

Personality Survey

Introduction

This is a personality test, it will help you understand why you act the way that you do and how your personality is structured. Please follow the instructions below, scoring and results are on the next page.

Instructions

In the table below, for each statement 1-50 mark how much you agree with on the scale 1-5, where 1=disagree, 2=slightly disagree, 3=neutral, 4=slightly agree and 5=agree, in the box to the left of it.

Test

Rating	I....	Rating	I....
	1. Am the life of the party.		26. Have little to say.
	2. Feel little concern for others.		27. Have a soft heart.
	3. Am always prepared.		28. Often forget to put things back in their proper place.
	4. Get stressed out easily.		29. Get upset easily.
	5. Have a rich vocabulary.		30. Do not have a good imagination.
	6. Don't talk a lot.		31. Talk to a lot of different people at parties.
	7. Am interested in people.		32. Am not really interested in others.
	8. Leave my belongings around.		33. Like order.
	9. Am relaxed most of the time.		34. Change my mood a lot.
	10. Have difficulty understanding abstract ideas.		35. Am quick to understand things.
	11. Feel comfortable around people.		36. Don't like to draw attention to myself.
	12. Insult people.		37. Take time out for others.
	13. Pay attention to details.		38. Shirk my duties.
	14. Worry about things.		39. Have frequent mood swings.
	15. Have a vivid imagination.		40. Use difficult words.
	16. Keep in the background.		41. Don't mind being the center of attention.
	17. Sympathize with others' feelings.		42. Feel others' emotions.
	18. Make a mess of things.		43. Follow a schedule.
	19. Seldom feel blue.		44. Get irritated easily.
	20. Am not interested in abstract ideas.		45. Spend time reflecting on things.
	21. Start conversations.		46. Am quiet around strangers.
	22. Am not interested in other people's problems.		47. Make people feel at ease.
	23. Get chores done right away.		48. Am exacting in my work.
	24. Am easily disturbed.		49. Often feel blue.
	25. Have excellent ideas.		50. Am full of ideas.

$$\begin{aligned}
 E &= 20 + (1) ______ - (6) ______ + (11) ______ - (16) ______ + (21) ______ - (26) ______ + (31) ______ - (36) ______ + (41) ______ - (46) ______ = ______ \\
 A &= 14 - (2) ______ + (7) ______ - (12) ______ + (17) ______ - (22) ______ + (27) ______ - (32) ______ + (37) ______ - (42) ______ + (47) ______ = ______ \\
 C &= 14 + (3) ______ - (8) ______ + (13) ______ - (18) ______ + (23) ______ - (28) ______ + (33) ______ - (38) ______ + (43) ______ - (48) ______ = ______ \\
 N &= 38 - (4) ______ + (9) ______ - (14) ______ + (19) ______ - (24) ______ + (29) ______ - (34) ______ + (39) ______ - (44) ______ + (49) ______ = ______ \\
 O &= 8 + (5) ______ - (10) ______ + (15) ______ - (20) ______ + (25) ______ - (30) ______ + (35) ______ - (40) ______ + (45) ______ - (50) ______ = ______
 \end{aligned}$$

The scores you calculate should be between zero and forty. Below is a description of each trait.

- **Extroversion (E)** is the personality trait of seeking fulfillment from sources outside the self or in community. High scorers tend to be very social while low scorers prefer to work on their projects alone.
- **Agreeableness (A)** reflects much individuals adjust their behavior to suit others. High scorers are typically polite and like people. Low scorers tend to 'tell it like it is'.
- **Conscientiousness (C)** is the personality trait of being honest and hardworking. High scorers tend to follow rules and prefer clean homes. Low scorers may be messy and cheat others.
- **Neuroticism (N)** is the personality trait of being emotional.
- **Openness to Experience (O)** is the personality trait of seeking new experience and intellectual pursuits. High scores may day dream a lot. Low scorers may be very down to earth.

