

JUVENILE

Self Awareness



A SELF-DIRECTED LEARNING COURSE





ACCI Motto

.....

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 ACCI's

SELF-AWARENESS LIFESKILLS COURSE

Welcome to the *Self-awareness Lifeskills Course* for youth age 13 and older. This course was designed to help teenagers become more self-aware by overcoming self-defeating thoughts and behaviors. If we never change our thoughts, we will never be able to change our behavior or the consequences of our lives. The truth is: Teenagers are many times more talented and capable than they think they are! Not all the information in this course may pertain to your situation. However, the cognitive skills that are taught can be used in all aspects of life.

INSTRUCTIONS

This course was designed to be completed either by self-directed learning or as a group.

SELF-DIRECTED LEARNING INSTRUCTIONS

1. If you are to complete this course at home (self-directed), you **MUST** complete it with a "coach." Your coach can be anyone you choose who is 18 years or older. Your coach can assist by reading or discussing the material in the course. We suggest that your coach read the questions and you write in your answers.
2. Answer all the questions to the best of your ability. Most answers are based on your life experiences. It is important to discuss and answer the questions with your coach. If a question seems difficult, get some help from a teacher, library, etc.
3. Don't try to complete the entire course in one session. We suggest doing one or two units at a time. We have found it beneficial not to rush through the material, but to take time to meditate on sections that are relevant to your life.
4. This course has many years of experience behind it. We are authorities on this type of program. We promise you that it will have a significant impact on your life if you will let it. Be grateful to the agency that referred you to this course. To take a program like this on your own would cost many times more than what you are paying now.
5. To pass this course, you must answer all the questions in this course (each course is individually checked) and score 70% or better on the test at the end of the course. If you pass, a certificate of completion will be mailed to you. If you did not pass, you will be notified. You will be required to purchase another course and go through the process again. You will not know your exact score, only that you did or did not pass.
6. When you finish a unit, have your coach put their initials at the end of that unit.
7. Print your full legal name and current mailing address on the affidavit of completion at the back of your course. This is the address where your certificate of completion will be sent.
8. When everything in the course is completed, including filling in both evaluations, the affidavit, and your name and mailing address on the back cover, return this course to the agency from which you received it, as they have instructed.

Note: Do not put off doing this course. It may take 20 or more hours to complete. Be aware that you may only have 30 days to complete it.

GROUP INSTRUCTIONS

If this course is to be completed in a group setting, disregard the above "Self-Directed Learning Instructions" and follow the instructions given by your instructor.



Unit 1: Bright Possibilities

COOPER JOHNSON

The morning sun penetrated the broken Venetian blinds, revealing the squalor of the room where seven-year-old Cooper slept. He stirred on his dirty sheet, damp from humidity and sweat, then came to full consciousness at the sound of the resident rat scurrying through the ceiling above. Instinctively, he buried his head under his stained pillow. He hated rats!

The house grew eerily quiet, and Cooper cautiously raised his head and looked around. A cockroach was hanging on the end of the light string, and Cooper shrieked as it dropped near his makeshift bed. He hated the bugs that infested the apartment – hated living in this dirty house – hated never having enough to eat.

He made his way to the fridge, which he discovered was empty of all but a moldy scrap of cheese. And except for himself, the bugs, and the rat, the house was empty too. His drug-addicted mother would sometimes be away for days, leaving him in the care of his older sister, but on this morning, even she was nowhere to be found.

Tears welled up in his eyes and his thin frame began to shake as he huddled on his dirty bed and wished his sister would come home. At the sound of a knock on the door, he wondered if she had locked herself out, and he ran to let her in. Instead, he found the landlord there, the person his mother always tried to avoid.

Within the hour, Child Protective Services arrived, and Cooper was placed in foster care. No one was able to tell him where his sister was, but he did learn later that his mother had died from a drug overdose, and since his father was never identified, he became a ward of the state.

Cooper had a hard time expressing his feelings in positive ways, so instead he acted out. He became difficult to place; he felt unloved, abandoned, and hopeless. His criminal career began at the age of twelve. He stole bicycles from the school and money from his foster parents. He was in and out of juvenile detention, and when he turned eighteen, he was ill-prepared for independence. He knew of only two relatives – his mother's parents. But he was turned away at their door by his angry grandfather, while his grandmother turned away in tears.

Alone and homeless, he turned to theft to pay for drugs to self-medicate and escape his reality. After breaking into a warehouse, he was arrested while attempting to run away from the police, and was soon in an orange jumpsuit facing a judge. Because he had a knife, he received four years in prison. During his incarceration, no one came to visit, and he never received a letter, confirming his feeling that no one knew or even cared that he existed. Lonely, discouraged, frightened, and with little hope for a better life, he often contemplated suicide.

A life skills class was offered at the facility, and he decided to attend. It was the same county jail and the same life skills course his cousin Curt had taken two years earlier. The class had little effect on Curt, but had a powerful impact upon Cooper's thinking and forever changed his perspective. He realized that he could create a new beginning for himself. He had hope that he could succeed, and was eager to get started with his new life.





When released, Cooper had his well-worn life skills workbook with him – underlined, highlighted, and riddled with personal notes. Learning that his grandfather had died, and that his grandmother would be willing to take him in, he took up residence in her home. His uncle ran a trucking company and helped him get his license and a job as a driver. Cooper’s new beginning was taking shape.

At a favorite truck stop, Cooper saw a new waitress. He couldn’t take his eyes off her and wished she was waiting on his table. He got her name, and with his heart pounding and his hands a little clammy, he greeted her directly and asked if he could call or email her. Surprised and a little hesitant, Jenny agreed. And so started a long-distance friendship, with occasional meetings that they both looked forward to. Friendship evolved into courtship, and eventually resulted in marriage.

Jenny and Cooper loved each other, and their love only grew with the birth of their first child. Holding his infant son next to him, Cooper could sense his light breathing and the rhythm of his tiny heart, and exulted in the joy, peace, and love of a family of his own. He embraced his new roles as husband and father, and his wife and children embraced him in return. Cooper’s life had evolved from fear, worry, crime, drugs and hopelessness into new, bright possibilities.

Two years after Cooper’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.

1. When **Cooper** 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 could his life be like today? _____
2. With a change of heart and determination, **Cooper** 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? _____

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.

3. With a life so full and rich, **Cooper** wanted to help others. Every day going 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? _____

4. One day, with his old **worn-out** life skills workbook in hand, he approached the **prison officials** about teaching an evening life skills 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? _____

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.





5. **Cooper** 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” 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? _____
6. As they got deeper into the life skills course, **Cooper** started to see “light bulbs” going off 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 workbook was trying to tell them?** Consider the following statements:

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** 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, Cooper’s thoughts would drift to the past, and he would wonder what had happened to his sister Marianne. He hadn’t seen her since he was seven years old. Though only nine years old herself, she had done her best to be his caretaker during their mother’s frequent absences. He could remember shivering from cold and cuddling with her for warmth; could recall the times she had shared their meager scraps of food, and helped him make do with what clothing they could find. Because they had moved so often, there were periods when she had not gone to school, but had stayed home to take care of him.

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; that she would rejoice that he was now to be honored as “Man of the Year” in his state.

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 Cooper 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 drive, but no one answered the doorbell. With her heart racing, she and her family walked around back where they discovered people in the barn. Cooper and his wife and children were busy helping their mare deliver her first foal, and it was Simon who first spied the unfamiliar family approaching.

“Look Dad, some people are coming.”





Cooper 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 Cooper 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 Cooper 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, mingling healing tears of joy and gratitude for the circumstance that had reunited them.

7. It is easy for today’s **teenagers** to focus on **self** and get caught up in the **material** world of clothes, money, and things. But what would **Cooper** and **Marianne** say are the most important things in life? _____
8. What is **most important** in your life? _____

Cooper’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 poverty, welfare, drugs, violence, chaos, and dirt.

9. Do you know **anyone** from a problem, **dysfunctional** environment and home? _____ If so, describe some of the **problems** they have had to deal with. _____
10. **Cooper’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? _____

Cooper’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.

11. **Cooper** and his family lived in **harmony**. They were good, honest citizens. They had many service projects over the years that helped their community. Why did **Curt** choose to do the opposite? _____
12. **Curt** fathered seven children with three dysfunctional, drug-and-alcohol addicted women. Describe what you think the future behavior would be of both sets of children.

Cooper’s Children	Curt’s Children

13. If you had **children**, what would you want for them? _____
14. What would you have to **change now** in order to be a better parent in the future? _____





FAMILY TREE

One of the problems in life is that we get so caught up in our own little world, that we often fail to see the big picture of our lives. We fail to realize we are part of a grander scheme than just ourselves. One way to overcome this is to investigate where we came from. Our ancestors were real people, with real lives, and have left us clues as to how they have impacted our lives. Families are greatly influenced by their up-line relatives.

15. Fill out your family tree as far as possible. Talk to family and relatives to get more information. After you fill out your family tree, a space is provided for you to share a short family story about one of your relatives who has passed away.

My Family Tree

<i>You</i>	<i>Your Parents</i>	<i>Your Grandparents</i>	<i>Your Great Grandparents</i>
<p>KEY: B=Birth date M=Marriage Date D = Death date</p> <p>Name: _____ B: _____ M: _____ D: _____</p> <p>Name: _____ B: _____ M: _____ D: _____</p> <p>Name: _____ B: _____ M: _____ D: _____</p> <p>Suggestion: Write the father's name on the top line of each bracket, and the mother's name on the lower line. Add places, if known.</p>	<p>Name: _____ B: _____ M: _____ D: _____</p> <p>Name: _____ B: _____ M: _____ D: _____</p> <p>Name: _____ B: _____ M: _____ D: _____</p> <p>Name: _____ B: _____ M: _____ D: _____</p>	<p>Name: _____ B: _____ M: _____ D: _____</p> <p>Name: _____ B: _____ M: _____ D: _____</p> <p>Name: _____ B: _____ M: _____ D: _____</p> <p>Name: _____ B: _____ M: _____ D: _____</p>	<p>Name: _____ B: _____ M: _____ D: _____</p> <p>Name: _____ B: _____ M: _____ D: _____</p> <p>Name: _____ B: _____ M: _____ D: _____</p> <p>Name: _____ B: _____ M: _____ D: _____</p>

16. What did you **learn** by trying to fill in your family tree? _____

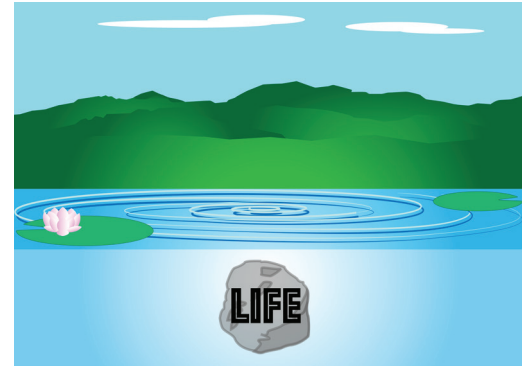
17. Write your short story here:





PROBLEM SOLVING

Your life is like a pebble dropped into a pond. Your ripples affect many more than you realize. Cooper, because of his good decisions, affected thousands for the positive. In contrast, Curt affected thousands for the negative. Curt has spent over 16 years in prison and is currently in prison for another 10 years for aggravated assault. The two diagrams below represent the number of people Cooper and Curt have influenced. Those influenced, in turn, influenced others from one generation to the other. Cooper and Curt were both born in 1965; how old are they today? _____



What did Cooper do for society?

