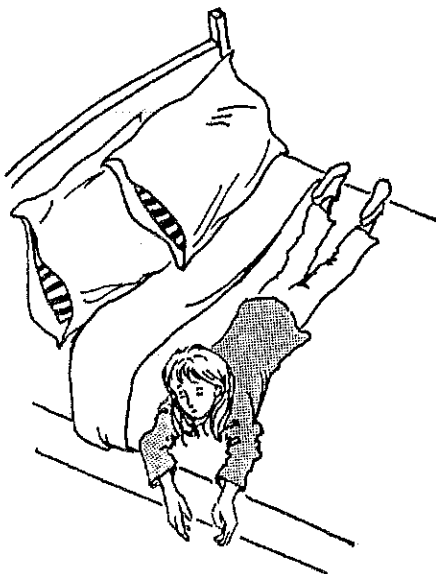
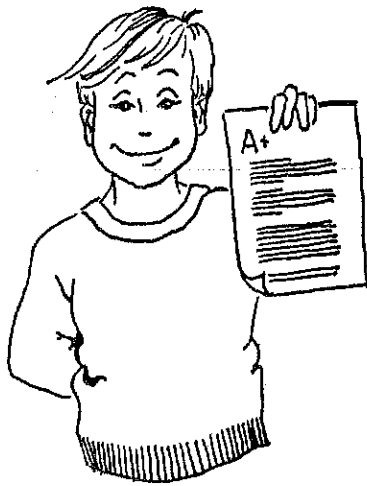
4. I was happiest when _____

5. I was most unhappy when _____

6. I looked my best when _____

7. I was scared when _____

8. I had the most fun when _____

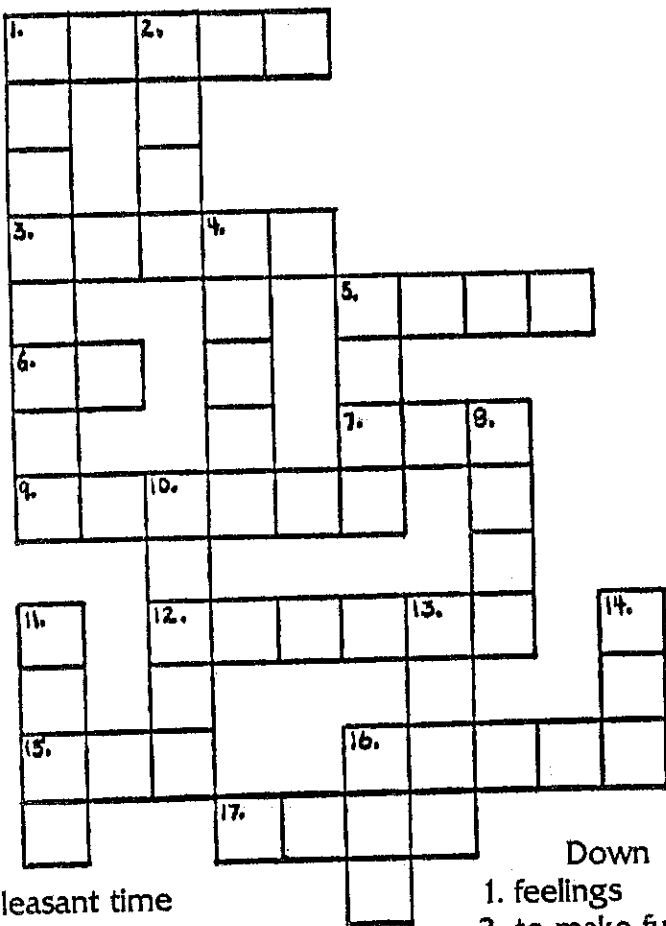


© 1989 by Incentive Publications, Inc., Nashville

Complete this crossword puzzle by writing answers in the numbered spaces.

Words To Use:

- jeer
- sob
- angry
- cry
- scared
- enjoy
- grin
- eager
- nice
- good
- envy
- ok
- awe
- sorry
- tired
- shy
- emotions
- glad
- mood
- gloomy



Across

- 1. to have a pleasant time
- 3. exhausted
- 5. smile
- 6. all right
- 7. respect
- 9. afraid
- 12. dark and dreary
- 15. weep
- 16. sorrowful
- 17. not bad or poor

Down

- 1. feelings
- 2. to make fun of
- 4. anxious
- 5. happy
- 8. jealousy
- 10. enraged
- 11. pleasant
- 13. a state of mind or feeling
- 14. bashful
- 16. cry

Select five words in the puzzle and write a sentence for each describing a time when you felt that way.

1. _____

2. _____

3. _____

4. _____

5. _____



* Answer Key

TOUCHING TIMES

Answer these questions about what you do when you have "touching times."



1. What do you usually do when you are lonely?

What other things could you do?

2. What do you usually do when you are angry?

What other things could you do?

3. What do you usually do when you are anxious or nervous?

What other things could you do?

4. What do you usually do when you are embarrassed?

What other things could you do?

Write a brief paragraph about a time when you were lonely, angry, and/or embarrassed.



Complete this chart by writing specific words in the happy and sad columns below.

TOPIC	Makes Me Happy	Makes Me Sad
Color		
Weather		
Places		
Clothes		
People		
Food		
T.V. Shows		
Books		
Time		
Chores		
Friend		
School Subjects		



SEEING IS NOT ALWAYS BELIEVING

Finish each statement below.

1. Sometimes I look

HAPPY

when I really feel unhappy

because _____

For example, when I _____

2. Sometimes I look

LIKE I DON'T CARE

when I really do because

For example, when I _____

3. Sometimes I look

ANGRY

when I'm not because

For example, when I _____

4. Sometimes I look

SURPRISED

when I'm really not

because _____

For example, when I _____

5. Sometimes I look

KNOWLEDGEABLE

when, in fact, I am

not because _____

For example, when I _____

Turn one of the statements around and write your reason.

Example: Sometimes I look unhappy when I really feel happy because . . .

Define each of these words in terms of what it means to you.

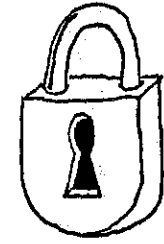
Love is: _____



Happiness is: _____



Security is: _____



Friendship is: _____



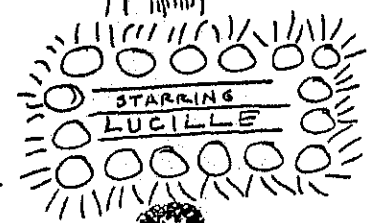
Beauty is: _____



Trust is: _____



Fame is: _____



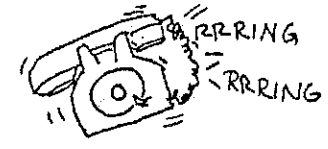
Success is: _____



Tolerance is: _____



Communication is: _____



Find and circle the words listed below that describe feelings.
 Words may be found horizontally, vertically and diagonally, but not backwards.



C	S	L	M	A	H	U	R	T	G	N	E
R	C	G	O	O	D	A	N	G	R	Y	A
E	A	N	L	A	L	E	P	O	P	M	C
A	R	D	N	A	T	T	O	P	M	I	E
T	E	S	Z	R	D	A	R	E	Y	S	R
I	D	Y	A	N	Y	O	A	S	T	E	L
V	P	M	H	N	U	M	E	A	V	I	A
E	S	U	N	S	U	C	C	E	S	S	F
V	R	U	T	R	I	L	L	E	A	N	R
S	F	R	A	N	K	C	B	T	A	D	A
U	N	E	E	D	E	D	O	Y	X	D	I
M	W	R	S	U	R	P	R	I	S	E	D
S	C	A	L	M	P	D	E	X	C	I	T
H	E	R	U	C	E	S	D	L	U	C	K
Y	A	D	E	R	E	J	E	C	T	E	D
S	A	D	E	L	I	G	H	T	E	D	E

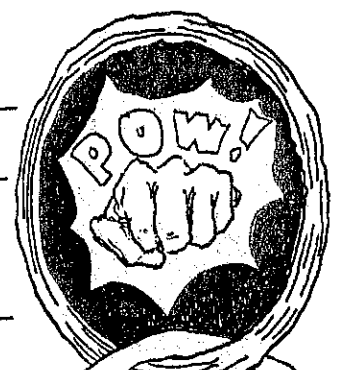
Feeling Words To Find

- | | | | | |
|-----------|---------|----------|------------|-------|
| afraid | angry | rejected | clever | funny |
| surprised | upset | good | successful | sad |
| scared | shy | creative | glad | lucky |
| mean | smart | anxious | delighted | happy |
| needed | excited | bored | eager | nice |
| | hurt | | calm | |

Using six of the feeling words, write a brief paragraph describing how you feel now.

Briefly describe what could happen in each situation given in this negative action chain.

get angry and hit a friend . . .



If I ignore someone who needs a friend . . .

If I complain a lot . . .

If I refuse to take turns . . .



If I don't do my chores . . .

If I refuse help from the teacher . . .

If I refuse to do my part in group activities . . .

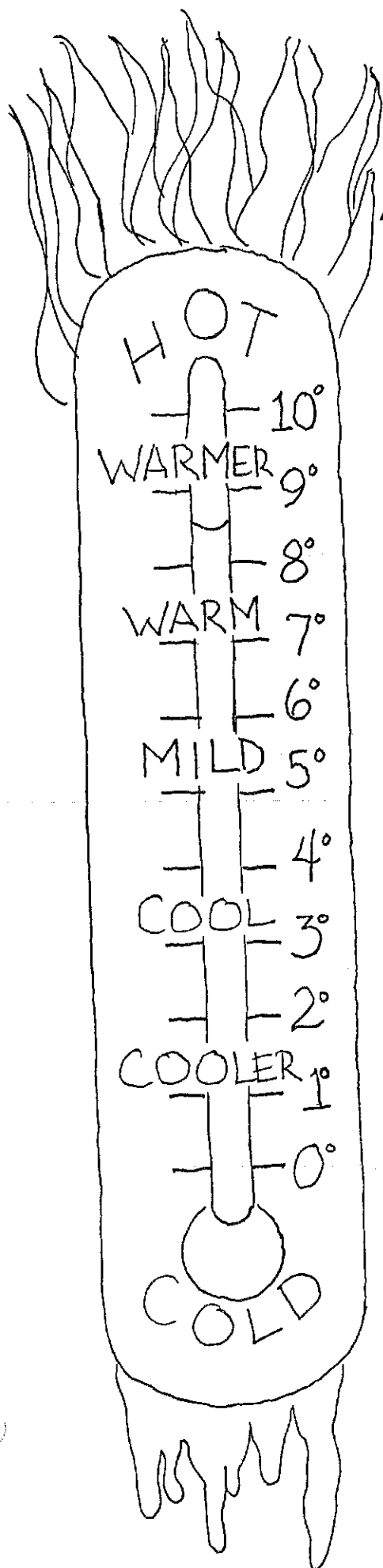
Make a list of three other actions that would probably cause negative results.

- 1. _____
- 2. _____
- 3. _____



S
T
W
L
E
N
O
L
L
O
V
I
D
G
H
P

TEMPER-ATURE



Answer each question below by circling the answer that most describes what you think you would do.

1. You lose your lunch money. Would you:
 - a. cry?
 - b. borrow some money from a friend?
 - c. go without lunch?
2. You are late to school. Would you:
 - a. blame someone else?
 - b. kick the door?
 - c. apologize and explain what happened?
3. You drop your homework in the mud. Would you:
 - a. try to find time to copy it?
 - b. leave it in the mud?
 - c. throw it at a friend?
4. The other team wins. Would you:
 - a. stomp away because you think the game was unfair?
 - b. shout at your teammates for "blowing" the game?
 - c. congratulate the other team?
5. You want to go out but have to stay in and complete your classwork. Would you:
 - a. grumble and complete them?
 - b. complete them but decide to plan ahead next time?
 - c. refuse to do them?

To find your "temper-ature," use the rating list below.
Add the points you scored for each answer.
Shade in the total on the thermometer to discover your temper!

1. a = 2	b = 0	c = 1
2. a = 1	b = 2	c = 0
3. a = 0	b = 1	c = 2
4. a = 1	b = 2	c = 0
5. a = 1	b = 0	c = 2

SITUATION SOLUTIONS

Solve these problems.

Describe what you would do if you were faced with each of these situations.

1. You are invited to two birthday parties on the same day.
Your solution:



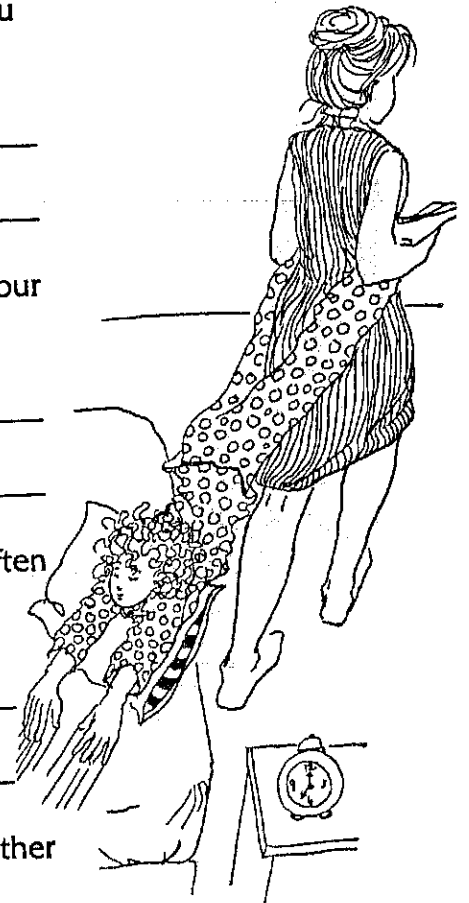
2. You told your mother you would stay home and play with your little brother, but your best friend just gave you a ticket to a baseball game.
Your solution:

3. You borrowed your friend's favorite record and broke it, but you don't have any money to buy another one.
Your solution:

4. You forgot to do your homework for tomorrow and it is past your bedtime.
Your solution:

5. You never seem to be able to get up in the morning and you're often late to school.
Your solution:

6. Your best friend has three tickets to a movie and invites two other people (but not you) to go along.
Your solution:



MEMORABLE MOMENTS



Write a "memorable moment" in your life for each of the topics below. Briefly describe why each was memorable.

