

Choosing Positive Friendships

Directions One way to build self-confidence and maturity is to spend time with positive people. Think of two people in your life who make you feel good about yourself. Place check marks (✓) on the appropriate rows to identify positive traits in each friend. Then give one specific example of a way that person has shown you positive friendship.

This friend ...		Friend 1	Friend 2
1	models a positive attitude.		
2	is sincere and realistic.		
3	accepts ways that I am different from him/her.		
4	listens to me with interest.		
5	respects my feelings and opinions.		
6	respects my right to say no.		
7	gives me helpful feedback and useful suggestions.		
8	helps me get through hard times.		
9	understands my hopes and fears		
10	encourages me to pursue my goals.		
11	believes in my abilities.		
12	encourages me to try new things.		
13	reassures me when I make a mistake.		
14	encourages me to try again if I fail at something.		

Friend 1: Give a specific example of how this person has been a positive friend to you.

Friend 2: Give a specific example of how this person has been a positive friend to you.

Helping Others Succeed

Directions You can encourage others to succeed. Think about how people spur you on to success and how they discourage you. Then read the situations below and suggest a response to help each person succeed.

1. **Giving a Speech** Your friend Jennie must present a short speech from memory in front of the whole school next week. She is very nervous and thinks she will forget what to say. *What will you say and do?*

2. **Young Frustration** Your little brother tries to build a complicated model that was designed for older children. It falls apart and your brother bursts into tears. *What will you say and do?*

3. **Finding Supplies** A high school student assigned to help in your classroom is confused about which books the class uses and where the supplies are kept. You can see that she is getting frustrated. *What will you say and do?*

4. **Ready to Quit** Your friend Adam plays on a soccer team. At the last game he missed several shots and the other team won. Now Adam is talking about quitting the team. *What will you say and do?*

5. **Math Anxiety** You are tutoring Chris, a third-grader, in math. Chris says, "I can not do math. I will never be able to do math. Who needs math anyway?" *What will you say and do?*

Fitting Relationships in the Balance

Directions Finding time for relationships and everything else you want and need to do can be difficult. To explore how to find a balance, fill in the chart below and answer the questions on the next page. First, list this information in the chart:

- **Relationships** List four that are important to you. Include friends and family members.
- **Obligations** Include responsibilities involving school, home, and family.
- **Activities** List things you enjoy doing, such as reading, listening to music, or running.

For each item listed, place a check mark (✓) in one column to show how you find time for it. Use these ratings: **1—seldom find time; 2—usually find time; 3—always find time.**

Relationships That Are Important to Me	1	2	3
1.			
2.			
3.			
4.			
Obligations I Need to Meet	1	2	3
1.			
2.			
3.			
4.			
Other Activities I Enjoy	1	2	3
1.			
2.			
3.			
4.			

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Fitting Relationships in the Balance (Continued)

Activity 3

1. Analyze the chart on the previous page. How does the time you spend in some areas affect other areas? Write your analysis on a separate piece of paper.
2. Consider solutions that might help you get a better balance in the time you spend on relationships, obligations, and activities. Put a check mark (✓) in the appropriate column for each idea and explain your choice.

Methods for Improving Balance	Already Do or Did This	Might Help Me	Probably Would Not Help
A. Combine relationships with obligations. Examples: Could you study with a friend? Could errand-running be an outing with a sibling?			
Explanation: 			
B. Eliminate activities or obligations. If you are overloaded, can you eliminate anything?			
Explanation: 			
C. Exchange quantity for quality. Is spending twenty minutes on something you love to do more refreshing than an hour doing something you just like? Ten minutes of heart-to-heart conversation may build a relationship more than watching a two-hour movie together.			
Explanation: 			
D. Look at long run instead of short run. Can you cut back on time in activities or relationships now by planning to make up for it later in the year?			
Explanation: 			

Can Neat and Messy Get Along?

Directions Read the following story. Then answer the questions that follow.

Cindi and Brigit are roommates in a summer science program. They did not know each other before. They enjoy talking and doing things together, but they have differences that are affecting their relationship.

Cindi is very organized. She puts all her things away and always knows just where they are. She organizes her time too. If she plans to meet someone at noon for a one-hour lunch, she shows up right at 12 p.m. and expects to be done by 1 p.m.

Brigit is impulsive. She sets things down anywhere convenient and often forgets where she put them. She loses track of time easily. Instead of planning what to do each minute, she follows her moods and still meets her obligations.

Cindi is frustrated by her roommate's messiness. She wishes Brigit were more organized. Brigit thinks Cindi ought to loosen up and relax.

1. Do you think one roommate is right and the other one is wrong? Explain. _____

2. If Cindi came to you for advice, what would you tell her? _____

3. If Brigit came to you for advice, what would you tell her? _____

4. For an organized person and a disorganized person to get along, what traits or qualities do they need?

How Stress Affects Relationships

Directions Most people behave differently under stress. This affects their relationships. Read the following situations and answer the questions on a separate piece of paper.

1	<p>Illness at Home Several months ago, Sheila’s mother was diagnosed with cancer. Her mother is doing well with treatment and has just returned to work. Since her mother tires easily, Sheila tries to help out at home as much as possible, leaving her less time for activities she enjoys. She continues to worry about her mother’s health, and her grades have slipped because she can not focus as well on schoolwork. To her friends, Sheila just is not the same as she used to be.</p>
	<p>A. How has Sheila changed and why? B. How has Sheila’s relationships with her friends changed? C. How should Sheila’s friends respond to her?</p>
2	<p>Stretched to the Limit Dustin has always studied hard and made good grades. Now he has a leading role in the school play, which means long rehearsals. Dustin’s time has been stretched to the limit. He has stomachaches and does not sleep well. Because of lost sleep, he missed too many answers on a test last week. When he got home, he yelled at his parents, went into his room, and slammed the door.</p>
	<p>A. Why does Dustin have trouble sleeping? B. How are Dustin’s actions affecting his relationship with his parents? C. How do you think his parents should respond to Dustin’s behavior?</p>
3	<p>Another Move Aleta’s family has just moved to a new city in the middle of the school year. This is the family’s third move in two years. Aleta loved her last school and left good friends behind. Now she feels lost and sad. Not one student has reached out to her in friendship. Some students think Aleta seems unfriendly.</p>
	<p>A. Why does Aleta feel the way she does? B. Why are students in the new school leaving Aleta alone? C. What should Aleta do? What should students in the new school do?</p>