

HONESTY

COURAGE

KINDNESS

RESPECT

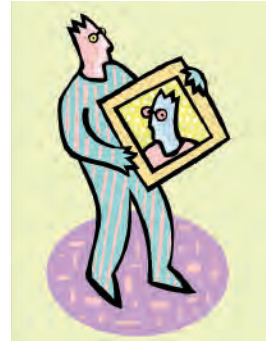
FAIRNESS

PERSEVERANCE

SELF-DISCIPLINE

RESPONSIBILITY

THE COMMUNITY SERVICE PROJECT JOURNAL



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

Division of School Improvement in collaboration with the Division of Instructional Services

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TABLE OF CONTENTS

TO THE READER1
IT'S YOUR LIFE AND YOUR CHARACTER3
ASKING QUESTIONS, MAKING CHOICES5
HOW TO USE THIS JOURNAL .....	.9
GETTING STARTED .....	.11
WHO AM I?	
My Personal Profile .....	.12
How Do I See Myself? .....	.15
How Do Others See Me? .....	.18
HOW DID I GET HERE?	
My History .....	.21
My Journey .....	.24
My Support .....	.29
WHAT MATTERS TO ME?	
My Interests .....	.31
My Strengths .....	.34
My Connections .....	.36
WHAT WOULD I LIKE TO CHANGE?	
Things To Replace .....	.40
Things To Improve .....	.44
Things To Learn .....	.46
WHAT MATTERS IN MY COMMUNITY SERVICE?	
What Am I Doing? .....	.48
What Have I Learned? .....	.51
What Do I Want To Know? .....	.53
HOW CAN I CONTRIBUTE?	
What Can I Give? .....	.55
How Can My Help Make a Difference? .....	.57
Why Are My Contributions Important? .....	.59
WHAT WILL MY FUTURE LOOK LIKE?	
What Do I Know? What Do I Like? .....	.62
What Do I Want To Do? .....	.65
What Can I Become? .....	.68
HOW CAN I PREPARE FOR MY FUTURE?	
My Promise To Myself .....	.70
My Code of Character .....	.73
My Plan for My Future .....	.76
MY CODE OF CHARACTER .....	.77
IN CLOSING .....	.78
EVALUATION .....	.79
RESOURCES .....	.80

TO THE READER

Hello... if you're reading this journal then it means that you will be spending some time out of school and in the Community Service Project. This project will be both a journey and a process.

Every journey has its ups and downs and each of our lives is no exception. Through the Community Service Project and this journal you will have time to look back at the ups and downs in your life so far. This is a time to think back on or reflect on where you've been, where you are now, and figure out where you want to go in the future. Think of this journal as a road map – your road map for helping you get to where you want to go – and in the future. This journal is your personal document. It will be the record of your experiences and your thoughts, your hopes and dreams for the road ahead.

Sections in this journal will guide you through the process of re-discovering yourself – who you are now, what's most important to you, and who you hope to be. Your work in this journal will steer you toward creating a plan for your future. If you use this journal as your guide it will keep you focused over the months ahead.

Part of this journey will be your community service experience. The service or work gives you a chance to do something productive for your community. This journal is the chance to do some productive work *for yourself*.

Productive work may mean different things to different people so think about what “productive” means to you. For the purposes of this journal, here's a definition to consider from www.hyperdictionary.com.

PRODUCTIVE

from Webster's 1913 dictionary:

Having the quality or power of producing; yielding or furnishing results.

Everyone has the ability and the power to be productive in many, many ways. Sometimes, at your age that can be difficult to believe – if you haven't taken the opportunity to contribute. That last sentence doesn't say, “If you haven't been given the opportunity to contribute,” it says, “if you haven't *taken* the opportunity to contribute.”

Have you contributed to the world?

Have you contributed to your family and your friends?

Working through this journal will make you think about how much control you have over your life and how ready you are to *take control* of the decisions that most affect your life.

You landed out of school and in this program because of some choice or series of choices you made. You might not have thought very much about what you did that landed you here. Knowingly or unknowingly, you made choices that placed you in this situation.

Now you have a chance to think about your choices and whether or not those choices were for the best. The Community Service Project is giving you an opportunity to work in the community and to work on yourself.

Working through this journal is a way of paying attention to *you*.

This journal is not meant to tell you what's right and what's wrong.

This journal is a way of helping you to see that asking yourself the questions: "What is right for me?" or "What is best for me?" is what really matters. Asking and answering these questions can help you to grow and change and become a person that is respected and admired because of your choices and actions.

ASKING THE QUESTION:

"What is best for me?" is what really matters.

IT'S YOUR LIFE AND YOUR CHARACTER...

Thinking about what matters to you, what you care about and value in life, is a powerful exercise.

As you work through this journal, if you read carefully and answer the questions thoughtfully, you'll get a better sense of

- Who you are,
 - Who you'd like to become, and
 - What you want to stand for in life
 - in other words you will be shaping your CHARACTER.

How do YOU want to be known?

What do you want people to say about you, not at this moment, but, on your 50th birthday?

You may be thinking, “Who cares what people will say about me when I’m fifty? I’m too young to worry about that stuff now.”

But these are the years that will form the adult you are becoming. These are the times that will shape you into the person you will be as a worker, friend, partner, role model, and maybe parent. Now can determine your future.

Will you be a person of character?

Your “character” is determined by what you say and do. Your words and actions make up the very core of who you are. There is no such thing as bad character. “Character” is made up of the key characteristics, the qualities or features that make you who you are and guide you in different situations.

A person’s character shapes her or his actions and reactions.

“Character” is made up of the key characteristics, the qualities or features that make you who you are and guide you in different situations.

Now is when you get to choose what success means to you. While most people think of success as having to do with jobs and college and making money, the measure of your success can be rooted in your character.

If someone is of good character, his or her actions are moral and ethical.

If someone's actions are moral and ethical that means that she or he is concerned with following what's right, fair, and decent.

Being ethical is caring about the difference between right and wrong and trying your best to do what is right.

YOU can be someone who makes a difference in the world. You can be a role model, someone that others look up to because you set a good example for how to act and behave.

The Community Service Project is an opportunity to make more of your life – and to make changes for the better.

Becoming a person of character, somebody that others look up to, is entirely up to you. You can choose by your words and your actions what kind of example you are setting for others. Your words and actions tell others about your character and what you value.

William (Bill) H. Gates is chairman of Microsoft Corporation, the worldwide leader in software, services and Internet technologies for personal and business computing. Since 1994, Forbes Magazine has named Bill Gates as the richest person in the world. But making money is not the only way Bill Gates has made a difference in the world. Bill Gates, along with his wife, Melinda, have created a foundation with more than \$24 billion to support initiatives to solve world health problems and to provide technology and education to those who need it. The way they are

ASKING QUESTIONS, MAKING CHOICES

This is a time in your life when it is critically important for all your choices to be made with personal integrity.