1. Memorable holiday: _____

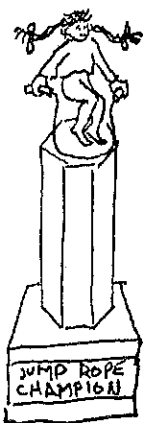
2. Memorable trip: _____

3. Memorable friends: _____

4. Memorable visitor: _____

5. Memorable party: _____

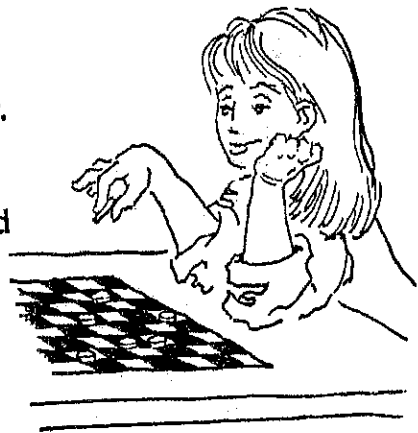
6. Memorable achievements: _____



Write three sentences to tell about a memorable school day.

DECISIONS, DECISIONS!

In column 1, list three situations in which you had to make a decision today.
In column 2, describe each decision.
In column 3, give the reason for your decision.
In column 4, tell whether or not you think you made the right decision and explain your answer.



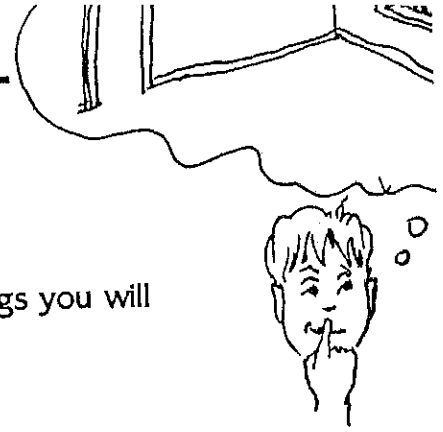
1 Situation	2 Decision Made	3 Reason	4 Evaluation

Think ahead about a decision you might need to make tomorrow.
Write a brief paragraph about how you think you can best handle the decision.

PET SHOP



IDEAL LIVING PLAN



Follow these steps to plan your "ideal" room.

1. Think about what you want to do in your room.
2. Complete the planning charts below by listing the things you will need to make your room ideal.
3. Draw your ideal floor plan.

ACTIVITIES
PLANNED FOR MY
ROOM:

FURNITURE
NEEDED:

ACCESSORIES
I NEED:

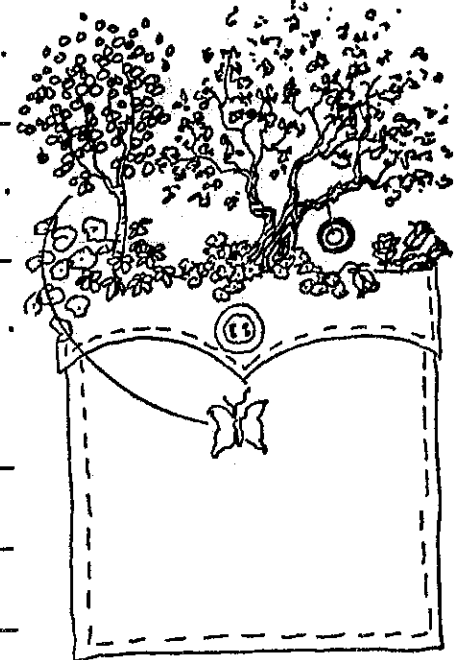
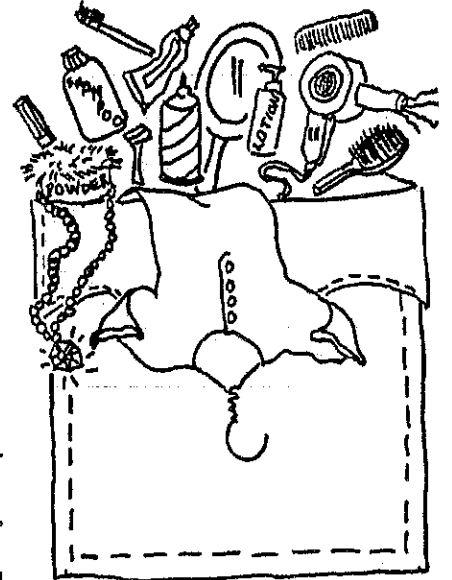
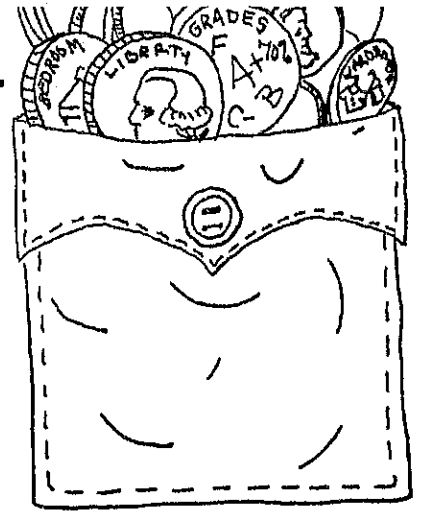
(pillows, curtains, pictures,
plants, etc)

My Ideal Room Floor Plan

POCKETFUL OF CHANGE

Use your magic "change power" to complete each statement.

1. If I could change my appearance, I would _____
_____.
2. If I could change my grade average, I would _____
_____.
3. If I could change my neighborhood, I would _____
_____.
4. If I could change my transportation to school, I would _____
_____.
5. If I could change my bedroom, I would _____
_____.
6. If I could change my wardrobe, I would _____
_____.
7. If I could change the subjects I study in school, I would _____
_____.
8. If I could change the school's physical education program, I would _____
_____.
9. If I could change my talents, I would _____
_____.
10. If I could change my weekends, I would _____
_____.



List three other things you would change if you could.

1. _____

2. _____

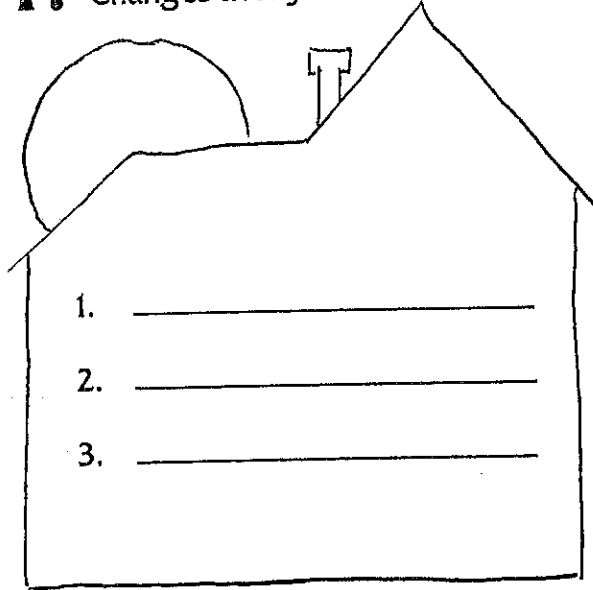
3. _____

CHANGING THINGS

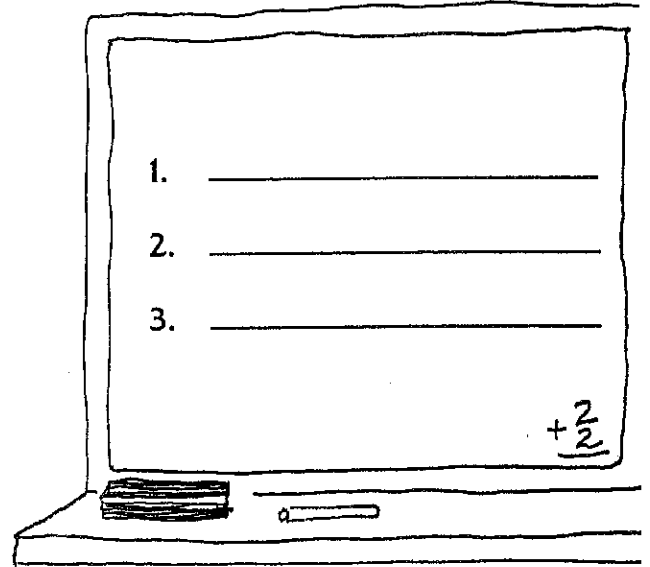
Imagine that you have the power to make changes in yourself, your home, your school and your world.

List the changes you would make in each of the following areas:

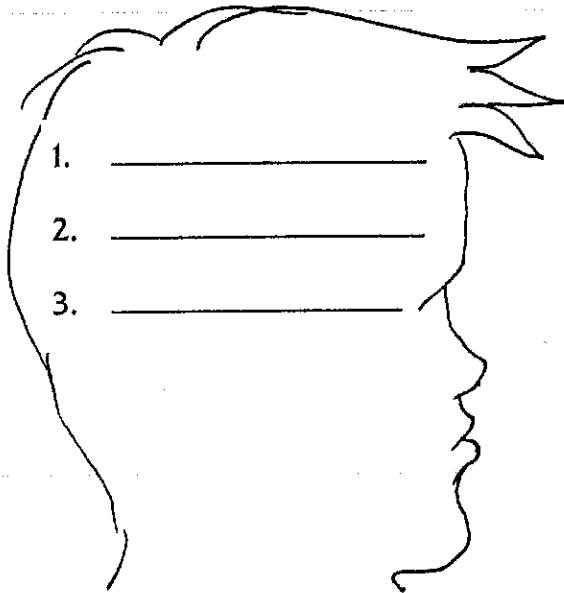
1. Changes In My Home



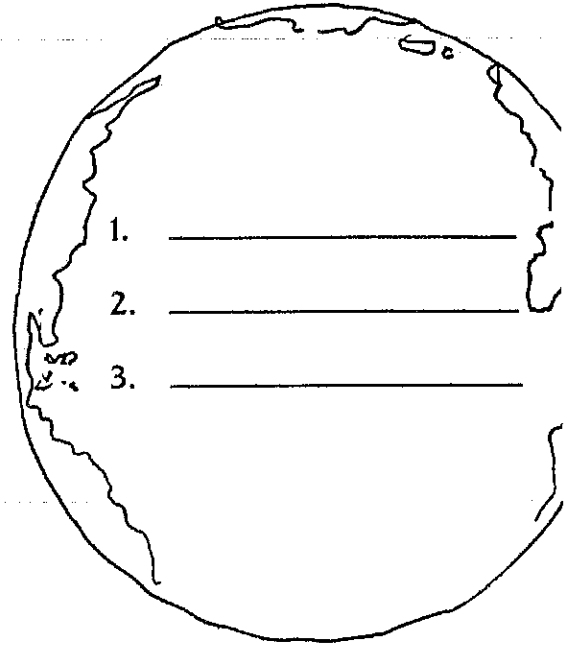
2. Changes In My School



3. Changes In Myself

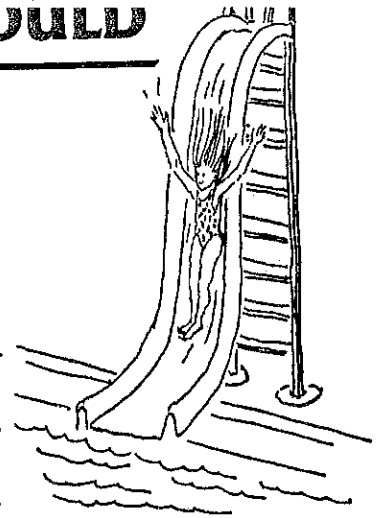


4. Changes In The World



List things that you would not change.

1. _____
2. _____
3. _____
4. _____



Use your imagination to complete these "If I could" statements.

1. If I could do anything I want for one school day, I would _____

because _____

2. If I could do anything I want for a week, I would _____

because _____

3. If I could have any person I know do exactly what I want for a day,

I would _____

because _____

4. If I could be any person in the world for a day, I would be _____

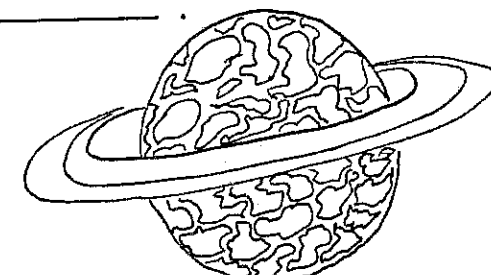
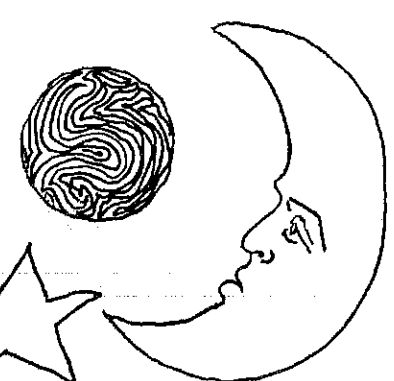
because _____

5. If I could have any job in the world for a day, I would be a (an)

because _____

6. If I could go anywhere in the universe for a week, I would go to

because _____



DAYDREAMING

Complete the statements below.



If I didn't have to clean my room or do my chores, I could . . .

1. _____
2. _____
3. _____

If I didn't have to go to school, I could

1. _____
2. _____
3. _____

If I didn't have to do my homework, I could . . .

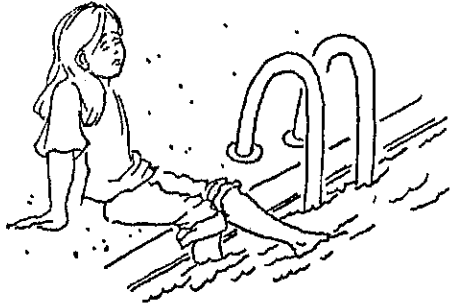
1. _____
2. _____
3. _____

List three other daydream activities of your choice.

