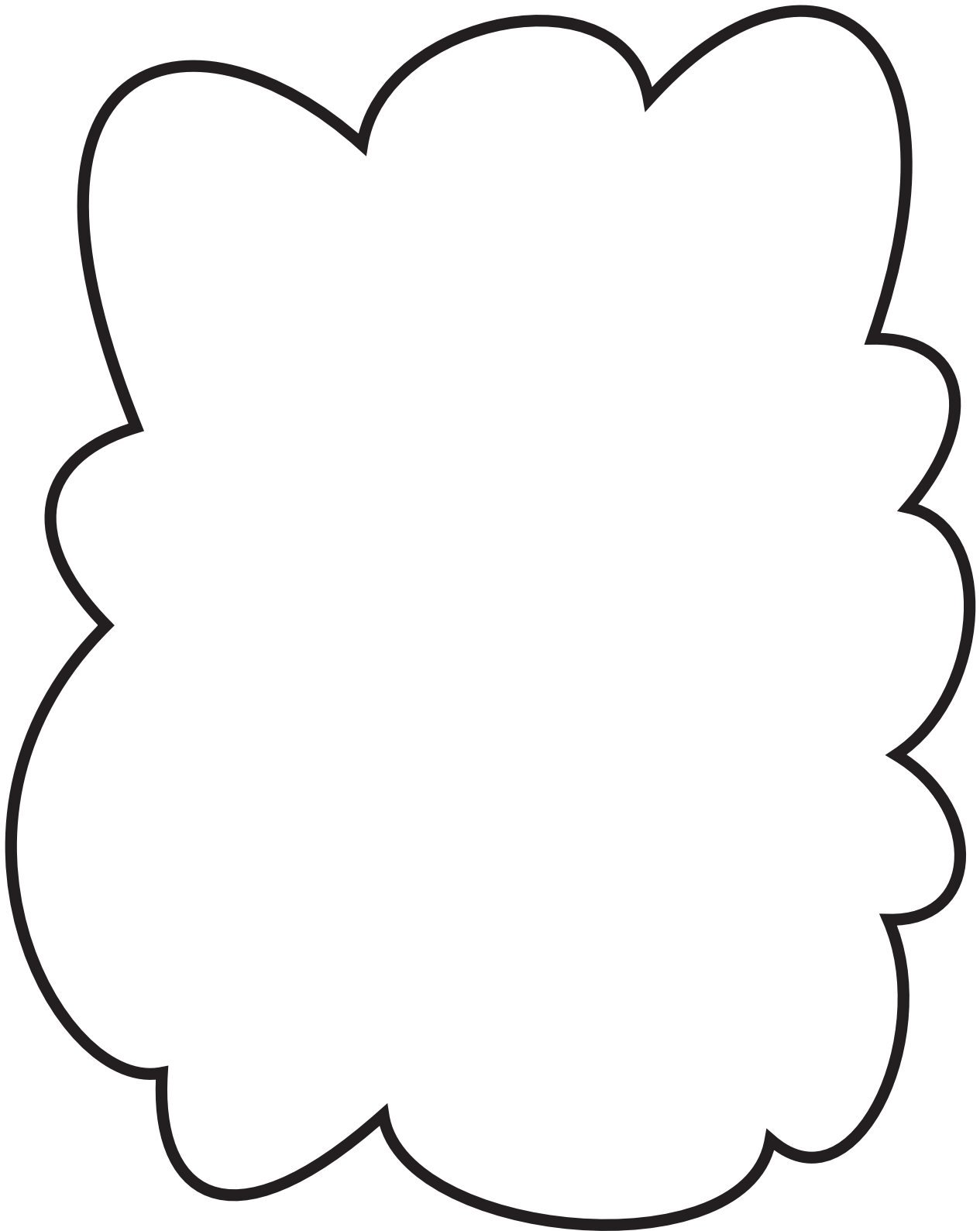


# CLOUD NINE



# THE MAYA LIN STORY

BY JOSHUA GUILD

What would you do if somebody told you that you couldn't do something because you were too young, or because of your gender? How would you react if people questioned whether you were good enough or smart enough for something because of where your parents were born? When she was just 21 years old, a woman named Maya Lin had to face just such a situation. Remarkably, she was able to overcome the negativity directed at her, using her talent, courage, and strong vision to become one of the most respected architects in the world.

Maya Lin grew up in the town of Athens, Ohio. Her parents were born in China and had both immigrated to the United States. Her father, Henry Lin, was an artist and her mother, Julia Lin, a poet. Both of Maya's parents were professors at Ohio University.

In school, Maya was a good student who excelled in both math and art. She was accepted to Yale University in Connecticut, where she hoped to study sculpture and architecture. Unfortunately for Maya, she had to choose one over the other. She decided to pursue architecture, though she always maintained her love for sculpture.

In the fall of 1980, a national competition was announced seeking designs for a new monument that was to be built in Washington, DC. Nearly 1,500 artists entered the contest to design a monument to honor soldiers who had fought in the Vietnam War. An expert panel of judges sorted through the many entries. In the end, they selected a unique and remarkable design that was unlike any other monument in Washington.

The winning design was not submitted by a famous artist, but by an unknown 21-year-old student named Maya Lin. Maya's proposal featured a long, V-shaped wall made out of polished black granite. The names of the 58,000 Americans killed or missing in action during the Vietnam War were written along the wall. The design was meant to make the viewer think of a massive book. Maya had created it as part of a class project at Yale.

Before the monument was actually built, a group of veterans organized to protest Maya's design. They had hoped for a more traditional monument made out of white marble with statues of soldiers. Many thought that the design's black color symbolized defeat or other negative feelings about the war. People also attacked Maya personally. Some protestors even used sexist and racist slurs, believing an Asian-American woman was not capable of creating an appropriate monument for the war.

Throughout all of the controversy, Maya stuck to her vision. Maya defended her design and her ideas about the monument. She believed in herself and her dream. Eventually, with some compromises, the Vietnam Veterans Memorial was built according to her design.

Soon, veterans and people who had lost family members or friends during the war began visiting the monument. Seeing all of the names etched in stone brought tears to many visitors' eyes. Maya Lin was praised for her moving and original design. Today, the Vietnam Veterans Memorial is one of the most visited monuments in the United States.

Following her triumph with the Vietnam Veterans Memorial, Maya became a highly sought-after designer. Several years later, she was hired to create a memorial for the Civil Rights Movement in Montgomery, Alabama. She has also designed works for universities, museums, and a train station.

Throughout her career, Maya has withstood criticism and stayed true to her vision in order to achieve her goals.

# GLOSSARY

## GETTING STARTED

**confidence:** 1. Trust in or reliance upon something or someone. 2. A feeling of assurance, especially self-assurance.

**consensus:** An opinion, position, or agreement reached by a group as a whole or by majority will.

**contract:** A formal agreement between two or more people, especially one that is written and enforceable by law.

**cue:** A reminder; a hint or suggestion.

**dream:** 1. Thoughts or images passing through the mind during sleep. 2. Something hoped for or imagined; a goal.

**native intelligence:** The inborn capacity to acquire and apply knowledge.

**negotiate:** To bargain with others in order to reach an agreement.

**obstacle:** Something that stands in the way or blocks progress.

**perseverance:** Sticking to a course of action, belief, or purpose; steadfastness.

**personal space boundaries:** The physical space around a person's body that serves as a comfort zone between them and others.

**preference:** The selection of someone or something over another or others.

**success:** 1. The achievement of something desired, planned, or attempted. 2. The attainment of fame or prosperity.

# FILL 'ER UP

BY LINDAMICHELLEBARON

*Fill my ego,  
Here's the cup.  
I said, fill my ego.  
I drink that up.*

*I'll smile,  
and pose, and dimple up,  
but just fill my ego.  
Here's the cup.*

*I'll talk  
and let my laugh erupt,  
but just fill my ego.  
That's what's up.*

*Say sweet words  
that won't corrupt  
but just fill my ego.  
Fill it up.*

*I said, fill my ego.  
Fill it up.  
That's right, fill my ego,  
that's what's up.  
Hey now, fill my ego,  
here's the cup.  
Come on, fill my ego.  
I drink that up.*

From *Rhythm & Dues* by Lindamichellebaron, Harlin Jacque, 1995. Reprinted with permission of the author.

# BINGO

Is good at math	Always works hard	Likes to join in activities	Can organize anything	Can use a computer
Speaks more than one language	Tells great stories and jokes	Is a good speller	Plays a team sport	Likes to read
Knows how to swim	Can play a musical instrument		Has a good memory	Is good at building or making things
Likes to make charts and graphs	Likes to figure out how things work	Likes to write	Likes to be in plays	Likes to help others
Is a good cook	Keeps a personal diary or journal	Likes to design posters and murals	Is a good artist	Is a great dancer

# JUMPING DOUBLE DUTCH

BY LINDAMICHELLEBARON

*We can double dutch turn,  
turning jumps into dance.  
Our steps are serious.  
We don't make them up by chance.*


*Some think jumping is a game.  
Jumping rope is more than that.  
Watch us tumble fast and agile,  
jumping sidewalk acrobats.*

*We can double dutch dance.  
We can double dutch sing.  
We can double dutch do about anything.*

*Double ten, twenty, thirty...  
keeping count to the beat.  
If you want to see us miss, if I were you,  
I'd take a seat.*


From *The Sun Is On* by Lindamichellebaron, Harlin Jacque, 1995. Reprinted with permission of the author.

# GETTING AHEAD (A)



<p>I drank a cola/ soda. <b>5 Steps</b></p>	<p>I ate potato chips. <b>2 Steps</b></p>	<p>I drank coffee. <b>5 Steps</b></p>	<p>I ate cookies. <b>4 Steps</b></p>
<p>I ate string beans. <b>7 Steps</b></p>	<p>I ate rice &amp; beans. <b>12 Steps</b></p>	<p>I ate peanut butter &amp; jelly. <b>9 Steps</b></p>	<p>I drank orange juice. <b>7 Steps</b></p>
<p>I ate a ham &amp; cheese sandwich. <b>9 Steps</b></p>	<p>I ate an apple. <b>7 Steps</b></p>	<p>I drank a glass of milk. <b>8 Steps</b></p>	<p>I ate whole- grain bread. <b>7 Steps</b></p>
<p>I ate a baked potato. <b>8 Steps</b></p>	<p>I ate a bowl of vegetable soup. <b>11 Steps</b></p>	<p>I ate ice cream. <b>4 Steps</b></p>	<p>I ate a banana. <b>7 Steps</b></p>