What does “integrity” mean?

Stephen Carter wrote an entire book on the subject. In his book, **Integrity**, he explains that integrity requires three things that are summarized for you here:

INTEGRITY is:

- Figuring out what is right and what is wrong
- After you’ve decided what is right, doing something about it, even at personal cost, and then
- Acting consistently and openly on what you believe is right.

Figuring out what is right requires us to *ask questions*.

For some people the question simply can be:

Is this right or wrong?

For someone else, if they’re not sure, a better question might be:

Is this something that would make my grandmother proud?

And for other people, it might be helpful to ask:

Is this something I’m willing to have my friends, family, neighbors, and first-grade teacher see on the six o’clock news?

It doesn’t matter which question you ask, only that you ASK.

To be in control of your own life, you must get used to asking yourself these kinds of questions BEFORE you act.

Asking can help you figure out:

- *Will this decision be a good choice for you?*
- *Will this decision agree with what you care about and value?*

As you go through your day things happen. Situations come up that require you to make decisions. Not decisions about whether to eat pizza or a hotdog, but choices that have lasting **CONSEQUENCES** **LOOK IT UP** .

LOOK IT UP

Do you know what the word “consequences” means? If you don’t, look the word up in a dictionary. Finding out the meaning of a word you don’t know will help you fully understand what you’re reading and what you’re being asked. Throughout this journal when you see this **LOOK IT UP or come across a word you’re not sure of... *Look It Up* in a dictionary!**

The way you behave, the way you act, the choices you make – all these make up your character. You may not know it, but your character is challenged every day.

Read these two examples to see what you would do.

You’re called to the office and the principal asks:
Who spray-painted graffiti all over the parking lot?
It wasn’t you – but you know your best friend was involved...do you tell the truth or do you stay silent?
What do you do?

While taking a history test you notice another student – someone who normally gets good grades – reading off another student’s paper.
This kid’s parents are going through a divorce but still, if this student gets a higher grade as a result of cheating, your grade will be lower.
What do you do?

In these two examples, you are being asked to make a choice but the choice isn’t easy.

Life is about choices.

Making choices is a lifetime activity. Part of being successful is making responsible choices for yourself. Making responsible choices is thinking through the consequences **LOOK IT UP** of your choices BEFORE you act.

Did you look up this word yet? If you did, you've made a great choice! If you didn't, *now's* your chance.

You are not the only person affected by your choices. Our actions have impact on others. The best choices and decisions we can make are those that are responsible and true to the person we want to be in life.

To make good choices you must think before you act. *Sound simple?* Well it's not.

Taking the time to **THINK** can be tough.

Often you're in the middle of something and feel there's no time to think about what you should do – you just react.

Sometimes, you're surrounded by your "friends" who are waiting to see what you'll do and you want to do what everyone else expects.

OR maybe you want to do what everyone else is doing because you just want to fit in.

Peer pressure or pressure from others can cause us to act before we think.

Before you act,
THINK it through,
THEN DO.

At other times, it may appear that YOU just don't have any choice...that there is no choice about what YOU can do, but in life, there's always a choice.

AND EACH CHOICE LEADS TO CONSEQUENCES.

Here's that word "consequences" again...that's why using a dictionary is SO important.

A word you don't know will keep popping up until you find its definition in a dictionary. The first time you read a word you don't know, **LOOK IT UP** and learn what it means. Make the choice to learn what you need to know to do your best.

You can learn to be powerful by making your own choices responsibly. You can learn to give yourself the power and the freedom to be successful by choosing what's right for YOU.

As young people and as adults, we ALL face dilemmas **LOOK IT UP** that test the kind of person we are:

You are driving home and running late. The light turns yellow; do you step on the gas and speed up or do you slow down?

You're buying some groceries at the supermarket. The clerk makes the wrong change and gives you back an extra \$10. Do you give back the money or pocket that ten dollars?

You're applying for a job. The job requires experience and you don't have any. If no one will hire you until you have experience how are you supposed to get any? Do you lie on the application or do you tell the truth and risk not getting the job?

Each of these situations requires making a choice. And while each instance may seem harmless to you, each choice leads to another choice or situation in life.

Life is all about choices.

When you make choices think of each choice as a chance to choose for yourself OR against yourself.

When you choose against yourself you are making a choice that will not help you live your life responsibly and honestly.

When you choose for yourself you are making a choice that benefits you and helps you become a productive and respected member of your community –

A PERSON OF CHARACTER.

HOW TO USE THIS JOURNAL

Right now, you have a chance to change your situation and your life in a positive way. In addition to your service in the community, this journal will give you the ability to think and reflect on your past, your present, and perhaps most importantly, your future.

This journal is your road map toward

- self-discipline
- self-esteem
- self-respect

You can use this journal to reach the goal of doing your personal best.

The lessons in this journal are self-contained and require that you take your time to read and respond to each section with thought and honesty. Because the questions and writing prompts are aimed at you, only you can answer them.

Being wise is being able to judge what is true and what is right. Wisdom comes from knowing how to do this. The collection of your work in this journal will form the basis of your personal wisdom, the way in which you use the sum of your experiences and your wishes to lead you to a better life through making better choices for yourself.

Each lesson in this journal is divided into sections:



In the opening section, you'll be asked to think of yourself in a specific situation. In each opening, try to imagine that you are in the situation that's described. Some of the examples may be situations you have found yourself in at some point in your life. Other examples will be situations that are completely unknown to you. Whether you have ever experienced the situation or not, picture yourself or place yourself in the situation described.



This section asks you to look closely at information about yourself or about the situation you find yourself in. You will need to think through your answers. Sometimes you will need to ask others to answer questions about YOU. If there are others with you at the site where you are working, ask another member of the Community Service Project. If you are working on this journal alone, ask someone to reply when you return home at the end of the day.



This section gets you thinking and considering and working through your answer BEFORE you begin writing. This is an opportunity to reflect on your thoughts and feelings and then choose what to write.

It's important that your answers be meaningful to you.

Take your time, be honest with yourself and above all, use your heart and your head as you go through this journal; if you do, you will develop a stronger sense of character and integrity, and become a better, more responsible person.

GETTING STARTED

As you begin this journal think of this:

A principal always told his students,

**“As you start each day, think of
WIN...”**

What’s important now is that you have an opportunity to make the most of your time in the Community Service Project.

You have a choice to use this time to your best advantage, to find out what you value, to think and write about your character, and to develop what it takes to be a productive and successful person in your community and in the world.

Remember that this journal is your personal document and will be the written record of all you that you value. Keep in mind:

You can work through this journal at your own pace.

If there are words you don’t understand, look them up in a dictionary.

If you get stuck, ask an adult for help.

