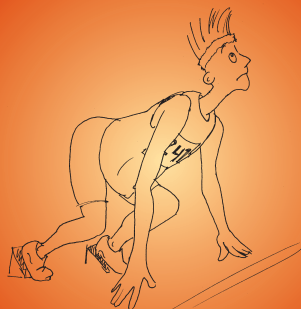
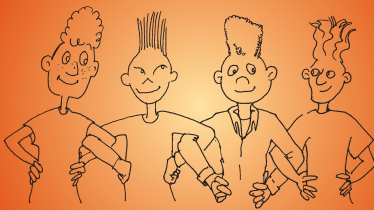
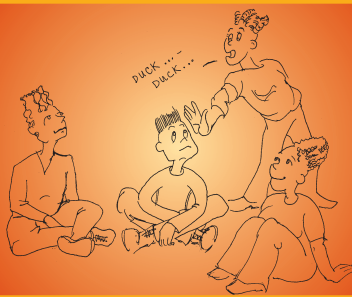


TEEN

MENTAL HEALTH
AND LIFE SKILLS
WORKBOOK



Teen

Choices

Workbook

**Facilitator Reproducible
Self-Assessments, Exercises
& Educational Handouts**

**Ester A. Leutenberg
& John J. Liptak, Ed.D.**

Illustrated by Amy L. Brodsky, LISW-S



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Teen Choices Workbook

Facilitator Reproducible Self-Assessments,
Exercises & Educational Handouts

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Using This Book *(For the professional)*

Life is about making choices. Today's teens live in a far more challenging atmosphere than past generations and they face many important choices that both positively and negatively affect their growth and development. Their success in life is a result of the choices they make as they mature and that they will make in the future.

Choices come in many different forms. Decisions must be made for a wide variety of options:

- *Should I be friends with her?*
- *What should I do if I am offered a cigarette?*
- *Should I go to a party where I know there will be alcohol and drugs?*
- *Should I socialize with people about whom I have an iffy feeling?*
- *Should I engage in extreme sports?*
- *Should I join the French Club in school?*
- *Should I study business or journalism?*
- *Should I go on vacation with my family or stay home with my friends?*
- *What should I do if my friends want me to try illegal drugs?*
- *Should I drop out of school?*
- *Should I be intimate with my boyfriend or girlfriend?*
- *Should I apply for college?*
- *Should I join a gang?*

These can be very difficult questions for teens to answer as they begin to test their boundaries, explore individual autonomy, and begin making decisions for themselves. To help teens become more thoughtful decision-makers, *Teen Choices Workbook* will guide them to act responsibly, reflect on decisions they have made in the past, explore the consequences of those decisions, and take responsibility for future decisions. These reflections and discussions will guide them to be better decision-makers, as well as to confirm their positive past decisions.

During adolescence, making effective independent choices is often a point of contention between teens and adults (parents, teachers, grandparents, etc.). As teens mature, they face increasing demands to learn to make choices more independently and to take more responsibility for their own choices. Choices allow teens to change how they are currently living their lives (if they are not happy where they are) or continue to live responsibly by making even more effective choices.

(Continued on the next page)

Using This Book *(For the professional, continued)*

The *Teen Choices Workbook* is designed to help teens engage in self-reflection, examine personal thoughts and feelings that go into the decisions they have made, and learn valuable tools and techniques for making effective decisions in the future. This book combines three powerful psychological tools for the management of thoughts, feelings, and behaviors: self-assessment and journaling. Role-playing exercises are a third component to enhance empathy and allow adolescents to practice decision-making strategies.

The *Teen Choices Workbook* contains five separate sections to help participants learn more about choices they have made and choices they have yet to make in their lives:

- **Teen Action Choices Scale** helps teens analyze the factors that primarily influence the decisions they make and define how effectively they are using their time.
- **Teen Relationship Choices Scale** helps teens examine how they make choices about acquaintances, friends, best friends and dating friends.
- **Teen Cultural Differences Scale** helps teens explore how accepting and receptive they are to people who are different from themselves.
- **Teen “Not-So-Great” Choices Scale** helps teens reconsider the choices they made in the past that were not successful and outline more effective decision-making techniques.
- **Teen Risk-Taking Behavior Scale** helps teens investigate both the positive and the negative risks they have taken and discover ways to choose healthy risks.