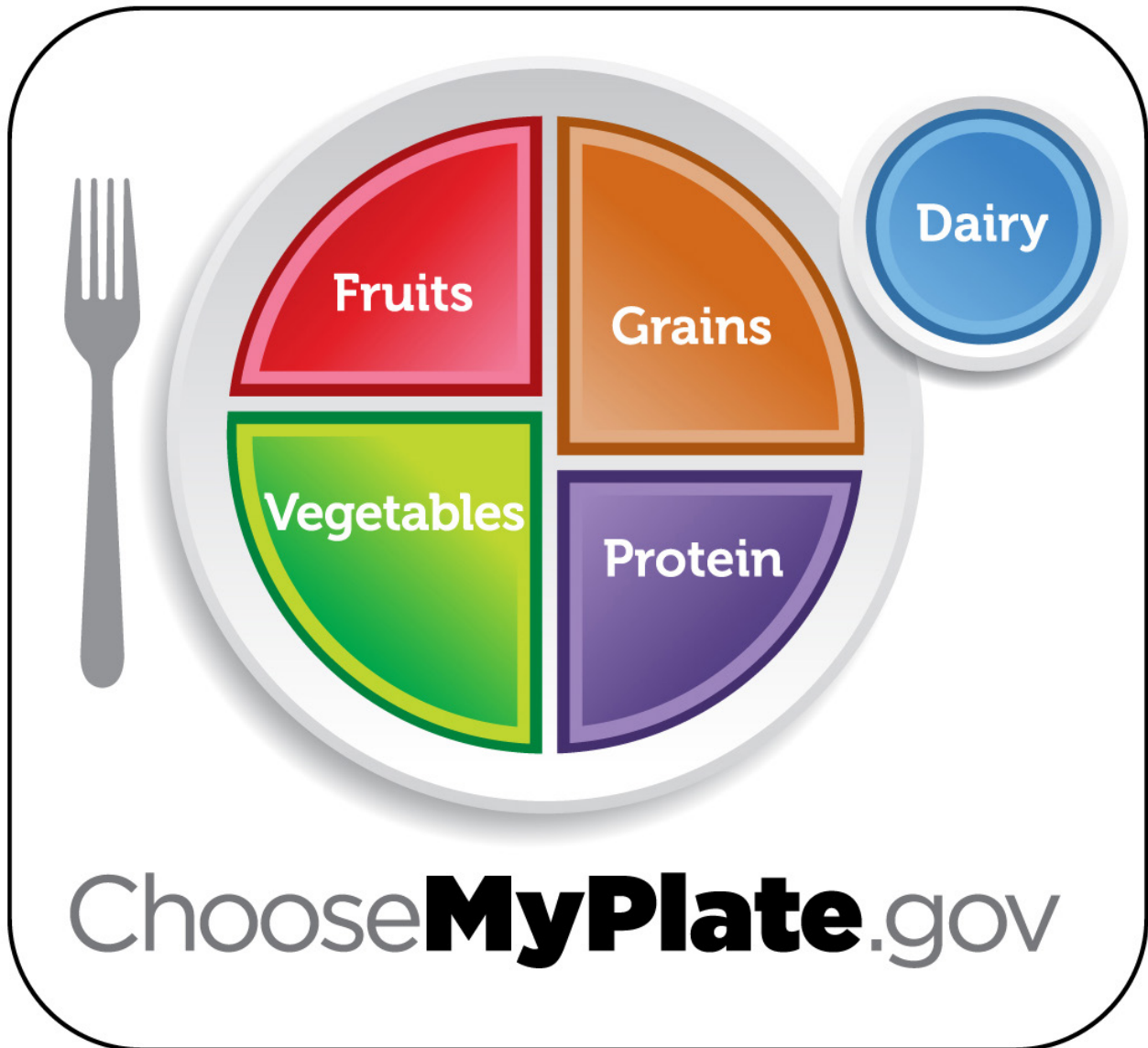
# GETTING AHEAD (B)



<p>I stayed up late watching TV.</p> <p><b>5 Steps</b></p>	<p>I rode a bicycle after school.</p> <p><b>8 Steps</b></p>	<p>I watched TV after school.</p> <p><b>0 Steps</b></p>	<p>I went to bed early.</p> <p><b>10 Steps</b></p>
<p>I played a game outdoors.</p> <p><b>10 Steps</b></p>	<p>I stayed up late doing homework.</p> <p><b>5 Steps</b></p>	<p>I ran a mile.</p> <p><b>8 Steps</b></p>	<p>I stayed up late talking on the phone.</p> <p><b>5 Steps</b></p>
<p>I went to bed early.</p> <p><b>10 Steps</b></p>	<p>I walked, instead of riding in a car.</p> <p><b>8 Steps</b></p>	<p>I stayed up late for no reason.</p> <p><b>5 Steps</b></p>	<p>I raked leaves.</p> <p><b>8 Steps</b></p>
<p>I ate broccoli.</p> <p><b>8 Steps</b></p>	<p>I ate spaghetti &amp; meatballs.</p> <p><b>10 Steps</b></p>	<p>I ate a candy bar.</p> <p><b>3 Steps</b></p>	<p>I ate a hamburger.</p> <p><b>5 Steps</b></p>



# MYPLATE



Cereal, milk, banana, orange juice

**Bedtime:**

---

---

---

---

---

---

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

[illegible]

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

[illegible]

---

---

---

---

---

---

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

---

---

---

---

---

---

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

# ONCE UPON A TIME

1. While at the zoo, you were bitten by a rare species of monkey. You are starting to feel very sick, and your doctor diagnoses you with a very serious illness. Your doctor is unsure of how to cure you, and doesn't know whether the disease is fatal. He tells you that you have to give up one of your favorite activities.
2. Because of the disease, you are hospitalized for a short time. You must lose one of your goals.
3. Because of your time off from work, you are short of cash and have to give up one of your possessions.
4. You are hospitalized again. The medical bills keep coming and you have to give up another possession.
5. You are exhausted from the illness and trying to work. You lose one of your goals and must give up an activity. Also, two important people disappear from your life, because you are no longer able to maintain relationships.
6. You are permanently hospitalized. You are allowed only one visitor and can take only one possession to the hospital with you. Discard two important people, and two possessions.
7. Your doctor finds a hospital in Europe that specializes in rare monkey bites. Once there, you will have to live near the hospital for the rest of your life in case you ever suffer from symptoms again. You must discard three of your remaining squares. Which will they be?
8. You are starting your life over again with only this person, possession, goal, or activity.

# PERCEPTIONS

*I think the fact describes* \_\_\_\_\_

*because* \_\_\_\_\_

*Was I correct?*    ☐ Yes    ☐ No

*The fact actually describes* \_\_\_\_\_

*I think the fact describes* \_\_\_\_\_

*because* \_\_\_\_\_

*Was I correct?*    ☐ Yes    ☐ No

*The fact actually describes* \_\_\_\_\_

*I think the fact describes* \_\_\_\_\_

*because* \_\_\_\_\_

*Was I correct?*    ☐ Yes    ☐ No

*The fact actually describes* \_\_\_\_\_

*I think the fact describes* \_\_\_\_\_

*because* \_\_\_\_\_

*Was I correct?*    ☐ Yes    ☐ No

*The fact actually describes* \_\_\_\_\_

# LIVIN' IN THE U.S.A.

## How do visitors rate our country?

**Seven American Field Service exchange students who attended school here for a year have strong feelings about America. They shared their views with *React* reporter Sandy Fertman before returning to their own countries.**

### What's the main difference between American teens and teens in your country?

**Fah:** I'm from Thailand, and Americans are more individual. They just do whatever they want. They follow what they are interested in and work hard for it.

**Celine:** Teens here are friendlier than in France.

**Roberto:** I'd say teens here take stuff more seriously, like sports and jobs. They're more competitive than in Italy.

**Teresa:** I don't want to generalize, but kids here tend to take things for granted. For example, they'll say, "Oh, I messed up my car, but my dad has insurance to cover it." In New Zealand, we use public transportation.

**Oboshie:** I think teens here are a bit rude to the teachers. In Ghana, it's not like that. You have to respect, and if you get in trouble with a teacher, it's a big deal there.

**Tim:** Expectations for American teens to succeed in life are a lot higher than in Australia.

**Diego:** Kids here are more into material things than teens in Paraguay.

### What was your favorite thing to do in the United States?

**Fah:** Swing dancing.

**Teresa:** Going to WNBA and baseball games.

**Roberto:** I really liked the school pride. If there is a soccer game or a play, everybody goes. They're all into it.

### Is there anything you don't like about the United States?

**Teresa:** I think Americans are too "sue-happy." Wasn't there a lady burned by a cup of coffee from McDonald's and she sued? Of course it was hot! She needed to be told that? It's just too easy to call up a lawyer here.

**Diego:** There's too much takeout food here. Also, I think people are too into making money. Like my host family—I love them, but they were working all the time. It's kind of weird.

**Celine:** On the news, it's America, America, America, and they don't care about other countries. I didn't hear anything about France until the death of Princess Diana!

### Is school more difficult here?

**Celine:** It's less difficult! You can choose the subjects you want.

**Tim:** The workload is the same, but it's easier to get your work done in class so you don't have any homework. And it's easy to get good grades.

**Oboshie:** In Ghana, you have to wear a uniform. And you have up to 13 different classes every day.

### What do you think about the way Americans dress?

**Fah:** They wear what looks good on them and what they like. They don't all dress the same. It's very cool.

# LIVIN' IN THE U.S.A.

(CONTINUED)

**Roberto:** Everybody wears baggy pants here. In Italy, they wear tight jeans. I liked the bleached hair, too.

**Oboshie:** I think body-piercing is too much. In Africa, if you have four earrings, they think you are a prostitute.

**Tim:** In Australia, if you wear makeup to school, you're a bit of a tart. Here, when I first saw all of these girls with makeup, I was like, "Wow!" It really made them look good.

**Fah:** I really liked the henna tattoos. If I did that in my school at home, I'd get in trouble. And no colored hair. Some schools don't even allow long hair!

## Do American teens have more freedom than teens in your country?

**Diego:** I think there is less freedom here. We don't have a drinking or smoking age in Paraguay, and you can smoke in bars, too. Here, kids are so repressed about drinking that when they finally can, they drink as much as possible! It would be better if they didn't have a drinking age, because it's no big deal to drink in Paraguay.

## What's your favorite American food?

**Tim:** Burgers, even though we have them in Australia.

**Celine:** Tacos, because we don't have them in France.

**Oboshie:** I also like french fries and lasagna. The food in Ghana is much more healthy. It's not like lumps of fattening food.

## How is dating different here?

**Fah:** Here, I would say that dating is more about making out. People touch a lot. In Thailand, you just go out. And you don't do anything in public there.

**Teresa:** I walked down the hallway at school and I had to cover my eyes! Here, there's more emphasis on couples doing things together. It's very different in New Zealand. Dating is meant for after-school hours, and it's always a group thing. Even when you go to dances, you all go together.

**Roberto:** In Italy, we don't have school dances and don't buy flowers for girls. When I wore a tuxedo to the Winter Ball here, I felt like James Bond. It was great!



\*Reprinted with permission from *React* magazine. Copyright 1998, Advance Magazine Publications, Inc. Uses: Copy machine, opaque projector or transparency master for overhead projector. *React* magazine grants permission to reproduce this page for use in classrooms.

Confidence Building Middle School



# GLOSSARY

## CONFIDENCE BUILDING

**concept:** Something formed in the mind; a thought, notion, or plan.

**dignity:** 1. The quality of being worthy of esteem or respect. 2. Poise and self-respect.

**effect:** 1. To bring about or implement. 2. Influence or result; a change.

**judgment:** 1. The formation of an opinion after consideration or deliberation. 2. The capacity to form an opinion by distinguishing and evaluating. 3. A decision, opinion, or conclusion.

**perception:** 1. Insight, intuition, or knowledge gained by perceiving. 2. Way of seeing or understanding.

**personal power:** A person's ability or capacity to perform or act effectively; a person's ability to produce results.

**respect:** 1. To feel or show regard, honor, or esteem. 2. Regard shown toward a person or quality.

**stereotype:** 1. An oversimplified image or opinion. 2. A person or thing that is regarded as conforming to a set image or type.

**strategy:** A plan of action to accomplish a specific goal.

**symbol:** 1. Something chosen to stand for or represent something else. 2. A printed or written sign used to represent something.