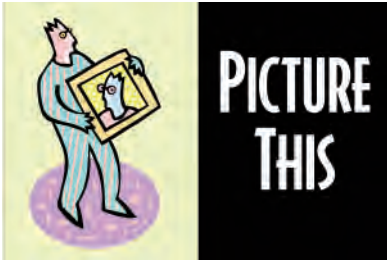
Before you begin this adventure, think about this old Japanese proverb:

“A journey of a thousand miles begins with one step.”

As you take your first step, GOOD LUCK and GOOD CHOICES
from all those who want to see you WIN!

WHO AM I? ?

My Personal Profile



You have been asked to provide a biographical **LOOK IT UP** sketch of yourself.

Fill out the following:

First name _____ Middle name _____

Last name _____ Nickname _____

Date of birth Month _____ Day _____ Year _____

Current age _____

Family members you live with:

Relationship _____ Age _____

Relationship _____ Age _____

Do you have brothers and/or sisters? Name them.

Relationship _____ Age _____

Relationship _____ Age _____

Favorite subject _____

Favorite teacher _____

Favorite book _____

Lucky number _____

Name the first President you can remember hearing about.

What did you do for fun when you were ten years old?

Name your favorite toy you played with and your favorite game

Name of the first movie you remember seeing

YOUR LIFE NOW

Activity or hobby you most enjoy

Sport(s) you most enjoy watching

Sport(s) you most enjoy playing

Favorite television show

Type(s) of music you most enjoy listening to

Favorite singer

Favorite actor

Favorite actress

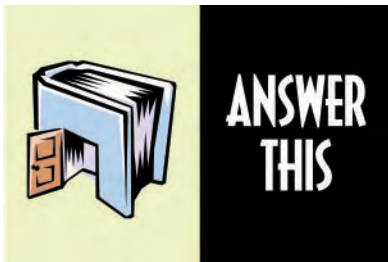
Favorite movie

Favorite color

Favorite holiday



Read back over everything you just wrote. Does it provide a complete picture of who you are? What does it tell you? What's missing?



If you had to describe yourself to someone you couldn't meet face-to-face, what would you say? Write a description of yourself below.

WHO AM I? ?

How Do I See Myself?

Check five of the following words that you feel best describe you now. Circle the two most important ones:

- | | | | | | |
|--------------------------|-----|--------------|--------------------------|-----|------------------|
| <input type="checkbox"/> | 1. | aggressive | <input type="checkbox"/> | 26. | outgoing |
| <input type="checkbox"/> | 2. | angry | <input type="checkbox"/> | 27. | patient |
| <input type="checkbox"/> | 3. | athletic | <input type="checkbox"/> | 28. | playful |
| <input type="checkbox"/> | 4. | caring | <input type="checkbox"/> | 29. | powerful |
| <input type="checkbox"/> | 5. | cautious | <input type="checkbox"/> | 30. | pretty/handsome |
| <input type="checkbox"/> | 6. | competent | <input type="checkbox"/> | 31. | proud |
| <input type="checkbox"/> | 7. | cooperative | <input type="checkbox"/> | 32. | quiet |
| <input type="checkbox"/> | 8. | courageous | <input type="checkbox"/> | 33. | reliable |
| <input type="checkbox"/> | 9. | creative | <input type="checkbox"/> | 34. | religious |
| <input type="checkbox"/> | 10. | determined | <input type="checkbox"/> | 35. | respectful |
| <input type="checkbox"/> | 11. | energetic | <input type="checkbox"/> | 36. | responsible |
| <input type="checkbox"/> | 12. | fair | <input type="checkbox"/> | 37. | restless |
| <input type="checkbox"/> | 13. | fearful | <input type="checkbox"/> | 38. | sad |
| <input type="checkbox"/> | 14. | focused | <input type="checkbox"/> | 39. | self-disciplined |
| <input type="checkbox"/> | 15. | friendly | <input type="checkbox"/> | 40. | shy |
| <input type="checkbox"/> | 16. | funny | <input type="checkbox"/> | 41. | silly |
| <input type="checkbox"/> | 17. | happy | <input type="checkbox"/> | 42. | smart |
| <input type="checkbox"/> | 18. | hard-working | <input type="checkbox"/> | 43. | sneaky |
| <input type="checkbox"/> | 19. | honest | <input type="checkbox"/> | 44. | strong |
| <input type="checkbox"/> | 20. | impatient | <input type="checkbox"/> | 45. | stubborn |
| <input type="checkbox"/> | 21. | intelligent | <input type="checkbox"/> | 46. | successful |
| <input type="checkbox"/> | 22. | kind | <input type="checkbox"/> | 47. | thoughtful |
| <input type="checkbox"/> | 23. | lazy | <input type="checkbox"/> | 48. | trustworthy |
| <input type="checkbox"/> | 24. | loyal | <input type="checkbox"/> | 49. | unreliable |
| <input type="checkbox"/> | 25. | nervous | <input type="checkbox"/> | 50. | weak |

It's one thing to describe what we look like physically, what we enjoy eating, or what we like to do for entertainment. It's another thing to describe one's character.



Compare what you checked and circled in this lesson with the information you provided in your personal profile. What is different about the information on each of these pages?

If you wanted to know more about someone, would you want to know what they liked and what they did or would you be more interested in adjectives or what words best described their character? If possible, discuss these answers with someone in your group.



According to a dictionary, the definition of **CHARACTER** **LOOK IT UP** is

“... the combination of qualities that makes up a person's nature or personality.”

What are the qualities that make up *your* personality **LOOK IT UP** ?

How would your parent or caregiver describe you?

Is it the same way you describe yourself? *Yes or no?*

Why or why not?

WHO AM I? How Do Others See Me?



You've been invited to an awards ceremony honoring the person in your life you most admire. The organization sponsoring the event has asked you to introduce this guest of honor.

Name the individual that you personally know and you most admire.

Write who this person is in your life, what she/he does and how you came to know them.

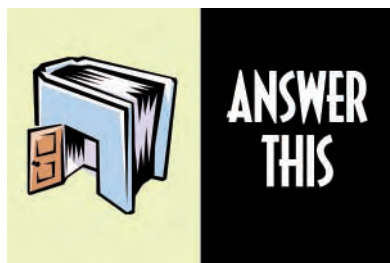
List three characteristics or **TRAITS** **LOOK IT UP** of character that apply to this individual or list what makes them admirable in your eyes.

Describe what it is you admire about the way this person lives his/her life and why you feel they are worthy of an award.



The individual you have just introduced and most admire comes to the stage to accept the award. She/he begins to thank you and tell the audience what you mean to her/him.

What would this person say are *your* three greatest characteristics?



What have you done that might be considered admirable **LOOK IT UP** by someone who is *younger than you are*?

What have you done that might be considered admirable by someone who is *older than you are*?

What have you done that might be considered admirable by someone who is *the same age as you are*?

What is different about your answers to these three questions? What is the same? Why do people who are different ages look at us differently?

Do you look at people of different ages differently? Why or why not?

If possible discuss these answers with someone in your group.

HOW DID I GET HERE?



