

# POSITIVE THINKING SKILLS



Foundational cognitive life skills course  
for students and teenagers.



COGNITIVE BEHAVIORAL LIFESKILLS FOR STUDENTS



# ACCI Motto

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If we keep on **doing** what we have been doing,  
we will keep on **getting** what we have been getting.

If we want to **change** what we have been getting, we  
will have to **change** what we have been doing.

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# Objective



Welcome to

## POSITIVE THINKING SKILLS.

**Positive Thinking Skills** and its 12 associated courses are prevention and early intervention courses that were created to work together to develop important cognitive skills. These skills can help students overcome the self-defeating thoughts and behaviors that could limit their academic success and happiness. **Positive Thinking Skills** is the foundational life skills course that the other topic specific courses are built on. It is recommended that this course be completed first.

**WHOA!! Hold it just a minute! I want to introduce myself. My grandkids call me Gramps and so can you. I have been asked to be part of this course and will visit with you from time to time. Yes, I am a wise old owl and know a thing or two about being happy. My job is to help remind you that you are many times more capable than you may think you are. See you soon!!**

## EARLY INTERVENTION / PREVENTION COURSES

POSITIVE THINKING SKILLS (SCH 200)

BULLYING PREVENTION (SCH 206)

CAPTIVITY: Substance Abuse Prevention (SCH 201)

DISTRACTED DRIVING (SCH 207)

INFINITY: Media Awareness (SCH 202)

LEADERSHIP (SCH 208)

ELEVATION: Cognitive Employment for Teens (SCH 203)

MARIJUANA PREVENTION (SCH 209)

SERENDIPITY: Cognitive Sexual Awareness (SCH 204)

TRUANCY PREVENTION (SCH 210)

BOUNDARIES: Dating Violence Prevention (SCH 205)

TOBACCO AWARENESS (SCH 211)

FINANCIAL INTELLIGENCE (SCH 212)

Note: Each of these courses will also be available as online "eLearning" courses. Go to [www.educationlifeskills.com](http://www.educationlifeskills.com) for availability.

# Instructions

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This course was designed as a self-directed learning course to be completed by the student and parent or guardian, with the parent or guardian acting as the “coach.” However, it could also be successfully used in a classroom setting, led by a facilitator, with students breaking into small groups. Homework assignments could also include parents’ participation when possible.

1. Answer all of the questions to the best of your ability. Most answers are based on your life experiences. Don’t just answer the questions; discuss them with your coach.
2. Don’t try to complete the entire course at one time. We suggest doing one unit at a time. We have found it most beneficial to take time and meditate on the questions.
3. If you come across words you don’t understand, look them up and discuss their meanings with your coach/class.
4. When finished, be sure that you have properly filled in the following: 1) the test at the end of the course, 2) the student and coach evaluations, and 3) the affidavit, which requires both signatures. Return this course to the teacher or person who issued it for grading and certification.

# Unit 1: Bright Possibilities



**LUCAS**

## LUCAS JOHNSON

It was the summer of 1952; Lucas was 9 years old. The hot California sun was beating down on the boy's old military two-person tent. Because of what had happened the night before, he was afraid to go into the house. Beads of sweat started to form on his forehead. His best friend, Queenie, part dog and part coyote, came into the tent begging to go play in the river bottom. The river bottom, filled with ponds and turtles, was his escape.

Suddenly, memories of the night before grabbed his gut and depressed him. Lucas's mother begged the lad, as she had before, to go to the bar and beg money from his father. His dad was a pipe-fitter and made good money, but spent it in the local bar treating his cronies, acting big, then coming home with little money for rent, food, and clothing. As Lucas left to do as she asked, he remembered being evicted from their last house and all their belongings were put outside.

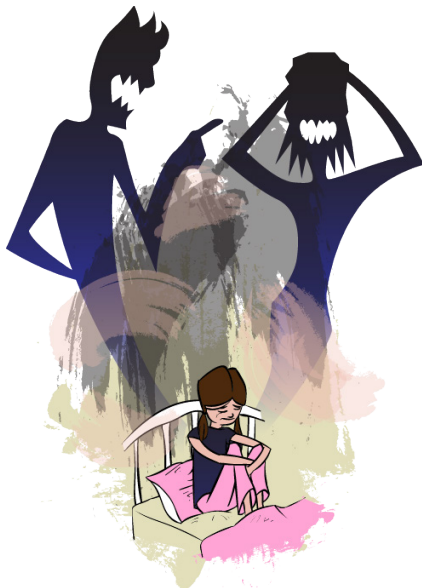
1. Do you think **Lucas** has more **bright possibilities** than he has problems? \_\_\_\_\_

→ **ities** What are some of **Lucas's** bright possibilities?



\_\_\_\_\_

\_\_\_\_\_



He surprised and embarrassed his father as he begged out loud for money. When his dad opened his wallet to give him some money, Lucas grabbed all of it and hightailed it out the door. His father, half drunk, came after him but hit the corner of a pool table and went down cussing. Lucas, running with his bicycle through the gravel parking lot, tried to stuff the money in his pockets and hop on. He was hotly pursued by his father until his father stumbled and went down, barely missing a grab for Lucas's bicycle. Bloodied and hurt, his father hollered out severe warnings against the boy.

Arriving home out of breath, Lucas ran into the house and warned his mom. Filled with fear, she grabbed a quilt and threw some food into a grocery bag. She then collected Lucas's sister and ran out the door and down a darkened dirt road into a stand of eucalyptus trees. They reached it just in time as the car came to a dusty stop. They could hear the car door slam, followed by hollering and cussing and the sound of glass and other household items breaking.

2. How can **violence** at home affect the young minds of children?



\_\_\_\_\_

\_\_\_\_\_

Leaving the tent, it was with trepidation and hunger pains that Lucas slowly opened the back door to the kitchen. He found his father passed out, snoring loudly, with a pool of slobber formed

3. People may not have control over their **beginnings**, but they do over their **endings**.  
 → T or F

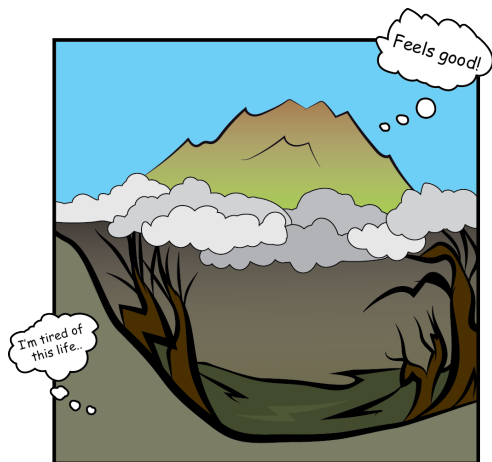


4. What kind of person do you think **Lucas's** grandmother was?

→ \_\_\_\_\_  
 \_\_\_\_\_

5. When **Lucas** started to pull himself out of the **swamp of despair**, good things started to happen to him as never before. If he hadn't decided to change, what would his life be like today?

→ \_\_\_\_\_  
 \_\_\_\_\_

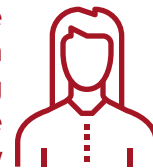


AVOID THE SWAMP OF DESPAIR

on the linoleum floor. The constant fear and contention eventually got to his mother. She started to drink to medicate her hurts and eventually became an alcoholic. Things got so bad that Lucas and his sister were put in foster care.

Lucas's childhood experiences resulted in some nervous habits, such as gritting his teeth, sniffing through his nose, choking on his food, sleeping with his head under his pillow and making up stories. It is said that childhood abuse is like a bear in a forest. Every child will sooner or later get scared and meet the bear in the forest. However, when they leave the forest they leave the bear behind. Not so with traumatized children. The bear goes with them, often for a lifetime.

Lucas's criminal career started when he was 12, stealing bicycles. At 18, while under the influence of drugs, he robbed a convenience store, was caught and went to prison for two years. While incarcerated, he took a cognitive life skills class that forever changed his life. When he got out, his grandmother took him in and he got a job with his uncle driving trucks. It was at a truck stop that he met his future wife, Jenny. His life now seemed full of bright possibilities.



JENNY

Two years after Lucas's wedding, his grandmother died, leaving him \$80,000 from her estate, with express wishes that he further his education and job skills. Another uncle, who owned an electrical firm, hired him and eventually he became a journeyman electrician.

.....  
**YOU CAN GO NO FURTHER  
 IN LIFE THAN WHAT YOU  
 THINK OF YOURSELF.**  
 .....

6. With a change of heart and determination, **Lucas** started to see the reality, opportunities, and beauty of life. The fog of **negative thinking** lifted and he discovered a new world of **bright possibilities**. What are some of your bright possibilities?



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7. With a life so full and rich, Lucas wanted to help others. On his way to work, he went past a **state prison system** with 2,242 males and 326 females. What do you think are some things all of these **offenders** have in common?



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8. One day, with his old **worn-out** Lifeskills workbook in hand, he approached the **prison officials** about teaching an evening Lifeskills course. He was surprised when they said yes. The class was so successful that soon there was a waiting list to get in. Why do you think the **inmates** liked him so much?



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9. **Lucas** knew from prior experience that if he could help them get past their current **faulty thinking** that had kept them **walled up** from the truth, he could help them see **instead** their true selves and potential. Why is it so hard for **teenagers** in trouble to get out of the negative rut that they are in?



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What is **Mr. Owl** saying about our negative thoughts?



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Successful people look forward to each sunrise.



After a few years, with three kids and a wife, he qualified as an electrician and went to work for a rural power company. With money left over from his inheritance they were able to mortgage a small farm, raise their own food and farm animals, and drink water from a pure mountain spring.

Due to his reputation, a local juvenile probation department asked him to volunteer to teach life skills to their juveniles. He readily accepted and soon found himself with a group of 15 students. Here, too, he became their friend and together they started to explore bright possibilities.



**TAP! TAP!** Hello, it is me again! What concerns me the most about young people are their negative thoughts about themselves that limit their progress. **LISTEN**, I know what I am talking about. I am older and wiser than you and you should listen to me when I say you are a genius in your own right filled with great potential to do good things.

10. As they got deeper into the Lifeskills course, **Lucas** started to see “light bulbs” coming on as they **internalized** the material and started to apply it to their personal lives. The following are some of the ideas and statements that were discussed in class. What would be your **explanation** of what the course was trying to tell them? **Have your coach read the statements and you answer what you think it means.**

- **Statement #1:** Don't be **common** and **ordinary**. Don't **follow** your friends into the swamp. Don't be a **sheep** and follow the herd. Tap into your own **energy** and **genius**. Be your own person; steer your own ship.
- **Statement #2:** **Break** loose of your **self-imposed** confinement and release the **negative thoughts** that have held you captive. Stay the course and **focus** on your goals. **Don't be distracted** and venture off the road of self-improvement into lost opportunities.
- **Statement #3:** **Resist** the natural **temptation** to be rude and selfish. **Don't be blind** to others' feelings. **Be a friend** and **walk with others** through their trials of life. **Release** contention and learn to be a **peacemaker**.
- **Statement #4:** **Do it! Get it done!** Stir up the dust of your mediocrity. **Jump start** your imagination. **Cultivate** your fertile ideas. **Question** your negative thinking. **Be courageous** in your quest for self-improvement.
- **Statement #5:** **Be grateful** for what you have. **Quit** whining, blaming others and complaining. **Cowboy/Cowgirl up** and face your problems correctly. **Give thanks** to others. **Acknowledge** the gift of life and your important place in it.

Often, during moments of meditation, Lucas's thoughts would drift to the past, and he would wonder what had happened to his sister, Marianne. He hadn't seen her since his family was broken up over 26 years ago. Though only 10 years old herself, she had done her best to be his caretaker during their troubled times. He could remember shivering from cold and cuddling with her for warmth. He could recall the times she had shared their meager scraps of food and helped him make do with what clothing they could find. Because of his parents' alcohol addiction, there were periods when she had to step up and be a parent.



He had tried to find her in the past, but had been unable to trace her through the maze of foster care and beyond. He hoped she had found her own bright possibilities, just as he had. He felt she would be pleased with his work with the homeless and the incarcerated, and that she would rejoice that he was now to be honored as “Man of the Year” in his state.

11. When we face **difficult problems** in life, we can hit a wall, knock ourselves down, and **whine** and **complain**; or we can take control and face life and be happy!

→ **T or F**

12. **Lucas** had lost **hope**, but then found it through the help of others. What is your definition of hope?

→ \_\_\_\_\_  
\_\_\_\_\_

**GOOD STRESS**



**BAD STRESS**





A picture of him shaking hands with the governor appeared in the newspaper, and little did he suspect that his sister would see that picture and read the accompanying article. As she did so, she could not restrain a shriek of amazement, bringing her husband and son into the room at a run. Between joy and tears, she tried to explain the reason for her excitement. They soon discovered that Lucas lived only three hours away, and after 26 years of separation, she didn't want to wait one moment longer to go see him.

When they arrived that Saturday afternoon, Marianne saw cars in the driveway, but no one answered the doorbell. With her heart racing, she and her family walked around back where they discovered people in the barn. Lucas and his wife and children were busy helping their mare deliver her first foal, and it was Simon, Lucas's son, who first spied the unfamiliar family approaching.

"Look Dad, some people are coming."

Lucas and his wife Jenny cleaned their hands and went to greet the strangers. Marianne just stood there in tears, too choked up to speak. Finally, her husband spoke up. "Are you Lucas Johnson?"

"Yes, I am."

"This is my wife, Marianne, your sister. We saw your picture in the newspaper."

Jenny gave a gasp of surprise, but Lucas was so stunned it took a moment or two to comprehend what he had just heard. Then with a few swift steps, he and Marianne were hugging tightly, rocking back and forth, crying healing tears of joy and gratitude for the circumstance that had reunited them.

13. It is easy for today's **teenagers** to focus on themselves and get caught up in the **material** world of clothes, money, and things. But what would **Lucas** and **Marianne** say are the most important things in life?

→ \_\_\_\_\_



14. What is **most important** in your life?

→ \_\_\_\_\_

What is **Mr. Owl** saying about complaining?

→ \_\_\_\_\_  
\_\_\_\_\_

Lucas's mother and father grew up in the same small town. His mother was from the functional Miller family group, and his father was from the highly dysfunctional Johnson group. His father, Doug Johnson, had three brothers and two sisters, and many nieces and nephews. The Johnson children grew up in an environment of poverty, welfare, drugs, violence, chaos, and dirt.



HELLO! Are you getting it? There are no failures only learning. So life isn't always easy and going your way. It is not supposed to be. Quit whining and complaining. No one will listen anyway! Cowboy/ Cowgirl up and face life head on. Don't run from your problems because they will follow you. Face your problems, get it done.

15. Do you know **anyone** from a **dysfunctional** environment and home? \_\_\_\_\_ If so, describe some of the **problems** they have had to deal with at no fault of their own. (No names)

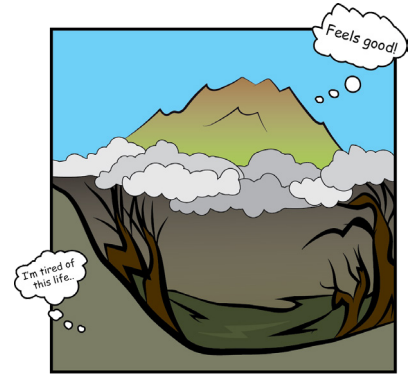
→ \_\_\_\_\_

16. **Lucas's** mother, **Peggy**, rebelled against her **parents'** wishes and warnings. While in high school she became sexually active with **Doug**, which resulted in pregnancy. Little did she realize at the time that she had married a beast. It wasn't long before she was being **beaten, put down, threatened, and controlled**. **Doug** saw her as an object and not as a person. Are there many **teens** today making bad decisions that will hurt them in the future? \_\_\_\_\_ What are some bad decisions they could be making?



\_\_\_\_\_

Lucas's cousin, **Curt**, was a gang leader and drug pusher. He was living in the swamp of despair, constantly afraid of being caught or shot. He was held captive by his negative thoughts, feelings, and behaviors.





AVOID THE SWAMP OF DESPAIR

17. **Lucas** and his family lived in **harmony**. They were good, honest citizens. They helped in many service projects over the years that helped their community. Why did **Curt** choose to do the opposite?



\_\_\_\_\_

18. **Curt** fathered five children with three women who had substance abuse problems. Describe what you think the future behavior would be of both sets of children.