Use Codes for Confidentiality

Confidentiality is a term for any action that preserves the privacy of other people. Because teens completing the activities in this workbook might be asked to answer assessment items and to journal about and explore their relationships, you will need to discuss confidentiality before you begin using the materials in this workbook. Maintaining confidentiality is important because it shows respect for others and allows participants to explore their feelings without hurting anyone’s feelings or fearing gossip, harm or retribution.

In order to maintain confidentiality, explain to the participants that they need to assign a **name code for each person or each group of people** they write about as they complete the various activities in the workbook. For example, a friend named Joey who enjoys going to hockey games might be titled JLHG (Joey Loves Hockey Games) for a particular exercise. In order to protect their friends’ identities, they should not use people’s or groups’ actual names or initials, just name codes.

(Continued on the next page)

Layout of the Book

The *Teen Choices Workbook* is designed to be used either independently or as part of an integrated curriculum. You may administer one of the assessments and the journaling exercises to an individual or a group with whom you are working, or you may administer a number of the assessments over one or more days.

This book includes the following reproducible pages in the first five sections:

- **Assessment Instruments** – Self-assessment inventories with scoring directions and interpretation materials. Group facilitators can choose one or more of the activities relevant to their participants.
- **Activity Handouts** – Practical questions and activities that prompt self-reflection and promote self-understanding. These questions and activities foster introspection and promote pro-social behaviors.
- **Quotations** – Quotations are used in each section to provide insight and promote reflection. Participants will be asked to select one or more of the quotations and journal about what the quotations mean to them.
- **Reflective Questions for Journaling** – Self-exploration activities and journaling exercises specific to each assessment to enhance self-discovery, learning, and healing.
- **Educational Handouts** – Handouts designed to enhance instruction can be used by individuals or in groups to promote a positive understanding of past choices participants have made and positive decision-making in the future. They can be distributed, scanned and converted into masters for overheads or transparencies, projected or written on boards and/or discussed.

Who Should Use This Program?

This book has been designed as a practical tool to help professionals such as therapists, counselors, psychologists, teachers, group leaders, etc. Depending on the role of the professional using the *Teen Choices Workbook* and the specific group's needs, these sections can be used individually or combined for a more comprehensive approach.

Why Use Self-Assessments?

Self-assessments are important in teaching various anger management skills because they help participants to engage in these ways:

- Become aware of the primary motivators that guide their behavior.
- Explore and learn to “let go” of troublesome habits and behavioral patterns learned in childhood.
- Examine the effects of unconscious childhood messages.
- Gain insight and “a wake-up call” for behavioral change.
- Focus thinking on behavioral goals for change.
- Uncover personal resources that can help them to cope better with problems and difficulties.
- Explore personal characteristics without judgment.
- Identify personal strengths and weaknesses.

Because the assessments are presented in a straightforward and easy-to-use format, individuals can self-administer, score and interpret each assessment at their own pace.

About the Assessments, Journaling Activities and Educational Handouts

Materials in the Assessments, Journaling Activities, and Educational Handouts sections in this book are reproducible and can be photocopied for participants' use. Assessments contained in this book focus on self-reported data and thus are similar to ones used by psychologists, counselors, therapists and career consultants. The accuracy and usefulness of the information provided is dependent on the truthful information that each participant provides. By being honest, participants help themselves to learn about unproductive and ineffective patterns in their lives, and to uncover information that might be keeping them from being as happy or as successful as they might be.

An assessment instrument can provide participants with valuable information about themselves; however, these assessments cannot measure or identify everything. The assessments' purpose is not to pigeonhole certain characteristics, but rather to allow participants to consider all of their characteristics. This book contains self-assessments, not tests. Tests measure knowledge or whether something is right or wrong. For the assessments in this book, there are no right or wrong answers. These assessments ask for personal opinions or attitudes about a topic of importance in the participant's life.

