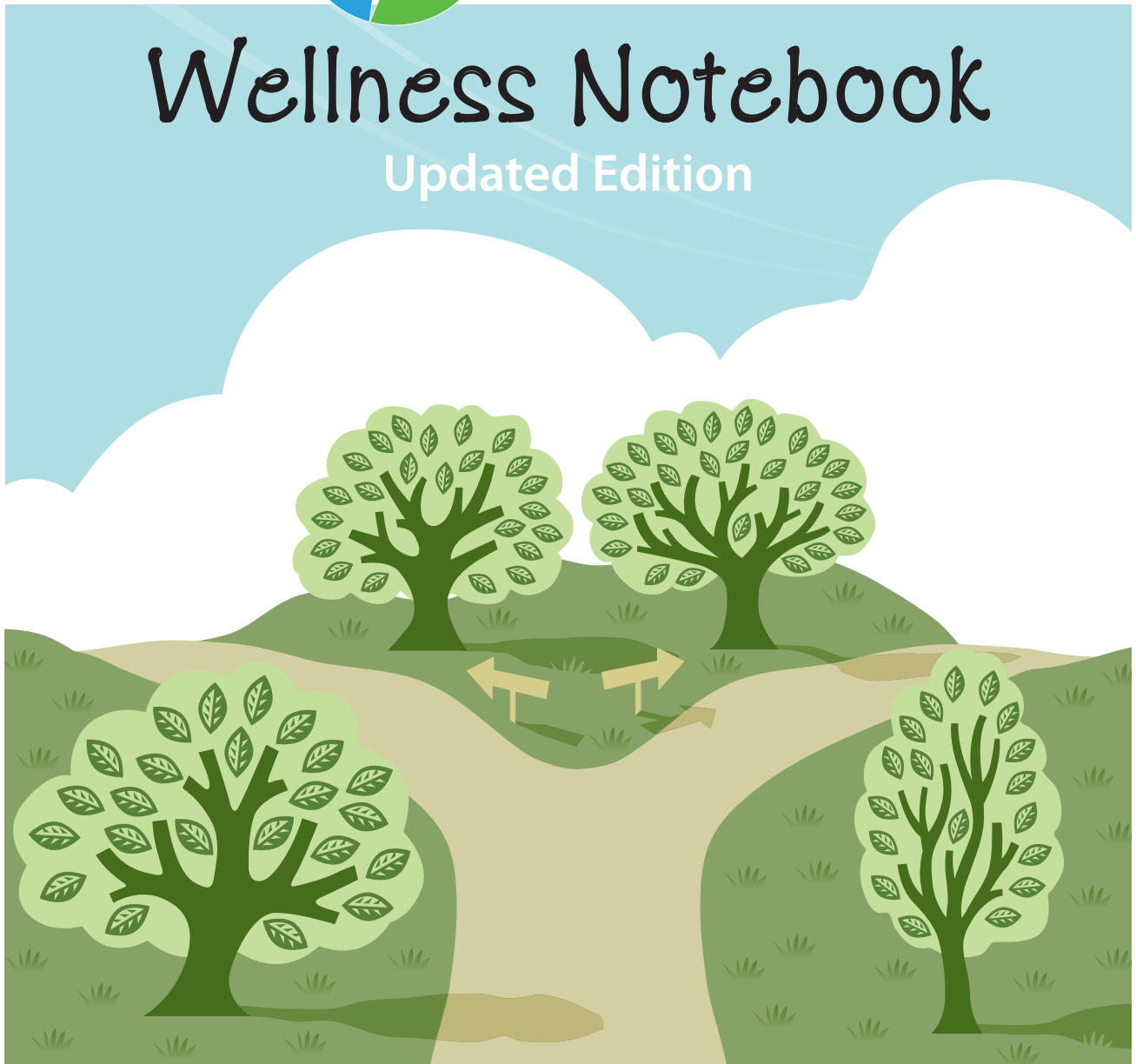


The Teen COMPASS

Wellness Notebook

Updated Edition



Holly Hughes Stoner, LMFT & D.Scott Stoner, LMFT

This notebook belongs to:

Date: _____

*Thank you for honoring my privacy by not reading what I have
written here. It is intended for my reflection alone.*

The Teen
COMPASS
Wellness Notebook

Updated Edition

Holly Hughes Stoner, LMFT
& D. Scott Stoner, LMFT

*We wish to express our deep gratitude to our friends
Ab and Nancy Nicholas
for their faithful and generous support.*

*We are very grateful, as well, to the Charles E. Kubly Foundation for
their efforts in building strength and connection in our communities,
for helping to improve access to quality mental health resources, and
for helping us to get this Notebook into the hands of many teens.*

We have created a **Leader's Guide** to accompany this *Notebook*.

To find out more and to order: theteencompass.org

Find us on the web: theteencompass.org

Connect with us on Facebook and Twitter

Questions? Email us: info@theteencompass.org

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istockphoto.com.*

The Teen Compass Wellness Notebook

“The teachers at MPS love **The Teen Compass Wellness** materials!”

—**Brett Fuller**, Curriculum Specialist: Health, Physical Education,
Safe and Supportive Schools, *Milwaukee Public Schools (MPS)*, Wisconsin

“I have found that once we look at the eight important areas of wellness in *The Teen Compass Wellness Notebook*, meaningful, thought-provoking discussions take place. Teens are talking and listening to their classmates and come to the conclusion they are not alone in this world. They realize that other students have the same anxieties and frustrations in trying to gain independence. Ultimately, their wellness improves on the journey to adulthood. *The Teen Compass Wellness Notebook* is great stuff—it makes sense!”

—**Lisa Bromley**, Health teacher,
Shorewood High School, Wisconsin

“Our Next Generation is pleased to use **The Teen Compass** materials as a premiere tool in our suicide prevention efforts as we help our teens achieve good mental health and strengthen their ability to build meaningful social connections.”

— **La Toya Sykes**, CEO,
Our Next Generation, Inc., Milwaukee, Wisconsin

“We have discovered that **The Teen Compass Wellness** resource helps teens in many ways, including helping them to: set personal goals, practice healthy decision-making, become self-advocates, analyze influences, practice positive interpersonal communication, practice self-management, and take personal responsibility.”

—**Charlie Uihlein**, Founder and teacher,
We Grow Greens Non-Profit, Milwaukee, Wisconsin

“**The Teen Compass** is a useful tool that helps teens be more responsible for their own well-being. The units are clearly broken down in a way that allows the facilitator the opportunity to organize themselves to address the needs in the class. I also like the way that the next week’s objective is also discussed. Having the SMART Goal worksheets allows the facilitator and the students the ability to hold themselves accountable between the sessions. This curriculum is flexible and can be used across subjects and programs as well, and I appreciate that.”

—**Elysse Chay Wageman**, Program leader,
Boys & Girls Clubs of Greater Milwaukee, Wisconsin



“**The Teen Compass** has guided my students by fostering growth through its positive energy and practical guidance. The students enjoyed the individual journaling and discussion topics and because of these experiences, there were countless convincing moments for our New Horizons students as we experienced Living Compass. I anticipate that they will carry that enthusiasm and commitment going forward with them as we continue our work on forging our own paths as reflective and conscientious individuals. I hope other students will get a chance to see true value of this extraordinary tool and experience.”

—*Bohdan Nedilsky, Lead teacher, **New Horizons for Learning Charter School**, Shorewood, Wisconsin*

“Using **The Teen Compass Wellness** program in our community groups has allowed every member of faculty and staff to engage our students in conversations of character development. Not only did our students begin seeing connections between the four pillars at the school, but faculty and staff now shared a common language to speak about raising whole young men and began to better understand how our life in community was integral to the raising of our boys.”

—*Jennifer Henery, Director of Character Development, **St. John's Northwestern Military Academy**, Dousman, Wisconsin*

“I have had the wonderful opportunity to teach Health Education to juniors in high school for many years. To that end I use **The Teen Compass Wellness Notebook** as a tool for the kids to track their own wellness progress. I've witnessed the Compass do three things (among many). It helps identify, in a very non-threatening way, wellness areas that need attention. It helps pinpoint the “WHAT” in their lives that is causing them stress. It also gives them the “How” tools to gently tweak that wellness dimension to live happier, more successful lives. This is an awesome tool for self-reflection and I think it helps the students feel that they are not alone. I was thrilled to be able to use **The Teen Compass Wellness Notebook** in my health classes.”

—*Terry Copeland, Health teacher, **Whitefish Bay High School**, Wisconsin*

“I have used **The Teen Compass Wellness Notebook** with our group and the feedback has been very positive. The discussions that arise from the Notebook have been very beneficial to the youth. It helps create a safe and fun space for them as they identify their own strengths and weaknesses, and set goals that enable them to live into their best hopes for themselves.”

—*Joshua Hill, Ethics teacher, **Episcopal School of Knoxville**, Tennessee*



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Introducing *The Teen Compass Wellness Notebook*

You are making one of the most amazing transformations in all of life. You are in the midst of changing from a child—having learned from everything that the adults in your world exposed you to—into an adult. Figuratively speaking, until now, you have been going through life riding in the passenger seat of the car. Adults have been driving the car and everywhere the adults went you went, as well. Things are beginning to change now. You are the one who is beginning to drive your life. You are moving into the driver's seat and are beginning to make very important decisions about where the car, your life, will be going, what kind of a driver you will be, and who will be in the car with you. You are transforming into an adult and are making small decisions each day that add up, determining much of what your adult life will look like.

Most young people yearn for the day when they will be adults, with no one looking over their shoulders, telling them what to do and what not to do. Most young people have been looking forward for a long time to having the freedom to make more decisions for themselves. Adulthood truly is awesome and does allow for much more freedom. However, this freedom comes with many important new responsibilities and endless new decisions that will soon be yours to make. The decisions that you as a teen make each day create the building blocks of your adult life.

This *Teen Compass Wellness Notebook* was created to help you take a look at your life and help you think about how you feel about the direction your life is going. Just as people use a compass to help check their bearings and make sure they are headed in the direction they intend, this Notebook will do the same for you regarding the choices you are making in your life. More importantly, this Notebook will help you to become more intentional about the choices you make going forward and will help you make sure you are headed in the direction you really want for yourself.



The Teen Compass Self-Assessment Tool



Once you have arrived at your total score from each Self-Assessment, shade in that section of the compass (0 is at the center, 50 is halfway out, and 100 is at the outer edge). Use a pencil, pen, or crayons to shade in each area with your total score (see pages 4–5 for examples). Your scores are not “good” or “bad,” nor are they “strong” or “weak.” They are simply a current snapshot of what areas of your life you have been paying the most attention to, and those areas that might be in need of a little more of your attention and commitment in order for you to be healthier.