Lucas's Children	Curt's Children
	

19. If or when you have **children**, what would you want for them?



\_\_\_\_\_

20. What would you have to **change now** in order to be a better parent in the future?



\_\_\_\_\_



## PROBLEM SOLVING

Your life is like a pebble dropped into a pond. Your ripples affect more people than you realize. Lucas, because of his good decisions, affected thousands positively. In contrast, Curt affected thousands negatively. Curt has spent over 16 years in prison and is currently in prison for another 10 years for aggravated assault. How can you, like a pebble dropped into a pond, affect the lives of so many people?



\_\_\_\_\_  
\_\_\_\_\_



What is **Mr. Owl** trying to tell us?

→ \_\_\_\_\_  
\_\_\_\_\_



**OK ! LISTEN, I get it. You are living life as you see it. If you are a typical teenager you probably are not totally aware of how much your actions affect others. But the decisions you make now in your youth will vibrate and echo for years to come and effect many that you don't even know. You have the ability to elevate your posterity and those around you, or you can drag them down with you into the swamp of despair. This wise old owl says make the right choices and be happy.**

## THINGS TO CONSIDER

When we affect just one person for the good or for bad, it can in turn affect many others. For example, Curt affected 22 people among his family and friends and over 3,600 indirectly from his many victims and their families. Our actions always affect more than just ourselves. Lucas was once asked: "What life lesson did you learn from your tragic childhood?" He said: "Although I didn't have control over my beginnings, I do have control over my endings. Life forgives, and I'm a new person each day. I can block the wrong done to me by letting it go. My past doesn't have to be my future. I always have choices."



## WHAT SUCCESSFUL STUDENTS DO

Successful students look forward to bright possibilities.

## SUMMARY

There are natural laws in life that we all face. We can't break these laws, we can only break ourselves against them. When we do good, we are rewarded with bright possibilities. When we choose to do wrong, we will suffer and keep suffering until we choose to change. We are all free agents and can make our own decisions; however, we can't choose the consequences. Today's students can be tomorrow's good citizens with good influence, or bad citizens with negative influences; it is their choice.

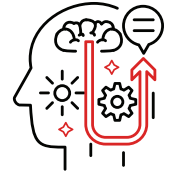
## Unit 1 Review:

What have you learned from this unit?



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

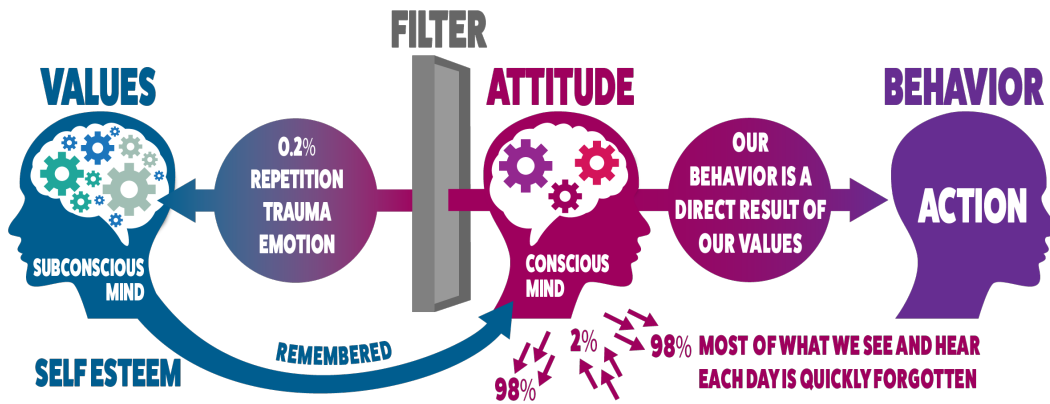
# Unit 2: Thoughts = Consequences



To understand the Miller and Johnson families is to understand the subconscious mind. The subconscious mind is like a blank movie film at birth. It is soon filled with positive and negative experiences. These experiences form the basis of a person's value system. This movie is constantly on, playing back subconscious thoughts to the conscious mind. These thoughts account for most of a person's behavior.

In our effort to improve ourselves, to change what we do and who we are, to put aside old negative habits and behaviors, we need to understand our subconscious mind and how we are programmed. Observe the following diagram.

## THE SUBCONSCIOUS MIND - VAB CHART



1. Are we **born** with our values, or are we born blank?

→ \_\_\_\_\_  
 \_\_\_\_\_

2. Where do a person's **values** come from?

→ \_\_\_\_\_  
 \_\_\_\_\_

3. If a person was raised in a **dysfunctional home**, can he or she **change** that programming as an adult?

→ \_\_\_\_\_  
 \_\_\_\_\_

4. Most of what we take in, we **lose**. For example, can you remember what you had for lunch, what you wore, or what the headlines were five days ago?

→ \_\_\_\_\_  
 → Why? \_\_\_\_\_  
 \_\_\_\_\_

.....  
**BE CAREFUL WHAT YOU  
 THINK OF YOURSELF,  
 IT COULD BE WRONG.**  
 .....

5. The **subconscious mind** is programmed in three ways: **repetition, trauma, and emotion**. What is one scary or traumatic memory that you have?

→ \_\_\_\_\_  
\_\_\_\_\_

6. What happens to **children** who are told over and over again that they are **no good**?

→ \_\_\_\_\_  
\_\_\_\_\_

7. What happens to a person when his or her **sub-conscious** is exposed to destructive values?

→ \_\_\_\_\_  
\_\_\_\_\_

8. Are **babies** born bad? Blank? Good? Or what?

→ \_\_\_\_\_  
\_\_\_\_\_

9. In order for babies to become **successful adults**, what do they need?

→ \_\_\_\_\_  
\_\_\_\_\_

10. What usually happens a few days **after** you cram for a test?

→ \_\_\_\_\_  
\_\_\_\_\_

11. What is  $4 \times 6$ ? \_\_\_\_\_. Did your answer come from your **conscious** or **subconscious**?

→ \_\_\_\_\_  
\_\_\_\_\_

12. If a person's **subconscious** was falsely programmed with **untruth**, is his/her life going to have **problems**?

→ \_\_\_\_\_  
\_\_\_\_\_

13. **Dave** dropped out of school and believes he is worth only \$8.00 an hour. If he saw an ad for a job paying \$14.00 an hour, would he go apply for it?

→ \_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_

The subconscious mind is like a computer's memory. It doesn't know right from wrong. It only acts out what has been programmed into it.

People begin acquiring their values at birth. By the age of 8 to 10 they already have most of the values that they will carry for the rest of their lives.

The conscious mind quickly forgets. If you can't recall something, you haven't learned it.



Since the subconscious is just a movie that plays back what was programmed into it, many people may deeply believe things that are not true.

14. As we have learned, the **subconscious** mind is programmed through repetition, trauma, and emotion. What children are exposed to today will become part of their **thoughts** and **actions** as adults and shape future societies.

→ **T or F**

## SUBCONSCIOUS THOUGHTS

People’s behavior, positive or negative, starts with their deep subconscious thoughts, which create feelings, emotions, and values. These values and attitudes are then expressed in body language and behavior.

15. **Carl Johnson** owns his own automotive shop. He runs ads for cheap brakes, convinces people they need more expensive brake pads, but then installs the cheaper ones. What do we know about his values?

→ \_\_\_\_\_

16. Good societies are **dependent** on good people. What can we tell about the **following** people’s values?

- a) **Krystal Johnson** steals from her classmates lockers. \_\_\_\_\_  
 b) **Doug Miller** tutors other students at his high school. \_\_\_\_\_  
 c) **Brady Johnson** sells drugs to his classmates. \_\_\_\_\_

→ 17. Is it safe to say a person’s long-term behavior is a true indication of who they really are? \_\_\_\_\_

## SCRIPTING

“Scripting” is another word for programming. The powerful influences of your childhood have programmed or scripted much of your present life. These scripts can either be beautiful and rewarding, or ugly and harmful. How were you scripted?

→ \_\_\_\_\_

18. It’s difficult to fully understand how powerful this **scripting** was, or how deeply we can script others, because this script is part of us. It’s just who we are. We don’t stop to realize it because it is stored in our **subconscious** mind. How can people tell if their **scripting** was good or bad?

→ \_\_\_\_\_

→ What is **Mr. Owl** trying to tell us?

→ \_\_\_\_\_  
 \_\_\_\_\_



**I UNDERSTAND, you may have come from a nest where there was divorce, drugs, domestic violence, insecurity, poverty and so forth. But that is not you. It wasn’t your fault. You were not being punished. You had no control over your beginnings, but you do your endings. Don’t let your past poison your future. Fill your life by helping others. I get up at each day, ruffle my feathers and look forward to helping fine young people like yourself. You have more bright possibilities than you do problems. True! Let me hear you say: Life is great, I have many bright possibilities.**

19. If we fully realized how powerful this **scripting** would be upon our future generations, we would be more careful.

→ **T or F**

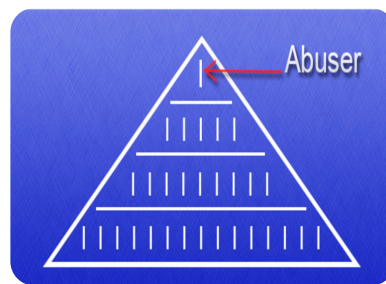
20. Like the **Millers** and **Johnsons**, much of our life’s script was written by people who are now dead

→ **T or F**

21. What are some **good** and **bad scripts** that people inherited from those who raised them and from those who raised their parents? Prior class members have written what they believe to be **good scripts**. Write in some **bad scripts**.

Good Scripts	Bad Scripts
I am worthwhile • I am a good person • I have good skills • People care about me • I am respected by others • I am loved by others • I am accepted and my opinions are valued	→

22. Researchers can investigate the family trees of most criminals in prison, and homeless people for two to three generations and find **emotionally damaged** family members; (aunts, uncles, cousins, parents, siblings, and grandparents). Usually at the **top** of the pyramid is an **abuser** that started it all. How can **one person** cause problems for so many people?



→ \_\_\_\_\_  
 \_\_\_\_\_

## POSITIVE VS. NEGATIVE

Now that we know the subconscious mind doesn't know right from wrong, let's discuss right versus wrong and how we can avoid doing wrong. Let's explore if it is easy to do wrong.

23. Is everyone **good**, and some people just **do bad things**, or are there really **bad** people? What do you think? \_\_\_\_\_

24. How can you tell if a person is **good (positive)** or **bad (negative)**?  
 → \_\_\_\_\_

People from prior classes were asked to describe good people with good values. First, read their description of a positive person, then write your description of negative person below.

Positive Person With Good Values	Negative Person With Bad Values
<ul style="list-style-type: none"> <li>• Responsible • Trustworthy • Sharing</li> <li>• Considerate • Faithful • Optimistic • Humorous</li> <li>• Sincere • Helpful • Truthful • Kind • Obedient</li> <li>• Cheerful • Understanding</li> </ul>	→ _____ _____ _____

25. What is it like living with a **negative person**?

→ \_\_\_\_\_  
 \_\_\_\_\_

26. What is it like living with a **positive person**?

→ \_\_\_\_\_  
 \_\_\_\_\_

27. Can **negative** people become **positive people**? \_\_\_\_\_

How? \_\_\_\_\_  
 → \_\_\_\_\_



28. Not everyone from the **Johnson family** turned out bad, and not everyone from the **Miller family** turned out good. Good or bad is a choice no matter what your beginnings. Do you agree?

→ \_\_\_\_\_

# DETERMINING RIGHT FROM WRONG

If the subconscious doesn't know right from wrong, how can a person tell what is right or wrong? The secret is to look at the results. Good produces good. Bad produces bad. When prior students were asked what good (truth) produces, they listed the following. Write in what you think bad (untruth) produces.

Right - Good (truth) Produces	Wrong - Bad (untruth) Produces
<ul style="list-style-type: none"> <li>• Good self-esteem • Strong families • Self-control</li> <li>• Good mental health • Happy children • Good marriages</li> <li>• Good government • Less crime • Trust</li> <li>• Respect • Good morals • Independence • Safety</li> <li>• Freedom from addictions</li> </ul>	→

29. So, how can we tell the difference between **right** or **wrong**? \_\_\_\_\_  
→ \_\_\_\_\_

30. How can we tell if a society is doing **right** or **wrong**? \_\_\_\_\_  
→ \_\_\_\_\_

31. How is our **current society** doing? \_\_\_\_\_  
→ \_\_\_\_\_



.....

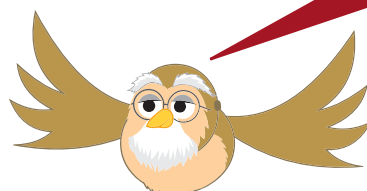
**A SOCIETY CAN RISE  
NO HIGHER THAN THE VALUES  
OF IT'S CITIZENS. IF WE WANT  
A BETTER SOCIETY, WE NEED  
BETTER PEOPLE.**

.....

32. If most of the people in a society do **wrong**, does  
→ that make it **right**? \_\_\_\_\_  
→ What will happen to that society? \_\_\_\_\_  
\_\_\_\_\_

33. Are there people in society who think that they are  
→ **right** but in fact, are **wrong**? \_\_\_\_\_  
What happens to those individuals who **follow** their  
→ advice? \_\_\_\_\_  
\_\_\_\_\_

What is **Mr. Owl** telling us about determining right  
from wrong?  
→ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



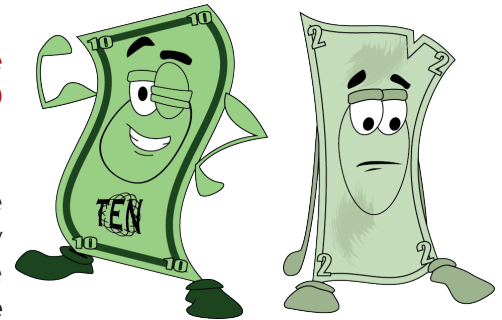
**LET me share some things this wise old owl has learned. That you need to be careful what you think is right or wrong because you could be wrong. You started out at birth with a blank tape that has been filled up with information that is most likely not all correct. With so many conflicting inputs, often from your friends, how can you tell right from wrong? Here is the grand key to help keep you on a safe path-YOU CAN ALWAYS TELL THE TRUTH BY THE RESULTS. Let me repeat that-YOU CAN ALWAYS TELL THE TRUTH BY THE RESULTS. If your friends are having unhappy life experiences chances are their thoughts and behaviors are wrong. Don't follow them into decay, be your own person.**



34. In the future, if laws were passed legalizing child pornography, would that make it **right**? \_\_\_\_\_  
 → Why or why not? \_\_\_\_\_
35. We can tell **positive people** from **negative people** by observing their **behavior**. Good people mostly do **positive things**; **negative** people mostly do **negative things**. Once a **negative person**, always a **negative person**. What do you think? \_\_\_\_\_  
 → \_\_\_\_\_
36. **Who you are is what you do, and what you do is who you are.** Lucas's **aunt** volunteers at a shelter for women and children who are fleeing domestic violence. Is she a **positive** or **negative person**?  
 → \_\_\_\_\_  
 → How can we tell? \_\_\_\_\_

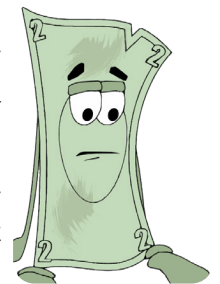
## \$2.00 PEOPLE

The Universal Law says everyone is a \$10.00 person. However, some people have been programmed or scripted to believe they are \$2.00 people. Will this cause them problems in their lives? \_\_\_\_\_



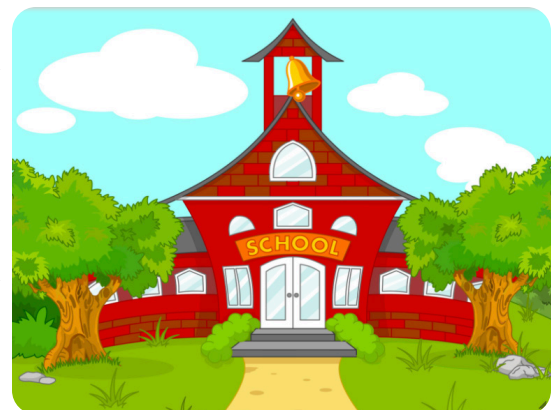
37. Lucas's other aunt, **Debbie Johnson**, grew up in an abusive home where her step-father physically, verbally, and emotionally abused her. In her desperate need to find love and affection, she sought out \$2.00 men who in turn abused her. Why did **Debbie** seek out \$2.00 men? \_\_\_\_\_  
 → \_\_\_\_\_  
 → Would she feel **comfortable** dating an \$8.00 man? \_\_\_\_\_ Why? \_\_\_\_\_

38. There is a growing subgroup in the U.S. of **emotionally damaged**, "\$2.00 thinking" people who go from one **damaged person** to another, desperately trying to fulfill their **emotional needs**. What can happen to these people? \_\_\_\_\_  
 → \_\_\_\_\_



39. The main difference between **happy**, successful people and **unhappy** people are their **thoughts**; "\$2.00 thinking" **people** are just as good as "\$8.00 thinking" **people**, but don't know it.  
 → **T or F**

40. If you look closely, there are most likely "\$2.00 to \$5.00 **thinking**" kids in your school. How did they get this way, at no fault of their own?  
 → \_\_\_\_\_  
 \_\_\_\_\_



41. Regardless of what happened to us as **children**, we are still responsible for our lives. If we let others put us down, hurt our self-esteem, shame us, make us angry, lose control, or abuse us, it is **our responsibility**. No one can put us down unless we give them our permission.  
 → **T or F**

What is **Mr. Owl** trying to tell us?

