

Beat the Clock

- OBJECTIVE:** The participants will understand the importance of being organized.
- LENGTH:** 10 minutes
- COLOR:** Gold
- MATERIALS:** A copy of the worksheet titled “Beat the Clock” for each participant
- PROCESS:**
- Step 1: The class time before this activity, give each participant a copy of the worksheet to be completed at home and then brought back to class.
- Step 2: Ask the participants the following questions:
- A. How difficult was it to find each item on the worksheet?
- B. How can you make it easier to find items in your home? Answers may include:
- Keep things in logical places.
 - Slow down and take the time to put things back after they are used.
 - Always keep a pen and a pad of paper by the telephone.
 - Use a bulletin board to pin up notes and lists so they don’t get lost.
 - File papers promptly.
 - Always put your car keys in the same place.

Beat the Clock

Find the following items in your home.	Record the time it takes to find each item.
1. Your car keys.	
2. Your birth certificate.	
3. Your umbrella.	
4. Your last school yearbook.	
5. A dictionary.	
6. Your glasses.	
7. Your car registration.	
8. A pen and paper while you are talking on the phone.	
9. The dog's leash.	
10. A paint brush.	
11. A deck of cards.	
12. Your wallet.	
13. Your fishing license.	
14. Your library card.	
15. A postage stamp.	
16. A box of matches.	
17. The TV listing guide.	
18. A missing button off of a piece of clothing.	
19. A paper clip.	
20. A safety pin.	

Are You Depressed?

OBJECTIVE: The participants will understand depression.

LENGTH: 20 minutes

COLOR: Blue

MATERIALS: A copy of the worksheet titled “Down in the Dumps” for each participant

PROCESS:

Step 1: For adolescents, do the following activity. For adults, skip to Step 2. Divide the participants into groups of five. Ask each group to discuss the following:

- What stresses you and your friends the most?
- Do you think your parents and teachers have a good understanding of the stress you are experiencing? Explain.

Step 2: Give the participants a copy of the worksheet and ask them to complete it. If the participant answers “yes” to Questions 2, 7, 11, 14, 15, 16, 17, and 18 they may be experiencing moderate to severe depression.

Step 3: Ask the participants the following questions:

A. Why is it important to recognize the symptoms of depression?

B. If you answered “yes” to Questions 2, 7, 11, 14, 15, 16, 17, and 18, what could you do to help your depression? Answers may include:

- Do not despair. Depression can be managed or overcome.
- Try to identify the source of your stress.
- If you are an adolescent, talk to your parents or a school counselor about your problem. If you are an adult, talk to a spouse or friend about your concerns.
- Seek professional help.

Down in the Dumps

Answer the following questions:

<i>Question</i>	Yes	No
1. Do you often feel sad, gloomy, or down?		
2. Do you feel this way for no apparent reason?		
3. When feeling this way, are you irritable?		
4. Do you feel everyone has it all together except you?		
5. Do you feel you can't measure up to the expectations of others?		
6. Do you feel that no matter how hard you try, nothing seems to get better?		
7. Do you ever feel that life is just too painful and nothing will change?		
8. Are you in a situation where you feel frustrated or bored and there seems to be no way out?		
9. Do you feel there are too many people putting pressure on you?		
10. Are you able to mask feeling down so others won't notice how you feel?		
11. When feeling down, do you have trouble concentrating or remembering?		
12. When feeling down, do you need more sleep because you feel tired all of the time?		
13. When feeling down, do you have trouble sleeping?		
14. Do you sometimes feel like you can't get out of bed and face the day so you stay in your room with the blinds closed?		
15. Does your feeling of being down occur in cycles? Once a month, every two weeks, etc.?		
16. Do your sad, gloomy periods last for more than a day?		
17. Do you sometimes snap out of the down feeling and then feel extremely up?		
18. Have you ever had thoughts of suicide? Once, twice, many times?		
TOTALS		

19. What do you do to overcome your sad, gloomy feelings? _____

Control Those Feelings

- OBJECTIVE:** The participants will understand what provokes jealous feelings.
- LENGTH:** 20 minutes
- COLOR:** Gold
- MATERIALS:** Enough copies of the questionnaire titled, "How Jealous Am I?" for each participant
- PROCESS:**
- Step 1: Hand out the questionnaire and have the participants individually answer the questions.
 - Step 2: Ask the class to name reasons for jealousy that are listed on the questionnaire such as #1, jealousy over affection. Have them add any other reasons that are not listed.
 - Step 3: Have the participants relate a personal incident when they were either jealous of someone or someone became jealous of them.
 - Step 4: Ask the participants the following questions:
 - A. What provokes jealous feelings? Answers may include:
 - Negative behavior that is outside of their personality style.
 - A need to control.
 - A poor self-image.
 - Unresolved feelings that are bottled up.
 - Comparing oneself to someone else.
 - Feelings of not getting enough attention.
 - Letting imagination "run wild."
 - B. How does a person feel when they are jealous?
 - C. If you tend to be a jealous person, what can you do to avoid feeling that way?

