

Self-Awareness



Understanding Feelings and Making
Healthy Decisions

INTRODUCTION

The purpose of this unit is to actively involve students in examining their feelings and making healthy decisions.

Active learning is central to this unit. Encourage all students to get involved. The unit makes extensive use of Talking Circles. The Talking Circles provide an opportunity for students to share ideas and work collectively on projects. Use the Talking Circle Rules Poster to introduce the concept before beginning the unit.

The lessons also ask each group to select a messenger who will summarize the group's discussion and share the information with the entire class. Each group should select a messenger before beginning the unit. The messenger's responsibilities can be reassigned periodically.

SELF AWARENESS

UNIT OUTLINE

GOALS: Students will increase their knowledge of:

1. Healthy and culturally appropriate decision-making models.
2. Healthy ways of coping with their emotions.
3. Community resources for getting help with an alcohol or drug problem.

OBJECTIVES: Students will be able to:

1. Identify the emotions they feel and how their emotions affect their behavior.
2. Identify at least one healthy behavior for each emotion they have identified.
3. Identify choices when faced with a decision.
4. Identify consequences and outcomes of choices.
5. Identify that all behavior has consequences.
6. Identify who is responsible for the consequences of behavior.
7. Identify and participate in healthy activities that make him/her feel good physically, emotionally, mentally, and spiritually.
8. Identify resources for getting help with an alcohol and drug problem.

METHODS: The teaching/learning methods include:

1. Brainstorming
2. Small Group Problem Solving and Consensus Building
3. Role Playing
4. Journaling
5. Classroom Discussion

SELF AWARENESS INDEX

LESSONS: Lessons include:

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MATERIALS: The teaching aids and materials in supplemental packet include:

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A. Worksheets/Study Guides	
1. Emotions and Action Worksheets.....	SA#1
2. Discussion/Role Playing Guides.....	SA#2
3. Problem Solving Worksheets.....	SA#3
4. Personal Choices Worksheets.....	SA#4
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7. Community Resources Worksheet.....	SA#7

ADDITIONAL MATERIALS:

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TALKING CIRCLE RULES

- LISTEN QUIETLY WHEN SOMEONE IS TALKING
- EVERYONE'S IDEAS ARE IMPORTANT



- NO PUT DOWNS
- IT'S OKAY TO JUST LISTEN

NAME OF ACTIVITY: Emotions and Action

CONTENT AREA: Self-Awareness

LEVEL: 7-12

TIME REQUIRED: 30 minutes

When the student has completed this activity, he/she will be able to:

OBJECTIVES:

- Identify the emotions he/she feels and how emotions affect behavior.
- Identify at least one healthy behavior for each emotion he/she has identified.

RESOURCES:

- Facts About Feelings Poster
- Emotions Cards
- Emotions and Action Worksheets (at least 15-20 copies for each group) (SA#1)

PROCEDURES:

- Ask the class to form Talking Circles. Explain that the purpose of this activity is to identify the effect emotions have on behavior and healthy responses to emotions.
- Read the Facts About Feelings to the class.
- Distribute a set of Emotions Cards and Emotions and Action Worksheets to each group. The group begins by one member selecting a card from the pile and reading the word on the card. Each student must then complete an Emotions and Action Worksheet for that emotion. If a student does not know what the word means or how to pronounce it, he/she can use the dictionary. When all students have completed their worksheet, they each have an opportunity to share their information with other group members.
- The group repeats the process by drawing another card. Continue until three or four emotions have been discussed. This process can be repeated for several class sessions until each group has gone through the card pile at least once.

CLOSURE: When the groups have completed their discussion ask the entire class to discuss the following questions:

- How were the responses of your group members similar? How were they different?
- Share some examples of healthy reactions to painful emotions. Share some examples of unhealthy reactions.
- Share some examples of healthy reactions to happy emotions. Share some examples of unhealthy reactions.
- Was it difficult to think of healthy reactions to painful emotions? If so, why?
- Was it difficult to think of healthy reactions to happy emotions? If so, why?

FACTS ABOUT FEELINGS



1. Feelings are important
2. The way you feel attracts your relationships with your friend and family
3. The way you feel affects your school and other work
4. Feelings are sometimes simple and sometimes complicated
5. When you feel sad, there are usually things you can do to feel better

EMOTIONS AND ACTION WORKSHEET

One group member selects a card from the pile, and you fill the emotion in on the first blank on this form.