What did Curt do for society?

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 directly among his family and friends, and over 3,600 directly or indirectly from his many victims and their families. One woman he attacked and tried to rape, a single mother of three, was nearly choked to death, and today suffers from trauma and brain damage. Our actions always affect more than just ourselves.

Cooper 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 TEENAGERS DO

Successful people 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 teenagers can be tomorrow's good citizens with good influence, or bad citizens with bad influences; it is their choice.



APPLICATION AND SKILL BUILDING

What have you learned from this unit?

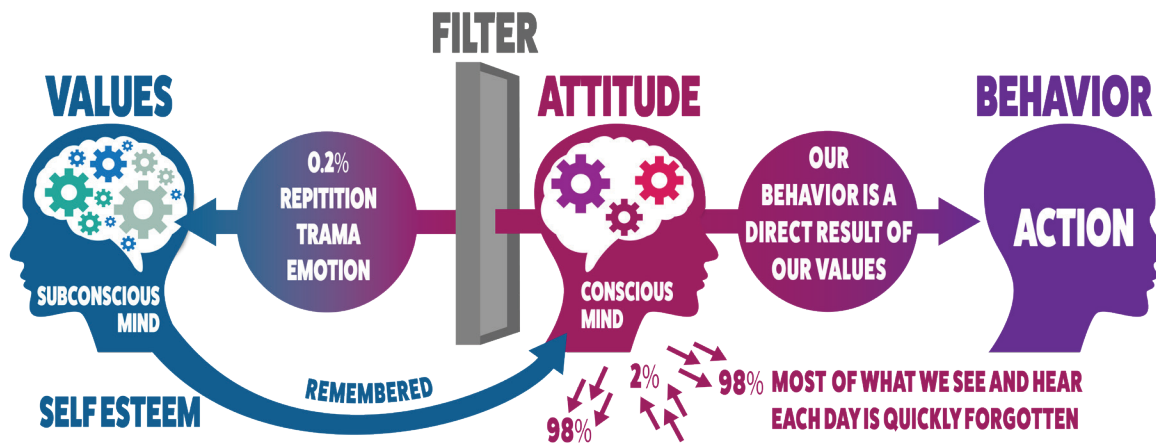


Unit 2: Thoughts = Consequences

To understand the Miller and Johnson families is to understand the subconscious mind. The subconscious mind is like a blank tape at birth. It is soon filled with positive and negative experiences. These experiences form the basis of a person's value system. This tape 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 **bad 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? _____
5. The **subconscious mind** is programmed in three ways: **repetition**, **trauma**, and **emotion**. What is one scary or traumatic thing that you can remember? _____

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.

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 **subconscious** is exposed to criminal values? _____

People begin acquiring their values at birth, and by the age of eight to ten already have most of the values that they will carry for the rest of their lives.



8. Are **babies** born bad? Blank? Good? Or what? _____
9. In order for **babies** to become successful adults, what do they need? _____

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

10. What usually happens a few days after you cram for a test? _____
11. What is 4 X 6? _____ Did your answer come from your **conscious** or **subconscious**? _____

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

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? _____
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, good or bad, starts with their deep subconscious thoughts, which create feelings, emotions and values. These values and attitudes are then expressed in body language and behavior.

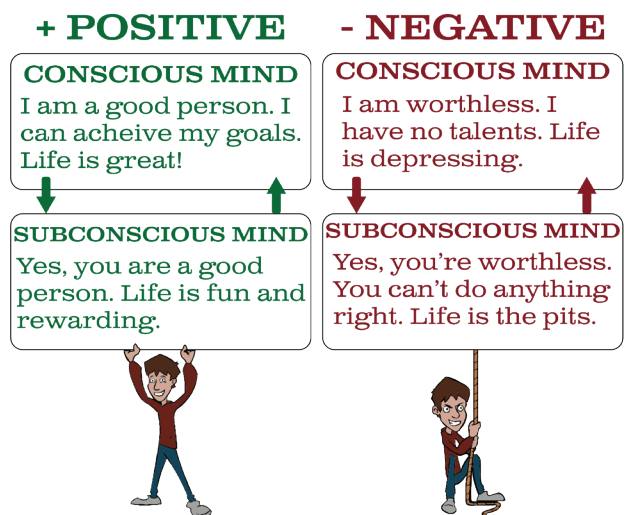
15. **Carl Johnson** owns his own automotive shop. He runs an ad for cheap brakes, convinces people they need more expensive brake pads, but then installs the cheaper ones. What do we know about his values? _____
16. Good societies are **dependent** on good people. What can we tell about the **following** 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. _____

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 adult life. These scripts can either be beautiful and rewarding, or ugly and harmful. How were you scripted?

17. 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** is good or bad? _____

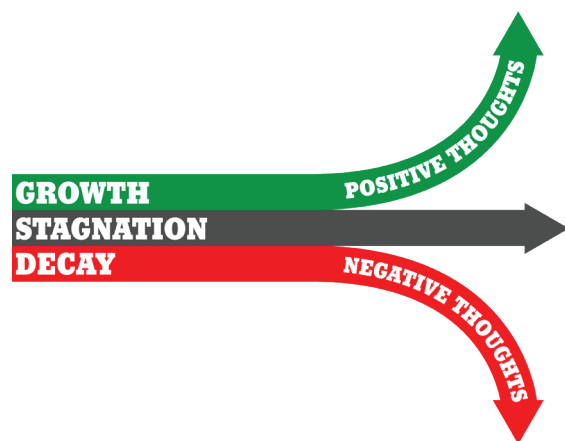
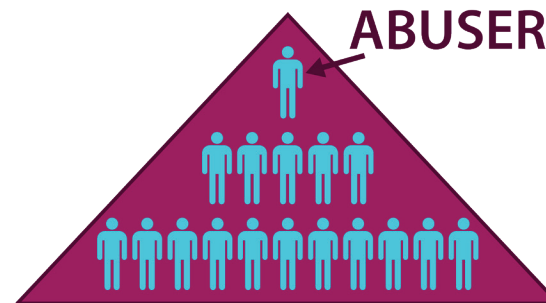




18. If we fully realized how powerful this **scripting** would be upon our future generations, we would be more careful. **T or F?**
19. Like the **Millers** and **Johnsons**, much of our life's **script** was written by people who are now dead. **T or F?**
20. What are some **good** and **bad scripts** 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	

21. Researchers can investigate the family trees of most criminals in prison, welfare moms, 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. Is it easy to do wrong?

22. Is everyone good, and some people just do bad things, or are there really bad people? What do you think? _____

23. 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
Honest • Dependable • Patient • Forgiving • Loving • Loyal • Responsible • Trustworthy • Sharing • Considerate • Faithful • Optimistic • Humorous • Sincere • Helpful • Truthful • Kind • Obedient • Cheerful • Understanding	

24. What is it like living with a **negative person**? _____
25. What is it like living with a **positive person**? _____
26. Can **negative** people become **positive people**? _____ How? _____
27. 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
Happiness • Peace of mind • Harmony • Hope • Love • Patience Good self-esteem • Strong families • Self-control • Good mental health • Happy children • Good marriages • Good government • Less crime • Trust • Respect • Good morals • Independence • Safety • Freedom from addictions.	

28. So, how can we tell the difference between **right** or **wrong**? _____
29. How can we tell if a society is doing **right** or **wrong**? _____
30. How is our current **society** doing? _____
31. If most of the people in a society do **wrong**, does that make it **right**? _____ What will happen to that society? _____
32. 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? _____
33. If **laws** were passed legalizing child pornography, would that make it **right**? _____ Why or why not? _____
34. We can tell **positive people** from **negative people** by observing their **behavior**. Good people mostly do **positive things**; **negative** people mostly do **bad things**. Once a **negative person**, always a **negative person**. What do you think? _____
35. **Who you are is what you do, and what you do is who you are.** Gary Johnson, another of Jason's cousins, is a gang leader involved with drugs, shootings, rape and theft. Is he a **positive** or **negative** person? _____
36. How can we tell that **Gary** is a negative person? _____

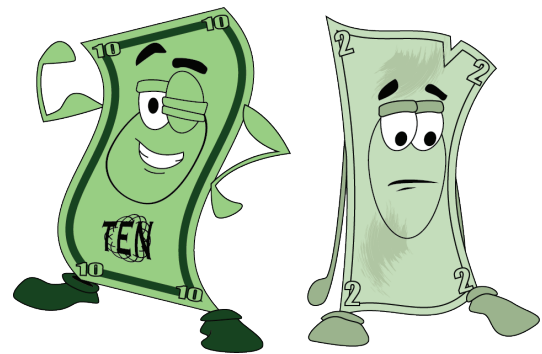
\$2.00 PEOPLE

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. **Cooper's** 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**. Do you know anyone like this? _____





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? _____
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?**

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

- a) Dirty 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

Possible results in adult life

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?** Is this fair? _____
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 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 \$5.00 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 Cooper and Curt. Cooper lives the truth. What are the results in his life? Curt lives the untruth. Describe the results of his life in the space below.

Cooper 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
Cooper's Life:	Curt's Life:
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 himself	

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?**

TRUTH	UNTRUTH
HONESTY PATIENCE KINDNESS LOVE SHARING SELF-CONTROL RELAXATION PRODUCTIVITY RESPONSIBILITY HAPPINESS	CRIMINAL ACTIVITY ANGER MEANNESS HATE SELFISHNESS DRUGS/ALCOHOL STRESS LAZINESS DENIAL 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. Cooper Johnson's aunt Debbie, who grew up abused, now has AIDS 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 swelled 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, of nurturing, of feelings of security, or 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.

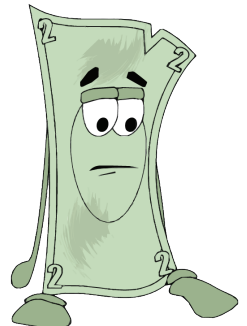
- | | |
|---|--------------------------------------|
| _____ Make fun of a fellow student | _____ Use illegal drugs |
| _____ Be honest and tell the truth | _____ Be friends with unpopular kids |
| _____ Cheat on a test | _____ Smoke cigarettes |
| _____ Be obedient to parents | _____ Watch hard-core 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. For example, what are some natural consequences of taking drugs? _____

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

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

54. Two **dysfunctional** people got together and had children. What was the result? _____
55. **Cooper** was poorly scripted by his **father** and **grandfather**, who started it all. Was it **Cooper'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? _____





The most important single thing that determines the success or failure of a person is his/her subconscious programming. We can see this in the Miller and Johnson families. The Miller children received a message of love and grew from it. The Johnsons received a message of hate and anger; they shrank because of it.

56. **Cooper** learned that his bad circumstances in life weren't all his parents' fault. They were also victims of childhood abuse and neglect. **Cooper'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?**
57. **Cooper** also learned that much of life is based on **perception** and untruth. He learned he wasn't his bad memories of being called a loser and failure, 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?**

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

58. **Cooper** 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? _____
59. **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.
 - don't know who your father is.
 - have different colored skin.
 - have a learning disorder.
 - were lonely, fearful, or abused as a child.
 - have been in jail or prison.
 - have chemical addictions.
 - have parents who divorced.
 - were adopted or conceived in a test tube.
 - are rich or poor.
 - didn't make it through school.
 - made bad decisions in your past.
 - are physically or mentally handicapped.
 - have hurt others in your past.
60. **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 goes on their subconscious tapes. 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.