When administering the assessments in this workbook, remember that the items are generically written so that they will be applicable to a wide variety of people but will not account for every possible variable for every person. No assessments are specifically tailored to one person. Assessments are structured to help a variety of participants to identify negative themes in their lives and find ways to break the hold of these patterns and their effects.

Advise teen participants taking the assessments that they should not spend too much time trying to analyze the content of the questions; they should think about the questions in general and then spontaneously report how they feel about each one. Whatever the results of the assessment, encourage participants to talk about their findings and their feelings pertaining to what have they discovered about themselves. Talking about issues such as aggression and bullying can be therapeutic and beneficial.

The *Teen Choices Workbook* sections serve as an avenue for individual self-reflection, as well as group experiences revolving around identified topics of importance. Each assessment includes directions for easy administration, scoring and interpretation. In addition, each section includes exploratory activities, reflective journaling activities, insightful quotations and educational handouts to help participants to learn more about the choices they have made, explore their habitual, ineffective methods of making choices, and define new ways for choosing more effective life options.

(Continued on the next page)

About the Assessments, Journaling Activities and Educational Handouts *(continued)*

The art of self-reflection goes back many centuries and is rooted in many of the world's greatest spiritual and philosophical traditions. Socrates, the ancient Greek philosopher, was known to walk the streets engaging the people he met in philosophical reflection and dialogue. He felt that this type of activity was so important in life that he proclaimed, "The unexamined life is not worth living!" The unexamined life is one in which the same routine is continually repeated without ever thinking about its meaning to one's life and how this life really could be lived. However, a structured reflection and examination of beliefs, assumptions, characteristics and patterns can provide a better understanding which can lead to a more satisfying life and career. A greater level of self-understanding about important life skills is often necessary to make positive, self-directed changes in repetitive negative patterns throughout life. The assessments and exercises in this book can help promote this self-understanding. Through involvement with the in-depth activities, each participant claims ownership in the development of positive patterns.

Journaling is an extremely powerful tool for enhancing self-discovery, learning, transcending traditional problems, breaking ineffective life and career habits, and helping people to heal from psychological traumas of the past. From a physical point of view, writing reduces stress and lowers muscle tension, blood pressure and heart rate levels. Psychologically, writing reduces feelings of sadness, depression and general anxiety, and it leads to a greater level of life satisfaction and optimism. Behaviorally, writing leads to enhanced social skills, emotional intelligence and creativity.

By combining reflective assessment and journaling, your participants will engage in a powerful method for helping teens make more effective life choices.

Thanks to the following professionals whose input in this book has been invaluable!

Amy Brodsky, LISW-S

Carol Butler, MS Ed, RN, C

Kathy Khalsa, MAJS, OTR/L

Jay Leutenberg

Kathy Liptak, Ed.D.

Eileen Regen, M.Ed., CJE

For the Facilitator:

Enrichment Activities for Each Section

by Carol Butler, MS, Ed, RN,C

(Page 1 of 4)

These options provide interaction and enjoyment for the teens. They can be used as you present a new section, or as a conclusion after participants finish the written exercises.

TEEN ACTION CHOICES

1. Collages

- Provide magazines, scissors, glue, and paper or poster board.
- Ask each participant to make a collage showing personal preferences of material possessions and activities.
- Participants show their work, share their “likes” and receive peer feedback.
- List these categories on the board or on a large paper: Creativity, Fitness, Science, Helping, Family, Leadership, Mechanical/Technical and/or Nature.
- Peers identify predominant themes in each other’s collages.

2. What Would You Do?

- List these roles on the board or on a large paper:
Student, Employee, Child, Friend, Volunteer.
- Ask a participant to read this scenario:
“You have an unexpected day off from school and work. You have a school project due in two days. Your boss asks you to work an extra shift and you really need the money. Your parents want you to babysit your younger siblings. Your friends invite you to a barbeque which a prospective dating friend will be attending. The library where you volunteer desperately needs your help. What would you do?”
- The participant (reader) encourages peers to share what they would do, why, which role is most important to them, and how they would compromise or combine roles.
- Examples: Take the young siblings to select books while doing volunteer work at the library in the morning; attend the barbeque in the evening, etc.

