

Courage

Friendship

Wisdom

Justice

Honesty

Tolerance

Imagination

Equality

Fairness

What Do You Stand For?

Integrity

Responsibility

Creativity

Caring

Assertiveness

Confidence

For Teens

Honor

Empathy

A Guide to Building Character

Kindness

Restraint

Sincerity

Barbara A. Lewis

Sharing

Forgiveness

Truthfulness

Loyalty

Giving

Compassion

Humor

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ForeWord Magazine

“Quick Picks”
—American Library Association/YALSA

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—New York Public Library

“Read, America!” Selection

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—*Youth Today*

What Do You Stand For? For Teens

What Do You Stand For? For Teens

A Guide to Building Character

Barbara A. Lewis

Edited by Pamela Espeland

free spirit
PUBLISHING®



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What Do You Stand For? For Teens was originally published in 1998 as *What Do You Stand For?*

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Library of Congress Cataloging-in-Publication Data

Lewis, Barbara A., 1943-

What do you stand for? : for teens—a guide to building character / by Barbara A. Lewis ; edited by Pamela Espeland.

p. cm.

Includes index.

Originally published: Minneapolis, MN Free Spirit Pub., c1998.

ISBN 1-57542-029-5

1. Personality development—Juvenile literature. 2. Character—Juvenile literature. I. Espeland, Pamela II. Title.

BF723.P4L49 2005

155.5'1825—dc22

2005003306

eBook ISBN: 978-1-57542-746-1

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The four reasons to be more tolerant on pages 144–145 are from *Respecting Our Differences: A Guide to Getting Along in a Changing World* by Lynn Duvall (Minneapolis: Free Spirit Publishing Inc., 1994). Used with permission of the publisher. The "Be a mediator" activity on page 178 and the "Steps for Mediation" on page 180 are reprinted with the permission of Educators for Social Responsibility © 1997 Educators for Social Responsibility, Cambridge, MA. Several of the "success stories that started out as failures" listed on pages 184–185 are from Dr. Milton E. Larson, "Humbling Cases for Career Counselors," *Phi Delta Kappan*, February 1973, vol. LIV, No. 6, p. 374. The goal-setting strategies and tips on pages 195–197 are adapted from *The Gifted Kids' Survival Guide: A Teen Handbook* by Judy Galbraith and Jim Delisle (Minneapolis: Free Spirit Publishing Inc., 1996). Used with permission of the publisher. The "ASSERT Formula" on page 218 is adapted from *Fighting Invisible Tigers: A Stress Management Guide for Teens* by Earl Hipp (Minneapolis: Free Spirit Publishing Inc., 1995), page 96. Used with permission of the publisher.

Photo credits: p. 19—Jerry Bryan; p. 20—Don Orcutt; p. 69—Cindy Reinitz; p. 93—Kylee Thomas, Columbus North Log Yearbook; p. 163—Mike McCleary, *Bismarck Tribune*.

Reading Level Grades 7 & Up; Interest Level Ages 11 & Up;
Fountas & Pinnell Guided Reading Level Z

Cover design by Circus Design
Book interior design by Julie Odland Smith
Illustrations by Jeff Tolbert

20 19 18 17 16
Printed in the United States of America
V20280610

Free Spirit Publishing Inc.
217 Fifth Avenue North, Suite 200
Minneapolis, MN 55401-1299
(612) 338-2068
help4kids@freespirit.com
www.freespirit.com

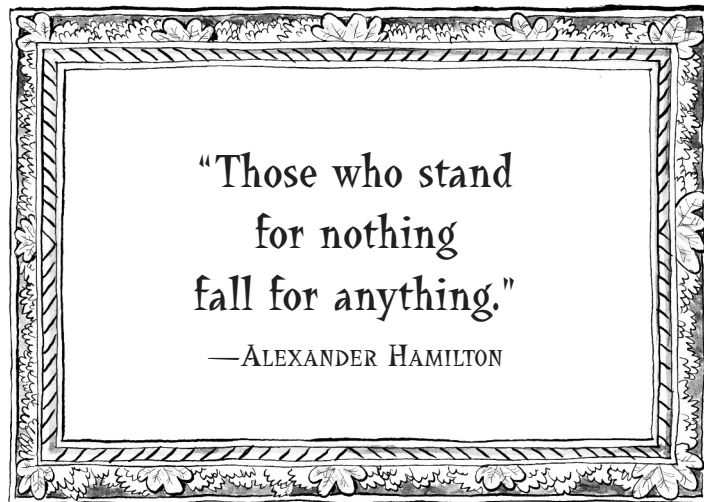


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*To Pooker,
who has both demonstrated good character
and who is one.*