WHAT SUCCESSFUL TEENAGERS DO

Successful people 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.



APPLICATION AND SKILL BUILDING

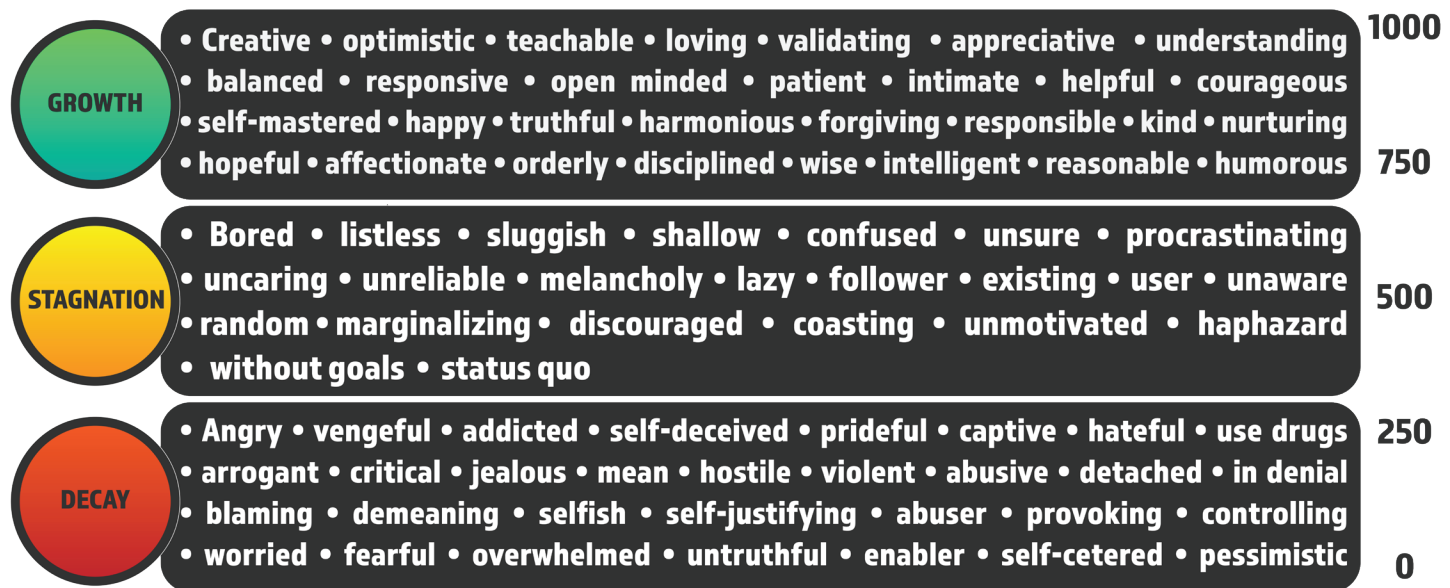
What did you learn from this unit? _____





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:



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 (at the bottom) who **choose** to stay or can't find a way out? _____
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."





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.

Below 500 People	Above 500 People

7. Most of the **Miller** children grew up in homes that valued education. What was the result? _____
8. Most of the **Johnsons** grew up in homes that didn’t value education. What was the result? _____

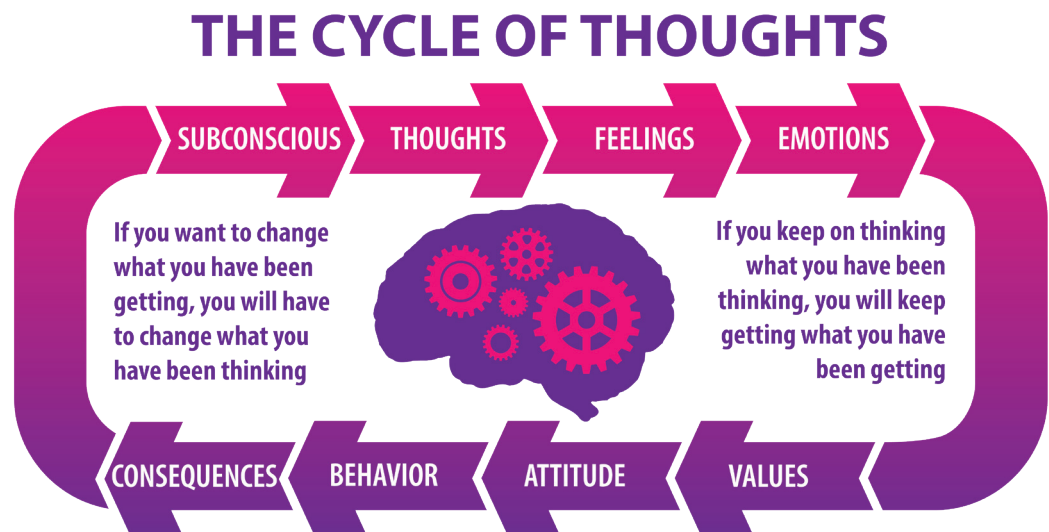
THOUGHTS

Major factors that determine people’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 consequences have some of your bad thoughts brought into your life? _____

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

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. **Cooper** 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 you are **worried** about? _____
- What **thoughts** (history) are causing that worry? _____
- What do you 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 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? Grab the now and live happily from day to day. Each new dawn can bring happiness.

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

PAST	PRESENT	FUTURE
When Cooper started to think of below 500 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. Cooper's cousins never learned this skill and stayed in the box of self-deception; arguing, blaming, drugs and selfishness drove the consequences of their lives.	Each morning when Cooper got up, he sat on the edge of his bed, said a silent prayer of thanks and then meditated on the positive he could do for others. Slowly he sensed a lifting from negative thoughts and feelings to 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 500.	As a result of the positive changes in his thoughts and his living in the present, Cooper 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.

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

LIFE IS A MIRROR

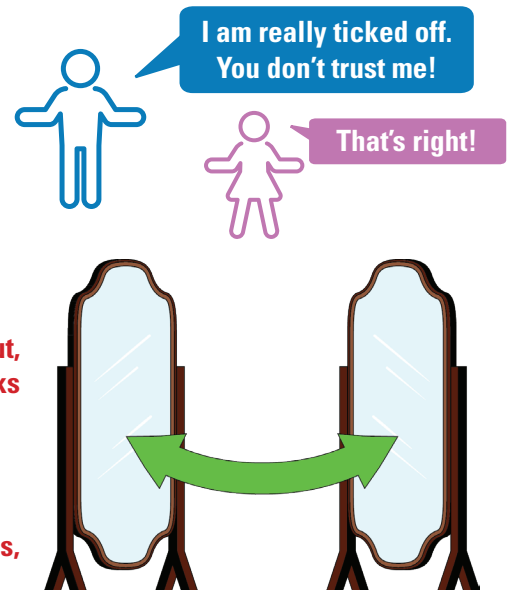
In general, people treat others as they are. If a person is dishonest, lies a lot, or is untrustworthy, that is how others respond to him. If a person is being treated badly by his/her family or acquaintances, then most likely, that individual is the problem. Negative people get mad at the way others 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.



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.

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.

21. Do some people live such a **negative** life that they don't know what it is to be **happy**? _____
22. Life is a series of **choices**. No one makes the correct **choice** every time. It is just part of life. What is one thing in your life (good or bad) that you sowed that you are now reaping? _____

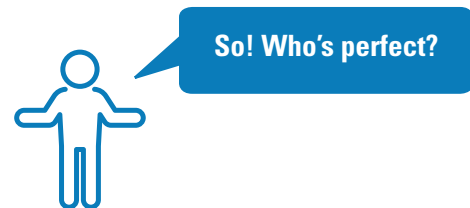
FREEDOM

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. What is it like not to be free?

23. There are two kinds of **freedom** – physical and mental. Describe how a person can lose his/her physical freedom. _____
24. Describe how a person can lose his/her **mental** freedom. _____
25. **Determine whether the following statements bring freedom or prison (mental or physical). Put an "F" for freedom or a "P" for prison.**
- | | | |
|--|--|---|
| <input type="checkbox"/> Take drugs | <input type="checkbox"/> Help others | <input type="checkbox"/> Obey laws |
| <input type="checkbox"/> Abuse others | <input type="checkbox"/> Steal and lie | <input type="checkbox"/> Loyal |
| <input type="checkbox"/> Gossip | <input type="checkbox"/> Trusted | <input type="checkbox"/> Addicted to gambling |
| <input type="checkbox"/> Be mature and responsible | <input type="checkbox"/> Addicted to chocolate | <input type="checkbox"/> Dependent on others |
| <input type="checkbox"/> More skills and education | <input type="checkbox"/> Denial - blame | <input type="checkbox"/> Fear and worry |
| <input type="checkbox"/> Addicted to tobacco | <input type="checkbox"/> Anger | <input type="checkbox"/> Sense of humor |
26. 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? _____

REASONS FOR BREAKING THE LAWS

27. **Have you ever broken the law?** _____ **Why?**
- ☐ 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.





28. If you did it on purpose, which of the following may have been your reason:

- | | |
|--|--|
| <input type="checkbox"/> I fit the criminal profile. | <input type="checkbox"/> I didn't have any money. |
| <input type="checkbox"/> I fit the gray area profile. | <input type="checkbox"/> I was pressured by my peers. |
| <input type="checkbox"/> I was "under the influence." | <input type="checkbox"/> I didn't think it through. |
| <input type="checkbox"/> I have a drug/alcohol problem. | <input type="checkbox"/> They deserved it. |
| <input type="checkbox"/> I was angry and lost control. | <input type="checkbox"/> I wanted it. |
| <input type="checkbox"/> I thought I could get away with it. | <input type="checkbox"/> I was mad at my parent(s). |
| <input type="checkbox"/> Everyone else does it. | <input type="checkbox"/> I am suffering from stress or depression. |

29. 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?**

30. 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 youth choose to break laws, they not only harm themselves, but also others. When youth break laws, what do they do to themselves and others?

	Harm they cause
To themselves	
To society	
To their family	
To their victims	

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, lets go back to Cooper'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.

31. 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 a flood of emotions overwhelms her. If she doesn't change her negative thoughts, what will she keep getting? _____

32. 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? _____





PROBLEM SOLVING

One of Cooper'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, 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 on the cheap.

- 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?**
- True life is unpredictable and can't be duplicated in sitcoms because of deep human feelings and emotions. **T or F?**
- 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 Cooper was in detention completing his life skills workbook, there was a section on forgiveness that forever stayed with him.

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?**

Forgiveness is self-empowering. Forgiving others and yourself **frees** your inner-self, energizes your body, and strengthens your immune system. It gives you control, whereas before you were being controlled. **T or F?**

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?**

What are three things about forgiveness that Cooper may have learned?