# CHECK YOUR GRIP

Check whether you agree or disagree with each statement below. Then follow the directions at the bottom of the page to rate how well you understand the power of your words.

	AGREE	DISAGREE
Hearing angry words first thing in the morning can ruin my day.		
Words of praise always make me feel great!		
I know I can upset someone by calling him or her a name.		
Compliments usually embarrass me, but I like them anyway.		
It's sometimes easier to blame someone else than to explain what really happened.		
I hate how it feels when someone puts me down.		
I know it hurts others when I put them down.		
Sometimes I say things that I don't mean.		
It's usually better to say hello than to pretend you don't see someone.		
It's always better to say, "Excuse me," than to say, "Get out of my way."		
I can use words to make someone smile.		
I sometimes find it difficult to say what I mean.		
I can be nice with words.		
I can be mean with words.		
<b>TOTAL</b>		

Add the number of checks in the "Agree" column, and write the total at the bottom. Then match your score with one of the ratings below. Your rating will tell you how well you understand the power of words.

11-14 = TOTALLY IN TOUCH  
 7-10 = PRETTY GOOD GRASP OF IT  
 4-6 = BARELY IN TOUCH  
 0-3 = DON'T HAVE A CLUE



# GLOSSARY

## MODULE ONE: COMMUNICATION

**active listening:** Focused attention on a speaker, followed by confirmation of and a response to what is said.

**aggressive:** Behaving in a hostile manner; likely to attack or start a fight.

**assertive:** Behaving or communicating in a clear and positive manner; confident.

**body language:** Gestures, facial expressions, and body postures that communicate how someone is thinking and feeling.

**conflicting messages:** Communication in which the words do not match the actions; confusing communication.

**convey:** To communicate or make known.

**cue:** A reminder; a hint or suggestion.

**debate:** 1. To consider something. 2. To engage in a formal argument to discuss opposing points.

**effective:** 1. Having an intended result or accomplishment. 2. Producing a strong impression or response.

**gesture:** Movement of part of the body to express ideas and feelings.

**nonverbal messages:** Communication of one's thoughts and feelings through gestures, facial expressions, and body postures.

**passive:** 1. Receiving an action without responding. 2. Accepting without resisting. 3. Not participating or acting.

**personal inventory:** A detailed list or survey of one's own thoughts, attitudes, and inner feelings.

**role-play:** To act out the social behavior of a particular individual or character.

**scenario:** An outline or plan of an expected sequence of actions or events.

# HOT OR COLD?

**Fill in the blanks to show who really made each decision. Write “hot” if Chris made the decision herself. Write “cold” if she actually let someone else make it for her.**

1. Hi! My name is Chris, and I got a job at the supermarket on Saturdays. I got a job at this store because you can work in a different area of the store every week.  
\_\_\_\_\_
2. My first week, I worked in the meat department because my friend Sal works there, and he said that all the cool people work there. \_\_\_\_\_
3. But I didn’t know that when you work in the meat department, you have to mop the floor three times a day. Another person I know said she liked working in the produce department, so I started working there the next week. \_\_\_\_\_
4. But you spend a lot of time in produce spraying water on the vegetables to keep them fresh. I get sick pretty easily, and I knew I’d get a cold from all that cold water. So, the next week I moved to the dairy department. \_\_\_\_\_
5. Have you ever noticed how people always read the back of the milk cartons, and then the cartons slip out of their hands, fall to the floor, and break? Well, guess who cleans it up! My friends at the store told me that there wasn’t a lot to do in the cereal department, so the next week I moved there. \_\_\_\_\_
6. But it was so boring! There was really nothing to do, and I like having something to do. I started thinking about how I like working with numbers and talking to people. Now I’m running the cash register. \_\_\_\_\_
7. And I’m not going to change departments next week. \_\_\_\_\_

Answer Key: 1. hot 2. cold 3. cold 4. hot 5. cold 6. hot 7. hot

# MYSTERY PERSON #1

MIKA LEE

- ❖ You were born in Winnipeg, Manitoba. (Manitoba is a province in central Canada. Winnipeg is a city in southern Manitoba, not far from the U.S. border.)
- ❖ Your birthday is October 2.
- ❖ You have no middle name.
  
- ❖ You moved to the United States with your family last summer.
- ❖ You have one sister and one brother.
- ❖ Your sister is older than you, and your brother is younger.
- ❖ Most of your relatives live in Manitoba, but you have an aunt, uncle, and cousins who live in Fiji.
- ❖ Your family has two pets: a dog named Mister and a gerbil named Spike.
  
- ❖ You speak French as well as English.
- ❖ Your favorite foods are spaghetti, peanut butter and jelly sandwiches, and ice cream.
- ❖ Your favorite color is orange.
- ❖ Your favorite sport is hockey.
- ❖ You like to ice-skate, swim, and ride your bike.
- ❖ You also like to collect stamps from around the world and draw.
  
- ❖ You would like to be a veterinarian someday.
- ❖ You would also like to be a professional figure skater.
- ❖ You would like to travel around the world someday.

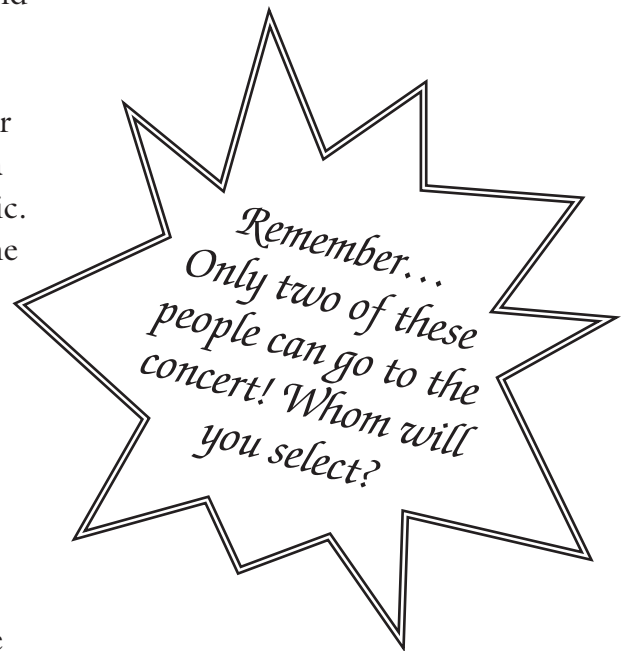
# MYSTERY PERSON #2

JERRY SOLO

- ❖ You were born in Cordoba, Argentina. (Argentina is a country in southern South America. Cordoba is a city in north central Argentina.)
- ❖ Your birthday is February 28.
- ❖ Your middle name is Rawson, which is your mother's maiden name.
  
- ❖ You are an American citizen, but you were born in Argentina. Your family moved back to the United States when you were four years old.
- ❖ Your family moved here on account of your father's new job.
- ❖ You have one sister.
- ❖ Your sister is younger than you.
- ❖ Your grandparents and most of your other relatives live near you.
- ❖ Your family has no pets.
  
- ❖ You speak English and some Spanish.
- ❖ Your favorite foods are burritos, pizza, and steak.
- ❖ Your favorite color is purple.
- ❖ Your favorite sport is soccer—you have played it since the age of four.
- ❖ You also like to play basketball, and you are learning to swim.
- ❖ You love to read adventure and mystery stories, go to movies, and cook.
  
- ❖ You would like to be a pilot someday.
- ❖ You would also like to be an actor or a chef.

# THE FRIENDS

- ❖ For as long as you can remember, this friend has been to your birthday parties. He is always there to listen when someone needs a friend. He is the only one in your group of friends who has never been to a concert, and he doesn't really enjoy music. He wants to go to this concert because he doesn't want to miss out on any fun.
- ❖ This friend is a great storyteller and tells hilarious jokes. This is her favorite band, and she has been talking about the concert for months. She is always fun to be with, but she shoplifts every time you go somewhere. Part of the reason she can't wait to go to the concert is because she is excited about the items she will steal from vendors there.
- ❖ This friend is very responsible and street smart, and everybody's parents love her. If she goes to the concert, you can all stay out later. Parents feel that if this friend goes to the concert, you will all be safe. She is also somewhat of an outsider; she isn't always fun to be with. Lately, she has been spending less time with the group.
- ❖ This friend has the most money in the group, and always spends it on his friends. You know that if he goes to the concert, he will buy you souvenirs and food. This friend also has an early curfew. If he goes to the concert, you all have to leave the concert early.



## FINAL ANNOUNCEMENT

These two people will go to the concert:

- 1.
- 2.

# MAKE IT EASY

<b>Question:</b>		
<b>OPTIONS</b>	<b>CONSEQUENCES</b>	<b>+ or -</b>
1.		
2.		
3.		
4.		
<b>Decision:</b>		

# AGAINST ALL ODDS

## Liberty Franklin leads the Boys & Girls Clubs as its Youth of the Year.

When she was younger, Liberty Franklin would come home after school to a dark apartment and find her alcoholic mother sobbing. She never met her father and lost her only picture of him. Her older brothers were in and out of jail, and her older sister was a drug addict.

Liberty, now 17, grew up with a lot of pain. But she didn't let it bring her down. "I weighed things out," she says. "I decided I wanted a better future for myself."

How did she pursue this? In sixth grade, when her friends began drinking, Liberty began going to the local Boys & Girls Clubs for help with her homework. There, she says, "the staff members took me under their wing. At the club, I was able to get away from the drug peddling and violent gangs on the street and the negative things in my family."

At the club, she tutored children and helped organize events like Breakfast With Santa and a back-to-school clothing drive. She also joined a leadership group for girls, where they talked about things "like peer pressure and family life," Liberty says. She gained confidence, enough to speak honestly

to her mother and persuade her to stop drinking. "Now she's in her third year of sobriety," Liberty says proudly.

Liberty also began taking more responsibility at home. To help out financially, she worked as a bank teller and fast-food cashier even as she kept up with her schoolwork.

Now a senior at Everett (Wash.) High School, she's ranked as one of the top students in her class. This spring she will be the first one in her family to graduate from high school.

For her leadership and academic efforts, in September Liberty was named the Boys & Girls Clubs' National Youth of the Year and was given a \$10,000 scholarship.

As the representative of 3 million club members, she has met President Clinton and will travel around the country to discuss important youth issues with business and government leaders.

Liberty says her goal is to help boys and girls overcome obstacles such as poverty, crime and family problems.