1. _____
2. _____
3. _____

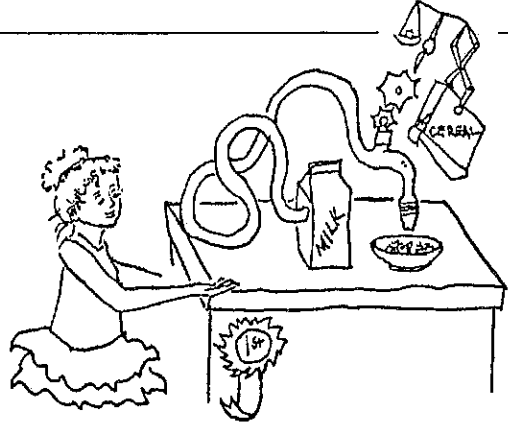
LOOK AND FEEL

You can discover clues about how other people feel by looking at them carefully.
Describe how each of these persons might feel.
Write about a time when you felt like the person in each picture.



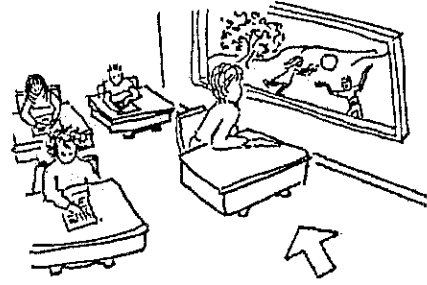
How does this person feel?

When have you felt this way?



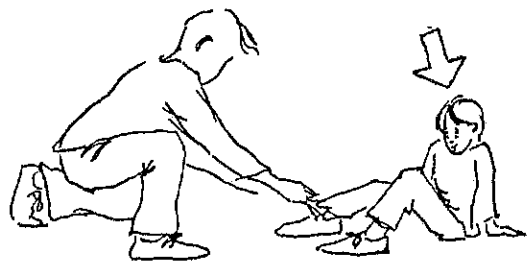
How does this person feel?

When have you felt this way?



How does this person feel?

When have you felt this way?

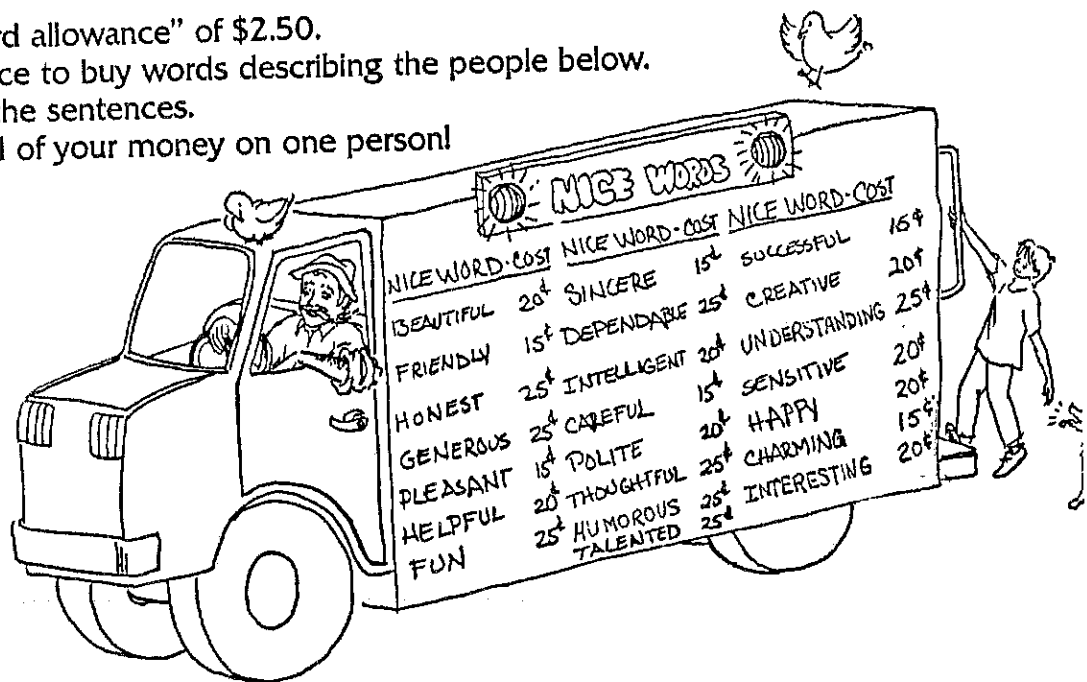


How does this person feel?

When have you felt this way?

POSITIVE PURCHASES

You have a "word allowance" of \$2.50.
 Use this allowance to buy words describing the people below.
 Then complete the sentences.
 Do not spend all of your money on one person!



1. My friend is _____
 because _____
 "Nice Words" cost = \$ _____
2. My parents are _____
 because _____
 "Nice Words" cost = \$ _____
3. My favorite teacher is _____
 because _____
 "Nice Words" cost = \$ _____
4. My class is _____
 because _____
 "Nice Words" cost = \$ _____

Spend \$1.00 to buy "Nice Words" that describe you.
 Use these words in a sentence to describe yourself as you would like others to see you.

Write your best "friendly advice" for each situation below.

Your friend is upset because she failed an exam.

YOUR PRESCRIPTION

Your friend tells you, between sobs, that his puppy has run away.

YOUR PRESCRIPTION

Your friend just told you he can't go camping with you because he got into trouble at home.

YOUR PRESCRIPTION

Your friend tells you how sad she is because she's sick and cannot go to the class picnic.

YOUR PRESCRIPTION

Your friend tells you he can't find his library book and doesn't know what to do.

YOUR PRESCRIPTION

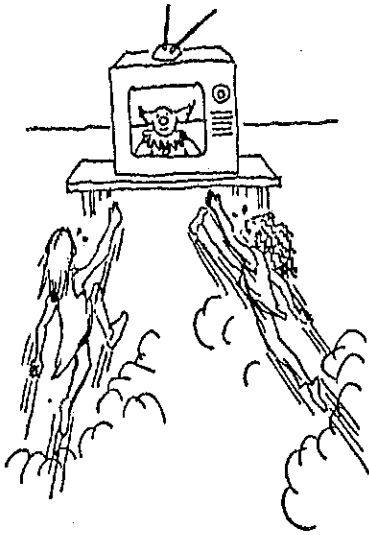
Your friend tells you with tears in her eyes that she has lost the watch she borrowed from you.

YOUR PRESCRIPTION

SENSIBLE SOLUTIONS

Write what you would advise these friends to do in the situation described.

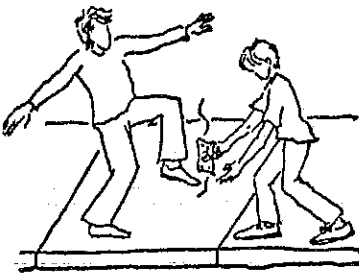
Explain what effects your solutions will have on the feelings of the people involved.



- 1.** Two friends are watching television. Each friend wants to watch a different program at the same time.

Solution: _____

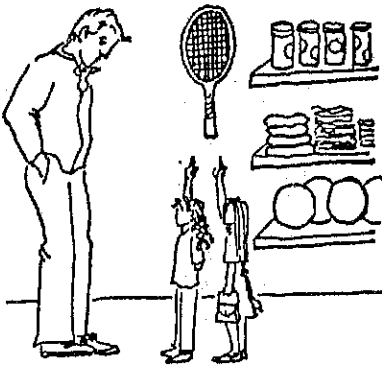
Effect: _____



- 2.** On the way to school, two friends find a dollar bill on the sidewalk. Both want it.

Solution: _____

Effect: _____



- 3.** Two friends save their allowances to buy a special tennis racket. When they go to the store, there is only one racket left.

Solution: _____

Effect: _____

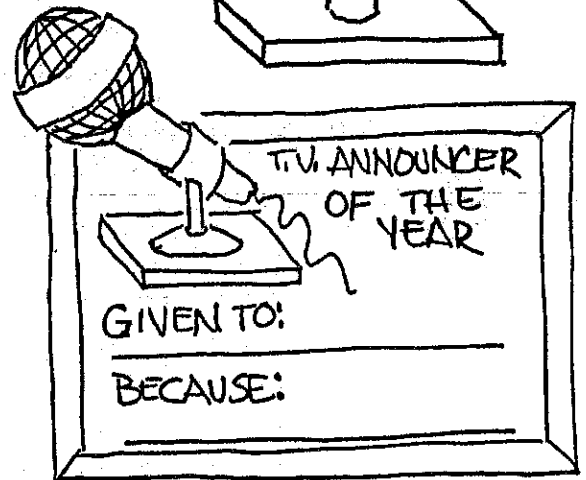
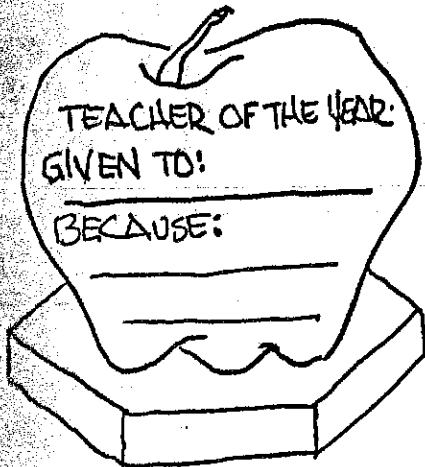
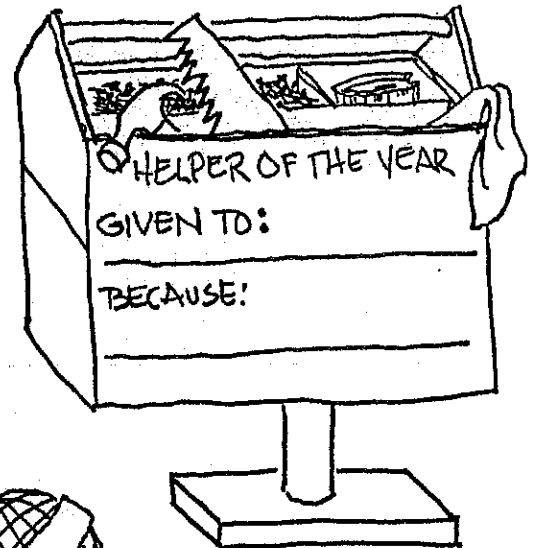
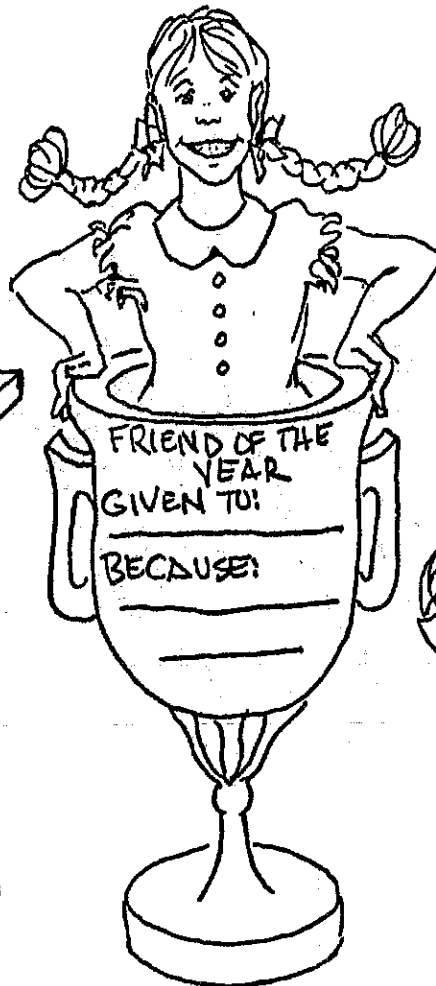
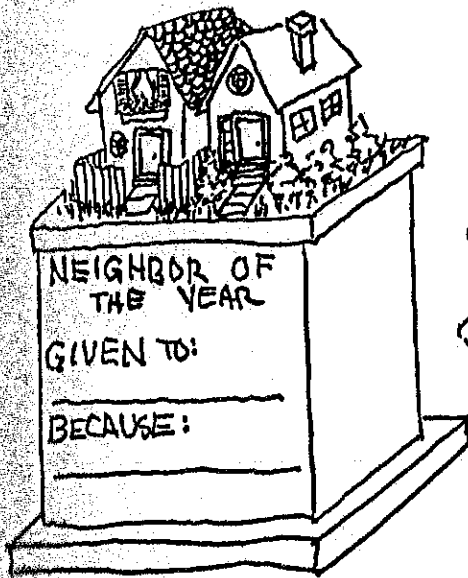


- 4.** One friend gives another friend some of her brother's baseball cards without permission. Her brother wants the cards given back to him!

Solution: _____

Effect: _____

Award these trophies to the people you feel deserve them.
Inscribe the winners' names on the trophies and list the reasons you have selected each person.



Imagine that you have been selected as "student of the week."
Draw a picture of the trophy you would like to receive.

GETTING TO KNOW YOU

Learn more about your classmates' interests and goals by interviewing ten friends. Ask the questions on the chart below and record your friends' answers in the correct spaces.



Names of Classmates Interviewed	<i>What is your favorite leisure time activity?</i>	<i>What is your favorite school subject?</i>	<i>What career do you hope to have when you finish school?</i>	<i>Where do you hope to live in ten years?</i>	<i>If you could choose one of your goals, which would you choose? a. Har b. Har</i>
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

FRIENDLY ADVICE

Addy the advisor gives advice to people who have problems with friends. Assist Addy by reading the letters and writing responses that you feel will help solve the problems.

Dear Addy,

I have a problem and I don't know why. I just can't seem to make friends. I am the smartest, best-looking, nicest, most interesting person I've ever met. Whenever I meet someone, I tell them how terrific I am. They always walk away. What's wrong? Don't they believe me?

I.M. Best



Dear I. M. Best,

Addy's Assistant,

(your name)

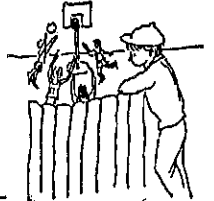
Write a letter to Addy about a problem you are having with a friend. Ask a classmate to solve your problem by writing a response.

Dear Addy,

Dear Addy,

On the playground, everyone seems to have someone to play with except me. I stand alone by the fence and watch my classmates play, but no one ever asks me to join them. At the lunch table I sit quietly waiting for someone to talk to me, but they never do. I want to have friends. Can you tell me how much longer I should wait for someone to come to me?