My History



PICTURE THIS

Think of your life as a great landscape. The landscape is varied and full of interesting geographic elements: lakes, hills, valleys, rivers, mountains, bays. When we look at a stretch of land what we see looks seamless. Everything seems smooth and unbroken. What we don't see is what's underneath. Below any landscape there are **fault** **LOOK IT UP**

lines; cracks that can lead to bigger breaks in the landscape when the trembles and shakes.

Like a landscape, our lives have fault lines. These fault lines are often hidden but can cause great rifts or cracks later in one's life. For one person the fault line might be the death of someone they loved. For another person, it could be seeing their parent experience divorce or illness. For others, failing at something very important might cause a deep hurt.



ASK YOURSELF

Everyone in life experiences problems. Every family has their problems. We all struggle when things don't go the way we want. What are the cracks or fault lines in the landscape of your life? Think back over your childhood and your teen years and describe three incidents that represent tough times for you. For each incident, tell your age, those

involved, and what happened to cause a "crack" or a break in the landscape of your life.

1) _____

2) _____

3) _____



COURAGE is showing the will to face challenging or difficult situations. It takes courage to face what is difficult, ugly, embarrassing or uncomfortable in our lives.

What has been the most challenging **LOOK IT UP** situation you have faced in your life so far? Describe the situation and what made it so difficult or scary for you.

Explain how courage played a part in how you handled the situation. Or if you didn't display courage, how could courage have played a part in making things come out differently?

Complete the following:

It's difficult to show courage when _____

If possible, discuss the experience you described and your answer above with someone in your group or with an adult later this evening.

HOW DID I GET HERE?



My Journey



A collage is a collection of pictures and words. Create a collage of your life. Using photos, drawings, and words, create a patchwork picture of who you are, where you've been, and what matters to you. Each person's collage is unique because each of us has a life of memories, experiences, thoughts, and dreams unlike anyone else's. While we have

many things in common with others, there always will be an extraordinary quality to each person's life because it is theirs and theirs alone. Even twins, who were born at the same time, to the same parents, and seemingly live the same life, experience life differently and have different memories, joys, and sorrows.

Take old magazines and newspapers to cut out pictures that represent pieces of your life. Draw objects of importance to you for your collage. Be sure to include the people, places, and things that have made up your life until now.

To help you get started:

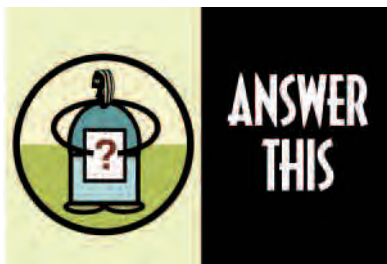
Think about the people who have played an important part in your life and name them. (parents, grandparents, teachers, friends, religious leaders, neighbors, cousins, classmates, coaches, caregivers, siblings)

Think about the places you have lived or been that represent important chapters in your life and list them. (Where were you born? Where have you lived? Did you attend schools or camps or programs? Have you taken any trips that made an impression on you?)

Think about the things that matter in your life and find pictures to represent them. (Car racing, sports, drama, dance, art, books, hobbies, music, films, comics)

Once you've listed some ideas above, begin work on finding pictures to represent the things that are important to you.

Work on your collage, either in this journal (on pages 27-28) or on a large piece of poster board. Save this collage and post it somewhere you can see it every day. Use this collage to remind yourself of what's been important in your life.



SELF-DISCIPLINE is knowing how to control one's behavior.

Write about a time when you were *not* able to control yourself. What happened and why?

In this situation when you lost self-control, what else did you lose?

Now that you are looking back, what did you learn as a result of this incident **LOOK IT UP** ?

If possible, discuss this experience with someone in your group or with an adult later this evening.



How did you end up in this program? Write a summary of the events that led to your suspension. Include who was involved and who was at fault. Be sure to include your own behavior and responsibility for the suspension.

If you could undo what happened, how could things have gone differently? Play that movie out in your head and describe how you could have handled the situation in a more positive way. Write a letter to yourself about how you could have avoided your suspension.

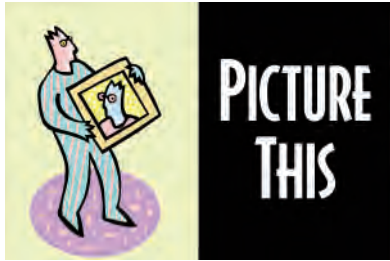
My Collage

My Collage

HOW DID I GET HERE?



My Support



You've been selected to participate in a new television show called **Character Survival**. This TV game show has a new twist, different from the physical challenges usually required of teams in TV-reality shows. In **Character Survival** you and your team will be asked to choose right from wrong in a series of situations. To win you must do what's right or what is considered "ethical."

You have just five minutes to create a team of three people who have supported you in making the "right" choices during your lifetime. In order to make it on television, the producers will have to believe and agree that the players you have selected have been a positive **influence** **LOOK IT UP** in your life. Name below the people you want on your team; for each, give the reason you have chosen that person and give an example of how this individual has helped you to make positive choices in your life.

1) _____

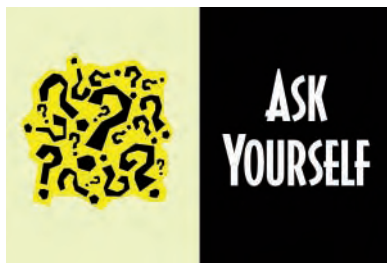
2) _____

3) _____



Do we have to like someone in order to **respect** **LOOK IT UP** her/him? Should we only be respectful toward those we agree with? Why or why not?

If possible, discuss these answers with someone in your group or with an adult later this evening.



Acting with tolerance, courtesy, and dignity toward one another is showing **RESPECT**.

Give an example of someone *you don't particularly agree with or like but you respect*. Explain why this person has earned your respect.

WHAT MATTERS TO ME?

My Interests



You're told you're going to be stranded on an island for one year with enough food and water to survive but without most other conveniences. You can only take four things with you for entertainment. Whatever you take must work without electricity or batteries. What would keep you occupied and happy if there were nothing else to **consume** **LOOK IT UP** your time and energy?

What four things do you choose to take with you to the island and why?

Item 1) _____

Item 2) _____

Item 3) _____

Item 4) _____



Think of three adults in your life, who know you VERY well, and then imagine we were to overhear them talking about you. What would they say are your hobbies? What would they say interests you?

Name three things you have spent time doing for fun and entertainment this past year.

Name three things you were interested in five years ago.

Name the activities that were most fun to you in elementary school.



Are your interests today the same as they were in middle school? Are they the same as they were in elementary school? What has changed and why?

What has stayed the same?

Think of what you do for fun. Is it time well spent or time wasted? What do you gain when you spend time at this activity? What do you lose? Think of what might be the negative cost or impact on you. (The cost is NOT about money.)

Describe the feeling you get from doing the things that interest you and are good for you.