- 1) _____
- 2) _____
- 3) _____

33. How would your life be if you forgave everyone that hurt you? _____

34. 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. 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
☐ Play violent video games
☐ Read the daily newspaper
☐ Snorkel in tropical waters
☐ Greed, selfishness
☐ Help a neighbor

☐ See the movie "Singing In the Rain"
☐ See the movie "Poltergeist"
☐ View nature scenes, landscapes
☐ View pornography
☐ Bad work environment
☐ Eat comfort food

☐ Watch TV nightly news
☐ Listen to classical music
☐ Argue, be controlling
☐ Pet an animal
☐ Go camping
☐ Jacuzzi or soak in a hot tub

Cooper'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 you did the same in your home? _____

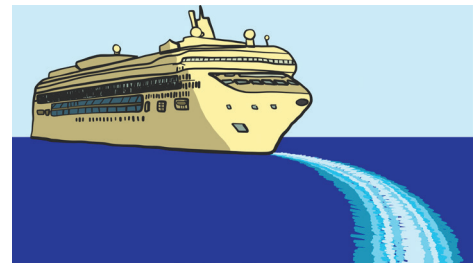


WHAT SUCCESSFUL TEENAGERS DO

Successful people choose to think and live above 500

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.



APPLICATION AND SKILL BUILDING

What did you learn from this unit?

1) _____

2) _____

NOTE:

Cooper learned a great secret from his personal experience. The secret is: anyone can change his/her life in an instant by simply changing his/her thoughts. Try it yourself for just one day. Catch your negative, "below 500" thoughts and quickly replace them with positive ones. Repeat in your mind a positive song, poem, or saying; put a rubber band around your wrist to remind you. Welcome to the secret!



Unit 4: Finding Success

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, future **good citizens** or damaged people and **future criminals**. 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 • Safe • Happiness • Discipline • Trips • Vacation • Family get-togethers • Talking and sharing problems	

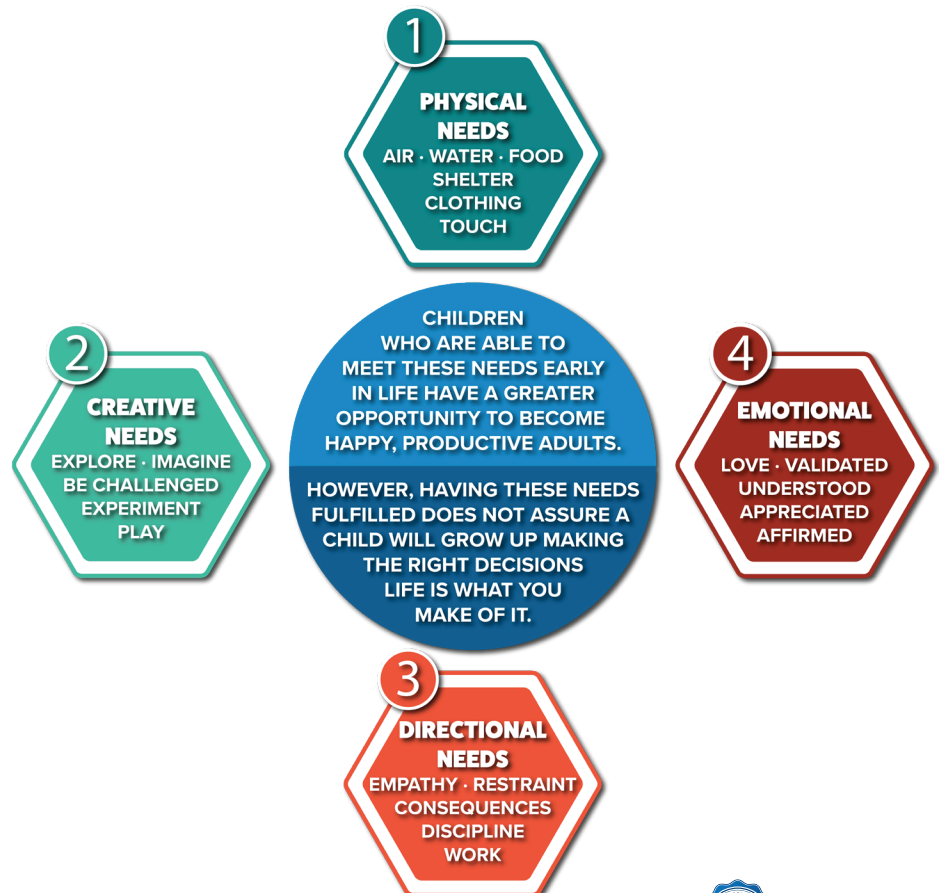
3. The welfare and economy of the nation depends on its **families** and on **good parents**. People from functional homes usually become good citizens, producers, and tax payers. What happens to many people from dysfunctional homes? _____

4. Most **emotionally handicapped** people from dysfunctional homes don't turn out wrong. People can change and overcome most of their early damage, and many become stronger because of it. What do you think? _____

HIERARCHY OF EMOTIONAL NEEDS

There are two separate issues to look at. One is a person's emotional damage from birth, and the other is whether he/she is doing good or bad. 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 whole 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.

CHILDREN'S HIERARCHY OF NEEDS





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; they 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	
TOTAL					

Excellent	Problem	Harmful
30 - 24	23 - 17	16 - 6
Healthy direction		Unhealthy direction

5. What was your score? _____ Which **bracket** does that put you in? _____
6. If you have a higher score, you are lucky; a lower score, unlucky. Life isn't always fair. **T or F?**

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

7. 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? _____
8. 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? _____

It doesn't matter whether you scored high or low on the Emotional Needs Test. If you scored low it wasn't your fault. You were a victim. 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 shortfalls.

9. 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? _____ **Fill in the circle by shading in your damaged area.**

100% Whole Person

Does not exist

Slightly Damaged Person

You

10. How do you think **Becky** and **Tammy** would score on the Emotional Needs Test? Guess at their score:

Becky

Tammy

Becky's score: _____ **Tammy's** score: _____

Shade in their circles to represent Becky's and Tammy's damaged area.

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.

11. **What is the opposite of self?**

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





12. The more **teenagers** choose to focus on self, 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, brothers and sisters, and our care givers 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 points.

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

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

14. When you truly care for or **love** people, you focus on their **good points**, 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?**

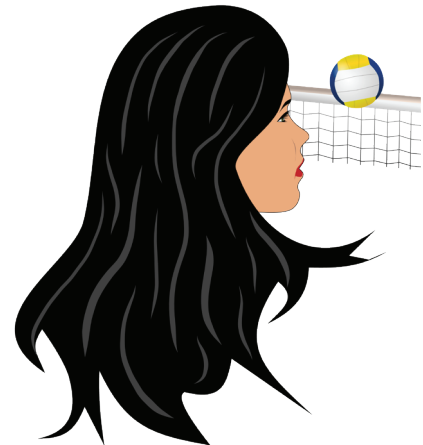
BECKY JOHNSON

Let's go back to Cooper's cousin, Becky Johnson. Her life mirrored Cooper's and his sister. As young as five, she had to take charge and fix meals. She was the oldest of four children. She was tall and 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 an old dilapidated home with the living room full of boxes. Becky's mother had just died of AIDS. Becky's sister and her two brothers were going to live with relatives. Becky wasn't sure where to go nor what to do. 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, 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 fewer and fewer. Tammy, who became her best friend, also 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 six 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. The older of her two brothers 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, the 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 a drug program and 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. What 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 and make tomorrow a new day? _____
How? _____
22. People have the power to heal or hurt. **Becky** was lucky that she found a loving husband 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. They were mostly 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, against orders, was holding, hugging, kissing, and singing to the babies.

25. **The orphans** that were **hugged** thrived while the others were **sickly** and **dying**. Why? _____
26. Older children that were later **adopted** grew 8 to 10 inches in one year. Why? _____
27. What other problems can the **lack** of nurturing cause? _____



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

28. One woman drank bleach so she could go to the hospital to be **touched** and receive care. One man would get his hair cut every week so that he could have **human contact**. People need balance 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. _____





Youth is a time filled with confusion, fear, worry, deep emotions, changing bodies, plus 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? _____

31. There seems to be a lot of **verbal abuse** in society today. Why do people put other people down? _____

What are we learning in this course about the results of unfulfilled emotional needs, as listed on page 24? After years of counseling thousands of youth and adults, the producers of this workbook 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 and unstable relationships.
- stay in low income and poverty.
- have more children out of wedlock.
- turn to crime, prostitution, or other illegal activities.
- be insecure, jealous, and controlling.
- have more anger, frustration, and violence in their lives.
- raise emotionally damaged children, and the cycle continues.
- 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 illnesses and age quicker.
- have more emotional and mental health problems.
- commit spousal abuse.
- lack empathy or feelings for others.

33. **Cooper and Becky** overcame the above problems. Just because a person has bad beginnings doesn't mean he/she will have bad endings. Life is what a person makes of it. **T or F?**

GOING THROUGH THE DOOR

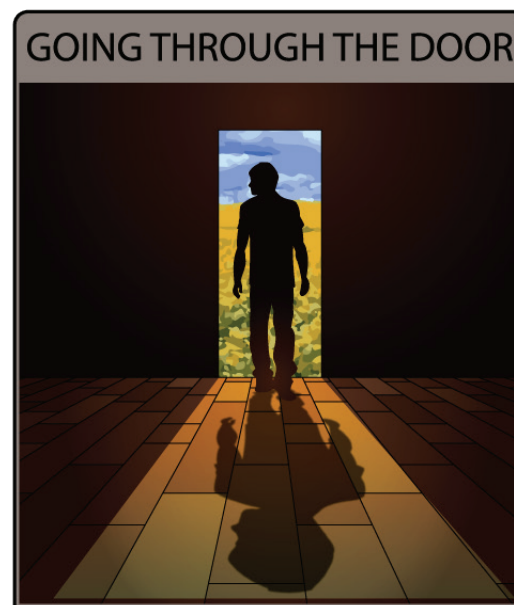
When you start to change your life, you leave behind your old negative self with its anger, hate, jealousy, frustration, anxiety, and depression. You see yourself leaving a dark room filled with the gloom of distorted thinking and emotional pain. You keep struggling to leave the room. Finally, you arrive at the door; you open it. There to greet you is a garden filled with flowers of every shade in the rainbow. Stepping through the door, you walk among the flowers, delighting in their mingled fragrances.

A vast green meadow stretches out before you, scattered with more eye-pleasing patches of wildflowers. Your heart lifts as you stroll across the soft emerald carpet, pausing to inspect the endless variety of blossoms.

When you become pleasantly tired, you lie down in a sunny spot. Breathing in deeply, your lungs expand with fresh, clean air that makes you feel alert and alive. All your hurts seem to leave as you exhale. Above you, brilliant tufts of clouds create interesting shapes in the azure sky, stimulating the imagination and bringing a smile to your lips. From a nearby grove of trees comes the twitter of songbirds, filling the air with their beautiful music. Closing your eyes, you revel in the sounds, the fragrances, and the warmth of all that surrounds you, feeling relaxed, at peace, and full of joy.

Getting to your feet, you decide to explore more of your surroundings, becoming aware of animals as you pass – wolf, deer, bear, squirrel, owl... None seem to resent your intrusion, but welcome you with friendliness.

You hike until you reach to top of a hill. There before you is a lush, sun-drenched valley with a calm, deep-blue lake in the distance that is bor-





dered by snow-capped mountains. The waters of the lake are so calm that they are like a mirror, reflecting the image of the mountains in breathtaking perfection. You notice that closer at hand is a meandering brook that waters the valley, and in tracing the stream to its source, you see a waterfall. You stroll down the hill to soak your feet in the brook, feeling soothing sand beneath your feet, while the rippling water caresses your toes and ankles.