R. Shy



Dear R. Shy,

Addy's Assistant,

(your name)

IN DIRECTORY

Complete the directory boxes by writing names of people you might contact to get the information needed for each situation.
You may have more than one contact person for each situation.

Situations	Contact Persons
1. You are lost and need directions.	
2. You missed a class and need to know the assignment.	
3. You want to look especially nice for a special occasion and need an honest opinion.	
4. You need help with your math assignment.	
5. You have a personal problem and need advice.	
6. You want to organize a surprise party for your best friend.	
7. You are concerned about your schoolwork.	
8. You want advice about planning for the future.	

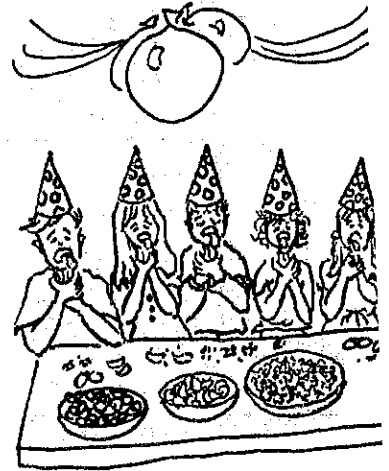
GROUP EFFORT

Read each situation and answer the questions.

1. Your class has planned a party. The classmate in charge of refreshments forgot to ask anyone to bring the drinks.

How will this affect the group? _____

How could this situation be avoided in the future? _____



2. Your friends planned to play a game that requires four players. One of the players did not come.

How will this affect the group's plans? _____

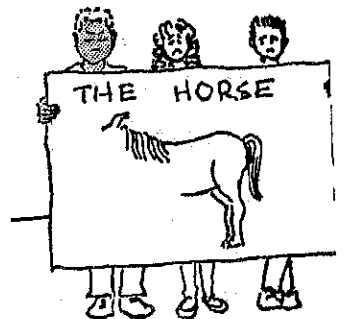
How could this situation be avoided in the future? _____



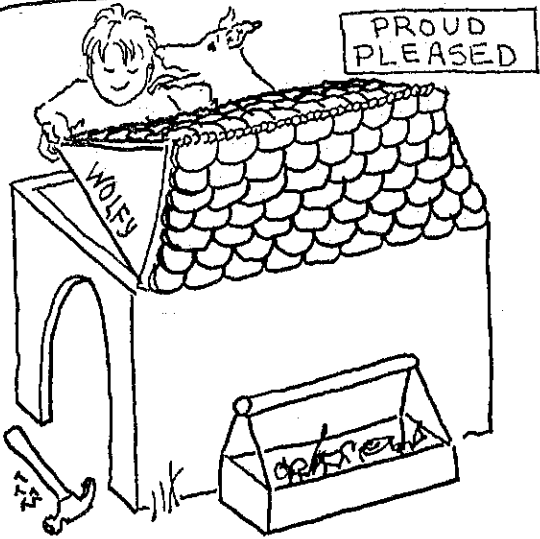
3. Your school project is due. One of the group members didn't complete his assignment.

How will this affect the group? _____

How could this situation be avoided in the future? _____




AFFECTIVE ACTIONS



PROUD
PLEASED

Someone made me feel this way when

I made someone feel this way when I



SAD
UNHAPPY

Someone made me feel this way when


I made someone feel this way when I

© 1989 by Incentive Publications, Inc., Nashville, TN.

Describe a time when someone made you feel like the person in each picture and a time when you made someone else feel that way.

Someone made me feel this way wh


I made someone feel this way whe



ANGRY

Someone made me feel this way wh

I made someone feel this way whe



DELIGHTED
HAPPY

Briefly describe what could happen in each situation in this positive action chain.

If I introduce myself to the new student . . .

If I write a letter to a friend . . .

If I offer to help with the paper drive . . .

If I call a friend . . .

If I help with the dishes . . .

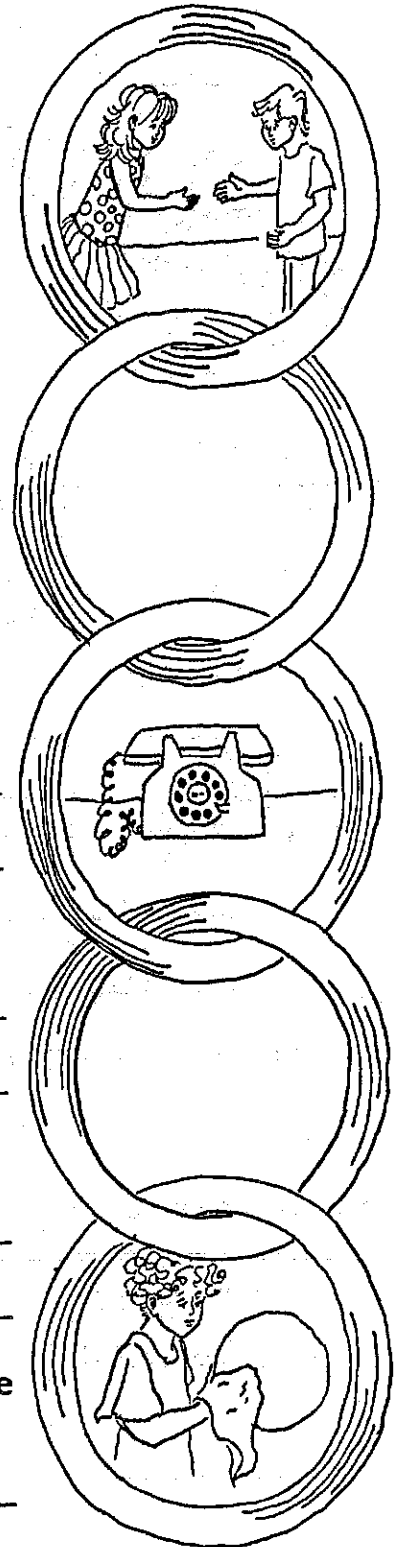
If I teach a friend how to play a game . . .

Make a list of three other actions that would probably lead to positive reactions.

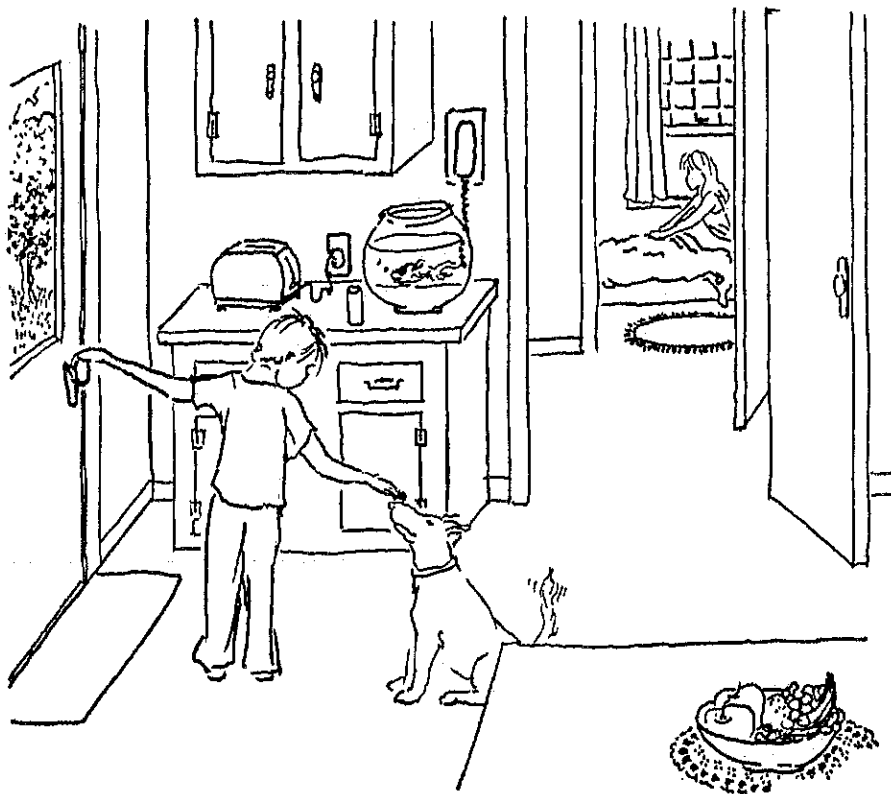
1.

2.

3.



DEPENDABLE DAN



Read this story about a typical morning in the life of Dan D. Pendable and answer the questions below.

Dan D. Pendable woke up bright and early. He let his dog go outside and he fed his fish. Then he woke up his sister. Dan got dressed quickly, combed his hair, brushed his teeth, and rushed outside to feed his dog.

Dan's mother made breakfast for him and packed his lunch. While driving to school, his father reminded him about baseball practice. Dan said, "I can't forget that! The team depends on me. I promise you, Dad, that I'll mow the lawn after practice."

"I know you will, Dan," his father said, "because you are a very dependable boy!"

1. What things did Dan do that make him dependable?

2. Who depends on Dan?

3. On whom does Dan depend?

List three "dependable" things that you do almost every day.

1. _____
2. _____
3. _____

MOODY DESCRIPTIONS

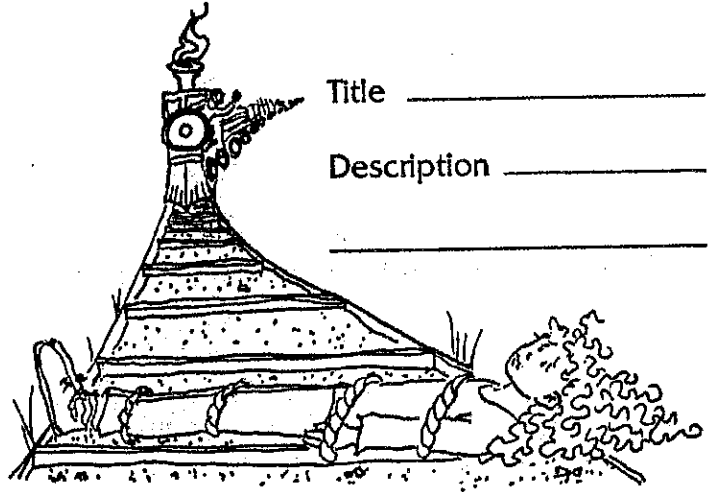
Match the titles to the illustrations below.
Write the correct title and a description of the "mood" illustrated beside each picture.

"On Top of the World"
"Dog Tired"
"Higher Than a Kite"
"In a Bind"
"Crabby"
"In the Dumps"



Title _____

Description _____



Title _____

Description _____



Title _____

Description _____

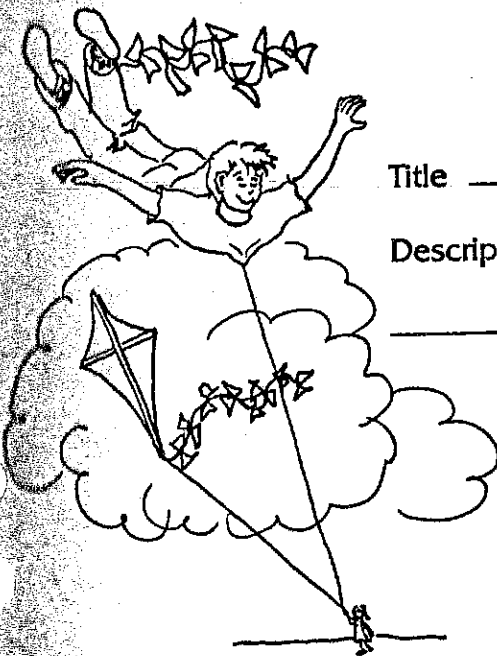
Title _____

Description _____



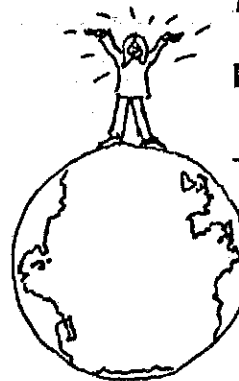
Title _____

Description _____



Title _____

Description _____



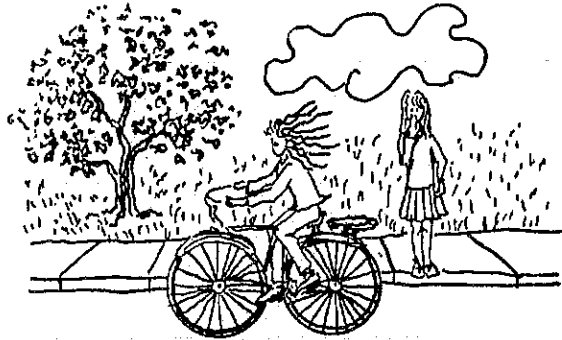
Title _____

Description _____

© 1989 by Incentive Publications, Inc., Nashville, TN.

SPLIT DECISIONS

Read each problem below and rate the decision made to solve the problem. Explain your reasons for rating the decision as you did. Then write a sentence telling what you would have done.



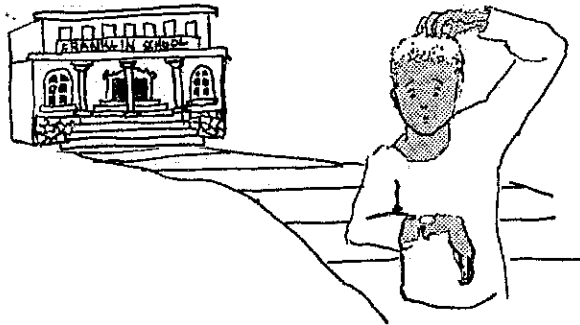
Problem 2

Jonathan was riding his mini-bike when he met an older boy he did not know. The boy told Jonathan that he would pay him \$2.00 if he could ride the mini-bike for an hour. Jonathan really wanted the money, and so he decided to rent his bike to the stranger.

Decision rating: Good Fair Poor

Reason: _____

My decision: _____



© 1989 by Incentive Publications, Inc., Nashville, TN.

