



How to Have **More CONTROL** *Over What Happens To* **YOU**

Selina Joy Jackson, M.A.

How to Have More Control Over What Happens to You
Guide To Success Series Book I

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ACKNOWLEDGMENTS

Thanks to all of the educators I have worked with over the years who helped to spark these ideas. Their experience, feedback, and professional knowledge were invaluable.

Thanks to all the students I have worked with over the years, particularly those who allowed me to experiment and explore the many ways to improve student learning and success. Their patience, cooperation, and most of all, sense of humor helped to keep us all among the sane.

Thanks to my family for listening for hours to my “creative genius” in preparation for action, as well as for loving and encouraging me.

In Memory of Dr. Kembleton Wiggins, Ph.D, Ed.D, my friend, colleague, and mentor. You know I could write a book about you, your brilliance, and your support alone. Let it suffice to say I appreciate you, I recognize the gift, and I thank you for continually encouraging me to pursue my dream. Without you, I would never have done it.

HOW THIS BOOK RELATES TO YOU

What's up? Allow me to introduce myself. My name is Selina Joy Jackson and I am the author of this book. Why did I write a book like this? Well, it's simple. My teen (and even before) years were tough. Although this book is written with ALL young people in mind, it is especially for those of us who have seen, heard, and gotten hit with the hard ball before we even knew what a bat was.

It wasn't easy growing up...

Here are a few examples of challenging experiences from my life:

- **2 years old** – I was found alone on the kitchen counter trying to cook for myself.
- **5 years old** – I was abducted and I escaped.
- **6 years old** – My mother tried to kill herself.
- **12 years old** – I stopped my mother from trying to kill herself a second time.
- **15 years old** – My mother died and I was signed over as a ward of the court.
- **16-17 years** – I began to bounce around from foster home to foster home.
- **18 years** – I began to have panic attacks and suffered for years. Fortunately, it didn't end there

As you can see from my mini-timeline, I was doing things at the age of two that are way out of the ordinary. It seems that age 15 was my turning point. By that time, I had all the symptoms that fit right into the category labeled "at-risk." I was supposed to drop out of school, become a drug addict, or be some other statistic. Confused as to why this had to happen to me, I became engulfed by anger. I began feeling resentment and other negative emotions about those whose lives seemed easier than mine.

If you've already felt some of the frustration and anger of the hard knocks of unsuccessful life, I don't blame you for feeling this way. You have a legitimate reason. However, no matter how strong a feeling feels, it can't do anything to make your situation better.

Often, when we go through hard times, we tend to make excuses. Excuses may sound like: "I can't do it because my dad left me." "I was abused." "Nobody in my

family has ever done it.” “It’s not the way I was raised.” And so on. We give all kinds of reasons why we can’t—excuse-ing ourselves from success.

I have been there and done that. I once heard, “Complaining is like sitting in a rocking chair. It feels good while you’re doing it, but it gets you nowhere.” It is time to get out of the “rocking chair” and change your life!

In an effort to really explain how to change your life, I’m not one to sugar-coat or come off softly. I’m bringing it! Learn something, put it to good use, and most importantly, enjoy!

With your extra success and happiness in mind,

Selina Joy Jackson



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Are You Ready to Learn Something New and Powerful?

To our young readers: This book was written especially for you. If you read it and do ALL of the exercises, you will get more control over what happens to you. This means that you will feel happier, stronger, and even more positive more of the time. Now, who doesn't want that?



Introducing Our AGENTS!

EXCITEDLY!

You are not here by chance. You are here because you want to be more successful and happier now and in your future. There are certain skills and abilities that you need so you can get what you want while avoiding needless trouble. A lack of these skills and abilities means you struggle, miss out on important opportunities, and even lose friends and respect. Reading and applying the powerful strategies in this program can help. Our two agents will help you DISCOVER the necessary “Intel” needed to navigate these important missions based on real-life scenarios. We won’t leave you hanging - think of this book as Gaming for Life Success! Upon completion, you’ll feel more equipped to take on missions by yourself.



Pre-Program Survey

DIRECTIONS: Read each question carefully. Mark the space next to your answer with a “Y” or an “N”.

Check all that apply to what you believe to be true:

1. Hitting is the best way to protect myself. _____
2. Other people sometimes make me mad. _____
3. I believe it is sometimes necessary to use intimidation in school to get what I want. _____
4. I handle my anger in ways that create even more problems for me. _____
5. Achievement is important to me. _____
6. The teacher is responsible for my education. _____
7. Sometimes I have no other choice than “cussing” someone out. _____
8. I don’t really expect to go to college. _____
9. I cannot control how I feel. _____
10. I have no choice in what happens in my future. _____
11. I worry about my safety in school. _____
12. I usually act before I think about consequences. _____
13. I would never “tell” on someone in school. _____
14. I sometimes worry about what others will think if I refuse to fight at school. _____
15. Having fun is more important than learning. _____
16. I can change the way I feel by changing the way I think. _____

DIRECTIONS: Please answer in your own words.

17. In what way does your school environment affect your ability to learn?

18. In what way does my family's behavior influence my decisions?

19. Where do you see yourself one year from now?

20. Where do you see yourself five years from now?

Great! Now, you're ready to move forward to the next section. Go for it!



Chapter One

THE GOOD LIFE

Chapter Goals

(Setting goals is the first step to taking control.)

1. Rate the quality of your life.
2. Find out how to improve the quality of your life.
3. Take steps toward a more satisfying life.

Advertisement

School of Hard Knocks

Classes meet 24/7
On the spot **training** in life.
We specialize in **learning** the hard way.
Pay as you go.

We accept cash, time, health, reputation, even your life.

“Hands on” training for those who lack discipline, motivation and goals.

WE RUIN YOUR LIFE!

Guaranteed Results
(We didn't say you would be happy with 'em)

“

The school of hard knocks is actually just a saying that means you learned the hard way.

”

DOWN TO IT

“The school of hard knocks” is actually just a saying that means you learned the hard way. I attended the school of hard knocks! When you learn the hard way, class is in session 24/7. Although there is round-the-clock instruction in this school, you’re more likely to fail because the final tests are given before you learn the material. But you do learn. The lessons are costly and frequently painful. Often, not only do you pay tuition, but those closest to you pay as well. There is no recess or lunch break. Instead, you spend your time trying to catch up on missed assignments.

Yet, it is in the midst of all this that I discovered one of the most valuable lessons in life. Give to get. In order to get something, you have to give something. The world is set up this way. If I had learned this lesson sooner, I could have saved myself much heartache and trouble, but there was no one around to tell me.

Nobody around me was discussing this or other important issues like how to grow up easier and more enjoyably, how the mind works, or how to get what I want AND avoid needless trouble, so I spent a lot of time getting knocked around by the circumstances that I’d unknowingly created. I didn’t realize the impact my behavior had on the quality of my life.

Then, I discovered that if I wanted to get the good life, then I (or someone else) was going to have to give something in return. I looked around for someone else to do it. No luck. Everybody else was too busy trying to get something for themselves.

Well, instead of waiting around for someone else to do it, I finally decided to take control of my situation. I started by giving some of my time—to reading about education and psychology, reading self-help books, educating myself on other topics, finding out more about myself, learning about my personality, and deciding what I wanted.

I found out there were faster and easier ways to improve the quality of my life—to “attract the good life.” Imagine what you could do with this important information.

Rate the quality of your life. Circle the number that shows where you feel it stands today.

Complete Disaster

Amazingly Wonderful

1 2 3 4 5 6 7 8 9 10

QUALITY OF LIFE

DIRECTIONS: Please answer the following questions.

1. Do you feel satisfied with the quality of your life right now? Yes ____ No ____
2. When was the last time the quality of your life lay in the “complete disaster” area?

3. What was that like?

4. Is that what you really want? Yes ____ No ____
5. Write a few examples describing times that your life has been “amazingly wonderful.” Here are two of my examples: Smiling faces, A’s on a report card

6. Write down a few examples of what you might hear when your life is amazingly wonderful, such as laughter and compliments.

7. Write down a few examples of how you feel when the quality of your life is amazingly wonderful. You might write something such as proud or confident.

8. You have just examined your thoughts about what makes up your amazingly wonderful life. Write down a few steps you could take to get there (your amazingly wonderful life) from where you are right now:



**Imagine your life as amazingly wonderful.
How is it different from your life today?**



Quality of Life

Reading and doing the EMO-INTELL™ Exercises in this book will show you how to improve the quality of your life. You get to reap the benefit of other people's experience. You can analyze what the "shot callers" do and decide how best to use that information to accomplish exactly what you want to accomplish. You will see how the extraordinary "players" target their game and make expert moves. You'll handle the hard facts, think about your response and jump right into action.

Although you might wonder if it's really necessary to do the written exercises, it is essential for you to think about and play an active role in your success.

Basic instinct tells you when things don't feel right. You now have the opportunity to figure it out for yourself and use it with other people, so that it will all work together for your good.

So, let's get started...



QUALITY OF LIFE SURVEY

	True	False
My behavior is not considered a “menace to society” (troublesome).		
I have few or no headaches, neck or back pain, or stomach problems.		
I spend no time getting freaked out about stuff I have no control over.		
I have plenty of support. I have people I can trust and talk to about anything.		
Most of the time I feel physically strong and healthy.		
I have fun in ways that avoid unnecessary stress and pressure.		
I am a stress master. I handle stress in ways that eliminate additional problems.		
I can get others to laugh or smile without creating unnecessary difficulty.		
I am committed to doing my best in school		
I find ways to get what I want without creating problems for myself or others.		
I know how to get adults to say “yes” when they want to say “no.”		
I participate in one or more hobbies that I enjoy on a regular basis.		
In school, I laugh and enjoy my schoolwork.		
I experience some type of success each day.		
I get along well with my teachers		
I have the respect from my peers that I deserve.		

Count how many “true” answers you have: _____

“The more “true” answers you have, the better you will feel.”

QUALITY OF LIFE SURVEY RESULTS

Level	Descriptions
Shot Caller <i>(You Get It Done)</i>	15-16 “True” answers. <ul style="list-style-type: none"> You use the “give to get” strategy to your advantage. You do things now that will bring you pleasure later. You clearly see value, money, and “the good life” in education, so your school work produces a very high GPA. You are strong, in charge, a master of the game.
Jr. Executive <i>(Keep gettin’ yo grind on)</i>	13-14 “True” answers. <ul style="list-style-type: none"> You use the “give to get” strategy to your advantage. You do things now that will bring pleasure later 85-90% of the time. You see value, money, and “the good life” in education. By working smarter (not harder), your GPA rises even higher. You are getting stronger.
Apprentice <i>(Learning the trade)</i>	11-12 “True” answers <ul style="list-style-type: none"> You use the “give to get” strategy 75% of the time. You do things now that bring you pleasure later 75% of the time. You see some value in education and you’ll get even more of what you really want when you do it like the shot callers. Your “C” average steadily rises as you give more attention to details. Avoid “bench warmer” status. Get in the game.