Is there anything you once enjoyed that you would like to enjoy again? What's stopping you from doing what you like?

WHAT MATTERS TO ME?



My Strengths



PICTURE THIS

The Personals section of the local newspaper has an ad written about you! What does it say? Write below an ad that would advertise your most positive qualities. Be sure to include all the things that best describe you to the reader. The ad must be 50 words or less. [What you just read is exactly 50 words!]



ANSWER THIS

Showing gentleness, compassion, and friendliness, or being nice is showing **KINDNESS**.

Write about a time when you were kind to someone and it was easy to be that way.

Write about a time when you were kind to someone and it was hard to be that way.



When we show kindness to someone what do we gain? Explain: who **benefits** **LOOK IT UP** from our compassion or caring?

WHAT MATTERS TO ME?



My Connections



PICTURE THIS

You are part of an elite team of specialists sent to colonize another planet. In place is a technical team responsible for providing all the basic necessities **LOOK IT UP** of food, water, shelter, and transportation. Another group is responsible for bringing the colonists to live on the planet. Still another group is charged with developing the

resources **LOOK IT UP** necessary to sustain or continue life on this planet. You are heading the group that is accountable or responsible for coming up with what's needed to build *a sense of community* among all the different families who will be coming to live on this planet. How will you set up a structure or a way for all these different people to work and live in **harmony** **LOOK IT UP** ?



ANSWER THIS

Look up the word “community” in your dictionary. Write the definition.

List the things that you believe are critical or most important to making people feel as if they belong to a community. What's needed to get and keep people working together in **unison** **LOOK IT UP** ? What would you need? What would your friends need? What would the adults in your life need?

I need _____

My friends need _____

Adults need _____

Younger kids need _____



What's involved in creating a community?

Look at the six topics below and first answer this question:

Is this a key **ingredient** **LOOK IT UP** to making a community? Circle yes or no next to each.

For each one you've answered yes, write instructions for what needs to be set up or provided and why.

If you've answered no, write why you feel this **is not** something to provide or establish in this new community.

Government

Yes No

Education

Yes No

Religion

Yes No

Recreation

Yes No

Monetary System

Yes No

Rules and regulations or laws

Yes No



FAIRNESS is considering all points of view without self-interest or prejudice. When we are prejudiced, we are “pre-judging” others based on information or experience that may not apply to this individual.

Have you ever been **prejudiced** **LOOK IT UP** or “pre-judged” someone without giving them a fair chance? Has this ever happened to you? How does it feel? Is it fair to make decisions or assumptions about others based on how they look or what you’ve heard from someone else?

If possible, discuss this experience with someone in your group or with an adult later this evening.



Once I found it difficult to be fair when

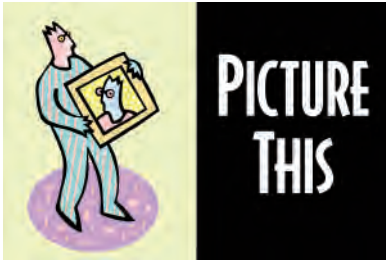
There was a time I felt I was treated unfairly. Now when I look back, I don't think it was really unfair because

What's fair to one person may not seem fair or be fair to another person. When more than one person is involved, things can get complicated. What problems might there be in creating a new community and trying to be fair to everyone? List below.

WHAT WOULD I LIKE TO CHANGE?



Things To Replace



You're attending your 20th high school **reunion** **LOOK IT UP** . As you walk into the ballroom all around the walls are posted life-sized photos of each person in the class and underneath are the words **THEN** and **NOW**.

THEN is a paragraph describing you in high school (or the present).

NOW is a paragraph describing you in the future, 20 years from now.

Write your **THEN** and **NOW** descriptions. Write at least 50 words describing you as you are in the present and then write at least 50 words describing who you hope to be twenty years from **NOW**.

THEN (present)

NOW (future)



ASK YOURSELF

Look back over your description of THEN. Does it accurately **LOOK IT UP** reflect or show who you are now or wish you were?

What changes would you like to make now that will more closely reflect how you would like to be remembered? Write them below.

Are these changes possible for you to achieve?

If you wished you were taller or shorter, those changes are unlikely. But if you've listed things that have to do with your character and **how you act and behave**, then **these changes are possible** and are within your reach.

What would it take to make such changes happen?

Name three things you can do to make the changes in your life that you've written about.

- 1) _____
- 2) _____
- 3) _____



Whenever you are about to make a decision or a choice, make sure you stop and think through the consequences. Consequences are what happens next after you act. Consequences are the results that follow from our actions.

Think through your answers to the questions that follow. To give yourself some practice, think of a decision you might make about your participation in the Community Service Project or your work in this journal. An example might be:

Why should I show up for my Community Service Project work?

Read through the questions below, before answering.

What kind of person do I want to be?

How will this decision help me to become the kind of person I'd like to be?

How can this decision prevent me from becoming the person I want to be?

Once I make a decision, how will I feel about it? Will I feel good about my choice? Will I be proud of myself?

Getting used to asking and answering these questions is a helpful tool in life. Thinking through the **consequences** of your decisions *before* you act is a valuable exercise and can truly help *you* become the person you want to be.

WHAT WOULD I LIKE TO CHANGE?

Things To Improve



It's your lucky day. By some stroke of good luck you get to recreate or reinvent yourself and start your teenage years all over. What would be different about you? How would you change?



SELF-DISCIPLINE is knowing how to control one's behavior.

Write about a time when it took all your energy to control your behavior. What was the situation? Why was it difficult to control yourself? What happened in the end?



What did you gain by showing self-discipline? If you didn't show self-discipline, think back and describe how showing self-control could have made a difference.

WHAT WOULD I LIKE TO CHANGE?



Things To Learn



You wake up one morning and everything you say is the truth, the whole truth and nothing but the truth. How would that be? Would your life be any different than it is now?

HONESTY is demonstrating truthfulness, fairness, and trustworthiness.

Most people are honest some of the time but not all of the time. Write about a time when you weren't honest with someone else. Why weren't you able to be honest? How did you feel after?

If you *could* be in the exact same situation all over again, what *could* you do differently?

What *would* you do differently if you were in that situation again? Why or why not?

If possible, discuss these answers with someone in your group or with an adult later this evening.



In my mind **respect** means

I have a hard time showing **respect** when I feel



There is the respect we have for others and **SELF-RESPECT** **LOOK IT UP** . What is the difference? Is one more important than the other? Explain your answers.

WHAT MATTERS IN MY COMMUNITY SERVICE?

What Am I Doing?



PICTURE THIS

You're driving down the highway and see a billboard of your Community Service Project. Create a "billboard" **LOOK IT UP** poster advertising the work you are providing in the community.

Be sure to include in your poster the recipients of the service (the agency, organization and/or type of people you serve), what service you supply (what you provide as part of your service), and the benefits to those on the receiving end (what others gain from your work or the outcome of what you do).