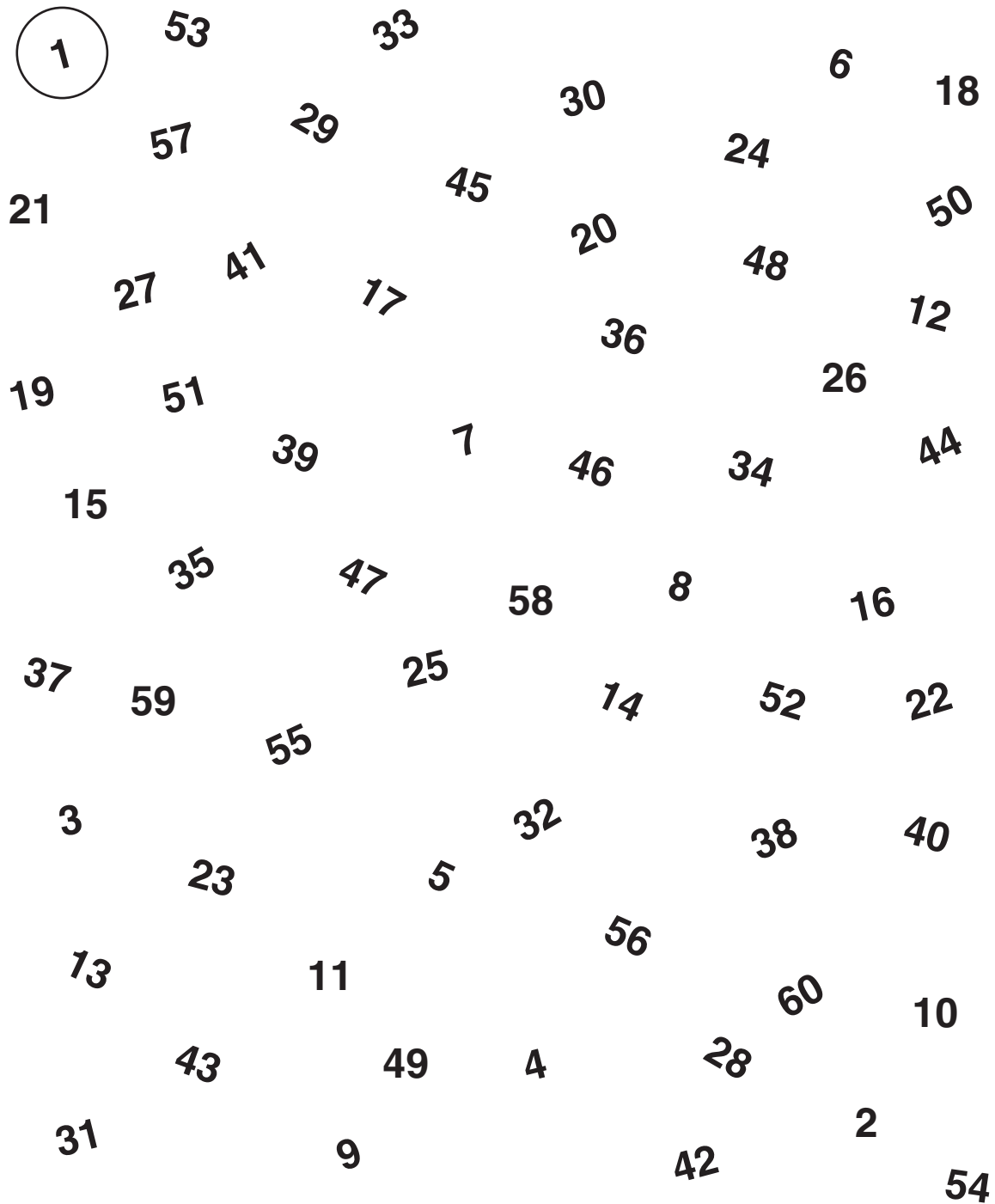
"All I've done is to avoid the cycles of negativity. Little did I know I was leading my life by example," she says. "Now I'm proving to my peers that they can do it, too."

—Nancy Vittorino

**"At the club, I was able to get away from the drug peddling and the violent gangs."**

\*Reprinted with permission from *React* magazine. Copyright 1998, Advance Magazine Publications, Inc. Uses: Copy machine, opaque projector, or transparency master for overhead projector. *React* magazine grants permission to reproduce this page for use in classrooms.

# CIRCLE ME!





# GLOSSARY

## MODULE TWO: DECISION MAKING

**alternative:** 1. Another possibility. 2. An opportunity to choose among options.

**analyze:** To separate into parts so as to determine the nature of the whole; examine in detail.

**appropriate:** Suitable for a particular person, condition, occasion, or place; fitting.

**choice:** 1. The act of choosing; selection. 2. The power, right, or liberty to choose. 3. An option or alternative.

**consequence:** 1. Something that naturally follows from an action or condition. 2. A logical conclusion.

**hypothetical:** Based on a temporary explanation of something which is assumed as true until all the facts are brought into consideration.

**informed decision:** A decision based on reliable information.

**process:** 1. A series of actions, changes, or functions bringing about a result. 2. Progress; passage.

**pros and cons:** The positive and negative reasons for and against something.


**proverb:** A short, familiar saying that very simply captures and expresses some truth or piece of wisdom.

**relevant:** 1. Having a connection with the matter at hand. 2. Fitting or suiting given requirements.

**weigh options:** 1. To balance different possibilities in the mind in order to make a choice; ponder or evaluate. 2. To examine alternatives.

## VALID GOALS

List three goals in the left column. Evaluate them, one by one, by answering yes or no to each question. If the answer “no” ever occurs, revise the goal to make it valid.

 <b>Goals</b>	<i>Is it personal?</i>	<i>Is it realistic?</i>	<i>Are the consequences positive?</i>	<i>Does it have a deadline?</i>	 <b>Revised Goals</b>
1.					
2.					
3.					

## STEP THIS WAY

Decide that you  
want to be on  
the basketball team.

\_\_\_\_\_

Eat well and make  
sure to get plenty  
of rest the week  
before tryouts.

\_\_\_\_\_

Find someone who  
can help you  
improve the skills in  
which you're having  
trouble.

\_\_\_\_\_

Be chosen for the  
basketball team.

\_\_\_\_\_

Start practicing,  
and find out when  
tryouts are.

\_\_\_\_\_

Try out for the  
basketball team.

\_\_\_\_\_



ON YOUR WAY

Long-Term Goal

1. Write one of your long-term goals in the top box.
2. Think about the steps you need to take before you can achieve this goal. List the steps on the back of this activity sheet; then number them in the order in which they should be done.
3. Fill in the boxes with the stepping-stone goals that will help you reach your goal.

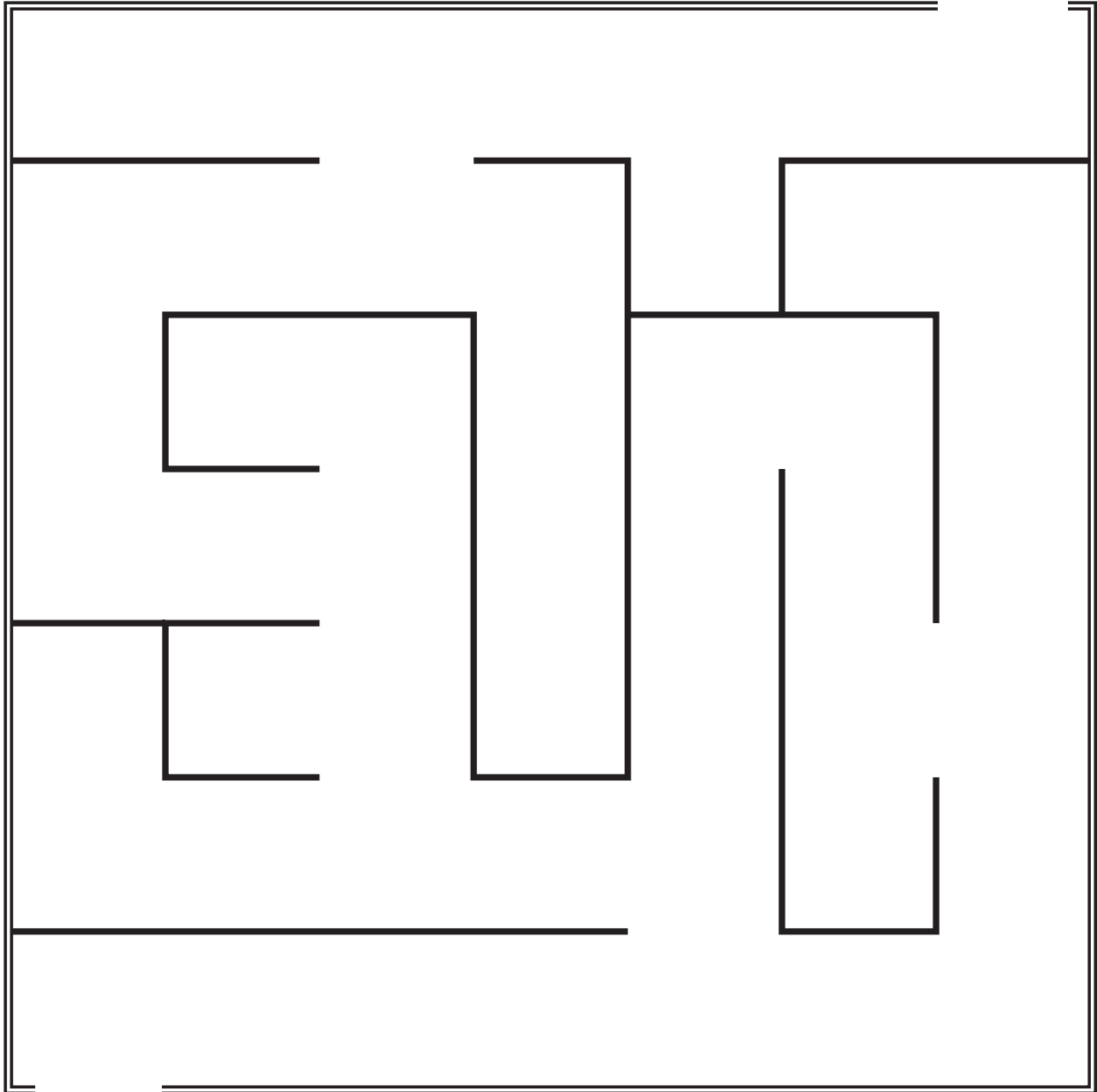
# A SELF-SURVEY

When you say “I will,” but then you <b>don’t</b> , is it because...	<b>No</b>		<b>Yes</b>	
	Never	Sometimes	Usually	Always
1. you’re afraid that you won’t be good enough?				
2. a family member will put you down?				
3. you just wanted to please someone else?				
4. friends will think you’ve become weird?				
5. you’ve said “I will” to too many things already?				
6. you have trouble saying no to some people?				
7. you’re not sure you can?				
8. you wanted to, but nobody else did?				
9. you didn’t want to do it in the first place?				
10. you just blew it off?				

If you answered yes to five or more questions, chances are you’re too hard on yourself! Ease up and stop worrying so much about what others think. Your opinion counts, too! Have a little more faith in yourself.

If you answered no to more than five questions, keep going for it! You might want to check that your competitive side doesn’t get the best of you. Otherwise, be sure that your actions are in your own best interests.

# THE MAZE



# THE HARD WAY

**Making it to the NBA is not as easy as a Kobe Bryant-style jump from high school. Just ask minor-league star Moochie Norris.**

**Melting snow is dripping** onto the basketball court from a hole in the roof. Empty wooden seats outnumber fans in the upper deck. The hip-hop dancing of nerd entertainer Myron Noodleman gets bigger cheers than the two teams on the basketball court. Welcome to a cold January night in Indiana, as the Fort Wayne Fury battle the Rockford (Ill.) Lightning. Welcome to the NBA's minor league, the Continental Basketball Association.

The Fury's Moochie Norris, a CBA star with NBA dreams, is at the free-throw line. With just seconds left in the tie game, the 6-foot-1 point guard has got one shot at winning. But the ball hits inside the rim and bounces out. Close, but not close enough. It's the same with 25-year-old Norris—too good for the minors, not good enough for the big time. “But if I give up on my dream,” he says, “there’s no use in me playing at all.”

Norris' journey is the opposite of Kobe Bryant's high school-to-pro shortcut. The nine-team CBA has 90 players like Norris, all hungry for the phone call that went to players like John Starks, Mario Elie and Chris Childs: “We want you to come play in the NBA.”