→ \_\_\_\_\_  
 \_\_\_\_\_



**PAY ATTENTION, this is important! You had no control over your beginnings, it is what it is and you can't change what has happened in the past. So don't let your past hurts poison your future. It doesn't matter if you have a learning disorder or have one parent or two, or even if you were adopted. What matters is you are here—you are you, you are unique, there is no one just like you. Forgive yourself and release the anger you have towards others, live in the safety zone of happiness. Greet each new day with happy thoughts. Release your burdens and focus on what matters. People matter!!**

## WE ARE WHAT WE THINK

So much of our life is determined by our automatic thoughts. If we don't consciously check these thoughts, we will blindly follow them. How does a person's upbringing affect the following:

How They Were Brought Up	↓	Possible Results in Adult Life
a) Messy house		
b) Low income		
c) Poor social skills		
d) Beaten - physically abused		
e) Put down - emotionally abused		
f) Drugs and alcohol		
g) Cussing and swearing		

42. Teenagers can't change their **scripting**. They will always do what their **parents** did.

→ **T or F**

43. Some people **struggle** for years to change their **negative** scripting. People with good scripting and good beginnings don't have to **struggle** as much.

→ **T or F** Why? \_\_\_\_\_

44. As stated, the purpose of this workbook is to help **teenagers** understand that much of their **success** in life is controlled by their **thoughts**. Successful people must have successful thoughts. Is this true?

→ \_\_\_\_\_

## WHAT IS THE TRUTH ABOUT ME?

As we have discussed, the subconscious mind doesn't know right from wrong. People who are raised in abusive, dysfunctional homes grow up believing untruths about themselves. They become emotionally handicapped. The following are some of the lies that emotionally damaged people buy into. The youth should read the untruth, then the parent or classmate should read the truth on the same line.

Untruth - Lies	Truth
I am not as good as others.	Yes, you are, but you may not know it.
I am not as smart as others.	Wrong! You're just smart in your own way.
I am only worth \$9.50 an hour.	Wrong! You can make twice that and more.
I am me; I can't change.	Wrong! Everyone can change.
It is always someone else's responsibility.	Wrong! It is probably mostly your responsibility.
I can't change others.	Wrong! You can, by changing yourself first.
A little stealing is OK.	Wrong! Stealing is stealing.
Lying is OK.	Wrong! Lying is lying.
I can't get a job.	Wrong! Anyone can get a job.
I am no good and deserve unhappiness.	→
I can't control myself.	→
I can't stop hating the person who abused me.	→
I don't have any choice about who I am.	→

45. Why do people believe they are **no good** when, in fact, they really are good?



\_\_\_\_\_

## TRUTH vs. UNTRUTH

Look at the lives of Lucas and Curt. Lucas lives the truth. What are the results in his life? Curt lives the untruth. Describe the results of his life in the space below.

Lucas Johnson - Truth - Good Citizen	Curt Johnson - Untruth - Criminal
Happy - Honest - Peace of mind - Kind – Relaxed - Forgiving - Healthy - Loving - Patient - Caring	Unhappy - Dishonest - Anxious - Depressed - Angry - Stressed - Sick - Hateful - Suspicious - Vengeful
<b>Lucas's Life:</b> Obeys the law • Has self-control • Drug free • Loves and respects his wife and children • Goes on vacation • Works hard • Has a retirement plan • Pays taxes • Donates time to his community • Votes • Thinks well of self	<b>Curt's Life:</b> →

46. People (like **Curt**) who live outside the **truth** aren't truly happy. They are constantly paying the price for doing wrong because they are out of harmony with the truth. Have you lived outside the **truth**? \_\_\_\_\_ ←

47. **Curt** stole from his employer for two years and was never caught. Did he win or lose? \_\_\_\_\_ ←

→ You can hide from others, but can you hide from yourself? \_\_\_\_\_

What you do to others you do to yourself.

→ **T or F**

48. Life is tough enough when we live the **truth**. But what is life like if we choose to live the **untruth**?

→ \_\_\_\_\_  
\_\_\_\_\_

49. If we are living the **truth** and venture over to the **untruth**, how does it make us feel?

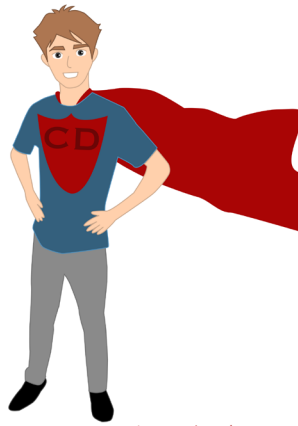
→ \_\_\_\_\_  
\_\_\_\_\_

50. Teenagers who choose to live the **untruth** are not as successful or happy in life.

→ **T or F** Why? \_\_\_\_\_

51. What do you want to choose in life: **truth** or **untruth**?

→ Why? \_\_\_\_\_

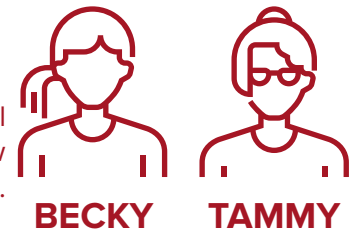


## CORRECT DECISIONS

Truth	Untruth
Honesty	Criminal Activity
Patience	Anger
Kindness	Meanness
Love	Hate
Sharing	Selfishness
Self-control	Drugs/Alcohol
Relaxation	Stress
Productivity	Laziness
Responsibility	Denial
Happiness	Sadness

## APPLYING WHAT WE HAVE LEARNED

Many members of the Johnson and Miller families still live in the same small town. Their kids go to the same schools. Lucas Johnson's aunt Debbie who grew up abused, now has inoperable brain cancer and has come back home to die. Debbie's oldest child, Becky, is a freshman.



Becky was sad and depressed. She knew about her mother's condition. Becky worried about what would become of her and her two younger sisters and brother. They had no money and lived off the help of relatives. Becky had few clothes, no friends and was ashamed of her condition. Her first day at school found her eating alone at lunch. Becky tried to hold back the tears, but they welled up and ran down her cheeks.

One of the Miller's, Tammy, was a sophomore. She grew up caring for wounded animals. She was kind, soft-spoken, and couldn't stand to see living things suffer. When she saw Becky crying, she left her friends, went and introduced herself to Becky. A special and close friendship began which has lasted through the years.

52. Questions:

→ a. How important was **Tammy's** friendship to **Becky**? \_\_\_\_\_

→ b. What can it feel like to be **lonely** and without **friends** at school? \_\_\_\_\_

→ c. What can happen if kids at **school** call their **classmates** names, snub them, or cause them to be lonely and isolated? \_\_\_\_\_

→ d. **Tammy** was there for **Becky** through her mother's death and the hard times. When **Tammy** hugged **Becky**, what was the message that **Becky** received? \_\_\_\_\_  
\_\_\_\_\_

e. If students were **accepting** and **friendly** toward their classmates instead of **putting them down**, how might their school be affected?



\_\_\_\_\_

f. **Becky's** mom, **Debbie**, was a "\$2.00 thinking" woman trying desperately to fulfill her emotional needs. If **Debbie** had been brought up in a more loving, functional home, would her life have turned out differently? \_\_\_\_



Why? \_\_\_\_\_



g. How important is a **good childhood**? \_\_\_\_\_

h. When a **human being** is deprived of love, nurturing, feelings of security, and is physically abused, he or she will become emotionally damaged. Are there a lot of **emotionally damaged** youth in our schools today? \_\_\_\_\_ How can the less-damaged kids in school help?



\_\_\_\_\_

i. When you increase a person's **self-esteem**, you also **increase** his/her **ability** to **focus** and **learn**. Are there many students doing poorly in school because of personal problems?



\_\_\_\_\_

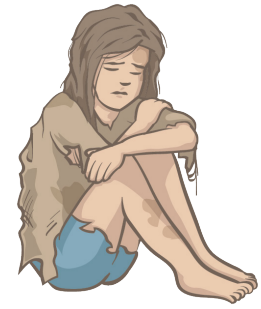
j. Do you think a **friendly school** (where there is more acceptance of others and less fear, taunting, and put downs) would foster an atmosphere where more **learning** would take place? \_\_\_\_\_



Would overall grades increase? \_\_\_\_ Why? \_\_\_\_\_



\_\_\_\_\_



## DETERMINING RIGHT FROM WRONG

53. Put an "R" for **RIGHT** or a "W" for **WRONG**.



\_\_\_\_ Make fun of a fellow student

\_\_\_\_ Use illegal drugs

\_\_\_\_ Be honest and tell the truth

\_\_\_\_ Be friends with unpopular kids

\_\_\_\_ Cheat on a test

\_\_\_\_ Smoke cigarettes

\_\_\_\_ Be obedient to parents

\_\_\_\_ Watch hard-core pornography

\_\_\_\_ Spread a false rumor, gossip

\_\_\_\_ Return a student's purse

\_\_\_\_ Turn in a student for selling drugs

\_\_\_\_ Steal from lockers

It doesn't matter what people "believe" is right or wrong; what matters is the truth. There are natural laws regarding right and wrong. Those who do wrong will have to suffer the natural consequences.

54. For example, what are some natural consequences of taking drugs? \_\_\_\_\_



\_\_\_\_\_

## IT IS NOT ALL YOU—SOME OF IT IS YOUR PROGRAMMING

Lucas Johnson and his cousins received negative programming. Lucas's mother started out as an "\$8 thinking" woman, but was beaten down to a "\$2 thinking" woman by her "\$2 thinking" husband.

55. Two **dysfunctional** people got together and had children. What was the result?



\_\_\_\_\_

56. **Lucas** was poorly scripted by his **father** and **grandfather**, who started it all. Was it **Lucas's** fault he was  
→ born into the dysfunctional **Johnson** clan? \_\_\_\_\_ Even so, is it his responsibility to stop the cycle of  
→ abuse and bad programming? \_\_\_\_\_ **Lucas's** father was released from prison, should he forgive him?  
→ \_\_\_\_\_

57. **Lucas** learned that his bad circumstances in life weren't all his parents' fault. **Lucas's** father was often beaten  
with a leather belt. Later in life, he turned to alcohol to medicate his hurts. His **mother** started out good,  
but was beaten down and gave up. **Children** should not blame their parents until all the facts are known.  
**T or F**

→  
58. **Lucas** also learned that much of life is based on **perception** and untruth. He learned his bad memories of  
being called a loser and failure weren't truly him, and that he could **understand** his parents and **forgive**  
them for what they did and go on with life. **Forgiving** others of what they did to you is not always easy  
to do.  
**T or F**

→  
**Lucas learned powerful truths that freed him from the captivity of his negative thinking and reduced his anger.**

59. **Lucas** learned that no parents are perfect. Life isn't about perfection, but about **learning, struggling,** and  
**forgiving.** Do a lot of parents feel bad because of their poor example and how they programmed their  
children? \_\_\_\_\_

→  
60. It doesn't matter **how** you got here. What matters is that you **are** here. It doesn't matter if you...  
• had one parent or two. • have parents who divorced.  
• don't know who your father is. • were adopted or conceived in a test tube.  
• have different colored skin. • are rich or poor.  
• have a learning disorder. • didn't make it through school.  
• were lonely, fearful, or abused as a child. • made bad decisions in your past.  
• have been in jail or prison. • are physically or mentally handicapped.  
• have chemical addictions. • have hurt others in your past.

61. **The truth is:** opposition or **adversity** in life can make you a **stronger person** if you let it. Why doesn't the  
above matter?

→ \_\_\_\_\_  
\_\_\_\_\_

**Remember, it is not all you.** Much of who you are has come from your parents and their parents. Children  
have no control over what plays on their subconscious movie. If you don't like your past, just start over.  
Write down your past hurts, put them in a small box, bury them in the ground, and walk away.

.....  
**BREAK OUT – DON'T STAY TRAPPED  
INSIDE YOUR MIND. UNCORK THE MAGIC  
GENIE INSIDE OF YOU AND LIVE YOUR LIFE  
TO ITS FULL POTENTIAL.**  
.....



WHAT SUCCESSFUL STUDENTS DO

Successful students recognize their bad programming and take steps to change it.

SUMMARY

A person’s values, attitudes and behavior are always with him/her. It is who he/she is. Successful people have good values and it is reflected in their attitude and behavior. Positive thoughts create positive behaviors.

Unit 2 Review:



What did you learn from this unit?

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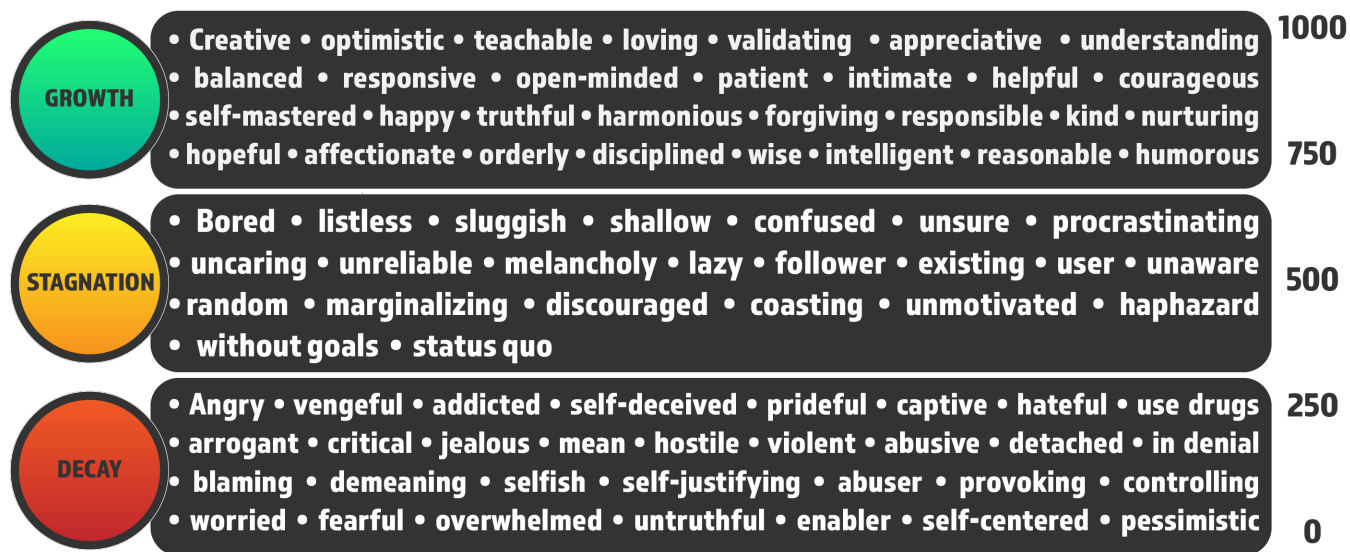
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# Unit 3: Growth vs. Decay

This unit focuses on living in growth (above 500). The Life Scale of Truth ranges from 0 to 1,000 as shown below. Whether a person lives at the 250 or the 750 level is a choice. All people, at one time or another, will descend below 500; it is just part of the human experience. However, more and more teenagers are choosing to be permanent bottom dwellers, and as a result, shut themselves off to human progress and happiness. Observe the following:



What is **Mr. Owl** trying to tell us about growth and decay?

→ \_\_\_\_\_  
\_\_\_\_\_

1. What does this chart mean to you?

→ \_\_\_\_\_  
\_\_\_\_\_

2. Most of the **Millers** live above **500** (in light and growth), whereas the **Johnson** clan are bottom dwellers, living in darkness and decay. For example, most people with **serious addictions** such as cocaine, pornography, gambling, alcohol, and meth, naturally sink to the bottom with many never getting out. What is life like for teenagers who live in decay who **choose** to stay or can't find a way out?