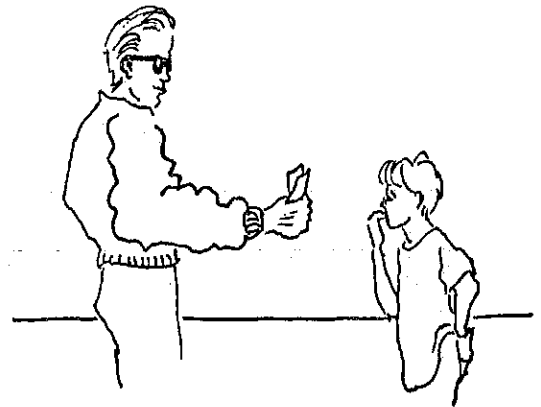
Problem 1

Jennifer was going to be late for school so she decided to ride her new bike. Halfway there she met a friend who asked if she could ride the bike around the block just for fun. After thinking about it, Jennifer agreed.

Decision rating: Good Fair Poor

Reason: _____

My decision: _____



Problem 3

Bill had a dental appointment at 4:00. His mother told him that he had to go straight home after school. On his way home, Bill realized that he had forgotten his homework. He knew that if he went back to get it he would be late for his appointment. Bill decided to go home.

Decision rating: Good Fair Poor

Reason: _____

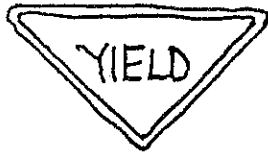
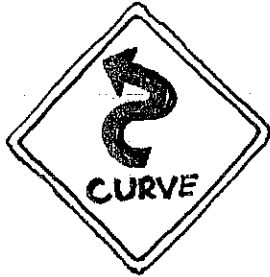
My decision: _____

For each traffic sign below, name a person who has "directed" you in that way. Describe the situation and how it made you feel.

Examples:

Situation: You planned to finish your homework but a friend talked you into playing ball instead.

Situation: The teacher told you to finish your math work before beginning your art project.



Name: _____



Situation: _____

Reaction: _____

Name: _____

Situation: _____

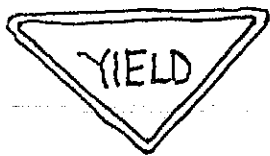
Reaction: _____



Name: _____

Situation: _____

Reaction: _____



Name: _____

Situation: _____

Reaction: _____



MEETING PEOPLE



What will you say to each of these people when you meet him or her for the first time?

Remember to say something that will make the person want to get to know you.

(Hint: It's helpful to show that you are interested in the person and in what he or she is doing.)

A teacher in school: _____

A new neighbor: _____

A new classmate: _____

A new friend of your parents: _____

An out-of-town visitor of a friend: _____

Someone your own age from another country: _____



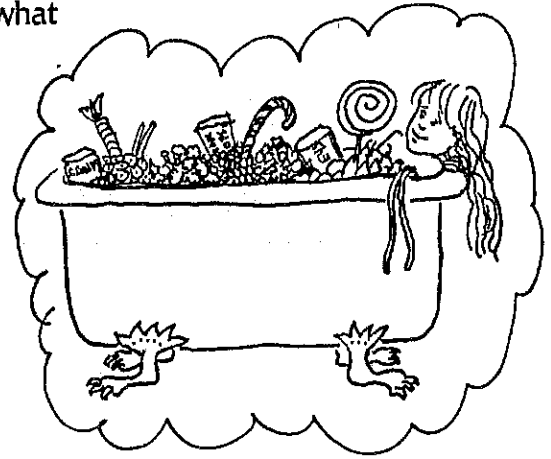
WISHING WELL

If you had the power to grant special wishes to three people, what would the wishes be?

1. My wish for _____

is _____

Reason: _____



2. My wish for _____

is _____

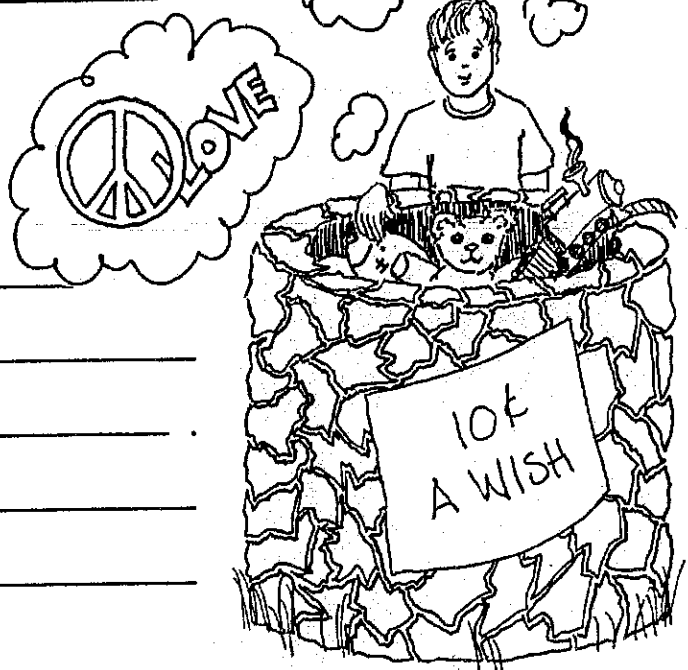
Reason: _____



3. My wish for _____

is _____

Reason: _____



INTERESTS INVENTORY

Complete this interview sheet by asking people of the given ages what interests they have, what hobbies they enjoy, and what skills are needed for their hobbies.

Name	Age	Interests	Hobbies	Skills Needed
	5			
	8			
	10			
	12			
	14			
	16			
	18 - 20			
	21 - 30			
	31 - 40			
	41 - 60			

List three interests that you have now that you did not have five years ago.

1. _____ 2. _____ 3. _____

Make a chart to show what you think your interests will be in the future.

FEELING GOOD!

List the ways these people make you feel good about who you are and what you do.



My teacher makes me feel good when she/he:

1. _____
2. _____
3. _____

My parents make me feel good when they:

1. _____
2. _____
3. _____



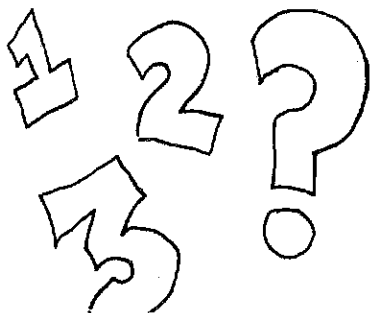
I make myself feel good when I:

1. _____
2. _____
3. _____



My friends make me feel good when they:

1. _____
2. _____
3. _____

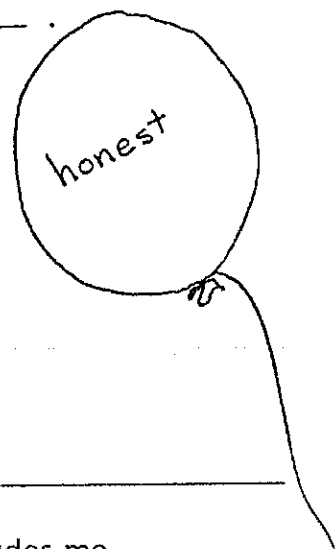
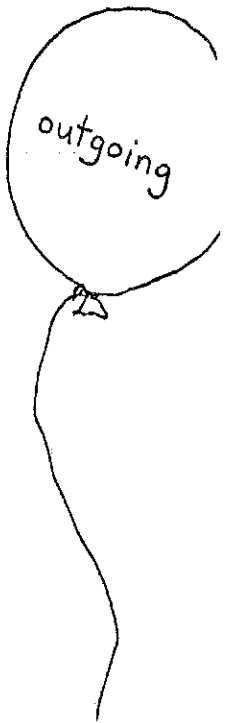
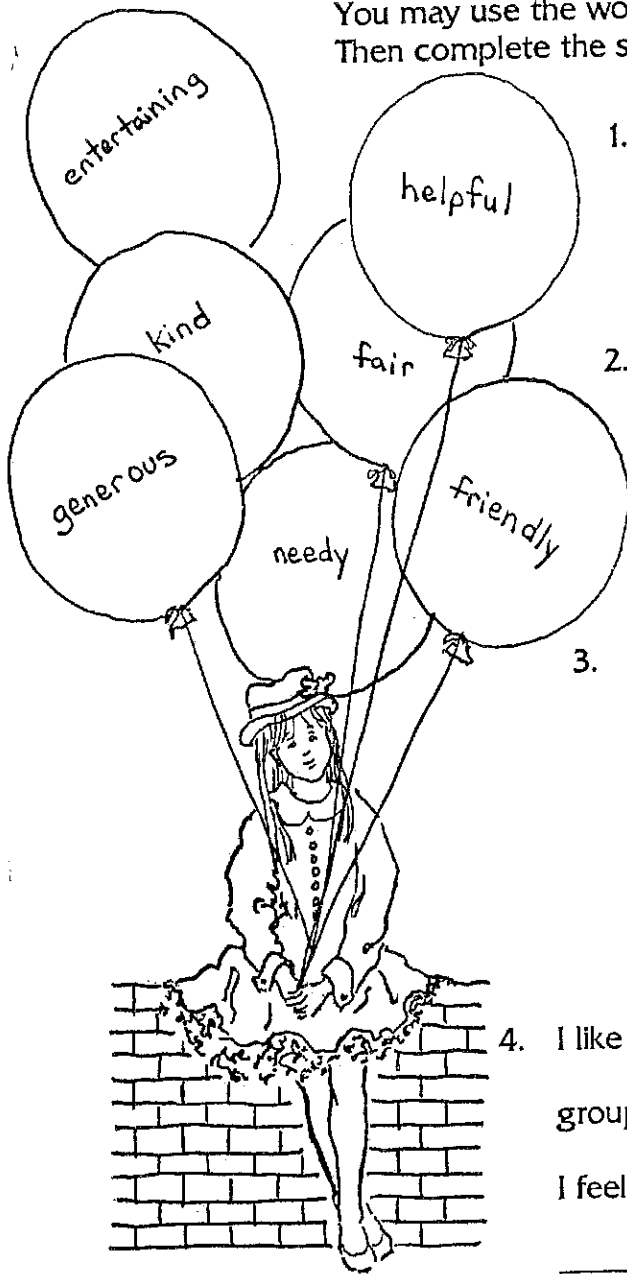


List three things you do to make other people feel good.

1. _____
2. _____
3. _____

GROUP WORK

Choose a word to complete the first sentence for each pair below. You may use the words on this page or other words of your own choice. Then complete the second sentence to explain the statement.



1. On my first day at school, my classmates were very _____ .
This made me feel _____ .

2. When I participate in a group, I feel _____ .
I feel this way because _____ .

3. Groups like me because I am _____ .
They like this about me because _____ .

4. I like working in a _____ group.
I feel this way because _____ .

5. My friends are _____ .
They are this way because _____ .

6. I feel _____ when the group excludes me.
I feel this way because _____ .

BELIEFS ON THE LINE

List the things these people in your life can do and the things you believe they could do if they tried.

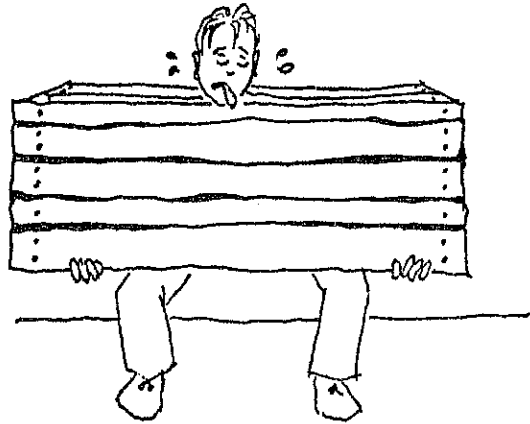
PARENTS

I know my parents can:

1. _____
2. _____

I believe my parents could:

1. _____
2. _____



TEACHER

I know my teacher can:

1. _____
2. _____

I believe my teacher could:

1. _____
2. _____

OUR CLASS

I know our class can:

1. _____
2. _____

I believe our class could:

1. _____
2. _____

FRIENDS

I know my friends can:

1. _____
2. _____

I believe my friends could:

1. _____
2. _____

MYSELF

I know I can:

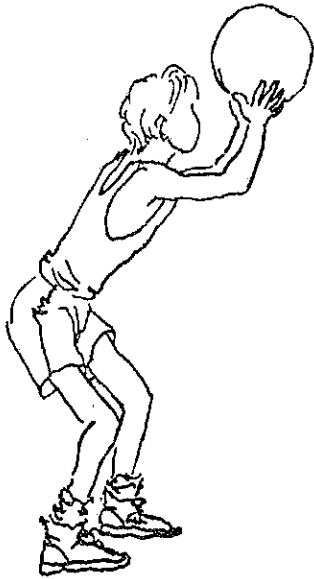
1. _____
2. _____

I believe I could:

1. _____
2. _____

SENSITIVELY SPEAKING

Write at least two possible responses you might give in each situation described below.



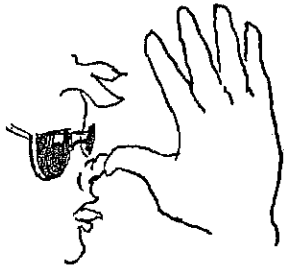
What would you say when . . .