Next, you make your way to the waterfall and discover that it is fed by a happy, bubbling spring. Drinking of its cool, clear water, you feel invigorated, new, happy, relaxed, and at peace. You are glad you went through the door!

34. **Questions:**

- a) Have you ever been somewhere and **felt** something like this? _____ Where? _____
- b) What can **life** be like for people who “go through the door?” _____
- c) What happens to people who never find the **door** and stay in the angry, darkened room? _____
- d) True freedom and happiness come to people who **emotionally** go through the **door**. People who choose to stay in the **darkened room** imprison themselves. They **limit** their emotional growth. They don’t have **rewarding** and **productive** lives. **T or F?**
- e) Have you found the **door** yet, or are you still in the **darkened room**? _____
- f) What does the **darkened room** represent? _____
- g) What does the **door** represent? _____
- h) What does the **beautiful world** outside the darkened room represent? _____
- i) What do people have to do to go through the **door**? _____

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.

35. What do you keep **waiting for** that so far hasn't come? _____
36. 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 the real you as you are today.

37. What are some **good things** you should say to yourself? _____
38. 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 makes you feel better. Let's try some:





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

39. 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

40. **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 bad, the relationship will fail.
- ___ People who choose to live the untruth don't like being confronted with the truth.

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

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

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

43. 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?

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

45. 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 that 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? _____

STAND UP TO LIFE





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.

46. 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 how to communicate | <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 | |

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

48. Another important skill to help teenagers stand up to 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: _____ |

49. 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.

50. 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? _____

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.

51. **Cooper** 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. Do you know someone who went from **growth (started out good)** to **decay**? _____

Describe his/her life. _____





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

Explain: _____

53. **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, 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 IT IS

When something bad happens to us, it is what it is. We can't go back and change it, 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.

54. 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? _____

55. Day to day **opposition** and **problems** can make us stronger and wiser or we can let them bury us; it is our choice. Do you have **friends** that successfully dealt with their **problems** and others that didn't? Describe their behavior.

Successful: _____

Unsuccessful: _____

DECISIONS - GROWTH or DECAY??

Mmm, I can choose to do right or wrong. I can choose to be caring or selfish, kind or mean, obedient or rebellious. It is my choice.



If I choose to live in growth, I will be happier. If I choose to live in decay, my life will suck. I can't be both, I must choose one or the other.

THINGS TO CONSIDER

People are their own worst enemies. Most long-term serious problems are self-inflicted. If people's lives are currently a failure, it is someone else's fault. T or F? If we are not responsible for our lives, then who is? _____

Although our subconscious mind doesn't know right from wrong, our conscious mind does. Everyone who is accountable knows right from wrong and can choose to live the truth or the untruth. What happens to people who constantly try to blame others for the problems in their lives? _____

The need for love and acceptance is so powerful that people who grow up without it can spend a lifetime searching for ways to fill it. What physical and emotional problems can be caused by loneliness and neglect? _____





Many people see doom and gloom in their lives. They feel trapped, helpless, and hopeless. They contemplate suicide or turn to drugs and alcohol to medicate their pain. They see few options in their lives when, in reality, there are many options. Have you ever felt helpless and hopeless? _____ If so, how did you get out of it? _____

Becky liked to write poetry. It helped her get through the rough times. In later years, reflecting on her horrible childhood, she wrote this poem on love.



Love does not find joy in the misery of others.
Love does not hate its own.
Love is friends at first and friends at last.
Love eases the burdens and hardships of others.
Love turns enemies into friends.
Love seeks the good in others.
Love is genuine and compels others to change.
Love heals broken hearts.
Love is forgetting, not remembering.
Love brings pieces together to make a whole.
Love does not leave a wanting, but fills to overflowing.
Love gathers light and dispels darkness.

What is **Becky** trying to say about love? _____



WHAT SUCCESSFUL TEENAGERS DO

Successful people 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.



APPLICATION AND SKILL BUILDING

What have you learned from this unit?



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 us 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?

1. Which theory is best? _____ Why? _____

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.

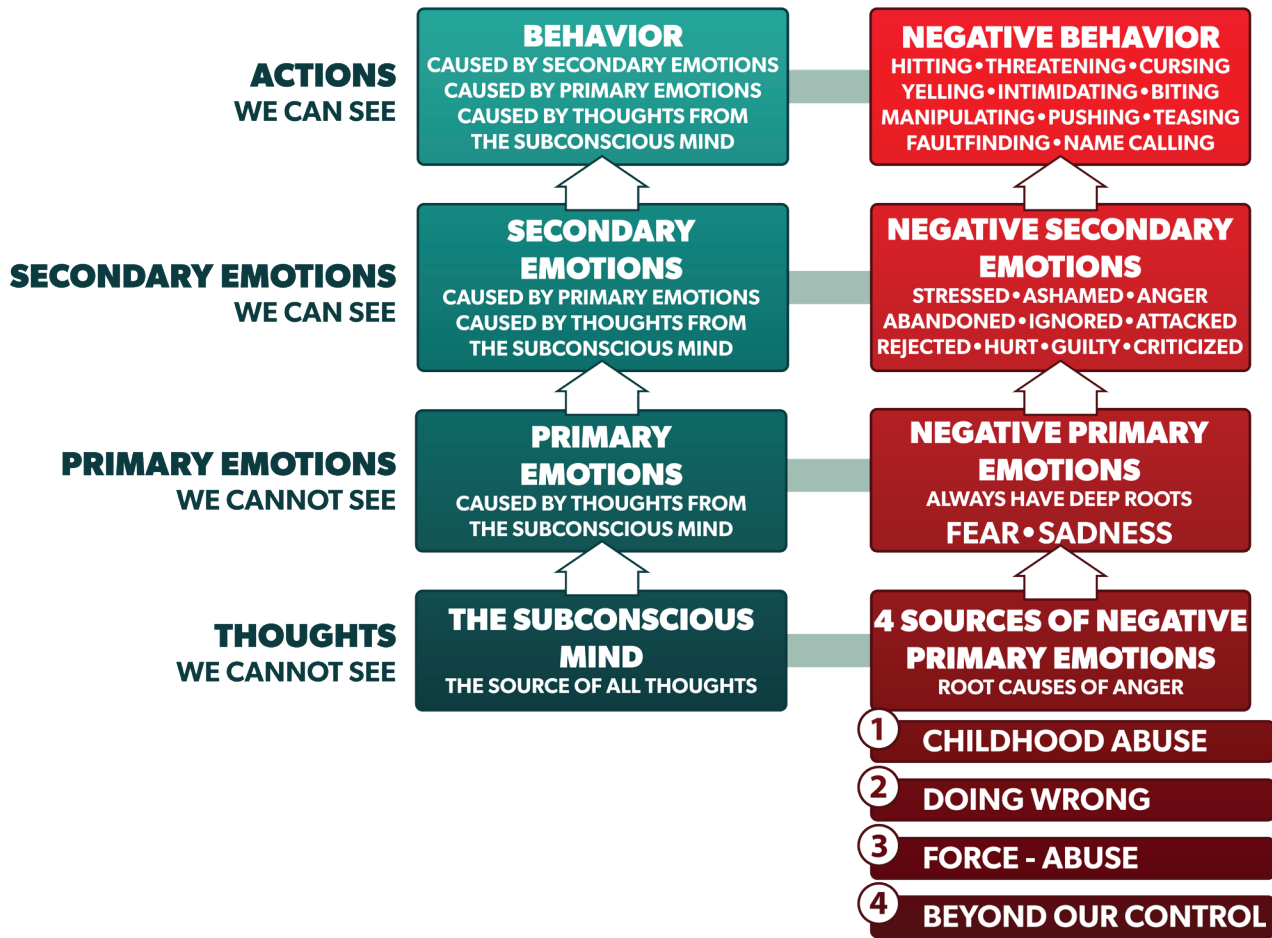
CONTROLLING ANGER

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?
4. As we will discuss on the next page, the **four sources of anger** cause primary emotions that trigger secondary emotions, these can swell in us and can erupt like a **volcano** into a flurry of negative behavior, like hitting, screaming, biting, stabbing, etc. **T or F?**
5. People can get so **angry** that they **lose control** and, for a few seconds, can mentally **black out**. What are people capable of doing when they are in a fit of rage?

PRIMARY AND SECONDARY EMOTIONS

Anger is a secondary emotion and is the result of other emotions. These other emotions are, in turn, the results of internal conflicts stored in the subconscious mind. Starting at the bottom, what does this diagram tell us about anger?



6. **Curt**, as we know, grew up in a very abusive, dysfunctional home. His home was filled with drugs, alcohol, and violence. His dad beat and verbally abused not only him, but his mother and siblings too. Today, **Curt** is extremely angry and violent.
- Which one of the **four sources** was **Curt's** primary source of anger? _____
 - What kind of **primary emotions** could he be feeling? _____
 - What kind of **secondary emotions** would this cause? _____
 - What kind of **behavior** would we expect him to exhibit? _____
7. Before people can lessen their **anger** they have to "fix" their source of **anger**. People who were trashed, abused, and violated as children seem to have the greatest anger. Why? _____
8. **If you want to have less long-term, damaging anger in your life, what will you have to do?**
- if you came from an **abusive**, dysfunctional home? _____
 - if you have been doing **wrong**? _____
 - if **force** is part of your life? _____
 - if you have **lost control** of your life? _____

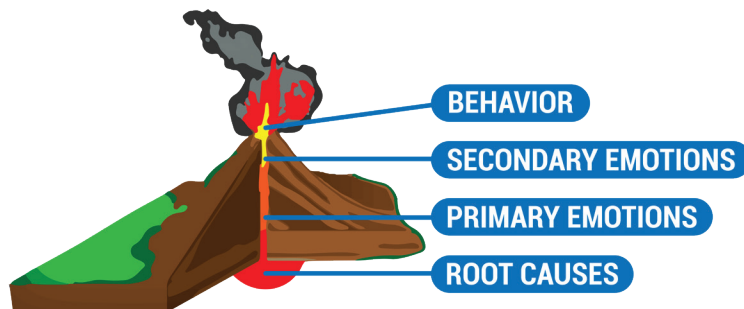
ANGER VOLCANO

Anger is like a volcano with unseen potential destructive forces. Some people's volcano erupts several times a day. Others have more self-control. They get rid of the root causes of their anger, quickly forgive others, and dismiss the insensitive jerks they meet. They have chosen to have more peace and happiness in life. How is your current volcano?