How Jealous Am I?

Answer YES or NO to the following questions.

	YES	NO
1. When I'm with my girlfriend/boyfriend, do I flirt with someone else?		
2. Do I fantasize about someone and then feel jealous because they date someone else?		
3. Do I feel like I have to control my girlfriend/boyfriend?		
4. Do I have a poor self-image and think my girlfriend/boyfriend is always interested in someone better than I am?		
5. Do I think I'm better looking or can do things better than others and then get jealous when they do better than me?		
6. Do I compare myself to others and then get jealous when they have better fortune than I do?		
7. Do I get jealous of the affection my mother/father shows to their new spouse?		
8. Am I jealous of my brother or sister?		
9. Am I jealous of the time my parent or my friend spends with their hobby?		
10. Do I ever feel jealous of a family member and the time they spend with our pet?		
11. Do I get jealous when my friend gets something new?		
12. Do I get jealous when my boyfriend/girlfriend wants to do something with their family or friends and I'm not included?		
13. Am I jealous of my parent's job or my boyfriend/girlfriend's job?		
14. Do I get jealous because I conjure up notions without any basis and then get jealous over what I imagine is going on?		
15. Am I a hot head and get jealous over the least little thing?		
16. Do I have a suspicious nature?		

Self Esteem Evaluation

- OBJECTIVE:** The participants will understand the meaning of self-esteem.
- LENGTH:** 5 minutes
- COLOR:** Gold
- MATERIALS:** Enough copies of the worksheet titled "How I Feel About Myself" for each participant
- PROCESS:** Give the participants a copy of the worksheet and ask them to complete it. Ask the participants to add the numbers in each column and then add the totals for a grand total.
- 112-140 High self-esteem
 - 84-111 Moderately high self-esteem
 - 56-83 Average self-esteem
 - 29-55 Moderately low self-esteem
 - 0-28 Low self-esteem

How I Feel About Myself

Read the statements below and evaluate your level of self-esteem on a scale of 1 to 5 (5 being the best possible).

	1	2	3	4	5
1. I understand that I am unique and can offer much to society.					
2. I accept myself for who I am and do not wish I were someone else.					
3. I like myself although I know I have imperfections.					
4. I feel that I am worthy of someone's love.					
5. I believe that I am worth much and see my place in the world.					
6. I accept responsibility for my decisions.					
7. I have confidence in my abilities and believe I can do and learn many things.					
8. I do not compare myself to others.					
9. I strive to reach my potential.					
10. I recognize my strengths and do not dwell on my weaknesses.					
11. I am brave enough to try new things.					
12. I have enough courage to make changes in my life.					
13. I have a positive outlook on life.					
14. I respect myself.					
15. I am willing to risk failure.					
16. I work on developing my talents.					
17. I share my talents with others.					
18. I know that what I think of myself is more important than what others say about me.					
19. I can laugh at myself.					
20. I can look someone in the eye when I'm talking to him/her.					
21. I take care of my body.					
22. I set goals for myself and try to achieve them.					
23. I accept compliments from others without apologizing or minimizing my accomplishment.					
24. I accept challenges and meet them head on.					
25. I don't feel stupid when I have trouble understanding something.					
26. I look for the good in others and not their shortcomings.					
27. I look fear in the face and do what I think is too difficult.					
28. I take pride in my personal appearance.					

Wants vs. Needs

- OBJECTIVE:** The participants will understand that needs come before wants.
- LENGTH:** 30 minutes
- COLOR:** Gold
- MATERIALS:** Enough copies of the worksheet titled “Wants vs. Needs” for each participant
- PROCESS:**
- Step 1: Give each participant a worksheet and ask him or her to complete it independently.
 - Step 2: After completing the worksheet, ask the class to share their answers to Item 1. Answers are: Air, water, food, shelter, clothing.
 - Step 3: Have the participants share their wants and needs indicated in Items 2 and 3.
 - Step 4: Ask the participants the following questions:
 - A. Why does everyone have different wants and needs? Answers may include: Everyone has a different personality style that places different values on different things.
 - B. How do you go about separating your wants from your needs? Answers may include: Ask yourself what you should do. Ask yourself what you want to do. Decide what the consequences would be for each.
 - Step 5: Ask each participant to think of something they want and something they need. Have them write down why they should take care of the want first and why they should take care of the need first. Ask them to weigh the two answers to decide which one carries more weight and is more important. Ask them to share their answers with the class.