Unemployable

(A definite candidate for the “School of Hard Knocks”)

10 and below “True” answers.

- You don’t use the “give to get” strategy.
- You don’t set things up so that you will experience even more pleasure later.
- You don’t see the value of education—the money and “the good life” it brings.
- You don’t even realize that a game is being played. In fact, you’re the one getting played.

I have only one question:

Do you want to wait until things are even worse before you make a change?



If you don’t take your life into your own hands, you can be sure somebody else will take it into theirs.



Power Play

When talking with your folks, teachers, or other helpful adults, stand at a 90 degree angle rather than opposite them.

This will help them to see things your way easier.



GAMEPLAYS

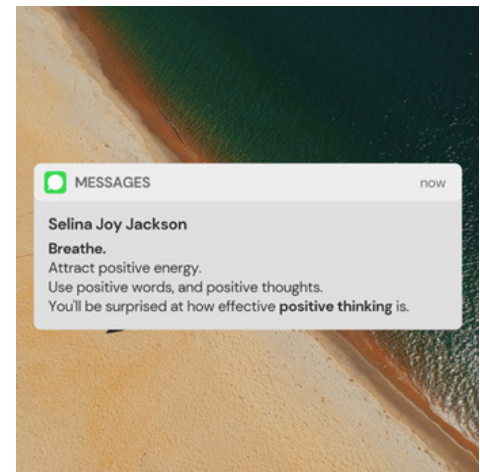
Games to empower you to feel happier and free

Beautiful Texts

How to Push Your Own Happy Button

One of the most powerful ways to boost your overall happiness (especially in the long run) is to express gratitude consistently. Here's a fun way to do it.

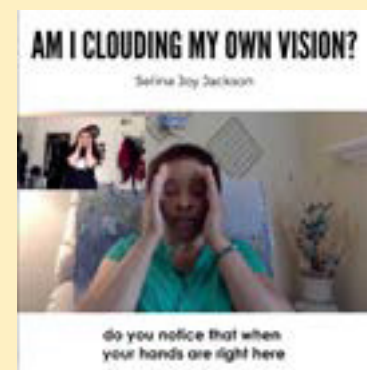
- Look for something good in this world. Take a picture of something you consider beautiful (selfies are encouraged too)
- Think of someone that you really value in your life
- Send them a text message with the picture and tell them what's good and beautiful about the picture and how it reminds you of them because _____ (fill in the blank). Then, tell them how much you are grateful for them being in your life.
- Choose to give yourself permission to feel good about yourself and what you've done to add to the goodness in our world



VIDEO WATCH

Here's a fun exercise that can help you overcome stress!

[Am I Clouding My Own Vision?](#)



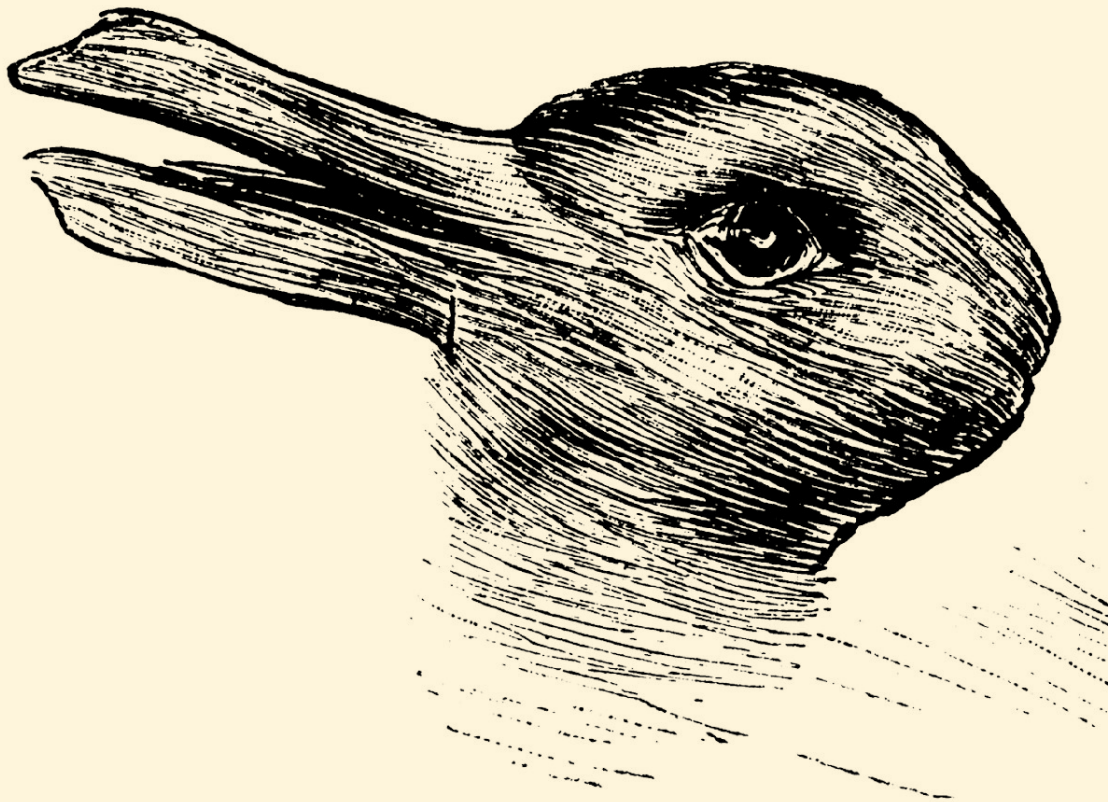


Chapter Two

WHAT DO YOU SEE?

Chapter Goals

1. Discover some things that are important to you.
2. See how to get out of “Baby Mode” and get in the action.
3. Change your choices and change your life.



WHAT DO YOU SEE?

A rabbit or a duck?

DOWN TO IT

I've shown this picture to hundreds of people. Almost everyone sees one animal right away. Then, as they look, they see the other.

You probably notice that the rabbit is facing right and the duck is facing left. And the rabbit's ears become the duck's beak.

Yes, some things are easier to see when you look at them from a different perspective (position). That is what growing up is all about---being able to see things from more than one perspective. Often, this skill alone can help you get others to say "yes" when they want to say "no."

ARE YOU IN BABY MODE?

When we are young and unable to take care of ourselves, we lack experience. We trust those around us to make decisions for us. We trust them with our emotions. We trust them with our very lives because we don't know any better. As time passes, we experience, learn, and grow. Sometimes we don't see the whole picture. We only look at the details from our perspective. Babies only see things one way...theirs. *Are you stuck in baby mode?*



EXPRESS YOURSELF

Name three things that are important to you but that are not important to your folks:

1.

2.

3.

Name three things that you feel are important to your folks that you don't care about all that much.

1.

2.

3.

The fact that you now realize that you consider some things important that your parents don't and vice versa, means you are out of baby mode. That means you can start saying and doing the things that get you more control over what happens to you.

The benefits? You get to choose who you hang out with. You get to choose when and where you go with your friends. You get to choose when and how to enjoy your happiness. Now, who doesn't want to know how to get that?

We'll find out how, but first you need to realize:

- Life contains variety.
- It holds people of all shapes, colors, and sizes.
- Ages vary; values, beliefs, and what's important or not, depend on the individual.
- There is boundless potential to finding the right way.

Looking at things from different perspectives means that you start asking yourself questions like, *"How could I have done this differently?"* Or, *"What is a better way for me to get that?"*

Listen Deeply

Since you are now older than when you first started life's journey, you can step out of character and find yourself looking at things in a more mature way. Realize now that you will change your life as you change your choices. Avoid getting stuck doing things one way. Instead, see the unlimited possibilities before you. Then you get to use them when and how you choose.



GAMEPLAYS

Cell Phone Magic

Grab your cell phone. Turn on the camera.

Take a quick shot of yourself.

Now, look at the picture for 30 seconds. Resist the urge to delete and retake it. Just look at the picture. After 30 seconds did you notice any thoughts that went through your mind? Were they helpful? Or, were they critical? Did you notice things you didn't like? Or, did you immediately find the things that you like most?

Many people have the tendency to find and focus on what they DON'T like about themselves. The problem with that is it tends to create stress. What if you made a decision to find and focus on the good from now on?



WHAT KIND OF ANIMAL IS YOUR BEST FRIEND?

This activity is a fun way to train your brain to start seeing things from different perspectives.

DIRECTIONS: Circle one person to write about.

- A family member
- A famous person
- A friend
- Your best friend
- A teacher
- A classmate

Write the name of the person about whom you are thinking:

Now, give your brain the game of imagining this person in some interesting (and FUN) ways...

EXCITEDLY! Go to the next page.

DIRECTIONS: Describe the person about whom you are thinking.

a. What toy is this person? Why?

b. What food is this person? Why?

c. What sport is this person? Why?

d. What musical instrument? Why?

e. What animal? Why?

f. What car? Why?

Congratulations! You've just jump-started your brain in the process of learning to see things from more than one perspective. This will help you get more of what you want while avoiding needless trouble.



Chapter Three

DOES IT WORK?

Chapter Goals

1. Consider and use the “right” moves so you can take charge right away.
2. Use “school behavior” that works for and not against you.
3. Know how to get the exact response you want from other people.

DOWN TO IT

Does your behavior stay the same no matter where you go? Do you use the same language with everyone? Do you just do what you feel, whenever you feel?

If so, I understand that you may only be doing what you're "used" to doing. And, no one can make you do or feel anything. In fact, the only person that can make you do anything is you!

Take a moment to consider just how much control you really have... Do you realize that you have the power to analyze the options and choose your own destiny?

FILL-IN-THE BLANKS

DIRECTIONS: Fill-in the missing words below. Use the list of words from below to fill in the blanks.

Does your _____ stay the same no matter where you _____? Do you _____ the same _____ despite whom you're _____ with?

Take a moment to _____ just how much _____ you really have. Do you _____ that you have the _____ to analyze the _____ and _____ your own _____?

go behavior use language talking
 consider control realize power options
 choose destiny

TAKE MORE CONTROL OF YOUR BEHAVIOR

I remember, as a teen, I doubted what most adults said. I thought I knew what was up. I was the master of the game. As far as I was concerned, adults were old-fashioned and unaware. All they seemed to want to do was to keep me from having any fun. I felt that they were out of touch with my world. I didn't want to hear what they had to say. If you've ever felt similarly, I don't blame you for feeling that way.

It's true. Adults sometimes don't see what you have to deal with every day. They don't always listen and hear it right. Some grown people really are out of touch with the world of youth.

However, whether adults see the point, hear the music, or get a grip or not, it's up to you to do whatever it takes to make your life count. Make your life work FOR and not against you. It's up to you to say the words that trigger the type of responses that you're listening for.

TRIGGER WORDS

Have you ever had a conversation where you were misunderstood? The other person may have fussed, yelled, or even cussed at you. You instantly realized that they just didn't get it. They completely misunderstood what you said. You can tell by their response.