9. Questions

- If angry people don't get rid of the root causes of their anger, what will they continue to do? _____
- What kind of primary emotions do you think Jason and his cousin **Becky** were feeling before they healed? _____
- Are there a lot of youth today suffering from the things listed in **primary emotions**? _____ Why? _____
- How can we tell there is a lot more **anger** in people's lives today? _____
- Anger** is a natural emotion that can be lessened in a person's life by removing the root cause. What are the four root causes? _____
- What are some of the behaviors (eruptions) you see happening in your school? _____
What do you think are the root causes? _____
- If **anger** is currently a problem in your life, what are some of your root causes? _____
- What kind of **negative primary emotions** have you felt in your life? Go back to the previous page and underline the ones you have experienced. What caused you to feel these emotions? _____
- Jason** no longer has extreme anger in his life because he forgave his abusers. He is not doing wrong, is not trying to force others, and has control of his life. Why will **Curt** continue to have extreme anger in his life? _____
- Do you think everyone in **school** would benefit from information on anger management? _____ Would it help lessen some of the **eruptions**? _____

ROOT CAUSES OF ANGER



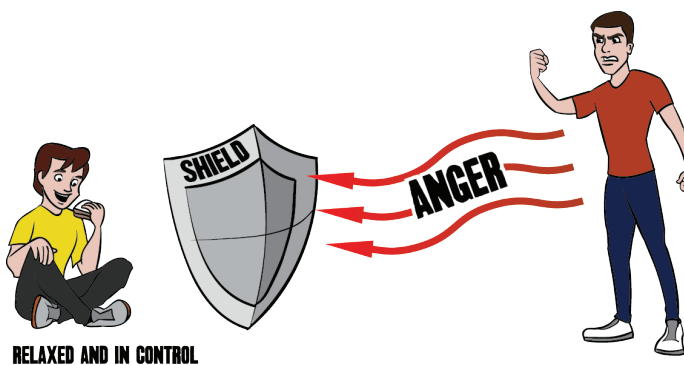
ANGER SHIELD

The trick in life is to learn how to not let anger in. By eliminating the four sources, you can put up a shield and not feel the anger. When you don't let it in, it has no power over you. Can you learn to do this?

.....

**LIFE IS FULL OF PEOPLE WHO KNOWINGLY OR
UNKNOWNLY HURT YOUR FEELINGS.
YOU CAN CHOOSE TO DISMISS THEM OR
BECOME ANGERED AND CONTROLLED BY THEM --
IT'S YOUR CHOICE.**

.....





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.

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

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> Lack of job or money | <input type="checkbox"/> Alcohol | <input type="checkbox"/> Drugs | <input type="checkbox"/> Being put down |
| <input type="checkbox"/> Tired / lack of sleep | <input type="checkbox"/> Guilt / shame | <input type="checkbox"/> Anger / fear | <input type="checkbox"/> Family problems |
| <input type="checkbox"/> Pregnancy | <input type="checkbox"/> STD's | <input type="checkbox"/> School problems | <input type="checkbox"/> Trouble with the law |
| <input type="checkbox"/> Peer pressure | <input type="checkbox"/> Low self-esteem | <input type="checkbox"/> Stress / depression | <input type="checkbox"/> Sexual relationships |

11. How many did you check? ____ Have you had a **stressful** life? ____ Why? _____

12. 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? _____

13. What do we see when a person's **flask** spills over? _____

14. 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, insecure 17-year-old. He has been abusive toward each of his past girlfriends. He is now going with 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.

15. 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, patient person. Is she safer? _____
- e) What will **Curt** probably do to the girls and women in his life? _____ Can he change? _____

16. 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, 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.

17. 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? _____

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

- | | |
|--|---|
| <input type="checkbox"/> Smokes four packs of cigarettes a day. | <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"/> Sniffs glue. |
| <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. |

19. 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, can you 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?" What happens when you lash back with a "you" message?**
- D. **When someone is in your face screaming at you, don't respond. Mentally step to the side of yourself and observe his/her behavior with amusement – the veins in the neck popping out, the body language, arm movements, and the tone of their voice, Observe how immature and foolish the person 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. Angry people use anger and threats to get their way. Selfishness is often the basis of anger. If you give in to them, it works, and they will do it 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 with them. "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 teenagers do, the more they suffer. The more right teenagers do, the more freedom and happiness they have. What do you think? _____

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? _____

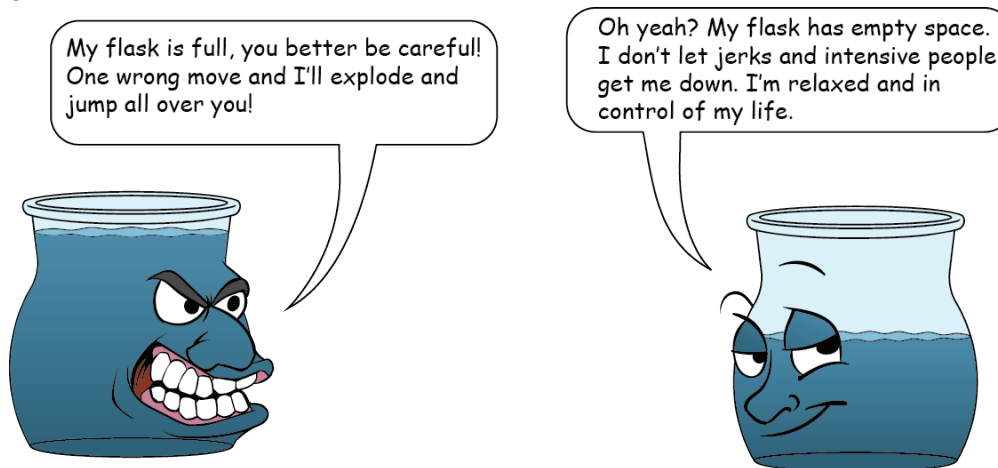
Behavior we choose to do	Possible consequences
Take illegal drugs	_____
Shoplift	_____
Love others	_____
Steal from parents	_____
Tell the truth	_____
Drive drunk	_____

THINGS TO CONSIDER

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 flask full? _____

People with **good coping skills** live longer. Why? _____



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. **T or F?**

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?**

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? _____





List three things that currently make you angry and then what you can do to lessen that anger.

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



WHAT SUCCESSFUL TEENAGERS DO
Successful people 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.



APPLICATION AND SKILL BUILDING

Which of the 4 sources of anger has been your biggest source of anger? List 2 activities you will participate in this week that can eliminate that source of anger for you.

- 1) _____
- 2) _____

Here are the 4 sources of anger
Abuse * Doing Wrong * Force * Things Beyond our Control





Unit 6: Skills for Life

The following are nine powerful skills for life that, if mastered, will increase your self-esteem and add much success and happiness to your life.

SKILL # 1. PEOPLE SKILLS

You will spend your entire life interacting with others. You can do it right or wrong. Good people skills will elevate you, but poor people skills will socially sink you. Take the test as you are now.

People Skills Test

Always • Usually • Sometimes • Seldom • Never

Do you praise and build up others?	6	5	4	3	2	1
Do you give honest, sincere appreciation?	6	5	4	3	2	1
Are you genuinely interested in others?	6	5	4	3	2	1
Are you friendly, and do you smile?	6	5	4	3	2	1
Do you remember and use a person's name?	6	5	4	3	2	1
Are you a good listener?	6	5	4	3	2	1
Do you encourage others to talk about themselves?	6	5	4	3	2	1
Do you talk in terms of the other person's interests?	6	5	4	3	2	1
Do you make other people feel important?	6	5	4	3	2	1
Do you show respect for the other person's opinion?	6	5	4	3	2	1
If you are wrong, do you admit it quickly?	6	5	4	3	2	1
Do you let others finish talking before you start ?	6	5	4	3	2	1
Do you let the other person do a lot of the talking?	6	5	4	3	2	1
Do you honestly try to see the other side of things?	6	5	4	3	2	1

Total Score _____

Excellent	Fair	Poor
70-84	55-69	14-54

- What was your score? _____ Which **bracket** are you in? _____ According to the People Skills Test, what are some areas that you need to improve? _____
- The **people skills** listed above might seem simple, but they give the person who masters them a great advantage in life. A person who scores 70 to 84 is a rare gem, worth looking for. **T or F?**

Let's go back to the time that Tammy Miller saw Becky Johnson crying and became her lifelong friend. One of the girls in school, Heather, from a rich home, went out of her way to put Becky down.

- Heather** was consumed with herself; her clothes, new car, and social status. Nothing else interested her. It was her way or else. Go back and guess what you think **Heather's** score would be. _____ What would **Tammy's** score be? _____ Would **Heather** agree with your score of her? _____ Why? _____
- Which of the two is a **gem** that will attract people? _____ Which is a **user** that will repel others? _____





Tammy's brother, Scott Miller, and Jason's cousin, Curt, have opposite people skills. Determine which statements best describe Scott or Curt. Put an "S" for Scott or a "C" for Curt before each statement.

- | | |
|--|--|
| _____ People like to be around him. | _____ Puts people down. |
| _____ Lets others finish what they are saying. | _____ Always has to have his way. |
| _____ Is not a good listener. | _____ Enjoys learning about others. |
| _____ Doesn't respect others' opinions. | _____ Makes others uncomfortable. |
| _____ Was promoted at work. | _____ Has had a hard time holding a job. |

SKILL # 2. SEEK WISDOM

What does the following mean?

.....
**INFORMATION IS KNOWLEDGE.
WHEN PROPERLY APPLIED, IT IS CALLED WISDOM.
KNOWLEDGE WITHOUT WISDOM
IS JUST USELESS INFORMATION.**
.....

The dictionary defines wisdom as (1) an understanding of what is true, right, or lasting, (2) common sense; good judgment.

5. According to the above definition, a lot of **teenagers** are not wise. For example, teenagers today have been given a lot of information on the dangers of risky sex and the use of drugs, but continue to ignore the information. Why? _____
6. Much of the information going into a **teen's** head doesn't benefit him/her because he/she doesn't apply it. **T or F?**

An unwise person doesn't understand (or doesn't want to understand) the truth. An unwise person doesn't use common sense or good judgment.

7. Describe an unwise **teenager**. _____
8. How would you describe most of your **friends: wise or unwise?** _____ Why? _____

According to the above definition of wisdom, a highly educated person is not necessarily a wise person. True wisdom is knowing the truth and living it; it is using common sense and good judgment.

9. How **wise** have you been during the last two years? Be honest.
- Wise** 7 6 5 4 3 2 1 **Unwise**
10. By the above definition of **wisdom**, who do you know in your life that you think is **wise?** _____ Why? _____

There is no safety in numbers. If most of your friends do wrong, that doesn't make it right or safe. The truth is the truth. Right is right regardless of how others try to label it. A wise teenager will find the truth and live it.





11. Determine if the following is wise, "W" or unwise, "U."

- | | |
|---|---|
| <input type="checkbox"/> Always goes along with friends. | <input type="checkbox"/> Turns in a student making threats at school. |
| <input type="checkbox"/> Drops out of school. | <input type="checkbox"/> Gives in to body urges. |
| <input type="checkbox"/> Just uses drugs once in a while. | <input type="checkbox"/> Develops a bad relationship with family. |
| <input type="checkbox"/> Relies on friends for direction and self-esteem. | <input type="checkbox"/> Believes everything that friends say. |
| <input type="checkbox"/> Sexual relationships. | <input type="checkbox"/> Follows the advice in this workbook. |
| <input type="checkbox"/> Obeys parents. | <input type="checkbox"/> Sexting. |

12. A **wise teenager** will use his/her common sense and good judgment. **T or F?**

SKILL # 3. CHOOSE GOOD FRIENDS.

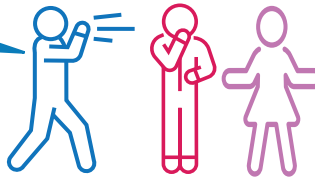
Friends can have a powerful impact on your life, especially when you are young. A true friend knows all about you, but likes you anyway. Stay away from users. Write in how a user would react.