(Continued on the next page)

Enrichment Activities for Each Section

(Page 2 of 4)

TEEN RELATIONSHIP CHOICES

Role plays

Place two chairs facing each other in the front of the group and ask volunteers to practice these scenerios:

- Starting a conversation based on mutual interests, and discussing things in common.
- Asking open-ended questions, then paraphrasing and reflecting the responder's thoughts/feelings.

TEEN CULTURAL DIFFERENCES

What Would You Do?

- Ask volunteers to take turns reading the scenarios below. Elicit peer feedback.
"You are at the lunch table with your friends. A person who is mentally ill or developmentally disabled sits next to you. Your friends move away slightly and ignore the person. What would you do?"

"A lonely elderly neighbor starts a conversation with you almost every time you walk outside. You are usually in a hurry. What would you do?"

"You really hit it off with a classmate of another race with whom you have many common interests. Your family will not allow that person in your house and forbid you to go places with him/her. What would you do?"

(Continued on the next page)

Enrichment Activities for Each Section

(Page 3 of 4)

TEEN “NOT-SO-GREAT” CHOICES

- 1. Dramatization/Scenario: Photocopy the following script. Give each of three volunteer actors a copy of the script. Provide cell phones. Allow the three “actors” to practice a couple of times before the skit. Tell the group they are going to see a skit and will be asked questions afterward.**

Narrator: *Jane and Bill have been sitting next to each other in math class, and she has been hoping he would ask her out. Yesterday she was thrilled when he asked for her phone number.*

Bill: *Dials a number and Jane answers.*

Jane: *Hello.*

Bill: *Hey, how are you? This is Bill from math class.*

Jane: *Doin' fine.*

Bill: *I was wondering if you'd like to hang out on Saturday. Maybe we could go to a movie or to an amusement park?*

Jane: *I'd love to!*

Narrator: *They went out and had a great time. Jane told her friends the details.*

Jane: *I think we have a chance of seeing each other more and dating.*

Narrator: *Monday at school, Bill is in class with Jane. After class he approaches her.*

Bill: *I really had a good time with you and hope we can get together again.*

Jane: *Me too.*

Narrator: *That night he calls Jane.*

Bill: *Hey Jane, I have a little favor to ask. Since we sit next to each other, during tomorrow's math test, do you think you could let me see your answers? You are so much better in math than I am, and I really need your help.*

Narrator: *What are Jane's options?*

Then . . .

- Peers share and discuss their opinions.
- Facilitator lists on board or large paper – Critical Thinking, Impulsivity, Peer Pressure, Independence – and asks participants to discuss Jane's possible thoughts/actions regarding critical thinking, impulsivity, peer pressure and/or independence.

- 2. Real Life: Ask participants to share situations they have experienced or may face. Select one that lends itself to the steps below, summarize it on the board or large paper and list these items:**

- Identify the decision to be made.
- Identify the potential choices.
- Identify and compare all possible consequences
- Make a decision based on the information available.
- Act and evaluate the results

Encourage participants to discuss the above steps related to the summarized situation.

(Continued on the next page)

Enrichment Activities for Each Section

(Page 4 of 4)

TEEN RISK-TAKING

Brainstorming

- List on board or large paper the following categories:
School, Social, Activities, Family, Friends, Substances, Physical, Criminal, Health.
- Divide the participants into partners or small groups and provide them with one piece of paper and pen per partnership or small group.
- Ask each partnership or small group to select one or a few of the above categories
- Ask each partnership or small group to list at least two positive and two negative risks for each of their selected categories.
- The whole group re-convenes and the partners or small group members take turns going to the front of the room.
- A spokesperson shares their examples and receives feedback from others.
- Note that something that seems to have only negative risks such as “Criminal” can have positive risks. *Example: A friend is shop-lifting. **Positive risk** – Leave the store immediately without the person and risk losing the friendship; **Negative risk** – Stay with the person and risk getting caught.*

Cut ups

- Photocopy and cut out each phrase below:

Bad Feelings About self	Wanting/Needing Acceptance
Little or No Confidence	Wanting/Needing Popularity
Peer Pressure	Thrill-Seeking
Loneliness	Fear of Family/Friends’ Reactions

- Place the folded cut-ups in a cup or envelope.
- Pass the cup.
- Participants take turns reading the slip of paper they picked and identifying an associated positive and negative risk.
- Peers give feedback and add more positive and negative risks if possible.