Acknowledgments

First and foremost, my appreciation and love to Judy Galbraith, my intrepid, gifted publisher, and to all the staff at Free Spirit. It takes a whole publishing company to give birth to a book. And special thanks to Pamela Espeland, my diligent editor, safety net, and friend who blew the breath of life into this book.

I will always be indebted to Kristie Fink, Supervisor of Character Education, Utah State Office of Education, for editorial help and for living what character education means, and to the resourceful librarians who helped research books: Carolyn Campbell and Janelle Mattheus (Salt Lake County Library System), and Mary White and Pam Sadler (Salt Lake City Library System).

Thanks to the many people who helped me find stories and who also shared expertise: Renata Hron (Hitachi Foundation), Jackie Scott, Marc Chambers, Carol Reid, Donna Friedman, Carol Burnett, Indiana Chamber of Commerce, Bud Ellis, Tom Green, Emily Martinez, Pamela Bloom, U.S. Fencing Association, Trish Wade (musical theory), Vivian Meiers, Neva J. Pratico, Gloria Jones, A Pledge & A Promise Environmental Awards—Busch Theme Parks.

Gratitude to many individuals, organizations, offices, and agencies who shared information and contacts: U.S. Department of Justice, American Bar Association, and the Law Related Education group, Tom Oertel, University of Utah Law Library, Tracy Godwin (Teen Court), U.S. Patent & Trademark Office, U.S. Department of Health, U.S. Office of Management and Budget, U.S. Department of Health and Human Services, Red Cross, Care, NASA.

Thanks, too, to the many professional educators who helped with expertise and support: Character Education Partnership, Corporation for National Service, and Maryland Student Service Alliance.

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Introduction

“It’s not our weaknesses that frighten us.
It’s our strengths.”
Nelson Mandela

Are you perfect? Don’t worry; nobody is. In fact, it’s likely that no two people could agree on what it means to be perfect.

Even though you’re not perfect, you’re still a unique and wonderful individual with many strong, positive character traits. And you may have other traits you haven’t fully developed or even discovered yet.

If you could see how truly terrific you are, you might catch your breath. Like a dog who buries a bone so no other animals can find it, you might be hiding the true, marvelous you for fear of losing it, or fear of what other people might think or say. You might be afraid that you can’t live up to the strengths you know (or suspect) you have, or the traits that other people want or expect you to have.

Positive character traits are something you can and should develop. There is a core group of character traits that every member of the human family needs to have. People don’t always agree on which six or ten core traits these are. But most experts include traits like *love* or *caring*, *respect for life*, *honesty* or *trustworthiness*, *responsibility*, *justice*, and *fairness*. Worldwide, some people define character traits in terms of values and also include ideas like *freedom* and *unity*. You’ll find many more positive character traits besides these in this book.

You can choose whether you want to eat chocolate or pistachio ice cream, whether you want to play the lute or lacrosse, and whether you want to be an electrician, brain surgeon, or lion tamer. You can choose whether to be friendly, happy, or grumpy (and either attract friends or drive them away). But in most cultures, you can’t choose whether or not you want to be honest. You can’t choose whether or not you value human life.

Whether or not you push your brakes at a stop light isn’t optional, either.

Why? Because history has shown that societies tend to self-destruct when their people don’t possess a core group of positive character traits. In the words of General Douglas MacArthur, “History fails to record a single precedent in which nations subject to moral decay have not passed into political and economic decline. There has been either a spiritual awakening to overcome the moral lapse, or a progressive deterioration leading to ultimate national disaster.”