When someone sees, hears, or gets something totally different from what we really meant, this tells us that it is time to adjust our delivery.

It's like baseball. The batter is at the plate. The pitch is high but she swings low. This happens again. Any good player knows that in order to hit the ball, sometimes it's necessary to step back, take a look, and re-adjust your swing.

In the same way, you may need to readjust how you approach a situation in order to get the response that you are really looking for. For example, what kind of

responses do you want from your teachers—positive or negative?

Since you want the kind of responses that give you more freedom and make you feel good, then do the next activity and you'll get to really understand...

WHICH FITS BEST?

DIRECTIONS: List at least three behaviors that are appropriate (work) for each place.

a rap concert

park

church

court

scream

run

school

the "street"

workplace

home

arrive on time

Using behaviors that don't fit the situation or place is like wearing a pair of shoes all day that is one size too small...OUCH!

What did you discover? How can you use what you discovered here to adapt your behavior to fit the time, place, and the people that you're with?

Ponder This

Even though you might wonder if it is necessary, it is important to analyze exactly what you can do to improve your luck, solve all your problems, and get those closest to you to respond the way you want them to. And you know this will benefit you immediately.



MAKE THE “RIGHT MOVES” SO YOU CAN TAKE CHARGE

When someone doesn't respond the way you expect, you need to understand that they just didn't get your true meaning, so it's necessary for you to say or do it another way and keep on changing your delivery until you get the desired response. That's what we call adapting.

People who adapt their words and behavior to fit the situation get more of what they want AND avoid needless trouble.

SCHOOL-APPROPRIATE BEHAVIOR

School-appropriate behavior is really professional behavior. It's the kind of behavior that gets the adults "off your back" and puts you more in control. We'll talk a little more about professional behavior in a minute, but first list at least ten "school appropriate" behaviors in the chart below.

Examples:

Listen to your teacher Use the internet appropriately. Do your work.
 Use your manners. Wear your uniform. No weapons.
 Bring only useful materials to class. Hang with people who are on the road to success.

Imagine what life would be like if changing your behavior were as simple as noting the need for the change. Now that you've had enough time to consider about this, I want you to run with it in the story below.

All of a sudden she could feel it. She hadn't noticed it before and now the slight pinch around her toes was almost unbearable. She winced and shifted her weight to the left trying to ease the discomfort, to loosen up the tightness. "This is not working." She plodded up the steps to her door. "Whew,! She was glad she'd finally arrived, and all she had to do was to put her outstretched hand on the knob, turn it, and walk through the door. A few more steps and she would find instant relief. She looked at the shoes and tried to remember when it had all changed, when she'd started to outgrow them...

A small slip of a smile crossed her lips. It didn't matter when it had happened. The important thing was that it had and now she knew exactly what she would do next...

What does she do next?

PERSONAL VS. PROFESSIONAL LIFE

From the time you were born, you've had a personal life. Everyone has a personal life. The dictionary defines personal as individual, private, not public, own, special, delicate. These are the things we do outside of our careers. Some of them are hobbies, sleeping, bathing (hopefully), and so on.

From the time that you're old enough to enter school, you take on a professional life. Professional comes from the word profession. Some synonyms for profession are: line of work, vocation, occupation, work, career, and business.

Why do people work, have a career, or own a business? Some see their work as their mission in life; others do it because they enjoy what they've chosen to do. But everyone works for some type of pay. In the business world, "If it don't make dollars, it don't make sense." Good business brings good money. So, let's get down to business. Since school is the place you learn about business, your career, and life, it is your professional life right now.

DIRECTIONS: Tell whether the behavior fits under personal or professional (Yes, some may fit in both).

Behavior	Personal and professional
Clown around	both (when teacher allows at school)
Do work	
Play sports	

Sleep	
Work cooperatively with others	
Bathe or Shower	
Wear pajamas	
Use slang or “street language”	
Wear a bathing suit	
Negotiate (Use the “give to get” strategy)	
Use profanity	
Other: (Please list)	
Other: (Please list)	
Other: (Please list)	

Although there are certain behaviors that are appropriate in both, anything in your personal life that keeps you from doing good business is out of balance.

Even though you may wonder if it’s necessary, it is very important to keep proper distance between your personal and professional lives. Allowing your personal life to spill over into professional time can cause a myriad of needless problems.

DIRECTIONS: Name two problems that result in mixing your professional and personal life.

1.

2.

Ponder This

Keep your personal and professional lives separate and balanced so you get to decide how to use each.

In your mind, how can you use this SMART strategy to improve your life at home and at school (or work)?



GAMEPLAYS

Game: LIFE HACKS and MUSIC LOVE

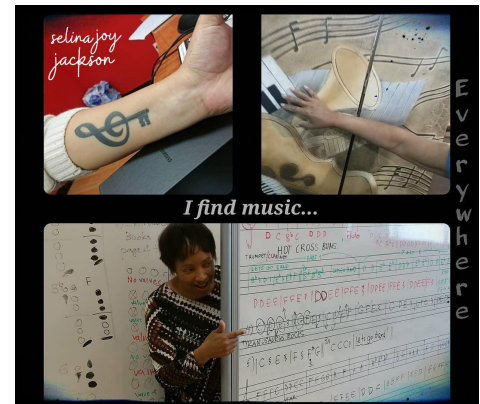
No one will argue that we have been through a lot during the pandemic and maybe even before. Some argue that we all have experience trauma because of it.

According to the National Institute of Mental Health, childhood trauma is defined as: “The experience of an event by a child that is emotionally painful or distressful, which often results in lasting mental and physical effects.”

Difficulties – even tragedies – are a natural part of life. Learning how to understand and cope (handle it) is important for your development.

- What if you could get over feeling stuck?
- What if there is a way for you to overcome the negative effects?
- What if you can feel safer and more in control over your life?

One way to do this is to use music to express how you feel. Artists, singers and songwriters do it all the time. There is power in finding your voice. And using it to uplift yourself and others.



This music game is designed to help you do it too. Check out one of Ms. Jackson's musical creations in the VIDEO WATCH she created to help her, and others overcome the negative effects when something bad happens like trauma. Then, come back and discover how to create your own.

VIDEO WATCH

Trauma Crossovers: EXCITEDLY! Watch it here:

<https://vimeo.com/650409755>

SONGWRITING 101

CHOOSE A SUBJECT:

1. Heartbreak
2. Power of words
3. Happily-ever-after love
4. Overcoming struggle
5. Choose your own

LINES TO LYRICS

First Line Ideas:

1. Ask a friend to give you the first line about your subject and go from there.
2. Pick an emotion and write from there.
3. Stop and look around you. Pick an object in your room and use it to compare your subject to

MOVIE SCENES

Imagine you're writing this song for a TV show or movie. What is the setting? Where would it take place? A school? In your neighborhood? The city? An amusement park? Who is there?

- Write about the scene
- It's okay to use bullet points.
- Just let your words come to you.

Don't try to correct anything. This is the freestyle stage of songwriting.

RESOURCES

When you start to write lyrics, here are some resources to help you get into the flow:

- Rhyming Dictionary – there are plenty online too
- Top Ten Common Idioms <https://www.theidioms.com/>
- What if you create your own Songwriter's Journal to keep your notes and lyrics?



Chapter Four

AUTHORITY RULES

Chapter Goals

1. Deal with authority figures in a way that benefits you.
2. Give to Get—using negotiation skills to your advantage.
3. Everything costs. How much are you willing to pay?

DOWN TO IT

At every level in society there are authority figures: parents, guardians, the boss, law enforcement, IRS, etc.

Those who don't cooperate will find themselves dealing with them even more. There will always be someone who has the power to give you orders. Prisons are stacked with people who never understood this concept.

Power Play

Get authority figures to say "yes" more often. Find out what that person wants and give it to them (as long as it keeps you SAFE and HEALTHY).

This is called negotiating: both parties get what they want.

If I Ruled the World...

What would happen if you knew the secrets to getting adults to say "yes" when they want to say "no"? Imagine what could take place when you realize how to get them off your back without the hassle? Feel exactly what you feel when you discover the hidden formula used by those who are most successful. Now, let's get that information.

Read on in anticipation.



DIRECTIONS: Imagine being the one who makes the ultimate decision at school for consequences for bad behavior. Write what you think would be a fair and effective (it works) consequence for each of the following behaviors.

Fighting -

Bullying -

Stealing -

Possessing a weapon -

Ditching class -

Possessing drugs -

Sexual harassment -

Using profanity -

Refusing to follow directions -

Not bringing books and materials to class -

RESTRICTED ACCESS

What is permission? How do you know when you have it? What kinds of things do you see, hear, or feel that let you know that you have freedom?

The opposite of “permission” is “restriction.” Have you ever been put on restriction (grounded) at home? If so, what was it like for you? Did you experience loss of privileges? I remember getting grounded when I was about sixteen. In our house, it was called “being in the dog-house.” My foster mom came home from work one day and found the house empty. It was about 7:00 pm, and she noticed instantly that something was wrong.

Shoes, jackets, and video games were strewn across the living room. The bedroom wasn’t much better. Clothing was carelessly tossed on the bed and on the closet floor. The kitchen was a disaster. The sink held dishes stacked to almost overflowing, dirty pots and pans littered the stove. While leftover food sat on the table, we (my brother, sister and I) were outside, down the street, hangin’ out at the homie’s crib. You know how it is.

Anyway, the problem was that we hadn’t completed our chores, so we got busted big time. I will never forget that one. I couldn’t leave the house or talk on the phone for a month! I couldn’t even watch TV. I hated not having permission.

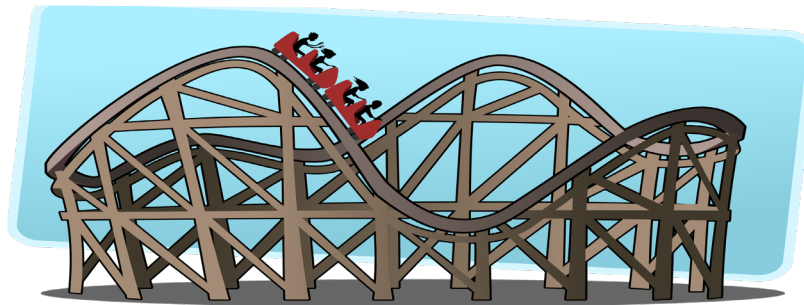
Do you like having your freedom enough that you are willing to do anything to preserve it? Why is this important?

WHY IT'S IMPORTANT TO USE YOUR FREEDOM PRODUCTIVELY

"How do you define freedom?"

- a. It means that I can do whatever I want and no one stops me."
- b. It means that no matter what happens, I ALWAYS have a choice.

If you chose "a", are you aware that definition doesn't have any guardrails. Why are guardrails important? Well, suppose someone wants your cell phone and decides to just take it. When you ask for it back, they say, "No, I can keep it because I have the freedom to do anything I want." Is that really freedom? Nope.