The Teen Compass Self-Assessment

Sample Scores

Organization

The ability to keep track of and make good use of time, priorities, money, and possessions.

Rate the following 10 statements from 0–10 based on the scale below, and then write your responses on the lines provided. When you are finished, add up your responses and then shade in the total score in the **Handling Emotions** section of the Compass Self-Assessment Tool on page 3. (See pages 4–5 for examples.)

Handling Emotions

The ability to express your emotions and to receive others' emotions in a healthy way.

Rate the following 10 statements from 0–10 based on the scale below, and then write your responses on the lines provided. When you are finished, add up your responses and then shade in the total score in the **Handling Emotions** section of the Compass Self-Assessment Tool on page 3. (See pages 4–5 for examples.)

Never	Sometimes	Half of the Time	Most of the Time	Always							
0	1	2	3	4	5	6	7	8	9	10	
People who know me would say I handle my emotions in a healthy way.											<u>10</u>
I avoid using alcohol, other drugs, and other possibly addictive behaviors to deal with my emotions.											<u>8</u>
The way I show my emotions demonstrates respect toward myself and others.											<u>10</u>
I feel good about the way I handle my emotions and how that affects my relationships.											<u>8</u>
I have a solid and healthy sense of confidence in myself.											<u>7</u>
I know the early warning signs of depression or anxiety and would feel comfortable seeking help from a trusted person if I felt this way.											<u>10</u>
I am able to share my full range of emotions (including sadness, happiness, fear, and worry) with people I trust.											<u>10</u>
I am able to communicate my emotions in a positive way without being irritable, critical, or angry.											<u>8</u>
When someone I care about is upset, I am comfortable listening and really being present to them.											<u>9</u>
When I am feeling emotionally overwhelmed, I turn to others for support and help.											<u>10</u>
TOTAL SCORE										<u>90</u>	

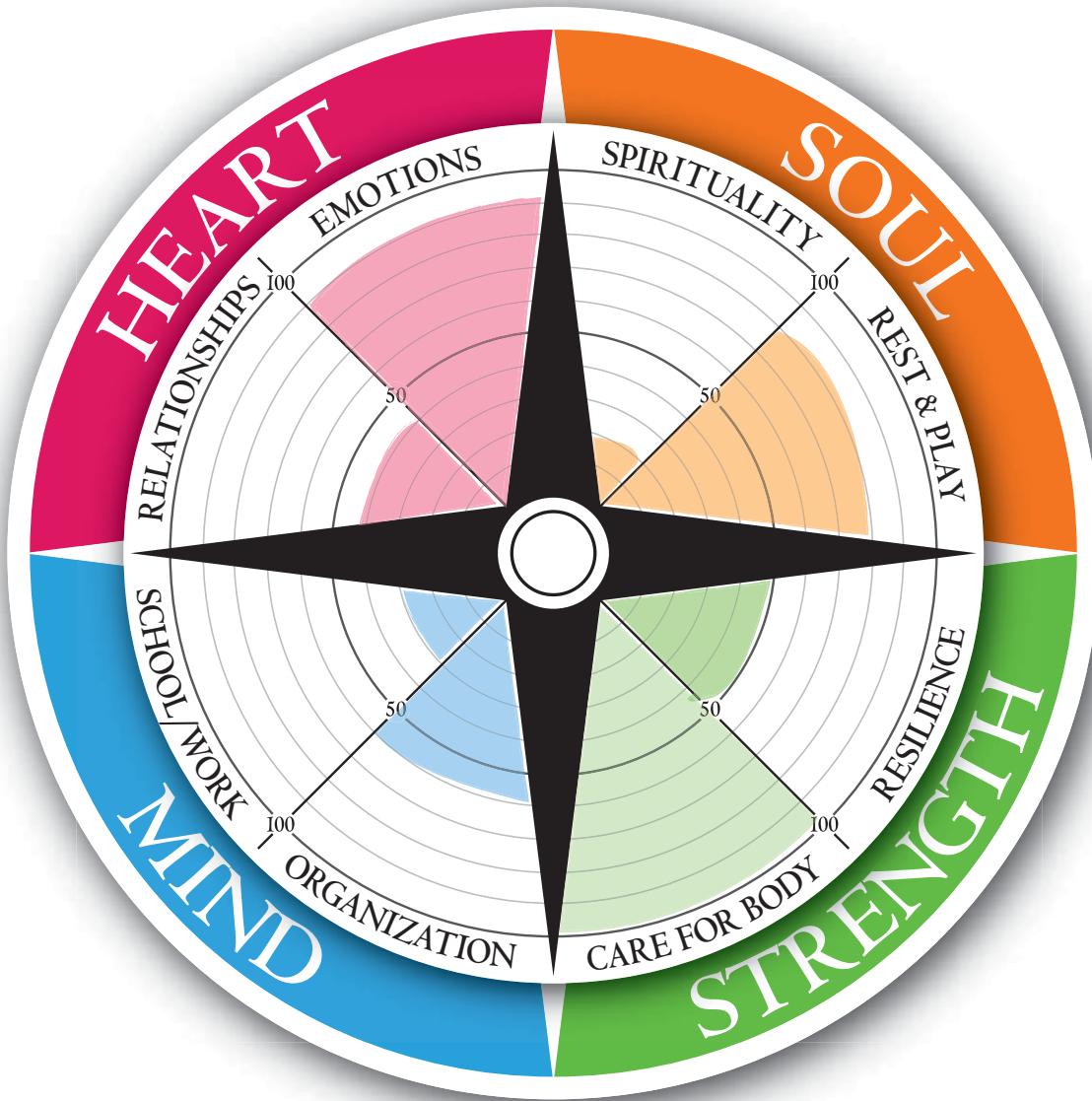
Based on what you have learned from taking the Handling Emotions Self-Assessment, identify one thing you could commit to doing that would improve your score. Create a SMART goal to help you make this change. Write your SMART goal on the next page, and then share aloud with at least one person. List one goal that is: Specific, Measurable, Achievable, Realistic, and Time Sensitive. (See pages 6–7 for instructions and a sample SMART Goal.)

	Never	Sometimes	Half of the Time	Most of the Time	Always						
	0	1	2	3	4	5	6	7	8	9	10
keep track of my money.											<u>7</u>
commitments.											<u>6</u>
that I allow enough											<u>6</u>
ensuring that I have											<u>7</u>
commitments and											<u>4</u>
... and I can get my											<u>5</u>
sessions so that I do											<u>6</u>
... in a healthy way.											<u>6</u>
... money, I think about others'											<u>6</u>
do that day.											<u>7</u>
TOTAL SCORE										<u>60</u>	

on Self-Assessment, identify one thing you could commit to doing that would improve your score. Create a SMART goal to help you make this change. Write your SMART goal on the next page, and then share aloud with at least one person. List one goal that is: Specific, Measurable, Achievable, Realistic, and Time Sensitive. (See pages 6–7 for instructions and a sample SMART Goal.)

The Teen Compass Self-Assessment Tool

Sample Results Based on Total Scores



Example of a SMART Goal

Area of Wellness:

Care for the Body

Date:

8/23

Overarching Goal: I need to get more exercise.	
Specific: I will walk for 30 minutes 3 days a week.	
Measurable: Thirty minutes each day for 2 weeks.	
Achievable: I can commit to do this for 2 weeks.	
Realistic: I think exercise will make a difference in my life, and I know I can add walking to my schedule.	
Time Sensitive: I will do it by Friday.	
Obstacles: I do not have time in my current routine to do this.	Solutions: I will spend less time on Facebook or playing video games and go for a walk instead.
Final Goal: Because I want to get more exercise, for the next 2 weeks, beginning Friday, I will walk 30 minutes 3 days a week.	

A place for everything, everything in its place.

—Benjamin Franklin

SECTION ONE: Listening to Yourself

Do you think getting organized is boring? Many people do. Many of us think we are “too busy” to take time to get organized. Some people even make fun of people who are super organized. Let’s face it; most people think there are more interesting and fun things to do besides organizing their “stuff.” But people who are organized will tell you that being organized contributes to their overall well-being and is well worth the time it takes.

It can feel really good when your desk, backpack, locker, or bedroom is clean and organized. Isn’t it great to be able to find what you need when you need it? When you are able to plan and organize how you want to spend your money so that some is left for savings, it’s an accomplishment that feels good. When you are organized and arrive on time to school, class, work, an appointment, or get to a friend’s house a little early so you are both on time, it feels good. When you know what all of your assignments are and complete them on time, you feel in control. There are benefits to being organized.

Take a few moments now to pause and listen to yourself by rating the following Organization Self-Assessment statements. Part of who you are has to do with how you organize and use your resources of time, money, and possessions. You may discover something helpful when you examine how you organize your life through the responses you make to the statements.

► Organization

The ability to keep track of and make good use of time, priorities, money, and possessions.

Rate the following 10 statements from 0–10 based on the scale below, and then write your responses on the lines provided. When you are finished, add up your responses and then shade in the total score in the **Organization** section of the Compass Self-Assessment Tool on page 3. (See pages 4–5 for examples.)

Never		Sometimes		Half of the Time		Most of the Time		Always		
0	1	2	3	4	5	6	7	8	9	10

I feel good about the way I spend, budget, and keep track of my money. _____

I am always on time for school, work, and other commitments. _____

I organize my time and plan ahead to make sure that I allow enough time to get everything done on time. _____

I am happy with the way I organize my priorities, ensuring that I have enough time to dedicate to all the different aspects of my life. _____

I have a good method for remembering all of my assignments and other obligations. _____

My backpack, locker, and bedroom are all organized, and I can get my hands on anything I might need quickly. _____

I regularly take time to organize myself and my possessions so that I do not have to rush around at the last minute. _____

I juggle school, friends, family, and other obligations in a healthy way. _____

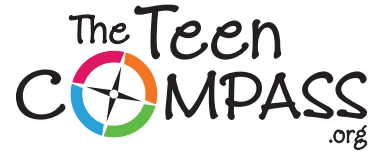
When thinking about how to spend my time and money, I think about others' needs as well as my own. _____

Most days I accomplish all of the things I set out to do that day. _____

TOTAL SCORE _____

Based on what you have learned from taking the Organization Self-Assessment, identify one thing you could commit to doing that would improve your score. Create a SMART goal to help you make this change. Write your SMART goal on the next page, and then share aloud with at least one person. List one goal that is: Specific, Measurable, Achievable, Realistic, and Time Sensitive. (See pages 6–7 for instructions and a sample SMART Goal.)