Norris, as the CBA's hottest player, is agonizingly close to achieving the NBA goal that his father instilled in him at the age of 6. After climbing out of his rough Washington, D.C., neighborhood, he bounced around to a few colleges, playing well enough to be drafted by the Milwaukee Bucks as the 33rd pick overall in the 1996 NBA Draft. “I was speechless,” Norris says. But just before the season started, they cut him.

Then the CBA called, a league he'd never heard of before. “I saw it as a second chance to

prove myself. It's not the NBA, but it's professional basketball,” he says. The CBA's week-to-week contracts, however, average \$1,700 and travel is sometimes done by bus. The average NBA weekly paycheck is slightly more, \$140,000, with plenty of private luxury jets to go around. “Friends and coaches from my neighborhood were like, ‘You're gonna make it to the NBA. Just work hard. Don't ever stop,’” Norris says.

Norris played for the CBA's Florida Beachdogs, then the Fury, usually in front of a few thousand fans and two or three NBA scouts. In the past two years, he even played in pro leagues in France and Chile during the CBA off-season. “Every time I take the court, I want to try to get better,” he says.

Fort Wayne Fury coach Keith Smart thinks Norris' work ethic will pay off. “It's a matter of some NBA team saying, ‘We're gonna give him a shot,’” Smart says. “Because he can outplay a lot of the backup players that are there.”

That's all Norris wants. “I don't expect to get called up to the NBA and be a star,” he says. “If I could just get there, the rest will handle itself.”

One week after the Rockford game, the Seattle SuperSonics give him The Call. He tries out and barely makes their roster. In the NBA's opening weekend on an electric February night before a sellout crowd of 17,000, Norris comes off the bench in the fourth quarter, Sonics down by 10. He coolly launches four straight three-pointers. Each shot goes in. “I just needed a chance,” he says. “My dream came true.” Welcome to the NBA.

**—by Chris Tauber**

\*Reprinted with permission from *React* magazine. Copyright 1999, Advance Magazine Publications, Inc. Uses: Copy machine, opaque projector or transparency master for overhead projector. *React* magazine grants permission to reproduce this page for use in classrooms.

# GLOSSARY

## MODULE THREE: GOAL SETTING

**assess:** 1. To determine the value or significance of; appraise. 2. To evaluate.

**criteria:** Standards, rules, or tests.

**goal:** The purpose toward which an endeavor or effort is directed.

**objective:** Something worked toward or aimed for; a goal, purpose, or destination.

**persevere:** To persist in any purpose or enterprise; continue striving in spite of difficulties.

**procrastination:** To put off doing something until another time, especially out of habitual carelessness or laziness.

**realistic:** Tending to or expressing an awareness of things as they really are.

**reassess:** To determine again the value or significance of.

**revise:** 1. To prepare a newly edited version of (a text). 2. To reconsider and change or modify.

**valid:** 1. Producing the desired results. 2. Based on evidence that can be supported.



# STRESS FACTORS

## Stress Creators

- ☐ tests
- ☐ trouble in the family
- ☐ secret activities
- ☐ fear of danger
- ☐ arguments
- ☐ confrontations
- ☐ divorce
- ☐ friendships
- ☐ personal values
- ☐ problems at school
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

Can Lead To . . .

## Ways to Reduce or Relieve Stress

---



---



---



---



---



---



---



---



---



---

## Signs of Stress

- ☐ headaches
- ☐ anger
- ☐ eating or sleeping too little
- ☐ eating or sleeping too much
- ☐ lack of energy and interest
- ☐ intolerance
- ☐ frustration
- ☐ isolation
- ☐ poor concentration
- ☐ tension
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

# SAM'S SCHEDULE

Sam is 16 years old and wants to run a yard-care service this summer. He has already started by promising to cut lawns on Saturdays for three people in his neighborhood. Sam charges \$20.00 to mow a lawn and bag leaves and grass. It takes about an hour and a half for Sam to tend to each yard.

This weekend, Sam has a few other activities to complete. On Saturday night, Sam is going to the movies at 7:00 with two of his friends. He's also promised to help his father by cleaning his own room and the bathroom, washing the car, and babysitting his little sister for a few hours on Sunday. Sam wants to buy a present for his best friend's birthday next week. Also, his teacher told him that if he makes some changes on his midterm paper and hands it in on Monday, he can raise his grade from a C to a B.

Sam's head is spinning! Can he get everything done this weekend?

## HELP SAM MAKE A PLAN.

- List all his tasks.
- Number the tasks in order of their importance.
- Make a schedule of tasks for each day of the weekend.
- Put a star by the most important tasks.

<i>Sam's To-Do List</i> 		
	<i>Things to Do</i>	<i>Priority</i>
<i>Schedule</i>		
	<i>Saturday</i>	<i>Sunday</i>

# YOUR SCHEDULE

Fill in tomorrow's date, and then list all the tasks you need to complete. Remember to prioritize the tasks and star the most important ones in your schedule.

	<i>My long-term goals:</i>
	<i>My short-term goals:</i>
<i>Priority</i>	<i>Things to Do</i>
	<i>Schedule for the Day</i>

# IVY LEAGUE GIRL

**From Fresh Prince to freshman at Harvard,  
R&B smash Tatyana Ali keeps her stardom in perspective.**

Tatyana Ali definitely doesn't live the life of an ordinary Harvard University freshman. Sure, the R&B star who became famous playing Will Smith's cousin on *The Fresh Prince of Bel-Air* lives in a dorm, takes a full course load and hangs out with friends around Harvard Yard. But on most weekends, you won't find Tatyana, 19, hanging around Boston; she's usually traveling to promote her debut album, *Kiss the Sky* (Epic). "It's crazy," she says. "Every two weeks I'll have a little breakdown, and I'll be like, 'This is insane.'"

Don't believe her? Consider this typical week: She attends class twice a day on Monday, Tuesday, Wednesday and Thursday. On Thursday afternoon, she flies to Chicago to perform, then flies back that night to make a class on Friday. Then, she's back on a plane to San Francisco and Portland for more gigs, and finally returns to Harvard on Sunday night.

But even with her crazy schedule, Tatyana remains firmly grounded. Like most new students, she says she was a bit nervous about meeting her five roommates. She moved in days later than the rest because she was on tour, and she worried that they'd think she was a diva. But as soon as Tatyana showed up—carrying her own bags, with her mom at her side—her roomies knew she didn't want special treatment.

During her first semester at Harvard, Tatyana took Spanish, genetics, African-American studies and an expository writing class. She also joined a campus choir and

theater group and became a coxswain for the men's crew team. Like many college students, she stays up late listening to loud music. ("We have loud parties all the time," she admits.) And not surprisingly, she has trouble getting up for 9 a.m. classes. "I

basically roll out of bed in my sleep sweats, brush my teeth, wash my face, pick up my bag, go to class and then come back to my room and shower," she says with a laugh.

Tatyana credits her parents for her ability to balance college and a career. "In my family, college is what you do," she says. "My parents

were very supportive of what I did in the past, but if something had to go, it certainly wasn't going to be school."

Even though she's fully involved in campus life, Tatyana's roommates can't forget their friend is a celebrity. They all crowded around a TV to watch her and Will Smith present an award to Madonna at the MTV Video Music Awards last fall. "Madonna came up, and she kissed me on my cheek," Tatyana recalls. "I was, like, so excited. And my friends were too. We really did share it."

But will the Fresh Prince himself—who produced her debut album and lent vocals to the second single, "Boy You Knock Me Out"—ever pop by her dorm for a little hello? Tatyana shakes her head. "That would be insane," she says. "People would freak out. It would be a horrible scene."

Then she smiles. "Well, maybe he can come in for my graduation."

**—Marc S. Malkin**

\*Reprinted with permission from *React* magazine. Copyright 1999, Advance Magazine Publications, Inc. Uses: Copy machine, opaque projector, or transparency master for overhead projector. *React* magazine grants permission to reproduce this page for use in classrooms.

Module Four: Managing Personal Resources Middle School

# GLOSSARY

## MODULE FOUR: MANAGING PERSONAL RESOURCES

**accountable:** Responsible; trustworthy.

**attitude:** 1. A position of the body, as suggesting some thought, feeling, or action.  
2. State of mind, behavior, or conduct regarding some matter, to indicate opinion or purpose.

**credible:** 1. Believable; trustworthy. 2. Worthy of credit, confidence, or acceptance.

**dilemma:** 1. A situation or problem that seems to offer no satisfying solution.  
2. A necessary choice between equally undesirable alternatives.

**excuse:** To explain a fault or an offense in the hope of being forgiven or understood; to seek to remove the blame from.

**initiative:** The ability to begin or follow through on things; determination.

**mature:** 1. Having reached full natural growth or development. 2. Worked out fully in the mind.

**prioritize:** To arrange or deal with in order of importance.

**responsible:** 1. To be answerable for one's own behavior or actions. 2. Able to be trusted or depended on; reliable.

**stress:** A state of extreme difficulty, pressure, or strain.

**time management:** Identifying tasks that need to be done; determining which tasks are the most important; arranging tasks in a manner that allows them to be completed by a certain time.

# ORGANIZATION CHECKLIST

## About Notebooks and Binders

Do I have...

- ☐ notebooks, folders, or a binder for my classes?
- ☐ a separate notebook or a separate section for each class?
- ☐ a place in front to write assignments?
- ☐ a place in front to keep homework that must be handed in?
- ☐ blank paper in each notebook for notes and classwork?
- ☐ a place in each notebook to keep handouts?
- ☐ a place in each notebook to keep returned homework and tests?

Things I need to get organized:

_____	_____
_____	_____
_____	_____
_____	_____

## About Study Schedules

Be sure to...

- ☐ decide on a time to study each day.
- ☐ make a schedule for what you need to do.
- ☐ note specific assignments.
- ☐ follow through on your plans!

# MY STUDY WEEK

SUBJECTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Module Five: Studying Effectively Middle School

# TEST YOURSELF

1. Write your name in the top right corner of this paper.
2. Fold this paper in half the long way.
3. Unfold this paper.
4. Tear off the bottom left corner of this paper.
5. Write the word “up” to the right of this sentence.
6. Turn this paper upside down and write the word “down.”
7. Draw a circle and divide it into four parts.
8. Poke two holes in the middle of this paper.
9. Draw a line to connect the holes.
10. Ignore directions 3 through 9 on this paper.



# NOTES THAT WORK ARE...

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

❖ \_\_\_\_\_

❖ \_\_\_\_\_

❖ \_\_\_\_\_

❖ \_\_\_\_\_

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

❖ \_\_\_\_\_

❖ \_\_\_\_\_

❖ \_\_\_\_\_

❖ \_\_\_\_\_

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

❖ \_\_\_\_\_

❖ \_\_\_\_\_

❖ \_\_\_\_\_

\_\_\_\_\_

# GLOSSARY

## MODULE FIVE: STUDYING EFFECTIVELY

**atlas:** A book of maps, sometimes with illustrations.

**bibliography:** A list of all the sources of information used in a report.

**encyclopedia:** A comprehensive reference work containing articles on a wide range of subjects, usually arranged alphabetically.

**paraphrase:** To restate in other words, often to make the meaning easily understood.

**resource:** Something that can be used for support or help.

**thesaurus:** A book or other resource that lists words having the same or nearly the same meaning.

**visuals:** Pictures, charts, maps, or other presentations that are used to illustrate something.

# HOW COULD I DO THIS?

List all of the ways that you could solve these problems. Number the options for each one.

**PROBLEM 1:** You've been offered a great babysitting job on Saturday mornings that pays well, but it's in another neighborhood. How might you get there?