Friend	User
Feels your pain	
Understands, is concerned about you	
Doesn't give up on you	
Wants your happiness	
Won't take your possessions or money	
Won't urge you to break a law	
Won't urge you to drink or take drugs	

To have a friend, you must first be a friend. Friendship is about giving not taking.

13. Can you fake true **friendship**? _____ Are **users** easy to detect? _____ How can you tell if a person is a **user** or a **friend**? _____
14. Why is it hard for **young people** to go against the bad their **friends** are doing? _____
15. Millions of young people today from abusive homes find **gangs** or **friends** to attempt to fulfill their emotional needs. **T or F?**
16. What trouble can **bad friends** (users) get **teenagers** into? _____
17. Why is it important to choose **friends** wisely? _____
18. Looking ahead to when you are a **parent**, what values would you want your **children's friends** to have? _____
19. **Parents** can't control their children 100% of the time. **If teenagers** want to get into trouble, they will. The bottom line is parenting isn't easy. **T or F?**

Shut up! I will do what I want. You don't have control over me. They are my friends, not yours. If you don't like them, that's too bad. You're stupid, you don't know anything.





SKILL # 4. BUILD SAFE RELATIONSHIPS.

One of the major problems facing teenagers is that their bodies mature before their minds. This is normal, but it can be a difficult time, requiring smart choices.

20. **Jennifer Johnson**, one of **Jason's** cousins, made some bad choices. She started having adult relationships with boys and became pregnant. A year later, her doctor told her she had a **sexually transmitted disease** that scarred her fallopian tubes, which rendered her **sterile** (unable to have children). Why do so many **teenage girls** make bad decisions regarding their sexual health? _____
21. **Damon**, age 17, another cousin of **Jason**, fathered three children by two different girls. He won't marry, pay child support or be part of his kids' lives. Name three different ways **Damon's** actions will cost taxpayers.
1. _____
 2. _____
 3. _____
22. Teens would be **safer** and **happier** if they would wait to have adult relationships. **T or F?**

SKILL # 5. BE YOURSELF

What does the following drawing say about peer pressure? _____

.....
TRUE FRIENDS WANT HAPPINESS.
USERS DON'T CARE.
.....



23. **Questions:**
- a) Why do **teenagers** take drugs and do other unwise things with their **friends**, when they really don't want to? _____
 - b) **Crystal** went along with her **friends** when she was in high school. Today, at age 35, she is suffering brain damage from her cocaine addiction. She is addicted to nicotine, and can't have children because she contracted a sexually transmitted disease called chlamydia. How do you think she feels about her **so-called friends** now? _____
 - c) Why do so many **teenagers** ruin their lives by letting **peers** control them? _____
 - d) What are the benefits of being like a **fence post** and not bending to the wishes of **peers**? _____
 - e) **Wise** and **intelligent teenagers** apply their knowledge of the dangers of sex and drugs. **Unwise teenagers** do the opposite. **T or F?**
 - f) **Unwise** people can become **wise** as soon as they are willing to apply their knowledge of the **truth**. **T or F?**
 - g) Frequently, people who live in the **darkened swamp** of drugs, crime, theft, violence, and dishonesty, try to pull others in with them. Why? _____
 - h) What is your plan to avoid becoming one of the many **teenagers** who blindly follows his/her **friends** into the **swamp**? _____
 - i) It is your choice! You can choose **freedom** by climbing the mountain or you can **choose** to lose your freedom by entering the swamp. **T or F?** What's in the swamp? _____

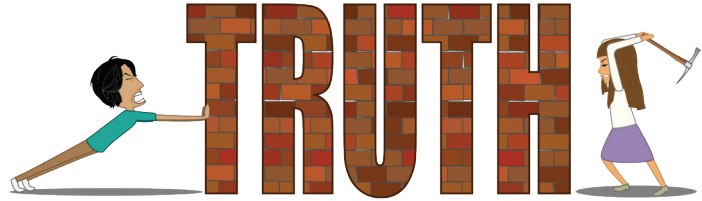




SKILL # 6. BE A FENCE POST NOT A WILLOW IN THE WIND.

Life is life. It goes on. The world turns and time ticks away. It isn't life that causes our problems, but how we react to life. It is our perception of life that determines our success.

24. The **truth** can be staring us in the face, but unless we perceive or recognize it, it won't do any good. For example, the **truth** is that, with a little effort in a tech or trade school, you could be making \$15.00 to \$20.00 an hour, or you could graduate from a university. However, if you **ignore** the **truth**, for whatever reason, you could live your life earning low wages. **T or F?**



25. Are you your own **worst enemy**? Do you have **incorrect, distorted perceptions** about yourself? Do you put up road **blocks** that keep you from going further? The **truth** is that **teenagers** have the talent and ability to succeed, but some don't. Why? _____

Not everyone will like you, but that is okay. You can't please everyone, so don't try. Just try to improve and let what happens happen. So you are not perfect. Who is? Who has the right to judge you?

26. Take the following test. Check the thoughts and situations you have had. Circle your score from 1 to 5.

	A lot				Little
I worry about how I look.	5	4	3	2	1
I worry about having friends.	5	4	3	2	1
I change my values to fit in.	5	4	3	2	1
I do things with my peers that I know are wrong.	5	4	3	2	1
I fear the power of the group is stronger than I am.	5	4	3	2	1
I lie to cover up the wrong I have done.	5	4	3	2	1
I have lost enthusiasm and ambition to get ahead.	5	4	3	2	1
I would rather do wrong than change friends.	5	4	3	2	1
I would rather be used and abused than change friends.	5	4	3	2	1
I am more of a follower than a leader.	5	4	3	2	1
I have been pressured by my peers and felt guilty afterward.	5	4	3	2	1

Strong	Mediocre	Weak
11 - 24	23 - 35	36 - 55
Fence Post		Willow

Total Score: _____

27. What was your **score**? _____ Which bracket are you in? _____ What does it mean? _____

28. If your current **friends** are getting you into **trouble**, how can you find **better** ones? _____

29. What could be the consequences if the above **teenager** lies to her **parents** and gives in to her **friends**? _____

30. One of the **Miller** cousins, **Jennifer**, (true story, name changed) was a new freshman at college. She was invited to a party where she knew there would be drugs and alcohol. She got drunk and passed out. Several boys raped her. At least one was HIV+. Four and a half years later **Jennifer** was dead. Her mother, father, siblings, extended family, and friends mourned her death. Who was responsible for her death? _____

How could she have avoided her death? _____





SKILLS # 7. LOOK FOR OPTIONS

Life, as we know, can get hard. Sometimes it's up and sometimes it's down. Life has obstacles that allow us to climb the mountain to growth or sink into the swamp of despair.

31. Sometimes, because of the difficulties and pains of life, people enter into the **darkened room** and never get out. A certain woman hated her ex-husband so much for running off with another woman that she closed herself to life and died a lonely, bitter woman. What were some of her **options**? _____
32. The following are some **situations** facing today's teens. Decide what are some of the **options** for each situation listed.

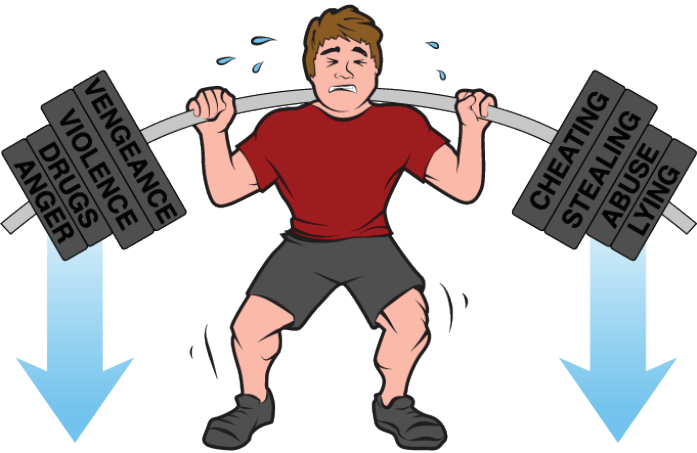
Situation	Options
a. "I'm 14 and pregnant."	_____
b. "My parents are divorced; I feel bad."	_____
c. "I have a serious drug problem; my parents don't know."	_____
d. "My step-dad threw me out. I have no place to live."	_____
e. "I drink alcohol every day; my dad is an alcoholic."	_____

33. What are some of your options? _____

SKILL #8. LEARN TO ENJOY LIFE

One of the major themes of this workbook is that there is no happiness or success in doing wrong. The more you choose to do right, the happier and safer you will be and the more freedom you will have.

34. Choosing to live in the **swamp** presses in on people. There is little release, peace, or happiness. True **freedom** comes when we do right. We can tell **right** from **wrong** by the results that are produced. Describe your feelings when you choose to do something really bad. _____
35. Describe your **feelings** when you choose to do something really good. _____



Unhappy people walk around saying, "Love me! Love me!" Happy people walk around looking for people to love.

36. **Happiness is easy! Just stop doing what is making you unhappy. Mark what you think would make teenagers happy or unhappy in the long run. Put a "H" for Happy or a "U" for Unhappy.**
- | | | |
|-----------------------|------------------------------|--|
| ___ Lie to parents. | ___ Have sex. | ___ Help a friend. |
| ___ Cheat on a test. | ___ Watch a violent video. | ___ Volunteer to help feed the poor. |
| ___ Smoke pot. | ___ Compliment their mother. | ___ Confess to parents something he/she did wrong. |
| ___ Give in to peers. | ___ Shoplift. | ___ Have a pet. |





SKILL # 9. LISTEN TO MR. OWL.

Tell me, Mr. Owl! If I want to have a happy productive life, what should I do?

Mr. Owl says, "Do the following:

Love yourself - develop your talents - respect your life - value your existence.

Have joy in service - do for others - go outward, not inward.

Honor your parents - seek their wisdom - be obedient.

Love life - be excited for your opportunities - immerse yourself in nature.

Expand your social skills - participate in art, stage, music, sports and the like.

Develop self-control - have patience - relax and control your physical self.

Dream and meditate - ponder your possibilities - expand your horizons - seek excellence."



BELIEF VS TRUTH

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. For example, substance abusers will suffer from added stress, anger, anxiety, and guilt, whether or not they are caught. Being a substance abuser is living the untruth. The truth is that many years of research have found that marijuana is harmful. It doesn't matter if people believe it or not. What matters is the truth, because the truth has more power than belief.

Determine the truth or falseness of the following statements:

- a) If people have false programming and believe in the untruth, their lives will turn out badly. **T or F?**
- b) If you received bad programming and you have had a rough life, accept it. Quit complaining about it and move your life forward. You are stronger than you think you are. **T or F?**
- c) You are your thoughts. You can change who you are by changing your thoughts. Think the best about yourself and that is what you will become. **T or F?**
- d) If you don't find the real you (the good and powerful you) but instead believe your bad scripting, it is your fault. **T or F?**
- e) The best way for me to be happy is to blame others for my problems and stay angry and upset. **T or F?**

THINGS TO CONSIDER

Why suffer for years as an adult? The more you fix your problems in your youth, the sooner your happiness will grow.

Life holds no guarantee. The best plan is to have faith, hope, and be courageous when confronted with life's problems.

Time is a precious commodity that will someday run out. Fill your life with meaningful activities.