Would you ride a rollercoaster that had no guardrails?

Probably not. Because you are a valuable and worthwhile person, you realize that those guardrails that have been put in place to protect you. It's the same thing in life, there are certain rules and boundaries in place in order to keep you safe.

“

The true definition of freedom is: no matter what happens, I ALWAYS have a choice.

”

What if you know that you could use your power of choice (your freedom) to make a positive difference for yourself? :

- You could choose to make the best of any situation
- You could choose to find and focus on the good.
- Wait, what? You mean when something bad happens, there is something good happening too? How does that work?

This is because life operates according to the polarity principle: you can't have a left without a right, You can't have an up without a down. There is no out without an in. That means, whenever something bad happens in your life, there has to be a good side. The KEY: Focus on the good.

- What if you decide to focus on the good from now on?
- What if you have released all the fears that you can't handle the bad stuff?
- What if you realize that you always have a choice? And that is where your true power lies?

EXPRESS YOURSELF

There have been many movies about people who had something bad happen and learned valuable lessons from the situation. Tell about a movie you saw that illustrates this.

Name of movie

List some details describing how the person experienced a loss and learned lessons from it.

Your freedom works when you use it in a way that doesn't cause needless trouble

for you or others. Whenever you use your freedom productively, you feel good about yourself. The bonus: you protect your freedom too.

There are some simple things you can do to ensure that you do things in a way that leave you feeling very good about yourself.. Read on curiously..

SKATERS AND RIDERS SHOW YOU HOW

If you ride a bike or skateboard, you probably know that it's all about precision and accuracy. Jumping a skateboard successfully is something that requires accuracy. It also requires speed, timing and precision.

If you go too slowly, you won't make the jump. If you go too fast, you could lose your balance, or overdo the jump and land on your...

On the other hand, it's amazing to see the riders who do it with skill and precision. They fly past each other, at bone-breaking speeds, missing a collision by a hair. They slant on their boards at just the right angle to make that turn. It's geometry and physics in action. Expert riders do the math accurately.

Riders who miscalculate by centimeters display bandages and casts instead of medals and trophies. They sit on the sidelines watching others have all the fun, as strains, sprains, and hairline fractures heal much too slowly. Those who plan their jumps ahead of time are more likely to successfully make them. Do you rush into situations without considering the consequences of your actions? If so, allow the "board" to show you the lessons that work just for you.

1. What does riding or "jumping boards" show you about life?

2. After reading this section, what did you discover about choices and consequences?

3. What changes can you now make in your behavior in order to preserve your freedom easier and more enjoyably? (Check all that apply):
- a. cooperate with the rules at school
 - b. avoid hanging out with troublemakers
 - c. do what pleases my parents
 - d. get involved in some positive hobbies or sports
 - e. find a positive and successful mentor (someone who has already done it)

Now, name two other things you can do to ensure that you KEEP your freedom:

1.

2.

STANDARD OPERATING PROCEDURES

With freedom comes responsibility.

When I was teaching Alternative Education (for kids who get kicked out of regular school), the morning standard operating procedure or SOP in my class was:

- 4. Come into class.
- 5. Sign in.
- 6. Turn in any electronic devices such as music players, cell phones, etc.
- 7. Get all necessary school supplies ready such as folders, pencils, etc.
- 8. Work on the warm-up/review assignment posted on the board.
- 9. When prompted, stand, push your chair in and recite our class pledge.

If you are reading this book, then most likely you go to school. If you go to school, then most likely there is a standard operating procedure in each of your classes (or there should be). An SOP is:

- An organization's **required** system or way of doing things.
- **Necessary** in order to avoid chaos.
- **Important** so that we can achieve exactly what we want to achieve easier.

You can instantly see that the students who know what is expected when they enter a class are more successful and avoid a whole lot of trouble. In addition, there was an SOP (Standard Operating Procedure) for the end of the day, as well.

1. Put completed work in the black tray on my desk.
2. Put all class materials back where they belong.
3. Clean up any trash in your surrounding area.
4. When prompted, stand to deliver our closing recitation.
5. Leave the campus immediately when dismissed.

SOPs are slightly different from class rules. Some examples of rules are:

- Complete all assignments accurately.
- Follow teachers' and all other authority figures' directives.
- Keep hands, feet, and all other objects to yourself.

Rules are usually in place for safety purposes, while SOPs are basically for efficiency.

Efficiency = good organization

Rules are usually consistent (or they're supposed to be) and are followed for the whole day. SOPs depend on where you are and what you're doing, and they may be different for each class period.

You've just discovered why you follow rules and procedure. That means you're not just doing it because someone told you to do it. What if you knew that understanding why something works is empowering?.

Video Watch

Go watch this interview with graphic designer, Jackie H as she shares the crazy things that happened when someone tripped over an SOP.

Ponder This

Classrooms where the SOPs or rules are unclear are a set up for your failure. Get success easier by asking your teacher(s) to post the rules and SOPs so that you know exactly how to do it well. Or, if they don't write it, pay attention to what they are and write them for yourself.



1. Choose one of your classes.
2. List the SOP for entering the room.
3. List the rules for the class.

(If you're unsure or there isn't one, this could cause you major problems, so ASK THE TEACHER).

Class Period

Sample SOP

Enter classroom quietly.
Put completed work in the blue tray.

Sample Rules

Keep hands and feet to yourself.
No running in the classroom.

SOPs

1.
2.
3.
4.
5.

Rules

1.
2.
3.
4.
5.

Now list two benefits of cooperating with the SOPs in your class/school:

1.

2.

Two problems that I will avoid by cooperating with my school's SOPs are:

1.

2.

What if you choose to agree to cooperate with your classroom's standard operating procedure and rules so you can enjoy your school success when and how you choose? YES!

Sometimes life throws a curve ball. It puts us in a situation that tempts us to feel like we have no choice.. The pandemic did that to all of us. Gave us reasons to feel like we were trapped, like we couldn't make it. It was difficult for everyone...at least everyone I know.

The truth is, since you're reading this book now, that means you have the power to overcome obstacles. You've already done so countless of times. And despite the pandemic, you're still here. The key to overcoming obstacles, no matter how hard they may feel, is upgrading your mindset.

The fun GAMEPLAYS on the next page can help.

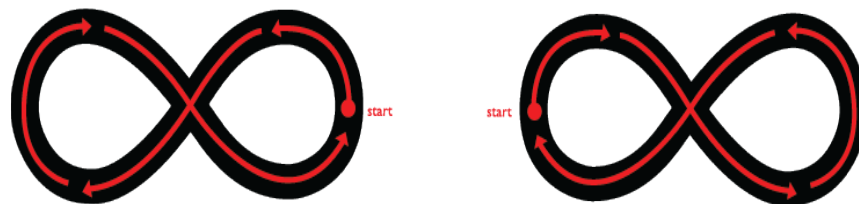
This story was shared by one of my former students. He discovered the principle of give to get in a very interesting way. Read on to find out how...

GAMEPLAYS

Games to empower you to feel happier and free

Crazy 8's

Put a piece of paper on your desk or table. Put a paper weight at the top of the sheet to hold it down so it doesn't move. Take two pencils or pens. Hold one in each hand. Now, draw an infinity symbol with each hand. It looks like a horizontal version of the number 8.



Remember, draw the symbols simultaneously...continuously. Don't stop or lift the pencil for 60 seconds. This exercise helps you connect to both sides of your brain and expand your flexibility and creativity. This can help you solve problems easier. Isn't that good news?

Now, go for it! Feel free to repeat this game a few times a week or when you want to solve a problem faster and easier.

Video Watch

Go watch this video of the illustrator and graphic designer, Jackie, who created the character's in this book. She shares her first time using Crazy 8's to expand her creativity so she could be more successful and happier. Click on the link:.



Chapter Five

RAPID SOLUTIONS TO PEOPLE PROBLEMS

Chapter Goals

1. Discover rapid solutions to people problems.
2. Find easier ways to get others to say “yes” when they want to say “no”.
3. Learn how to deal with difficult people even more effectively.

DOWN TO IT

Do you hear your folks yelling at you more than you want to?

Do you get blamed for stuff you didn't do?

Do you feel tired of teachers nagging at you to do better?

Robert's Story

Robert, an eighth grade student, and I were having a conversation about a teacher that he'd been having trouble with.

He said, "Mr. Jones always yells at me. I don't like it so I just won't do my work."

I questioned, "So, you're saying that when the teacher yells, you respond by not doing your work?"

Robert answered, "Yeah, Ms. Jackson. If Mr. Jones wouldn't yell at me, I would do all my work."

I looked at him for a moment and replied, "Do you want to graduate?"

He looked at me like I'm crazy. "Of course. Come on, Ms. Jackson...what do you think, I'm stupid?"

I gazed at him for a moment and asked, "Well, If you don't do your work, will you graduate?"

He looks down. He sighs out the answer. "No."

"And if you don't do your work, who is really getting punished?"

"OK, OK, I get it..." he got up with a knowing smile and went back to his classroom.

WHO'S REALLY GETTING PUNISHED?

DIRECTIONS: Answer the questions. (I'm looking for your answers, not the "right" answers).

1. The teacher yells at you in front of the whole class. What's the first thing you say to yourself?

(Some possible answers are, "She's disrespecting me" "This is embarrassing." "Everybody's gonna think I'm weak if I don't say something back....")

2. What emotion (anger, fear, or ?) do you feel when the teacher yells at you?

3. How do you usually respond if the teacher yells at you?

4. When you're responding that way (in #3), what are you trying to accomplish?

5. Does it work without causing you even more problems? Yes _____ No _____

6. List several other possible effects of yelling, cussing, or refusing to do your work:

Possible Consequences:

You get sent to the office.

You miss valuable instruction and fall behind in your assignments.

Your parents get called

You get to spend some extra time in school (detention, Saturday school, etc.)

a. _____

b. _____

7. Now what might it cost you? (Check all that apply)

- time
- good grades
- respect
- reputation
- money
- privileges

8. What else could it cost you?

a.

b.

9. Name two ways you can respond to teachers and other adults that is respectful to yourself and to others if they do something you don't like.

Ponder This

Since you are now older than when you first started school, in the future when a teacher or another adult does something that you don't like, you can respond in ways that are respectful to yourself and to others.



BE CURIOUS

I want you to be curious about something. If you refuse to do your work, yell, cuss, or throw tantrums when the teacher does something you don't like, who is really getting punished?

I understand that this teacher may have stepped out of line when they yelled at you. I also see how you might feel like getting back at them. And I don't blame you for feeling that way.

The truth is, when the teacher or any other adult does something that you don't like, you can respond ANY WAY YOU CHOOSE. You can yell, cuss, and refuse to follow directions or not do your work. But...at what cost?