1. you've just won an important game

2. you've just lost an important game

3. someone has been teasing you

4. you've been embarrassed



5. someone has taken advantage of you

6. you're afraid

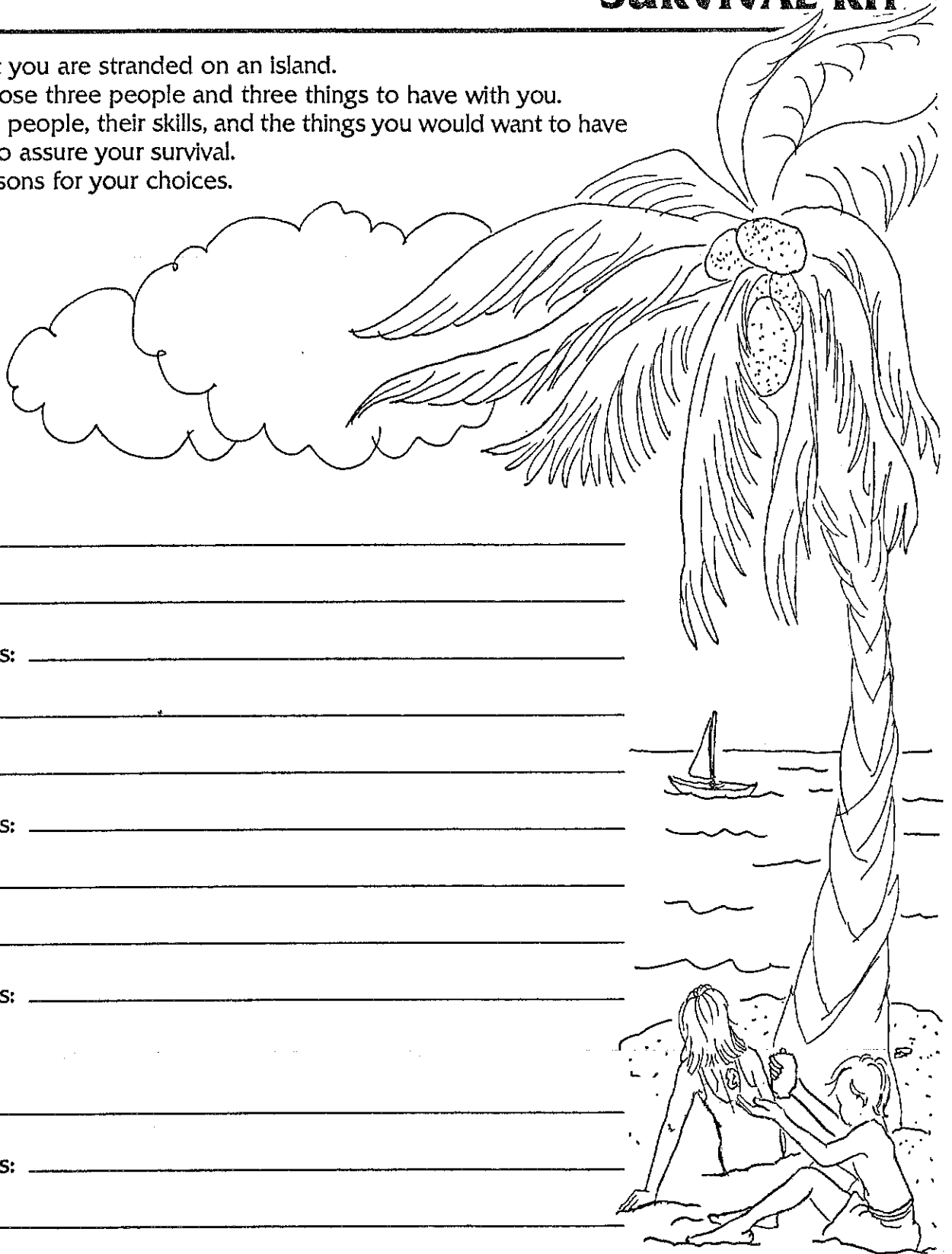


7. you've not been invited to a friend's party

8. you want to join a group

SURVIVAL KIT

Imagine that you are stranded on an island.
You can choose three people and three things to have with you.
Describe the people, their skills, and the things you would want to have
with you to assure your survival.
Give the reasons for your choices.



People:

1. _____

Skills: _____

Reasons: _____

2. _____

Skills: _____

Reasons: _____

3. _____

Skills: _____

Reasons: _____

Things:

1. _____

Reasons: _____

2. _____

Reasons: _____

3. _____

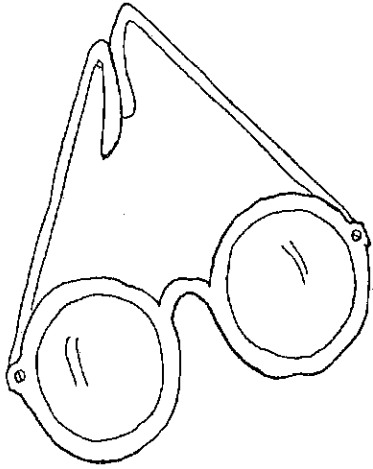
Reasons: _____



IN FOCUS

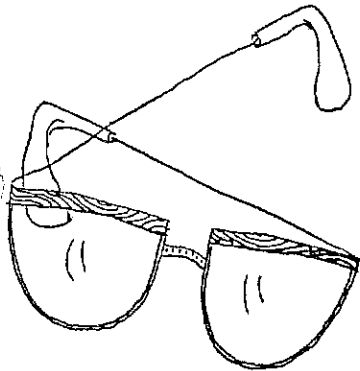
Imagine that you can see things the way other people do when you put on their glasses.

Describe each "situation" from your point of view and then from the other person's point of view.



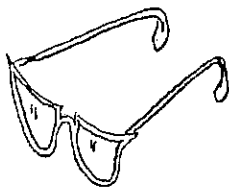
- 1.** Describe yourself as a worker in school from your point of view.

Now put on these glasses and describe yourself as a worker from your teacher's point of view.



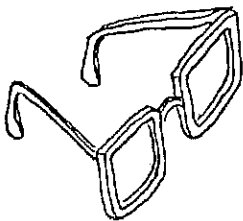
- 2.** Describe yourself as a neighbor and friend from your point of view.

Now put on these glasses and describe yourself from your neighbor's point of view.



- 3.** Describe yourself as a family member from your point of view.

Now put on these glasses and describe yourself as a family member from your parents' point of view.



In each "situation," what is the difference between the two points of view?

CLASS DESCRIPTIONS

Describe three of your classmates with "category words" that remind you of the qualities they possess.

Then ask your classmates to guess whom you have described!

Example: Classmate: Peggy

Color descriptor: blue . . . because she is calm

Animal descriptor: turtle . . . because she is slow and steady

Career descriptor: scientist . . . would make a good scientist

Mood descriptor: thoughtful . . . concerned about others

Leisure time descriptor: reading . . . likes to read

Talent or skill descriptor: math . . . skilled mathematician

Classmate #1: _____

Color descriptor: _____

Animal descriptor: _____

Career descriptor: _____

Mood descriptor: _____

Leisure time descriptor: _____

Talent or skill descriptor: _____

Classmate #2: _____

Color descriptor: _____

Animal descriptor: _____

Career descriptor: _____

Mood descriptor: _____

Leisure time descriptor: _____

Talent or skill descriptor: _____

Classmate #3: _____

Color descriptor: _____

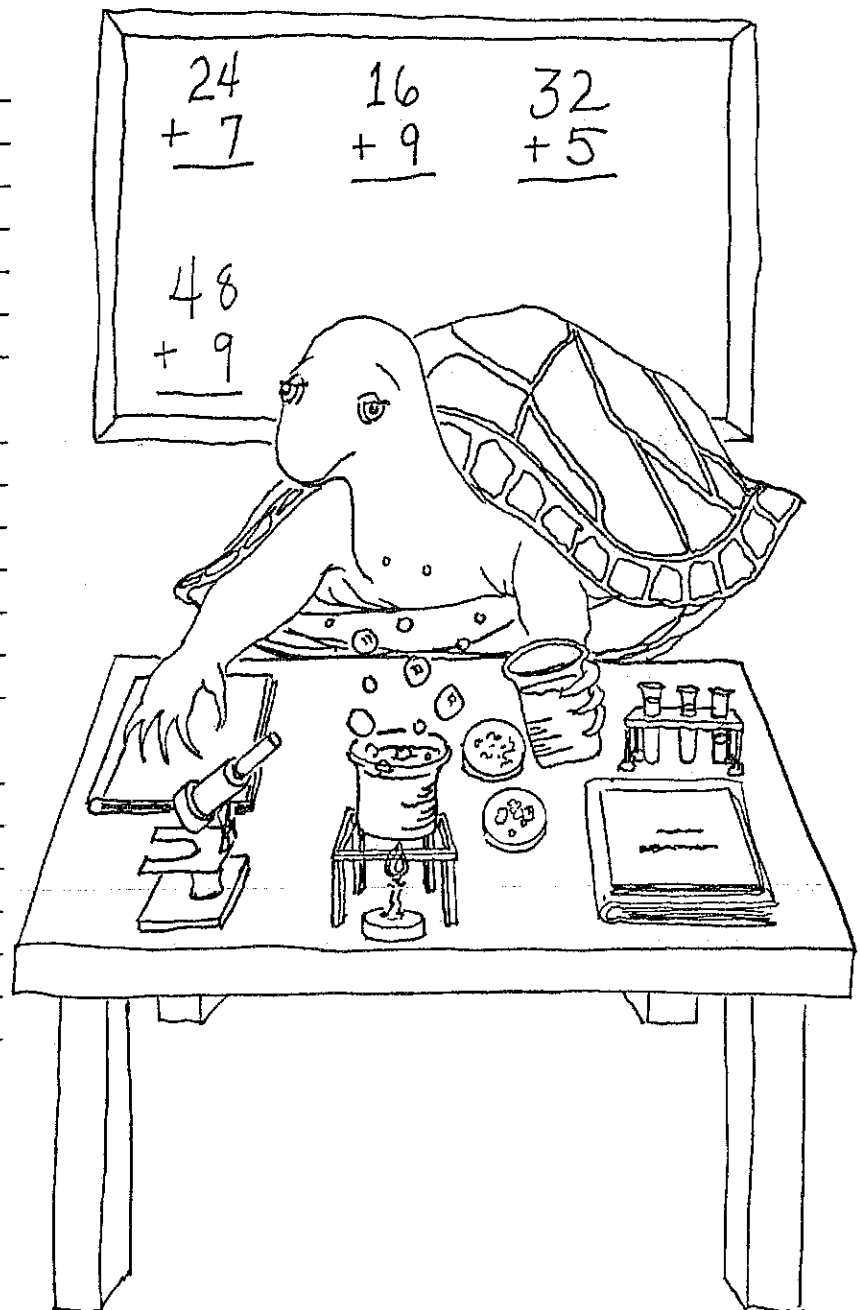
Animal descriptor: _____

Career descriptor: _____

Mood descriptor: _____

Leisure time descriptor: _____

Talent or skill descriptor: _____



Now describe yourself using the same formula!

EMERGENCY PRESCRIPTIONS

Read each emergency situation and write a "prescription" that would help the victim. Don't forget to tell where to go for help, whom to see, and what to ask.

Joey was having fun playing tennis when he fell and twisted his arm.

Prescription for Joey:



Prescription for Cindy:

Cindy was having a good time at the party until she ripped her dress.



Jane was on her way to school and realized that she had forgotten an overdue library book.

Prescription for Jane:



Prescription for Mr. Peters:

Mr. Peters, the principal, was on his way to school when he realized that his car was out of gas.



Jennifer has to write a report about dinosaurs, but she doesn't know where to find information on the topic.

Prescription for Jennifer:



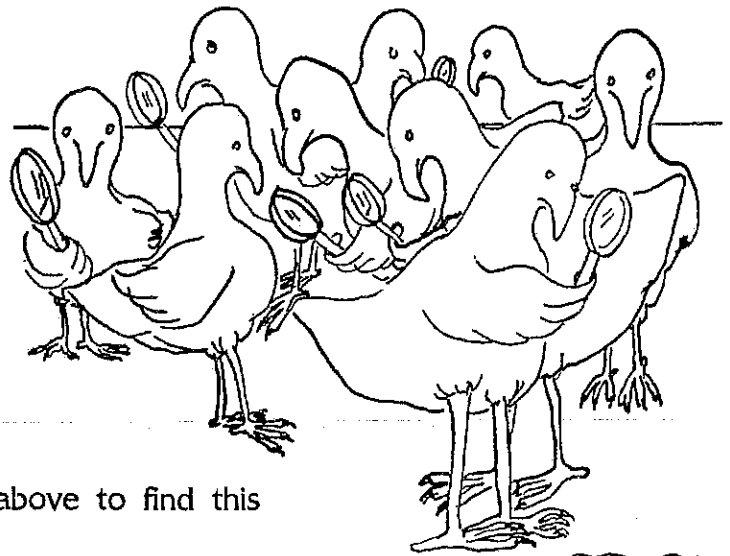
TOGETHER SEARCH

Use each of these "together" words in a sentence.
Use a dictionary if you need help.

1. Accomplice: _____
2. Dependent: _____
3. Flock: _____
4. Group: _____
5. Pack: _____
6. Partner: _____
7. Relationship: _____
8. Team: _____
9. Troop: _____

Find the "together" words listed above in this word search puzzle.
Some letters are used more than once.

R E L A T I O N S H I P
S M E G E F L O C K Y A
A N D R A G R O U P O C
A C C O M P L I C E U K
T R O O P A R T N E R M
A D E P E N D E N T U S



Use the clues below and the puzzle letters above to find this
"together" coded message:

1. 2nd space from the top left, 2nd space down: a 2-letter word across
2. 1st space on the top left, 3rd space down: a 3-letter word across
3. 11th space from the top left, 2nd space down: a 3-letter word down
4. 11th space from the top left, 6th space down: a 2-letter word across

_____ = _____
1 2 3 4

*Answer Key

© 1989 by Incentive Publications, Inc., Nashville, TN.

SKILL CHARTING

List two skills that you have and that you could help someone else to acquire.

Some skills to think about are sports and games, school subjects, dancing, yard work, knitting, building, etc.

1. _____

2. _____

Choose one of the skills above and write the instructions you would give to your "learner."

Write your information on the chart below.