CREATE A SMART GOAL



Area of Wellness:

Organization

Date: _____

Overarching Goal:	
S pecific:	
M easurable:	
A chievable:	
R ealistic:	
T ime Sensitive:	
Obstacles:	Solutions:
Final Goal:	

SECTION TWO: Learning

Perhaps you know people who are disorganized. Friends who never seem to know where anything is, who don't know how much money they have, who have trouble keeping track of due dates for homework, or even knowing what their assignments are. It may be that they are always late, and that their room, car, backpack, or locker is a mess. If you lend them something, you don't get it back because they have lost it—you get the idea. They often are very good people in all other respects. They drop what they are doing if someone needs help, they are generous, they are thoughtful, and they are fun, but they struggle with keeping their things “together.”

Disorganized people might get “stressed out” more than others due to their disorganization. They might get stressed out when they realize a big research paper they had forgotten all about is due tomorrow, or when they can't find a friend's jacket they borrowed. It can also be that they are already stressed and that leads to their disorganization. It can go both ways.

Disorganization can cause a stress cycle. The disorganization often leads to stress (the assignment not completed on time, the jacket lost), which causes the person to focus on other things (frantically writing the paper, looking for the jacket, or struggling to find the money to replace it). This means the person isn't able to think about how they could be better organized, which causes more stress. It can keep going and going in a seemingly endless cycle.

Disorganization also can lead to a feeling of being off balance. This can then affect other areas of life: grades suffer when a student is disorganized, relationships can suffer when someone is always late, and employers don't often keep disorganized workers on their payroll for long. There are some areas in life in which we have less control over organization, but that doesn't mean we have to settle for being disorganized in other areas of our lives. If any of this sounds familiar, know that you don't have to get stuck in the cycle of stress caused by disorganization. By making choices about what you focus on, and choosing to spend a few minutes a day on organization, you can move from the stress of disorganization to the feeling of being energized and empowered simply by being organized.

Getting organized is a lot like exercising. If we do it occasionally, we won't see much change to our physical well-being. When we exercise regularly over a period of time, however, we become stronger, faster, more fit, and more energetic. In other words, we experience all the benefits of exercising when we exercise regularly. The same is true with organization. To experience the benefits, you need to set aside time to get organized on an ongoing basis. If you are a person who could improve in the area of organization, remember that small steps taken every day can make a big difference.

Living It

Remember that “being organized” refers to organization of priorities, time, money, and stuff. People who are organized will tell you that being organized can give you space to breathe. Use the space below to respond.

How do you understand the statement that being organized can give you space to breathe? Does it make sense to you? Why or why not?

The way we manage our time reveals a lot about our priorities. Does the way you are currently prioritizing things line up with what you say you value? If no, how could you change that?

Where do you feel the most organized in your life? Time? Priorities? Possessions? Money? How does that make you feel? How does that affect you?

Where do you feel the least organized in your life?
Why is that the case? How does that affect you?



How could being more organized overall improve your life? What other areas of your life would be positively impacted?

Do you ever waste time? When? How do you feel about that? Describe.

What does the inside of your backpack look like? The inside of your locker? Your bedroom? Describe. How do you feel about that? Is that working well for you?

If your possessions were more organized, would your life be less stressful? If your priorities, or the way you spend and save money were more organized, how would that be better? Describe.

Who do you know who is very organized? How do you think they stay organized?

What could you learn from them that might help you get better organized?

You'll hear people talk about "stewardship" on occasion. While it generally refers to taking care of something, like land or an organization, thinking about stewardship can also be an opportunity to examine how people organize and take care of the things they care about in their lives.

What if, before you died, someone asked you to take a look at how you had been a steward of your life? What if you had to explain how you had spent your time and energy, where you spent your money, and how you used what you had received? This would be an exercise in examining how you had practiced being a good steward of the good things you had been given over your lifetime: time, energy, material things, relationships, the earth, opportunities, and the multitude of other things that life has given you.

As a teen, why do you think it is important to think about how you spend or organize your time, your money, and your possessions? Why think about those things now?

How might the other seven areas of wellness be impacted if you paid more attention to being organized?



SECTION THREE: Making a Change, Making a Difference

Go back to the Organization Self-Assessment you took on page 10. Is there one response you would like to score higher? How might your life be changed overall if you raised this score?

Go back to your SMART goal. How might your overall well-being be enhanced if you continue to work on it?

Might you need to enlist someone else's help? Who might that be? How might that person be helpful?

Everyone, even those who look organized, struggles to be organized sometimes. Like all things, organization is a skill, and skills need to be learned, tried, and practiced.

You have been given the wonderful gift of time. However, figuring out how to use that time wisely can be tricky. Organization is really the skill of putting things in order. Sometimes that means knowing what you can and can't do at any given time. Sometimes being organized and being healthy mean saying "No," so that you have enough time to do the things you know are important.

You have been given unique opportunities in life and you have a wonderful life to live. Being organized is one way to get more done in life and be less stressed while doing it. It is up to you.



Stress Resilience

It is important to remember that we all have magic inside us.

—J. K. Rowling, author of *Harry Potter* book series

SECTION ONE: Listening to Yourself

Your life is full. There is a lot to do in school, at home, with your friends, and at work. Everyone has expectations of you. Some are to do the best you can do and to be the best you can be every day. Some expectations are that you will think and act a certain way. Sometimes those expectations can build up. Sometimes things don't work out the way you want them to. You can get frustrated. You can feel pressure. That is stress. It is everywhere.

Everyone has stress. There is no place we can go to get away from it. But we don't have to let it overwhelm us. We don't have to let stress "stress us out." Stress is part of life for everyone. Like all aspects of life, we will be better off if we learn skills to help us work through stressful times so they don't take over our lives.

Take a few minutes and complete the following Stress Resilience Self-Assessment. Answer each question honestly; this is just for you, a chance for you to listen to yourself, to see where you are in terms of handling the stress in your life.



► Stress Resilience

The ability to deal positively with the adversities of life.

Rate the following 10 statements from 0–10 based on the scale below, and then write your responses on the lines provided. When you are finished, add up your responses and then shade in the total score in the **Stress Resilience** section of the Compass Self-Assessment Tool on page 3. (See pages 4–5 for examples.)

Never		Sometimes		Half of the Time		Most of the Time		Always		
0	1	2	3	4	5	6	7	8	9	10

I feel good that things going on in my personal life rarely interfere with my concentration at school or work. _____

I respond to changes in my life with a positive attitude. _____

I feel good about the support I get from others when I have something big going on in my life. _____

When I face a life challenge, I feel confident that I handle the accompanying stress in a healthy way. _____

When I have problems, I am able to keep them in perspective. _____

I set realistic goals for myself. _____

When I have a problem, I turn to others for support rather than keeping it to myself. _____

I am satisfied with the way I handle stress, handling it in healthy ways rather than coping by engaging in self-destructive habits. _____

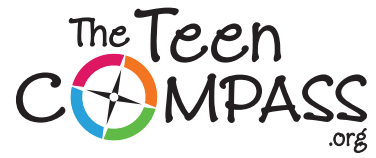
In the past month, I have been free from any symptoms, such as trouble sleeping, headaches, outbursts of anger, or feelings of depression, that may be related to stress. _____

I am dealing well with any major life changes, planned or unplanned, that have occurred over the last few years in my life. _____

TOTAL SCORE _____

Based on what you have learned from taking the Stress Resilience Self-Assessment, identify one thing you could commit to doing that would improve your score. Create a SMART goal to help you make this change. Write your SMART goal on the next page, and then share aloud with at least one person. List one goal that is: Specific, Measurable, Achievable, Realistic, and Time Sensitive. (See pages 6–7 for instructions and a sample SMART Goal.)

CREATE A SMART GOAL



Area of Wellness:

Stress Resilience

Date: _____

Overarching Goal:	
S pecific:	
M easurable:	
A chievable:	
R ealistic:	
T ime Sensitive:	
Obstacles:	Solutions:
Final Goal:	

Important relationships are frequently damaged from these types of reactions, and if we can avoid them, we should.

There is another way to handle stress. **Instead of merely reacting, we can choose to respond thoughtfully.** When hit with stress, the person who responds is able to step out of the situation that is causing stress and take a breath or two before deciding what to do or say.

Responding thoughtfully is obviously more challenging to do, but it can help us keep from adding to an already stressful situation, and help us to better manage the stress we can't avoid. People who are able to do this are usually people who take care of all the aspects of their lives intentionally. They work at being balanced people. **Working to better handle stress will increase your well-being and will make for a more relaxing, healthy life, for you, and for those around you.**



Here is a list of some healthy coping methods you could use to better deal with the stress in your life. Circle some that might work for you. Can you think of others? Add them here.

- Yoga • Listening to your favorite music

- Talking with a friend • Talking with someone who cares about you

- Cooking • Tai Chi • Getting enough sleep

- Engaging in a hobby that you love • Playing with a pet

- Exercising • Being organized and planning ahead • Laughing

- Reducing caffeine intake • Dancing • Eating a balanced diet

- Singing • Using healthy communication skills

Living It

Think of a time when you were stressed out. What were you like? What were some of the things you did?

Is there anything you wish you had done differently? Explain.

What are some things that cause you stress? How can you tell that you are stressed? What happens to you and those around you when you are stressed?

Are the stressors in your life whispers or shouts?

Thinking back to the story of the frog in the increasingly warm water, how hot is the water you are living in now? Describe that.

What might happen if you continue to live with the current amount of stress in your life? Explain why you think so.

How do you usually deal with that stress? Is that healthy for you in the long run? What makes you think so?

Could you find a healthier way to deal with it? What would that be? Who could help?

Is there a way you could turn down the temperature of the water you are living in? A way to reduce the stress?

SECTION THREE: Making a Change, Making a Difference

Athletes condition their bodies to be able to handle stress effectively, and you can condition yourself to better handle stress, as well. You can also learn to avoid and/or lessen stress. Refer to your Stress Resilience Self-Assessment responses on page 20 and consider the following.

What is something positive you already do to deal with your stress? Explain.

Look at the answers you gave on page 20. Which score would you like to raise and why?

How would raising that number improve your life and reduce your stress? Be specific.

How much of a factor is stress in the lives of teens? How do teens usually deal with stress?