To put this more simply: Every nation that decays morally, without changing, faces disaster. Positive character traits are good for a nation, good for a family, and good for *you*.

If you suspect that you might have some weak or negative character traits, you probably do, but that’s normal. Your weaknesses might actually be sleeping strengths. And negative traits, like bad habits, can be changed.

Developing positive character traits isn’t something you do in a vacuum or totally on your own. Your traits are linked to your conscience, moral convictions, beliefs, personal experiences, upbringing, rights, and responsibilities; to your culture and its laws and expectations; and to your relationships with yourself, others, and the world. Many of your traits will probably coincide with the beliefs and practices of other people you admire and appreciate—people you see as role models. Developing positive character traits means that you respect yourself, others, and the world. You find value in your experiences so that life itself becomes your teacher.

The goal of this book is to help you understand yourself better, to figure out what you stand for—and what you won’t stand for. Then you can be more confident and accepting of yourself and others. You can share your talents, abilities, skills, and interests.

In doing so, you can be a stronger, more complete and happier person.

How to Use This Book

The ancient Greek philosophers recognized four main virtues: *temperance*, *justice*, *courage*, and *wisdom*. Socrates, Plato, and Aristotle believed that the virtues were connected, and you couldn't have one without having them all. Christian philosophers in the Middle Ages added *faith*, *hope*, and *charity*. The list of positive traits continues to grow—you could probably name several yourself—but most can be grouped into general categories. That's how this book is organized.

If you can't find a character trait you're looking for in the Contents, turn to the Index at the back, and you'll probably find it (or a related trait) there. For example, you won't find a chapter on "Assertiveness," but you will find that trait in the chapter on "Respect."

Each chapter begins with a quotation to help you start thinking about a particular character trait or group of traits. Background information, definitions, explanations of related terms, and other lore and knowledge about the trait help you to understand more about it.

Each chapter describes several dilemmas to use for journaling, writing essays, discussion, debate, role-playing, and/or reflection. The dilemmas usually don't have one right answer. Instead, they make you think. Sometimes they show a positive character trait "out of balance" with another positive trait that might have a higher principle. For example, can you think of a time when caring for others might come before telling the truth? Or when forgiveness might come before justice? Sometimes you might need to ask an adult how to help you weigh two traits and the consequences of putting one ahead of the other. Being human can be challenging! As you choose dilemmas to consider with your friends, family, club, faith community, or classmates, keep these basic guidelines in mind:

- ✓ As much as possible, clarify the facts and issues first.
- ✓ If you're exploring these dilemmas with others, do it in a safe, trusting atmosphere where all ideas are accepted.

- ✓ Piggyback on each other's ideas. Share insights, inspirations, and expertise.
- ✓ When you lead a discussion of a dilemma, be sure not to take sides or try to control or influence what other people think and say.
- ✓ It's okay to disagree, but without criticism, name-calling, insults, or offensive language. Those are not allowed.
- ✓ Remember that there often isn't only one right answer.

Each chapter suggests activities in various categories including language arts, science, technology, math, social studies, history, family studies, social action or service to others, the arts, popular culture, sports, and/or games. The activities help you to develop a character trait by connecting it with something you're learning in school; your interests; your learning styles; and/or your life at home, with your friends, in your neighborhood, and in your community. Some chapters include checklists, quizzes, and questionnaires that help you to think about, question, and clarify your own feelings and beliefs.

Each chapter (except "Getting to Know You") ends with an inspiring true story of someone who exemplifies that trait. You'll read about young people of different ages and ethnic origins, with varying beliefs, interests, and talents. Some of them did spectacular things, like Merrick Johnston, the youngest person to climb Mt. McKinley (see pages 77–78), or Winfred Rembert Jr., who risked his life to save his brother (see page 141). Some had less dramatic but equally important experiences, like Jana Benally, who told the truth (see pages 124–125).

Throughout, you'll find descriptions of other books, organizations, and Web sites to read, contact, and explore to learn more about the traits.

You might try Benjamin Franklin's tactic of concentrating on one trait per week (or day, or month). Or dip into the book anywhere to read a quote, consider a dilemma, or find an activity to try. Or dig deeply into a particular chapter. Jump around, or read straight through. How you use this book is up to you.

