Activity #14: Being Responsible

1. This exercise is an easy way to get your student to realize that "the simple things in life can be the most important."
2. Ask your student these questions and point out the importance of these activities.
3. Don’t be judgmental, but do urge your student to be honest about his/her weak areas.

<table>
<thead>
<tr>
<th>Do you…</th>
<th>Yes</th>
<th>Need Improvement</th>
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</thead>
<tbody>
<tr>
<td>1. Get to school on time?</td>
<td>____________________________</td>
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<tr>
<td>2. Have paper, pencil, and books?</td>
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<td>3. Do your class work neatly?</td>
<td>____________________________</td>
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<td>4. Study for tests?</td>
<td>____________________________</td>
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<td>5. Complete all assignments?</td>
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<td>6. Do extra credit assignments?</td>
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<td>7. Pay attention in class?</td>
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<tr>
<td>8. Turn in your homework?</td>
<td>____________________________</td>
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<td>9. Get good grades?</td>
<td>____________________________</td>
<td></td>
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<tr>
<td>10. Do your best?</td>
<td>____________________________</td>
<td></td>
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<tr>
<td>11. Realize the importance of school?</td>
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</table>

Goal – I will try to improve in the following areas ______________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Activity #15: Understanding Emotions

1. Ask your student to answer these questions.
2. Think of positive ways for your student to deal with these emotions.
3. Getting young people to reflect on the relationship between their behaviors and their feelings is an important step in their personal growth.
4. Point out that all of us have negative emotional reactions, but that these reactions don’t have to lead to self-destructive behaviors or attitudes.

1. When I can’t have my own way, I _____________________________________________________________

2. When I fail at something, I ___________________________________________________________________

3. When I am nervous, I ________________________________________________________________________

4. When I am punished, I _______________________________________________________________________

5. When I get angry with my teacher, I ___________________________________________________________

6. When I can’t go out with my friends, I _________________________________________________________

7. When my friends make me mad, I _____________________________________________________________

8. When I am picked on by others, I __________________________________________________________________

9. When I’m bored, I __________________________________________________________________________

10. When I am embarrassed, I ____________________________________________________________________
Activity #16: Building Self-Esteem

1. Self-esteem is a belief in oneself and a belief in one's self-worth.
2. Here are six steps for building your student's self-esteem.
3. Ask your student to think about each step before answering.
4. Use these answers to point out the positive qualities of your student.

**Step 1:** Think of yourself as beautiful and talented just the way you are. You have your own unique qualities that make you your own person. What are your strengths? **Have your student write down five strengths.**

**Step 2:** Be responsible for yourself and your decisions. Don’t be a follower. **List three decisions you need to make on your own.**

**Step 3:** Recognize mistakes as stepping-stones to success. No one is perfect. Don’t let a defeat or a mistake cause you to lose faith in yourself. **List a mistake that helped you learn or get better.**

**Step 4:** Feeling good about yourself spills over to others. The people you like are probably friendly and fun to be around. Show friends you have an interest in them. **List three things you can do to show people you care about them.**

**Step 5:** You will feel better about yourself if you think things through. **Make a list of three things you want most to learn or improve upon.**

**Step 6:** Get involved in activities in which you can have success. Join a club or seek friends who are doing something that will make you a better person. **List leisure activities that you want to do to improve yourself.**
Activity #17: Valuing Yourself

1. "Self-acceptance" is a specific stage in self-discovery that occurs whenever students are willing to look at themselves objectively (with the help of an adult).
2. When they do, they will realize that their strengths far outweigh their weaknesses.
3. Ask your student to reflect on these questions and try to answer them honestly.
4. This exercise can give mentors the opportunity to validate their students' positive self-perception.

What three things do I like about myself?

1. _________________________________________________________________________________________
2. _________________________________________________________________________________________
3. _________________________________________________________________________________________

What are my strengths?

1. _________________________________________________________________________________________
2. _________________________________________________________________________________________
3. _________________________________________________________________________________________

What activities can make me a better and stronger person?

1. _________________________________________________________________________________________
2. _________________________________________________________________________________________
3. _________________________________________________________________________________________
Activity #18: Do You Know Your Values?

1. This worksheet gives students a chance to "evaluate their values."
2. In so doing, they will be forced to reflect upon what is most important to them.
3. Before students make decisions in their lives, they should think about their priorities.
4. Using a ten-point scale, have your student rate the following items according to how high a priority they are in his/her life.
5. Give one point to items that are not very important and up to ten points to those that are most important.
6. Students may assign the same rating to more than one item.
7. This sheet is a great way to gain insight into your student’s view of things.
8. It is also a great self-discovery tool that makes goal-setting much easier.