Wants vs. Needs

1. What are the five basic needs in life that all people have in common? _____

2. Suppose that you are starting out in life and have none of the items below, put an “N” next to the items that you will need to live and put a “W” next to the items that you think you want. If an item is one that you neither want nor need, leave it blank.

	N	W
Weight-lifting equipment		
Basic food items		
A top-of-the line dishwasher		
Confidence		
The trust of others		
An apartment with a pool		
A big-screen TV		
Daily exercise		
Braces on your teeth		
A pet		
CD's and tapes		
A newer car		
A new pair of shoes		
A co-signer for a loan		
Emotional security		
An alarm clock		
A physical exam once a year		
Tobacco		
A bed without lumps		
A prescription drug		
A hobby		
Love		
Better self-control		
Better grades		
Respect from your boss		

	N	W
A degree from a 2-year college		
A vacation to Las Vegas		
More time with family		
Good friends		
A savings account of \$500 or more		
An over-the-counter microwave		
Less stress		
Car repairs		
New underwear		
A Marijuana joint		
A credit card		
Better health		
Job satisfaction		
A higher paying job		
Enough money to pay the monthly utilities.		
A car that runs well and has good tires		
A fifth of whiskey		
Membership in a church		
A video camera		
Money		
Clean water		
Clean air		
Tools for work		
Your own bedroom		
Health insurance		

3. List your five most important needs below and rank them in the order of importance.

1st _____

2nd _____

3rd _____

4th _____

5th _____

It's a Slip and Not a Fall

OBJECTIVE: The participants will understand that failure is a part of succeeding.

LENGTH: 20 minutes

COLOR: Green, Gold, Blue

MATERIALS: Overhead project, sheet titled "Guess Who?", a 3" X 5" index card for each member of the class

PROCESS: Abraham Lincoln is one of the finest examples of trying again and again when adversity arises. He was born into poverty and faced failure throughout his life.

- Step 1: Show the sheet titled "Guess Who" on the overhead projector. Have the class guess the name of the famous person (Abraham Lincoln).
- Step 2: Ask the participants the following questions:
- A. Would Abraham Lincoln have been a success or a failure if he had not become president? Explain.
 - B. What will inspire you to keep trying again and again?
 - C. How will you benefit by trying again and again?
- Step 3: Have the class copy the following quote by Abraham Lincoln on a 3" X 5" index card and place it some place where they will see it often.

The path was worn and slippery. My foot slipped from under me, knocking the other out of the way, but I recovered and said to myself, "It's a slip and not a fall."

(Abraham Lincoln's comment after losing a senate race.)

Guess Who?

- 1816 His family was forced out of their home. He had to work to support them.
- 1818 His mother died.
- 1831 Failed in business.
- 1832 Ran for the state legislature and lost. Also lost his job. Wanted to go to law school but couldn't get in.
- 1833 Borrowed some money from a friend to begin a business and by the end of the year he was bankrupt. He spent the next 17 years of his life paying off his debt.
- 1835 Was engaged to be married. His sweetheart died and his heart was broken.
- 1836 Had a total nervous breakdown and was in bed for six months.
- 1840 Sought to become elector and was defeated.
- 1843 Ran for Congress and lost.
- 1846 Ran for Congress again and won. Went to Washington and did a good job.
- 1848 Ran for re-election to Congress and lost.
- 1849 Sought the job of land officer in his home state and was rejected.
- 1854 Ran for Senate of the United States and lost.
- 1856 Sought the Vice-presidential nomination at his party's national convention. Got less than 100 votes.
- 1858 Ran for U.S. Senate again and lost.
- 1860 ***Elected President of the United States!***