"We are not human beings having a spiritual experience. We are spiritual beings having a human experience."

Pierre Teilhard de Chardin

Getting to Know You

Self-knowledge, self-awareness, self-acceptance, self-esteem, self-actualization

“To do good things in the world, first you must know who you are and what gives meaning in your life.”

Paula P. Brownlee

Who are you? What do you want to become? What should you become? If you saw an ear of corn for the first time, you might describe it as a rough-textured, oblong, greenish-yellow thing that doesn't really have any special qualities. To discover the delicious corn inside, you'd have to peel away the husk.

As you peel away the outer layers of husk that surround you, you'll discover talents, abilities, and interests that make you different from everyone else. When you combine your talents, abilities, and interests and develop the character traits to help you express them, you'll discover a basic secret of happiness.

The image you see when you look in the mirror is the image you reflect to others. Maybe you see yourself as a husk, covering up the juicy kernels inside. How you see yourself—what you think of yourself—can either attract other people to you or push them away. This is one reason why a positive self-image is important to you. If you look in the mirror today and see a husk, it's not the end of the world. You can develop a positive self-image and the confidence to be yourself and let it show.

Accepting and liking who and what you are is an essential part of being “good-looking.” To get to know yourself, you first have to peel away your outer

layers and discover what's inside. When you do this, you'll find that:

- ✦ you have your own *values, opinions, and beliefs*
- ✦ you have strong *feelings* and probably some *fears* and *anxieties*
- ✦ you *think* and *learn* in special ways
- ✦ your *personality* is different from everyone else's
- ✦ you have special *interests*, unique *talents*, and secret *dreams* and *desires*.

On pages 7–11, you'll find a series of inventories (checklists) you can use to get to know yourself better. If you think you already have a good idea of who you are, you might want to skip these for now. Or you might want to complete them anyway (you may be surprised by the results). Or complete them now, then repeat them in a month or a year as you continue to develop the character traits you need. Taken together, these inventories will create a fascinating self-portrait of the person you are and the person you're becoming or would like to become. (You'll find a Self-Portrait form to fill out on pages 12–13.)

Following are suggestions for interpreting the inventories and ideas for using what they tell you about yourself. Complete the inventories *before* you read these. Then come back to them and see if you agree with the interpretations.

Interpreting the Inventories

As you read these interpretations and suggestions, keep in mind that labels can limit you. These inventories are meant to help you understand yourself better, not to label you. No one is one way all of the time.

Character Traits (see page 7)

Do you have most of the character traits you need? Or did you discover several that you think you should develop? Do you see yourself any differently now than you did before you completed this inventory?

Make a list of the character traits you'd like to have or strengthen (anything you checked in the second column). Decide which trait to work on first. Look it up in the Contents or Index and turn to that part of the book. In a day, a week, or a month, go back to your list and choose another trait to work on. Or you can work on several traits at a time.



Fears (see page 8)

You can learn a lot about yourself by looking at what scares you. Psychologists believe that our fears can influence or even control our character and behavior. Our fears can discourage us from developing or strengthening positive character traits.

Sometimes people make up excuses for their fears instead of facing them. Sigmund Freud, the founder

of psychoanalysis, called this “using defense mechanisms.” Carl Jung, the founder of analytical psychology, suggested that we dream about the things we’re afraid to face when we’re awake. (Maybe that’s why we have nightmares.) Identifying your fears can be a key to unlocking your secret diary of self-knowledge.

Take a look at each item on the list for which you checked “a little afraid” or “afraid.” Try to figure out why it scares you. Did something happen to make you afraid? Has someone told you that you should be afraid? Decide if this is something you’d like to be less afraid of—or not afraid of. What can you do to reduce or eliminate your fear?

Your fears can grow into strengths if you face them, tackle them, and wrestle them to the ground. The very act of admitting and naming your fears can help you to control them better.

IMPORTANT: If you checked “terrified” for any item(s) on the list, talk to a parent, teacher, school counselor, spiritual leader, or other trusted adult. Explain your fears and ask for help.