Career Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	Activities that describe what I like to do: 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	Total number circled in Box 1 <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
BOX 2	Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	Total number circled in Box 2 <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
BOX 3	Activities that describe what I like to do: 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	Total number circled in Box 3 <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
BOX 4	Activities that describe what I like to do: 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision.	Personal qualities that describe me: 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	School subjects that I like: 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	Total number circled in Box 4 <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>

BOX 5	Activities that describe what I like to do: 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	Personal qualities that describe me: 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	School subjects that I like: 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	Total number circled in Box 5 <div style="border: 1px solid black; width: 60px; height: 40px; margin: 10px auto;"></div>

BOX 6	Activities that describe what I like to do: 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look.	Personal qualities that describe me: 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	School subjects that I like: 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	Total number circled in Box 6 <div style="border: 1px solid black; width: 60px; height: 40px; margin: 10px auto;"></div>

BOX 7	Activities that describe what I like to do: 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me.	Personal qualities that describe me: 1. Good communicator 2. Competitive 3. Service minded 4. Well organized 5. Problem solver	School subjects that I like: 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	Total number circled in Box 7 <div style="border: 1px solid black; width: 60px; height: 40px; margin: 10px auto;"></div>

BOX 8	Activities that describe what I like to do: 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy.	Personal qualities that describe me: 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener	School subjects that I like: 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts	Total number circled in Box 8 <div style="border: 1px solid black; width: 60px; height: 40px; margin: 10px auto;"></div>

BOX 9	Activities that describe what I like to do: 1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures.	Personal qualities that describe me: 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger	School subjects that I like: 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services	Total number circled in Box 9 <div style="border: 1px solid black; width: 60px; height: 40px; margin: 10px auto;"></div>

BOX 10	Activities that describe what I like to do: 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people.	Personal qualities that describe me: 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Uses intuition and logic 5. Non-judgmental	School subjects that I like: 1. Language Arts 2. Psychology/ Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language	Total number circled in Box 10 <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>
BOX 11	Activities that describe what I like to do: 1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted.	Personal qualities that describe me: 1. Logic/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate	School subjects that I like: 1. Math 2. Science 3. Computer Tech/ Applications 4. Communications 5. Graphic Design	Total number circled in Box 11 <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>
BOX 12	Activities that describe what I like to do: 1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behavior.	Personal qualities that describe me: 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic	School subjects that I like: 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder	Total number circled in Box 12 <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>
BOX 13	Activities that describe what I like to do: 1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings.	Personal qualities that describe me: 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated	School subjects that I like: 1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts	Total number circled in Box 13 <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>
BOX 14	Activities that describe what I like to do: 1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money.	Personal qualities that describe me: 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive	School subjects that I like: 1. Language Arts 2. Math 3. Business Education/ Marketing 4. Economics 5. Computer Applications	Total number circled in Box 14 <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>










BOX 15	Activities that describe what I like to do: 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise.	Personal qualities that describe me: 1. Detail oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined	School subjects that I like: 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education	Total number circled in Box 15 <div style="border: 1px solid black; width: 60px; height: 40px; margin: 10px auto;"></div>

BOX 16	Activities that describe what I like to do: 1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another.	Personal qualities that describe me: 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner	School subjects that I like: 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language	Total number circled in Box 16 <div style="border: 1px solid black; width: 60px; height: 40px; margin: 10px auto;"></div>








Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Results next page.

1  Agriculture, Food & Natural Resources	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
2  Architecture & Construction	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
3  Arts, A/V Technology & Communications	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
4  Business, Management & Administration	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
5  Education & Training	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
6  Finance	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
7  Government & Public Administration	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
8  Health Science	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
9  Hospitality & Tourism	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, and recreation events and travel-related services.</p>

Cont'd next page

10  <i>Human Services</i>	Preparing individuals for employment in career pathways that relate to families and human needs.
11  <i>Information Technology</i>	Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
12  <i>Law, Public Safety, Corrections & Security</i>	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
13  <i>Manufacturing</i>	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
14  <i>Marketing, Sales & Service</i>	Planning, managing, and performing marketing activities to reach organizational objectives.
15  <i>Science, Technology, Engineering & Mathematics</i>	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.
16  <i>Transportation, Distribution & Logistics</i>	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

Who Am I Worksheet

Name: _____

Write as many answers to this question as you can, but no fewer than twenty. You can list actual roles, feelings, things you like to do, or essential qualities. Really think about who you are and how you feel about these various aspects of yourself. You can also write this list in the form of a poem, song or rap.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Advisory 17: WHO AM I, PART 2

You Can Grow Your Intelligence

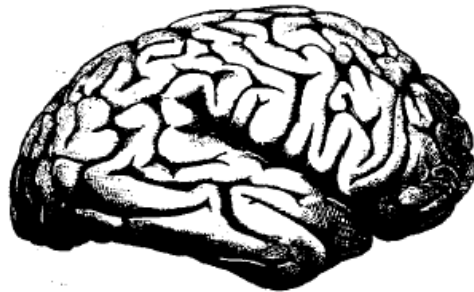
New Research Shows the Brain Can Be Developed Like a Muscle

Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb—and stays that way for life.