I FEEL _____ WHEN _____

1. DESCRIBE HOW YOU LOOK WHEN YOU FEEL THIS WAY.

2. DESCRIBE HOW YOU ACT OR WHAT YOU DO WHEN YOU FEEL THIS WAY.

3. IS THIS A HEALTHY OR UNHEALTHY THING TO DO WHEN YOU FEEL THIS WAY?

HEALTHY _____ UNHEALTHY _____

4. LIST ONE HEALTHY THING YOU COULD DO WHEN YOU FEEL THIS WAY.

EMOTIONS FOR CARDS

ABANDONED	PANICKED	DETERMINED
ANGRY	PERSECUTED	EAGER
ANNOYED	PITY	ENERGETIC
ANXIOUS	PRESSURED	EXCITED
BORED	QUARRELSOME	FASCINATED
CHEATED	REJECTED	FEARLESS
COLD	RESTLESS	FREE
CONFUSED	SAD	FULFILLED
DEFEATED	SCARED	GENEROUS
DIFFERENT	TENSE	GLAD
DESTRUCTIVE	THREATENED	GRATEFUL
DISCONTENTED	TIRED	HAPPY
DISTURBED	TRAPPED	HELPFUL
EMPTY	TROUBLED	HIGH
ENVOIOUS	UNEASY	HONORED
EXHAUSTED	UNSETTLED	IMPORTANT
FEARFUL	WEAK	IMPRESSED
FLUSTERED	WEEPY	JOYFUL
FRUSTRATED	WORRIED	KIND
FRIGHTENED	ADEQUATE	LOVING
GRIEF	AFFECTIONATE	PEACEFUL
GUILTY	BOLD	PLEASANT
IRRATED	CALM	PLEASED
ISOLATED	CAPABLE	PROUD
JEALOUS	CARING	REFRESHED

LEFT OUT

LONELY

LOW

MAD

MEAN

MISERABLE

NERVOUS

OVERWHELMED

PAIN

CHALLENGED

CHARMED

CHEERFUL

CLEVER

COMFORTING

CONFIDENT

CONTENT

DELIGHTED

RELAXED

RELIEVED

REWARDED

SAFE

SATISFIED

SECURE

SERENITY

SURE

NAME OF ACTIVITY: Role Playing Emotions

CONTENT AREA: Self-Awareness

LEVEL: 7-12

TIME REQUIRED: 30 minutes

When the student has completed this activity, he/she will be able to:

OBJECTIVES:

- Identify the emotions he/she feels and how emotions affect his/her behavior.
- Identify at least one healthy behavior for each emotion he/she identifies.

RESOURCES:

- Discussion/Role Playing Guides (SA#2)
- Facts About Feelings Poster

PROCEDURES:

- Read the direction below and decide which option to introduce to the students. Select a Discussion/Role Playing Guide or make one of your own. Explain that the purpose of this activity is to identify how emotions affect our behavior and healthy responses to our emotions.
- Read the Facts About Feelings to the class.
- Small Group Method:
Ask the class to form Talking Circles. Distribute a different Discussion/Role-Playing Guide to each group. Ask each student to complete this form. Each member of the group share his/her response with the group. The group then selects one of the students' responses and role plays the choice and the outcome identified. When the role play is completed the group discusses the following questions"
 - a) How did you feel in your role? Or how did you feel as you watched the role play?
 - b) Has something like this ever happened to you? What did you do?
 - c) Identify a healthy thing to do in this situation. The group can select, and role play other response as time permits.
- Large Group Method:
Ask for a small group of volunteers to discuss and then role play a situation for the entire class. Use the same discussion questions.

CLOSURE: Summarize by referring to the Facts About Feelings and asking students to share, "I Learned Statements."

FACTS ABOUT FEELINGS



1. Feelings are important
2. The way you feel attracts your relationships with your friend and family
3. The way you feel affects your school and other work
4. Feelings are sometimes simple and sometimes complicated
5. When you feel sad, there are usually things you can do to feel better

DISCUSSION/ROLE PLAY GUIDE

SITUATION: Bob is in a store with a group of friends, one friend suggests stealing a carton of cigarettes.

DEVELOP A ROLE FOR EACH GROUP MEMBER. WHAT DO YOU THINK THEY ARE FEELING?

GROUP MEMBER/ROLE

FEELINGS

LIST AT LEAST TWO THINGS THAT BOB COULD DO IN THIS SITUATION.

CHOICE #1

IS THIS A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

WHAT MIGHT HAPPEN AS A RESULT OF THIS CHOICE?

CHOICE #2

IS THIS A HEALTHY _____ OR UNHEALTHY THING _____ TO DO?

WHAT MIGHT HAPPEN AS A RESULT OF THIS CHOICE?