SKILLS

SKILL CHART

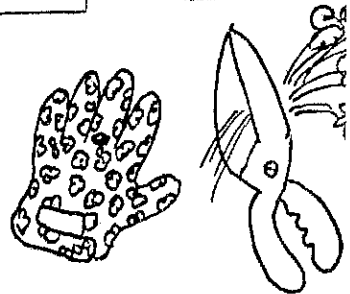
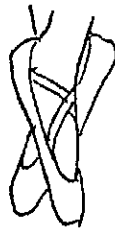
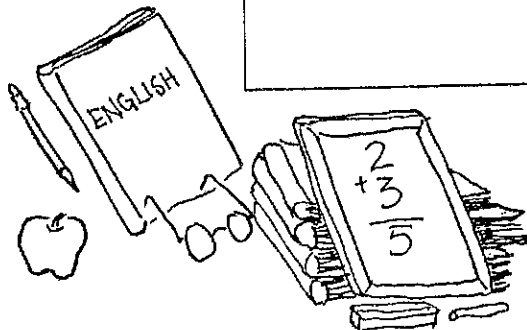
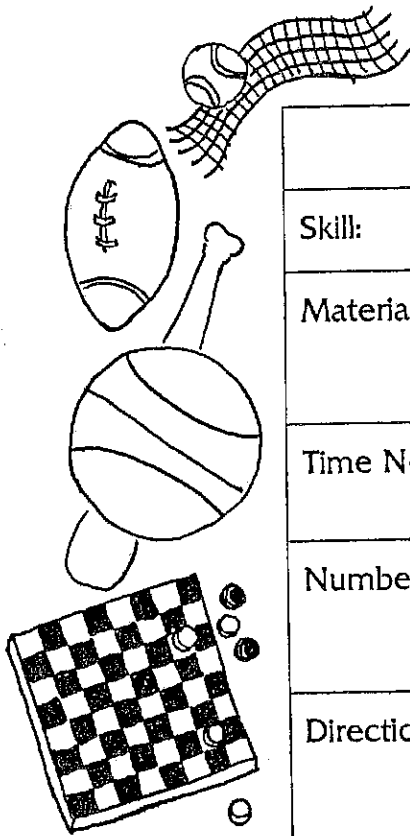
Skill:

Materials Needed:

Time Needed:

Number of People Involved:

Directions and Rules:



Describe the qualities you admire in your best friend with words or phrases beginning with the letters below.

F _____
R _____
I _____
E _____
N _____
D _____



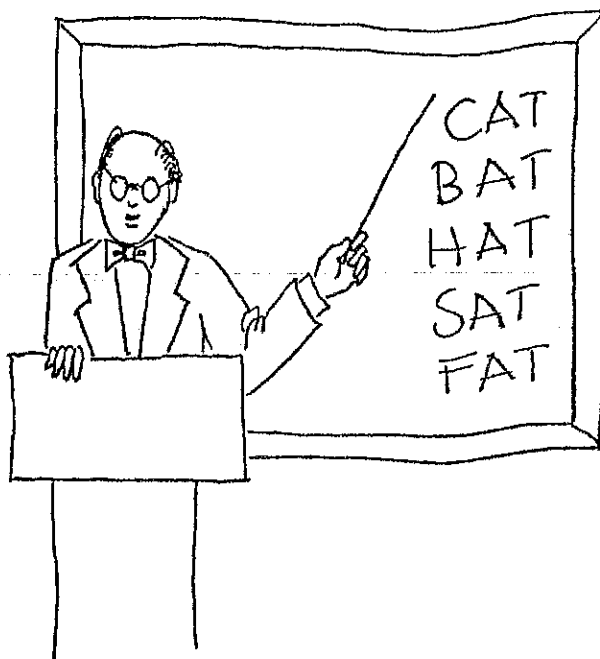
Describe one of your classmates using the letters below.

C _____
L _____
A _____
S _____
S _____



Describe the qualities you admire in your teacher with words or phrases beginning with the letters below.

T _____
E _____
A _____
C _____
H _____
E _____



Describe yourself using the letters in your first name.

ADMIRATION



Make a list of seven people you admire (friends, historical figures, actors, teachers, inventors, sports stars, etc.). Write a short description telling what you like best about each person. Then list skills or qualities you can develop to be more like each person.

People I Admire		
Name	What I Like About This Person	What I Can Do To Be Like This Person



Write the name of a fictional character you admire.
Then write one sentence telling why you admire this character.

_____ (fictional character)

TRUE TRAITS

Check your "true traits"!

Use this key: yes no not sure ?

I ...

- have knowledge of the human body
- have the ability to change a person's mind
- have the ability to make and keep records
- have mathematical skills
- use my hands well
- express my ideas well
- listen to other people
- use good grammar
- can entertain people
- can draw or paint
- can read music
- spell and write well
- put things together properly
- can repair broken things
- have knowledge of plants
- have knowledge of animals
- have knowledge of hand tools
- have knowledge of machines
- can sew
- can type
- enjoy being with others
- like science
- write reports well
- can win the confidence of others



1. Write the name and a brief job description of an occupation you might like to have when you become a part of the working world.

2. List the natural abilities needed for success in this occupation.

3. Do your "true traits" match the job description and the abilities needed for this occupation?

GOALS GALORE

Look up the definition for the word "goal" in the dictionary.
Write the definition in your own words.

Goal: _____

Write a personal goal for today. _____

List the things you will have to do to reach this goal.

1. _____

2. _____

3. _____

If you complete these tasks, you should be able to meet your goal by the end of the day!

Think about yesterday.

Write a goal that you met yesterday.

Write a goal that you should have met yesterday but didn't.

What could you have done to meet this goal?

Write a goal for tomorrow.

Write a goal for the week.

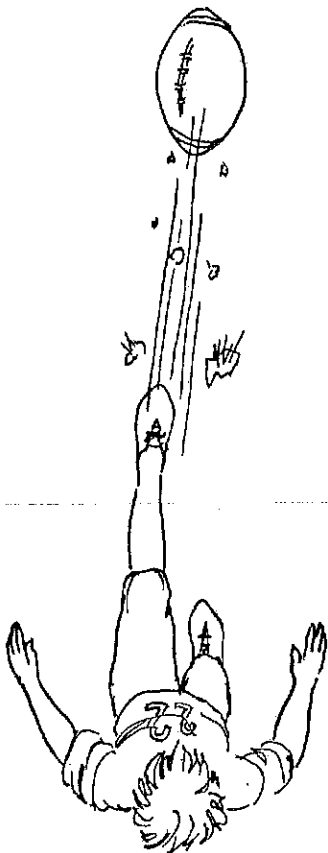
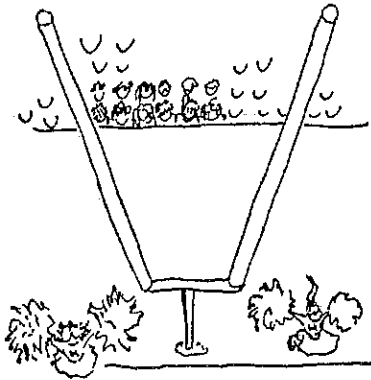
Write a personal goal that can be met by the end of the year.

List three things you must do to reach this goal.

1. _____

2. _____

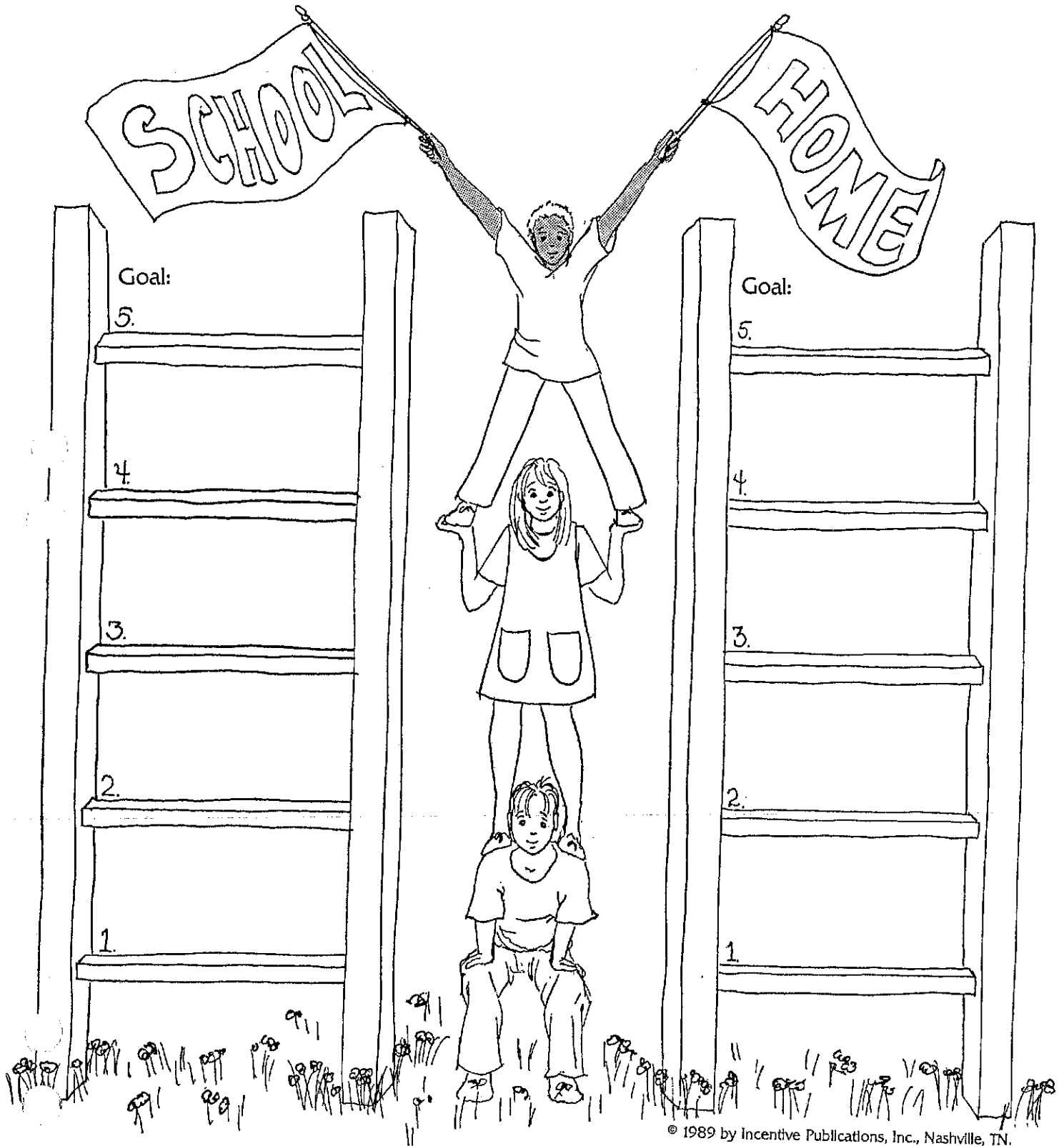
3. _____



LADDERS TO SUCCESS

After setting a goal, the next step is to plan how to achieve the goal. Practice your planning skills by completing these "ladders to success."

Select two goals you want to accomplish — one for school and one for home. Start at the bottom of the ladder and list the steps you will need to take to reach the goal.



© 1989 by Incentive Publications, Inc., Nashville, TN.

LEARNING UNLIMITED

Answer these questions about what you have learned and what you want to learn in the future.



1. What new thing did you learn today? _____

Who taught it to you? _____

2. What did you learn *more* about today? _____

Who taught it to you? _____

3. What question would you like to have answered? _____

To what person or place could you go to find the answer to this question?

4. What new skill would you like to learn in the next month? _____

Who can teach you this skill? _____

5. What would you like to learn next year? _____

Where can you learn it? _____

Who can teach it to you? _____

6. What skill can you teach someone else? _____



TURN-A-BOUITS

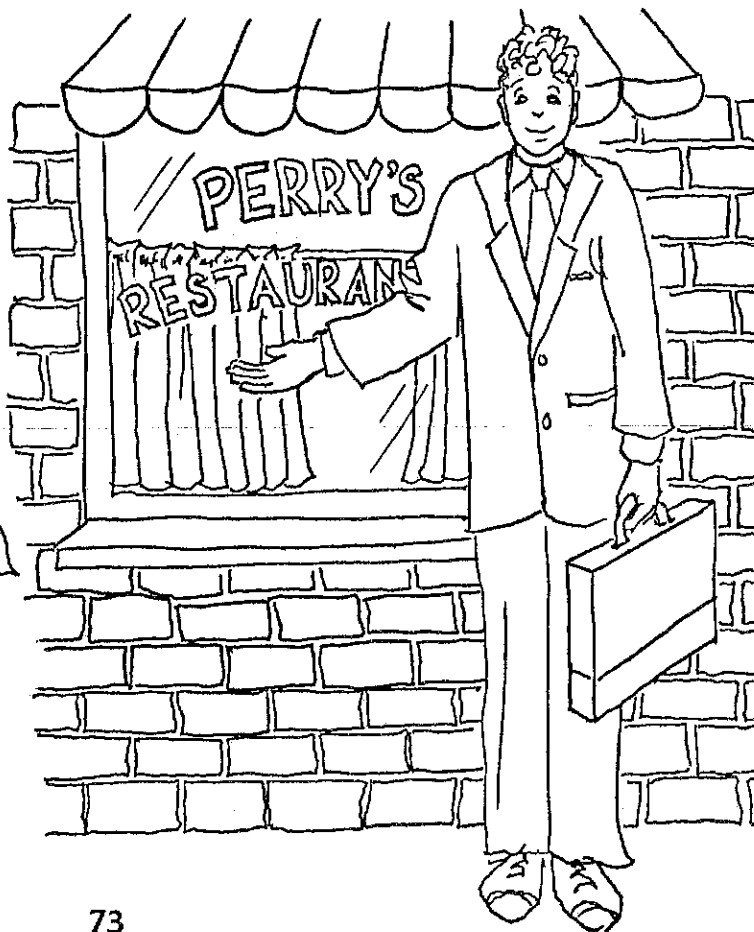
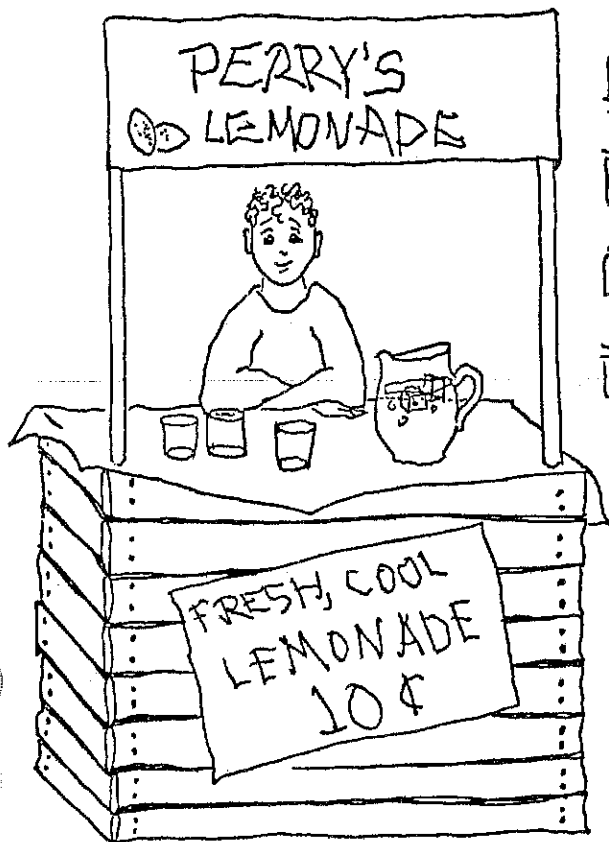
Turn a hobby into a career.
List the things you like to do in your free time.
What career could you make out of each interest?
Write the possibilities in the space provided.