CHECK IT OUT



Don't Pop Your Cork on Mondays! The Children's Anti-Stress Book by Adolph Moser, Ed.D. (Kansas City, MO: Landmark Editions, Inc., 1988). An informative, entertaining book that explores the causes and effects of stress and offers practical ideas for managing and preventing it. Written for younger kids ages 6–9, but full of good information and worth reading at any age.

Fighting Invisible Tigers: Stress Management for Teens (Revised & Updated Third Edition) by Earl Hipp (Minneapolis: Free Spirit Publishing, 2008). A wealth of practical advice on managing stress, being assertive, building supportive relationships, taking risks, making decisions, staying healthy, dealing with fears—even growing a funny bone. Ages 11 & up.

Interests (see page 9)

In all four lists, the same letter represents the same category. Here are the categories:

- a = music, art
- b = writing
- c = entertainment
- d = computers, technology

- e = animals (care or research)
- f = public service (medicine, counseling, job service, etc.)
- g = teaching
- h = child care
- i = environment, the outdoors, forestry, farming
- j = mechanical, technical, electrical, engineering
- k = cooking
- l = business (starting one or being involved in one)
- m = law enforcement
- n = athletics
- o = building, construction

Look back at how you scored this inventory. Your first choices (anything you marked with a 1) indicate your strongest areas of interest. If two or more of your first choices have the same letter, that indicates an especially strong interest in that category. You might want to study that area more. If the same letter shows up four times (as choice 1, 2, 3, or 4), that also indicates a strong interest—something you may want to pursue in greater depth.

What about the letters that don't show up anywhere in your score? These indicate areas you have less or no interest in. Maybe you really don't care about them, or maybe you haven't had much experience in these areas. Are there any you might want to explore?

CHECK IT OUT



If you have a computer with Internet access, you already know that the World Wide Web (WWW) is an incredibly rich source of information on virtually any topic you can think of. Do a Web search for any of the words in the 15 categories of the Interests Inventory, and you'll probably find thousands of hits and hotlinks. Just for fun, pick a word in a category that doesn't interest you. Visit a few sites and you might change your mind. TIP: If you don't have access to the Internet at home or at school, ask at your local library about *free* community Internet access.

Relationships (see page 10)

For once, a low score is good! If you scored below 30, you probably have good relationships with other people. If you scored between 31–40, you might want to work on developing better relationships with some of the people in your life. If you scored between 41–60, you could meet with a favorite teacher, a school counselor or social worker, or another adult you trust and ask for help in developing better relationships. Why ask an adult instead of a close friend your own age? Because sometimes friends don't keep confidences, and sometimes they don't have the skills to really help you.

Don't worry if you scored high on this inventory. You might have been having a bad day when you completed it. Or you might have better relationships with some people than you think. Either way, it's possible to bring your score down. Look back at the Character Traits Inventory and the list of traits you'd like to develop or strengthen. Then dip into those sections of this book and enjoy the activities. The character traits you have can affect your relationships with others—and vice versa.

Learning Styles (see page 11)

Look back at the number of the description you checked.

- ✓ If you checked 1, you might learn best by brainstorming, speaking, working in teams, gathering information, and listening.
- ✓ If you checked 2, you might learn best by analyzing, classifying, theorizing, organizing, observing, testing theories, and listening.
- ✓ If you checked 3, you might learn best by manipulating, experimenting, doing hands-on activities, tinkering, setting goals, and making lists.
- ✓ If you checked 4, you might learn best by leading, collaborating, influencing, adapting, taking risks, and modifying.

There are no right or wrong responses to this inventory. Everyone learns differently. If you said to yourself "Wait a minute—I fit more than one of these descriptions," you probably do. Your response indicates a tendency toward a certain learning style, and it

can help you to understand why you learn more easily at some times than others. You can use this information to be more successful in school. *Example:* Suppose you're having a tough time in math. You checked 3 on the inventory, and now you know that you might learn best by doing hands-on activities. Ask your teacher if you can use manipulatives (things you hold and touch) to learn math concepts.