DISCUSSION/ROLE PLAY GUIDE

SITUATION: Julie is pregnant. She is depressed because she doesn't know what to do. Her boyfriend Jim is also depressed. They care about each other. John is Jim's best friend and Sue is Julie's best friend. They are all together and discussing what to do.

DEVELOP A ROLE FOR EACH GROUP MEMBER. WHAT DO YOU THINK THEY ARE FEELING?

GROUP MEMBER/ ROLE

FEELINGS

LIST AT LEAST TWO THINGS THAT JULIE AND JIM COULD DO IN THIS SITUATION.

CHOICE #1

IS THIS A HEALTHY _____ OR UNHEALTHY THING _____ TO DO?

WHAT MIGHT HAPPEN AS A RESULT OF THIS CHOICE?

CHOICE #2

IS THIS A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

WHAT MIGHT HAPPEN AS A RESULT OF THIS CHOICE?

DISCUSSION/ROLE PLAY GUIDE

SITUATION: Sue is in a store with a group of friends. When the group leaves and walks down the street, one friend pulls out a bottle of wine and says. "Look what I got."

DEVELOP A ROLE FOR EACH GROUP MEMBER. WHAT DO YOU THINK THEY ARE FEELING?

GROUP MEMBER/ROLE

FEELINGS

LIST AT LEAST TWO THINGS THAT SUE COULD DO IN THIS SITUATION.

CHOICE #1

IS THIS A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

WHAT MIGHT HAPPEN AS A RESULT OF THIS CHOICE?

CHOICE #2

IS THIS A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

WHAT MIGHT HAPPEN AS A RESULT OF THIS CHOICE?

DISCUSSION/ROLE PLAY GUIDE

SITUATION: Karen goes over to Mary's house. Mary's parents aren't home, but her brother Steve is and two of his friends are visiting. Steve and his friends decide to smoke some marijuana and ask you to join them.

DEVELOP A ROLE FOR EACH GROUP MEMBER. WHAT DO YOU THINK THEY ARE FEELING?

GROUP MEMBER/ROLE

FEELINGS

LIST AT LEAST TWO THINGS THAT KAREN COULD DO IN THIS SITUATION.

CHOICE #1

IS THIS A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

WHAT MIGHT HAPPEN AS A RESULT OF THIS CHOICE?

CHOICE #2

IS THIS A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

WHAT MIGHT HAPPEN AS A RESULT OF THIS CHOICE?

DISCUSSION/ROLE PLAY GUIDE

SITUATION: Mike and Bill are both Ojibwe Native Americans. In their community there has been controversy over Native American fishing rights. Mike and Bill go to school one day and see a group of three non-Native students wearing T-shirts that say "Spear an Indian, save a walleye."

DEVELOP A ROLE FOR EACH GROUP MEMBER. WHAT DO YOU THINK THEY ARE FEELING?

GROUP MEMBER/ROLE

FEELINGS

LIST AT LEAST TWO THINGS THAT MIKE AND BILL COULD DO IN THIS SITUATION.

CHOICE #1

IS THIS A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

WHAT MIGHT HAPPEN AS A RESULT OF THIS CHOICE?

CHOICE #2

IS THIS A HEALTHY _____ OR UNHEALTHY _____ THING TO DO?

WHAT MIGHT HAPPEN AS A RESULT OF THIS CHOICE?

NAME OF ACTIVITY: Problem Solving

CONTENT AREA: Self-Awareness

LEVEL: 7-12

TIME REQUIRED: 30 Minutes

When the student has completed this activity, he/she will be able to:

OBJECTIVES:

- Identify choices when faced with a decision.
- Identify consequences and outcomes of choices.
- Identify that all behavior has consequences.
- Identify who is responsible for the consequences of behavior.

RESOURCES:

- Problem Solving Worksheets (SA#3)
- Messages From Our Elders Poster

PROCEDURES:

- Read the directions below and decide which option to introduce to the students. Select the Problem-Solving Worksheet(s) or make one of your own. Explain that the purpose of this activity is to assist students in developing their ability to make choices and to examine the consequences of choices.
- Read the Messages From Our Elders to the class.
- Small Group Method I:
Ask the class to form Talking Circles. Distribute the same Problem-Solving Worksheet to all groups. Remind the messenger that he/she is responsible for completing the form and reporting to the whole class. The group collectively completes the form. If there is not consensus, the messenger makes note of this and includes it in his/her report. When the groups have completed their tasks, ask the messengers to report to the whole class, summarizing the group's discussion.
- Small Group Method II:
Use the same process as Method I except each group receives a different Problem-Solving Worksheet. When the groups have completed their worksheets, the messengers report to the whole class, summarizing the group's discussion.