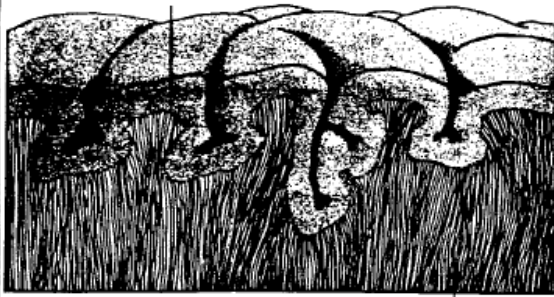
But new research shows that the brain is more like a muscle—it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.

Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can't lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time. That's because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say "Use it or lose it!"

But most people don't know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.

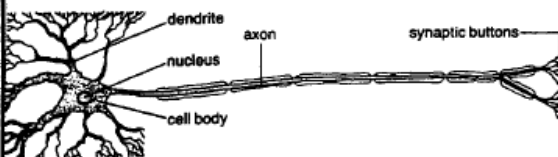


Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.



A Section of the Cerebrum nerve fibers (white matter)

When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do--like speaking a foreign language or doing algebra--seem to become easy. The result is a stronger, smarter brain.



A Typical Nerve cell

How Do We Know the Brain Can Grow Stronger?

Scientists started thinking that the human brain could develop and change when they studied animals' brains. They found out

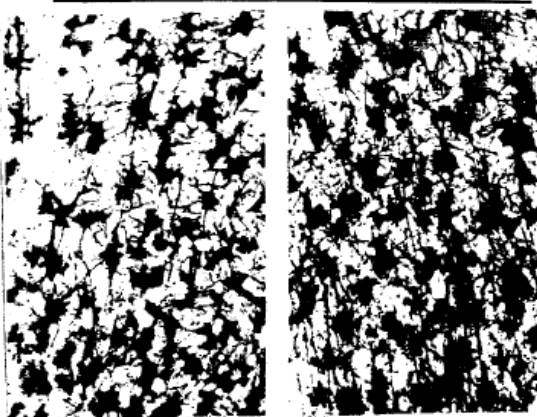
that animals who lived in a challenging environment, with other animals and toys to play with, were different from animals who lived alone in bare cages.

While the animals who lived alone just ate and slept all the time, the ones who lived with different toys and other animals were always active. They spent a lot of time figuring out how to use the toys and how get along with the other animals.

These animals had more connections between the nerve cells in their brains. The connections were bigger and stronger, too. In fact, their whole brains were about 10% heavier than the brains of the animals who lived alone without toys.

The animals who were exercising their brains by playing with toys and each other were also "smarter"--they were better at solving problems and learning new things.

Even old animals got smarter and developed more connections in their brains when they got the chance to play with new toys and other animals. When scientists put very old animals in the cages with younger animals and new toys to explore, their brains grew by about 10%!



Nerves in brain of animal living in bare cage.

Brain of animal living with other animals and toys.

Children's Brain Growth

Another thing that got scientists thinking about the brain growing and changing was babies. Everyone knows that babies are born without being able to talk or understand language. But somehow, almost all babies learn to speak their parents' language in the first few years of life. How do they do this?

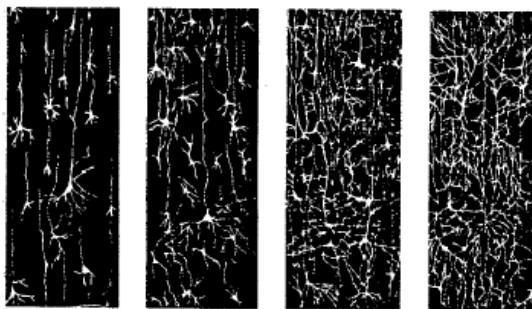
The Key to Growing the Brain: Practice!