CHECK IT OUT



Learning Styles: Personal Exploration and Practical Applications: An Inquiry Guide for Students by Kathleen A. Butler, Ph.D. (Columbia, CT: Learner's Dimension, 1995). This hands-on workbook invites you to explore your special abilities and qualities as a person, learner, and thinker. Exercises, checklists, and questionnaires encourage you to find new ways of looking at yourself, understand more about how you learn and think, make the most of your learning abilities, and broaden the ways you relate to others. Ages 13 & up. A *Teacher's Guide* is also available.

Self-Portrait (see pages 12–13)

You can interpret this however you want. If you're honest in your answers *and* your interpretation, you'll have a good idea of who you are, here and now. You might want to complete a new Self-Portrait from time to time as you develop and strengthen your character traits.

Character Dilemmas

For journaling or writing essays, discussion, debate, role-playing, reflection

Suppose that . . .

- 1 You're very interested in expressing yourself or fulfilling yourself. Could this interest ever get out of control? If so, then how?
- 2 You think you might be "addicted" to one of your interests. Could you ever become too involved in something you enjoy? If so, then how? Would this be good or bad?
- 3 You have many strong, positive character traits. Could your good character traits ever become too extreme or get out of control? If so, then how?
- 4 You're very self-confident about your traits and abilities. Can you ever have too much self-confidence? Why or why not? Justify your answer.
- 5 You've been granted the power to choose the character traits you want and develop them instantly. Are there certain traits that might help you if you want to be a police officer, mayor, teacher, parent, friend, athlete, husband or wife, doctor, engineer, etc.? Explain your ideas.
- 6 You have a high or low opinion of yourself. How might what you think of yourself influence what you do in life? Give examples.

Character Traits Inventory

Read each pair of sentences. Check the ONE from each pair that describes you. Or check BOTH sentences if you believe that you already have a particular trait or quality but would like to develop it further.

- | | |
|---|--|
| 1. <input type="checkbox"/> I have positive attitudes. | <input type="checkbox"/> I'd like to have better attitudes. |
| 2. <input type="checkbox"/> I'm kind and I care about helping others. | <input type="checkbox"/> I need to be kinder and more caring. |
| 3. <input type="checkbox"/> I accept responsibility for the choices I make. | <input type="checkbox"/> I want to learn how to accept responsibility for my choices. |
| 4. <input type="checkbox"/> I'm a good citizen and an involved member of my community. | <input type="checkbox"/> I want to be a better citizen and more involved in my community |
| 5. <input type="checkbox"/> I keep my body clean. | <input type="checkbox"/> I need to work on my personal hygiene. |
| 6. <input type="checkbox"/> I have clean habits and a clean mind. | <input type="checkbox"/> I'd like to have more positive habits, thoughts, and influences. |
| 7. <input type="checkbox"/> I communicate well with others. | <input type="checkbox"/> I'd like to be a better communicator. |
| 8. <input type="checkbox"/> I work to conserve things and resources, and I'm thrifty. | <input type="checkbox"/> I need to conserve and save better than I do. |
| 9. <input type="checkbox"/> I have the courage to do and become what I want to be. | <input type="checkbox"/> I'd like to be more courageous. |
| 10. <input type="checkbox"/> I have empathy (deep understanding) for others. | <input type="checkbox"/> I need to be more empathetic. |
| 11. <input type="checkbox"/> I have endurance and patience, even in tough times. | <input type="checkbox"/> I need more endurance and patience. |
| 12. <input type="checkbox"/> I'm able to forgive others and myself. | <input type="checkbox"/> I want to learn how to forgive more easily. |
| 13. <input type="checkbox"/> I'm physically, mentally, and emotionally healthy. | <input type="checkbox"/> I want to be more physically, mentally, and emotionally healthy. |
| 14. <input type="checkbox"/> I'm honest and trustworthy. | <input type="checkbox"/> I need to be more honest and trustworthy. |
| 15. <input type="checkbox"/> I'm a risk taker, and I have good imagination skills. | <input type="checkbox"/> I'd like to take positive risks more easily or improve my imagination skills. |
| 16. <input type="checkbox"/> I have integrity. I "walk as I talk." | <input type="checkbox"/> I want to develop my integrity. |
| 17. <input type="checkbox"/> I'm tolerant and fair with others. | <input type="checkbox"/> I need to be more tolerant and fair. |
| 18. <input type="checkbox"/> I'm a good leader. | <input type="checkbox"/> I'd like to be a better leader. |
| 19. <input type="checkbox"/> I'm a good follower. | <input type="checkbox"/> I need to be a better follower. |
| 20. <input type="checkbox"/> I know when to be loyal and/or obedient. | <input type="checkbox"/> I'd like to be more loyal and/or obedient. |
| 21. <input type="checkbox"/> I'm a calm and peaceful person. | <input type="checkbox"/> I need to become more calm and/or peaceful. |
| 22. <input type="checkbox"/> I'm a good problem solver. | <input type="checkbox"/> I want to be a better problem solver. |
| 23. <input type="checkbox"/> I have direction and purpose in my life. | <input type="checkbox"/> I'd like to have more direction or purpose in my life. |
| 24. <input type="checkbox"/> I'm friendly and have healthy, positive relationships with others. | <input type="checkbox"/> I'd like to be more friendly and to have better relationships with others. |
| 25. <input type="checkbox"/> I treat others with respect and courtesy. | <input type="checkbox"/> I need to be more respectful and courteous. |
| 26. <input type="checkbox"/> I'm responsible and hard-working. | <input type="checkbox"/> I want to develop my sense of responsibility and my work ethic. |
| 27. <input type="checkbox"/> I practice safety measures in my life. | <input type="checkbox"/> I'd like to be more cautious and safety-conscious. |
| 28. <input type="checkbox"/> I'm self-disciplined. | <input type="checkbox"/> I want to be more self-disciplined. |
| 29. <input type="checkbox"/> I have wisdom. | <input type="checkbox"/> I want to develop my wisdom. |