CLOSURE: Summarize by asking the students to share, "I Learned Statements." If some decisions were not consistent with the "Messages From Our Elders," refer back to the poster and discuss this.

MESSAGES FROM OUR ELDERS



“GET HIGH NATURALLY ON LIFE, NOT ALCOHOL OR OTHER DRUGS”

Say Kaween/Gaawiin (NO) to alcohol and Other Drugs

If a family member or friend becomes dependent on Alcohol or Other Drugs Remember:

- ✓ He/She Can Recover
- ✓ It Isn't Your Fault
- ✓ You Can Learn to Cope And Seek Help For Yourself

PROBLEM SOLVING WORKSHEET

SITUATION: You are at a teen dance and a couple of friends say they have some marijuana and want to know if you would like to try it. You’ve never tried it before.

1. What choices are present in this situation? List at least three. When you have identified three choices, go back and identify the possible consequences of each choice.

Choice	Consequence
_____	_____
_____	_____
_____	_____
_____	_____

2. What do you think is the best choice? Why?

3. Who is responsible for the consequences of your choices?

4. Is your choice consistent with the “Message From Our Elders?” Explain.

PROBLEM SOLVING WORKSHEET

SITUATION: You are at your friend’s house. Her parents are not home. Her older brother and his friend come home. They have been drinking and ask you if you want to drink with them.

2 choices are present in this situation? List at least three. When you have identified three choices, go back and identify the possible consequences of each choice.

CHOICE

CONSEQUENCE

1. What do you think is the best choice? Why

3. Who is responsible for the consequences of choices?

4. Is your choice consistent with the “Messages From Our Elders?” Explain.

PROBLEM SOLVING WORKSHEET

SITUATION: You are at your friend's house. Her parents are not home. Her older brother and his friend come home. They have been drinking and ask you if you want to drink with them.

1. What choices are present in this situation? List at least three. When you have identified three choices, go back and identify the possible consequences of each choice.

CHOICE

CONSEQUENCE

2. What do you think is the best choice? Why?

3. Who is responsible for the consequences of choices?

4. Is your choice consistent with the "Messages from Our Elders?" Explain.

PROBLEM SOLVING WORKSHEET

SITUATION: You are riding around with a friend in his car. You both decide to stop at a party where people are drinking. He has several drinks and then decides to go for a ride. Several people get in the car and ask you if you're coming.

1. What choices are present in this situation? List at least three. When you have identified three choices, go back and identify the possible consequences of each choice.

CHOICE

CONSEQUENCE

2. What do you think is the best choice? Why?

3. Who is responsible for the consequences of choices?

4. Is your choice consistent with the "Messages from Our Elders?" Explain.

PROBLEM SOLVING WORKSHEET

SITUATION: You are at a teen dance. Some kids you don't know show up and ask you if you want to buy some crack. Your friend wants to try it.

1. What choices are present in this situation? List at least three. When you have identified three choices, go back and identify the possible consequences of each choice.

CHOICE

CONSEQUENCE

2. What do you think is the best choice? Why?

3. Who is responsible for the consequences of choices?

4. Is your choice consistent with the "Messages from Our Elders?" Explain.

PROBLEM SOLVING WORKSHEET

SITUATION: You go over to your friend's house. His parents aren't home, and a group of kids are sitting around drinking.

1. What choices are present in this situation? List at least three. When you have identified three choices, go back and identify the possible consequences of each choice.

CHOICE

CONSEQUENCE

2. What do you think is the best choice? Why?

3. Who is responsible for the consequences of choices?

4. Is your choice consistent with the "Messages from Our Elders?" Explain.

NAME OF ACTIVITY: Personal Choices

CONTENT AREA: Self-Awareness

LEVEL: 7-12

TIME REQUIRED: 30 Minutes

When the student has completed this activity, he/she will be able to:

OBJECTIVES:

- Identify choices when faced with a decision
- Identify consequences and outcome of choices.
- Identify that all behavior has consequences.
- Identify who is responsible for the consequences of behavior.

RESOURCES:

- Personal Choices Worksheets (One for each student) (SA#4)
- Messages From Our Elders Poster

PROCEDURES:

- Select a Personal Choices Worksheet or make one of your own. Explain that the purpose of this activity is to assist students in developing their ability to make choices and to examine the consequences of choices.
- Read the Messages From Our Elders to the class.
- Ask the class to form Talking Circles. Distribute the same Personal Choices Worksheet to each group. Give each group enough worksheets so each member can have one. Remind the messenger that he/she is responsible for presenting a summary of the group discussion to the whole class. Each member of the group shares his/her choice with the group. When all students have shared, the group discusses the following questions:
 - How were group members' choices similar? How were they different?
 - Do you think you would have made a different choice if you would have discussed the situation as a group rather than completing the worksheet and then discussing?
- When groups have completed their tasks, ask the messengers to report to the whole class, summarizing the group's discussion.

