

MIDDLE SCHOOL STUDENT GUIDEBOOK

Stand Up, Speak Out!

REFLECT · BUILD · GROW



STAND UP, SPEAK OUT!

Hopes and dreams are wonderful. You should spend time thinking about who you are and who you want to be, but it is not always easy knowing how to get there. Friends and family might give you advice and suggestions, but ultimately it is up to you to take action and make a difference for yourself. Whether you know it or not, you have much to offer your school and community. This guide is designed to help you reflect, build and grow so you can do more than dream about your future...you can reach it. It is time to Stand Up, Speak Out!

ASPIRATIONS AND THE 8 CONDITIONS THAT MAKE A DIFFERENCE

When you are able to dream about your goals, and also work to reach them, you have high aspirations. According to Dr. Russell J. Quaglia, founder and president of the Quaglia Institute for Student Aspirations, “‘Aspirations’ is the ability to dream about the future, while being inspired in the present to reach those dreams.”

Dr. Quaglia has identified 8 Conditions that Make a Difference in whether people have high or low aspirations. The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action. Having these 8 Conditions in your life can help you reach your dreams and goals.

THE Stand Up, Speak Out! GUIDEBOOK

How do you know whether the 8 Conditions are in your life? The Stand Up, Speak Out! Guidebook will help you reflect on each of the 8 Conditions and your future dreams and goals.

PART I. REFLECT: Who am I? Part I is designed to help you think about your current actions and ideas. Be honest and truly examine who you are.

PART II. BUILD: Who do I want to be? Part II challenges you to think about how to foster your own aspirations. You can reach your highest potential and be whoever you want to be.

PART III. GROW: Who am I becoming? Part III asks you not only to dream about your future, but also to take action now to make your future dreams come true by using the 8 Conditions as a goal-setting guide.



As you complete the sections of this guidebook, keep in mind that it is all about you: who you are and who you want to become...**STAND UP, SPEAK OUT!**

SCORE YOURSELF ON THE FOLLOWING STATEMENTS RELATED TO THE 8 CONDITIONS.

SECTION I

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I am comfortable being myself at school. _____
2. I have friends at school. _____
3. I interact with all different types of students. _____
4. I don't rush to judge other students' actions. _____
5. I accept students who are different from me. _____
6. I share my ideas and opinions in class. _____
7. I make sure my teachers know me as an individual. _____
8. I do not bully other students at school. _____

Total Score _____

SECTION II

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I positively interact with students in different grades. _____
2. I know I can be a positive role model for others. _____
3. I avoid gossip and negative talk about others. _____
4. I know many students would call me their friend. _____
5. I show respect to adults at school. _____
6. I am willing to do group work with many different students. _____
7. I am comfortable sitting with different students during lunch. _____
8. I have a positive influence on my friends. _____

Total Score _____

reflect

SECTION III

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I put forth effort even if an assignment is not graded. _____
2. I am willing to redo assignments to improve my work. _____
3. I put forth effort to be a good citizen. _____
4. I try my best during group work and assignments. _____
5. I am proud of my accomplishments. _____
6. I seek help when I struggle academically. _____
7. I participate in class discussions. _____
8. I try my best on assignments and tests. _____

Total Score _____

SECTION IV

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I enjoy learning information that interests me. _____
2. I laugh and have fun at school. _____
3. I want to learn something interesting everyday. _____
4. I enjoy being with friends at school. _____
5. I am open to learning new ideas and thoughts. _____
6. I get excited to start a new school year. _____
7. I approach the school day with an optimistic attitude. _____
8. I want to learn more about subjects that interest me. _____

Total Score _____

SECTION V

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I ask questions during class. _____
2. I am not afraid to be creative with my ideas or answers. _____
3. I share my ideas and thoughts during class. _____
4. I think art, music, and physical education are important. _____
5. I spend time thinking about what I am learning. _____
6. I am willing to listen to different perspectives. _____
7. I try to find solutions to my own problems. _____
8. I am curious about the world around me. _____

Total Score _____

SECTION VI

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I have someone to talk to when I feel overwhelmed at school. _____
2. I try to be successful in all my classes. _____
3. I set goals for myself. _____
4. I like being challenged at school. _____
5. I am not afraid to make mistakes. _____
6. I want to be successful. _____
7. I push myself to do better in school. _____
8. I ask for help when I need it. _____