Introduction for the Participant

Beginning right now, and into the future, you will make many significant choices that will affect your life greatly. Choices can have positive and/or negative consequences. Each choice will require careful thought and wise decision-making. As you have grown from childhood into your young adult years, you are expected to be increasingly responsible for the choices you make. The choices you have made have influenced your life, and the choices you will make in the future will largely determine the direction your life.

Many of your choices will be based on a logical decision-making process related to these factors:

Relationships Choices – You will be making choices about people. Who should you choose as an acquaintance, friend, best friend and person to date?

Behaving Toward Others – You will be making choices about how you treat other people, some just like you and others who are different from you.

Time Choices – You will be making choices about how to use your time most effectively and efficiently.

Risks – You will be making choices about the consequences of taking both positive and negative risks in your life.

The *Teen Choices Workbook* is designed to help you learn more about how you have made decisions in the past, and explore ways of making future decisions.

You will be asked to respond to assessments and exercises and to journal about some experiences in your relationships. Everyone has the right to confidentiality, and you need to honor the right of their privacy. Think about it this way – you would not want someone writing things about you that other people could read. Your friends feel this way also.

In order to maintain the confidentiality of your friends, assign code names to people or groups, based on things you know about them. For example, a friend named Sherry who loves to wear purple might be coded as SWP (Sherry Wears Purple). **Do not use any person's or groups' actual name when you are listing people or groups of people – Use only name codes.**

Teen Choices Workbook

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SECTION I:

Teen Action Choices Scale



Name _____

Date _____



Teen Action Choices Scale Directions

An important aspect of developing and growing as a teen is making appropriate action choices on how to spend your time. Your time might involve activities such as hobbies, school, friends, recreation, family, work, volunteering, crafts, music, sports and clubs.

This scale will help you identify your primary interests and perhaps inspire some new ideas. Read each statement carefully. Circle the number of the response that shows how descriptive each statement is of you. Please answer all the questions to the best of your ability using the following scale:

4 = Always
or
A Great Deal

3 = Often
or
Quite a Lot

2 = Sometimes
or
Some

**1 = Rarely,
if Ever**

I enjoy . . .

1. dancing 4 **3** 2 1

In the above example, the circled 3 indicates that the test taker often likes to dance or watch other people dance.

This is not a test and there are no right or wrong answers. Do not spend too much time thinking about your answers. Your initial response will be most true for you. Be sure to respond to every statement.

(Turn to the next page and begin)

Teen Action Choices Scale

Please respond to each of the statements by circling the response which best describes you:

4 = Always
or
A Great Deal

3 = Often
or
Quite a Lot

2 = Sometimes
or
Some

**1 = Rarely,
if Ever**

I enjoy . . .

- | | | | | |
|---|---|---|---|---|
| 1. dancing | 4 | 3 | 2 | 1 |
| 2. drawing, painting, or sculpting | 4 | 3 | 2 | 1 |
| 3. writing poetry, stories, etc. | 4 | 3 | 2 | 1 |
| 4. playing an instrument | 4 | 3 | 2 | 1 |
| 5. singing | 4 | 3 | 2 | 1 |
| 6. attending plays or musicals | 4 | 3 | 2 | 1 |
| 7. crafts of any kind (sewing, making models, etc.) | 4 | 3 | 2 | 1 |

TOTAL - C = _____

I enjoy . . .