→ \_\_\_\_\_  
\_\_\_\_\_



**LOOK, I am talking to you because I care. I want you to stay out of harm's way and have a happy, productive life. I realize you have your freedom to choose and I, or anybody else, cannot force you against your will. You have three options in life; you can choose to live in GROWTH, STAGNATION, or DECAY. If you have a choice, choose GROWTH! Why choose to live in STAGNATION and DECAY? It is full of unhappy, miserable people.**





3. What is life like for a **teenager** who chooses to be a 750 person, living in **growth**?

→ \_\_\_\_\_

4. What is life like for a **teenager** who chooses to live in **stagnation**?

→ \_\_\_\_\_

Where one chooses to live (in growth, stagnation, or decay) has a profound effect on himself/herself and others. A society prospers when its citizens choose to live in growth, and declines as more choose to live in decay.

5. The power of the **Life Scale of Truth** doesn't depend on **socioeconomic** status, color of skin, or where a person's home is—it just depends how a person **chooses** to live. Can the **wealthy** and **famous** be “below

→ 500” bottom dwellers? \_\_\_\_\_

→ Describe a person who lives in decay. \_\_\_\_\_

6. The biggest factors that divide people on the **bottom** from the people on the **top** are how they see **themselves and others**. They may be **self-centered** or **feel sympathy**, have **pride** or **humility**, have **anger** or have **patience**, **reject** others or **accept** them, **objectify** or feel **compassion**, **abuse** others or **love** them. List those in **world history**, or in your life, who you feel lived, or who are living “**below 500**” or “**above 500**.”

Below 500 People	Above 500 People
→	→

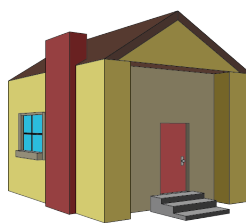
## PERCEPTION

Teenagers who grow up in “below 500” homes filled with anger, contention, abuse, fear, and addictions grow up with a distorted, untrue perception of themselves and their abilities.

7. Most of the **Miller** children grew up in homes that valued education. What was the result?

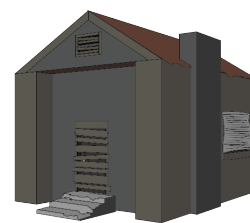
→ \_\_\_\_\_  
\_\_\_\_\_

**Nurturing Home**



Allows them to mature  
Provides safety  
Stimulates emotional growth  
Produces healthy adults

**Non-Nurturing Home**



Forces them outside  
Exposes them to danger  
Stunts emotional growth  
Produces damaged adults

8. Most of the **Johnsons** grew up in homes that didn't value education. What was the result?

→ \_\_\_\_\_  
\_\_\_\_\_

## THOUGHTS

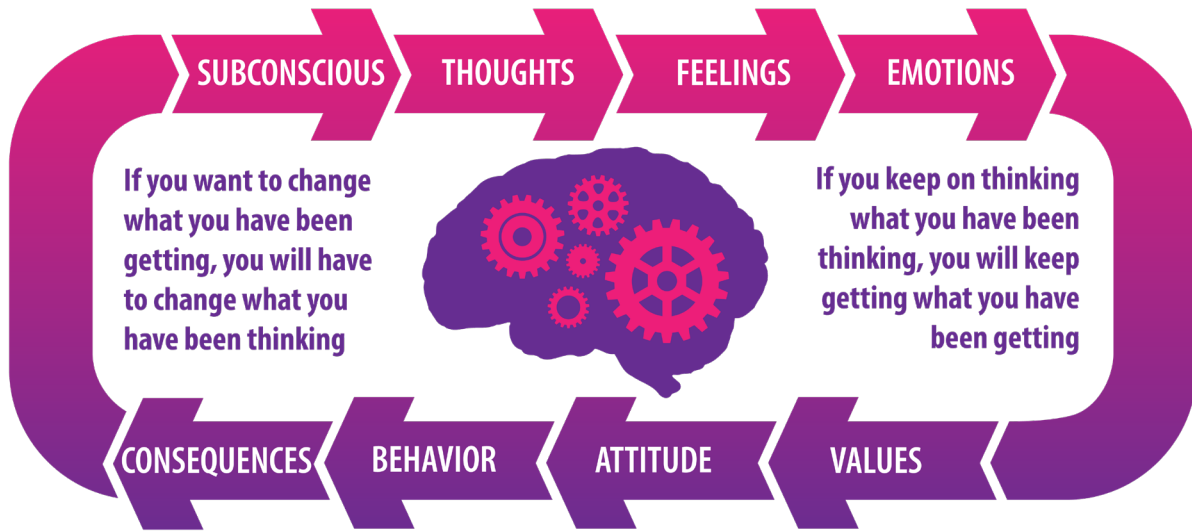
Major factors that determine a person's level of success in life are their subconscious automatic programming, and their ability to replace old, negative, self-defeating thoughts with positive, empowering, new ones. In the counseling field this is called cognitive restructuring.

9. One of the greatest **cognitive** skills that can be learned from this workbook is to be **aware** and **careful** of what you are thinking because **your thoughts will drive the consequences of your life**. What are some possible consequences for teens who choose to have negative thoughts and live in decay?

→ \_\_\_\_\_

The best way to describe the process of going from **thoughts** to **consequences** is to observe the following chart.

## THE CYCLE OF THOUGHTS



10. What does the above **diagram** mean to you?  
 → \_\_\_\_\_
11. Since our thoughts drive the **consequences** of our lives, how do we change what we are getting in life?  
 → \_\_\_\_\_
12. **Lucas** was being eaten alive with his strong feelings and emotions of hate, anger, worry, and fear. But what happened when he changed his negative thoughts?  
 → \_\_\_\_\_
13. What is one thing teens are **worried** about? \_\_\_\_\_  
 → What **thoughts** are causing that worry? \_\_\_\_\_  
 \_\_\_\_\_
- What do they need to do to **get rid of** that worry? \_\_\_\_\_  
 \_\_\_\_\_
14. If you don't like the **consequences** you are currently receiving in life, what must you do to change?  
 → \_\_\_\_\_
15. Watching too much **negative media** can program you with false beliefs and make you sick.  
 → **T or F**

**NOTE: The reinforced message of this course is that you can take control of your "below 500" thoughts and change the consequences of your life. You are, in fact, many times more talented and capable than you might have been falsely programmed to believe. You can instantly change your life by changing your thoughts. Don't live the lie. Live the truth, and experience the peace and happiness that is yours for the choosing - as you choose to live "above 500."**

A productive, happy life really requires us to think more good thoughts and less bad, self-destructive thoughts. It is about becoming self-aware (cognizant) of our negative thoughts and diverting them as soon as possible. It has been shown that if we don't divert negative thoughts within 3 seconds, they grab hold of us and pull us down "below 500."

16. Think of the **Johnson** cousins who lifted themselves above **500** and ask what thoughts, feelings, and emotions they had to focus on and change. Check "✓" the ones listed below that they may have had to experience.

- Anger to forgiveness       Despair to hope       Negative thoughts to positive  
 Helplessness to empowerment       Loneliness to acceptance       Fear to security  
 Rejection to validation       Sadness to happiness       Worry to calm

→ 17. Have you had to make any **similar changes** in your life? \_\_\_\_\_ If so, go back and put an "X" next to those you have experienced.

## LIVING and THINKING IN THE PRESENT

One of the most difficult cognitive skills to learn is to live in the present. Doing so requires leaving old, self-defeating, hurtful thoughts behind and not worrying about the future. We can't change the past. It is part of our history. Since we have no control over what happened in our past nor the unexpected problems in the future, why worry about it? Seize the now and live happily from day to day. Each new dawn can bring happiness.

18. One of the great liberating thinking skills **Lucas** learned was to live in the **present**. This is how he **accomplished it**:

<b>PAST</b>	<b>PRESENT</b>	<b>FUTURE</b>
<p>When <b>Lucas</b> started to think of below <b>500</b> negative experiences, he quickly caught himself and played a mind game of thinking of his present blessings. In time, this mind game blocked his past and sent him into the light and peace of the present. <b>Lucas's</b> cousins never learned this skill and remained self-deceived; arguing, blaming and selfishness drove the consequences of their lives.</p>	<p>Each morning when <b>Lucas</b> got up, he sat on the edge of his bed, said a silent prayer of thanks and then meditated on the positive things he could do for others. Slowly he sensed his negative thoughts being lifted into more positive, happier ones. The result was a profound change in his thoughts, feelings, emotions, behaviors and hence the consequences of his life. He continues to live above <b>500</b>.</p>	<p>As a result of the positive changes in his thoughts and his living in the present, <b>Lucas</b> was no longer pessimistic, worried, or fearful of the future. He lost weight, had more energy and was fun to be around. New horizons, previously lost to his view, were now visible and attainable. He blocked the wrong done to him and his children grew up happy and feeling secure.</p>

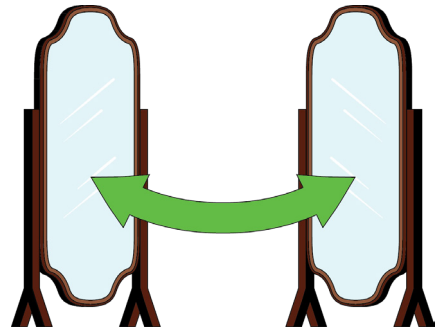
19. What could happen in your life if you were to change your **negative thoughts** and live more in the present like **Lucas** chose to do?

→ \_\_\_\_\_  
 \_\_\_\_\_

.....  
**YOU HAVE MORE BRIGHT POSSIBILITIES IN THE FUTURE  
 THAN YOU DID IN THE PAST.**  
 .....

## LIFE IS A MIRROR

In general, people treat others as they are. If a person is dishonest or untrustworthy, that is how others will respond to him/her. If a person is being treated badly by his/her family or acquaintances, then most likely, that individual is the problem. Negative people get mad at the way others (the system) treat them. They deny that they themselves are the problem. Blaming others is many times easier than taking responsibility.



20. Mark “T” for **True** or “F” for **False**.

- If people don’t trust me, it is because I am untrustworthy.
- If people don’t believe me, it is because I lie.
- If people don’t respect me, it is because I don’t keep my word.
- If people don’t like me, it is because I do unlikable things.
- If people are afraid of me, it is because I act mean toward them.
- If people don’t want to be my friend, it is because I act unfriendly.
- If I am mean to others, they will always be nice to me.

What is **Mr. Owl** trying to tell us about why life is like a mirror?

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21. You can’t fake who you are. Life is a mirror. You will get back what you put out, whether you like it or not. People will treat you as you are. What you do speaks many times louder than what

→ you say. **T or F**



**OUCH!!** This is a hard thought I want to share this because we so much like to blame others for our problems, when most often we are the problem. It is not easy to accept that we are getting negative feedback because we are putting out negativity. Of course, if we don’t like what is being reflected back at us from others, we can be more positive and kind and our whole world will change. If we have a choice, why not to choose to be understanding, validating, grateful, and peaceable? Remember life is a mirror, it is your choice—be happy!

## WHAT WE SOW, WE REAP

If we sow corn, we reap corn. If we sow anger, we reap anger. If we sow kindness, we reap kindness.

22. Do some people live such a **negative** life that they don’t know what it is to be **happy**?

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23. Life is a series of **choices**. No one makes the correct **choice** every time—it is just part of life. What is one good thing in your life that you sowed that you are now reaping?

→ 

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## FREEDOM

One of the major forces behind the founding of America was the desire to be free. Many people take their freedom for granted until they lose it. Let’s explore some ways we might lose our freedom.

24. There are two kinds of **freedom**: physical and mental. Describe how a person can lose his/her physical freedom.

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25. Describe how a person can lose his/her **mental** freedom. \_\_\_\_\_



26. Determine whether the following statements bring freedom or prison (mental or physical).

Put an “**F**” for **Freedom** or a “**P**” for **Prison**.

- \_\_\_\_\_ Take drugs                      \_\_\_\_\_ Help others                      \_\_\_\_\_ Obey laws  
\_\_\_\_\_ Abuse others                      \_\_\_\_\_ Steal and lie                      \_\_\_\_\_ Loyal  
\_\_\_\_\_ Gossip                      \_\_\_\_\_ Trusted                      \_\_\_\_\_ Addicted to gambling  
\_\_\_\_\_ Be mature and responsible                      \_\_\_\_\_ Addicted to video games                      \_\_\_\_\_ Dependent on others  
\_\_\_\_\_ More skills and education                      \_\_\_\_\_ Denial - blame                      \_\_\_\_\_ Fear and worry  
\_\_\_\_\_ Vape/smoke/chew tobacco                      \_\_\_\_\_ Anger                      \_\_\_\_\_ Sense of humor

27. Both **Melanie Miller** and **Darcey Johnson** are 17. **Melanie** has a clean driving record and doesn't use drugs or alcohol. **Darcey** has had three speeding tickets and has been the cause of one accident. **Melanie**

- is trusted to use the family car; **Darcey** isn't. Who has more freedom? \_\_\_\_\_  
Why? \_\_\_\_\_

What is **Mr. Owl** trying to tell us about our freedom?



**OK! I understand that you may cringe a little every time I appear. But you are important with a life of great potential. We don't want you to make decisions that will put you into the swamp of despair. You have a choice to be free or for example take drugs, and be captive like animals in a pen. The trick is to slow down and think about it. Ask yourself, will my decision make me happy or sad, free or captive? Choose right and live in freedom.**

## REASONS FOR BREAKING THE LAWS

28. **When teenagers break the law, which of the following might they answer?**

- I did it on purpose. I knew what I was doing. I'm guilty.  
 I didn't do it. I am totally innocent. I am not guilty.  
 I was asleep. I wasn't aware I was breaking the law.

29. **If they did it on purpose, which of the following may have been their reason:**

- I fit the criminal profile.                       I didn't have any money.  
 I was pressured by my peers.                       I was "under the influence."  
 I didn't think it through.                       I have a drug/alcohol problem.  
 They deserved it.                       I was angry and lost control.  
 I wanted it.                       I thought I could get away with it.  
 I was mad at my parent(s).                       Everyone else does it.

30. We are learning in this workbook that if people **deny their guilt** and **bad behavior**, they are **condemned to repeat it**. They keep on suffering the consequences over and over again. Emotional maturity and progress in life are dependent on accepting responsibility for our behavior.

→ **T or F**

31. People don't suffer from **doing wrong** until they are caught.

→ **T or F**



## CONSEQUENCES OF BREAKING LAWS

Youth who choose to break society's laws will lose their freedom whether or not they are caught. When caught, they may realize that they have, in fact, empowered others to control their lives. Either way, they will experience guilt, sadness, anger, and fear. What consequences do youth face who break society's laws? Give three:

→ Consequence # 1: \_\_\_\_\_

→ Consequence # 2: \_\_\_\_\_

→ Consequence # 3: \_\_\_\_\_

When a youth chooses to break laws, they not only harm themselves, but also others. When a youth breaks laws, what do they do to themselves and others?

	Harm They Cause
To themselves	→
To society	→
To their family	→
To their victim(s)	→

## THOUGHTS DRIVE CONSEQUENCES

As we are learning, our thoughts drive our feelings which in turn drive our emotions. When we are experiencing strong emotions, we should ask ourselves, "What feelings are causing these emotions and what good or bad thoughts am I allowing myself to think?"

For example, let's go back to Lucas's cousin Becky. When she was seven, she awoke to rats inside her covers eating her stored food. Cold, dirty, and lying on the floor in an empty house, she panicked, screamed uncontrollably, and never slept on the floor again.

32. Now, at 52, if she goes back to those **negative**, "**below 500**" thoughts, she feels the panic and anger. Her heart rate quickens, muscles tighten, gut churns, and emotions overwhelm her. If she doesn't change her negative thoughts, what will she keep getting?

→ \_\_\_\_\_

33. So it is with each of us. We all have good and bad thoughts from our childhood. What are some **good childhood thoughts** that have helped your life?

→ \_\_\_\_\_

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**YOU CAN CHANGE FROM HAVING  
A BAD DAY TO A GOOD DAY BY  
CHANGING YOUR THOUGHTS.**

.....

## PROBLEM SOLVING

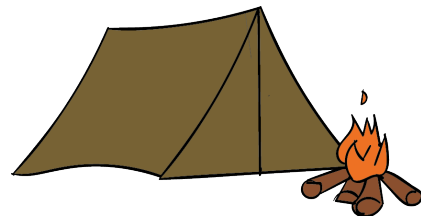
One of Lucas's uncles, who had spent 26 years of his life in and out of prison, had a true change of heart and went to see his son who was serving time. His son had received only one visit in the years since his incarceration. Lonely and discouraged, father and son cried and forgave each other. Hearts healed and new words of hope were spoken.