From the first day they are born, babies are hearing people around them talk—all day, every day, to the baby and to each other. They have to try to make sense of these strange sounds and figure out what they mean. In a way, babies are exercising their brains by listening hard.

Later, when they need to tell their parents what they want, they start practicing talking themselves. At first, they just make goo-goo sounds. Then, words start coming. And by the time they are three years old, most can say whole sentences almost perfectly.

Once children learn a language, they don't forget it. The child's brain has changed—it has actually gotten smarter.

This can happen because learning causes permanent changes in the brain. The babies' brain cells get larger and grow new connections between them. These new, stronger connections make the child's brain stronger and smarter, just like a weightlifter's big muscles make them strong.



Newborn 3months 15 months 2 years

Development of nerve cells in the brain from birth to 2 years old. The nerve cells grow both in size and in number of connections between them.

The Real Truth About "Smart" and "Dumb"

No one thinks babies are stupid because they can't talk. They just haven't learned how to yet. But some people will call a person dumb if they can't solve math problems, or spell a word right, or read fast--even though all these things are learned with practice.

At first, no one can read or solve equations. But with practice, they can learn to do it. And the more a person learns, the easier it gets to learn new things--because their brain "muscles" have gotten stronger!

The students everyone thinks is the "smartest" may not have been born any different from anyone else. But before they started school, they may have started to practice reading. They had already started to build up their "reading muscles." Then, in the classroom, everyone said, "That's the smartest student in the class."

They don't realize that any of the other students could learn to do as well if they exercised and practiced reading as much. Remember, all of those other students learned to speak at least one whole language already--

something that grownups find very hard to do. They just need to build up their "reading muscles" too.

What Can You Do to Get Smarter?

Just like a weightlifter or a basketball player, to be a brain athlete you have to exercise and practice. By practicing you make your brain stronger. You also learn skills that let you use your brain in a smarter way--just like a basketball player learns new moves.

But many people miss out on the chance to grow a stronger brain because they think they can't do it, or that it's too hard. It does take work, just like becoming stronger physically or becoming a better ball player does. Sometimes it even hurts! But when you feel yourself get better and stronger, all the work is worth it!

E-mail questions or comments to:
Growyourbrain@aol.com

THE MULTIPLE INTELLIGENCE QUIZ

Estimated time required: 20 minutes

For each of the statements below, choose a number between 1 and 5 to rate how the statement describes you.

- 1 – No, the statement is not at all like me 4 – The statement is a lot like me
2 – The statement is a little like me 5 – Yes, the statement is definitely me
3 – The statement is somewhat like me

Verbal/Linguistic

- I can use lots of different words to express myself. ☐
- I feel comfortable working with language and words. ☐
- I enjoy crosswords and other word games like Scrabble. ☐
- I tend to remember things exactly as they are said to me. ☐
- I enjoy participating in debates and/or discussions. ☐
- I find it easy to explain things to others. ☐
- I enjoy keeping a written journal and/or writing stories and articles. ☐
- I like to read a lot. ☐

TOTAL ☐

Logical/Mathematical

- I work best in an organised work area. ☐
- I enjoy maths and using numbers. ☐
- I keep a 'things to do' list. ☐
- I enjoy playing brainteasers and logic puzzles. ☐
- I like to ask 'why' questions. ☐
- I work best when I have a day planner or timetable. ☐
- I quickly grasp cause and effect relationships. ☐
- I always do things one step at a time. ☐

TOTAL ☐

Visual/Spatial

- I understand colour combinations and what colours work well together. ☐
- I enjoy solving jigsaw, maze and/or other visual puzzles. ☐
- I read charts and maps easily. ☐
- I have a good sense of direction. ☐
- I like to watch the scenes and activities in movies. ☐
- I am observant. I often see things that others miss. ☐
- I can anticipate the moves and consequences in a game plan (i.e., hockey sense, chess sense). ☐
- I can picture scenes in my head when I remember things. ☐

TOTAL ☐

Interpersonal

- I can sense the moods and feelings of others. ☐
- I work best when interacting with people. ☐
- I enjoy team sports rather than individual sports. ☐
- I can sort out arguments between friends. ☐
- I prefer group activities rather than ones I do alone. ☐
- I enjoy learning about different cultures. ☐
- I enjoy social events like parties. ☐
- I enjoy sharing my ideas and feelings with others. ☐