- | | | | | |
|---|---|---|---|---|
| 8. activities that keep me fit and trim | 4 | 3 | 2 | 1 |
| 9. training for marathons and athletic events | 4 | 3 | 2 | 1 |
| 10. exercises to get or stay in shape | 4 | 3 | 2 | 1 |
| 11. learning and practicing healthy nutrition | 4 | 3 | 2 | 1 |
| 12. taking aerobics and fitness classes | 4 | 3 | 2 | 1 |
| 13. weightlifting or martial arts | 4 | 3 | 2 | 1 |
| 14. playing sports | 4 | 3 | 2 | 1 |

TOTAL - F1 = _____

(Continued on the next page)

SECTION I: TEEN ACTION CHOICES SCALE



(Teen Action Choices Scale continued)

Please respond to each of the statements by circling the response which best describes you:

4 = Always
or
A Great Deal **3 = Often**
or
Quite a Lot **2 = Sometimes**
or
Some **1 = Rarely,**
if Ever

I enjoy . . .

- 15. reading about science 4 3 2 1
- 16. looking through a microscope 4 3 2 1
- 17. visiting museums and/or historical sites 4 3 2 1
- 18. working mathematical games 4 3 2 1
- 19. doing science experiments 4 3 2 1
- 20. watching scientific television shows 4 3 2 1
- 21. participating in science fairs 4 3 2 1

TOTAL - S = _____

I enjoy . . .

- 22. helping other people 4 3 2 1
- 23. volunteering in the community 4 3 2 1
- 24. supporting friends with personal problems 4 3 2 1
- 25. teaching things to others 4 3 2 1
- 26. being with children 4 3 2 1
- 27. interacting with people from other cultures 4 3 2 1
- 28. tutoring others in school 4 3 2 1

TOTAL - H = _____

(Continued on the next page)

SECTION I: TEEN ACTION CHOICES SCALE

(Teen Action Choices Scale continued)

Please respond to each of the statements by circling the response which best describes you:

4 = Always or A Great Deal	3 = Often or Quite a Lot	2 = Sometimes or Some	1 = Rarely, if Ever
--	--	---	--------------------------------

I enjoy . . .

- | | | | | |
|--|---|---|---|---|
| 29. talking with my family | 4 | 3 | 2 | 1 |
| 30. helping around the house (baking, yard work, etc.) | 4 | 3 | 2 | 1 |
| 31. having friends spend time with my family | 4 | 3 | 2 | 1 |
| 32. spending evenings at home with my family | 4 | 3 | 2 | 1 |
| 33. caring for my family | 4 | 3 | 2 | 1 |
| 34. vacationing with my family | 4 | 3 | 2 | 1 |
| 35. playing board, card and computer games with family | 4 | 3 | 2 | 1 |

TOTAL - F2 = _____

I enjoy . . .

- | | | | | |
|---|---|---|---|---|
| 36. coordinating family, neighborhood
and/or school events | 4 | 3 | 2 | 1 |
| 37. being a leader in school clubs and organizations | 4 | 3 | 2 | 1 |
| 38. organizing group activities | 4 | 3 | 2 | 1 |
| 39. making decisions | 4 | 3 | 2 | 1 |
| 40. working with money | 4 | 3 | 2 | 1 |
| 41. being responsible | 4 | 3 | 2 | 1 |
| 42. planning activities for others | 4 | 3 | 2 | 1 |

TOTAL - L = _____

(Continued on the next page)

SECTION I: TEEN ACTION CHOICES SCALE



(Teen Action Choices Scale continued)

Please respond to each of the statements by circling the response which best describes you:

4 = Always
or
A Great Deal **3 = Often**
or
Quite a Lot **2 = Sometimes**
or
Some **1 = Rarely,**
if Ever

I enjoy . . .

43. playing high tech games	4	3	2	1
44. using hand tools	4	3	2	1
45. helping people with their computers	4	3	2	1
46. working on and repairing cars	4	3	2	1
47. writing computer programs	4	3	2	1
48. tinkering with engines	4	3	2	1
49. researching what makes things work	4	3	2	1

TOTAL - M/T = _____

I enjoy . . .