Self-esteem seeks its own level. If you are a "\$2.00 or \$5.00 thinking" teenager, what kind of friends will you seek?

Forgive those who have hurt you. The person you forgive doesn't necessarily have to know it, just let the anger go. What is important is that you are no longer bonded to them through hate or anger. **T or F?**





WHAT SUCCESSFUL TEENAGERS DO

Learn the basic skills of life and apply them.

SUMMARY

Life is fun and exciting. There are many options. The more we improve our social skills, the more opportunities will open to us. The only thing that can keep us from success is ourselves. Remember, you are many times better than you think you are. The truth is the truth. It is what it is. Your perception or belief does not affect the truth. The truth is you are awesome with great potential. Let up on yourself - don't be so self-critical. Don't care what other people think of you; they're wrong anyway. Bad decisions and mistakes are just stepping stones to a stronger you. Breathe deeply - enjoy each new day as an opportunity to be a happier you.



APPLICATION AND SKILL BUILDING

What is your plan to have a positive and enduring relationships? Describe the steps you will take to accomplish this goal.





Unit 7: 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's 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" attitude	"I can't" attitude
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, have hope	I am pessimistic, 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, stand-alone 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 become independent, and then interdependent.

3. What problems will **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. _____



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

7. Mark the things you have that others might not have. How many did you mark? _____

___ A job
___ A car
___ Eyesight
___ Two arms

___ A place to live
___ TV & stereo
___ Education
___ Someone to love

___ Cancer free body
___ Two legs
___ Healthy mind
___ Hearing

___ Regular meals
___ A family
___ Free country to live in
___ People who love me

8. 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.

9. **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? _____

10. 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.

11. We should dwell on our **positive** points, not our **negative**. 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.

___ Creative
___ Good listener
___ Positive attitude

___ Sensitive
___ Reliable
___ Skillful

___ Humorous
___ Persistent
___ Honest

___ Loyal
___ Hard worker

___ _____





12. You will find you have many **good qualities** if you just look for them. Why is it important to focus on your **good points**? _____
13. 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.

14. **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.**

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.



15. **Which of the following labels have you felt from time to time?**

<input type="checkbox"/> Dummy	<input type="checkbox"/> Dopey	<input type="checkbox"/> Druggy	<input type="checkbox"/> Drop out
<input type="checkbox"/> Poor	<input type="checkbox"/> No good	<input type="checkbox"/> Welfare	<input type="checkbox"/> Homeless
<input type="checkbox"/> Hopeless	<input type="checkbox"/> Criminal	<input type="checkbox"/> Liar	<input type="checkbox"/> Scum
<input type="checkbox"/> Ugly	<input type="checkbox"/> Mean	<input type="checkbox"/> Weak	<input type="checkbox"/> Bad child

16. If you **believe** you are these things, what will your **subconscious** do? _____





17. **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 |

18. Much of teenagers' thoughts about themselves are not based on truth, but untruth. What happens to a teen who gives up on the untruth (perceptions) listed in #15 and focuses on the truths listed in #17? _____

TRUE COLORS

Most people see only the tip of the iceberg as to the real values of a person. It takes time to see the "true colors" of a person. Many people put on a front, but deeper, underneath lies their true character.

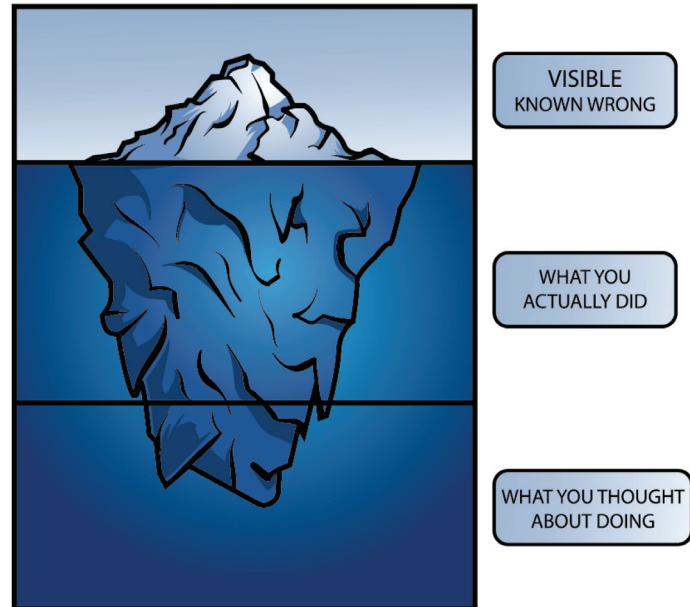
19. The Lifeskills instructor drew the following diagram of an **iceberg** and asked each student to think about all the **wrong** they had done. Is there a lot more **wrong** done by people than is visible to the public? _____

20. How would people judge you if they saw all your **bad deeds** and **thoughts**? _____

21. How would people judge you if they saw all your **good deeds** and **thoughts**? _____

22. How can you detect the **true colors** of a person? _____

ICEBERG



AVOIDING TROUBLE

One of the main objectives of this workbook is to help teenagers become more aware of ways to remain healthy and happy by avoiding common pitfalls. Many teenagers just keep digging a deeper pit when all they need to do is stop digging and get out. Explain how the following can be serious problems for teens.

1) Sexting: _____

2) Sex: _____

3) Addiction to drugs, alcohol, or smoking: _____

4) Internet: _____

5) Other: _____





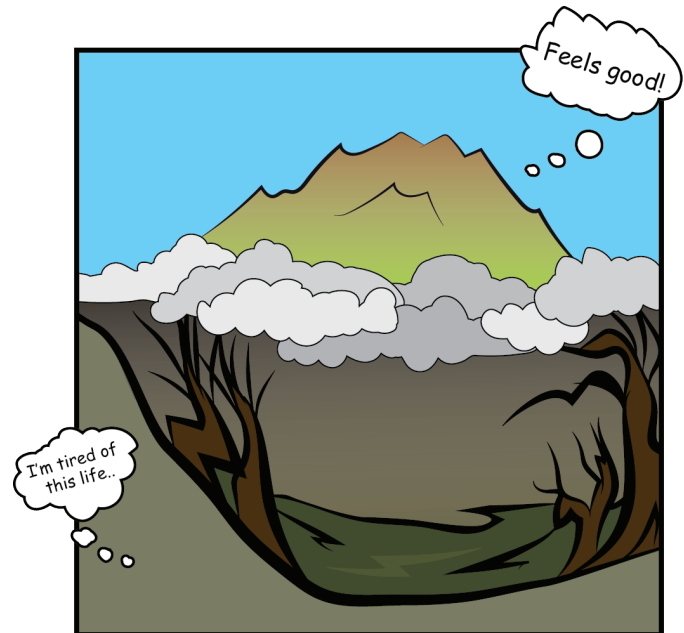
MOUNTAINS VERSUS SWAMPS

We can choose to take the high road or the low road in life. The high road offers the truth about ourselves. It offers beauty, calmness and happiness. The low road offers us the untruth about ourselves. It is a swamp of despair, anger and self-pity.

23. How do people on the **mountain** see life? _____

24. How do people in the **swamp** see life? _____

25. The people in the **swamp** are just as worthwhile and deserving as those on the **mountain**. But what is the difference between them? _____



AVOID THE SWAMP OF DESPAIR

HOW TO CHANGE AND BE HAPPY

We have come to the end of this workbook. It was designed to help you see the truth of life. The final step in changing who we are is self-awareness. If we never become aware of our shortcomings, faults, and strengths, will we ever change? Start with step # 1. Read and discuss the steps to change.

STEPS TO CHANGE

NOT AUTOMATIC - TAKES CONSCIOUS EFFORT

AUTOMATIC



Self Awareness: **Cooper** slowly overcame his denial, stopped blaming others, became **self-aware** and accepted responsibility for his life and actions. If he hadn't, could he have ever gotten past Step #1? _____

Desire: Once he became self-aware, he developed a **desire** to change. People can't be forced to change; it has to come from within. If he hadn't wanted to change, could he have gotten to Step #3? _____

Attitude: **Cooper** noticed his **attitude** was changing. He was more open and teachable. He was less critical and more tolerant. He had less anger and more patience as his instructor and fellow class mates discussed the material in the workbook. If **Cooper** hadn't had a change in **attitude**, could he ever have gotten to Step #4? _____

Skill: Now that **Cooper** had managed Steps 1 to 3, he was ready to be taught new **life skills**. He was excited to learn new **skills**





such as anger avoidance. Some of his fellow classmates never got past Step #1. They resisted moving their lives forward. Did the new **skills** have any affect on **Cooper's** classmates? _____

Behavior: **Cooper** practiced the new skills for six months until his release. After his release he avoided alcohol, drugs, and old friends. For the first time in his life, he felt good about himself. He was at peace, happy. It wasn't easy and he often slipped. However, he didn't get discouraged and just kept trying. Was **Cooper's** new **behavior** proof that he was changing? _____

Subconscious: After a year of working to change, **Cooper** sensed that his new habits and behaviors were automatic. He no longer had to consciously think about them. He was well on his way to permanent change. **T or F?**

The above steps to permanent change have to be done in order. There are no shortcuts. Since being released from juvenile detention, Jason has never been arrested. Does he deserve his peace and happiness? _____

26. **The truth is:** if people **keep** on doing what they have been doing, they will keep on getting what they have been getting. If they want to **change** what they have been getting, they will have to **change** what they have been doing. What is one thing you can **stop doing** that is holding up your **progression** and happiness? _____

Life is too short to live it in the swamp of despair. The average healthy person will only live 800 to 900 months or about 76 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 prior bad choices as opportunities for growth. There is no perfect person or family. Leave the darkened room of past mistakes and enter the garden of new possibilities. You are a special person and deserve a happy, productive life.

Final Thoughts

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 on the next page.





Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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 Cooper have?
☐ 2
☐ 1
☐ 4
2. Of the Johnson cousins, who was successful in life?
☐ Curt
☐ Scott
☐ Cooper
3. Cooper 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. Becky Johnson played what sport?
☐ Basketball
☐ Tennis
☐ Volleyball
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.





Course Evaluations

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. If you need more room, please attach a sheet of paper.

- This course was designed to help everyone, not only those involved in drugs and alcohol. 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? _____

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 response. If you need more room, use page 54 or attach a sheet of paper. Please use dark ink.

What are your general feelings about this course?

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? _____

Will you ever purposely commit a crime again? _____

What do you plan to do differently in your life to prevent this situation from happening again? _____

Student's Name: _____ Date Started: _____ Date Finished: _____

Referring Court or Agency: _____ State: _____

Your Occupation: _____ Sex: Male Female Age: _____






Affidavit of Completion

SELF-AWARENESS LIFESKILLS COURSE (YS-A LC)

We the undersigned student and coach affirm that we completed this course to the best of our abilities and that this is our own work. 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



STOP!

BEFORE MAILING, make sure that the student's address & phone are correct.

If any of the above items are missing, the course is incomplete. Incomplete courses will be sent back.

BEFORE MAILING:

- ☐ Did you and your coach sign the affidavit?
- ☐ Did you and your coach each fill in your evaluations?

NOTE: An incomplete workbook will not be accepted. **It will be sent back.**

If this course was assigned by an agency other than ACCI, follow the agency's instructions.





Positive thoughts create
positive behaviors.



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

SELF-DIRECTED LEARNING COURSES

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