Exoneration

- OBJECTIVE:** The participants will realize that forgiveness can make life more positive.
- LENGTH:** 15 minutes
- COLOR:** Blue, Gold
- MATERIALS:** A copy of the worksheet titled “Forgiveness” for each participant
- PROCESS:**
- Step 1: Give each participant a copy of the worksheet.
- Step 2: Ask the participants to complete it.
- Step 3: Ask the participants the following questions:
- A. Why is forgiveness better than carrying a grudge?
 - B. Why is forgiveness better than seeking revenge?
 - C. Why do most of us feel better when we are forgiven? Answers may include:
 - Many times we don’t feel guilty any longer.
 - It feels good to know someone isn’t angry with you any longer.
 - We experience more happiness.
 - We have less to worry about.
 - We have less strife in our lives.
 - We reduce our stress levels.
 - D. Why do we feel better when we forgive another person? Answers may include:
 - Angry feelings are dissolved.
 - A peaceful feeling replaces angry ones.
 - We experience more happiness.
 - We have less to worry about.
 - We have less strife in our lives.
 - We reduce our stress levels.
 - We can be happy again.
 - E. Why do we feel better when we forgive ourselves? Answers may include:
 - We stop thinking negatively.
 - We stop punishing ourselves.
 - We stop feeling guilty and/or ashamed.
 - We greatly reduce our stress levels.
 - We are able to move on in our lives and be happy.
 - F. Which can be the most difficult for us, being forgiven, forgiving someone else, or forgiving ourselves? Explain.

Forgiveness

1. Think of someone who has wronged you and whom you have not yet forgiven. Write their name on the line.

2. Look at the columns below. Write in the left-hand column what can result if you do not forgive the person. Write in the right-hand column what can result if you do forgive the person.

<i>Negative Results of Not Forgiving</i>	<i>Positive Results of Forgiving</i>

Ethics Assessment

- OBJECTIVE:** The participants will assess how ethically they make decisions.
- LENGTH:** 20 minutes
- COLOR:** Gold
- MATERIALS:** A copy of the worksheet titled “Assess Your Ethics” for each participant
- PROCESS:**
- Step 1: Give each of the participants a copy of the assessment and ask them to complete it.
- Step 2: Score the assessment as follows:
- a = 1 point
 - b = 2 points
 - c = 3 points
- Add the total number of points. Scoring analysis:
- 20-24 Your ethics are admirable. You have a strong sense of right and wrong.
 - 25-51 Your ethics are like those of the average person.
 - 52-57 Your ethics do not meet the standards of the general population.
- Step 3: Ask the participants the following questions:
- A. If you scored between 25 and 57, do you sometimes ignore your values for your own convenience? Explain.
 - B. If you scored between 52-57, what if everyone had the same standard of ethics as you?
 - C. Do you think people are more dishonest today than they were a hundred years ago? Explain.

Assess Your Ethics 1

Read the questions below and answer them honestly by drawing a circle around “a,” “b,” or “c.”

<p>1. Would you take home a towel from your hotel bathroom?</p> <p>a. Never. b. Maybe. c. Yes.</p>	<p>6. If a friend said he could hook you up to cable TV where the cable company wouldn't find out, would you agree to let him hook you up?</p> <p>a. Never. b. Maybe. c. Yes.</p>
<p>2. If you dented a car in a parking lot and the owner was nowhere around, would you leave the person a note with your name, address, and phone number?</p> <p>a. Yes. b. Maybe. c. No.</p>	<p>7. Do you ever request that someone pay you in cash for work you have done for him/her so you won't have to report it to the IRS?</p> <p>a. Never. b. Maybe. c. Yes.</p>
<p>3. Have you ever cheated on an exam?</p> <p>a. Never. b. Once. c. Several times.</p>	<p>8. Would you let someone in your family or a friend do your homework assignment if you were pushed for time?</p> <p>a. Never. b. Maybe. c. Yes.</p>
<p>4. Would you buy something from a department store, wear it, and then return it for a refund?</p> <p>a. Never. b. Maybe. c. Yes.</p>	<p>9. Have you said things about yourself that are not true?</p> <p>a. Never. b. Once. c. Yes, more than once.</p>
<p>5. If you were driving a disabled person's car while they were not with you, would you park in a handicapped space so you wouldn't have to walk as far into the store?</p> <p>a. Never b. Maybe. c. Yes.</p>	<p>10. Would you lie for a friend?</p> <p>a. Never. b. Maybe. c. Yes.</p>

(CONTINUED)