TOTAL ☐

Musical

- I often play music in my mind. ☐
- My mood changes when I listen to music. ☐
- It is easy for me to follow the beat of music. ☐
- I can pick out different instruments when I listen to a piece of music. ☐
- I keep time when music is playing. ☐
- I can hear an off-key note. ☐
- I find it easy to engage in musical activities. ☐
- I can remember pieces of music easily. ☐

TOTAL ☐

Naturalistic

- Pollution makes me angry. ☐
- I notice similarities and differences in trees, flowers and other things in nature. ☐
- I feel very strongly about protecting the environment. ☐
- I enjoy watching nature programs on television. ☐
- I engage in 'clean-up days'. ☐
- I like planting and caring for a garden. ☐
- I enjoy fishing, bushwalking and bird-watching. ☐
- When I leave school, I hope to work with plants and animals. ☐

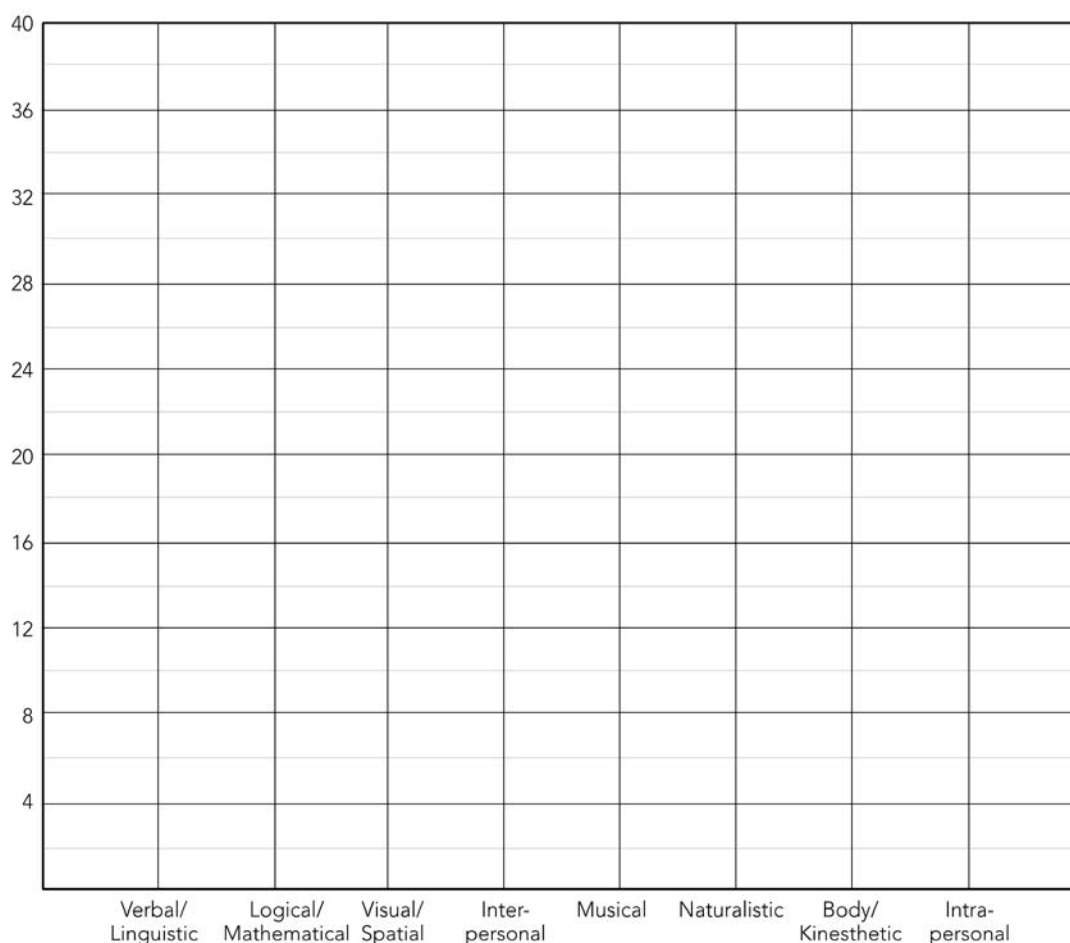
TOTAL ☐

Body/Kinesthetic		Intrapersonal	
I like to move, tap or fidget when sitting.	<input type="checkbox"/>	I know myself well.	<input type="checkbox"/>
I enjoy participating in active sports.	<input type="checkbox"/>	I have a few close friends.	<input type="checkbox"/>
I am curious as to how things feel and I tend to touch objects and examine their texture.	<input type="checkbox"/>	I have strong opinions about controversial issues.	<input type="checkbox"/>
I am well co-ordinated.	<input type="checkbox"/>	I work best when the activity is self-paced.	<input type="checkbox"/>
I like working with my hands.	<input type="checkbox"/>	I am not easily influenced by other people.	<input type="checkbox"/>
I prefer to be physically involved rather than sitting and watching.	<input type="checkbox"/>	I have a good understanding of my feelings and how I will react to situations.	<input type="checkbox"/>
I understand best by doing (i.e. touching, moving and interacting).	<input type="checkbox"/>	I often raise questions concerning values and beliefs.	<input type="checkbox"/>
I like to think through problems while I walk or run.	<input type="checkbox"/>	I enjoy working on my own.	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	TOTAL	<input type="checkbox"/>



Multiple Intelligence Graph

for _____



Name: _____

My Communities Worksheet

My Family (in my house)	My Family (extended)
Friends at School (including teachers)	Friends in Neighborhood
Friends from Community Group (church, neighborhood organization, etc.)	Friends from School Extra-Curricular
Friends from Team/Hobby	Other Community

Advisory 43: CALENDAR DAY, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.

Name: _____

My Communities Worksheet- Challenges Communities Face

My Family (in my house)	My Family (extended)
Friends at School (including teachers)	Friends in Neighborhood
Friends from Community Group (church, neighborhood organization, etc.)	Friends from School Extra-Curricular
Friends from Team/Hobby	Other Community

Advisory 47: COMMUNITIES & IMPACT, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.