What do teens need from the adults in their lives in order to help them deal positively with their stress?

You have spent some time working on your SMART goal for the Stress Resilience Unit. Do you feel you have a better handle on the stress in your life today? Have you tried any of the ideas on page 23 as a way to handle stress?

Who could you talk to about your stress and how could they help you?

Stress is a part of our lives. There is no getting away from it, but you can learn to deal with it in a healthy way.

Like all things, this takes practice, practice, practice. But, it can be done. You can do it by making good decisions and, equally important, getting the support of others.



Love isn't a state of perfect caring. It is an active noun like struggle. To love someone is to strive to accept that person exactly the way he or she is, right here and now.

—Fred Rogers, *The World According to Mister Rogers: Important Things to Remember*

SECTION ONE: Listening to Yourself

Relationships are important. Relationships are how you interact with all the other people in your life. While there are times you might feel alone, there are other people walking around the planet with you; people in your school, neighborhood, workplace, city/town/village, and in your home. You can build healthy relationships with them, and they can be a support to you.

Nothing affects the quality of your life like the quality of your relationships.

Think about it. A fight with a good friend can ruin a day. A word of praise from your parent or teacher can make you feel good. If a friend betrays you or a parent leaves you, it can make all the other parts of your life seem like a useless endeavor. **Relationships can give us energy or drain us of needed energy. They are very important, and we all need to be intentional about how we build them and participate in them.**

With relationships being such an important part of your life, it is important to pause and take time to look at the relationships you have right now. Please take a few moments and rate the statements on the following Relationships Self-Assessment. This Assessment isn't for anyone but you; you can respond to these statements honestly. You don't need to show your answers to anyone unless you choose to. This is an opportunity for you to listen and get to know yourself.

▶ Relationships

The ability to create and maintain healthy, life-giving connections with others.

Rate the following 10 statements from 0–10 based on the scale below, and then write your responses on the lines provided. When you are finished, add up your responses and then shade in the total score in the **Relationships** section of the Compass Self-Assessment Tool on page 3. (See pages 4–5 for examples.)

Never		Sometimes		Half of the Time		Most of the Time		Always		
0	1	2	3	4	5	6	7	8	9	10

I am satisfied with the amount of time I spend with the important people in my life. _____

I am satisfied with the honest conversations I am able to have with my family and others who are important to me. _____

I feel good about the relationships that I have with my family members. _____

I am happy with my friendships and other social connections. _____

My friends and those who know me well would say that I am a good and trusted friend. _____

My friends and I share the same healthy values. _____

I feel good about the impact my use/or non-use of alcohol and other drugs has on my relationships with my friends and family. _____

I feel proud of the amount of trust, respect, and honesty that exists in all of my relationships, including my dating relationships, if applicable. _____

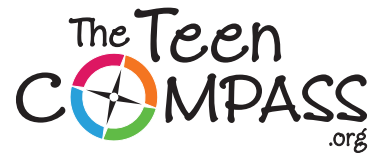
When conflict comes up with family or friends, I am able to talk about it and resolve it in a productive way. _____

I am able to identify and end unhealthy relationships when I need to. _____

TOTAL SCORE _____

Based on what you have learned from taking the Relationships Self-Assessment, identify one thing you could commit to doing that would improve your score. Create a SMART goal to help you make this change. Write your SMART goal on the next page, and then share aloud with at least one person. List one goal that is: Specific, Measurable, Achievable, Realistic, and Time Sensitive. (See pages 6–7 for instructions and a sample SMART Goal.)

CREATE A SMART GOAL



Area of Wellness:

Relationships

Date: _____

Overarching Goal:	
S pecific:	
M easurable:	
A chievable:	
R ealistic:	
T ime Sensitive:	
Obstacles:	Solutions:
Final Goal:	

When you stand in love, you are willing to stand with another person no matter what happens to you, be they a family member, a friend, a love interest, or someone at school or work. That means the two of you are willing to work through conflict instead of staying mad, walking away, or dropping each other completely. Standing in love means forgiving someone who hurts you, and asking for their forgiveness when you hurt them. Standing in love means listening to another's ideas, feelings, and opinions. Standing in love means respecting others, not using them to get what you want. It means being curious about their point of view.

Again, standing in love isn't just for your relationship with your boyfriend or girlfriend. Standing in love is how you show love to your parents, grandparents, siblings, friends, and pretty much everyone. Standing in love means the ground you stand on in your relationships is the ground made up of values, such as trust, integrity, honesty, commitment, and kindness. That means you will act out of those values, not just when you want to, but on a consistent basis.

Relationships take a lot of effort, and standing in love with friends and family is not easy. But if we tend to our relationship, they can be wonderful, life-giving parts of our lives. Just as you work to be healthy physically, remember that working to create healthy relationships is equally important for your overall health.



Think about your relationships. Are your relationships a source of happiness and trust? Or do they cause you stress? Describe.

Which relationships in your life are healthy and which are not? Why is that? Think about your part in those relationships.

Think about your family and friends. Think about how they make choices and the types of decisions they make. Based on what you know about these people, do you believe they share the same values you do? What makes you think so? How does that impact your relationship? How do you feel about that?

Despite what others are doing, are you doing your best to be loving toward others? Explain.

It can be challenging to have a healthy relationship with someone who does not share your basic values, so it is a good idea to find out about values early on in any relationship to avoid conflict later. Taking time to get to know someone before you get too involved with them protects you from possible trouble and hurt in the future.

Our words and our actions can affect our relationships in lots of ways. Sometimes another person will get angry because of something you have said or done. Sometimes another person will make you mad. It may be something either of you did intentionally, or something you didn't even think about. Either way, it hurts the other person, and will take effort to repair that relationship. The relationship can go either way; it can deteriorate or it can be mended. A lot is up to you. The same is true when others hurt you. They can work to repair the hurt or not and you can hold on to the anger or not. Creating healthy relationships takes work.

Take a look at the following:

Feel ... Act ... Think versus **Feel ... Think ... Act**

“Feel ... then Act ... then Think” describes someone who does or says something without thinking, and the results can be hurtful. “Feel ... then Think ... then Act” describes someone who is aware that their words and actions have the potential to make their relationships better or worse. They consider carefully before they speak or do something. We all have times when we speak without thinking, which is normal. Apart from an occasional slip-up, which style of communication do you think you usually use? **Circle it above.**

Write about a conversation you had with someone where *you* spoke or acted without thinking. How did the situation unfold? Tell the story here.

Think about that same conversation, but this time imagine you thought before you spoke. What might have been different?

What hurt feelings or conflict could have been avoided?

Using “I” statements is another skill that helps make relationships healthier. It’s not helpful to say, “You were so rude because you didn’t respond to my text!” Try saying, “I felt hurt when you ignored me.” Accusing the other person with a “you” statement puts the other person on the defensive, which might make them angry and make further conversation difficult. The “I” statement expresses your feelings without accusing the other person, leaving room for helpful conversation.

Think of a time when you had to tell someone how you felt about something they had said or done that hurt you. Use the following space to write about what happened and what you said.

Do you remember if you used “I” statements during the conversation? Or, did you focus instead on what they had done, resulting in them feeling defensive?

Did the other person use “I” statements? Explain.

If not, how might things have turned out better if everyone had not pointed fingers at each other and had used “I” statements instead?

Learning to talk things through instead of acting out feelings of hurt, anger, or frustration also helps create healthy relationships. An example of acting out your feelings would be refusing to talk to, or spreading rumors about, that friend who didn’t respond to your text, or talking negatively behind his or her back. A more helpful option would be to talk things out instead. When you see the friend who didn’t text you back, you could ask them for a few minutes alone and express your hurt and confusion at being ignored—using “I” statements, of course!

Those are really the two choices you have: to talk or to act. If you don’t talk it out, if you try to ignore whatever you are feeling, chances are you are going to act out your feelings one way or another. People who study healthy relationships know that talking things out calmly is a key ingredient. Healthy relationships are grounded in talking things out.

Write about a time you were hurt by someone. What did they do, or not do, and how did you feel? How did you let them know what you were feeling? What happened? Could using an “I” statement in the conversation with them have helped?

If you want to have a better relationship with that person going forward, what could you do differently in situations like that one?

Healthy relationships involve trust. If a relationship is healthy, each person in the relationship trusts that the other person will not betray their confidences or privacy. Trust goes two ways.



However, do not confuse trust with keeping serious secrets that involve protecting information that is harmful to you or another person. Drug or alcohol abuse, sexual misconduct of any type, criminal behavior, and physical or emotional abuse are examples of the types of secrets someone might hold. These secrets burden the keeper of the secret. If holding the confidence of one person is in any way hurting another person, you need to evaluate the need to maintain that confidence. The same is true if someone is hurting you. You must seriously consider speaking up. It may not be easy, and you will most likely need the help of a trusted adult or friend but, in the end, it will lead to better health for you.

Are you keeping any secrets that are a burden to you? The secrets can be your own or those of another.

If you feel it is hurting you in any way to keep the secret, whom can you trust to help carry the burden of this secret? Who could help you deal with this issue in your life?

Are you ready to talk about your secret, if you have one? Why or why not?

Remember that there are people who can help you with any problem you might have. You just have to let the right person know that you need help. It could be a parent, grandparent, sibling, other family member, teacher, police officer, clergy person, coach, counselor, or a friend.

SECTION THREE: Making a Change, Making a Difference

Look again at your responses on page 30. Has the SMART goal you have been working on helped to improve an important relationship? Be specific about that relationship and what *you* could do.

What is one thing you could do differently this week that could help improve an important relationship?

What would be a good way to start to make that change? Think about the concepts of talking things out—"I" statements, Feel, Think, Act—and working to get what you want for ideas. Be specific. To whom do you need to talk? What do you need to say? How do you need to say it? Be concrete.

How would your life be better if this relationship improved?



Do you need to talk to someone else to help make this happen? Whom would this be and how could they help?

How might the other seven areas of wellness be impacted if that relationship was healthier? Be specific. Look on page 2 for a list of the other areas.



Remember, you co-create the relationships you are in. You can make a difference.



*Promise me you'll always remember: You're braver than you believe,
and stronger than you seem, and smarter than you think.*

—Christopher Robin to Pooh, A.A. Milne

SECTION ONE: Listening to Yourself

Rest and play are both important for caring for yourself as they help give you the energy you need for the rest of your life. You, just like your phone, need recharging on a regular basis. There are times when you feel pulled in many different directions, all at once. Everyone wants a piece of you: your family, your friends, teachers, coaches, youth leaders, and others, and all of those people are important. There is much that needs to be done and many demands are placed on you as an emerging adult. Yet, your life doesn't have to be so full that it is unhealthy. You can take charge and decide what is good for you. You can make sure you have time for rest and play as they are essential for your overall health.