Total Score _____

SECTION VII

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I am a leader at my school. _____
2. I am involved in school activities and clubs. _____
3. I give my opinion on classroom and school issues. _____
4. I understand the consequences of decisions I make. _____
5. I take responsibility for my decisions and actions. _____
6. I know how and why I make decisions. _____
7. I listen to other students' ideas and opinions. _____
8. I work hard to improve my leadership skills. _____

Total Score _____

SECTION VIII

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I have high expectations for myself. _____
2. I know I will be successful. _____
3. I believe I can make a difference in my community. _____
4. I think before I act. _____
5. I understand the importance of education. _____
6. I think about my future. _____
7. I make decisions to reach future goals. _____
8. I take action in causes I believe in. _____

Total Score _____

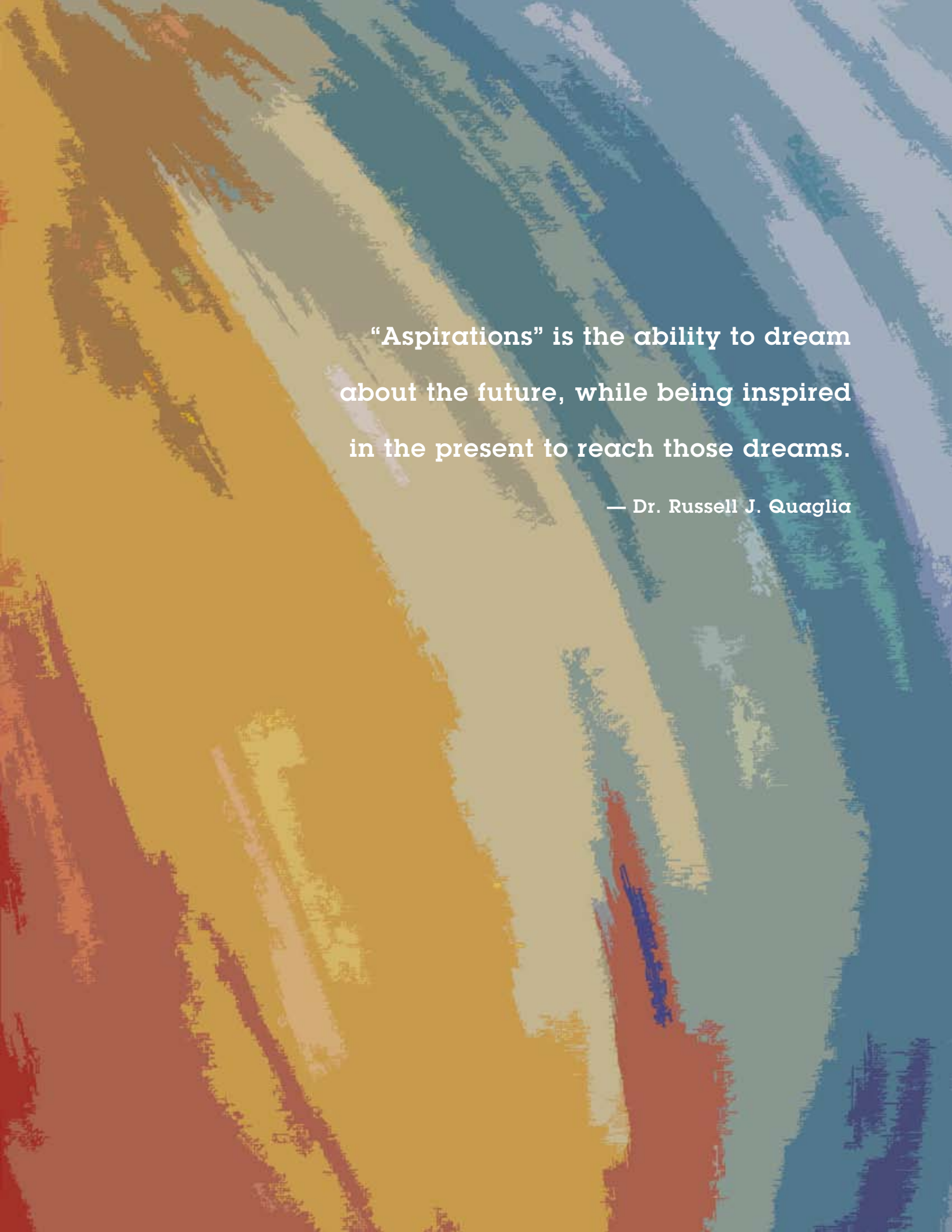
SELF-SCORING INVENTORY INTERPRETATIVE CHART

TRANSFER THE 8 TOTAL SCORES FROM THE PREVIOUS PAGES TO THE GRID BELOW.