How to Get The Teacher To Say "Yes" More Often

In a perfect world, all students would like all teachers and vice-versa. Realistically, we don't live in a perfect world, so:

1. How do you know when a teacher doesn't like you? List three things teachers might do when they don't like you:

2. When a teacher likes you what problems do you avoid?

3. Zack is dealing with a troublesome teacher who does not like having him in class. He doesn't realize that he has done some things to contribute to the problem as well. List three things that Zack may have done to get on the teacher's bad side.

- a.
- b.
- c.

4. What behaviors could Zack change so the situation works for, rather than against, him?

DIRECTIONS: Check all that apply.

- a. Avoid creating a disturbance while others are working.
- b. Deal with disagreements in private.
- c. Avoid arguing with the teacher in front of the class.
- d. Using negotiation to get what he wants.
- e. Avoid using bully tactics (fear, intimidation) to get what he wants.
- f. Use professional language.
- g. Breathe deeply and talk calmly.
- h. Keep questions and comments on topic.
- i. Avoid doing things that increase stress (for himself or for others).
- j. Turn in his completed work on time.
- k. Avoid any speech or behavior that could make adults think that he is violent or psychotic.
- l. Avoid doing anything that could make it harder for teachers to do their job.

5. What does Zack's situation show you about:

Relationships -

Life-

6. Is it possible that Zack may want something from this teacher in the future? Check off one or more of the things he may want.

- A “good news” letter
- free/fun activities
- Good grades
- A green light to his requests



During a conference with his teacher, she tells him: When teachers get what they want, it’s easier for you to get what you want. Zack decides to change his behavior.

IMAGINE YOU BEGIN TO CHANGE YOUR LIFE

1. Imagine you are doing very well in school. What kinds of things do you see yourself doing?

2. When you're doing well in school, what things do you hear the teacher and other adults saying to you? What are you saying to yourself?

3. Feel the positive feelings of doing well in school. What does that feel like?

It feels wonderful not to have “people problems.” Don’t you agree?

In this world there are people. As long as there are people, there will be people problems of some sort. The information in this section has given you the skills and power to keep yourself from the unnecessary hassles.

Listen Deeply

All of the reasons you had for doing things that displease your parents and teachers have now outlived their usefulness and effectiveness. You will find yourself cooperating with all helpful adults in ways that satisfy all the needs of your total personality. And then you get to choose and enjoy the results.



Sometimes the “people problems” come as a result of just being young. Adults may not listen to you or value your opinion just because they are older. They mistakenly think that because you’re younger what you have to say doesn’t count. But, the truth is, what you have to say about a subject really is important; especially when it involves you and your life. Never let anyone de-value your insight just because you’re young.

Take action now to get adults to really listen to what you have to say. This is how Maria did it.

GAMEPLAYS

Games to empower you to feel happier and free

Ball Toss Mood Shifters

Grab a ball. As you toss or bounce it, say these positive What If' questions to help shift your mood:

- What if I knew that this feeling is temporary?
- What if I can handle this?
- What if a wonderful, healthy idea comes to me that makes everything better?
- What if I take my attention away from what I don't want and put it on what I do want?



Now, choose to pay attention to what would happen if the problem were solved and you were feeling better, then you get to really understand. Why does this work? Anytime you're feeling an emotion, there are at least three things that are contributing to it. 1) Your physiology 2) Your self-talk, and 3) your point of focus. When you change one of those, the emotion changes. If you change all three, that is the most powerful. This game has you change all three. Haha!



Chapter Six

STREET LAW!

Chapter Goals

1. Pinpoint and eliminate potential obstacles to your success.
2. Discover the SECRET Codes for Success
3. Get “them” off your back once and for all.

DOWN TO IT

My nieces and nephews came to visit one weekend. On Saturday morning, one of the girls told me that someone had taken her candy. I called a meeting where I explained that some candy had been taken. Immediately, her brother admitted that he'd eaten it. I thanked him for his honesty and then explained to them about the "safety code". I broke it down like this.

Every human deserves to be safe. You are human, so you deserve to be safe. Every human is valuable, worthwhile, and important. You are human, so you are valuable, worthwhile, and important. Why do you think that they created laws to protect you? Because you are valuable, and so, you can be safe. Believe that. You deserve it.

I told them that I understand that they have to deal with a lot at school, and maybe even at home. I then asked, "Where is it that you feel safe?" One nephew shared that most of the time he didn't even feel safe at home. "Dang", I responded. "That's messed up." I shook my head.

"Well, everyone needs a place where they can feel safe. My home is considered a safe zone. It is ruled by the safety code. Therefore, there's no need to worry about whether or not you or your personal belongings will be harmed in any way. "Ridicule, harassment, or any kind of abuse is off limits. Instead, you can spend time here doing more of the things that you really enjoy. If you violate this code, you lose your space here. Make sense?" Only a fool wouldn't agree.

We all agreed and spent the weekend drawing, painting, and playing basketball, tennis, and video games. We went to the Block, saw a movie, and belly-laughed. We ate pizza, hamburgers, and yes they had to eat salad and fruit. Cookies, chips, and candy were available too. It was heaven. And since personally I've had enough of the other place, heaven works for me. How about you?

Name three places you can go when you want to relax and feel worry-free:

1.

2.

3.

SUCCESS RULES

What is a rule? It is a code or set of codes governing action, procedure, etc. They tell you what to say and do in a given situation. What is the purpose of rules? Rules are designed to help you be successful. Just as there are rules for different types of games, there are rules for different places.

1. Name three rules of your favorite sport:

a.

b.

c.

2. What is the purpose of having rules in sports?

Sometimes exceptions to rules can and will be made. Other times there are no exceptions. It is during these times that you may feel frustrated, let-down, or mad, especially if in the past you've been allowed to get around it or "slide."

Sometimes, there are well-meaning people who believe they're helping you by letting you slide, or get around the rules and requirements. But usually, this is not how it happens in the real world. In the real world, you have to cooperate with rules to get what you want.

DO YOU KNOW THE CODE?

One important hidden code of success in school is Avoid laughing when an adult is talking to you about a problem.. Laughing when an adult is in “correction mode” sabotages your success and brings even more trouble breathing down your neck. Keep a straight face and look apologetic, even if you don’t feel that way. Sometimes you just gotta play the game.

Another school success rule is: Education can give you power to climb the success ladder and make good money. Even though you might not think it’s necessary or doable, it is important to take your education seriously and use it to improve your condition, rank, and status.

Now, let’s discover some other secrets that have been causing some people a lot of problems...

When I was teaching in alternative education, some of my students hung out in the streets or knew people from the streets. What are some of the hidden rules on the streets? ,“Never let ’em see you sweat,” “Don’t show fear or weakness,” “Don’t trust anybody,” etc.

DIRECTIONS: Name two more.

1.

2.

These “street laws” dictate how people think and act on the streets. If you don’t know them, then you just get caught slippin’.

However, if you use this same set of rules at work or school, what are some of the possible consequences? Do the following exercise and you’ll get to be more in control of what happens to you. Now who doesn’t want that?

Secret Codes of Success

Most places have known rules, but in many places, there are some secret codes of behavior that may not be so obvious. Knowing these “hidden” rules can help you be successful where you are. If you don’t know them, then you’ll face needless trouble.

STREET LAW!

The philosophy*, ethics*, and the way things are done in the streets are different than in school.

***Philosophy-**

attitude, viewpoint, or way of life.

***Ethics-**

principles, morals, beliefs.

DIRECTIONS: Write *School Rules*, *Law of the Street*, or *Both* in the blanks.

1. I want it, I take it.	<i>Law of the street</i>
2. I use my language to negotiate.	<i>School Rules</i>
3. I'll get them before they get me.	
4. I am willing to work for what I want.	
5. I make good choices now for a better future.	
6. I use my language to intimidate	
7. I have to prove how tough I am.	
8. Education and achievement is important to me.	
9. I do what needs to be done, whether I feel like it or not.	
10. I must protect my "tough guy" reputation.	
11. I use non-aggressive ways in order to protect myself.	
12. When someone does something that I don't like, I respond in ways that are respectful to myself and to others.	
13. It's OK to take the law into my own hands.	
14. I handle anger in ways that create even more problems.	
15. I use aggression or intimidation to get what I want.	

16. I use my language to embarrass or humiliate.
17. I find healthy ways to express my feelings.
18. I get your permission before I touch your stuff.
19. Adults are here to protect me.
20. I keep a straight face and avoid laughing when I or someone else is being disciplined.

"LA VIDA LOCA"

When someone takes something of yours without your permission, how does it make you feel? Do you feel violated? Do you feel like it's unsafe for you to leave your personal belongings lying around? Do you feel suspicion? Taking something without permission is a "street element." Taking the law into your own hands, using force, fear, or intimidation to get your way is how it's done in the streets.

Revenge

Sometimes people say things we don't like. They may do things we consider rude, mean, or that violate our standards. When this happens, the temptation to take the law into your own hands and get revenge may seem sweet. When someone does something you don't like, how do you normally respond?



We see this a lot in the movies.

1. Name a movie where one or more of the characters uses violence or takes revenge on another character. Briefly tell how the character takes revenge.

2. What are some of the consequences of bringing the “law of the street” into the classroom?

3. Your physical AND psychological safety will be threatened if schools allow:

4. What is the difference between “ratting someone out” and “informing for safety”?

5. Fighting may give some status and protection on the streets, but explain how aggressive behavior can cause even more problems.

6. Some describe “cussing” as the language of shock and survival. Explain.

7. Write the definition of “self-defeating”:

8. How is street behavior self-defeating?

9. Your safety begins with you! Do you agree or disagree? Why or why not?

10. Pretend someone does something that a person doesn't like. How does that person normally express their displeasure? (Write EXACTLY how they would RESPOND).

11. What are some possible consequences of using “street talk” in school?

12. Suppose you were teaching your little brother or sister how to use “professional language.” Which of the “standard English” phrases and word choices below are most meaningful to you? (Choose at least three)

- I feel... The problem is... I prefer...
- I am aware of... I want... What I really mean is...
- I am unwilling to... I would rather... I feel displeased about...
- Can we talk about this at another time?
- I feel comfortable/uncomfortable with...

13. Name at least three benefits of using “professional language” in places/situations where it fits (at appropriate times).

Anybody can “cuss.” Anyone can use profanity, but it takes a strong person to develop their vocabulary so they can get exactly what they want AND avoid needless trouble.

We all need a place where we can go and be safe. The safe zone is that place. It is the place where you can relax. It is the place where you can enjoy. It is the place where you can just “be.” Home is supposed to be that place. Do what you can to make it that way. School is the next best place. Make school a safe zone now. You’ll get to really comprehend...

Professional Language Response Chart

When someone says or does something you don’t like, use these prompts to eliminate problems easier and get more of what you really want faster:

- “I feel...”
- “The problem is...”
- “I prefer...”
- “I am aware of...”
- “I want...”
- “What I really mean is...”
- “I am unwilling to...”
- “I feel comfortable/uncomfortable with...”
- “I feel displeased with...”
- “I would rather...”
- “Can we talk about this at another time?”