Before you begin on your poster, list below all the things you'd like to display:



ANSWER THIS

One shows **citizenship** by assuming the duties, rights, and privileges of belonging to a community.

Using a dictionary, look up the following words and write a brief definition of each:

Duties _____

Rights _____

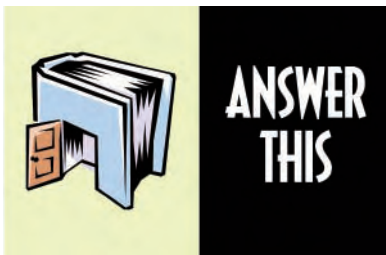
Privileges _____



Listed below are some of the things average United States citizens do.

On your own, or with someone in your group, identify whether each item is a **duty**, **right**, or **privilege**. Write D, R, or P next to each one. Discuss how each of these actions contributes to community.

- | | |
|-------------------------------|--|
| _____ Stopping at a red light | _____ Marrying someone you love |
| _____ Voting | _____ Living where you want |
| _____ Playing music | _____ Being a citizen of the United States |
| _____ Going to school | _____ Going to an amusement park |
| _____ Saying what you think | _____ Dancing in the street |
| _____ Paying taxes | _____ Serving on a jury |
| _____ Doing your homework | _____ Playing videogames |
| _____ Watching TV | _____ Telling your side of the story |



How would you feel if you woke up one morning and were denied doing any of these activities? Are people ever prevented from doing these things? When and where?



In what circumstances might your rights or privileges be taken away? Have you ever been denied privileges?

WHAT MATTERS IN MY COMMUNITY SERVICE?

What Have I Learned?



PICTURE THIS

The organization you are working for is creating their first website. They would like you to write a brief description of your CSP experience. What would you write? What have been the positive and negative experiences of your work during this time? What lessons have you learned about working? What lessons have you learned about yourself from your Community Service experience?



ASK YOURSELF

Through the Community Service Project you are involved in, you are making a contribution. Who benefits from your service?

Could what you are doing be done by someone else? *Yes No*

Since you started this project in the community, how has it made you feel? Include at least three adjectives or words to describe your feelings in your answer.



**ANSWER
THIS**

How are your contributions making the community you are serving a better place?

WHAT MATTERS IN MY COMMUNITY SERVICE?

What Do I Want to Know?



PICTURE THIS

You are about to interview the person you are working for in your Community Service Project. The interview is a chance for you to find out how you are doing and what your supervisor **LOOK IT UP** really thinks about you and your work. What are you most curious to find out? What do you want to know about your supervisor's perception **LOOK IT UP** of you and your work?



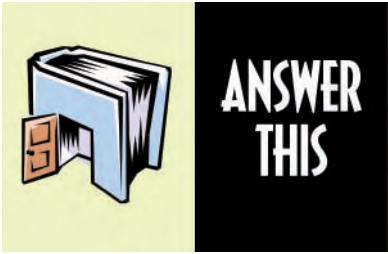
ASK YOURSELF

Write three questions that you would like to ask an adult about your Community Service work.

1) _____

2) _____

3) _____



If you could improve the work you are doing or the way in which you are working in the Community Service Project, what three changes would you make?

1) _____

2) _____

3) _____

How could you improve this experience to make it more beneficial to YOU?

If possible, discuss your suggestions with an adult in your group.

HOW CAN I CONTRIBUTE?

? What Can I Give?



PICTURE THIS

You've been spending time volunteering as a BIG Brother/BIG Sister and you've gotten to know the 5th grader you have been paired with through the last few months of spending Saturday afternoons working at the school, cleaning up the playground and helping with homework. The past two weeks you've noticed something different about your little

buddy, but you don't know what it is. Today, your buddy comes to you with a problem. There's a group of kids in the class that are pressuring your buddy to hang out after school under the bleachers and on Saturdays at the mall. These kids are "neat" and your little buddy looks up to them, but you've noticed that these kids are cutting classes and sneaking cigarettes.

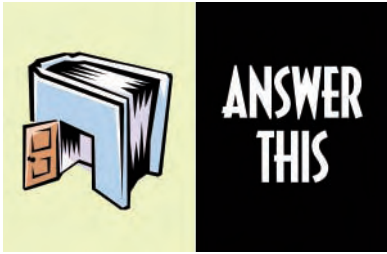
Describe a time when you felt pressured to act in a way you knew would get you in trouble.



ASK YOURSELF

Looking back on the incident you described and wrote about above, what could you have done differently to avoid going along when going along went against your better judgment?

Write out in one or two sentences what would have helped you to make a different choice.



Now that you've looked back on your own experience, what advice would you give your buddy?

“Every choice you make helps define the kind of person you are choosing to be.”

from the Josephson Institute for Ethics' Six Pillars of Character

How do you interpret this quote? In what ways might it help you? Explain in writing what it means to you.

If possible discuss your thoughts with someone in your group or with an adult later this evening.

HOW CAN I CONTRIBUTE?



How Can My Help Make a Difference?



The mayor of your town has issued a challenge to all teenagers. The town council is willing to create a place for teens and is considering two different options:

- A skateboard park
- A center for dances, after-school tutoring, games, and conversation

The town council has the funds to do one of these options but only one and doesn't know which would be best. The council members are willing to listen to what the teens want, but will do so only if it receives a well-written request that explains what the **majority** **LOOK IT UP** of the kids want and why. On your own or with others in your group, write a paragraph (on a blank page) about which you would build and why. How you would go about finding out what a majority of the teens in your town would like? How could you get the opinions of the teens in your community? Write three ways below.

- 1) _____
- 2) _____
- 3) _____



Look up the word *consensus* and write its definition.

Look up the word **compromise** and write its definition.

What is different about these words? Would you prefer decisions in your group to be made by **consensus** or **compromise**? Explain your choice.



RESPONSIBILITY is accepting accountability for one's own words and actions; it's being dependable or reliable about doing what you said you would.

Complete the following sentence.

A time when I showed great responsibility and kept my word was when

HOW CAN I CONTRIBUTE?



Why Are My Contributions Important?



PICTURE THIS

Imagine that you were NOT a part of the Community Service Project. How would it be different? What would be missing at your work site without your participation? Describe what difference your **presence** **LOOK IT UP** has made to others and to YOU.

Complete the following sentences:

Without me, this project would be different because I

With me, this project is different because I



ASK YOURSELF

A privilege is a benefit or an advantage. Sometimes we get privileges because we earn them or because we're a member of a special group.

Name some of the special groups you're a part of (family, class in school, religious organization, citizen of NC, U.S. citizen, team, musical group or other special club) below.

After each group, list all the privileges you get as a result of being a member of that group.



What can you do to make the community you live in better?

How have the groups you belong to contributed to your community?



List three ways you have benefited or gained from being part of the Community Service Project.

1) _____

2) _____

3) _____

WHAT WILL MY FUTURE LOOK LIKE ?