Take a few minutes and rate the statements on the following Rest and Play Self-Assessment. These questions are just for you; no one else needs to see how you score yourself unless you want to share your answers with someone else. This is a way for you to pause, to take a break from listening to all the voices telling you what to do and to listen to yourself. This is a chance for you to decide whether you are resting and playing in a healthy way. What you do with your answers is up to you. Answer each question honestly for the most helpful results.



▶ Rest and Play

The ability to balance work and play and to renew one’s self.

Rate the following 10 statements from 0–10 based on the scale below, and then write your responses on the lines provided. When you are finished, add up your responses and then shade in the total score in the **Rest and Play** section of the Compass Self-Assessment Tool on page 3. (See pages 4–5 for examples.)

Never		Sometimes		Half of the Time		Most of the Time		Always		
0	1	2	3	4	5	6	7	8	9	10

I get enough rest to rejuvenate myself most of the time. _____

I am satisfied with the amount of time that I have set aside for healthy fun. _____

I have at least one hobby or interest that renews me, and I take intentional time for it on a regular basis. _____

I feel good about the kinds of activities I do during my free time and know they are good for my overall well-being. _____

I enjoy my recreational involvement in activities at school, at my place of worship, in the community, or with other local organizations. _____

I actively take advantage of opportunities to try new activities and new ways to have fun. _____

I am confident that my connection to technology, such as video games, TV, computer, social media, and cell phone, is good for my overall well-being. _____

I frequently have fun where alcohol and other drugs are not present. _____

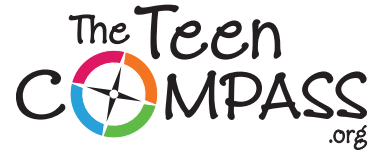
The people with whom I spend my free time are a good influence on me. _____

I use some of my free time to renew my relationship with myself. _____

TOTAL SCORE _____

Based on what you have learned from taking the Rest and Play Self-Assessment, identify one thing you could commit to doing that would improve your score. Create a SMART goal to help you make this change. Write your SMART goal on the next page, and then share aloud with at least one person. List one goal that is: Specific, Measurable, Achievable, Realistic, and Time Sensitive. (See pages 6–7 for instructions and a sample SMART Goal.)

CREATE A SMART GOAL



Area of Wellness:

Rest and Play

Date: _____

Overarching Goal:	
S pecific:	
M easurable:	
A chievable:	
R ealistic:	
T ime Sensitive:	
Obstacles:	Solutions:
Final Goal:	

SECTION TWO: Learning

Have you ever been talking or texting on your phone when, right in the middle of your conversation, your phone dies? That can be really frustrating. It can be even worse if you are lost and trying to let someone know where you are or are trying to get directions. When you look to see why the call failed and discover that the battery is dead, the frustration worsens. There is nothing wrong with your phone; it isn't broken. You aren't out of range. Your phone can't work because you did not charge the battery.

IT IS IMPORTANT TO KEEP YOUR BATTERY CHARGED!

Just like our devices, we each have a sort of internal battery that needs to be plugged in to the right source so we can get recharged. Right now you have a personal battery that is running on a charge, and only you know if you have a full charge, a half charge, less than half, or are almost out of power.

How much charge do you have these days?

While there inevitably will be times when we are less than fully charged than others, we know that we all operate better when we are fully charged, meaning we are full of energy. When our charge is high, we feel vibrant, healthy, and alive. To feel that way, we each need to find our own unique ways to keep our battery charged and that comes from our rest and play.



One of the ways we charge our battery is by participating in some form of recreation. Many people think of watching TV or spending time on a computer as recreation, and it can be. On the other hand, it isn't necessarily recreation; in fact, doing something passively for too long can leave us drained of energy. You will have a better chance of truly recharging your battery when you make intentional choices about the activities that help to renew your whole self.

Allowing time for regular rest means more than not working. It means taking a break from your regular activities in order to create time for you. It means unplugging from all the chatter that is constantly streaming at you from television, social media, gossip from your friends, the music you listen to—all of it. Having room for real rest means setting aside the everyday responsibilities of life, at least for a while.

For you, this could mean taking a break from Facebook for a day and using that time to sit and talk with someone you care about and who cares about you. It could mean taking a break to spend

some time on a hobby you enjoy, or taking a hike or bike ride, or some other physical activity you enjoy. Think about those things that excite and inspire you. Perhaps you love reading, writing, painting, drawing, or working with clay. Maybe playing music or singing does it for you, or working in a garden, or cooking, reading, or playing a sport. Only you know what excites you, what makes you happy, what recharges your battery. It's different for everyone.

Typically, a person's strength is thought of as being something at which they excel. You are sometimes encouraged to examine your strengths as a means to focus on potential career opportunities. However, a strength can also be seen as something that gives you energy, even if you do not excel at it. Using this definition, if dancing gives you energy and lightens your life, then dancing is a strength for you, even if you lack rhythm or style. On the other hand, if you excel at playing the piano but take no pleasure in it, playing the piano is not truly one of your strengths. What are your strengths? What gives you energy?

Whatever renews you is what recharges your battery, filling you with energy so that you can do all the things you have to do: school, work, sports, relating to family and friends, planning for the future—all of it.

Just as there are things that renew your energy and make you feel alive, there are things that can have the opposite effect. These are things that drain energy from you, such as a challenging subject in school, being over-committed, or dealing with a difficult situation or person. These situations and relationships are part of life, and you need to be intentional about your decisions and about how you handle them. If you do not set good boundaries with people and situations that drain you, they will gradually take a toll on you. If you do too much, you will find your battery drained, and you won't be able to be your best, most healthy self. It is good to be aware that some people and some activities wear you down faster than others. Being aware helps you set good boundaries so you can deal with those things or people in a healthy way.

When your battery is charged, you will feel good. You will find you have energy for all sorts of people, activities, and opportunities. You will be stronger. You will be able to pay better attention, learn faster, listen better, have more to give to the world, and maybe even laugh more. You will see positive results in all areas of your life.

Sometimes people think that drinking alcohol or using drugs to relax is an important part of playing and re-creating. How do you feel about that idea? How could that thinking be problematic or unhealthy?

Many people spend hours watching TV, engaging with social media, or playing video games, and think of it as recreation. What do you think about this?

Do you find these activities to be truly re-creative or are they modern distractions from real fun? Give this some serious thought as it is an important question for all of us living in the 21st century. We all need to be intentional about our rest and play. If you were to cut back on these “screen” activities, what else could you do to renew yourself?

What decisions might you make today that could help you get more rest and play? Explain. Think about your SMART goal.

Remember that all parts of your wellness are interrelated.

What are some things you do that help you create a positive view on life? Think about all eight areas of wellness as you respond.

Do you do enough of those things regularly? Explain. Why is that?

How could you rearrange things in your life so you could have more time for those activities that recharge you?



Think about your typical day. Start with the time you get up in the morning and go through your entire day. Think about every activity, including the meals you eat and where you eat, classes you attend, communications you have with others, activities outside of school, homework, and things you do to unwind. In other words, take a close look at your average day. Looking closely at a typical day is a good practice to establish as it helps us see more clearly the things in our lives that we may want to work on changing. List all of the things you do in a day here.

What invigorates you during your day? Why is that?

What during your day zaps your energy? Is there anything positive you could do to change that?



Sometimes when we are going through a change, like starting a new school year, breaking off a significant relationship, moving to a new neighborhood, or adjusting to a significant change in the family—a death or divorce, for example—our battery can become drained pretty quickly. **All transitions, even those we have chosen and are happy about, can drain our battery as they take much of our mental energy.**

Have you had a major change in your life? What is it? Describe.

Did you choose it or did it just happen to you? How it is going for you? Explain.

What could you do to help yourself deal with it? Think about all eight areas of wellness.

SECTION THREE: Making a Change, Making a Difference

Go back to your Rest and Play Self-Assessment on page 46, and look at the scores. Remember that this is your tool, and that no one needs to see it unless you want to share it.

Is there a response you gave that you feel really good about? How were you able to achieve that high score? Be specific.

Is there another statement that seems important that you'd like to be able to rate higher than you did? Which one? Why does that statement seem important to you?

Has your SMART goal helped to move that score a little higher?

Do you need help with your SMART goal? Whom can you ask to help you?

What might you need to take a break from in order to do it?

What is one thing, a small thing, something you know you can do that would help you feel more rested?

Maybe you could take one afternoon off from the normal things you do in order to be with someone you care about, or to read a book. You might write in a journal, listen to music, do something outside, or go for a run. What activity renews you? The choice is yours!



Handling Emotions

*The best and most beautiful things in the world cannot be seen or even touched.
They must be felt with the heart.*

—Helen Keller

SECTION ONE: Listening to Yourself

On an episode of *The Colbert Report with Stephen Colbert*, Colbert was interviewing a well-known actor. He asked the actor if he was able to really feel emotions or if he only knew how to pretend to have emotions. He was wondering, he explained, because as an actor it was his job to fake emotions. Colbert then noted that we will pay a lot of money to watch actors on a screen or stage pretend to show certain emotions rather than express our own emotions. The observation was meant to be funny, but what made it memorable was that, in some ways, it is true. Many of us, not just actors, express emotions that do not reflect what we are really feeling deep inside.

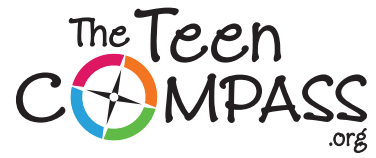
When you were a child, you freely expressed your emotions. When you were angry, you were angry and showed it. When you were sad, you showed that, too. When you were happy, you freely expressed it. As you grew older, you began to learn how to handle emotions in socially acceptable ways. You may have learned that it was no longer okay to show your anger, sadness, or even your happiness in the same way you used to. Learning how to handle all of these emotions is a good thing. Unfortunately, however, some folks have become concerned about expressing emotions in an inappropriate way and now, as a result, don't share many of their true emotions with others. They try to hide the difficult emotions they are feeling.

What is important to remember is that all of our emotions serve as guides to help us understand the world around us. If our emotions are positive, that signals us that things are going well. If they are uncomfortable, that means something is not right and a change is needed. Our emotions are neither good nor bad in and of themselves. What is good or bad is how we express them, what we do with them.