Drug & alcohol fact sheet

Adolescent abuse of drugs and alcohol is a **preventable behavior**, and the disease of drug/alcohol addiction is a **treatable disease**. **Parents** are the most effective resource, and leverage point, in preventing and reducing adolescent and young adult drug and alcohol abuse and addiction.

- **11 million** American adolescents and young adults ages 12-29 need help with drug and alcohol problems; **9 million** of these are between the ages of 12-25. (2009 National Study on Drugs and Health)
- **90%** of the nearly 2 million adolescents who need help with drug and alcohol problems are **not getting the help they need**. (2008 National Study on Drugs and Health)
- The related public health, social services, public safety, and lost productivity **costs of drug and alcohol abuse to society is \$465 billion** a year. (\$280 billion drugs, \$185 billion alcohol; Harwood 2004, 2000)
- Parents consider drugs and alcohol as one of the **most important** issues facing teens, young adults, and parents today. (Horowitz Associates 2010)
- Kids who learn a lot about the risks of drugs from their parents are up to **50% less likely** to use drugs, yet only 37% report getting that benefit. (Partnership Attitude Tracking Study 2008)
- Parents who intervene early with their child's drug or alcohol use can help **significantly reduce** the likelihood that they will become addicted, or suffer long-term negative consequences. (Dennis 2008)
- 90% of all adults with drug or alcohol problems started using before the age of **18**, and half before **15**. (Dennis 2007)
- There is a clear association between adolescent drug and alcohol use and **unhealthy, risky behavior**, including: unprotected, unplanned, unwanted sexual activity; impaired motor vehicle driving/passenger; involvement with juvenile justice system; poor academic performance and dropping out. (numerous sources)
- Some adolescents and young adults have **special vulnerability** to drug and alcohol problems, including: drug or alcohol use at an early age; family history of drug or alcohol problems; existing mental health problems; having friends who use drugs and alcohol. (National Institute on Drug Abuse, Substance Abuse Mental Health Services Administration)
- **African American** adolescents have consistently shown **lower** drug and alcohol usage rates than Caucasian adolescents. (Johnson/Monitoring the Future 2008)
- **Coerced** (non voluntary) treatment for adolescent drug and alcohol problems can be **just as effective** as treatment after hitting bottom. (National Institute on Drug Abuse, Substance Abuse Mental Health Services Administration)
 - The **adolescent brain** is not fully developed until ages **22-24**, and can be more

vulnerable to the effects of drugs and alcohol; the part of the brain to develop last is the prefrontal cortex, responsible for **decision making** and moderating social behavior. (Winters 2008)