What Do I Know?
What Do I Like?



PICTURE THIS

Tomorrow you wake up and find that you've been granted a chance at your dream job. You can receive training and a position in any **profession** **LOOK IT UP** you'd like to build a career in. No matter the cost, pay, skills required, or difficulty, you get the training needed for any job you want.

What kind of work would you like to be doing?

Describe below your dream job and what you think you would be doing every morning and afternoon on this job.



ANSWER THIS

Check off the training you think might be necessary in order to do the job you've described. (If you need to, ask an adult to explain these terms).

Some high school

More than four years of college

Some technical training

A Master's degree

Four years of college with a bachelor's degree

A PhD. or at least three years of professional or graduate school

For each line, circle what you think this job would involve.

- | | | | |
|---------|-------------|-----------|-------------------|
| Working | indoors | <i>or</i> | outdoors |
| Working | with people | <i>or</i> | with numbers |
| Working | alone | <i>or</i> | as part of a team |
| Using | machinery | <i>or</i> | office equipment |
| Being a | follower | <i>or</i> | leader |



What job does your parent/caregiver/favorite adult hold? Name the occupation; describe the job, and what you see as the benefits or the advantages of having that job.

Describe what you see as the **disadvantages** **LOOK IT UP** of having that particular job.

Make a list of the pros (what's good or positive) and the cons (what is negative) of being in that job or doing that kind of work. Later this evening, interview the jobholder and ask the same questions you answered today about the benefits and disadvantages of the job. What does the jobholder feel about the job? Does he/she think it would be a good job for you one day? Why or why not?

PROS (What's good?)

CONS (What's not?)



Is this a job that you'd enjoy having? Why or why not? What are the **requirements** **LOOK IT UP** for the job?

WHAT WILL MY FUTURE LOOK LIKE ?

What Do I Want To Do?



You are applying for a job in a local company with national offices. This entry-level position represents a possible future for you with unlimited job growth and professional development opportunities. You've completed most of the job application and feel you've got what it takes to get an interview, but the last question on the application stumps you.

Here it is:

Think of the person you consider to be the most successful person you know. Write 250 words describing this person and why you think of him/her as successful. Be sure to include your own definition of success.

My definition of success is

Using your definition, list below the things that make one successful.



Based on your definition, is it one thing or a combination of things that makes someone successful? Circle your answers.

One thing More than one thing

Are the things you listed part of how you see yourself? **Yes** **No**

Are the things you listed part of how others see you? **Yes** **No**

Do you think success can be defined in just one way? **Yes** **No**

Ask others in your group for their definitions of success and write them below.

Ask someone in your family or an adult to define success.

Now compare your definition of success with someone else's. What are the similarities?

What are the differences?



John D. Rockefeller said, *"If you want to succeed you should strike out on new paths rather than travel the well worn paths of accepted success."*

Do you agree or disagree with this statement? Apply your answer to your own life. Will the path you travel be one that is tried and true OR one that is an unknown road? Which path would be more comfortable for you?

WHAT WILL MY FUTURE LOOK LIKE ?

What Can I Become?



PICTURE THIS

In his March 28, 2003 article, “School Until 18,” for the Capitol faxPress Paul T. O’Connor wrote:

“The national average family income of high school dropouts is \$33,182 a year. For those with a [high school] diploma it is \$50,892. For those with a four-year degree from college, it is \$91,075.”

You open the newspaper and read an article that states if you have a high school diploma you will earn just over \$500,000 over your lifetime, but with a college degree, that figure rises to more than \$2.5 million dollars in a lifetime of work. There’s an additional note in the article that says in the 1990s, a high school dropout was 4.5 times more likely to be unemployed than a college graduate.



ASK YOURSELF

How likely is it that you will complete high school and earn your high school diploma? Circle one.

Very likely Likely Not very likely

Why would earning your high school diploma or GED **LOOK IT UP** be a helpful goal to achieve?

What are the obstacles in the way of achieving this goal? List them below.

Besides money, what are the advantages to earning a college degree?

List below the reasons why people with college degrees have a far greater earning power than people who complete high school only.



PERSEVERANCE is another word for determination. It means using all your patience and abilities to reach a goal or an objective.

How can **perseverance** **LOOK IT UP** help you to become a better student? Why is perseverance necessary to succeeding in life?

HOW CAN I PREPARE FOR MY FUTURE ?

My Promise To Myself



“Failing to plan is planning to fail.”

Alan Lakein

Explain what that quotation means to you.

Write a sentence about what it would take for you *to be successful in the next day.*

Write a sentence about what it would take for you *to be successful in the next week.*

Write a sentence about what it would take for you *to be successful in the next month.*

Write a sentence about what it would take for you *to be successful in the next year.*



What do you think are your chances for success?
Define your answer in percentages:

25% 50% 75% 100%

What do you have going for you? What can help you become successful?

What is working against you?

What are the things you know you must guard against to keep you on the path to a successful life?



When you are trying to keep yourself focused on making good choices, here are some questions that can assist you in being responsible.

- Have I made a promise that I need to keep?
- Is there a rule that I'm supposed to follow?
- Will what I do hurt or help me?
- Do I have a special responsibility to someone?
(family member, teacher, friend, supervisor)

Use these questions as a way of guiding you to make choices that are responsible.

HOW CAN I PREPARE FOR MY FUTURE ?

My Code of Character



PICTURE
THIS

Right now, you are at a crossroads in your life. You have an opportunity to spell out what your character will be from this moment on. All it takes is to think and reflect on what's most important to you, how you want to be known by others, and what you want your life and your character to stand for.

You open a fortune cookie from a Chinese restaurant and find the following quotation inside:

"We make more enemies by what we say than friends by what we do."

John Churton Collins

Have your words made you more enemies than friends?

Give an example of a time when your words created trouble with or for someone.

Give an example of a time when your actions made someone your friend.



What is a good friend? What does it take to be a good friend? List below the adjectives that describe someone who is a good friend. Compare your list with someone else in your group. What words have you chosen? Are they words that you have thought about over the course of working in this journal?



Look back over the list you've just written and look back through this journal. Think about the many things you've read and written about your experiences. Think how you've felt about certain character traits:

- | | | |
|-----------------|----------------|--------------|
| HONESTY | COURAGE | KINDNESS |
| RESPECT | FAIRNESS | PERSEVERANCE |
| SELF-DISCIPLINE | RESPONSIBILITY | |

ARE THERE OTHERS?

Choose three or four character traits that represent the way you want to live your life from now on.

For each trait, write your own definition of what the word means to you.

An example: Honesty is.....I want to be honest because....