Handling and expressing all of our emotions isn't easy for anyone, but it is an essential skill to develop as we grow into adulthood. That is why we are now going to focus on handling emotions.

Take a few moments to pause and listen to yourself and reflect on how you express your emotions by taking the following Handling Emotions Self-Assessment. Remember, this is just for you; no one else is going to see this unless you choose to share it.

CREATE A SMART GOAL



Area of Wellness:

Handling Emotions

Date: _____

Overarching Goal:	
S pecific:	
M easurable:	
A chievable:	
R ealistic:	
T ime Sensitive:	
Obstacles:	Solutions:
Final Goal:	

SECTION TWO: Learning

We all have a wide range of emotions that we feel at different times in our lives. They are all natural and normal and we may feel many of them in the course of a single day. Circle the ones that best describe how you have been feeling recently.

- Peaceful Afraid Angry Sad Joyful Excited
- Happy Relieved Worried Anxious Discouraged
- Grateful Hopeful Proud Inspired Guilty
- Positive Numb Calm Depressed Content

Do you feel other emotions? List them here.

Write about why you are feeling these emotions. What is going on?

How would others know you are feeling this way? Do you smile a lot? Do you cry easily? Are you overly apologetic? Do you have trouble sleeping? Are you cranky, sensitive, or argumentative? Write a bit about how you are expressing these emotions.

Do you feel that the way you are expressing your emotions is healthy? If not, what might you do to change that?

Perhaps you know people who are ruled by their emotions. Maybe you are one of them. When they are sad, they are really sad: crying, saying sad or hopeless things, being quiet, or pulling away. When they are angry, you know to watch out because they'll yell, have blow-ups, and maybe even punch a locker or wall. There is no doubt about how they are feeling. The good news is that emotions are like the ocean—any of us can be swept up in the waves and be tossed about, or we can learn to swim. We can learn how to swim through our emotions so we don't drown in them.

You also most likely know others who are able to handle their emotions in a calmer way. They still feel things, and you can tell when they are happy, sad, or angry, but they don't show their emotions in a way that is scary or dangerous. Their emotions don't get in the way of their thinking, nor do they try to force you to share their feelings. These people will tell you that they are feeling sad and show it in ways that are authentic and inviting. These people will certainly get angry, but they won't frighten others when they express their anger. **They are in control of their emotions rather than having their emotions control them. That is an important distinction.**

In the movie *Inside Out*, we saw how, for many of us, one emotion can overtake the others if we are not careful. This movie shows us that it is important to pay attention to our emotions. All emotions are normal and important as they help us know how we are experiencing the world around us. They also help guide us, letting us know what we need to acknowledge or change around us.

Which type of people would you prefer to spend time with: those who control their emotions or those whose emotions control them? Why is that? Explain.

Are you in control of your emotions most of the time, or are they in control of you? Explain.

You are always feeling emotions no matter what kind of day you are having, and it is important to express those emotions. The thing is, expressing those emotions to others can be done in a multitude of ways. How you express your emotions is a choice you make.

One time when your emotions will naturally be more difficult to handle is when you are going through a transition in your life.

Below are some transitions commonly faced by people your age.

- Parents breaking up
- Starting at a new school
- Getting your first job
- A family member or friend becoming sick or dying
- Coming out
- An important friendship ending
- A divorced parent remarrying
- Getting a stepparent and maybe even new step-siblings
- Beginning an important new friendship or romantic relationship
- Ending a relationship
- Moving to a new community

These are times when you will feel strong emotions, and they can be hard to manage. The support of others will help you move through these times of transition. Think of people you can talk to, confide in, and trust to listen to you: a parent, friend, teacher, coach, grandparent, aunt or uncle, sibling, and/or clergy person.

You might be tempted to pull away from others, but don't let that happen. Don't be afraid to reach out and stay connected with others who are comfortable with what you are feeling. Remember that together we can do more than we can by ourselves. During this process of opening up, you may learn better listening skills yourself and become better equipped to be a support for someone else going through a difficult time later on down the road.

Like your body, your emotions are a tremendous gift. Your emotions allow you to experience life on a deeper, more vital level. When handled poorly, emotions can hurt your life, damaging your physical health, relationships, and overall well-being. When handled well, emotions can enhance relationships and help open the doors to new opportunities in life.

Living It

Can you name an emotion that you are feeling strongly right now? Maybe you are feeling more than one, or maybe even conflicting emotions. List them here. List positive and negative emotions as most likely you have some of both.

Maybe you are feeling proud of something you have accomplished, or excited about something you are planning. Maybe you have experienced a hurt that needs to be dealt with, or maybe you are going through a transition that is challenging. Write about why you think you are feeling the ways you are currently feeling. What's going on?

Do you have a difficult emotion that you are dealing with at this point? Maybe it is fear, worry, guilt, or anger. You want to be able to manage that feeling instead of having that emotion manage you. Recognizing it is the first step toward dealing with, or making peace with, whatever is stirring up that emotion.

Handling emotions positively is something you can do! One way is to stop and think about what you want to say, rather than blurting out something you might regret later. Remember: feel, then think, then act.

We have been talking about reflecting on the importance of thinking before we speak, Are you able to think about how you are going to respond to someone before you say something? If not, what might help you stop and think before you speak?

What kinds of emotional expressions do you see in books, on TV, in movies? Describe them. Are they healthy or unhealthy? How can you tell? Give some examples.

Do you feel like you have opportunities to express whatever emotions you are feeling in your life right now? Why or why not? Could you create opportunities to do so?



Think back to your SMART goal. Could sticking with it help you feel better overall and help you handle your emotions in a more positive, healthy way? Explain why or why not.

Often teenagers suffer from depression, in part because of their changing brains. If you were to feel depressed, to whom could you turn? Remember there is always help if you are feeling depressed.



SECTION THREE: Making a Change, Making a Difference

Go back to the Handling Emotions Self-Assessment you took on page 60. Was there a response to a statement you would like to change? Explain.

Think back to your SMART goal. How would your life be healthier if you really stuck with it?

Think about the other areas of your life and how they would be impacted. How might the other areas or your life become healthier if you paid more attention to your emotional well-being?

Might you need someone's help in sticking with your SMART goal? Who might that be? How specifically could they help?

This blanket is a necessity. It keeps me from cracking up. It may be regarded as a spiritual tourniquet. Without it, I'd be nothing, a ship without a rudder.

—Linus van Pelt from *Peanuts*

SECTION ONE: Listening to Yourself

Imagine a great, tall tree growing somewhere. Trees that are very large are often very old. To reach old age, trees need to be able to weather a multitude of seasons and a multitude of changes in their environment, such as severe storms, droughts, and floods. To be able to survive those outside forces, a tree needs to have a good, well-developed root system—roots that not only run deep, but also reach out far beyond the trunk of the tree. A well-developed root system helps a tree to bend in a raging wind and a well-developed root system can find water in a drought. A well-developed root system keeps a tree healthy and growing as it keeps the tree grounded and connected to the earth.

What is true for trees is also true for people. We need a strong root system to sustain us through the many changes in life. For us, our root system is our values or possibly a faith we subscribe to. It is our beliefs that determine our ethics and the morals that guide our lives. It is also these values that help us find meaning in our lives and help us make healthy decisions.

Spirituality means more than any one religion or doing things, such as attending services on Sunday, observing Shabbat, or reciting prayers. While participating in a particular religion or belonging to a faith community can provide a framework for our beliefs, our spirituality is an inner path by which we live our values. A spiritual life can exist outside of an organized religion, as well as within one.

Take a few minutes now and complete the following Spirituality Self-Assessment. This is your Assessment; no one else needs to see it or read it unless you want them to. It is for you and you alone, a chance for you to step back and take a look at the spiritual part of your life.

Be honest with yourself, and be gentle with yourself. There are no right or wrong answers; the results do not make you a good or a bad person. You are who you are, and this is just one way for you to see where you are right now in the spiritual part of your life. Don't spend too much time thinking about each answer, just enough time to give an honest answer so that you can use this later on.

▶ Spirituality

The development of a strong personal value system and a meaningful purpose in life.

Rate the following 10 statements from 0–10 based on the scale below, and then write your responses on the lines provided. When you are finished, add up your responses and then shade in the total score in the **Spirituality** section of the Compass Self-Assessment Tool on page 3. (See pages 4–5 for examples.)

Never		Sometimes		Half of the Time		Most of the Time		Always		
0	1	2	3	4	5	6	7	8	9	10

I may not yet know what I want to do with my life, but I know my life has meaning and purpose. _____

I am pleased with what I give back to the world. _____

I am involved in an activity that really matters to me. _____

I forgive others and I forgive myself. _____

I seek forgiveness from family and friends when I have hurt them. _____

I have activities that I do regularly to renew my soul, to center myself, and to gain perspective. _____

I am a part of a community that enriches my spiritual life. _____

The way I am living my life is consistent with my spirituality and values. _____

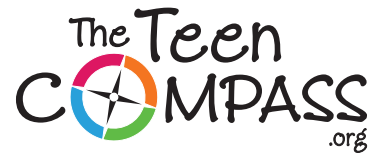
I am thankful for the good things in my life. _____

My spirituality and values influence my behavior, thoughts, and daily decisions. _____

TOTAL SCORE _____

Based on what you have learned from taking the Spirituality Self-Assessment, identify one thing you could commit to doing that would improve your score. Create a SMART goal to help you make this change. Write your SMART goal on the next page, and then share aloud with at least one person. List one goal that is: Specific, Measurable, Achievable, Realistic, and Time Sensitive. (See pages 6–7 for instructions and a sample SMART Goal.)

CREATE A SMART GOAL



Area of Wellness:

Spirituality

Date: _____

Overarching Goal:	
S pecific:	
M easurable:	
A chievable:	
R ealistic:	
T ime Sensitive:	
Obstacles:	Solutions:
Final Goal:	

Living It

When you think of a person who is well grounded in their spiritual life, who comes to mind? What about them tells you that what you see is true? Do they have a spiritual practice? What might it be? Be specific.

Would you like to be like that person in any way? How might you begin to do that today? What specifically would you do?

Do you have a spiritual part of your life? How do you experience that? How does your spiritual life impact or not impact the way you live day to day? Explain.

When in your life did you feel most alive? Where were you? Who were you with? What was it like? Might you describe that as a spiritual experience? Explain.