SECTION	SCORE	8 CONDITIONS THAT MAKE A DIFFERENCE™
I		BELONGING
II		HEROES
III		SENSE OF ACCOMPLISHMENT
IV		FUN & EXCITEMENT
V		CURIOSITY & CREATIVITY
VI		SPIRIT OF ADVENTURE
VII		LEADERSHIP & RESPONSIBILITY
VIII		CONFIDENCE TO TAKE ACTION

NOTE YOUR HIGH SCORE. Congratulations! These conditions are in your life.

NOTE YOUR LOW SCORE. Learn how to improve this condition for yourself as you proceed through this guidebook.



**“Aspirations” is the ability to dream
about the future, while being inspired
in the present to reach those dreams.**

— Dr. Russell J. Quaglia

BELONGING

WHAT DO WE MEAN BY BELONGING?

Belonging is about being a valued member of your school and community while still maintaining your individuality. Your uniqueness and individuality is what makes you a special and important part of the school. It is important for you to feel a sense of Belonging in order to be truly who you are and who you want to be.

Understanding Belonging

RESPOND TO THE QUESTIONS BELOW:

What does it **feel** like to be different? _____

How do you **see** students expressing their individuality at school? _____

Why do you **think** some students exclude others who are different? _____

What can you **do** today to be more accepting of other students? _____

What can you do to **develop** the condition of Belonging for yourself?



WHAT DOES BELONGING FEEL LIKE?

Think about a day at school. Would you be able to say these statements?

I am excited to see my friends at school.

I am not intimidated in the hallways.

I have friends to sit with during lunch.

I feel physically and emotionally safe on my way to school.

I know my ideas and opinions are valued.

I am proud of my school.

I make sure students and adults know my name.

I am involved in school clubs and organizations.

I know it is okay to be different.

I think it is important to be myself at school.

After reading the above statements, think about whether the condition of Belonging exists for you.

BUILDING BELONGING

What three ideas do you have to better support Belonging for yourself at school?

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

Choose one of your ideas and create a plan to make it happen.

My plan for action is _____

“The best thing about my school is that other students like me for who I am.”

— Kyle 8th grade

BELONGING

PEER CONVERSATIONS

Read and discuss the statements below. Pay attention to whether your peers have different responses or ideas to each of the statements.

- ▶ It is okay to be different.

- ▶ Some students choose not to fit in at school.

- ▶ It is better to be your own person, rather than be like everyone else.

- ▶ Bullying is something that happens; it is no big deal.

- ▶ Most students like school.

- ▶ There is no peer pressure at our school.

- ▶ I am proud of my school.

BELONGING ACTIVITY

steps to understanding me

Think about all your traits that make you unique and wonderful. Fill in the blanks with your answers.

Three things I want every one to know about me are:

One of my dreams is:

I like to learn about:

I am proud of myself because:

My greatest strength is:

I am unique because:

Speak Out!

Share what makes you unique with your teachers.
Be proud of who you are.



HEROES

WHAT DO WE MEAN BY HEROES?

Heroes are real people who help you in real ways every day. They are people who care about you as an individual and help guide you through school and life. This condition is about respecting others and others respecting you. It is important for everyone to have Heroes they can depend on during good and bad times. You are a Hero, too. You can be a Hero to your friends, family and other students. The actions and words you choose help decide what type of Hero you are to the people around you.

Understanding Heroes

RESPOND TO THE QUESTIONS BELOW:

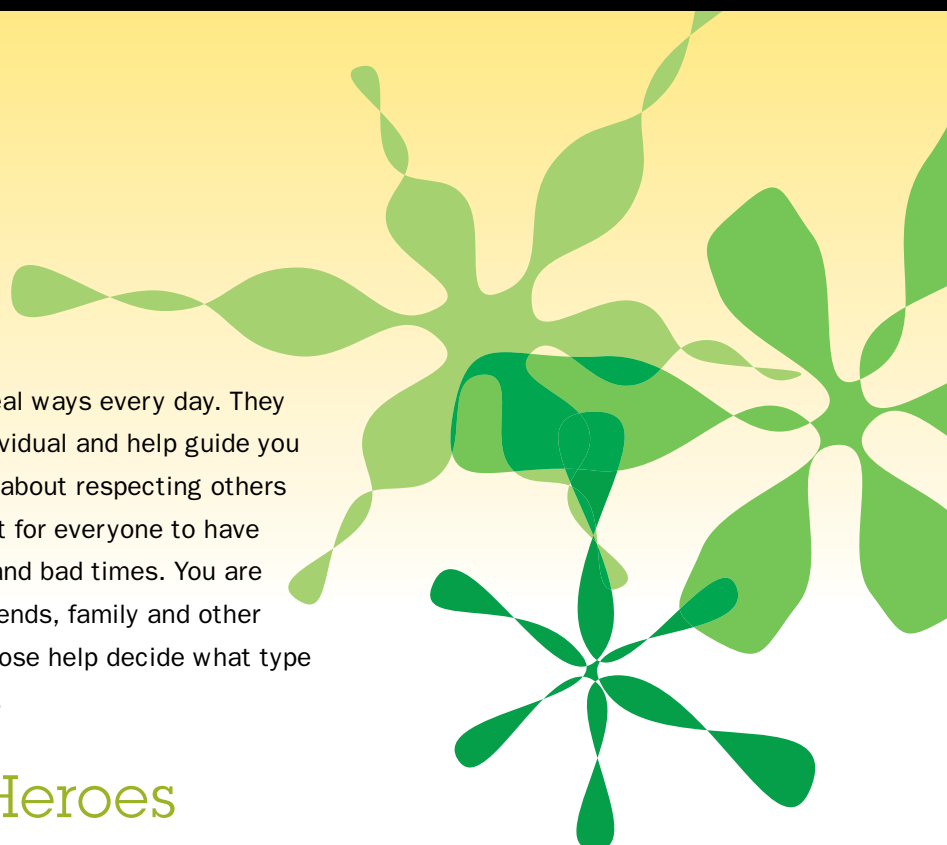
What does it **feel** like to be a Hero? _____

How do you **see** students being Heroes at your school? _____

Why do you **think** it is important for students to respect each other? _____

What can you **do** today to be a Hero to someone at school? _____

What can you do to **develop** the condition of Heroes for yourself? _____



build

WHAT DOES FEEL LIKE TO HAVE HEROES?

Think about a day at school. Would you be able to say these statements?

I have adults in my life who believe in my potential.

I feel that my ideas are respected and acknowledged.

I have someone I can talk to about important issues.

I have friends who want what is best for me.

I have supportive and positive friends in my life.

I feel cared about at school.

I feel valued as a person at school.

I know where to go if I need help.

I know I can be a role model to students at school.

I have people in my life who know my hopes and dreams.

After reading the above statements, think about whether the condition of Heroes exists for you.

BUILDING HEROES

What three ideas do you have to better support Heroes for yourself at school?

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

Choose one of your ideas and create a plan to make it happen.

My plan for action is _____

“Emily is my hero...she knows everything.”

— Lizzy (1st grade) talking about her big sister

HEROES

PEER CONVERSATIONS

Read and discuss the statements below. Pay attention to whether your peers have different responses or ideas to each of the statements.

- ▶ Respect is something you must earn.

- ▶ Students need to respect each other.

- ▶ It is hard to trust adults and teachers.

- ▶ I can't change the way other students act or behave.

- ▶ Real heroes are very popular.

- ▶ It is important to be a role model for younger students.

- ▶ I can't respect someone who does not respect me.

HEROES ACTIVITY

Everyday Heroes

Think about all the heroes in your life who help you everyday. They might include an adult who supports you, a relative who cares about you, and a sister who always listens. Keep in mind that support comes in many forms.

List five **people who support you** and the type of support they provide

Person

Type of support

What do these people have in common?

Speak Out!

Think of several different ways you can show people you appreciate their support and guidance. Speak out and give them thanks!

SENSE OF ACCOMPLISHMENT

WHAT DO WE MEAN BY SENSE OF ACCOMPLISHMENT?

Sense of Accomplishment is about recognizing and celebrating the importance of effort, perseverance, and citizenship as signs of your success. This condition is about trying repeatedly and facing challenges rather than giving up. Sense of Accomplishment is about all your talents and skills rather than just skills that are measured by tests and grades.