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Fears Inventory

Read through the list of things people fear. Put a check mark in the column that best describes how you feel about each one. Use the blank lines at the end to write any fears you have that aren't listed here.

	Not afraid	A little afraid	Afraid	Terrified
insects/spiders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
animals (mice, rats, dogs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
snakes/reptiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
doctors/dentists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
choking/suffocating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
injury	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
blood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
death	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
automobile accidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
flying in planes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
heights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the dark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
being in a small area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
being alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
being in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
nightmares/ghosts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
amusement park rides (<i>example</i> : the roller coaster)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
severe weather/disasters (storms, fires, floods, earthquakes, tornadoes, hurricanes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
God (or Higher Being/Higher Power)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
your teachers/principal/boss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
your parent(s)/guardian(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
girls (if you're a boy)/boys (if you're a girl)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bullies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
making mistakes/failing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talking to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
being criticized/teased/embarrassed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
your own talents/abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
responsibility/being in charge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
performing (speaking, singing, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
growing up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interests Inventory

For each "Would you rather . . ." list, put a 1 by the thing you like to do most, a 2 by your second choice, a 3 by your third choice, and a 4 by your fourth choice.

I. Would you rather . . .

- a. paint a landscape?
- b. write in your journal?
- c. be in a play?
- d. surf the Internet?
- e. take care of your neighbor's dog?
- f. bandage someone's cut?
- g. make math flash cards for a younger kid?
- h. rock a baby?
- i. plant flowers?
- j. repair a light switch?
- k. bake cookies?
- l. organize your friends in a walk-a-thon?
- m. patrol your school halls to stop kids from running?
- n. play catch?
- o. help put a roof on a house?

II. Would you rather . . .

- a. hear a symphony?
- b. tell a story?
- c. demonstrate how to do a new dance?
- d. work on a computer?
- e. go to the zoo?
- f. listen to someone's heartbeat?
- g. give a report on the weather?
- h. teach a younger kid how to play ball?
- i. learn how to raise chickens?
- j. put a new wheel on a bike?
- k. make a cake for a friend?
- l. make bumper stickers and sell them?
- m. help with a neighborhood watch?
- n. go swimming?
- o. build a playhouse for the kids in your neighborhood?