CLOSURE: Summarize by ask the students to share, "I Learned Statements." If some decisions were not consistent with the "Messages From Our Elders," refer back to the poster and discuss this.

MESSAGES FROM OUR ELDERS



“GET HIGH NATURALLY ON LIFE, NOT ALCOHOL OR OTHER DRUGS.”

Say Kaween/Gaawiin (NO) to Alcohol and Other Drugs

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- ✓ It Isn't Your Fault
- ✓ You Can Learn to Cope And Seek Help For Yourself

PERSONAL CHOICES WORKSHEET

SITUATION: Your friend tells you a secret and says she is only telling you, the next day everyone at school knows about it.

1. What choices are present in this situation? List at least three. When you have identified three choices, go back and identify the possible consequences of each choice.

CHOICE

CONSEQUENCE

2. What would you do? Why?

3. Who is responsible for the consequences of your choices?

4. Is your choice consistent with the "Messages from Our Elders?" Explain.

PERSONAL CHOICES WORKSHEET

SITUATION: You're on an overnight field trip and your friend has a bottle of alcohol in his suitcase.

1. What choices are present in this situation? List at least three. When you have identified three choices, go back and identify the possible consequences of each choice.

CHOICE

CONSEQUENCE

2. What would you do? Why?

3. Who is responsible for the consequences of your choices?

4. Is your choice consistent with the "Messages from Our Elders?" Explain.

PERSONAL CHOICES WORKSHEET

SITUATION: A Non-Native American in your classroom says that they think Native Americans have rights that non-Native American's don't have and that's not fair.

1. What choices are present in this situation? List at least three. When you have identified three choices, go back and identify the possible consequences of each choice.

CHOICE

CONSEQUENCE

2. What would you do? Why?

3. Who is responsible for the consequences of your choices?

4. Is your choice consistent with the "Messages from Our Elders?" Explain.

PERSONAL CHOICES WORKSHEET

SITUATION: Your boyfriend/girlfriend wants to break up with you and you feel there is no reason to live.

1. What choices are present in this situation? List at least three. When you have identified three choices, go back and identify the possible consequences of each choice.

CHOICE

CONSEQUENCE

1. What would you do? Why?

2. Who is responsible for the consequences of your choices?

3. Is your choice consistent with the "Messages from Our Elders?" Explain.

PERSONAL CHOICES WORKSHEET

SITUATION: Your friend's girlfriend is pregnant, and he wants to know what to do. He asks for your advice.

1. What choices are present in this situation? List at least three. When you have identified three choices, go back and identify the possible consequences of each choice.

CHOICE

CONSEQUENCE

2. What would you do? Why?

3. Who is responsible for the consequences of your choices?

4. Is your choice consistent with the "Messages from Our Elders?" Explain.

NAME OF ACTIVITY: Personal Journal

UNIT: Self-Awareness

LEVEL: 7-12

TIME REQUIRED: Several 30-minute class sections

When the student has completed this activity, he/she will be able to:

OBJECTIVES:

- Identify ways in which he/she is influenced by peers and family members.
- Identify the emotions he/she feels and how emotions affect behavior.
- Identify and participate in healthy activities that make him/her feel good physically, emotionally, mentally, and spiritually.

RESOURCES:

- Personal Journal (SA#5) for each student.

PROCEDURES:

- Introduce this activity by explaining that over the next couple of weeks each student will be keeping a journal. The journal will be personal, but we will discuss some of the information in the journal in small groups. Only you will see your journal and you can decide what information you want to share from it.
- Using the Personal Journal, have students complete one or two sections at a time over a couple of weeks. After each section is completed in class by all students, divide them into groups and ask them to discuss the thought questions listed in each section. Each student can share as much of their journal information as they want to. The group should allow each member a chance to answer the questions in relation to his/her journal entries. Then, the group can discuss what they learned, how they are alike, or different.
- Each time the group meets, before starting the discussion of a new section, they can review the previous section by sharing if they have changed any behavior based on the things they were going to work on or think about from the previous section.

CLOSURE:

When the groups have finished discussing a section, ask the students to complete the next section and make other daily entries as they feel appropriate.