Understanding Sense of Accomplishment

RESPOND TO THE QUESTIONS BELOW:

What does it **feel** like to persevere? _____

How do you **see** students putting forth effort at school? _____

Why do you **think** it is important for students to be good citizens? _____

What can you **do** today to be a better citizen at school or in your community? _____

What can you do to **develop** the condition of Sense of Accomplishment for yourself? _____

WHAT DOES SENSE OF ACCOMPLISHMENT FEEL LIKE?

Think about a day at school. Would you be able to say these statements?

I am recognized for a variety of things I do.

I redo my assignments to improve my work.

I have adults in my life who help me persevere during difficult times.

I try to do my best at school.

I know that a good education means more than just good grades.

I participate in community service activities.

I ask for feedback on assignments and test.

I think being a good citizen is as important as being a good athlete or scholar.

I know my effort and hard work are appreciated.

After reading the above statements, think about whether the condition of Sense of Accomplishment exists for you.

I put forth effort to complete homework assignments on time.

BUILDING SENSE OF ACCOMPLISHMENT

What three ideas do you have to better support Sense of Accomplishment for yourself at school?

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

Choose one of your ideas and create a plan to make it happen.

My plan for action is _____

“I try my best just to prove to myself that I can do it.”

SENSE OF ACCOMPLISHMENT

PEER CONVERSATIONS

Read and discuss the statements below. Pay attention to whether your peers have different responses or ideas to each of the statements.

- ▶ Effort is just as important as getting good grades.
- ▶ Adults only care about good grades.
- ▶ Tests are not the only way to see if I know something.
- ▶ Good grades are the most important factor for college acceptance.
- ▶ It is important to be involved in community service.
- ▶ Trying harder does not mean I will do better.
- ▶ Some students do well in school even though they put forth little effort.

SENSE OF ACCOMPLISHMENT

Newspaper Headlines

Think about newspaper headlines. Headlines are quick and grab the reader’s attention. Create a list of three eye-catching, realistic headlines related to citizenship and middle school students. For example, one headline might be “Middle School Student Saves Mother Earth” Next, write four facts that might follow each headline.

HEADLINE I: _____

FACT:

FACT:

FACT:

FACT:

HEADLINE II: _____

FACT:

FACT:

FACT:

FACT:

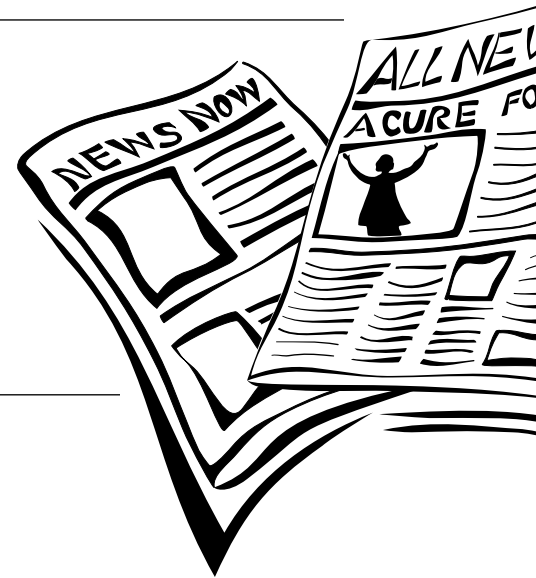
HEADLINE III: _____

FACT:

FACT:

FACT:

FACT:



Speak Out!

How can you be in the headlines for being a good citizen? Share your ideas with your peers and teachers.

FUN & EXCITEMENT

WHAT DO WE MEAN BY FUN & EXCITEMENT?

Fun & Excitement is about you being engaged and interested in school. This condition is not about laughing or smiling all the time. It is about being so engaged in what you do that time flies by. Quite simply, the condition of Fun & Excitement is about getting up everyday and looking forward to what lies ahead. And, yes, school can be Fun & Exciting.