50. playing with animals	4	3	2	1
51. walking, running, hiking, exercising outdoors	4	3	2	1
52. raising plants and flowers	4	3	2	1
53. volunteering in an animal shelter	4	3	2	1
54. cutting grass and caring for lawns	4	3	2	1
55. gardening	4	3	2	1
56. spending time in parks	4	3	2	1

TOTAL - N = _____

(Go to the Scoring Directions on the next page)

Teen Action Choices Scale Scoring Directions

The scale you have just completed will help you identify various types of activities that you are already enjoying and some you may have not considered until now. It is designed to measure your interests and help you identify activities related to your interests. For each of the sections on the previous pages, count the scores you circled for each of the sections. Put that total on the line marked TOTAL at the end of each section.

Then, transfer your totals to the spaces below:

TOTALS

C = Creative Scale _____	F2 = Family Scale _____
F1 = Fitness Scale _____	L = Leadership Scale _____
S = Science Scale _____	M/T = Mechanical/Technical Scale _____
H = Helping Scale _____	N = Nature Scale _____

After you have completed transferring your total scores, you should look at the Profile Interpretation section for more information about your scores on the assessment.

Profile Interpretation

Individual Scale Score	Result	Indications
7 to 13	low	You are probably not interested in the types of activities in this scale.
14 to 21	moderate	You probably have some interest in the types of activities in this scale.
22 to 28	high	You are probably very interested in the types of activities in this scale.



Teen Action Choices – Scale Descriptions

1. Creative

If you scored high on this scale you are probably interested in creatively expressing yourself through artistic endeavors. You benefit by expressing your feelings and ideas in creative ways. Finding activities that tap into your specific talents will allow creative expression.

Since you enjoy creativity you might consider such activities as painting, drawing, sketching, sculpting, photography, writing poems, ceramics, writing short stories, pottery, origami, reading, needlework, crafts, attending arts festivals, acting in school plays and/or community theatre, blogging, scrapbooking, designing web pages, taking dance lessons, or singing in a choir.

You might consider such occupations as photographer, author, journalist, designer (graphic, fashion or interior), sound engineer, curator or desktop publisher.

2. Fitness

If you scored high on this scale you are probably interested in physically challenging activities that help to keep you physically fit. Participating in physical activities is a powerful way for you to reduce your tension and anxiety.

Since you enjoy fitness you might consider such activities as tennis, marathons, darts, martial arts, chopping wood, yoga, mountain climbing, kayaking, scuba diving, climbing walls, coaching children's athletic games, amateur sports, weight lifting, health clubs, exercising, jogging, aerobics, softball, yoga, skiing, bowling, swimming, traveling, cycling, mall walking, or canoeing.

You might consider such occupations as athletic trainer, nurse, physician, health educator, physicians assistant, nutritionist, physical, speech, occupational or massage therapist.

3. Science

If you scored high on this scale you are probably interested in discovering, collecting, and analyzing information about the natural world, life sciences and human behavior.

Since you enjoy science you might consider such leisure activities as astronomy, science fairs, health care volunteer, building model rockets, mathematical puzzles, amateur archeology, meteorology, star gazing, collecting rocks, exploring caves, weather watching, reading about technological developments, visiting planetariums and science museums, computer games, studying anatomy, prospecting, conducting experiments with plants, doing chemistry experiments, or watching aerospace shows on television.

You might consider such occupations as engineer, biologist, sociologist, zoologist, geologist, historian, geographer, computer software engineer, science journalist, educator or biochemist.

(continued on the next page)

Teen Action Choices – Scale Descriptions *(continued)*

4. Helping

If you scored high on this scale you are probably interested in improving people's social, mental, emotional and spiritual well-being. You feel a desire to give back to other people and you like to feel that you are making a difference in others' lives.

Since you enjoy helping, you might consider volunteering your time to help others in such activities as tutoring, volunteering with the elderly and/or disabled, or helping in a hospital, working with church groups, volunteering to work at a homeless shelter, babysitting, caring for children, visiting friends, planning events, entertaining, serving as a mental health volunteer, or teaching English as a second language.

You might consider such occupations as teacher, social worker, occupational, physical, speech or massage therapist, counselor, psychologist, police officer, child care worker, protective service worker, probation officer or community service manager/planner.

5. Family

If you scored high on this scale you are probably interested in activities which allow you to spend quality time with members of your family.