PERSONAL JOURNAL



NAME

DATE YOU STARTED THIS BOOK

DATE OF BIRTH

AGE

PLACE WHERE YOU WERE BORN

PLACE WHERE YOU LIVE NOW

WEEKLY JOURNAL FOCUS: LIKES AND DISLIKES

MY FAVORITE THINGS TO DO ARE:

THINGS I WOULD LIKE TO DO BETTER ARE:

TWO THINGS I LIKE ABOUT MYSELF ARE:

ACTION STEPS FOR THIS WEEK:

- Develop a plan to do one of your favorite things this week and do it.
- Select one of the things you said you would like to do better. Develop a plan for working on this and work on it during the next week.

PROGRESS ON ACTION STEPS:

THOUGHTS/DISCUSSION QUESTIONS:

- When was the last time you did your favorite things?
- What are your favorite things to do? Things that you do alone or with others?
- Do your favorite things cost money?
- What have you learned about yourself?

WEEKLY JOURNAL FOCUS: MY FAMILY

MEMBERS OF MY FAMILY ARE:

I AM THE MOST LIKE MY:

THE WAYS WE ARE ALIKE ARE:

ACTION STEPS FOR THIS WEEK:

- Ask someone else in your family who they think you are the most like and see if they identify the same person you did.

PROGRESS ON ACTION STEPS:

THOUGHTS/DISCUSSION QUESTIONS:

- List examples of how family members influence each other.
- How have you been influenced by your family?
- What have you learned about yourself?

EVENTS IN MY LIFE THIS WEEK

1. Important things that happened this week.
2. Things I felt anxious or sad about this week.
3. Things I felt happy about this week.
4. Things I need to work on or resolve.

WEEKLY JOURNAL FOCUS: MY COMMUNITY

THE NAME OF THE COMMUNITY I LIVE IN IS:

THINGS I LIKE ABOUT MY COMMUNITY ARE:

THINGS I WOULD LIKE TO CHANGE ABOUT MY COMMUNITY ARE:

THOUGHT/DISCUSSION QUESTIONS:

- Were there things that all students liked or disliked about their community?
- Identify things that more than one student wanted change.
- What would you need to do to change this? Who would you need to be involved?
- What have you learned about yourself and your community?

EVENTS IN MY LIFE THIS WEEK

1. Important things that happened this week.
2. Things I felt anxious or sad about this week.
3. Things I felt happy about this week.
4. Things I need to work on or resolve.

WEEKLY JOURNAL FOCUS: MY SCHOOL

MY FAVORITE CLASSES IN SCHOOL ARE:

I WOULD LIKE TO BE BETTER AT:

IF I COULD CHANGE SOMETHING ABOUT SCHOOL I WOULD:

THOUGHT/ DISCUSSION QUESTIONS:

- Were there things that all students liked or disliked about their school?
- Identify things that more than one student wanted to change?
- What would you need to do to change this? Who would need to be involved?
- What have you learned about yourself and your school?

EVENTS IN MY LIFE THIS WEEK

1. Important things that happened this week.
2. Things I felt anxious or sad about this week.
3. Things I felt happy about this week.
4. Things I need to work on or resolve.

WEEKLY JOURNAL FOCUS: WISHES AND DREAMS

I LIKED TO PRETEND TO:

I HOPE SOMEDAY I CAN:

ACTION STEPS FOR THIS WEEK:

- Develop a plan to take one step toward making one of your wishes and dreams come true.
- Identify who could help you realize your wishes and dreams.
- Identify the resources you need to realize your wishes and dreams.

PROGRESS ON ACTION STEPS:

THOUGHT/DISCUSSION QUESTIONS:

- Identify similarities and differences in student's wishes and dreams.
- What have you learned about yourself and others?

EVENTS IN MY LIFE THIS WEEK

1. Important things that happened this week.
2. Things I felt anxious or sad about this week.
3. Things I felt happy about this week.
4. Things I need to work on or resolve.

NAME OF ACTIVITY: Looking at the Whole Person

UNIT: Self-Awareness

LEVEL: 7-12

TIME REQUIRED: 30 minutes

When the student has completed this activity, he/she will be able to:

OBJECTIVE:

- Identify and participate in healthy activities that make him/her feel good physically, emotionally, mentally, spiritually.

RESOURCES:

- Whole Person Poster
- Self-Awareness Guides (SA#6)

PROCEDURES:

- Explain that the purpose of this activity is to help students look at all aspects of their behavior and to find healthy, positive things to do to feel good.
- Review the concept of the Whole Person as illustrated by the poster. Encourage students to ask questions.
- Distribute the Self-Awareness Guides and ask students to insert them into their journals.
- Divide students into groups. Each group member should complete the first Self-Awareness Guide on the body. When each member has completed their guide, they can share responses with other group members. The group should then discuss ways they can encourage and support each other in carrying out their plans.
- This process can be repeated for each of the five guides.