Things I Like To Do
In My Free Time

A Possible Career

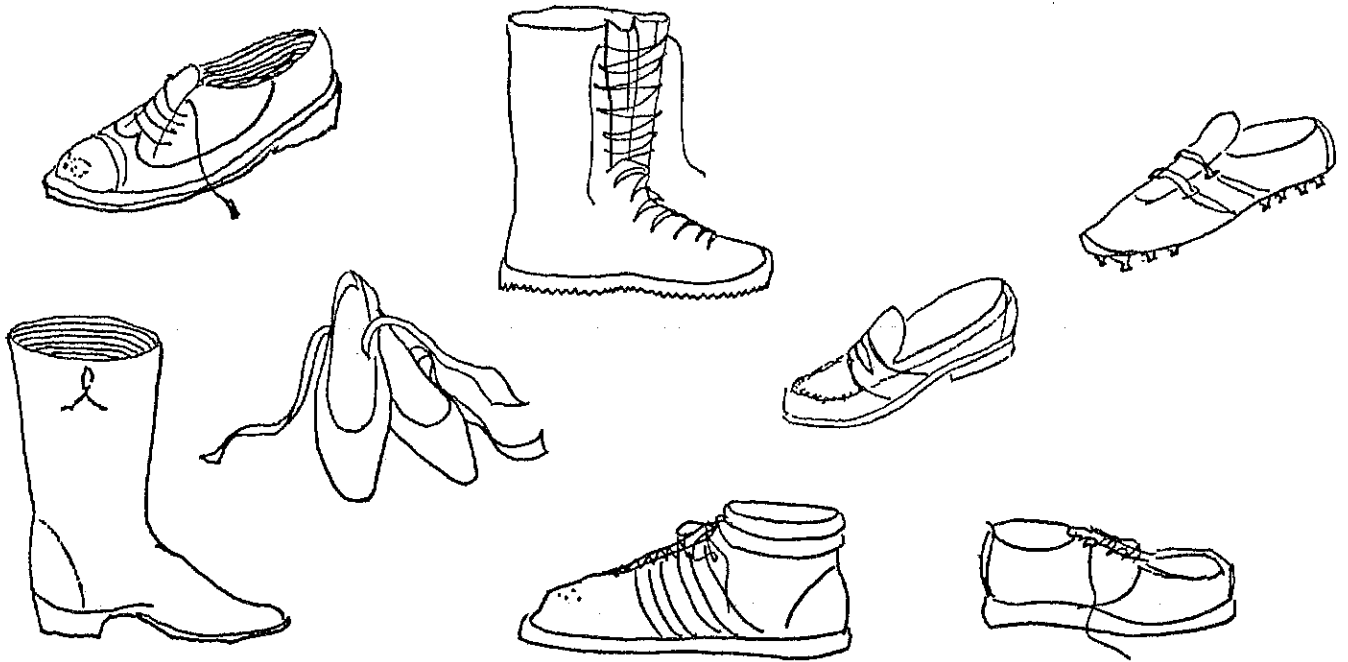
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



© 1989 by Incentive Publications, Inc., Nashville, TN.

IF THE SHOE FITS . . .



Choose one of the shoe "types" illustrated above and complete the following sentences.

The shoe I would like to wear is the _____ because

_____ .

If I wore this shoe in a future career, I might be a _____ .

Two skills needed for this career are _____

and _____ . The shoe I would least like to

wear is the _____ because _____

_____ .

If I wore this shoe in a future career I might be a _____ .

Two skills needed for this career are _____ and

_____ .

Draw another type of shoe that you would like to wear in the future.

FILLING THE WORK BILL

1. List the traits that can lead to success on the invoice on the right.
List the traits that can lead to failure on the invoice on the left.
2. Check the success traits you have with a red crayon.
Check the failure traits you have with a green crayon.
3. Record the number of checks on each invoice.
4. Write three sentences telling how you might improve your "work bill."

tardy
hard working
punctual
thrifty
alert

careless
regular attendance
abusive of equipment
lazy
inattentive

polite
rude
wasteful
independent
inconsistent

FAILURE

INVOICE

failure traits

SUCCESS

INVOICE

success traits

© 1989 by Incentive Publications, Inc., Nashville, TN.

SKILL SCAN

Complete this skill inventory by listing your present skills, your future skill goals, and the things you need to do to reach your goals.

Topic: SPORTS

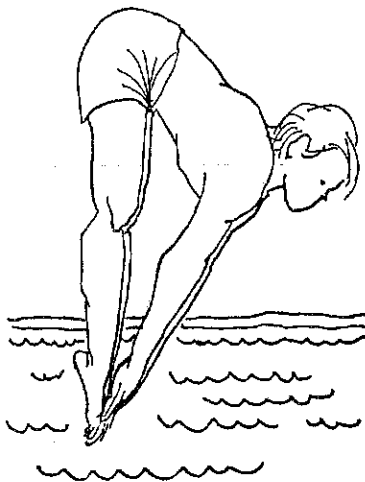
Present skills:

I am able to _____ .

Future Goal:

I want to be able to _____ .

To reach my goal I must _____ .



Topic: SCHOOLWORK

Present skills:

I am able to _____ .

Future Goal:

I want to be able to _____ .

To reach my goal I must _____ .



Topic: BEHAVIOR

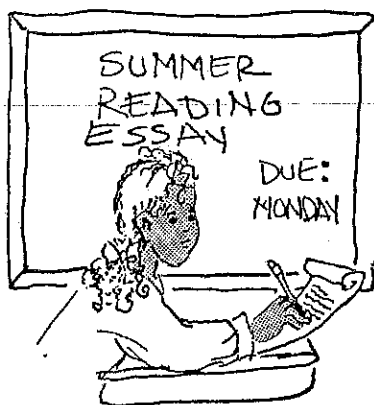
Present skills:

I am able to _____ .

Future Goal:

I want to be able to _____ .

To reach my goal I must _____ .



Topic: HUMAN RELATIONSHIPS

Present skills:

I am able to _____ .

Future Goal:

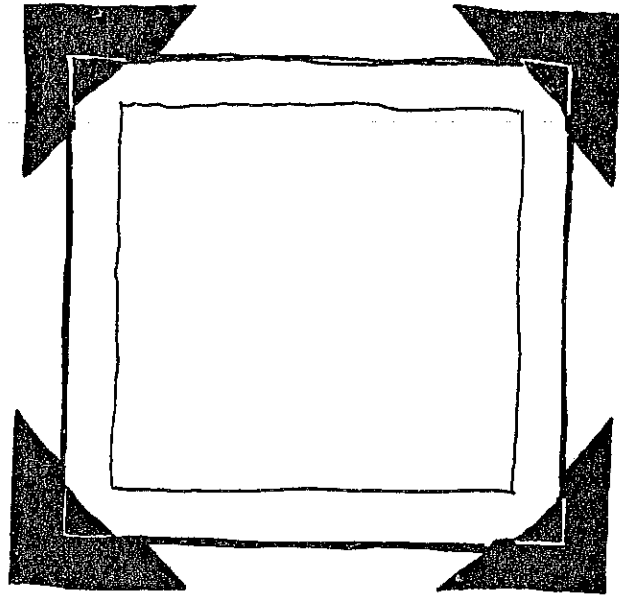
I want to be able to _____ .

To reach my goal I must _____ .

PHOTO ALBUM

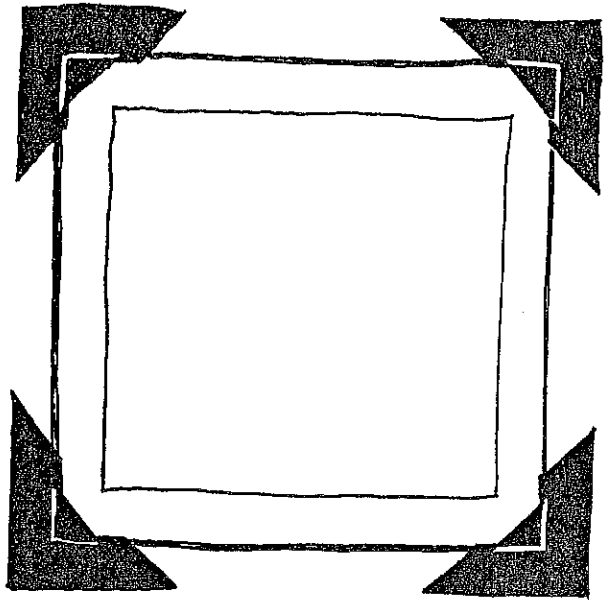
Imagine what your life might be like when you are 29 years old.
Answer these questions and "illustrate" the photo album.

My job in 20 _____



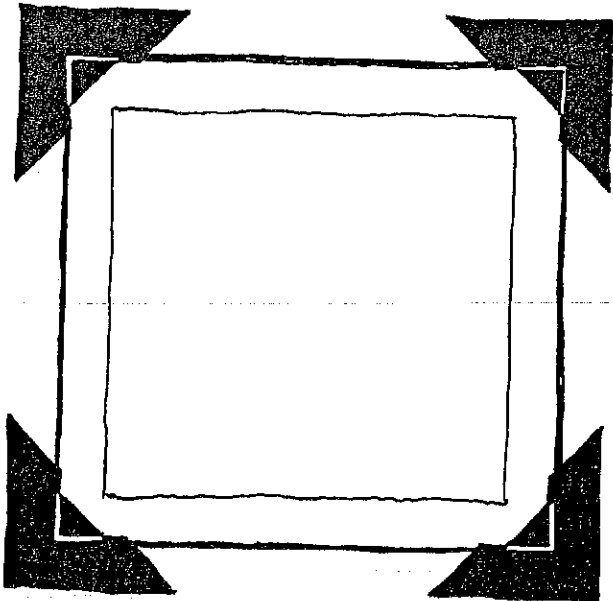
What kind of job will you have?

My home in 20 _____



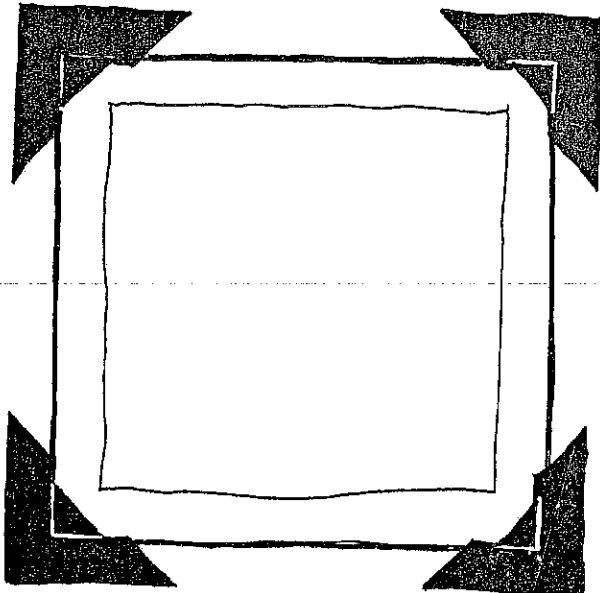
Where will you live?

My car in 20 _____



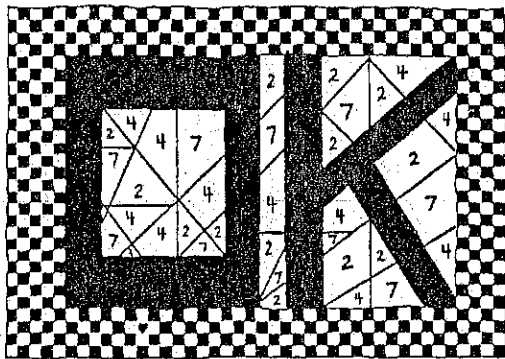
What kind of car will you own?

Me and my family in 20 _____

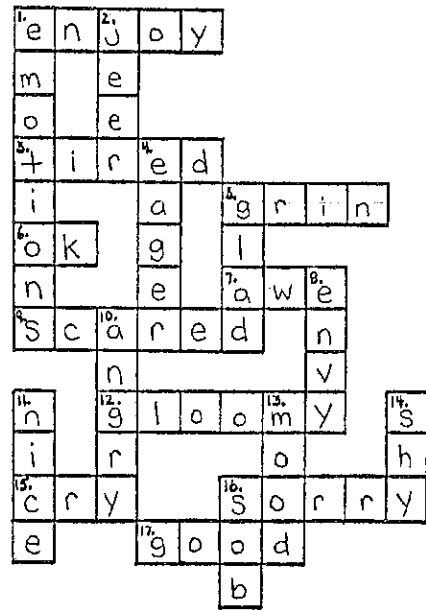


How many people will there be in your family?

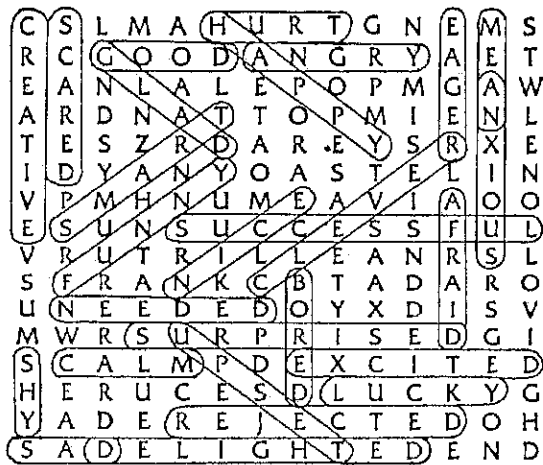
Page 21:



Page 23:



Page 28:



Page 65:

Coded Message: Me and you = us