III. Would you rather . . .

- a. decorate a mural?
- b. read a book?
- c. be on the program for a school assembly?
- d. take apart a telephone?
- e. find homes for abandoned animals?
- f. help people find jobs?
- g. give an inspiring speech?
- h. comfort a sick child?
- i. be a guide for hikers?
- j. work with hand tools (squares, saws, rules, plumb lines)?
- k. plan a menu?
- l. start a landscaping business with friends?
- m. start a Youth Crime Watch at your school?
- n. compete in sports?
- o. paint, plaster, or hang wallpaper?

IV. Would you rather . . .

- a. play a musical instrument?
- b. write a poem or limerick?
- c. make people laugh with your jokes?
- d. put together a kid's toy wagon?
- e. watch a video on the habits of gorillas?
- f. counsel people who are troubled?
- g. research a topic you'd like to learn more about?
- h. play games with children?
- i. landscape a barren hill?
- j. follow directions to put a machine together?
- k. learn about how to season foods?
- l. start a recycling program at your school?
- m. patrol a neighborhood to keep it safe?
- n. watch football on TV?
- o. build cupboards?

SCORING: Each response begins with a letter of the alphabet. For each response you marked with a 1, 2, 3, or 4, write its letter here. (Example: 1: a, a, b, c.)

Your scores:

1: _____, _____, _____, _____

3: _____, _____, _____, _____

2: _____, _____, _____, _____

4: _____, _____, _____, _____

Relationships Inventory

For each statement in this inventory, check the box that comes closest to describing how you feel about your relationships.

	Most of the time	Some of the time	Seldom or never
1. Most of my friends seem to like me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My parents respect my opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My friends seem to have a good time with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My brother(s), sister(s) or parents seem to enjoy my company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My peers admire me or look up to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I enjoy hanging out with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I like my teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I feel accepted by my parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My family doesn't get on my nerves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I'm able to talk with my parent(s) or guardian(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I don't feel left out of activities with friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I'm satisfied with the friend(s) I have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My family and I share responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I'm confident when I am around people my own age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I can share my opinions with my peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I don't look down on others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I like to talk with older people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I can talk easily with younger children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. My parent(s) or guardian(s) seem to understand me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I'm on friendly terms with most people I know in my neighborhood and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCORING: Give yourself 1 point for every check mark in the "Most of the time" column, 2 points for every check mark in the "Some of the time" column, and 3 points for every check mark in the "Seldom or never" column.

Number of "Most of the time" responses: _____ x 1 = _____

Number of "Some of the time" responses: _____ x 2 = _____

Number of "Seldom or never" responses: _____ x 3 = _____

TOTAL _____

Learning Styles Inventory

*Read the following descriptions.
Check the ONE that sounds most like you.*

- ___ 1. I like to know *why* things happen. I like to consider many different ideas. I have a good imagination, and I usually come up with good ideas. I like to find solutions to problems and issues. I like practical solutions. I don't like to set schedules; I'm very flexible.

- ___ 2. I like to think about concepts. I enjoy listening to guest speakers. I love theories about *what* makes things work. I like to work hard and prefer following definite steps to find solutions. I enjoy studying principles and details, and I like columns and figures.

- ___ 3. I like to know *how* things work. I enjoy lectures and abstract ideas. I like to experiment, solve problems, and make decisions. I enjoy technical tasks more than "people problems." I like to tinker, and I like schedules.

- ___ 4. I like to talk about "what if" situations. I enjoy real, concrete experiences. I like to apply what I learn. I rely on my gut feelings more than on logic. I love taking risks, and I enjoy helping other people to be creative. I bring action to ideas.

Self-Portrait

Take a good look at yourself. What do you see? After you complete this verbal self-portrait, you should have a more clear and complete view of the person you are at this point in time. Answer each question as honestly as you can; add more paper if you run out of space.

1. What do I look like?
2. What do I like to think about?
3. What do I like about myself?
4. What are my best character traits?
(Look back at the Character Traits Inventory on page 7.)
5. What traits would I like to develop or strengthen?
6. What scares me the most?
(Look back at the Fears Inventory on page 8.)
7. What am I most interested in?
(Look back at the Interests Inventory on page 9.)