CLOSURE:

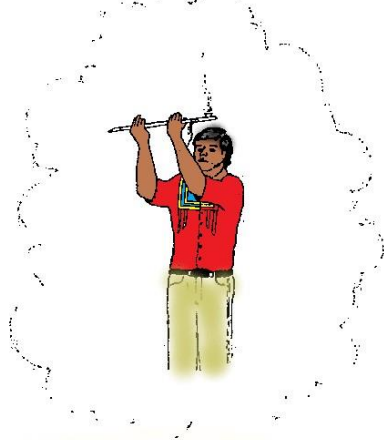
- Explain that it is important to occasionally look at our behavior to see if we are doing things that make us feel good. Sometimes we forget to take care of our needs. One important thing to keep in mind when doing this, though, is that we aren't perfect, so don't be too hard on yourself and others.

THE WHOLE PERSON

EMOTION



SPIRIT



MIND



BODY



DEFINITION OF TERMS

BODY: PHYSICAL HEALTH OR TAKING CARE OF YOUR BODY

EMOTIONAL: EMOTIONAL HEALTH OR UNDERSTANDING AND DEALING WITH FEELINGS SUCH AS OVERCOMING FEARS, TRUSTING OTHERS, AND LIKING YOURSELF.

MENTAL: MENTAL HEALTH OR DEVELOPING AND USING YOUR MIND, LEARNING.

SPIRITUAL: SPIRITUAL HEALTH IS A VERY GOOD PERSONAL THING THAT YOU CAN DEFINE FOR YOURSELF.

SELF-AWARENESS GUIDE: BODY

1. Select one thing you would like to do to make your body healthier.

2. List some things that make it difficult for you to this.

3. List some things you can do to counteract these barriers.

4. Make a plan and start doing the activity you selected. List the steps you need to take.

Daily

Weekly

Monthly

5. How will you reward yourself for achieve this goal?

SELF-AWARENESS GUIDE: EMOTIONS

1. Select one thing you would like to do to make your body healthier.

2. List some things that make it difficult for you to this.

3. List some things you can do to counteract these barriers.

4. Make a plan and start doing the activity you selected. List the steps you need to take.

Daily

Weekly

Monthly

5. How will you reward yourself for achieve this goal?

SELF-AWARENESS GUIDE: MENTAL/INTELLECTUAL

1. Select one thing you would like to do to make your body healthier.

2. List some things that make it difficult for you to this.

3. List some things you can do to counteract these barriers.

4. Make a plan and start doing the activity you selected. List the steps you need to take.

Daily

Weekly

Monthly

5. How will you reward yourself for achieve this goal?

SELF-AWARENESS GUIDE: SPIRITUALLY

1. Select one thing you would like to do to make your body healthier.

2. List some things that make it difficult for you to this.

3. List some things you can do to counteract these barriers.

4. Make a plan and start doing the activity you selected. List the steps you need to take.

Daily

Weekly

Monthly

5. How will you reward yourself for achieve this goal?

NAME OF ACTIVITY: Community Resources

UNIT: Self-Awareness

LEVEL: 7-12

TIME REQUIRED: 30 minutes

When the student has completed this activity, he/she will be able to:

OBJECTIVES:

- Identify resources for getting help with an alcohol or drug problem.

RESOURCES:

- Community Resources Chart
- Situation Cards
- Community Resources Worksheet (SA#7)