The few good memories they had were of camping. So when the father met the son as he walked out of prison, their old truck and camper were waiting, filled with camping gear. With the permission of their parole officers, they spent a month deep in the forest fishing, bonding, and living simply.

34. This experience gave the son the strength to call his ex-wife, who was remarried, to get permission to visit his two children. When you change one person, you can change many.

→ T or F



35. True life is unpredictable and can't be duplicated in sitcoms because of deep human feelings and emotions.

→ T or F

36. The father died two years later but left a lifetime of good memories. What kind of memories would you like to leave to your loved ones about your time spent with them?

→ \_\_\_\_\_

## FORGIVENESS

**When Lucas was in detention completing his Lifeskills workbook, there was a section on forgiveness that forever stayed with him. It released him from the anger he had for his mom and dad.**

37. **Forgiveness** is the fast track to **enlightenment**. Forgiveness can instantly help people with feelings of resentment, vengeance, self-pity, and anger to rise up and out of the crowded **swamp** of despair.

→ T or F

38. **Forgiveness** is self-empowering. Forgiving others and yourself **frees** your inner-self, energizes your body, and strengthens your immune system. Forgiveness gives you control; grudges do not.

→ T or F

39. **Forgiveness** frees others. To forgive someone means you **renounce** your anger against them. You **pass over** their offense and free them from the consequences of it. You **pardon** them without harboring resentment. In the process, you also free yourself from unhealthy feelings and attachments.

→ T or F

40. **What are three things about forgiveness that Lucas may have learned?**

- 1) \_\_\_\_\_  
2) \_\_\_\_\_  
3) \_\_\_\_\_

→ 41. How would your life be if you forgave everyone that hurt you? \_\_\_\_\_

42. Forgiving others doesn't mean you have to take their abuse.

→ T or F

## THINGS TO CONSIDER

Another way to live “above 500” is to emotionally detox your home and environment. New scientific studies clearly demonstrate that when you expose yourself to uplifting, “above 500” music, videos, TV programming, etc. your feel-good chemicals such as serotonin and dopamine increase, your body strengthens, and you feel more relaxed and at peace. Conversely, doing the opposite drops you “below 500” into murkiness and increases negative thoughts, feelings, and emotions such as sadness, anxiety, fear, worry, anger, and confusion.

43. Determine which statement will put you above or below 500. Put an “A” for above 500 or a “B” for below.

- Listen to hard rock music.       Watch good (positive) movies.       Experiment with drugs.  
 Play violent video games.       Watch bad (negative) movies.       Listen to classical music.  
 Read the daily newspaper.       View nature scenes, landscapes.       Argue, be controlling.  
 Snorkel in tropical waters.       View pornography.       Pet an animal.  
 Greed, selfishness.       Bad work environment.       Go camping  
 Help a neighbor.       Eat comfort food.       Rebel against parents.

44. Lucas’s wife was tired of contention and noise in the home. She unplugged and then cut the power cords to their three TVs, removed their computers, confiscated the kids’ video games, disabled two radios, and shut off the kids’ cell phones. What was likely the first reaction?

→ \_\_\_\_\_

But what do you think started to happen after about two weeks?

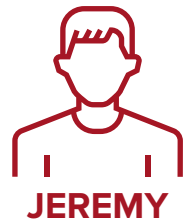
→ \_\_\_\_\_

What would be the results if the same happened in your home?

→ \_\_\_\_\_

## JEREMY

Lucas’s cousin Jeremy, age 26, was throughly addicted to gaming living his life in decay in his grandmother’s basement. The pathways in his brain led directly to his pleasure centers when he was connected to his electronic devices. When he wasn’t connected he suffered deep withdrawals with his mind screaming for a fix of dopamine and serotonin. (Look them up.)



45. Living in decay is sad and depressing. Addicted, decayed people lose their freedom and become mentally, emotionally, and physically weak. What are some of the problems Jeremy will face in life?

→ \_\_\_\_\_  
 \_\_\_\_\_







.....

## WHAT SUCCESSFUL STUDENTS DO

Successful students choose  
to think and live above 500.

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### SUMMARY

Life is a gift. There are so many good things we can do with our lives. A wasted life is a tragic thing. We are captains of our own ships. We control the rudder and can steer into troubled or calm waters; it is our choice.

### Unit 3 Review:

Discuss with your coach what you learned from this unit.



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# Unit 4: Understanding Our Beginnings

To understand ourselves and present condition in life, we must look to our beginnings—our childhood. Much of what we are today reflects what happened to us as children. Most people are fully programmed with good or bad values by age ten. Our childhood values can stay with us for a lifetime.

1. People who grew up in abusive or dysfunctional homes can become **emotionally handicapped**. They have to work harder to avoid anger. Which is worse—to be **physically** or **emotionally** handicapped? \_\_\_\_\_  
 → Why? \_\_\_\_\_



2. The people who raise children (parents or others) are most important to society. The home can either produce well-adjusted happy, **good citizens** or people with negative programming and future problems. Members of prior classes have described what they felt was a **good** home environment. What is a **harmful** home environment?

Good - Functional Home	Harmful - Dysfunctional Home
Parents with good values • Patience • Love • Respect • Harmony • Humor • Fun • Food • Clean • Abuse & drug free • Safety • Happiness • Discipline • Trips • Vacation • Family get-togethers • Talking about and sharing problems	→

3. The welfare and economy of the nation depends on its **families, good parents, and productive children**. What kind of teenagers will the nation need to prosper?  
 → \_\_\_\_\_

## HIERARCHY OF EMOTIONAL NEEDS

There are two separate issues to look at. One is a person's emotional well-being, and the other is whether he/she has chosen to be productive (positive) or nonproductive (negative). First, let's look at our emotional well-being. There are certain needs that we must have filled in our lives as children to grow up as productive adults. If some of these powerful needs were not met, we will most likely have problems in our adult lives. Take the following test. Think deeply about each need. Rate your childhood.

### EMOTIONAL NEEDS TEST

#### → While I was growing up . . .

- Need to be loved—Someone deeply loved me; I was not alone.
- Need to be validated—I was made to feel that I was a good person; I counted.
- Need to be affirmed—I was made to feel important; I made a difference.
- Need to be understood—People listened to me; understood me.
- Need to be appreciated—People appreciated what I did for them.
- Need to be secure—I had a home; I felt safe and secure in my environment.

Yes	Sometimes			No
5	4	3	2	1
<b>TOTAL</b>				



Excellent	Problem	Harmful
30 - 24	23 - 17	16 - 6

← Healthy Direction | Unhealthy Direction →

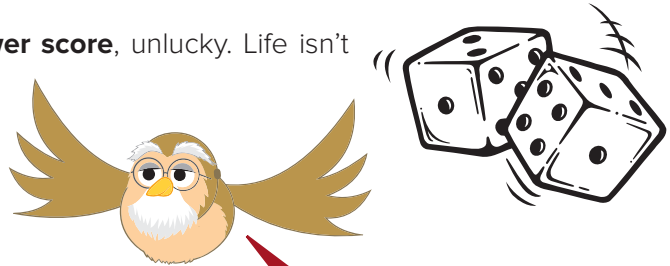
→ 4. What was your score? \_\_\_\_\_ Which **bracket** does that put you in? \_\_\_\_\_

5. If you have a **higher score**, you are lucky; a **lower score**, unlucky. Life isn't always fair.

→ **T or F**

What is **Mr. Owl** trying to tell us about our emotional needs? \_\_\_\_\_

→ \_\_\_\_\_



It is believed that at least 80% of the 70 million homes in America are having problems to one extent or another. No home or parent is perfect.

6. If you think your home has problems, remember there are many that are most likely worse. Perhaps teenagers should be more **grateful** and complain less about what's wrong with their home and parents. They should spend more time trying to **understand** and to make it better. How could you make your home better?

→ \_\_\_\_\_  
\_\_\_\_\_

7. Before you start **throwing stones** at others in your family, you should consider you may be part of the problem. Maybe you should consider your power to be a peacemaker. Think how much you could **add** to your home environment if you decide to do so. How much **influence** can one person have on a family unit?

→ \_\_\_\_\_

**DO YOU** want to know the secret to a happy successful life? It is simple and costs no money! The more you do of this with others the happier they will be and the happier you will be. Are you ready? Here it is! Forget your wants and needs and focus on **VALIDATING, AFFIRMING, LOVING, UNDERSTANDING, and APPRECIATING** others. Just try it one day and watch the magic happen. I know what I am talking about! **REMEMBER** I am the wise old owl, I am much wiser than you. Do this and you will be wiser too.

It doesn't matter whether you scored high or low on the Emotional Needs Test. If you scored low, it wasn't your fault. It is what it is. You weren't a bad person being punished. It was just the luck of the draw. The beginning of life is not equal for everyone, but life does offer the opportunity to make up for shortcomings.

8. We spend a **lifetime** trying to be a whole person by fulfilling our **six emotional needs**. However, there is no such thing as a perfect home or perfect person. What was your score from the

→ **Emotional Needs Test?** \_\_\_\_\_

→ Should a person's score matter? \_\_\_\_\_

9. How do you think Becky and Tammy would score on the Emotional Needs Test? (See page 18) Guess their scores:

→ **Becky's score:** \_\_\_\_\_ **Tammy's score:** \_\_\_\_\_

→ What can people with low scores do to have a happier more productive life going forward? \_\_\_\_\_  
\_\_\_\_\_



One of the traps that people with problems fall into is that they turn inward, become depressed, angry, and focus on themselves. They end up living "below 500," in decay, with other miserable people like themselves.

10. What is the opposite of being focused on yourself?

Self-focused	Opposite of Self-focused
Selfish, critical, argumentative, arrogant, cruel, cold-hearted, controlling, never satisfied, angry, and demanding	→

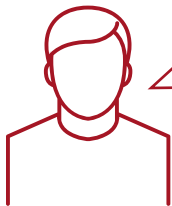
11. The more **teenagers** choose to focus on themselves, the more **selfish** and self-centered they become, and the deeper they **sink** into decay.

→ T or F

It is easy to find fault with parents/caregivers, brothers and sisters, because they are all imperfect humans. If we want to, we can trash and find fault with anyone. To be human is to be imperfect.



Human Being



Yes, I know I have lots of faults. It would be easy to pick on my shortcomings, but I need understanding and compassion. I also have many good traits.



12. Often the person **trashing** others has more serious faults than the person being trashed. Why do people tend to focus on others' weaknesses?

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13. What happens to **teenagers** who focus on all the imperfections of their friends and family?




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14. When you truly care for or **love** people, you focus on their **good traits**, not their **weaknesses**. You see them through the eyes of love. The world is full of insensitive jerks and words that hurt. You can spend your life reacting with **anger** and **vengeance** or you can choose to **heal, forgive**, and go on with your life.

→ T or F

## BECKY JOHNSON

Let's go back to Lucas's cousin, Becky Johnson. Her life mirrored Lucas's and his sister's. As young as five, she had to take charge and fix meals. She was the oldest of four children. She was tall, athletic, and an outstanding volleyball player. However, she was often depressed and sick because of her personal problems and the lack of food. She was ashamed of her conditions. Becky disappeared for a week during the volleyball season. Her coach went looking for her.



The coach found Becky in her old, dilapidated home with the living room filled with boxes. Becky's mother had just died. At first Becky was embarrassed to see her coach, but they embraced as Becky broke down and sobbed.

The coach and her husband took Becky into their home, and loved and nurtured her back to health. The coach's grown children accepted Becky. For the first time in her life, Becky felt loved, safe, and, secure. She still had bad dreams, but they became less frequent over time. Tammy, who became Becky's best friend, gave her great support.

Becky earned a sports scholarship to a local state college in volleyball. In her junior year, she met Devon

who soon became her husband. While talking one day, Becky and Devon discovered that their mothers had attended the same rural high school together—the one Devon had graduated from. They also discovered that they had attended the same grade school together. Devon remembered a curly-headed girl that had comforted him when he had hurt himself badly on the play ground. Becky was that girl; she remembered him. Yes, you might have guessed the rest of the story: Devon’s last name is Miller.

15. **Becky’s** mother was an emotionally damaged woman who was abused as a child. She tried in vain to fulfill her 6 emotional needs in the arms of \$2.00 men. What could be one reason she died so early in life? \_\_\_\_\_

16. Later in life, as **Becky** was raising her own family, she realized how lucky she had been. Her oldest brother was sent to prison, the younger brother developed a serious drug problem, and her sister struggled in abusive relationships. Why did **Becky** have a better chance in life? \_\_\_\_\_

17. Later on, her **older brother** got out of prison, and so far, hasn’t gone back. He has a good job as a heavy equipment operator. Her **sister** finally found a good man with whom to bond. Her **other brother** is in rehabilitation and is doing better. They get together often to heal. What do you think these four victims learned about life? \_\_\_\_\_

18. Which of **Becky’s** important **emotional needs** were filled by her new family? \_\_\_\_\_

19. Which rewards in life do you think **Becky’s** coach and her husband will receive for taking **Becky** into their home? \_\_\_\_\_

20. What do you think are the **deep, real meanings** of life? What are people looking for? \_\_\_\_\_

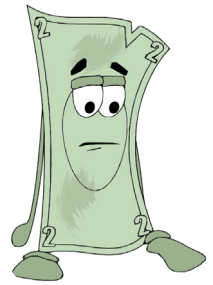
21. If you have had some **similar** problems in your life, can you put them behind you and make tomorrow a new day? \_\_\_\_\_  
How? \_\_\_\_\_

22. People have the power to heal or hurt. **Becky** was lucky that she found a loving family who helped her. There are a lot of good people in our society.  
→ **T or F**

23. **Devon** brought great love, maturity, and stability into their marriage. What could have happened if **Becky** had married someone with beginnings like her own? \_\_\_\_\_

→ How important is the person you marry? \_\_\_\_\_

24. If you interviewed **Becky** today as a 48 year-old grandmother, what would she say about her life? \_\_\_\_\_



## UNFULFILLED EMOTIONAL NEEDS

There are many things that can happen to children and adults who don't have their emotional needs met. The lack of proper nurturing can cause a variety of physical and mental disorders.

After World War II, there were hundreds of orphans in Germany. Most were left alone in their cribs and many died. In one orphanage where over half the babies were dying, the babies on the third floor were thriving. What the authorities didn't know was that the night cleaning lady was holding, hugging, kissing, and singing to the babies, against orders.

25. The **orphans** that were **hugged** thrived while the others were **sickly** and **dying**. Why?



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26. Older children that were later **adopted** grew 4 to 6 inches in one year. Why?



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27. What other problems can the **lack** of nurturing cause?



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Unfulfilled emotional needs can cause deep depression, anxiety, stress, worry, fear, and other forms of mental and physical illness. Humans are social and must have proper physical contact and emotional support for optimal health.

28. One woman would fake illnesses so she could go to the hospital to be **touched**. One man would get his hair cut every week so that he could have **human contact**. People need connection in their lives to remain healthy.



**T or F**

29. Studies have shown that **isolation** can cause early aging, illness, and death. Describe a **healthy environment** and family that would promote good emotional health and happiness.



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Youth is a time filled with confusion, fear, worry, deep emotions, changing bodies, and many uncertainties. At a time when youth need the most emotional support, many are thrust into cruel school environments where their classmates put them down, mock, and threaten them.

30. School can be a very **traumatic** time. Things can be said and done that can hurt for a lifetime. What is being said or done to hurt the feelings of youth in school today?



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31. People who choose to live in **decay** are mean by nature, people in **growth** are kinder.



**T or F**

What are we learning in this course about the results of unfulfilled emotional needs? After years of counseling thousands of youth and adults, the authors of this course have observed the results when people are not nurtured or loved.

32. The abused often tend to:

- have low self-esteem.
- have more broken marriages & unstable relationships.
- stay in poverty.
- lack power to move their lives forward.
- turn to drugs and alcohol to cover their hurts.
- be more sexually active and have more STDs.

- have more children out of wedlock.
- have more emotional and mental health problems.
- be insecure, jealous, and controlling.
- have more anger, frustration, & violence in their lives.
- raise emotionally damaged children and the cycle continues.
- have more illnesses and age quicker.
- turn to crime.
- commit spousal abuse.
- lack empathy or feelings for others.

33. **Lucas** and **Becky** overcame the above problems. Just because a person has negative beginnings doesn't mean he/she will have negative endings. Life is what a person makes of it.