Do it Like the PROs

If you express your displeasure at school the way it’s expressed in the streets, it will cause even more problems for you and for those closest to you.

So it becomes necessary to find ways to express strong emotion, but in a professional way.

Why is this important? Well, it’s like this. School is your “professional” life right now.

The streets and whatever else you do in your spare time is your “personal” life. It is necessary that you analyze the difference between them. Separate them.

People who don’t get this end up losing far more than they thought possible.

GAMEPLAY

There are rules in real life. They are there to protect you and help you stay SAFE, so you can have a long, healthy, and happy life. When you drive, there are rules in place too. The following are some important traffic rules:

IN YOUR EXPERIENCE:

These important road signs not only help keep you safe on the road, but they have real meaning in YOUR life.

Choose three and tell what message each one gives you about your life right now.



Your Sign Choice	Your Personal Life Message

LIFE LESSON:

School is the place for you to practice cooperating now for your future success and happiness. And so, you don't have to have unnecessary trouble.



Chapter Seven

GET THE RESPECT YOU DESERVE

(without having to fight for it)

Chapter Goals

1. Get respect from your peers without having to fight.
2. Defuse hotheads faster and easier.
3. Increase your safety, success, and well-being.

EXPRESS YOURSELF

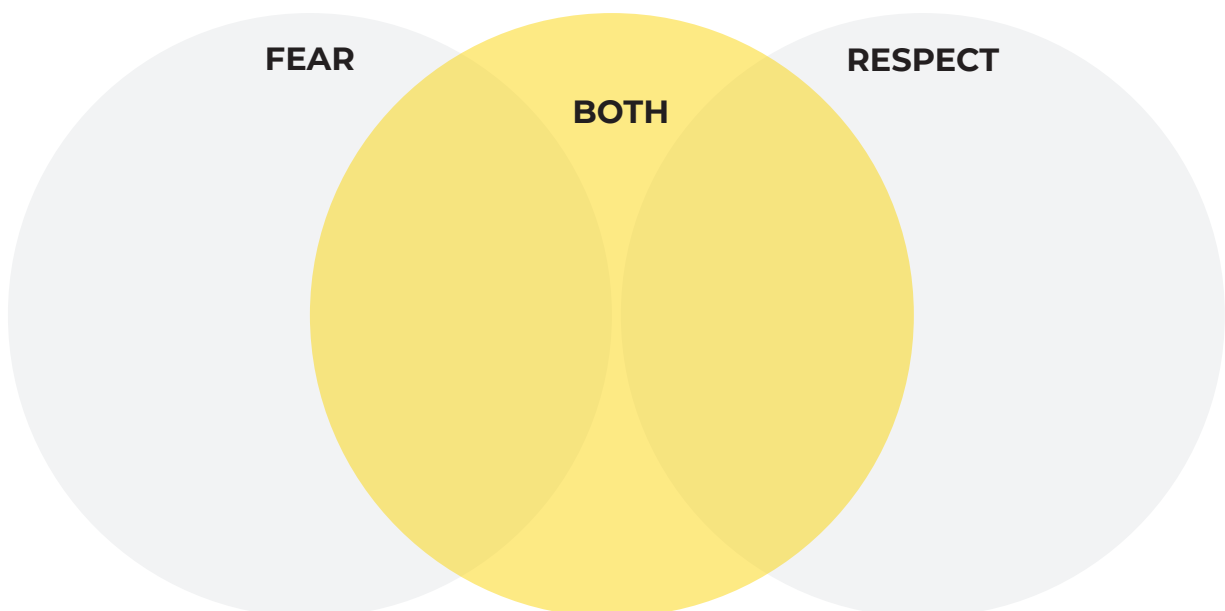
While doing the activities in this section, we are going to expose some secrets that have been causing a lot of people problems.

1. What is the definition of the word fear?

2. How would you define the word respect?

3. Which would you prefer in school: to be feared or respected? Why?

Complete the Venn diagram. Compare the two words FEAR and RESPECT.



HIDE-AND-SEEK

Most of us have played the game Hide-and-Seek. Part of the fun in this game is finding ways to out-maneuver, out-smart, or out-run the person who is trying to get us. When we make it to the “base” before being tagged “out,” we are considered “safe.”

SAFE ZONE

Making your school a safe place is your responsibility. What could happen if you don't? Here are just some of the possible consequences:

You or someone you love could get hurt.

You or someone you love could get expelled.

You or someone you love could lose their freedom.

You or someone you love could DIE!

1. How physically safe do you feel at your school? *Circle the number.*

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not Safe					Very Safe				

2. How psychologically or emotionally safe do you feel at your school? Circle the number.

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not Safe					Very Safe				

DIRECTIONS: Check those that are important to you.

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> To feel safe | <input type="checkbox"/> Excitement |
| <input type="checkbox"/> Love | <input type="checkbox"/> Variety (lack of boredom) |
| <input type="checkbox"/> Freedom | <input type="checkbox"/> Attention |
| <input type="checkbox"/> Fun | <input type="checkbox"/> To feel understood |
| <input type="checkbox"/> Good grades | <input type="checkbox"/> To feel capable |
| <input type="checkbox"/> Respect | <input type="checkbox"/> To fit in |
| <input type="checkbox"/> Friends | <input type="checkbox"/> To feel happy |
| <input type="checkbox"/> Appreciation | <input type="checkbox"/> To feel significant |

OK, HERE ARE THE RULES:
THE LAST MAN STANDING...



GOES TO PRISON !

VIOLENCE...THE HARD WAY

Is it easier for you to get what you really want when you feel safe? I am now going to "break the rules" and treat you like the mature, smart, and understanding individual that you are. Since I'm assuming that you are "off the bottle", have teeth, and are able to enjoy tasty treats of real food, here is something that is guaranteed to satisfy your taste for the serious "grown-up" stuff.

Has the thought occurred to you that when you feel unsafe, you spend a lot of time watching your back---time that you could use to get what you want. There is nothing like the feeling that someone is "out to get you." It diverts your attention from all of the interesting and fun things that are happening around you. It can put you into painful situations.

DIRECTIONS: Answer the questions below.

1. Who do you know that has lost family members, friends, or classmates to violence?

2. In what way(s) were they affected?

3. Is this something that you want to have to deal with?

4. What kinds of things would you prefer to deal with instead?

The Fight

"Oo-oo-o, that was a good fight this morning. Did you see it?"

"Yeah, somebody told her that the girl was talking about her mom and she ran up and asked her if it was true. The girl started talkin' a bunch of stuff and told her to 'come on,' and then, swung on her..."

"Uh, huh, and then she swung back...and they started fightin'. I thought she was gonna win the way she ran up on that girl, but she..."

"got messed-up! Bet she didn't know that she was gonna catch a beat-down from that girl."

"Too bad the teacher had to break it up, I wanted to see some more action."

"Did they get suspended?"

"I heard that she's getting expelled after she gets out of the hospital."

"Then I know that girl is gonna get expelled too, but that ain't even the worst of it."

"What do you mean?"

"You didn't hear about it?"

"Hear about what?"

"Aw, man...after they took her to the hospital, the police rolled up, hand-cuffed the other girl, and took her jail."

"What?"

"Uh, huh, they're charging her with assault."

"Can they DO that? I mean it was just a little fight at school."

"I heard that anytime you fight at school, especially if someone gets hurt, you could get arrested."

"I'm glad it wasn't me. I mean, one person is hurt bad, the other is in jail. She didn't even have to run up on that girl like that. I say she started it."

"I know... getting up in her face like she wanted to fight."

"But the other girl didn't have to start talkin' trash either."

"Yeah, I know, but you have to admit...it was still

A GOOD FIGHT!"

It's only good...

**When you're *in the ring and
getting paid for it!***

***(I mean if boxing is what you really want to
do: dodge swinging fists, hoping NOT to catch
one...WAIT...What?)***



WHAT DO YOU THINK?

1. List some possible things that someone could do in order to make absolutely certain that a fight will start.

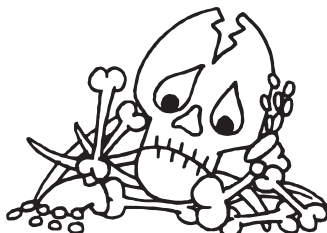
2. Why do students usually fight at school?

(Studies say that the number one reason for fighting at school is “protection”).

R U Chicken?

Are you aware that if you fight at school because you're trying to prove to others that you are not chicken, then you really are chicken, because you are responding because you are afraid of what others think?

3. Why is fighting at school a bad way to protect yourself?



“It’s been six months and I’m still trying to pull myself together.”

4. What are some better ways to protect yourself?

You are older than when you first started school. You are reading this now. That means you have every reason to expect to notice more and more improvement in the way you handle conflict at school and at home. And you will feel very good about yourself and I’m sure others will notice your efforts.

Increase your power and self-confidence. Say these Power Play statements aloud each day when you need this boost. You would know best.

Power Play

What if I could get along better with everyone? YES!

What if I could avoid needless trouble? YES!

What if I could feel happy positive and strong? YES!

What if I could make the right kind of friends? YES!

What if my success is in my hands? YES!

What if I could make better choices? YES!



VIOLENCE...



Any questions?



Listen Deeply:

Because of your new understanding, in the future, you will become aware of automatically using better ways to protect yourself. You might surprise yourself and others with how easily and well you avoid trouble. It's deeply satisfying.



GAMEPLAYS

Games to empower you to feel happier and free

Tic-Tac-Toe Blackout Interview

Choose a family member, classmate, or friend. Ask them one of the questions and pay attention to their response. Then write their name in the box. Make sure you choose a different person for each box. This can help you strengthen your social connections. That is an asset for you.

<p>If you chose a hashtag to describe your life right now, what would it be?</p> <p>Name: _____</p>	<p>If you were to create a national holiday, what would it be?</p> <p>Name: _____</p>	<p>What is one hidden talent or strength you have that you wish people knew about?</p> <p>Name: _____</p>
<p>Whom do you admire the most and why?</p> <p>Name: _____</p>	<p>What do you think is the biggest danger when it comes to kids using the internet?</p> <p>Name: _____</p>	<p>When things get difficult, what do you do to encourage yourself?</p> <p>Name: _____</p>
<p>If you started a band, what would you name it and why?</p> <p>Name: _____</p>	<p>What negative emotions do you sometimes feel when using social media platforms like Instagram, Tik-Tok, or _____?</p> <p>Name: _____</p>	<p>Who makes you smile the most?</p> <p>Name: _____</p>

VIDEO WATCH



Chapter Eight

BULLY PROOF

Chapter Goals

1. Discover the three secrets that bullies don't want you to know.
2. Become invisible to bullies and powerful to peers.
3. Call the shots and eliminate needless trouble.

DOWN TO IT

From the gate, let me say: No one wants to look weak, like a wimp, or lose status in the peer group. So, read on to find out how you can avoid that.