- Effective **treatment for adolescent** drug and alcohol problems has been shown to be **different** than treatment for adults. (National Institute on Drug Abuse)

- On an **average day**, **7,540 adolescents** 12-17 drank **alcohol** for the first time, **4,365** used an **illicit drug**, **2,466** abused a **prescription** pain medication (without a prescription) and **263** were admitted to treatment for **marijuana dependence**, more than any other drug. (2008 OAS/ SAMHSA)

Questions:

1. What facts from this sheet are surprising?
2. What facts did you already know?
3. What is something you know about drug use/alcohol use in teens in your community?
4. Where are resources to turn to if you or someone you know struggles with these issues?

Pick-Me-Ups (PMUs)/ Team-Building Activities

MOVE YOUR BUTT

Advisor and students all sit in a circle with one less chair than you have people (as in musical chairs). Advisor gives direction: *The person who's IT stands in the center and calls out "Move your butt if...." and makes up something, like "if you live with your mom" or "if you hate homework" or "if you think lemonade is delicious."* Then, everyone who agrees with what was said has to get up and find a new chair. IT is also scrambling for a chair. Whomever is left once everyone is seated becomes IT.

NAME FIVE

Advisor and students sit in a circle. Advisor has two small objects to pass around the circle (small, soft balls work best). Advisor gives direction: *I'm going to pass these objects around the circle, one in a clockwise direction, and one in a counter-clockwise direction. If you receive **both** objects, you become IT. If you're IT, you will have to name five of something. This round, you'll have to name five NBA teams—and you'll have to pass **ONE** of the balls around the circle first, and name those teams before the ball makes its way back to you.* Pass the balls, and have IT name five, hopefully before the ball makes it all the way around the circle. S/he then decides what the next five things will be to name, and announces that before passing both balls. Game continues in this fashion. If students are unable to "name five," they can ask a friend to help.

PMU QUESTIONS

Print out the following questions and have students take turns picking them from a bowl and answering them in a circle. You can allow students to return a question to the bowl if they are uncomfortable answering it.

Questions:

- If you could go anywhere in the world, where would you go? Why?
- What's your least favorite food? Why?
- Who would make an excellent president? Why?
- What's something you know that would be a surprise to most people?
- If you were an animal, what would you be? Why?
- If you could choose any song, what song would you make our national anthem?
- If they made a movie about your life, what would it be called?
- What's the craziest thing you've ever done (clean version!)?
- What's your earliest memory?
- What is one of your favorite quotes?
- What's your favorite outdoor activity?

- What chore do you absolutely hate doing?
- What is your favorite form of exercise?
- What is your favorite time of day/day of the week/month of the year?
- What's your least favorite mode of transportation?
- What is your favorite smell?
- If you could witness any event past, present or future, what would it be?
- If you could learn to do anything, what would it be?
- If you had to work on only one project for the next year, what would it be?
- If you were immortal for a day, what would you do?
- If you had to change your first name, what would you change it to?
- If you could meet anyone, living or dead, who would you meet?
- If you could know the answer to any question, besides "What is the meaning of life?", what would it be?
- If you could be any fictional character, who would you choose?
- If you won the lottery, what is the first thing you would do?

NEVER HAVE I EVER

Students will need several of a small object for this activity, and to be seated in a circle. You can give each student 5-10 paperclips to use as their "chips."

Go around the circle, and the first person starts by saying "Never have I ever..." and then something they've never done, such as "been to Mexico." If anyone in the group HAS done that thing (ex: been to Mexico), they have to put in one of their paperclips to the center of the group. You can continue the game until either A) one person is out of paperclips, or B) only one person has any left.

THE CHOCOLATE RIVER

Make 2 lines of tape on the floor, about 15 feet apart. Have the participants line up on one side of the tape, and tell them that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across (Obviously, they cannot walk around the river!).