Since you enjoy being with your family and/or extended family, you might consider such activities as baking pastries, cake decorating, hosting parties, sewing, cooking, cutting hair for family members, planning family recreational activities, traveling with family members, shopping, going to school athletic events or concerts, watching sports, handling equipment for a local athletic team, preparing and serving meals at a food kitchen, teaching others how to cook or bake, canning and preserving food, or cooking for community events.

You might consider such occupations as cook, chef, manicurist, recreation worker, recreation or family therapist, tour guide, travel agent, sports official, baker, cosmetologist, food preparation manager or personal care worker.

6. Leadership

If you scored high on this scale you are probably interested in being in charge and coordinating events. Alan Keith of Genentech states, "Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen."

Since you enjoy being a leader, you might consider such activities such as being an officer or on the board in a school, your community or local charitable organization; coaching; organizing neighborhood activities and coordinating community events; holding office in school; fund raising; serving on the urban planning committee; or as a scout leader; studying financial trends and organizing a teen investment group with an adult supervisor; participating in spiritual or religious events or political campaigns; coordinating a camping trip; or organizing family activities.

You might consider such occupations as an owner or manager of a business, charity or foundation, auditor, salesperson, administrative assistant, budget analyst, billing clerk, human resources manager, financial planner, marketing representative, personnel recruiter, payroll clerk, school board member or a politician.

(Continued on the next page)



Teen Action Choices – Scale Descriptions *(continued)*

7. Mechanical/Technical

If you scored high on this scale you are probably interested in learning about and understanding how things work. You are probably good at visualizing and solving mechanical problems, working with your hands and with tools, and using, creating and troubleshooting technology.

Since you enjoy mechanical activities you might consider such activities as fixing appliances, repairing computers, woodworking, painting and home repairs, repairing cars, wood carving and metal work, building cabinets, refurbishing antiques, plumbing, working on heating and air conditioners, reading blueprints, building houses for Habitat for Humanity, rebuilding old cars.

You might consider such occupations as an automobile mechanic, air traffic controller, brick mason, electrician, building inspector, engineer, draftsman, construction manager, machine designer or operator, carpet installer, heating and air conditioner mechanic, or surveyor.

Since you enjoy the technological field you might consider such activities as creating video games or Websites, reading about developments in technology, repairing computers, giving computer lessons, researching new advancements in technology, or creating a new computer program for a school class.

You might consider such occupations as a computer programmer, software developer, systems analyst, database administrator, security specialist, graphic designer, network and computer systems administrator, employer or employee of a computer-based business.

8. Nature

If you scored high on this scale you are probably interested in animals, birds or plants, being outdoors, getting your hands dirty, and working with and being tuned into nature. Nature refers to the phenomena of the physical world. You possibly feel a spiritual connection when you are outdoors in a beautiful natural setting.

Since you enjoy nature, you might consider such activities as bird watching, riding horses, owning, playing or showing dogs, grooming animals, farming, learning about plants, going on hikes, taking nature walks, fishing, camping, visiting state parks, flower arranging, pet boarding, growing house plants, gardening, owning and/or playing with pets, or landscaping. Another option is volunteering in a veterinarian's office, animal shelter, nature museum or park.

You might consider such occupations as animal breeder, fish and game warden, forester, conservation worker, park naturalist or docent, veterinarian, zoologist, wildlife biologist, environmentalist, pest control worker, outdoor educator, hiking leader or florist.

My Activity Time

Young adults make many choices daily about how to spend their time. Considering and choosing how to spend that time effectively is the challenge. Most teens spend a substantial amount of their day in school and doing school work. They also have other responsibilities and still want some time to have fun. Making effective choices about how to spend your time is critical. In the following table describe how you spend your time in each area of your life during a typical week. Then assign an estimated per cent of the time that you spend in the activity areas.

Activity Areas	Activities I Engage in Each Week	%
<i>Ex: Computer, etc.</i>	<i>Email, Facebook, Twitter, Cell phone, Text, etc.</i>	40%
Computer, cell phones, technological objects		
Working and/or volunteering		
Clubs, house of worship, community groups		
Family/home obligations		
Fun/leisure time activities		
Other responsibilities		