After you have narrowed down your values, think about whether those around you can tell that those values are important to you. Write here about how you show the world, by the way you live, that those values are essential to you. Give examples. Explain. If not, why is that?

How might your life look different if you dedicated yourself to living into those core values every day? Think about all eight areas of health.

List your three most important core values.

1. _____
2. _____
3. _____



Is there anyone you can go to for support to help you be successful living into your values or adopting a centering practice? Who is it?

How can that person be helpful?

You have now spent some time working on your SMART goal for the Spirituality Unit. Of all the spirituality statements, which score did you want to raise? How is that going? What is one simple, concrete thing you could add to your SMART goal that would raise your score and help you strengthen your spiritual roots and values? Be specific.

How might your overall health be improved if you did this for an extended period of time?

Is there someone who can help you with the spiritual or values part of yourself? What might they say or do to help you? Be specific.

What might hold you back? Be honest with yourself. There are things you cannot control but there are many things that you can. You can make changes for yourself.

We hope you will take a look at your spiritual life and see things you want to celebrate. Maybe, just maybe, deepening your spiritual roots will help make the world a better place, not only for yourself, but for someone else, as well. There is only one way to find out.



Live as if you were to die tomorrow. Learn as if you were to live forever.

—Mahatma Gandhi

SECTION ONE: Listening to Yourself

Whether you love it, hate it, or are indifferent to it, school is one of the most important parts of your life. Some say going to school is like your job; it is what you have to do and where you need to do your best. Why? So you can go on to college? So you can get a job? So you can be a well-educated citizen?

Perhaps there is another reason. There is a story about a student who asked her wise teacher, “I want to make a difference in the world. What does the world need me to do?” The teacher responded, “Do what makes you feel most alive, because the world needs more people who are fully alive.”

Maybe the reason you go to school is to help you find and begin to explore what makes you feel fully alive and to equip you to live into that passion. And maybe it is meant to prepare you so that you can help to make the world a better place. Maybe you have already thought about school this way. Maybe this is a new idea. Why do you think it’s important for you to go to school?

We invite you to take the School and Work Self-Assessment to see how you are engaging school and, if you have one, your job. Take a few moments now to listen to yourself by rating the following ten statements in the Assessment. This is intended to be a tool for you to pay attention to how *you* think things are going for you, rather than what your teachers, parents or guardians, or friends are saying. This is just for you.

▶ School and Work

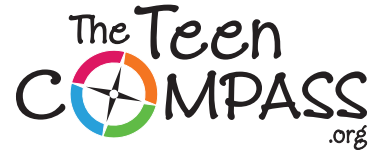
The ability to get the most out of educational, volunteer, and employment opportunities.

Rate the following 10 statements from 0–10 based on the scale below, and then write your responses on the lines provided. When you are finished, add up your responses and then shade in the total score in the **School and Work** section of the Compass Self-Assessment Tool on page 3. (See pages 4–5 for examples.)

Never	Sometimes		Half of the Time		Most of the Time		Always			
0	1	2	3	4	5	6	7	8	9	10
I feel good about my overall involvement in school, knowing I'm doing my best.										_____
I am personally satisfied with my grades.										_____
I am pleased with the connections I have with the teachers and staff at school.										_____
I feel good about the relationships I have with other students and how those relationships impact my all-around success at school.										_____
I am satisfied that my use of social media, the internet, and video games has no negative impact on my school, volunteer, or work performance.										_____
I am confident that my school/volunteer/sports/job performance is helping guide my future in a positive way.										_____
I feel good about the way my decisions regarding alcohol and/or other drugs impact my learning, volunteer, sports, and/or job performance.										_____
I am beginning to see an area of study, or am developing an interest, that may influence what I will want to do for work as an adult.										_____
I am always on time for school, work, and other commitments.										_____
I am satisfied with the way I pay attention, participate, and prepare homework for my classes, extracurricular activities, volunteer work, or job.										_____
TOTAL SCORE										_____

Based on what you have learned from taking the School and Work Self-Assessment, identify one thing you could commit to doing that would improve your score. Create a SMART goal to help you make this change. Write your SMART goal on the next page, and then share aloud with at least one person. List one goal that is: Specific, Measurable, Achievable, Realistic, and Time Sensitive. (See pages 6–7 for instructions and a sample SMART Goal.)

CREATE A SMART GOAL



Area of Wellness:

School and Work

Date: _____

Overarching Goal:	
Specific:	
Measurable:	
Achievable:	
Realistic:	
Time Sensitive:	
Obstacles:	Solutions:
Final Goal:	

SECTION TWO: Learning

At this point in your life, you have to go to school, and school is a huge part of your life. Many parts of your life are being formed at school: your work ethic, your ability to interact with all kinds of people, your sense of responsibility, time management, and organizational skills, to name a few. And this doesn't even include what you are learning in the classroom.

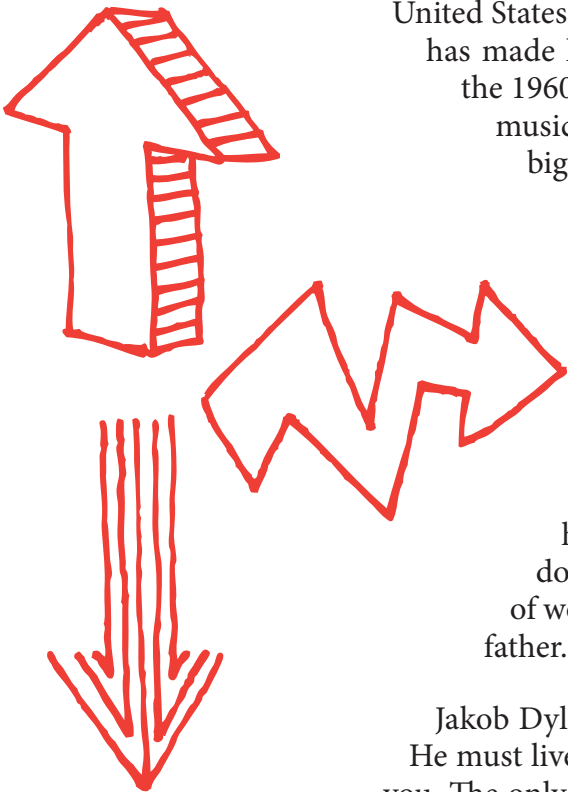
What are some words you would use to describe your school experience? Write them in the space below. Write anything that comes to mind—this is your Notebook. You get to pick the words, so choose the words you feel truly reflect how you feel about school, both positive and negative.

Did you use the word “fun” anywhere? School can be fun, and there are many times when learning can be a truly pleasurable experience. School can be thought provoking: it can open your mind to new ideas, new perspectives, and new concepts. School can also be frustrating, it can be confusing, it can be stressful, and it can be exhausting.

Believe it or not, your school experience depends just as much on you as it does on your teachers and the other students. Your attitude toward school and how you participate in school can determine how much you will get out of it. For example, if you believe that school is some sort of prison that keeps you from doing what you want to do all day, and you spend your time watching the clock hoping for the end of the school day, then you probably won't get much out of it. On the other hand, if you believe school is a great opportunity, a privilege, and has something wonderful to offer you, then you are likely to engage it in a positive way. It's all in how you look at it and the attitude you bring with you.

Your overall health can influence how you view school and how well you do there. If things are difficult at home, then school might become an escape, or it might be difficult for you to pay attention. If your physical health is poor, if you are dealing with constant pain or some other condition, it most likely will make learning difficult and keeping up with school activities a challenge. If you are feeling depressed, school can be difficult, too.

The way you choose to participate at school, sports, volunteering, or work also affects your overall health and wellness in other areas—all areas of your life and all areas of your wellness are interconnected. So how you choose to participate in school is very important. If you choose to see the commitment of work and school as a source of opportunity and growth that will help prepare you for the future, then this has the potential to have an overall positive effect on your life.



Bob Dylan received the Medal of Freedom from the President of the United States in 2012. Bob Dylan is a singer and songwriter who has made lasting contributions to folk and rock music since the 1960s. Millions of people love to listen to his words and music and, as the President said that day, “There is not a bigger giant in the history of American music.”

What many people don’t know is that Bob has a son, Jakob Dylan, who is an aspiring musician. It is not easy to be successful in the world of music; musicians like Bob Dylan had to work incredibly hard for many years just to get a record deal. Jakob has an even bigger challenge: being compared to his father. People are always saying to him, “You certainly have big shoes to fill.” Most folks who hear this statement don’t like it and Jakob probably doesn’t like it, either. While it could mean he has a lot of work to do, it could also mean he is not as good as his father. Hearing comments like that can be discouraging.

Jakob Dylan will never be his father nor should he try to be. He must live his own uniquely special life. The same is true for you. The only shoes you have to fill are yours. Nobody else’s. No one can. You get to live your own life.

You were given a lot when you were given the gift of life. You were given a unique body. You were given the capacity to feel a huge range of emotions. You were given relationships to nurture and enjoy.

You were given a marvelous mind capable of learning, understanding, questioning, and seeing things that no one else can see. You were also given unique experiences, skills and talents, along with a unique personality that is just yours.

When you combine all the different things you have been given, you see that you have been given a fantastic opportunity to become this unique person, one who can do what only you can do. What a gift that is!

The thing is, you don't just instantly become this person. You grow into who you are over years and years. Your experiences, your values, and your relationships shape and form you into the person you ultimately will become. Your school and your job are places where you are given opportunities to find out how you are unique, what you can and can't do, and what you love to do. They help you grow into who you truly are. Other places that might also do this for you are your home, service organizations, places of worship, sports, clubs, or camps. These all are places that can be formative for you, as well as providing opportunities for making friends and having great fun.



Your job is to figure out who YOU are, so you can continue growing into who you are meant to be. Your job is to find out how your unique gifts intersect with the world's needs. It is tremendous work, the most meaningful work you can do. It might be frightening, or overwhelming, or empowering when you think about it. Something important to remember is that you aren't in it alone. There are many people who can help you: friends, teachers, coaches, religious leaders, parents, or grandparents. You can probably think of several others who can help you figure out who you are. The world is what you make of it, which is what is so exciting!

Living It

Do you have a positive attitude at school? Will your attitude help you develop a positive future? Remember that you can change your attitude if it is not serving you well.



What is school like for you right now? Explain why that is. If it is not good, think about what you could do to help change that.

Are you personally satisfied with your grades and with how much you are learning? Be honest with yourself.



Is your involvement in sports, drama, and/or other extracurricular activities meaningful for you? Explain.