**PROBLEM 2:** Your room is so boring! How might you rearrange it to make it look completely different?

List pros and cons for each option you listed on your “How Could I Do This?” activity sheet. Mark a + or – sign after each one. Then, find the option with the most + signs and the fewest – signs, and circle your solution.

PROS AND CONS PROBLEM 1 OPTIONS		PROS AND CONS PROBLEM 2 OPTIONS	
	+ or -		+ or -

# GLOSSARY

## MODULE SIX: PROBLEM SOLVING

**problem:** 1. A question to be considered, solved, or answered. 2. A situation, matter, or person that presents a difficulty.

**collaborate:** To work together, especially in a joint effort.

**skill:** 1. The familiar knowledge of any science, art, or handicraft. 2. A developed talent or ability.

# SOMETIMES I FEEL...

## A

adventurous  
affectionate  
afraid  
aggressive  
amazed  
annoyed  
anxious  
apologetic  
apprehensive  
ashamed

## B

bashful  
betrayed  
bold  
bored  
brave

## C

calm  
cautious  
cheerful  
comfortable  
competent  
confident  
confused  
curious

## D

decisive  
depressed  
determined  
disappointed  
disgusted  
distressed

## E

ecstatic  
embarrassed  
energetic  
enraged  
enthusiastic  
envious  
excited  
exhausted

## F

friendly  
frightened  
frustrated

## G

grateful  
greedy  
guilty

## H

happy  
helpless  
hopeful  
horrified

## I

impatient  
incompetent  
indecisive  
indifferent  
insecure  
inspired  
insulted  
intimidated  
irritated

## J

jealous  
joyful

## L

lazy  
listless  
lonely

## M

marvelous  
mischievous  
miserable  
moody

## N

negative  
nervous

## O

optimistic  
overwhelmed

## P

peaceful  
perplexed  
petrified  
positive  
proud  
puzzled

## R

regretful  
relaxed  
resentful  
restless

## S

sad  
satisfied  
secure  
serene  
shocked  
shy  
silly  
skeptical  
sleepy  
sluggish  
sullen  
surprised  
suspicious  
sympathetic

## T

tense  
timid  
tranquil  
trusting

## U

uncomfortable  
undecided

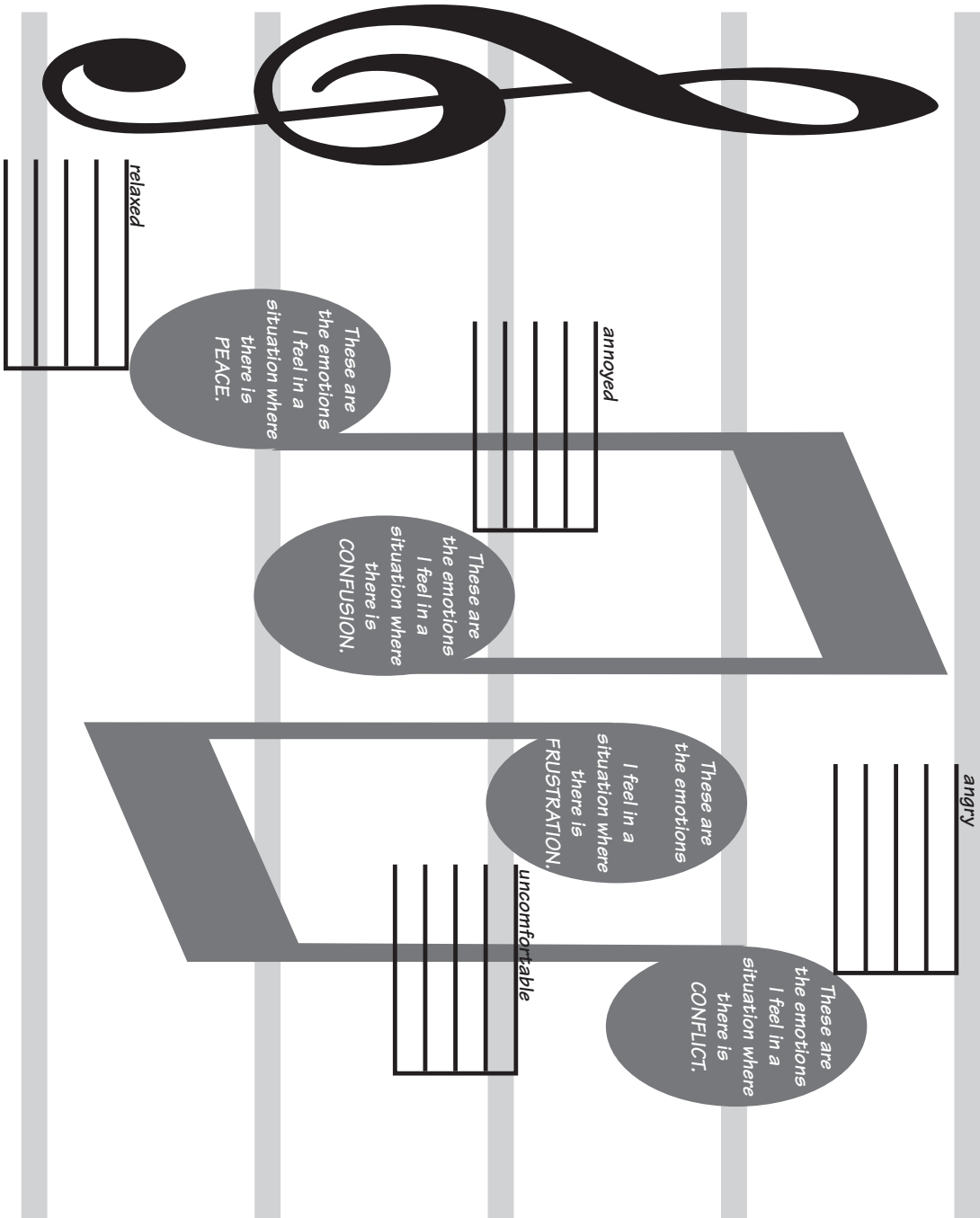
## W

wary  
whimsical  
worried

## Z

zealous

# SCALE OF EMOTIONS



## ACT TWO



Read what each person says. Also, read the text beneath the dialogue to find out what each person meant to say.



PARENT: (*upset, angry*) Where have you been?  
(*You're over an hour late, and I've been really worried.*)

SAM: (*defensively*) At school.  
(*I got detention and I'm kind of embarrassed about it.*)

PARENT: (*confused*) But school was over an hour ago! What have you been doing?  
(*Did you forget that you had a dentist appointment?*)

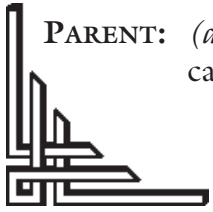
SAM: (*insulted*) I told you! I was at school! The teacher made us stay late.  
(*Don't you believe me? Oops, did I say "us"?*)

PARENT: (*frustrated*) Why?  
(*Please just explain why you are so late.*)


SAM: (*anxiously*) Because somebody was throwing spitballs and the teacher got mad, so the class got detention.  
(*Well, really just me, because I threw some spitballs.*)

PARENT: (*wary*) That doesn't seem fair, but you should have had enough sense to call.  
(*And you weren't involved?*)

SAM: (*resentfully*) Well, the teacher wouldn't let us leave the room!  
(*I forgot to call. That's what I should have done.*)



PARENT: (*angry*) That's it! I'm going to call your teacher about this! I had to cancel your dental appointment!





# I-MESSAGES

**I-messages** are a great way to explain yourself when you are upset. When you use them, people are more likely to listen to you and to respond without becoming angry and defensive. Read the example, and then try to write your own I-messages.

## EXAMPLE

Someone in your household often forgets to give you your messages.

I feel upset  
when you don't give me my messages  
because they are important to me.

1. A classmate has started calling you by a nickname that you dislike.

I feel \_\_\_\_\_  
when you \_\_\_\_\_  
because \_\_\_\_\_

2. Your teacher hasn't called on you all week, even though you've raised your hand.

I feel \_\_\_\_\_  
when you \_\_\_\_\_  
because \_\_\_\_\_

3. One of your friends often borrows your things and doesn't return them.

I feel \_\_\_\_\_  
when you \_\_\_\_\_  
because \_\_\_\_\_

## CAN SCHOOLS AFFORD DISABLED STUDENTS?

**Garret Frey was only 4** when he slipped off his father's motorcycle and severed his spinal cord. Since then Garret, now 16, has been paralyzed from the neck down. He needs round-the-clock care to help him eat and drink, change positions in his wheelchair, suction the tube in his throat and monitor the ventilator that helps him breathe.

Without someone with nursing skills to assist him, Garret could not attend Jefferson High School in Cedar Rapids, Iowa, where he is a sophomore and a B student.

But it costs the Frey family nearly \$20,000 a year for the licensed practical nurse who helps Garret. For years, they have been trying, unsuccessfully, to persuade the Cedar Rapids school board to cover the cost. Last November, their dispute reached the U.S. Supreme Court.

"Disabled kids like me have a right to a free education," Garret says, "without paying for extra care."

But Cedar Rapids Superintendent Lew Finch insists that his school board doesn't have the money to pay for the care Garret needs. He points out that the district already has hired a special teacher associate, purchased a special bus and adapted a computer to accommodate Garret. "You have to ask, where do you draw the line," Finch says. "If the courts open this up, it could be a bottomless pit."

Garret's case could decide just how far schools must go to aid students with disabilities. Federal law requires communities to offer disabled students full access to public education—and a full range of "special education related services."

But there's no agreement on how much extra care Garret and tens of thousands of other severely disabled students are entitled to. The Freys hope the Supreme Court will state that the law covers services like Garret's nurse.

Garret's insurance has been paying for his nurse. But he has nearly used up his policies, and his family can't afford to pay for the services on their own. If he loses his case, he might have to finish high school from home.