→ **T or F**

## ENJOY THE JOURNEY

We all know our beginnings, but our endings are not so certain. Tough beginnings, like those of Lucas and Becky, can result in exceptional endings. Our journey through life is like going to school. Sometimes we find ourselves in the classroom of relationships, or finance, or patience, understanding, and empathy. Those who choose to apply the principles that lead to growth will have passing grades, while those teenagers who choose to apply the principles of stagnation and decay will have failing grades. If I get failing grades, it is my fault.

→ **T or F**

34. As a teenager, **Lucas's** cousin **Curt** rebelled. Curt spent his youth in **decay**, suffering from his own bad decisions. We can choose to do **wrong**, but we can't **choose** the consequences.

→ **T or F**

35. No one is perfect, and we all make mistakes and bad choices; it is just part of the journey. However, the fewer the bad choices, the happier the journey. Why keep digging the pit we are in when we could stop and get out? Each new day offers us an opportunity to start anew. What can happen to teenagers who load up on past mistakes, won't forgive themselves, and keep digging their pit deeper?

→



What is **Mr. Owl** trying to tell us about our journey through life?

→



**REMEMBER THIS!** You had no control over your beginnings, but you do your endings. The average life span for you humans is only about 800-900 months or about 620,000 hours. So determine now to enjoy the journey and avoid the many pitfalls you can fall into as your life progresses. One time when I was young I didn't understand the danger of large glass windows and I tried to fly through one. It knocked me silly. I recovered, but the lesson wasn't worth the pain.

## ROLE PLAY

The following situations are based on real teenagers with real problems. The “coach” (class mate, instructor, or parent) should read and act the part of the teenager, and the student should act the part of a counselor and give advice. What advice would you (or the class) give in each of the following situations:

- My best friend stole my boyfriend. I am so angry and hurt, I don't know what to do.
- Fellow students make fun of me because I stutter.
- Someone on the girls' volleyball team took a picture of me changing my clothes and posted it on Facebook®. I feel violated and depressed.
- I want to be accepted into this group at school. But to belong, I have to do things I know are wrong.
- My parents grounded me for a month for going past curfew for the third time. I think it is unfair.
- I cheated on a test, got caught, and was suspended. What do I tell my parents?
- My friend got me hooked on marijuana; now I have taken some meth. What should I do?
- My friend met this guy online. She wants me to go with her to meet him!

## DON'T WAIT FOR HAPPINESS

Don't wait for tomorrow when you think you will be happier. That tomorrow may never come. Be happy now! Don't wait for the right boyfriend or girlfriend, the right job, the right dress size, the right complexion, the right family – enjoy the journey, now.

36. What do you keep **waiting for** that hasn't come? \_\_\_\_\_  
→ \_\_\_\_\_

37. What can you do **this week** to be happier? **List three things.**  
→ 1) \_\_\_\_\_  
2) \_\_\_\_\_  
3) \_\_\_\_\_

## SELF-TALK and POSITIVE AFFIRMATION

The things you say to yourself that nobody else hears are the most powerful words in your life. They come right from your subconscious and represent your current thoughts about you. Your thoughts about yourself might not be true but they represent you as you are today.

38. What are some **good things** you should say to yourself? \_\_\_\_\_  
→ \_\_\_\_\_

39. What are some **destructive things** you say to yourself? \_\_\_\_\_  
→ \_\_\_\_\_

Positive affirmation is a form of positive self-talk that can help replace negative, distorted thinking. Positive affirmations put good thoughts in your mind and make you feel better. Let's try some:

- I am a forgiving and loving person.
- I am generous and enjoy helping others.
- I am successful and confident in the future.
- I am a unique, one-of-a-kind person.
- I am a valued person.
- I have a sense of humor and enjoy laughing.

40. Choose one of the above or make up one of your own and **write** it on a piece of paper. Next, **post** it where you will see it often and **repeat** it several times a day. Write your positive affirmation here:  
→ \_\_\_\_\_  
\_\_\_\_\_



# SUCCESS IN LIFE

41. **What is success in life? Determine if the following statements are true or false. Put “T” for True or “F” for False.**

- Success in life is not determined by the hand we are dealt but how we play it.
- Success in life comes when we put the blame on others.
- If we don't value life, we will waste it.
- People can fail many times in life, but they aren't failures until they give up.
- People can reach a point in life of doing so much wrong that it is too late to change.
- Success in life comes when we pursue wealth, power, and fame.
- True freedom comes when we can control our thoughts, the source of our behavior.
- Teenagers should be good because they want to be, not because they have to be.
- It takes two good people to have a successful relationship. If one is negative, the relationship will fail.
- People who choose to live the untruth don't like being confronted with the truth.

42. **In addition to what has been discussed, check the activities below that would help you be a happier person.**

- Be grateful for what you have.
- Give up addictive drugs and habits.
- Don't compare yourself with others.
- Don't want what others have.
- Take more time for rest and relaxation.
- Obey parents/caregivers.
- Help others.
- Avoid doing wrong; obey laws.
- Improve your physical self.
- Do more giving and less taking.
- Don't betray yourself; listen to your feelings.
- Let it go and chill out. Don't hold grudges.
- Find good friends who care and understand.
- Minimize your exposure to violence.
- Learn from your mistakes; don't repeat them.
- Learn more self-control; reduce your anger.
- Release the past and focus on the future.
- Improve your communication skills.
- Love and be loved.
- Other: \_\_\_\_\_

.....

**IF YOU ARE NOT HAPPY,  
IT IS YOUR FAULT!**

.....

43. In your opinion, what is **success** and **happiness** in life?

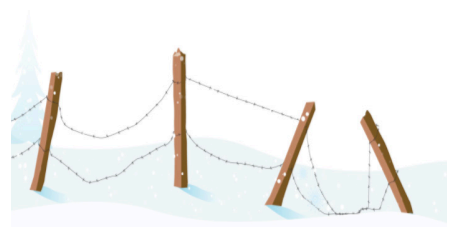
→ \_\_\_\_\_

\_\_\_\_\_

44. We can be a **willow in the wind** and be controlled by our peers and life's breezes, or we can choose to be a **fence post** and stand up to life's difficulties. What are some rewards for being a fence post?

→ \_\_\_\_\_

\_\_\_\_\_



# STAND UP TO LIFE

Every 24 hours we have to get up and face life. We can either stand up to life or let it roll over us. We can either look at the positive or focus on the negative. When you look at a rosebush, do you see the roses or the thorns?



45. What happens to people who don't **stand up** to life?

→ \_\_\_\_\_

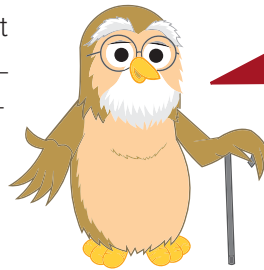
46. We are learning in this workbook that you have vast potential to succeed.

You are **strong** and **courageous**. You are talented and smart in the ways of life. You are at a point in your life where you can choose to climb the mountain to happiness or choose to live in the swamp of despair. What can keep **teenagers** from being **successful** in life?

→ \_\_\_\_\_

What is **Mr. Owl** trying to tell us about standing up to life? \_\_\_\_\_

→ \_\_\_\_\_



**FOLLOW ME ON THIS THOUGHT! Own your own problems and own your own solutions. If you are not in charge of your life, who is? Don't lie, make excuses, or procrastinate. Admit your guilt and shortcomings and move on. Don't keep paying the price for things in the past. Just stand up to life and take it as it comes. Don't let your past poison your future. So who is perfect? Give yourself a break for being human.**

To have the energy and power to stand up to life, you have to avoid the swamp. You can get bogged down and stuck in the muck if you are not careful.

47. Determine which of the following will put you on the mountain or in the swamp. **Put an "M" for Mountain or an "S" for Swamp.**

- |  |  |
|--|--|
| → <input type="checkbox"/> Rebel against parents/authority | <input type="checkbox"/> Consume illegal drugs               |
| <input type="checkbox"/> Be a fence post                   | <input type="checkbox"/> Have empathy for others             |
| <input type="checkbox"/> Drinking alcohol                  | <input type="checkbox"/> Be a true friend                    |
| <input type="checkbox"/> Be honest and trustworthy         | <input type="checkbox"/> Live in past hurts                  |
| <input type="checkbox"/> Drop out of school                | <input type="checkbox"/> Abuse others                        |
| <input type="checkbox"/> Be optimistic and courageous      | <input type="checkbox"/> Whine and complain                  |
| <input type="checkbox"/> Commit crimes                     | <input type="checkbox"/> Be mean, selfish, and self-centered |
| <input type="checkbox"/> Build others                      | <input type="checkbox"/> Learn better communication skills   |
| <input type="checkbox"/> Keep doing the same wrong         | <input type="checkbox"/> Steal and lie                       |
| <input type="checkbox"/> Have goals in life                | <input type="checkbox"/> Be impatient, quick to anger        |
| <input type="checkbox"/> Remain a victim                   | <input type="checkbox"/> Forgive others                      |
| <input type="checkbox"/> Try to fix others                 | <input type="checkbox"/> Sell friends drugs                  |
| <input type="checkbox"/> Accept responsibility             | <input type="checkbox"/> Lie to parents                      |

48. If teenagers can choose to live on the **mountain**, why do so many choose to live in the **swamp**?

→ \_\_\_\_\_

49. **Another important skill to help teenagers stand up in life is to learn to resolve conflicts. Mark some of the conflicts in your life.**

- |   |  |  |
|---|--|--|
| → <input type="checkbox"/> Family problems    | <input type="checkbox"/> Health problems       | <input type="checkbox"/> School problems         |
| <input type="checkbox"/> Grades               | <input type="checkbox"/> Money problems        | <input type="checkbox"/> Fear / anxiety / stress |
| <input type="checkbox"/> Addictions           | <input type="checkbox"/> Friends               | <input type="checkbox"/> Relationship problems   |
| <input type="checkbox"/> Anger / Self-control | <input type="checkbox"/> Problems with the law | <input type="checkbox"/> Other: _____            |

50. If you don't deal with the **problems** and **conflicts** in your life, what could happen?



Letting your problems slide will only make them worse. If you think about it, there are always options. Sometimes we have so many problems at the same time we become overwhelmed, depressed, and emotional.

51. The best way to **tackle** your **problems** is one at a time. Choose one of the above problems that you marked and write it here:



Now ask yourself the following questions and answer them.

a) What are some options I have to solve this problem?



b) Where can I go to get help?



c) What can I do today to start solving this problem?



GOOD STRESS



BAD STRESS



## DECISIONS

Each accountable person knows right from wrong. Our journey through life requires us to make constant decisions. There are natural laws that say, "When you make good decisions you are positively rewarded, whereas bad decisions will naturally result in negative consequences." There is no success in doing wrong.

52. **Lucas** and **Becky** made correct decisions and lived in growth. They were rewarded with **new visions** of their potential and opportunities. **Curt** decided to live in **decay** and kept receiving the negative. Life would get harder and harder until he decided to change. What would you want your life to look like in



\_\_\_\_\_

53. **Lucas** and **Becky** learned they didn't have to depend on others to be **happy** and successful. They always had the power to change. All they had to do was pull back the **curtains** and see life as it is and not as they thought or perceived it. Is it possible that some of your bad **decisions** are based on **faulty-thinking**



\_\_\_\_\_

54. **Mark "T" for True and "F" for False.**



Teenagers who choose to live decay block their thirst for truth and knowledge.

\_\_\_\_\_ True wisdom comes from day-to-day encounters with life and not from others.

\_\_\_\_\_ Teenagers have hidden springs of genius. They don't have to settle for the ordinary.

\_\_\_\_\_ Teenagers are often many times more worthwhile than they think they are.

\_\_\_\_\_ Real happiness comes from drugs, sex, and the pursuit of wealth.

\_\_\_\_\_ If we are unhappy, all we have to do is change what we are thinking.

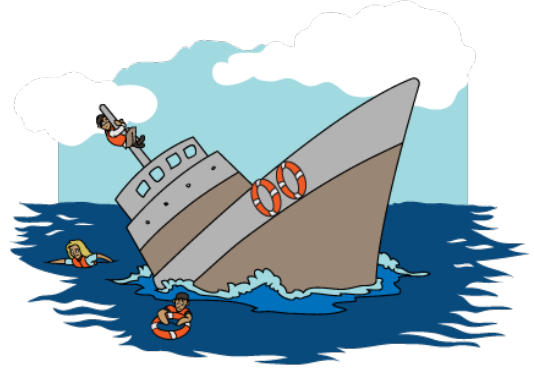
\_\_\_\_\_ We can make others happy by forcing them to see our way of thinking.

\_\_\_\_\_ If you want to feel liberating peace, give thanks in the moment of disappointment.

## IT IS WHAT IS

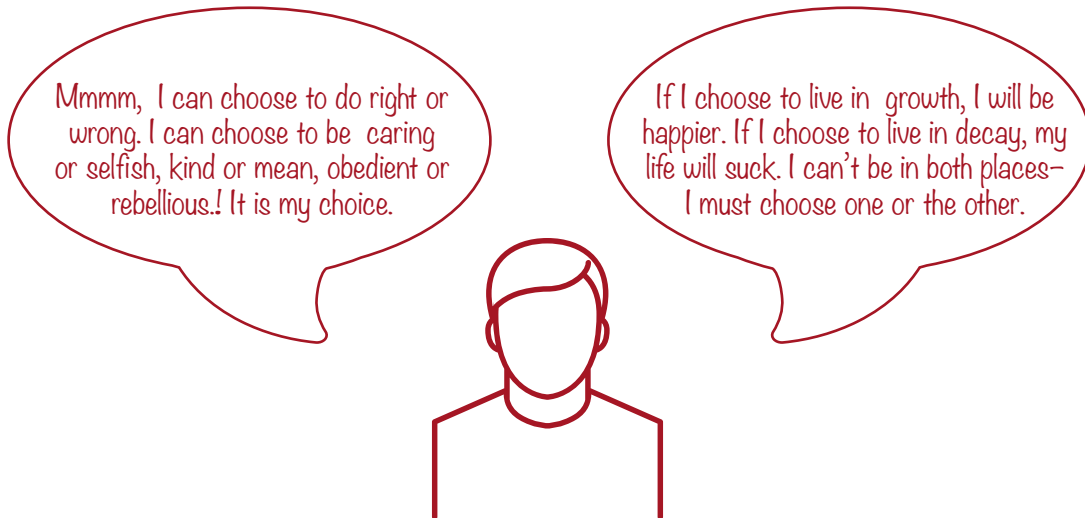
When something bad happens to us, it is what is. We can't go back and change it because it has already happened. The big decision is what happens next! We can choose to remain calm, in control, and forgive, or we can throw a fit. As we journey through this wilderness that we call life, we will constantly encounter opposition and problems.

55. Sometimes we can feel as if our life is like a **ship at sea**, buried in **mountainous** waves and **tossed** to and fro by **fierce** winds. Who has the best chance to survive the storms of life, those living above or below 500? \_\_\_\_\_  
→ Why? \_\_\_\_\_  
\_\_\_\_\_



56. Day-to-day **opposition** and **problems** can make us stronger and wiser or we can let them bury us—it is our choice. What decisions can you make today to help you have a happier, more successful life in the future? \_\_\_\_\_  
→ \_\_\_\_\_  
\_\_\_\_\_

## DECISIONS: GROWTH or DECAY??



.....  
**CARE FOR OTHERS  
AS YOU WOULD WANT THEM  
TO CARE FOR YOU.**  
.....



## WHAT SUCCESSFUL STUDENTS DO

Successful students find success  
by living above 500.

### SUMMARY

Most people come from some kind of dysfunctional home. Some people were more emotionally damaged than others. Emotional needs of love, acceptance, and validation are the center of the human experience. People try to fill these needs in many ways. True success and happiness in life are determined in large part by how successful people are in fulfilling their emotional needs in positive ways.

### Unit 4 Review:



What have you learned from this unit?

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# Unit 5: Avoiding Anger

Anger is a deep emotion caused by inner conflict, frustration, and anxiety. You can't really manage anger because once you let it in you either have to express it or squelch it. Therefore, we call it "anger avoidance." There are four major areas in life that cause most of our anger.

**Most of the theories today regarding anger and how to get rid of it can be summarized in three groups.**

**Theory I:** Anger is natural; you have no choice. You need it to protect yourself and to stand up against those who will take advantage of you. It is okay to express your anger. You can do so by yelling, screaming and arguing, but not hitting. What do you think?