Character Trait of _____

Character Trait of _____

Character Trait of _____

HOW CAN I PREPARE FOR MY FUTURE



My Plan for My Future



PICTURE THIS

Using the next page, draw a certificate of your Code of Character. Include the title My Code of Character, the character traits and definitions you identified in the previous lesson, the date and your signature. Be sure someone helps check the spelling before you begin. Decorate it and make it nice enough to frame. *TURN TO NEXT PAGE NOW, THEN RETURN.*



ANSWER THIS

When you find yourself in a situation that could cause you problems, give yourself the chance to make the best choice for yourself. Here are some questions that may help you to stop, think, and choose for yourself. To practice, think of what landed you in your current situation. Choose one of the following questions and answer it about your suspension.

What would my grandmother say?

How would this sound broadcast on the six o'clock news?

If my actions were sent in an email message to everyone I know, how would I feel?

MY CODE OF CHARACTER



The character trait of _____ is important to me because

The character trait of _____ is important to me because

The character trait of _____ is important to me because

As a result of my work in the Community Service Project Journal I have chosen these traits of character to guide my life. Each trait has importance to me. I am committed to doing my best to make positive and responsible choices for myself and for my success from this moment forward.



Signed

Dated

IN CLOSING !

If you have reached this page, you have reached the end of your Community Service Project Journal –

CONGRATULATIONS!

It took a lot to challenge yourself and your character through the sections of this journal. If it was successful you will feel more self-confident and more responsible for making better choices in your life as you move forward from this moment.

You can help improve future editions of the CSP Journal by filling out the brief evaluation form that follows and letting us know what you liked and what you didn't. Your opinion counts!

Once completed the form can be removed from your journal and mailed in to:

CSP Journal, Box 90432, Durham, NC 27708

Thank you for your work in this journal, in your community service project, and good luck!

**PLEASE TURN THE PAGE AND COMPLETE
THE COMMUNITY SERVICE PROJECT JOURNAL EVALUATION**

EVALUATION !

Please circle your answer to the following questions:

The lessons in this JOURNAL were meaningful to me.	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The directions in this JOURNAL were easy to understand.	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
I liked the artwork and design of this JOURNAL.	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
This JOURNAL helped me to think about my character and my choices in life.	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The questions in this JOURNAL caused me to change my opinion about myself.	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
This JOURNAL caused me to think about the consequences of my actions.	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
As a result of my work in this JOURNAL, in the future, I will stop and think BEFORE acting.	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

Please write your answer to the following questions:

What did you find MOST valuable about this JOURNAL? _____

What did you find LEAST valuable about this JOURNAL? _____

What was most difficult about working in this JOURNAL? _____

If you could improve this JOURNAL in one way what would you change? _____

Other Comments: _____

YOUR OPINIONS ARE IMPORTANT! PLEASE MAIL THIS EVALUATION TO

CSP JOURNAL BOX 90432 DURHAM, NC 27708. THANK YOU!

RESOURCES !

Now that you've been thinking about character and making responsible choices, here's a listing of websites that offer more information about all kinds of topics mentioned in this JOURNAL. Some of the sites are places to get ideas about ways other kids are working in their communities and making a difference. Other sites have information about heroes, current events, words of wisdom, or ways to be responsible. As with any information on the Internet, sites and addresses may change over time.

ADAPTED from the NC Department of Public Instruction's Character Education Informational Handbook & Guide <<http://www.ncpublicschools.org/charactereducation/handbook/>>.

Appleseeds (quotations & short stories that promote positive attitudes)

<http://www.appleseeds.org/>

Center for Youth Issues (STARS)

<http://www.cyi-stars.org/>

Character Counts!

<http://www.charactercounts.org/ccwelcome.html>

The Character Education Partnership

<http://www.character.org/>

Character Education Resources

<http://www.charactereducationinfo.org/>

The Heartwood Institute

<http://www.enviroweb.org/heartwood/>

In Search of Character

<http://www.goodcharacter.com>

Institute for the Study of Civic Values YOUTH RAP

<http://phillyneighborhoods.org/youthrap.html>

Learning for Life

(a subsidiary of the Boy Scouts of America)

<http://www.learning-for-life.org/>

Motivating Moments (Inspirational Quotes)

<http://www.motivateus.com/cibt.htm>

National Youth Leadership Council

<http://www.nylc.org/>

Points of Light Foundation

<http://www.pointsoflight.org/default.html>

Project Wisdom STUDENT ESSAYS

http://www.projectwisdom.com/results/essay_stu2002.htm

SERVEnet (The World of Service and Volunteering)

<http://www.servenet.org/>

The Southern Poverty Law Center (including the "Teaching Tolerance" project)

<http://www.splcenter.org/>

Taking the Bully by the Horns (self-help book and website)

<http://members.aol.com/kthynoll/bully.htm>

Aesop's Fables

www.umass.edu/aesop

Online collection of Aesop's Fables. Includes a total of 655+ Fables.

Calendar of American Events

home.earthlink.net/~mediadesigns/Calendar.html
Education calendar and WWW events.

California League of Middle Schools

www.clms.net

Community Service Projects

www.usaweekend.com/diffday/index.html
Information about Make a Difference Day.

Expect Respect

[/www.expect-respect.org/nz/index.htm](http://www.expect-respect.org/nz/index.htm)
Information to consider before dating.

Family Contract for Online Safety

www.safekids.com/contract.htm
There are lots of "rules" on how kids (and parents) can be use the Internet but the most important rule is that parents and kids agree to a set of criteria. Here are two pledges that kids and parents can take.

First Verified Walk Around the World

home.earthlink.net/~earthwalker1
Dave Kunst is the first person verified to have circled the entire earth (with exception of the oceans) on foot.

Homework Central

www.nosweat.com

Improve Your Study Skills

www.iss.stthomas.edu/studyguides
Resources to help you study more effectively.

Kids Click Search Engine

sunsite.berkeley.edu/KidsClick!
Web guide and search tool for kids by librarians.

Kids who Care

www.hud.gov/kids/people.html
Found outhow kids can get involved with their communities to make a difference.

My Hero

www.myhero.com/home.asp
Discover real life heroes from around the world.

National High School Association

www.nhsa.net

Responsible Pet Care

www.neopets.com/
A great site that allows your child to take care of his or her pet while learning how to handle money, math skills, reading skills, and much more.

Responsible with my Money

www.moneyopolis.com
The Place for Money-Sharp Kids

Role Models on the Web

www.rolemodel.net
Find out about role models you may not have known about.

Student Community Partnership Projects

nsn.bbn.com/community/call_stories/stories_intro.shtml
NSN's Winning Stories on School-Community Partnerships through Telecommunications.

Student Leadership Training

www.casc.net
The California Association of Student Councils.

Talk Helps

www.talk-helps.com
Site Description: This site allows children to do a profile of themselves--who they can talk to about issues, what makes them happy & sad, and who are their friends. It then gives children the opportunity to explore the many roles within a bullying situation (ex-by stander, bully, victims) through cartoon characters.

Time for Kids - Kids Newspaper

www.pathfinder.com/TFK

Youth Hall of Fame

www.youthhall.org