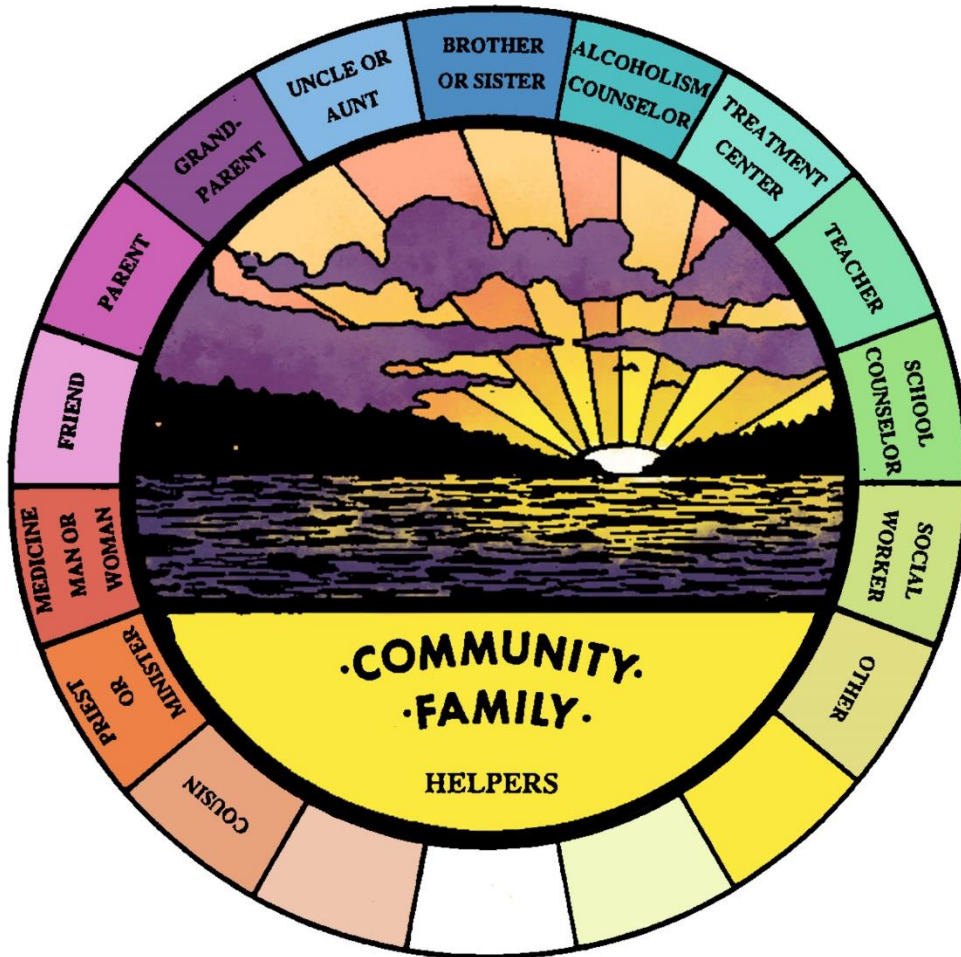
PROCEDURE:

- Explain that the purpose of this activity is to identify resources for seeking help with a problem.
- Introduce the Community Resources Chart by stating that these are some of the places where students could go for help with a problem.
- Ask the class to form Talking Circles. Remind the messenger that he/she is responsible for completing the worksheet and reporting to the whole class.
- Distribute a set of Situation Cards and a community resources worksheet to each group. The group begins by one member selecting a card from the pile and reading the situation. The group collectively completes the Community Resources Worksheet in response to the situation. If there is not consensus, the messenger makes note of this and includes in his/her report.
- When the small groups have completed their worksheets, ask the recorder to summarize the group's discussion and list the resources they would use by making the Community Resources Chart.
- When the students have identified the resources they would use, discuss the following questions.
 - Describe some of your reasons for selecting the resources you did.
 - How do you feel when you ask for help?
 - How do you feel when someone asks you for help?
 - Is trust important in seeking help? Explain.
- When the activity is complete, display the Community Resource Chart in the room.
- This activity can be repeated until all the cards have been discussed, with new cards or the students can make up their own situation cards or problem situations.

CLOSURE:

- Encourage students to use the community resources identified when they have a problem. Encourage them to practice asking for help and helping others when they need it.

COMMUNITY RESOURCES



COMMUNITY RESOURCES WORKSHEET

1. How would you feel in this situation?

2. What problems are present?

3. What choices are possible?

4. Where would you go if you needed help or needed to talk to someone?

List in priority.

1st choice _____

2nd choice _____

3rd choice _____

SITUATIONS FOR CARDS

1. You are always worried about being too fat. When you look at yourself all you see is a fat person, but everyone says you're thin.
2. You have been getting poor grades in most of your classes. You want to do better but just can't seem to get motivated to study. Even when you do study some of the material seems difficult and the tests are hard.
3. Every time you look in the mirror you feel unhappy with what you see. It seems that even when you try, your hair, face or clothes just don't look right. Other people think you look fine.
4. You have been getting very good grades lately. Some of your friends have started to tease you about being so serious about school when there are so many others to get involved in.
5. You did your homework assignment, but you lost it. You know the teacher won't believe you when you say you lost it.
6. Your best friend has started to drink whenever there is alcohol available. She has passed out several times and it seems like she has been losing interest in school and other things she once enjoyed doing.
7. Your brother has been coming home drunk every weekend the past couple of months. You know that he drives himself home or rides with someone else who has been drinking as much as him. You are concerned about what might happen to him.
8. You would like to be able to go out with some of the boys/girls in your school, but it seems like dating is not something kids do at your school. Most kids seem to be afraid to ask someone out. A lot of kids don't have or say there's no place to go and nothing to do.
9. You are very shy. It is difficult for you to say what you think or feel. You get so nervous in social situations that you don't say much.
10. Some other students have been gossiping about you. You are so angry that you want to get into a fight.