Is your social life fun or stressful? Does this impact how you are doing at school or work? How?

Do you give any of your time to be a volunteer? If yes, how has it been meaningful to you? If no, what type of volunteer work might be meaningful to you?

What are some of your talents or skills that you enjoy (examples: playing a musical instrument, drawing, writing, leading, acting, participating in sports, volunteering, being a friend, mentoring)?

Do you use some of those talents at school? If not, could you? Where and how?

How could you make your talents and skills more available to others?

What are some words that describe who you are now? A student? An athlete? An employee? A friend? A volunteer? School gives you many opportunities to be many different things. Are you comfortable with the roles you are playing at school now? Would you like to try something new? Explain.



Who you are in the future will be impacted by who you are today. What are some words that you would like to use to describe yourself in the future? Are you heading in the right direction? If not, what could you do to change course?



How can school or a job help you grow into the words you want to be able to use when describing yourself in the future? What part do you need to play in making that happen?

What problem in the world could you help solve with your unique gifts, talents, and experiences? Remember that the teens of today will be the adult problem-solvers of the future, and you will be one of them.

Out of all the things that you do, what is most important to you? Your response might be a clue about what is unique about you and how you can give back to the world.

Think back to your SMART goal. What is one small thing you can do starting today that could help you be a better student, volunteer, athlete, or employee?

Do you need help from anyone to make this happen? Who would that be, and how could they help? Be specific.

You are living and learning about life every day, both at school and outside of school. What you learn will help you become more fully who you are. It is up to you to take advantage of the opportunities around you. These years are important. Enjoy and learn as much as you can.



► Care for the Body

The ability to build healthy habits and practices around your physical well-being, and to end unhealthy habits.

Rate the following 10 statements from 0–10 based on the scale below, and then write your responses on the lines provided. When you are finished, add up your responses and then shade in the total score in the **Care for the Body** section of the Compass Self-Assessment Tool on page 3. (See pages 4–5 for examples.)

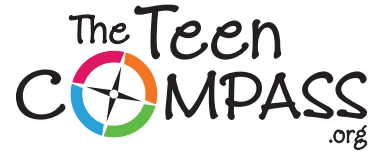
Never		Sometimes		Half of the Time		Most of the Time		Always		
0	1	2	3	4	5	6	7	8	9	10

- The daily choices I make about what I eat and drink are healthy. _____
- I have positive feelings about my relationship with food (what I eat, why I eat, and how often I eat). _____
- I feel good about the amount of regular exercise I get. _____
- I determine what is healthy and right for me in terms of weight and appearance, rather than letting my peers or the culture determine that for me. _____
- I go to the doctor and dentist for regular checkups and talk to someone about a health problem as soon as it arises. _____
- I am comfortable with my sexuality and know that my sexual decisions are healthy and safe for me, physically, emotionally, and spiritually. _____
- I am proud of the amount of respect I show to my body. _____
- My current weight is healthy for me. _____
- I feel confident that my decisions regarding drugs, alcohol, and tobacco are serving me well. _____
- Most days I get at least eight hours of sleep during normal sleeping hours. _____

TOTAL SCORE _____

Based on what you have learned from taking the Care for the Body Self-Assessment, identify one thing you could commit to doing that would improve your score. Create a SMART goal to help you make this change. Write your SMART goal on the next page, and then share aloud with at least one person. List one goal that is: Specific, Measurable, Achievable, Realistic, and Time Sensitive. (See pages 6–7 for instructions and a sample SMART Goal.)

CREATE A SMART GOAL



Area of Wellness:

Care for the Body

Date: _____

Overarching Goal:	
Specific:	
Measurable:	
Achievable:	
Realistic:	
Time Sensitive:	
Obstacles:	Solutions:
Final Goal:	

Sometimes when we are tired, yet need to get something done, it is tempting to use something artificial to get that energy, like caffeine, for example. Any artificial stimulant, if abused, can hurt instead of heal. Sometimes it might even be tempting to turn to alcohol or other drugs to feel a little better, as well. This can be very dangerous.

When one part of your life is out of balance, you may feel the effects in your body or in other parts of your life. If you aren't getting enough sleep, your immune system can weaken, making you more susceptible to getting sick. If you are an athlete and start making poor choices about what you eat, your performance might suffer. You also may be cranky, which may impact important relationships in your life.

What has your body been telling you lately?



Living It

Your body is constantly talking to you, letting you know how it is doing. Are you feeling fit and ready for anything? Or are you in pain? Your body might be trying to tell you that you are overdoing something. Are you feeling tired? That is your body telling you to get some rest. Are you feeling restless? Your body might be telling you to get some exercise. What has your body been telling you lately?

Imagine that your body could write you a letter telling you how you are doing right now, where it needs care, or what it would like you to do to feel better. What might it say?

Are there things you are doing right now or might be thinking about doing that will have long-term effects on your body, such as using alcohol or other drugs, harming yourself, smoking, or being sexually active? How might doing these things impact your health?



How people care for their bodies can be an indicator of how they feel about themselves. What does the way you care for your body say about how you feel about yourself? Consider things such as eating, sleeping, sex, and exercise.

What about your body do you appreciate the most? What important things does it allow you to do?

How can you show your body that you appreciate the gift that it is? Getting more sleep? Getting more exercise? Eating better food? Being safe sexually? Other ideas?

Is there anyone you can talk to or who can help support you in making healthy decisions about these things? Someone who really cares about your well-being? Who is it?

Think of an adult who takes good care of their body and is healthy. What kinds of things are they able to enjoy in life? What kinds of things do you hope to do when you are their age? What do they do, or not do, to stay healthy?

If you could do anything or go anywhere, what would it be and where would you go? Is your body and your mind ready for such an adventure?



Think about something that you have dreamed of doing, an adventure you would like to have someday, a way to more fully explore and enjoy the world. Taking care of yourself now will help you to be ready and able to enjoy all the adventures that will come your way.

SECTION THREE: Making a Change, Making a Difference

Go back to the Care for the Body Self-Assessment you took on page 98. Was there something that surprised you?

Is there a statement in the Assessment you would like to pay more attention to in an effort to raise your score? How would that improve your life overall?

Has your SMART goal helped you improve that score? Explain why or why not. Do you need to adjust your SMART goal?

Is there someone you can talk to who can help you make a change in this area? Who is that person and how specifically could they help you?

Your body is a tremendous gift. It is yours, and you have been given the responsibility to take care of it. If well-cared for, your body can take you amazing places, enable you to do amazing things, even help you make a difference in the lives of others. It is up to you.

Then and Now

You have now taken the Self-Assessments for all eight areas of well-being. You have committed to making positive changes. You have learned that being well is a journey and not a destination. We now invite you to reflect on the places you've been in the past, and want to go in the future.

It might be helpful for you now to go back and re-take each Assessment. This is an opportunity for you to celebrate, to see how far you've come on the journey toward greater wellness. And to see where you might want to commit to starting one new thing going forward based on your responses.

1. To begin, re-take all eight Self-Assessments. Since you are familiar with the material, this shouldn't take long.
 - Page 10: Organization
 - Page 20: Stress Resilience
 - Page 30: Relationships
 - Page 46: Rest and Play
 - Page 60: Handling Emotions
 - Page 74: Spirituality
 - Page 86: School and Work
 - Page 98: Care for the Body
2. Then, shade in the areas of health on the compass (on the next page) with your total scores.
3. When you have your shaded compass complete, take a few minutes to consider the questions on page 109.

Were you surprised by any differences between the first time you took the Assessment and now? Give an example.

Did you notice an improvement in your life in any of the areas? If yes, give an example. If no, why do you think that is?

What about any areas you just weren't ready to do anything about earlier in response to your scores the first time you took the assessment? Do you feel differently now? In what ways?

If there was anything you *could* say to your previous self from where you are right now, knowing what you now know, what would it be?

If there was anything you *could* say to your future self, knowing what you now know, what would it be?

Where To From Here?



You have brains in your head.

You have feet in your shoes.

You can steer yourself in any direction you choose.

You're on your own.

And you know what you know.

You are the one who'll decide where to go.

—Dr. Seuss, *Oh, The Places You'll Go!*



As we come to the end of this Notebook, it's a good time to pause and reflect on this Dr. Seuss quote from his book, *Oh, The Places You'll Go!* Take some time to first reflect and celebrate the “places you've been” as you have worked your way through this Notebook. You have most likely visited some places within yourself that were new to you or were at least less explored parts of yourself.

We also invite you to reflect on the places you plan to go in the future. By now you have no doubt learned that life is a journey and not a destination. Life is always calling us to grow and to become well in new ways, no matter what our age. Enjoy the journey and remember that walking with others makes the trip easier and more fun.

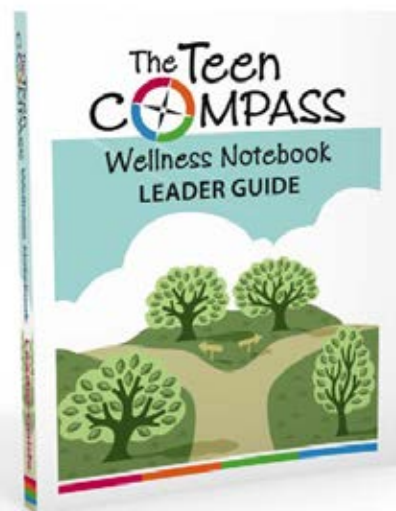
The quote from Dr. Seuss says, “You're on your own. And you know what you know. You are the one who'll decide where to go.” The first part of the quote says that you are on your own. There is clearly some truth to this in that you, and you alone, are the one who has free choice around the decisions you make in your life. You can choose to make the decisions that will lead to health.

You are not really alone, though. The community you surround yourself with is very important. Having the support of family, friends, and other adults who care about you plays a vital part of good decision-making and building a healthy life. The quote continues with, “And you know what you know.” After working through the material in this Notebook, you now know more than you did before you started about what it takes to be healthy in life. Hopefully, throughout your life, you will continue to increase your knowledge about health in all of its dimensions.



Holly Hughes Stoner began her career as a grade school teacher, later taught at both the middle school and high school levels, and currently works as a Licensed Marriage and Family Therapist, specializing in counseling adolescents and families.

D. Scott Stoner is a Licensed Marriage and Family Therapist with a special interest in working with fathers, couples, and families. Scott and Holly are married with three adult children and reside in Milwaukee, Wisconsin.



We have created a **Leader's Guide** to accompany this *Notebook*.
To find out more and to order: theteencompass.org

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