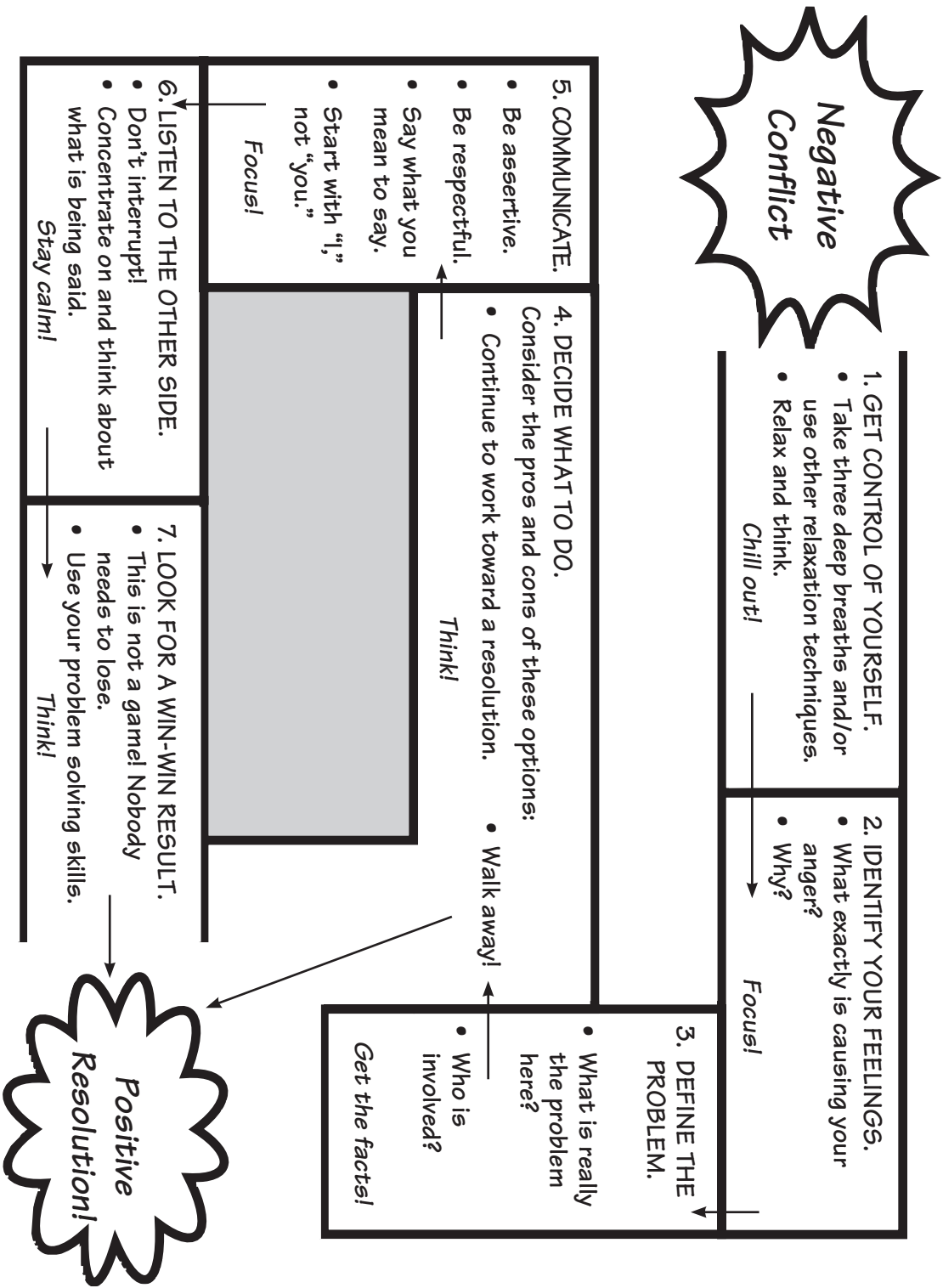
Garret's case has made headlines, but he says he's not looking for any extra attention. "A couple of kids asked me if I thought I was a role model," he says. "I don't think of myself that way, but if my case can help change things, I think that would be good."

The court is expected to issue its decision this spring, but it won't be soon enough for Garret. "I wish it would all be over," he says, "and I hope it will help other kids."

—Susan Hansen

\*Reprinted with permission from *React* magazine. Copyright 1999, Advance Magazine Publications, Inc. Uses: Copy machine, opaque projector, or transparency master for overhead projector. *React* magazine grants permission to reproduce this page for use in classrooms.

# COVER ALL BASES



# DILEMMAS



1. You are playing soccer with some classmates during lunch. Some players are pushing and shoving each other during the game. As everyone walks back to class, someone throws a punch at you. What do you do?

2. Your friend is in a bad mood because she got grounded for a week. You are talking about going to a movie, when she suddenly starts yelling at you. The next thing you know, you're in an argument about a homework assignment. What do you do?

3. Your brother has been teasing you all afternoon. You throw an eraser at him and tell him to back off. He throws a pillow back at you and knocks your glasses off your face. What do you do?

4. You hear that someone is accusing you of stealing a jacket. This person lost a jacket that looks just like yours. This person hangs around with a group of people that you try to avoid. What do you do?

# GLOSSARY

## MODULE SEVEN: RESOLVING CONFLICTS

**conflict:** A state of disharmony between persons, ideas, or interests; a clash.

**dynamics:** The forces producing or governing activity or movement.

**erupt:** To emerge violently from restraint or limits; explode.

**escalate:** To increase, enlarge, or intensify in a gradual manner.

**intolerance:** 1. Incapacity or unwillingness to bear or endure. 2. To refuse to allow opposing beliefs.

**miscommunication:** Failure to communicate caused by unclear speech or misunderstanding.

**misspeak:** 1. To speak or pronounce incorrectly. 2. To speak mistakenly, inappropriately, or rashly.

**mood:** A temporary state of mind or emotion in regard to a feeling.

**oppose:** 1. To be in conflict with. 2. To position so as to be facing or confronting something else.

**resolution:** 1. An explanation, as of a problem or puzzle; a solution. 2. A course of action determined or decided on.

**resolve:** 1. To make a firm decision about. 2. To find a solution for; to solve.

**tolerance:** The ability or the tendency to recognize and respect the beliefs or practices of others.

**trait:** A distinctive or specific feature, as of a person's character; a quality; a characteristic.

# TRUE OR FALSE

Check whether each statement is true or false for you.

	TRUE	FALSE
1. I would participate in an activity that involved people I didn't know.		
2. I would not cheat on a test, even if everyone else was doing it.		
3. I sometimes think people who are unpopular are nice.		
4. I would speak out about something, even if I thought others would disagree.		
5. I would help someone if they needed it, even if this person wasn't a friend.		
6. I like to meet people who are different from me.		
7. If two of my friends aren't speaking to each other, I can still be friends with both of them.		
8. I would wear a favorite shirt to school, even if nobody else wears shirts like this.		
9. I would join a popular group, even if they did things I don't agree with.		
10. I would not lie for a friend, even if he or she wanted me to.		
<b>TOTAL</b>		

Now, go back and circle the statements that you feel are the hardest ones for people your age to do.

# COURT CASES



## CASE #1

Kevin was babysitting one afternoon at a neighbor's house. He left his cell phone at home, and wanted to call a friend who was visiting relatives in another state. He asked if it was okay to use the telephone, and the neighbor said yes. Kevin didn't say he would be making a long-distance call.

Kevin ran up a big charge on the out-of-state call. The neighbor says that Kevin owes him an afternoon of babysitting to pay for it. Kevin says that he doesn't owe anything because he had permission to use the telephone.

## CASE #2

Shante brought some firecrackers and matches to school. She gave a few firecrackers to Rosa and dared her to light one in class. Rosa said that she would only set it off if Shante set one off too.

Rosa set off a firecracker, but Shante didn't. Rosa was suspended from school. Rosa claims that Shante is the one who should be suspended, since she brought the firecrackers to school. Shante claims that since Rosa lit the firecracker in class, she is the one who should be suspended.

## CASE #3

Robert's soccer team supplies uniforms and shoes for the players. They are supposed to be worn to practices and games. Robert doesn't like them.

At the first practice, Robert said he forgot his uniform and shoes. The coach let him play anyway. At the second practice, Robert said his uniform was in the wash, and his shoes were in his mother's car. The coach benched him. When Robert showed up without his uniform and shoes the third time, the coach sent him home.

Robert claims that the coach didn't warn him and that the coach is unfair. The coach says that if Robert won't wear his uniform and shoes, then he can't play.

## CASE #4

Keisha finished her math test early. She was bored and began drawing and writing on a page of her notebook. She kept looking at her friend in the next row. Her friend finally looked at Keisha and mouthed, "What are you doing?" Keisha held up her notebook and her friend bent toward her to look. The teacher gave both girls failing grades.

The teacher claims that the girls were cheating. The girls claim that they weren't doing anything wrong.

# I REALLY NEED A JOB

**I really need a job. The problem is,  
I'm only 14. Any ideas about how  
I can make some money?  
M. F., 14 Georgia**

It's almost impossible to get hired when you're under 16, but if you're really ambitious and a little creative, you can be the boss by starting your own business! Daryl Bernstein, who wrote a book about small-business ideas when he was 15 called *Better Than a Lemonade Stand* (Beyond Words Publishing, 1995), advises: "First, think about your skills and what interests you. Love animals? Maybe a dog-walking business would be right for you. Always wake up early? Start a wake-up service. Next,

map out what supplies you'll need (a pooper scooper and plastic bags for dog walkers, a phone for wake-up calls), what to charge and how much time you have to do it. Make some fliers to advertise with and you're set." Another tip? Listen when adults around you start complaining about things they never get done. Whether it's gift-wrapping, organizing photo albums or delivering dry cleaning, there's plenty to do if you really want to make money.

\*Reprinted with permission from *React* magazine. Copyright 1998, Advance Magazine Publications, Inc. Uses: Copy machine, opaque projector, or transparency master for overhead projector. *React* magazine grants permission to reproduce this page for use in classrooms.

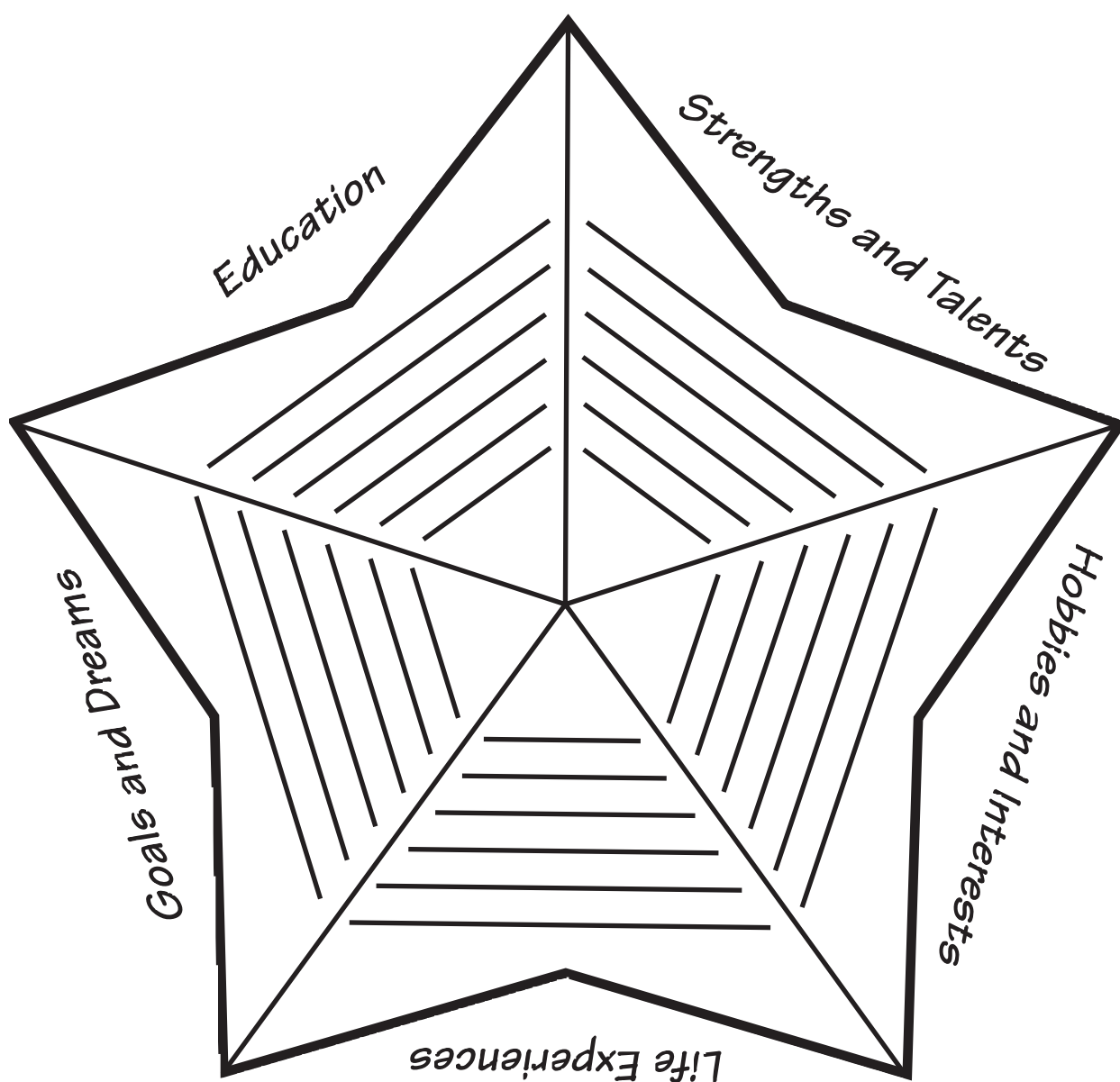


# STAR POWER

*Personal Facts:*

---

---



# GLOSSARY

## MODULE EIGHT: LOOKING TO THE FUTURE

**ambivalent:** 1. Uncertain or subject to change; undecided. 2. Experiencing contradictory and opposing emotions toward someone or something at one time, especially love and hate.