Assess Your Ethics 2

<p>11. Have you ever received a telephone call that you didn't want to take and you had someone tell the caller that you weren't home?</p> <p>a. Never. b. Maybe. c. Yes.</p>	<p>16. Have you ever picked up something in a grocery store, eaten it, and then forgot to pay for it?</p> <p>a. Never. b. Once. c. Yes, more than once.</p>
<p>12. Have you ever called in sick to work just because you wanted a day off?</p> <p>a. Never. b. Once. c. Yes, more than once.</p>	<p>17. Have you ever lied about your age at a movie theatre just to get in at a cheaper price?</p> <p>a. Never. b. Once. c. Yes, more than once.</p>
<p>13. Have you ever lied to your parents?</p> <p>a. Never. b. Once. c. Yes, more than once.</p>	<p>18. Have you violated copyright laws by making a copy of a CD or a cassette tape so you wouldn't have to buy it?</p> <p>a. Never. b. Once. c. Yes, more than once.</p>
<p>14. Have you ever taken office supplies from your workplace?</p> <p>a. Never. b. Once. c. Yes, more than once.</p>	<p>19. Would you lie to keep from hurting a friend's feelings?</p> <p>a. Never. b. Maybe. c. Yes.</p>
<p>15. If your girlfriend or boyfriend did something against the law, would you report him?</p> <p>a. Yes. b. Maybe. c. Never.</p>	<p>20. What motivates you to do the right thing?</p> <p>a. You live up to your values. b. You fear someone will find out and you'll be embarrassed. c. You fear being punished.</p>

What is Trust?

OBJECTIVE: The participants will understand the meaning of trust.

LENGTH: 30 minutes

COLOR: Green, Gold

MATERIALS: Enough worksheets titled “Characteristics of Trustworthiness” for each participant

PROCESS: Step 1: Give each participant a copy of the worksheet.

Step 2: After completing it, have them share their answers with the class.

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

- | | |
|----------------|--------------|
| 1. Integrity | 9. Truth |
| 2. Honor | 10. Fairness |
| 3. Responsible | 11. Pledge |
| 4. Noble | 12. Promise |
| 5. Ethics | 13. Reliance |
| 6. Moral | 14. Vow |
| 7. Sincerity | 15. Honest |
| 8. Accountable | 16. Just |

Step 3: Ask the participants the following questions:

- Is a person’s trustworthiness hard to detect like the hidden words in the puzzle? Explain.
- How can you tell if a person is trustworthy? Answers may include: By the things they do.

Characteristics of Trustworthiness

Find 16 words having to do with trust. Match the definitions with the hidden words.

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

- | | |
|---|-----------|
| 1. Strict adherence to a code of moral values | 1. _____ |
| 2. Showing respect for moral and ethical values | 2. _____ |
| 3. Being accountable for your own conduct | 3. _____ |
| 4. Possessing outstanding qualities | 4. _____ |
| 5. A set or moral principles and values | 5. _____ |
| 6. Principles of right and wrong | 6. _____ |
| 7. Honest, pure and true | 7. _____ |
| 8. Answering for your conduct | 8. _____ |
| 9. Unaltered facts | 9. _____ |
| 10. Impartial | 10. _____ |
| 11. A promise | 11. _____ |
| 12. A guarantee | 12. _____ |
| 13. Confidence in someone | 13. _____ |
| 14. An oath | 14. _____ |
| 15. Free of fraud or deception | 15. _____ |
| 16. Fair and impartial | 16. _____ |

Mission Impossible?

OBJECTIVE: The students will learn to understand that reaching goals takes planning.

LENGTH: 20 minutes

COLOR: Green, Gold

MATERIALS: Enough copies of the worksheet, "Mission Impossible?" for each participant

PROCESS: As a suggestion in setting the mood for the activity, play a recording of the old Mission Impossible theme or a theme from one of the James Bond movies like "Goldfinger" or "For Your Eyes Only" while the participants enter the room.

Step 1: Tell the participants that today they are going to be James Bond. Give each of the participants a worksheet and ask them to decode the secret message.

The secret message is Normal Vincent Peale's quote, "If you want to know how to get somewhere, you have to know where you are going." Tell the class that the first one to decode the secret message is the winner.

Step 2: Ask the participants to explain the mystery sentence they decoded.

Step 3: Ask the participants the following questions:

- A. Will your mission (your goals in life) be impossible if you make plans to achieve your goal? Why or why not?
- B. If you wanted to become an attorney, for example, what plans would you have to make now in order to achieve that goal? Answers may include:
 - Study hard in high school and make good grades.
 - Take classes in high school that will prepare you for college.
 - Start saving money for college and for law school.
 - Work in a law office, a courthouse, or be a courier.
 - Look into scholarship and grant programs.
 - Stay focused on your goal to become an attorney.
 - Participate in extracurricular activities that relate to law or community service.
- C. If you wanted to become a nurse, what plans would you have to make now in order to achieve that goal? Answers may include:
 - Study hard in high school and make good grades.
 - Take classes in high school that will prepare you for college.
 - Start saving money for college and/or nursing school.
 - Volunteer service at a hospital.
 - Read books about nursing.
 - Talk to nurses about their careers.
 - Get a job at a hospital.
 - Look into scholarship and grant programs.
 - Stay focused on your goal to become a nurse.