The only way to get across is by using the large, fluffy marshmallows that you provide (this can be pieces of paper or anything about that size). Give each of the participants one marshmallow. Unfortunately, the current in the river is so strong that it actually sweeps the marshmallows away if someone is not holding them down (with a hand, foot, or other

safe appendage). Also, the marshmallows swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed. The leader of this activity must pay careful attention, and remove a marshmallow each time no one is touching it or stepping on it, or if they try to move the marshmallow once it's been put down.

This seems like a simple exercise, but it may take a while for the participants to begin to communicate with each other, and you will probably need another set of eyes to make sure that all the marshmallows are being anchored down.

Possible debrief options include: Team Responsibility (did it matter if only a few of you made it across the river?), Communication (the importance of checking on the person behind you before stepping onto the next marshmallow), and Individual Strengths and Weaknesses.

THE PAPER TOWER

This is quick and easy! You should have a BIG stack of paper to be recycled, and split your group into teams. The object is to create a tower using only the paper (no staples, glue, tape, etc) in a set time limit. The team who builds the highest tower (and it has to stand through the facilitator's measuring) wins! Afterwards, debrief students on what role they found themselves taking in this exercise, and what they learned from it.

BEHIND THE BACK

Here, we all tape blank sheets of heavy-duty cardstock to our backs, and ask everyone to write reflective, thoughtful comments about us on them—anonymously! We only have a set amount of time to do it in, so we'll scramble to get our comments on everyone's back. The lesson here is that we often disparage people behind their backs, which can do a great deal of damage. Here, we offset that by giving positive feedback. Hmm... why don't we do that to each other's faces more often? The added bonus here is that we all leave with a reminder of how awesome we are and how much we're appreciated!

THE RIGHT FAMILY

Have the players stand in a circle. Explain to them that every time they hear the word "right", they are to pass the object in their hands to the right. Every time they hear the word "left", they are to pass the object in their hands to the left. Practice a few times so people get the hang of the idea.

Read the following story to the players.

"This is the story of the Right family. Last night, the Right family went to see a baseball game between the Boston Red Sox and the Minnesota Twins. They left the house at six o'clock, right after the family finished dinner. Mr. Right drove everyone to the game in the red family van, which is always parked on the left side of the garage. In the van were Mrs. Right, Bobbie Right, Katie Right, and Joey Right. As they drove down the street, Mrs. Right waved to Lisa, their neighbor, who lives two houses down on the left. She was watering her garden on the right side of her house. As the right family approached Fenway Park, Mr. Right exclaimed, "I can't remember where I left the tickets!" Joey Right said, "Dad, I saw you put them in your right hand pocket." Mr. Right checked, but they were not there. Katie said, "No Dad, that isn't right. You left the tickets with me for safe keeping. I have them right here in my purse." "What a relief," said Mr. Right as he turned left into the stadium parking lot. Joey almost left his baseball glove in the van, but right when Mr. Right was about to lock the doors, he remembered he had left it under his seat. The Right family had to wait in line for a bit, but finally made it to their seats in left field. As they sat down, Mr. Right looked to his left at the whole Right family and smiled. He had made the right decision in getting tickets for this game.

Processing: Ask detail-oriented questions about the story to see what the group remembers. How did your focus on passing the object affect how well you listened? What other things distract us when we are trying to listen? Describe active listening. How do we make sure we are all active listeners?

Source: Kieve LDI (Leadership Decisions Institute)

Questions: Where are the Rights going? What teams are playing? Where are they playing?
 How many Right family members are there? What are their names?
 At what time of the day was the game? Who almost forgot the baseball glove?
Who had the tickets? How did the Rights get to the game?

WHO AM I

As students enter the room, put a post-it note on their back with the name of a famous person. Put these directions on the board:

Welcome! You have received the name of a famous person on your back. This person could be living, dead, fictional or real. The only thing you know about them for sure is that he/she is a human being.

You can only ask Yes/No questions of the other people in the room to determine who you are! For example: Am I a woman? *Am I living?* *Am I a Republican?* You can also answer questions that others ask you as long as they ask Y/No questions. Hint: the more people you talk to, the better your chances that they will be know who you are and help you figure it out!

Once you have successfully figured out who you are, have someone remove your sticker and affix it to your chest, so you can proudly show everyone that you know who you are!