**Theory II:** Feel the anger but sit on it, squelch it, deny and repress it. Is this good?

**Theory III:** Anger is natural, but can be controlled. It doesn't have to happen. It's not automatic. You can quickly forgive others. You don't have to express or squelch feelings of anger because you don't have to feel them. People who anger you can control you. When you have good self-esteem and feel secure about yourself, you don't respond to others' anger. You stay relaxed and in control of yourself. Is this possible?

## SOURCES OF ANGER

1

### ABUSE

When people are abused, they naturally have a tendency to get angry. Abuse is not natural. The universal laws have been broken against him/her, resulting in feelings of hate, mistrust and vengeance. Abuse is one of the major causes of anger in a person's life.

2

### DOING WRONG

People who live the untruth are naturally unhappy and angry. Universal laws cannot be broken without consequences. There is no true happiness in doing wrong. We can choose to do wrong, but we cannot choose the consequences. What we do is what we get. Doing wrong causes anger.

3

### FORCE

People are like springs. The harder you push, the more they resist and the angrier they get. Each person has free will and resists being forced. Trying to force others to change won't work; you will only experience frustration, anxiety and your own anger. Being forced causes anger.

4

### THINGS BEYOND OUR CONTROL

There are many situations in life that we have no control over: like backed-up traffic, someone pulling in front of us, people taking advantage of us, etc. We can choose to become angry or not; it's our choice.

- 1. Which theory is best? \_\_\_\_\_ Why? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## CONTROLLING ANGER

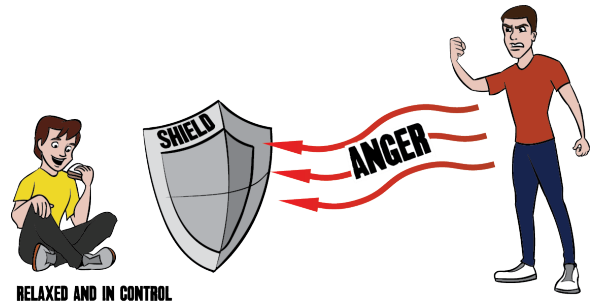
Anger is an emotion that can be controlled. As Theory III explains, you don't have to let it in. You can experience peace of mind, relaxation, control, and harmony in your life. You can move forward and leave the anger behind.

2. People who anger you, **control** you. When you give in to their anger, you are turning yourself over to them. It is as if they have a **rope** around your neck, and every time they jerk it, you'll respond. According to Theory III, how do you keep others from controlling you? \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



3. New medical studies have shown that **anger** is a major cause of disease and illness. Constant anger drains our bodies of important vitamins and minerals, leaving them open to diseases like cancer. What are some of the benefits of avoiding **anger** and being a **peaceful, happy** person? \_\_\_\_\_



\_\_\_\_\_

## LIFE'S STRESSES AND SELF-CONTROL

There seem to be many out-of-control teenagers in today's society. Even if a young person really does have good control, there are a lot of outside pressures that are hard to deal with.

4. In the list below, check the **stresses** that **young people** may be experiencing in their lives.

- Lack of job or money     Alcohol     Drugs     Being put down  
 Tired / lack of sleep     Guilt / shame     Anger / fear     Family problems  
 Pregnancy     STDs     School problems     Trouble with the law  
 Peer pressure     Low self-esteem     Stress / depression     Relationships

5. How many did you check? \_\_\_\_\_ Have you had a **stressful** life? \_\_\_\_\_



Why? \_\_\_\_\_

\_\_\_\_\_

6. There are two types of people: **actors**, who are in control and have room in their flasks, and reactors (reactive), who have no room in their anger flasks. What happens when you anger a reactor-type person?



\_\_\_\_\_

7. What do we see when a person's flask spills over?

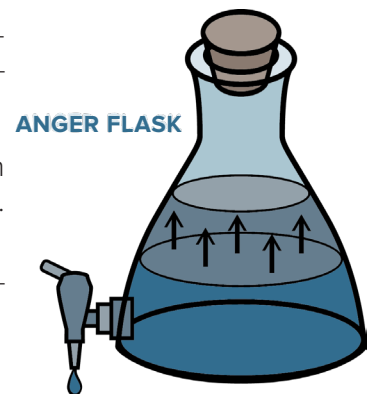


\_\_\_\_\_

8. What can we do to drain the flask before it gets too full?



\_\_\_\_\_



We have to be very careful with negative thoughts like hate, jealousy, and suspicion. Our thoughts turn into actions, and our actions, in turn, can get us into a lot of trouble. For example, let's look again at Curt. Curt is a mean person with little self-control. He is a jealous, impatient, angry, and insecure 17-year-old. He has been abusive toward each of his past girlfriends. He is now going with a girl named April.

**Curt, a bad person:**



- THINKS
- CREATES FEELINGS AND EMOTIONS
- REFLECTS IN BODY
- IS EXPRESSED IN ACTION
- RESULTS IN CONSEQUENCES

**What does this diagram mean?**

Example:

- (1) **Curt** thinks his girlfriend, **April**, is seeing another boy.
- (2) He becomes angry.
- (3) His body tightens and his breathing increases.
- (4) When he sees her, he slugs her.
- (5) She cries, he leaves. Her arm is black and blue.

9. Questions:

- a) **April** was not seeing another boy. What caused her to get hit? \_\_\_\_\_
- b) Most people stop at #3. But what do we see a lot of today? \_\_\_\_\_
- c) Once we let anger in, what must we do with it? \_\_\_\_\_
- d) **April** left **Curt** and started dating **Jesse**, who is a loving, kind, and patient person. Why is she safer? \_\_\_\_\_
- e) What will **Curt** probably do to the girls and women in his life? \_\_\_\_\_ Can he change? \_\_\_\_\_

10. It seems our society is **angrier** today than it was 50 years ago. There is more road rage, parental abuse of children, people losing control at sporting events and at ticket counters, etc. What do you think we can do as a society to reduce anger?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

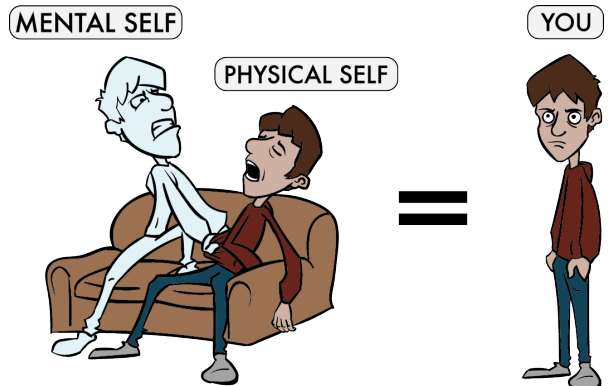


## SELF-CONTROL

Each person has two selves—mental and physical. Our mental and physical selves are often in disharmony. The body often wants things that are not good for it, so it is up to our mental self to restrain or control our anger, physical wants, and addictions.

11. People with a **strong mental self** can better restrict harmful things to their bodies. What happens to people with little or **no self-control** (weak mental self)? What damage can they do to their physical self?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





12. **Curt** has a **weak mental self**. His life is a mess. He has little self-control. **Becky** has a **strong mental self** and keeps her bodily urges, anger, and addictions in control. Put a “**C**” for **Curt** or a “**B**” for **Becky** by each of the following statements that you think best describes each:

- |   |  |
|---|--|
| → <input type="checkbox"/> Is honest and trusted                | <input type="checkbox"/> Gets drunk all the time                 |
| <input type="checkbox"/> Eats balanced and nutritious food      | <input type="checkbox"/> Thinks before acting                    |
| <input type="checkbox"/> Doesn't react to rude drivers          | <input type="checkbox"/> Is addicted to pornography              |
| <input type="checkbox"/> Goes to bed early; gets plenty of rest | <input type="checkbox"/> Commits crimes                          |
| <input type="checkbox"/> Exercises and doesn't overeat          | <input type="checkbox"/> Doesn't use drugs                       |
| <input type="checkbox"/> Is slow to lose self-control           | <input type="checkbox"/> Always blames others                    |
| <input type="checkbox"/> Is easily influenced by peers          | <input type="checkbox"/> Gets angry all the time and throws fits |
| <input type="checkbox"/> Has many sex partners                  | <input type="checkbox"/> Darts in and out of heavy traffic       |
| <input type="checkbox"/> Loses patience while standing in line  | <input type="checkbox"/> Has empathy towards others              |

13. What are the **rewards** or natural consequences for people who learn to have more self-control?



## TIPS ON HOW TO AVOID ANGER

- A. Be aware of your physical signs of becoming angry such as an upset stomach, clenched fists or jaw, rapid heart beat, biting your lip, etc. If you become aware of your rising anger, you can take steps to stop it.
- B. Avoid confrontations and arguments; arguing never works. Everyone involved is a loser. Walk away. Count to ten. Go outside. Breathe deeply. Focus on self-control. Be willing to compromise.
- C. When people lash out at you, don't lash back. Respond with “I” messages instead of “you” messages. Say, “I didn't deserve that. I'm hurt when you say those things. I don't like being treated this way.” When you lash back with a “you” message it invites the other person to do the same.
- D. When someone is in your face screaming at you, don't respond. Mentally step to the side of yourself. Observe the angry behavior with amusement. Notice the neck veins popping out, the body language, and the tone of voice. Observe how immature and foolish he or she looks. Be calm. Breathe deeply. Be glad you didn't jump in and give up your control.
- E. Be aware that anger is often a form of manipulation. The angry person is using anger and threats to get his or her way. Selfishness is often the basis of anger. If you give in, it works, and it will happen again. Stand your ground. Talk it over. Find alternatives, but don't give in or the cycle will continue.
- F. You can quickly stop the anger by agreeing: “You may be right. Let's discuss it. Let's consider both sides.”
- G. If you are wrong, quickly admit your mistake and apologize. “I'm sorry. You're right.” Or, “I apologize, I shouldn't have said or done that.”
- H. If the anger and tone of voice are getting worse, leave the area. Avoid the temptation to jump in. Many people have been hurt or killed by opening their mouth too much. You might win the argument but be hurt or dead because of it.

→ **T or F**

## CONSEQUENCES

There is right and there is wrong. Ignorance or rebellion against what is right won't save you from the consequences. The more wrong that teenagers do, the more they suffer. The more right that teenagers do, the more freedom and happiness they have. What do you think? \_\_\_\_\_



14. Remember, even if you are not caught doing wrong, you will still suffer from the natural laws of added anger, fear, and anxiety. What are some possible consequences of doing the following?

Behavior we choose to do	Possible consequences
Take illegal drugs	→
Shoplift	
Love others	
Steal from parents	
Tell the truth	
Drive drunk	

## THINGS TO CONSIDER

15. **Angry** people put themselves into a self-imposed prison. They rob themselves of physical and mental well-being. Freedom only comes to the **degree** they **avoid** anger. Describe the life of a patient, forgiving person. \_\_\_\_\_



What happens to people with **no coping skills** who walk around with their anger flask full? \_\_\_\_\_



→ People with **good coping skills** live longer. Why? \_\_\_\_\_

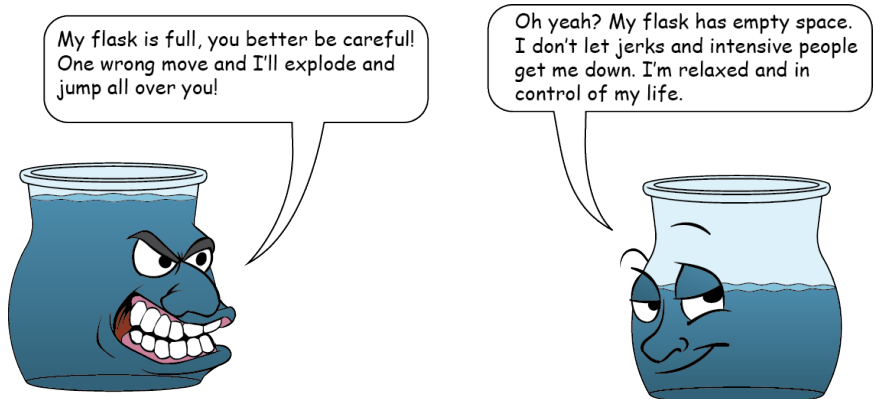
16. You can put up a **shield** between you and **angry** people. If you let the anger in, you have to either express it or squelch it, both are damaging. Theory III is the best (see page 46).

→ **T or F**

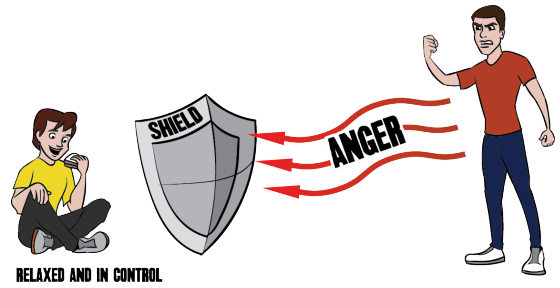
17. **Don't live in the dark world of past hurts** and wrongs. Forgive your tormentors and abusers. Life is to be lived in the present, not the past. Life begins anew each day. True freedom is not hating others.

→ **T or F**

18. As we have discussed, it is important to **avoid anger**. Do not let it in! One good exercise that could help is this: stand up and bring your hands up to your shoulders, palms outward. Get ready to push away and say, "Whoa! What's happening here?" Say and do this, three times. How can this help? \_\_\_\_\_



19. List **three** things that make you **angry** and what you can do to **lessen** that anger.



Things that anger me	What I can do to lessen my anger
1.	→
2.	
3.	



## WHAT SUCCESSFUL STUDENTS DO

Successful students learn how to avoid anger in their lives.

### SUMMARY

People who let others and circumstances anger them give up their control. True freedom comes with self-control. The more anger, the more bondage; the less anger, the more freedom you have. Angry people empower others to control their lives. There is no way to “deal” with anger. Once you let it in, you either have to absorb or release it. Both are harmful. One of the great interpersonal skills in life is learning how to avoid anger as much as possible.

### Unit 5 Review:

What are the four major sources of anger?




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# Unit 6: Leading and Managing Life

We either stand up to life and control it, or life will roll over us. Life will go on regardless of what we do. A new day comes every twenty-four hours; there is no stopping it. We can either manage or give up; face our problems or run from them; be happy or sad. It is our choice.

1. **Scott Miller** is proactive. He takes charge of his life. He has a good job, a nice house, and a good marriage. He is happy and is a producer. **Curt Johnson** is reactive. He can't hold a steady job. He is nonproductive; his life is going nowhere. The student should read the "proactive" and the coach should read the "reactive" across from it.

Proactive thoughts - Scott	Reactive thoughts - Curt
"I can."	"I can't."
There is a solution.	There is nothing I can do.
I am responsible.	I am not responsible.
I accept reality.	I deny reality.
I'll do it now.	I put things off.
I don't get angry.	I lose control and get angry.
I don't dwell on the past.	I dwell on the past.
I keep promises and commitments.	I break promises and commitments.
I am optimistic, I have hope.	I am pessimistic, I have little hope.
I act.	I am acted upon.
I set goals and achieve them.	I have no definite goals.
I am self-aware; I see my own faults.	I deny fault and blame others.
I am happy.	I am depressed and anxious.
I have good self-esteem.	I have poor self-esteem.
I am quick to forgive others.	I hold grudges.
I have self-control.	I lose control easily.
I am independent.	I am dependent.
I am honest; I try to tell the truth.	I am dishonest; I tell lies.
I inspire others.	I focus on others' weaknesses and discourage them.

2. Which person are you currently more like, **Scott** or **Curt**? \_\_\_\_\_ Why is it important to be proactive?



\_\_\_\_\_

The goal of any society is to produce independent, upright citizens who will take charge of their lives and become producers. However, because of severely dysfunctional homes, millions of today's adults are not independent. They are dependent. They are children in adult bodies.

We start as dependent children (ages 0 to 10). Then we begin to move away from our parents' authority

(ages 11 to 21) and become independent. Then as adults, we try to bond in a relationship and become interdependent. Interdependency is the highest form of relationship we can achieve in life.



Because of their upbringing and bad programming, most of the Johnson cousins remained as adult children. However, Jason and Becky broke out and became independent, mature, and responsible.

3. What problems will dependent, **immature** adults face in their lives? \_\_\_\_\_



4. When we leave **decay** and move upward into growth, our dormant energy **surges** through us and makes us a new creature and a better human being.



**T or F**

Love is the most powerful force in life. It is the foundation that good lives are built upon. Love is the putty that fills in the cracks of life and makes it smoother. It's not what is in our head, but our heart that counts.