Step 4: Ask the participants to write down a goal they would like to achieve and how they plan to achieve it. Have the participants share their answers with the class.

Mission Impossible?

Below are 17 coded words. Use the decoder below to discover the secret message.

1. 19, 18 _____
2. 26, 12, 25 _____
3. 5, 1, 21, 24 _____
4. 24, 12 _____
5. 11, 21, 12, 5 _____
6. 3, 12, 5 _____
7. 24, 12 _____
8. 9, 17, 24 _____
9. 4, 12, 2, 17, 5, 3, 17, 23, 17 _____
10. 26, 12, 25 _____
11. 3, 1, 14, 17 _____
12. 24, 12 _____
13. 11, 21, 12, 5 _____
14. 5, 3, 17, 23, 17 _____
15. 26, 12, 25 _____
16. 1, 23, 3 _____
17. 9, 12, 19, 21, 9 _____

A	B	C	D	E	F	G	H	I	J	K	L	M
1	10	16	8	17	18	9	3	19	7	11	20	2

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
21	12	13	22	23	4	24	25	14	5	15	26	6

Be the Water, Not the Rock

OBJECTIVE: The participants will understand the importance of being flexible.

LENGTH: 20 minutes

COLOR: Orange, Blue

MATERIALS: A piece of butcher paper measuring 12" long for each participant, a set of colored markers for every other participant

PROCESS:

Step 1: Give everyone a piece of butcher paper. Give every other participant a set of colored markers to share with his/her neighbor.

Step 2: Ask the participants to work independently and draw a picture showing the versatility of water. For example, a picture could show water being poured into several different containers because water takes the shape of its container. Ask the participants to share their pictures. Possible ideas are as follows:

Snow or blizzard	Sleet	Clouds
Crushed ice	Rain	A storm
A hurricane	A waterfall	A flood
Ice cubes	Hail	A stream
A creek	Underground streams	A spring
A lake	A drinking fountain	A decorative fountain
A shower	Water in a bathtub	Water in a toilet
A water slide	Irrigation	A hot tub
Water in a radiator	Water in a car battery	A swimming pool
Water from a hydrant	Water from sprinklers	Water from hose

Step 3: Ask the participants the following questions:

A. Water can come in many different forms and can be used for different things. Why is it important to be versatile like water? Answers may include:

- To be able to accept change and adjust.
- To have mental stability.
- To be able to realize when you need to move on.
- To maximize the quality of your work.
- To avoid becoming stagnate.
- To be receptive to new ideas.
- To stay teachable.

B. How well do you adapt to new situations?

Step 4: Ask the participants to write down the old Japanese saying, "Be the water and not the rock."

Seeing Red

- OBJECTIVE:** The participants will assess how they handle anger.
- LENGTH:** 20 minutes
- COLOR:** Gold
- LENGTH:** A copy of the worksheet titled “Anger Assessment” for each participant
- PROCESS:**
- Step 1: Ask the participants to tell about the angriest they have ever been and what made them angry.
 - Step 2: Give each participant a copy of the worksheet and ask them to complete it.
 - Step 3: Ask the participants the following questions:
 - A. If your anger frequently gets out of control, what is something you can do?
Answers may include:
 - Talk to someone about it.
 - Find out the real source of your anger. Is it resentment, jealousy, hurt feelings, unfair treatment, etc.?
 - Identify your “hot buttons.”
 - Find ways to channel your anger constructively.
 - Get professional help before you or someone else is hurt.
 - B. If your anger is often uncontrollable, what might the consequences be if you do not get help?

Anger Assessment

1. Think about the last time you were angry. What happened? _____

2. On a scale of 1 to 10, how angry were you? _____
3. How did you act? _____

4. How long did your anger last? _____
5. Were you aggressive and destructive? Explain. _____

6. What did you do to get over your anger? _____

7. Have you been angry about the same thing before? Explain. _____

8. Why does this one thing upset you so much? Is it because the real source of your anger goes deeper? Explain. _____

9. Have people called you “hot tempered” or say you “fly off the handle” easily? Explain. _____

10. Are you afraid of getting angry for fear of what you might do? _____