1. In your opinion, what is bullying?

2. Have you ever played the role of a bully? If so, when, where, and with whom?

3. Have you ever been the victim of a bully? If so, when, where, and with whom?

4. If you've never been bullied, why do you think that is so?

Studies show that most bullying happens in schools and is not reported. The consequences and dangerous effects of bullying can last a lifetime. Whether or not you think that it is important, you play the major role, and it is to your advantage to help in keeping your school safe. Then you are able to relax and let your guard down, and pay more attention to learning.

5. Use the information in the box (above) to fill in the missing words:

Studies show that most _____ happens in _____
and is not _____. The _____ and
dangerous _____ of bullying can last a _____.

WHAT IS A BULLYING INCIDENT?

It's fun to joke around with your friends and classmates, call names, tease, or horseplay. Usually these incidents are not considered bullying when they happen with certain people. But here's the difference. If:

- One person uses his or her size, strength, or
- influence to intimidate or get others to pick on someone; in person or online.
- A person deliberately intends to cause pain; physical, emotional, or psychological distress.
- The behavior happens over and over, with the same people, then... You have a **BULLYING INCIDENT!**

What are the characteristics that make this a "bullying incident"?

1. How do you know when a bullying incident is taking place?

What do bullies hope to accomplish?

Bullies are looking for power, power that they may not be feeling anywhere else in their lives. So, actually, you could say that anyone who plays the role of a bully secretly believes deep down inside that he is powerless.

But, if I'm not the one getting bullied, why should I care?

The effects of bullying last a lifetime. It causes distress for victims and people, who witness repeated bullying incidents, are scarred for life, even if they don't realize

it. Also, if something isn't done to stop this cruel and inhumane behavior, it will continue until it affects you or someone close to you. Bullying hurts everybody. Besides, are things **BAD ENOUGH NOW** to make a change, or do you want to wait until they are **EVEN WORSE**?

1. What do bullies hope to accomplish?

2. If you're not the one getting bullied, why should you care?

Don't bullies only hit their victims?

No. There are actually four kinds of bullies: They all impact your social life.

Physical	Verbal	Relational	Reactive
Use their hands, feet, or other body parts to hit or kick in order to intimidate or cause pain.	Use words to cause pain, harass, abuse, or intimidate. This includes name-calling and merciless teasing.	Deliberately leaving someone out (excluding) and getting others to reject them, too.	Will get someone to pick on them so they can fight back in "self-defense" (Not easily recognized)
Such as... Hits others with objects to deliberately cause injury, intimidate or destroy property.	Such as... Spreading ugly rumors about the victim. This can be done in person or online.	And... It is usually combined with verbal abuse.	Such as... Does things to make themselves look like the victim. Then uses that as an excuse to bully others.

YOUR EXPERIENCE

Directions: Describe an incident from your own experience that falls under one or more of the above categories. Include experiences you may have had or have seen.

A series of 18 horizontal grey bars provided for writing a response to the directions.

What are some of the possible consequences that bullies can expect to encounter?

If bullies don't do something to change their behavior, things will escalate and they will find themselves in HOT WATER! The following list includes some of the consequences that bullies can expect to face in their future:

- ✓ Their status or popularity will go down.
- ✓ They start to make enemies.
- ✓ Since most others no longer want to associate with them, they start to hang out with other bullies, or become affiliated with gangs. Then they really have to watch their backs even more.
- ✓ Their families start to suffer and could even be killed because of their actions.
- ✓ They usually have more addictive behavior, substance abuse (alcohol, drugs, etc.) and mental health problems.
- ✓ Their relationships with loved ones suffer and deteriorate.

1. List at least three negative consequences that bullies can expect to face in their future.

What if I allow myself to be a victim of a bully?

In my over 30 years of working with young people, I have discovered that since bullies seek power, they are always looking for a power struggle. They want to win at the expense of anyone who will allow themselves to be drawn into their game. They tend to target those who are usually alone or isolated. Those who hold their heads down rather than standing tall, and who shuffle, waddle, or drag themselves along. People who mumble, squeak, or whine may be targeted as well.

This is not 100%.

NOTE: No matter how you walk or talk, it is NEVER your fault for being bullied. We're just becoming aware of how certain others might perceive your body language.

DIRECTIONS: Check characteristics which bullies look for in choosing their victims?

- Behaviors that indicate weakness.
- Those who hold their heads down or slouch rather than standing straight.
- People who mumble rather than speak up.
- Those who are usually alone or isolated.
- People who shuffle, waddle, or drag along when they walk.
- People who speak in a squeaky or whiney voice.



What are the three secrets that bullies never want anyone to know?

<p>A bully needs an audience.</p>	<p>Bullies are mentally insecure and cover up their fear by using intimidation and aggression.</p>	<p>Bullies are unaware and dependent on other people.</p>
<p>They thrive on having someone watch them in action. That makes them feel a sense of power.</p> <p>If someone in the audience decides to say, "Come on, let's get out of here...", and then leaves, the bully loses his/her power.</p>	<p>Bullies use their behavior and words to try to convince others that they are "big and bad" when actually deep down inside they are fearful.</p> <p>Bullies try to intimidate others into giving them what they want.</p> <p>It takes strength and courage to find better ways to get what you want.</p>	<p>That's right. They feel they are of little or no value, so they look to others to make them feel good.</p> <p>They are in the dark about this though, so if confronted, they will deny it until they develop some maturity, which might never happen.</p>

1. What are the three secrets bullies never want anyone to know?

2. Studies say that bullies have low self-esteem. If you were the most successful counselor in the world, what three things would you suggest that someone could do to raise their self-esteem and feel better about themselves? (Make sure it's something that works)

OK, now I am beginning to think about my little sister or brother, and my friends who have younger siblings. What can students do to help eliminate the cruel torture of bullies so loved ones don't have to go through it?

Research shows that bullying stops when it is reported and action is taken. The bully gets serious consequences for his or her behavior. But some students don't want to report it because they don't want to be considered as a "snitch," "narc," or "rat."

There's good news, though. You can report bullying incidents to teachers, or some other school staff or adult in total confidentiality. That means you can let someone know and also remain totally anonymous—your peers don't have to know. Then, make sure teachers, your principal, the school custodian, or whoever follows through. It is the law!

1. What can students do to eliminate bullying?

2. Imagine a school where there were no bullies. Describe the benefits of going to a school like that.

BULLY-PROOF (TEST YOUR SKILLS)

DIRECTIONS: Answer the questions based on what you just read. Circle the correct answer.

1. A verbal bully is one who:
 - a. Uses words to hurt, embarrass, or humiliate someone.
 - b. Uses sticks and stones to break your bones.
 - c. Uses the dictionary to look up synonyms for the word “bully.”
2. A physical bully is one who is known for:
 - a. Their ability to perform strenuous physical activities.
 - b. Excluding others.
 - c. Hitting, kicking, or damaging property.
3. A reactive bully:
 - a. Creates a situation in which they look as if they are the victim so they can fight back and then claim “self-defense.”
 - b. Is often the hardest to recognize.
 - c. All of the above.

4. If one of your classmates tells you (and others) not to be friends with someone, this is considered:
- a. A reactive bully.
 - b. A relational bully.
 - c. A verbal bully.
5. All of the following are possible consequences that a bully can expect to face, EXCEPT:
- a. They make enemies and their popularity goes down.
 - b. Their families get hurt and suffer.
 - c. They'll get out of jail free.
6. A bullying incident occurs when:
- a. There is a power struggle between the victim and the bully.
 - b. The victim tries to hurt, embarrass, or humiliate the bully.
 - c. Intentional, cruel incidents happen over and over, involving the same people in the same bully and victim roles.
7. Bullies hope to accomplish the following:
- a. They want to achieve power.
 - b. Deep down they really want to feel good about themselves.
 - c. They want a Coke.
 - d. Both a and b.
8. Research shows that bullying STOPS when:
- a. The bully is anonymous.
 - b. It is reported and action is taken.
 - c. None of the above.
9. When students don't feel safe, they are more likely to experience:
- a. Stress.
 - b. Headaches.
 - c. Other illnesses.
 - d. All of the above.

10. Bullying is:
- a. Cruel.
 - b. Inhumane.
 - c. Psychologically damaging.
 - d. All of the above.

FILL-IN-THE-BLANK

DIRECTIONS: *Fill in the missing words below.*

1. Bullies who make a deliberate effort to socially exclude someone are called _____ bullies.
2. Bullying is a series of repeated, intentionally _____ incidents, involving the same people, in the same bully and victim roles.
3. Bullying is considered _____ (against the law).
4. The effects of bullying last a _____.
5. If you allow bullying to continue, it will continue until it affects _____.
6. Bullies usually have more alcoholism, drug abuse, and mental health _____.
7. Bullies use their behavior and words to try to convince others that they are “big and bad” when actually deep down inside, they feel _____ about themselves.
8. Bullies thrive on having an audience _____ them in action.
9. Studies say that bullies have low _____.

(Check your answers on page 67)

How do you know when your school is safe? The following characteristics constitute a safe and healthy school environment:

Safe schools are:

Violence free

Respectful, caring and nurturing of everyone

Dedicated to enhancing self-esteem, self-responsibility, and self-confidence

Physically, emotionally, and psychologically supportive and healthy

Encouraging and appreciative of diversity and differences



When your school is safe you can achieve success more enjoyably!

Listen Deeply

Since you are now older than when you first started school, you have every reason to expect that you will notice more and more improvement in the way you handle potential conflicts at home and at school. In fact, you will find yourself behaving more mature and respectfully, in a way that satisfies all the needs of your total personality. Do it now and you'll feel very good about yourself, and I'm sure others will notice your efforts.

EXPRESS YOURSELF

1. What needs to happen so that students feel safe enough to let an adult know when bullying is taking place?

2. Name three ways a person can report a bullying incident anonymously (in secret).

3. Pretend that you are a parent. What would you tell your child to do to stop the bullying?

GAMEPLAYS

Game: *MIRROR MAGIC*

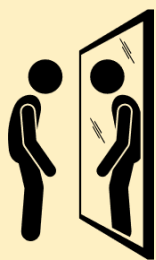
Often, people get picked on or don't get what they want because they lack confidence. What if you could have powerful self-esteem and unstoppable confidence? You need to understand some secrets about communication.

Whenever you communicate, people pick up your nonverbal messages. That means it's not what you say, but how you say it.

The how comes across in four ways.

1. **Your eyes:** are they rolling, squinted tight, wide open, friendly or threatening?
2. **Your voice:** Is it loud or soft? Fast or slow? Is the pitch high or low? Whether you're growling or speaking calmly, all of this is where the listener gets meaning from what you're communicating. I
3. **Your body (posture):** Is it strong, stable, and grounded? Where are your arms? Is there a slouch or are you standing tall? And...
4. **Your breathing:** Is it shallow or deep? Is it a calm flow or does it seem like a struggle?

If you find yourself feeling like you have no control of your life, you can change that by boosting your confidence. This gameplay can help.