5. **Susan** and her children were poor. She worked hard and sacrificed for them. They learned to work and be independent. **Susan** loved her children; they grew up feeling **loved, safe, and secure**. What was the most important thing **Susan** gave her children? \_\_\_\_\_



6. Love grows by using it. **Happiness** comes from the **little things** we do for people. Simple acts of kindness **show** our love. Love is what love does. Love is a **verb** that means "to do." We can't say we truly love someone unless our **behavior** shows it. Describe how you love others. \_\_\_\_\_



7. **Jordan** is 26 and a dependent adult child and lives in decay. His girlfriend is the same and together there is constant arguing, contention, and anger. According to what you have learned what could be some reasons this relationship is having problems? \_\_\_\_\_



8. **Celeste** could not keep her eyes off Sharem. They were in the same college English class together. He could feel her penetrating eyes on him and broke the ice by asking her out to lunch. They are both **mature, independent** people from highly educated functional homes. If they were to get together how would their relationship be **different** from Jordan and his girlfriend? \_\_\_\_\_



9. How can you **avoid** in the future having a relationship with a dependent adult child?



\_\_\_\_\_

Sometimes we are not grateful for things we have in life and spend our energy feeling sorry for ourselves and complaining about what we don't have.

10. Mark the things you have that others might **not** have. How many did you mark? \_\_\_\_\_



- |                                   |  |   |  |
|-----------------------------------|--|---|--|
| <input type="checkbox"/> A job    | <input type="checkbox"/> A place to live | <input type="checkbox"/> Cancer-free body | <input type="checkbox"/> Regular meals           |
| <input type="checkbox"/> iPad     | <input type="checkbox"/> Smart Phone     | <input type="checkbox"/> Two legs         | <input type="checkbox"/> A family                |
| <input type="checkbox"/> Eyesight | <input type="checkbox"/> Education       | <input type="checkbox"/> Healthy mind     | <input type="checkbox"/> Free country to live in |
| <input type="checkbox"/> Two arms | <input type="checkbox"/> Someone to love | <input type="checkbox"/> Hearing          | <input type="checkbox"/> People who love me      |

11. Someone with **no shoes** complained until he saw someone with **no feet**. What can we say about people who have a lot but are always complaining about what they don't have? \_\_\_\_\_



\_\_\_\_\_

If we focus on our possessions and then lose them, we lose ourselves. We become depressed and angry.

12. **Stanford Miller** hated people who made more money than he did. He spent a lifetime trying to make more money. He worked long hours, ignoring his wife and children. He invested in real estate and was always trying to make a deal. Due to an extremely bad investment, he went bankrupt and lost everything. **Stanford** became depressed, angry, anxious, and required medical help. Why? \_\_\_\_\_



\_\_\_\_\_

13. What should we **focus** on in life to be really happy? \_\_\_\_\_



\_\_\_\_\_

Sometimes we focus too much on our shortcomings and failures and can't see the positives in our lives. Too often we compare ourselves to others and fail to realize that other people aren't always better, they are just different. We should value our differences from others.

14. We should dwell on our **positive** traits, not our **negative** ones. Remember, your subconscious doesn't know right from wrong. If you think **positively**, so will it. If you think **negatively**, so will it. Check the items below that you feel are some of your best qualities.



- |  |                                    |                                     |                                      |
|--|------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Creative          | <input type="checkbox"/> Sensitive | <input type="checkbox"/> Humorous   | <input type="checkbox"/> Loyal       |
| <input type="checkbox"/> Good listener     | <input type="checkbox"/> Reliable  | <input type="checkbox"/> Persistent | <input type="checkbox"/> Hard worker |
| <input type="checkbox"/> Positive attitude | <input type="checkbox"/> Skillful  | <input type="checkbox"/> Honest     |                                      |

15. You will find you have many **good qualities** if you just look for them. Why is it important to focus on your good points? \_\_\_\_\_



\_\_\_\_\_

16. It is easy to find **fault** with anyone because we all have human **weaknesses**. People who constantly point out others' **shortcomings** and **failures** are just trying to cover their own.



**T or F**

## POWER IN LIFE

Life is not easy for anyone. It takes courage mixed with hope and optimism to push forward. If we lack this power, then we don't do well. If we have little power, it's hard to get out of bed, go to school, get a job, or face life.

### 17. How can we maintain this power in our lives? There are several things we can do:

- A. Live in harmony with good values. When we go against what we know is right, our lives fall into disharmony, we experience added fear, worry, and sorrow.
- B. Do things you enjoy that will build your self-esteem. Go outward and help others. Develop your talents.
- C. Have a positive variety in life. Go places, do things, experiment with new ideas. Push yourself out of your comfort zone. The more resistance you encounter the stronger you will become.
- D. Invite power into your life by changing self-defeating thoughts. Make a list of your good points and focus on them. You have many talents and much to offer. Your only limits are self-imposed.
- E. If just half of what you do fails, you will be a successful person. Look on failures as stepping stones to success.
- F. We put power into our lives when we stop blaming others and accept responsibility for our own actions.
- G. If we don't like ourselves, we will punish ourselves. Power comes when we forgive ourselves, chill out, and put some humor in our lives.
- H. Power comes when we have feelings of self-worth and realize that our feelings do matter. The more we can be loved, validated, affirmed, and understood, the more power comes into our lives.
- I. We can't do it alone. We need a network of others we can talk to about our hurts and ambitions. Power comes when we are willing to share and listen to others.

**List 3 specific changes you can make to maintain power in your life.**



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## LET THE PAST GO

Who cares what you have done? It doesn't matter who your parents are. It doesn't matter if your parents are divorced or even if you don't have any parents. It doesn't matter what other people think of you. It doesn't matter if you have been abused, or failed at school, or been arrested. It doesn't matter that you are not the most attractive, best athlete, or smartest person in school—it doesn't matter—it just doesn't matter.

What is important is YOU. Let your past go. Forgive yourself. Tomorrow is a new day. Don't live in the past. You are forgiven. A better life awaits you tomorrow. Don't label yourself. Be your own person.

### 18. Which of the following labels have you felt from time to time?

-   Dummy       Dopey       Druggie       Dropout  
 Poor       No good       Welfare       Homeless  
 Hopeless       Criminal       Liar       Scum  
 Ugly       Mean       Weak       Bad child

19. If you **believe** you are these things, what will your **subconscious** do? \_\_\_\_\_



20. **Change the way you think of yourself and you will change you.** Mark the following that you would like to be:

- |                                    |                                      |                                       |  |
|------------------------------------|--------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Kind      | <input type="checkbox"/> Considerate | <input type="checkbox"/> Brave        | <input type="checkbox"/> Good child    |
| <input type="checkbox"/> Drug-free | <input type="checkbox"/> Patient     | <input type="checkbox"/> Good citizen | <input type="checkbox"/> Obedient      |
| <input type="checkbox"/> Loving    | <input type="checkbox"/> Graduate    | <input type="checkbox"/> Respected    | <input type="checkbox"/> Happy         |
| <input type="checkbox"/> Accepted  | <input type="checkbox"/> Not poor    | <input type="checkbox"/> Healthy      | <input type="checkbox"/> Compassionate |

21. Much of teenagers' thoughts about themselves are not based on truth, but **untruth**. What happens to a teen who leaves behind the untruth about themselves and focuses on the truth?



Life is too short to live it in decay and the swamp of despair. The average healthy person will only live 800 to 900 months or about 72 years. You are young and have wonderful opportunities to grow and be successful if you make the right choices. It is NEVER too late to change and improve. Look at your **problems as opportunities for growth. You are a special person and deserve a happy, productive life.**

→ T or F



## WHAT SUCCESSFUL STUDENTS DO

Successful students learn how to lead and manage their lives.

### SUMMARY

We can be like a canoe paddling in a river taking control or just give up and let the river take us where it wants.

### Unit 6 Review:

What have you learned from this unit?



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# My Pledge

## TEN STATEMENTS I WILL STRIVE TO HONOR

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*I am a worthwhile person and deserve to be  
happy and successful.*

*I will accept responsibility for my actions and not blame others.*

*I will find strength and happiness in life  
by helping others.*

*I will move my life forward by releasing my past.*

*I will reduce anger in my life by quickly  
forgiving others.*

*I will be free by making correct choices.*

*I will take charge and not allow others  
to control my life.*

*I will do my best in school and prepare for  
the future.*

*I will honor and obey my parents and teachers, and strive to be a good citizen.*

X \_\_\_\_\_

# Final Thoughts

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Through thousands of hours of counseling, we have observed that each human life has meaning, power, and substance. The meaning of your life is to be happy and successful. Our goal is just that—to help you be happy and successful. We have tried to help you become aware of your great potential to succeed and realize that the only person standing in your way is you. We have all the confidence that you can achieve your life’s goals by applying the principles and life skills taught in this course. We look forward to reading your evaluation for this course.

## Epilogue

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Lucas demonstrated that life is a level playing field. He described his life as climbing out of the darkness of decay, slugging through the fog of stagnation, and finally emerging into the light of growth. Jenny and Lucas loved each other unconditionally and bonded in an intra-dependent relationship. Friday nights were their date night. Roses and chocolates were always there for special events. Lucas did dishes, laundry, cleaned floors, and would open doors for Jenny. They left a positive legacy and memories through their children and grandchildren.

Lucas’s cousin Curt took a different path into decay. His life turned out just the opposite from Lucas. It was a life filled with hate, anger, abuse and selfishness. He left a negative legacy by the way he scripted his children, that in turn scripted his grandchildren. Curt was like a negative rock dropped into a pond with his ripples not only affecting his family but the many victims he committed crimes against.

Becky, another cousin of the dysfunctional Johnson clan, was headed downward on the road most traveled into the swamp of despair. Like Lucas she overcame her past and lived a life in growth. All it took was just one person who cared for her. Becky described herself as a neglected, dry plant and Tammy as the water that brought her back to life. Becky became a nurse; married, raised children, and lived an optimistic life that helped her weather the storms of life including a divorce. She was patient, kind, and understanding, and many people became her friend.

# Application & Skill Building



①

What is your plan to ensure that you don't carry any negative thinking forward into your life that can limit your full potential?

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②

Practice being self-aware of any potential thinking errors. Meet with a person that you trust to provide you with helpful feedback about any possible thinking errors you may currently have about yourself. For example, do you consider yourself to be worth 12–20 dollars an hour or not?

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③

List three things you will do to become better at the skill of anger avoidance.

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④

How are going to remember that you are many times better than what you might think you are?

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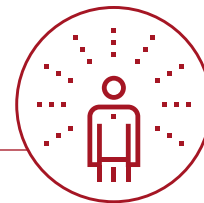
# Test



To pass this course, you must completely answer all the questions in this course and score 70% or better on the following test. Use a dark pen or pencil to fill in the circle that corresponds to the most correct answer.

1. How many siblings did Lucas have?  
 2  
 1  
 4
2. Of the Johnson cousins, who was successful in life?  
 Curt  
 Scott  
 Lucas
3. Lucas and Curt had what in common?  
 personality  
 family  
 successful relationships
4. The subconscious mind  
 will always tell the truth.  
 doesn't know right from wrong.  
 stops when it gets too full.
5. Substance abusers  
 make better workers.  
 lose control of their lives.  
 retire with health and wealth.
6. You can determine right from wrong by  
 listening to others.  
 doing what most of society is doing.  
 observing what each produces, the results.
7. \$2.00 thinking people  
 have more fun in life.  
 seek out other \$2.00 people.  
 have successful relationships.
8. The truth  
 is what you think it is.  
 is hard to find.  
 has more power than the untruth.
9. It doesn't matter  
 what you have done in the past.  
 if you go to school or not.  
 if you do wrong.
10. People who have their hierarchy of emotional needs met  
 make more money.  
 feel validated and secure.  
 go on more vacations.
11. Substance abuse keeps you in the darkened room  
 because there is no happiness in doing wrong.  
 because you forgot to turn on the light.  
 because you prefer darkness.
12. I am free to choose to do wrong  
 because I can choose the outcome.  
 because there is no right and wrong.  
 but I can't choose the consequences.
13. Life is rewarding  
 when you drop out of school.  
 only if you have money.  
 when you live the truth.
14. Who was Dr. Shepard?  
 a high school counselor  
 a detention center volunteer  
 a surgeon
15. People who live in growth  
 are lucky.  
 were born there.  
 made correct choices.
16. If you let the past go, you will  
 have to apologize to others.  
 feel better.  
 have to deal with it later.
17. "It is what it is," means:  
 you can't change what happened.  
 you can't change the future.  
 you are powerless to make decisions.
18. Anger is  
 a primary emotion.  
 a secondary emotion.  
 liberating.
19. Becky's best high school friend was?  
 Heather  
 Tammy  
 Crystal
20. To change what we are getting in life,  
 we have to make more money.  
 we have to have more luck.  
 we have to change what we are doing.

# Evaluations for Positive Thinking Skills



## COACH'S EVALUATION

Please complete the following evaluation of this program. We are very interested in your responses as the coach. Please use dark ink as these evaluations are copied. If you need more room, attach a sheet of paper.

- This course was designed to help youth become more aware of the realities of their potential and bright possibilities. What are your feelings about this program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Were there any parts in the course that helped you personally? \_\_\_\_\_ If yes, how? \_\_\_\_\_  
\_\_\_\_\_
- Did the course in any part relate to your student's life? \_\_\_\_\_ How? \_\_\_\_\_  
\_\_\_\_\_
- Do you know other people that this program could help? \_\_\_\_\_ How? \_\_\_\_\_  
\_\_\_\_\_

Coach's Name: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_

**BE SURE THAT THIS PAGE IS COMPLETE AND BOTH OF YOU SIGN THE AFFIDAVIT. >>>**

## STUDENT'S EVALUATION

Please complete the following evaluation of the program. We are very interested in your responses. What are your general feelings about this course? If you need more room, attach a sheet of paper. Please use dark ink.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Would you recommend this program to others? (Circle) **YES NO** Why? \_\_\_\_\_

What was the most helpful part of the course? \_\_\_\_\_

What was the least helpful part? \_\_\_\_\_

What do you plan to do to make sure that you reach your full potential? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date Started: \_\_\_\_\_ Date Finished: \_\_\_\_\_ Student's gender: Male Female Age: \_\_\_\_\_  
Name of School: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

# Affidavit of Completion



## Positive Thinking Life Skills Course for Students

We, the undersigned student and instructor/parent/guardian acting as coach, affirm that we completed this course to the best of our abilities and that this is our own work and no other's. It took us \_\_\_\_\_ hours to complete this course.



Student's Signature: X \_\_\_\_\_ Date \_\_\_\_\_

Coach's Signature: X \_\_\_\_\_ Date \_\_\_\_\_

Fill in your full legal name and current mailing address. (Please Print)

Student's Name: \_\_\_\_\_

Coach's Name: \_\_\_\_\_

Student's Mailing address: \_\_\_\_\_

Student's City: \_\_\_\_\_ State \_\_\_\_\_ Zip Code: \_\_\_\_\_

Student's Phone #: \_\_\_\_\_

### PROCESSOR'S USE ONLY

Processed by: \_\_\_\_\_  
Print Authorized Name Authorized Signature

Date Processed: \_\_\_\_\_ Grade: (circle one) **Pass** **Fail**

**Congratulations on finishing this course!**  
**The goal has been to help you overcome**  
**any self-defeating thoughts and behaviors**  
**that may be limiting your progress.**

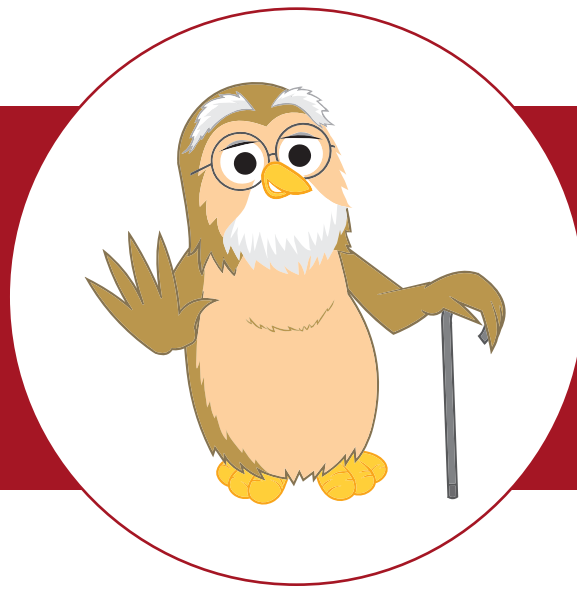


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# Remember Mr. Owl and BE WISE!

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If we never change  
negative thinking,  
we will never change  
negative behavior.



COGNITIVE BEHAVIORAL LIFESKILLS FOR STUDENTS