Understanding Fun & Excitement

RESPOND TO THE QUESTIONS BELOW:

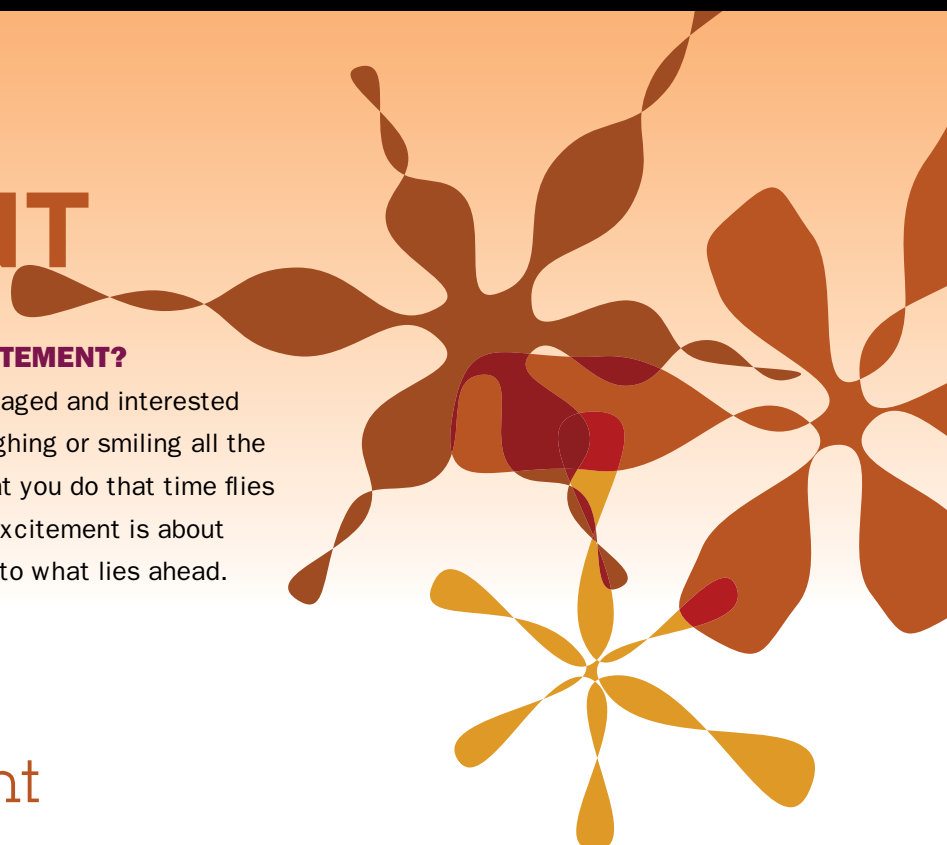
What does it **feel** like to have fun at school? _____

How do you **see** students enjoying learning? _____

Why do you **think** school is boring at times? _____

What can you **do** today to be more engaged in your learning at school? _____

What can you do to **develop** the condition of Fun & Excitement for yourself? _____



WHAT DOES FUN & EXCITEMENT FEEL LIKE?

Think about a day at school. Would you be able to say these statements?

I enjoy school.

I am able to spend time with my friends at school.

I have choices in what I learn.

I am excited to learn new things.

I have opportunities to explore topics I find interesting.

I laugh and have fun at school.

I don't let myself get bored at school.

I know my teachers enjoy teaching me.

School projects and assignments help me learn.

I think my teachers know my interests and hobbies.

After reading the above statements, think about whether the condition of Sense of Accomplishment exists for you.

BUILDING FUN & EXCITEMENT

What three ideas do you have to better support Fun & Excitement for yourself at school?

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

Choose one of your ideas and create a plan to make it happen.

My plan for action is _____

“School is boring, but I don’t think it has to be.”

— Joel 7th grade

FUN & EXCITEMENT

PEER CONVERSATIONS

Read and discuss the statements below. Pay attention to whether your peers have different responses or ideas to each of the statements.

- ▶ Learning can be fun.
- ▶ There is no point to most of our assignments and homework.
- ▶ What I learn in school and things I am interested in are not the same.
- ▶ Teachers enjoy teaching.
- ▶ School is boring.
- ▶ My teachers try to make learning interesting and engaging.
- ▶ I am responsible for my own learning.

FUN & EXCITEMENT ACTIVITY

Aspirations Idol

The newest idol has decided to sing a song about your school. You have been recruited to write the lyrics. This is an opportunity for your school to shine. Come up with a great song... you can even put it to music if you wish!



Speak Out!

Get a group of friends together and sing your new top hit to others... maybe at a school assembly, a faculty meeting, parent's night or a school board meeting. Let others know how proud you are of your school.

CURIOSITY & CREATIVITY

WHAT DO WE MEAN BY CURIOSITY & CREATIVITY?