Stand in front of the mirror

Pretend that you are feeling unsure of yourself. How would your eyes look? Put your body language in that mode. How do people stand when they are feeling unsure of themselves? How about breathing? Now, say something like, "I don't feel very sure of myself." Make sure you say it in a way that sounds unconfident. Take note of your four nonverbals.

Now, what if deep inside you have unstoppable confidence? Stand in that way.

Use your body to communicate that.

What if you put that confident look in your eye? What changes?

When you're feeling confident, what is your breathing like?

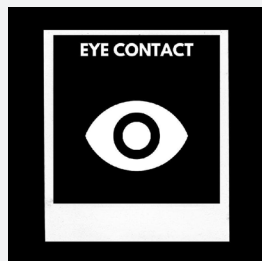
Now, use your voice in your most confident way: Say, "I feel very confident that I can do it or I can learn how!" Take note of your four nonverbals.



Shift back and forth a couple times from feeling unsure to feeling confident. Notice the difference and go to part 2.

PART 2 - Fill out the chart and compare your nonverbal communication.

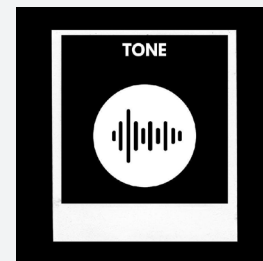
What did you do with your eyes?



Unsure:

Confident:

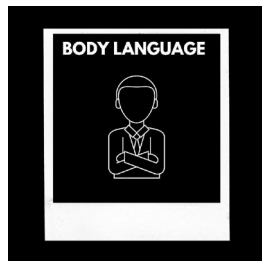
What did you do with the sound of your voice?



Unsure:

Confident:

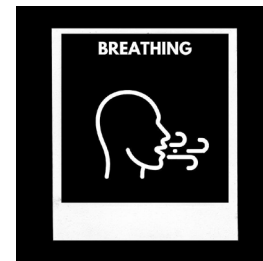
What differences did you notice in your body language? (NOTE: be careful, don't let crossed arms fool you. They don't necessarily show confidence)



Unsure:

Confident:

Now, compare your breathing:



Unsure:

Confident:

Other Ways Confident People Use This

- When talking with parents or guardians, teachers, and other helpful adults, if you yell or say it in a “mean” tone of voice, they get insulted or feel disrespected.

VIDEO WATCH

- Overcoming Self Doubt Lyrics. Here's the link: <https://vimeo.com/650407542>
- Is your definition of confidence working for or against you? Check out this video to find the answer. <https://vimeo.com/650408808>

Conclusion

Your eyes are on this page. You are reading this right now. This means your mind is now open to doing whatever it takes for you to have more control over your life and be successful. Your brain can now make arrangements for you to use the appropriate language and behavior for each time, place, and situation in which you find yourself.

In addition, you can choose consciously and subconsciously to use the powerful strategies you've discovered here to instantly:

- Take control of your thoughts, your feelings, your behavior—your life.
- Know exactly what to say and do to get what you want with speed and ease.
- Feel positive, strong, and happy more and more of the time.

You now have the power to do this and more. Imagine what it is like when your teachers actually enjoy having you in class. See yourself getting more privileges, learning easier, and actually finding pleasure in what you learn.

If the teacher (or anyone else) does something you don't like, you will respond in ways that are respectful to yourself and to others. This will help keep you out of trouble.

You can find ways to get your teachers and parents to say yes more often by adapting your behavior to fit the situation and place; cooperating with authority figures and negotiating to get what you want easier. This way you get the respect you deserve without the struggle.

Do you realize the impact that this could have on you and all of your relationships?

You understand the difference in the way things are done in the streets and how they are handled in the professional world. Since school is your professional world, when you're there, you handle things in a professional way.

Many people find it challenging to stay positive, strong, and happy during times of stress and pressure. However, you've discovered there is more than one way to look at things. So, what appears to be a bad situation you can now use as an opportunity. In fact, anytime you want to change a situation for the better, you ask yourself the powerful question, "What would I do if I really believed that ANYTHING IS POSSIBLE?"

While others fumble around, looking for the ball, you take it to the hoop because you now realize just how much control you have in how you feel and in your life.

Has it now occurred to you just how satisfying this feels? What's it like when you're feeling very satisfied? How do you know when you're feeling satisfaction?

Consider just how you can use the powerful information in this book for your own good, and just go do it.

Success to you!

Post-Program Survey

DIRECTIONS: Read each question carefully. Mark the space next to your answer with a “Y” or an “N”.

Check all that apply to what you believe to be true:

1. Hitting is the best way to protect myself. _____
2. Other people sometimes make me mad. _____
3. I believe it is sometimes necessary to use intimidation in school to get what I want. _____
4. I handle my anger in ways that create even more problems for me. _____
5. Achievement is important to me. _____
6. The teacher is responsible for my education. _____
7. Sometimes I have no other choice than “cussing” someone out. _____
8. I don’t really expect to go to college. _____
9. I cannot control how I feel. _____
10. I have no choice in what happens in my future. _____
11. I worry about my safety in school. _____
12. I usually act before I think about consequences. _____
13. I would never “tell” on someone in school. _____
14. I sometimes worry about what others will think if I refuse to fight at school. _____
15. Having fun is more important than learning. _____
16. I can change the way I feel by changing the way I think. _____

DIRECTIONS: Please answer in your own words.

17. In what way does your school environment affect your ability to learn?

Three horizontal grey bars for writing the answer to question 17.

18. In what way does my family's behavior influence my decisions?

Three horizontal grey bars for writing the answer to question 18.

19. Where do you see yourself one year from now?

Three horizontal grey bars for writing the answer to question 19.

20. Where do you see yourself five years from now?

Three horizontal grey bars for writing the answer to question 20.

In what ways have you learned and grown since you started this program? What are you most proud of yourself for?

Four horizontal grey bars for writing the answer to the final question.

Check Your Answers

Fill in the Blanks - Page 28

Behavior

Go

Use

Language

Talking

Consider

Control

Realize

Power

Options

Choose

destiny

Page 84 - Bully Proof Test Your Skills

Multiple Choice

Fill-in-the-Blank

1. a.

2. c

3. c

4. b

5. c

6. c

7. d

1. relational

2. cruel

3. illegal

4. lifetime

5. everyone

6. issues

7. Big Bubba

8. b

9. d

10. d

8. bad

9. watch

10. self-esteem

This program follows guidelines as established by Title IV Safe and Drug Free Schools and Communities Act's principles of effectiveness as mandated by the federal government. It is also based on practices found to be effective for violence-prevention programs as found in the Safe Schools for Safe Learning Act of 2013 - authorized by Assesmbly Bill 514 and Character Education as outlined by the California Department of Education.

It provides resources to help cope effectively with the feelings, thoughts, and behaviors after traumatic events such as hurricanes, earthquakes, accidents or wildfires, and pandemics. For many people, there are no outwardly visible signs of physical injury, but there can be an emotional toll.

The following strategies used in this program include:

- Although designed to reach students from the critical middle school age through high school (5th-12th grades), concepts and ideas can be modified to use with any age group.
- Teaches violence-prevention skills through interactive methods (modeling, role-playing, discussion, group feedback, reinforcement, and extended practice).
- Fosters pro-social bonding to the school and community
- Teaches social competence (communication, self-efficacy, assertiveness) and skills that are culturally and developmentally appropriate.
- Promotes positive peer influence.
- Emphasizes skills-training teaching methods.
- Uses periodic evaluation to determine whether the programs are effective.
- Uses conflict resolution and violence-prevention curricula
- Cooperative learning
- Classroom behavior-management techniques
- Interrelated instructional strategies designed for continuous progress

This program also is in harmony with California's Department of Education's guidance for TSEL and Social and Emotional Learning (SEL) which reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life. SEL skills include the ability to:

- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions
- understand and manage emotions

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

According to research (Garmezy 1974, Rutter 1979, Werner 1986), students who have the following social competencies are less vulnerable when confronted by difficult situations, and are more resilient.

1. Effectiveness in work, play, and relationships; establishes healthy friendships; is goal oriented.
2. Healthy expectancies and a positive outlook; believes that effort and initiative will pay off.
3. Self-esteem and internal locus of control; feels competent; has a sense of personal power; and believes one can control events in one's environment rather than being passive.
4. Self-discipline; has the ability to delay gratification and control impulses; maintains future orientation.
5. Problem solving and critical thinking skills; has ability to think abstractly, reflectively, and flexibly; is able to define alternative solutions to problems.
6. Humor; has ability to generate comic relief and alternative amusing ways to looking at things; can laugh at self and situations.

COMMON CORE REFERENCE GUIDE FOR ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK

- Meaning Making
 - Making Meaning with Complex Text
- Language Development Vocabulary
- Effective Expression
 - Writing, Discussing, Presenting
- Content Knowledge – Engaging with Informational Text
- Foundational Skills
- Developing the readiness for college, careers, and civic life; Connecting learning to their future adults life, expanding cognitive abilities

Visual Arts Framework

- Use senses to perceive works of art, objects in nature, events, and the environment
- Create original artworks based on personal experiences or responses
- Derive meaning from artworks through analysis, interpretation, and judgment

Bloom's Taxonomy

1. Knowledge - define, identify, list, match, name, recall, tell, state
2. Comprehension - convert, describe, explain, interpret, restate, retell, summarize, translate
3. Application - apply, conclude, demonstrate, draw, illustrate, state a rule or principle
4. Analysis - analyze, compare, contrast
5. Synthesis - change, compose, create, suggest, visualize, write
6. Evaluation - Choose, compare, conclude, decide, give an opinion

Multiculturalism

- Integrate appreciation of cultural diversity into all class activities
- Allow student engagement in appreciation of cultural strengths of all groups
- Teach learners how they learn
- Develop rapport with students

Search Institute's Asset Development

Students experience the following developmental assets as they participate in the Music with (Your) Class activities.

External Assets

Support
Empowerment
Boundaries and expectations
Constructive use of time

Internal Assets

Commitment to learning
Positive values
Social competencies
Positive identity

Ingredients for successful group programs include:

1. Developing trust and support by:
 - protecting everyone's right to express opinions without being attacked,
 - recognizing strong and positive individuals in the group and use them as leaders of small groups.
2. Promoting student responsibility by:
 - turning questions and problems back to the group,
 - let them answer and discuss alternatives to problems that may arise.
3. Focus on success by
 - reinforcing appropriate behavior, no matter how minor.
 - using failure as a learning experience.

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Why You Need to Open This Book

- Do you want to feel less anxious and less insecure?
- Do you want to feel less out of control of the results you want?
- Do you want to make a significant contribution to your own and the well-being of those around you?

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How to Improve the Quality of your Life Go to Chapter 1	How to Get Others to Say YES When They Want to Say NO See page 48	Discover how to get “them” off your back Explore section 57
Find out the SECRET Codes for Success It's in Chapter 5	Discover the three secrets bullies don't want you to know See chapter 8	<i>And more...</i>

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