_________ Doing my best in school
_________ Being popular
_________ Friendships
_________ Respecting other individuals
_________ Self-respect
_________ Graduating from high school
_________ Honesty in myself and others
_________ Being independent
_________ Being responsible for my actions
_________ Getting along with my parents
_________ Having money
_________ Staying drug-free
_________ Helping others
_________ Having a healthy body
_________ Going to college
_________ Being successful

Which were your highest priorities?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Activity #19: Problem-Solving

1. Ask your student to think of a problem that he/she has not been able to solve.
2. Use this worksheet to address the problem and come up with solutions.
3. You can use this simple method on any problem your student may have.
4. The ability to solve real-life problems is critical in the process of personal development.

Step 1: Identify the problem
1. Have your student explain the problem in detail.
2. Try to help him/her clarify all the factors.
3. Do not proceed until you both agree that you have identified the real issue.

Step 2: Brainstorm
1. Discuss alternative solutions with your student.
2. Agree upon a feasible set of solutions.
3. Do not proceed until all possible solutions have been identified.

Step 3: Evaluate
1. Help your student identify the pros and cons of each solution.
2. Help your student predict the possible outcomes of each solution.
3. Do not proceed until every alternative has been evaluated.

Step 4: Decide
1. Ask your student to choose the solution that has the "most pros" and "least cons."
2. Ask your student to explain why his/her solution is the best possible one.
3. Do not proceed until your student is certain of his/her decision.

Step 5: Plan
1. Help your student identify the best ways to implement his/her solution.
2. Help your student choose the best plan.
3. Encourage your student to use the plan to resolve the problem.
Activity #20: Understanding Peer Pressure

Purpose: This activity is designed to get students to understand peer pressure and to think about ways to handle it.

What You Need to Do:
1. Have your student get a pencil and a piece of paper.
2. Discuss the concept of peer pressure—both negative and positive—with your student.
3. Start by telling your student that we have all encountered times when friends have tried to persuade us to do things we have not been comfortable doing.
4. Explain that sometimes resisting pressure from friends is difficult.
5. Emphasize that developing positive ways to deal with peer pressure from friends can make things much easier.

What Your Student Can Do:
1. Have your student identify a peer-pressure situation from his/her own experience.
2. Have your student create a "peer pressure log" by dividing a page into the following five sections:
   a. Section 1: Who pressured you?
   b. Section 2: What activity/behavior were you being pressured to do?
   c. Section 3: What arguments did the person(s) pressuring you use?
   d. Section 4: How did you respond? If you tried to resist, what did you say or do?
   e. Section 5: What might you say or do in the future to resist peer pressure?
3. Ask your student to fill in the first four sections of the log.
4. Help your student generate positive ways of dealing with similar peer pressure in the future.
5. Praise your student when he/she resists the pressure of friends and peers.

Follow-Up:
1. Help your student identify friends who are positive influences.
2. Practice refusal skills with your student.
3. Take turns playing the role of the person pressured to demonstrate refusal methods.
Activity #21: What Would You Do?

1. Here are a few interesting situations that you can discuss with your student to get him/her to think about "doing the right thing" in situations that call for quick decisions.
2. Read each scenario to your student and ask for an answer.
3. Ask your student to think about the values that are expressed by way of his/her answers.

1. You are going over to your friend's apartment building, and as you walk into the courtyard, you see your friend and another person climbing out of the basement window with an electric drill. The janitor comes running around from the back and stops all three of you. He asks whether you saw the others climb out of the window. What would you say?

2. You and a friend go to a party, at which most of the kids are two years older than you. When you get there, some of the other kids start teasing your friend, but they don't know you're with him. What do you do?

3. You are taking a test and you notice that a cute boy (girl), whom you have been trying to get to notice you, is sitting next to you. You notice that he (she) is copying your test answers and that the teacher is walking up and down the aisle. What do you do?

4. You are baby-sitting and you have been told not to let anyone in the house. Two very good friends come by and want to come in. You know nothing bad could possibly happen. What do you do?

5. You are eating dinner at a friend's house, and his mother serves you this horrible-looking, smelly stuff. Everyone is sitting around the table enjoying it. What do you do?
Activity #22: Learning Self-Control

1. To talk to your student about the importance of self-control, locate three articles in the newspaper about real people who have exercised self-control.

2. Ask what self-control means to your student and ask him/her to write down what would have happened to these three people if they had not exercised self-control.

1.

2.

3.