**dispute:** 1. To argue about; debate. 2. To question the truth of; doubt.

**peer pressure:** The influence someone feels from friends or other people one's age to behave in a certain way.

**personal values:** Principles, standards, or qualities that a person considers worthwhile or desirable.

**visualize:** 1. To form a mental image of. 2. To picture in the mind; imagine.

# SAMPLE CONTRACT

I, (student's name), as a member of (educator's name and subject) class, hereby state my commitment to the service learning project that our class is going to execute. As part of the project team, I agree to the following:

- ☐ Come to class on time in order to maximize our work time on the project.
- ☐ Treat the project and all work involved seriously.
- ☐ Complete tasks on time and to the best of my ability.
- ☐ Keep all project commitments.
- ☐ Continue working on the project until it is completed, or until the team agrees that the work is done.

Signed on \_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Student's Signature)

\_\_\_\_\_  
(Educator's Signature)

\_\_\_\_\_  
(Witness's Signature)

# SERVICE LEARNING GUIDE AND CHECKLIST

## Choosing a Project

- ☐ Define “service learning” for students.
- ☐ Motivate and inspire students to get involved.
- ☐ Help students choose a project topic.

## Creating an Action Plan and Preparing for the Project

- ☐ Define “action plan” and explain why one should be made.
- ☐ Explain what information should be included in the action plan.
- ☐ Familiarize students with different ways to find information on service learning.
- ☐ Organize students’ research efforts.
- ☐ Have students sign project contracts.
- ☐ Organize students’ work efforts by forming project teams or work groups.
- ☐ Help students write an action plan.
- ☐ Assist students with the creation of a project time line/work flowchart.
- ☐ Have students submit the action plan for approval from those who must okay the project.
- ☐ Prepare students to make presentations about the project.
- ☐ Help students refine their action plan, if necessary.
- ☐ Guide students as they follow the steps outlined in their action plan in order to prepare for the project.
- ☐ Explain the importance of and methods for tracking students’ progress as they work to complete the project.
- ☐ Explain the concept and importance of having a strong work ethic.
- ☐ Explain special considerations that students may face while working on the project.

## Carrying Out the Project

- ☐ Remind students to check and double-check to ensure that they have completed all the work for their project.
- ☐ Help students brainstorm last-minute project issues.
- ☐ Have students walk through the project and create an agenda for the day of the project.
- ☐ Support students as they complete their service learning project.
- ☐ Celebrate.

## Self-Assessment and Public Assessment

- ☐ Explain what self-assessment is and why it is useful.
- ☐ Explain what self-assessment should include.
- ☐ Have students complete a self-assessment of their project work.
- ☐ Explain what a public assessment is and why it is useful.
- ☐ Explain what a public assessment should include.
- ☐ Have students complete a public assessment of their work.
- ☐ Assess the project’s impact on students and the community.

# TRACKING SHEET

Name:

Today's Date:

Project Topic:

Name	Task	Target Date	Actual Date	Comments

## SAMPLE MEMO

**TO:** Ms. Grimes  
**FROM:** Playwriting Team  
**RE:** Weekly Progress Report  
**DATE:** March 22

This week, our team accomplished the following tasks:

- Wrote a second draft of the play's second act.
- Proofread the first act, which is now complete.
- Met with the research team to discuss the following questions that we still need answered for the final act of the play:
  - What species of fish are part of the park's ecosystem?
  - How does the change of seasons affect the ecosystem?

We have the following challenges to overcome:

- The elementary school auditorium is booked on the day we had planned for our performance.
- We still cannot find cardboard boxes for scenery.

Next week, we plan to complete the following tasks:

- Write the first draft of the play's third and final act.
- Get the second draft of the second act proofread.
- Reschedule date for auditorium at the elementary school; review time lines.
- Contact more local stores and recycling plants to request cardboard boxes.

# TEENS MAKING A DIFFERENCE

BY MARGUERITE MARSH

**Video games, iPods, cell phones, texting, TV watching, bad behavior—that’s the profile that some people attribute to today’s teens. Some fit that stereotype, but most don’t.**

**The problem is that good behavior doesn’t always get the press that bad behavior does. Take a look at some teens making a difference. It may change the way you look at kids 18 and under.**

## Mimi Ausland

Not many people, let alone teens or tweens, can say that they started a website to feed hungry companion animals at a local shelter. But Mimi Ausland, a 12-year-old from Bend, Oregon, who volunteered at the shelter, can say she did—successfully.

Ausland first got the idea from the Free Rice site, where every question you answer correctly donates 10 grains of rice to the World Food Program to help end hunger. Instead of rice, she selected kibble for cats and dogs. Every day two questions are posted—one about cats and one about dogs. When you answer, correctly or incorrectly, you donate 10 pieces of kibble to each animal.

According to her website, Ausland launched freekibble on April 1, 2008. By May 14, she had collected 240 pounds of food, which she delivered to her local shelter, the Humane Society of Central Oregon.

Her first donation was enough to feed 456 dogs for one day. As of January 4, 2010, freekibble and freekibblekat, have raised over 285,000 pounds (142 tons) of kibble to be shared among 13 shelters across the U.S. It’s no wonder she was a 2008 ASPCA Humane Award Winner for her efforts.

## Sally O’Brien

As an 18-year-old senior at Upper Arlington High School, Sally O’Brien has a busy schedule. She takes classes, tutors other students, is the copy editor for her high school yearbook and design editor for the school’s literary arts magazine. She also works three days a week in a local restaurant. But that doesn’t stop her from volunteering at school and in the community. “Volunteering is a two-way street,” O’Brien explained. “No matter how much I give, I get something in return.”

Her list of volunteer projects is extensive—at school she is involved with school musicals, Peer Collaboration, Respect Yourself, and the Honor Flight Club, and is a camp counselor for sixth graders at Big Brothers Big Sisters’ Camp Oty’Okwa. She volunteers every summer at Upper Arlington’s Safety Town, just as she has done since sixth grade—working with children ages 5 and 6. “I’ve worked in the office, been a teacher’s assistant and an outside supervisor,” said O’Brien. “I’ve learned so much. They’ve taught me as much as I’ve taught them. I’m better at working with people. I see things from their point of view. I’ve learned not to take things so seriously and the importance of going out and helping people.”

She and her friends also help walk dogs at the Capital Area Humane Society. “We can walk

# TEENS MAKING A DIFFERENCE

## (CONTINUED)

dogs and hang out together,” O’Brien said. Her involvement with dogs doesn’t end there. She and her family have been raising puppies for Pilot Dogs since 2001. They’ve raised seven puppies so far—keeping each for a year. “We all help out in watching, socializing and training,” she said. “My parents played a big role in this. They have taught me that I have the resources to go out and help people and influence the community. I have the time. And I still have time to hang out with my friends. I can still do what I want to do, so why not?”

### Erin O’Brien

Erin O’Brien is a 16-year-old junior at Upper Arlington High School and is Sally’s sister. Erin also is community-oriented and involved in many of the same organizations as Sally, but also marches to her own drummer. Erin has donated her hair to Locks of Love—to donate, hair must be 10 inches long or longer. “I’ve always hated getting my hair cut,” O’Brien said. “When I was 11 years old it was down to my hips. I’ve done it three times and I plan to keep doing it.”

She also is a part of the Link Crew at school, helping the freshmen adjust to being in high school, has directed the local middle school’s annual musical, is involved in Respect Yourself and has been a camp counselor for sixth graders at Camp Oty’Okwa. “The whole sixth grade goes,” O’Brien said. “The whole goal is to be positive role models. They may not know how to act in a new environment. We share the entire camp experience.” She’s learned from the campers, too, she said. “They’ve taught me the value of looking at

someone else’s perspective. And to just let go and have fun.”

Since the sixth grade, O’Brien has spent her summers at Safety Town. Currently she’s a teacher’s aide, helping kids with crafts and teaching them songs. She also teaches traffic safety and how to be a safe pedestrian. And what has she learned? “I’ve developed new people skills and communication skills interacting with kids, their parents and the officers. It’s getting me ready for an adult job and the interviews.” O’Brien’s goal is to study communications and maybe work in public relations. “I enjoy working with a lot of people,” she said. “Safety Town has probably helped me realize that.”

O’Brien’s advice for teens who wish to volunteer but can’t decide what to do is to try the Humane Society. “It’s very popular. It’s easy to clean up cages and walk dogs. Find your talents and your skill to make a difference. Figure out what you are good at and what you enjoy. Do you like sports? How about the Special Olympics? Helping kids? Find a school that can use your help. There’s something for all kinds of interests.”

### Eryn Dalton Powell

Winner of a Columbus 2009 Jefferson Award for public service, and creator of Eryn’s Healing Arts website, Eryn Dalton Powell has a lot of life knowledge at age 14. Diagnosed with sickle cell anemia (SCA) at a young age, Powell has spent plenty of time at Nationwide Children’s Hospital. The idea for her first toy drive was born when she was hospitalized while receiving treatment for SCA. “It can be pretty painful,” she said.



# TEENS MAKING A DIFFERENCE

(CONTINUED)

“The blood cells get clogged in the veins. I tried to distract myself from the pain—I did some drawings and made some cards.”

The gift cart that offers patients arts and crafts, toys, notebooks and stuffed animals, was a help. “People donate the items,” she said. “It made me feel better that someone was thinking about me.”

Powell started her toy drive with her classmates, who were excited about helping out. Her first drive was such a success that she’s made it an annual event, even getting help from the Chicago Symphony and teachers at her school.

The idea for her website came when her mother noticed her drawings and made cards from them. Powell now sells the cards on her site as a fundraiser. Her goal? To help and educate others with SCA.

“A lot of people don’t even know they have the disease. A 16-year-old had a stroke and then she was diagnosed.” She also just wants to help others. “If someone else could feel better about anything—I want to do something to help them. Helping other people makes me happy. I just love it.”

Powell has other plans for her website—like creating a calendar from the photos she loves to take. But they will have to wait. Because of SCA, she missed a lot of school this year and has a lot of homework to catch up on. But that won’t keep her down. “I like the feel of accomplishment,” she said. “But at the same time, I still feel like I can still do more. I’m really, really happy, but I know I can keep on going.”

Reprinted with permission from the Dispatch Printing Company. Copyright 2010, The Dispatch Printing Company. Uses: copy machine, opaque projector, or transparency master for overhead projector. The Dispatch Printing Company grants permission to reproduce this page for use in classrooms.