The condition of Curiosity & Creativity is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries. Curiosity triggers you to ask, “Why?” while creativity has you asking, “Why not?”

Understanding Curiosity & Creativity

RESPOND TO THE QUESTIONS BELOW:

What does it **feel** like to be interested in learning? _____

How do you **see** students displaying their creativity at school? _____

Why do you **think** it is difficult for students to ask questions? _____

What can you **do** today to be more creative at school? _____

What can you do to **develop** the condition of Curiosity & Creativity for yourself? _____



WHAT DOES CURIOSITY & CREATIVITY FEEL LIKE?

Think about a day at school. Would you be able to say these statements?

I feel comfortable asking questions at school.

I know teachers expect me to think on my own.

I ask questions when I don't understand.

I use my artistic and musical talents at school.

I have choices and options in the way I represent my learning.

I am encouraged to find answers to complex problems.

I explore topics I find interesting at school.

I know many questions have more than one right answer.

I know how I like to learn.

I think my teachers are curious about the subjects they teach.

After reading the above statements, think about whether the condition of Sense of Accomplishment exists for you.

BUILDING CURIOSITY & CREATIVITY

What three ideas do you have to better support Curiosity & Creativity for yourself at school?

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

Choose one of your ideas and create a plan to make it happen.

My plan for action is _____

"I use to be afraid to ask questions in class, until I realized I was not the only person feeling that way." — Brianna 7th grade

CURIOSITY & CREATIVITY

PEER CONVERSATIONS

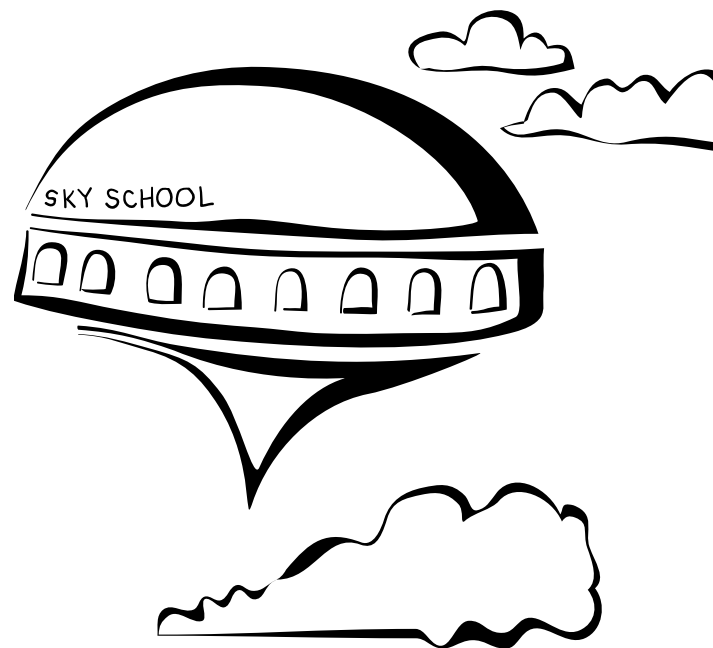
Read and discuss the statements below. Pay attention to whether your peers have different responses or ideas to each of the statements.

- ▶ It is important to be curious and to ask questions.
- ▶ Art and music are important subjects to learn.
- ▶ Some questions have no answers.
- ▶ Sometimes creative students are misunderstood.
- ▶ There is one best way to learn.
- ▶ School is irrelevant for my future.
- ▶ Teachers do not like when they are questioned.

CURIOSITY & CREATIVITY ACTIVITY

My New School

A new high school will be built by the time you leave middle school. You have been chosen to help design the new building. The architect wants you to sketch the new building and highlight what is most important to you. The only direction you have is that your suggestions and ideas must support a creative learning environment. Have fun and design an awesome new high school.



Speak Out!

Do you have one idea to make your current school a more creative place to learn? Speak out and let someone know your ideas.

SPIRIT OF ADVENTURE

WHAT DO WE MEAN BY SPIRIT OF ADVENTURE

Spirit of Adventure is characterized by your ability to take on positive, healthy challenges at school and home, as well as with family and friends. You can experience Spirit of Adventure when you tackle something new without the fear of failure or success. It is important to set goals and challenge yourself to reach those goals.

Understanding Spirit of Adventure

RESPOND TO THE QUESTIONS BELOW:

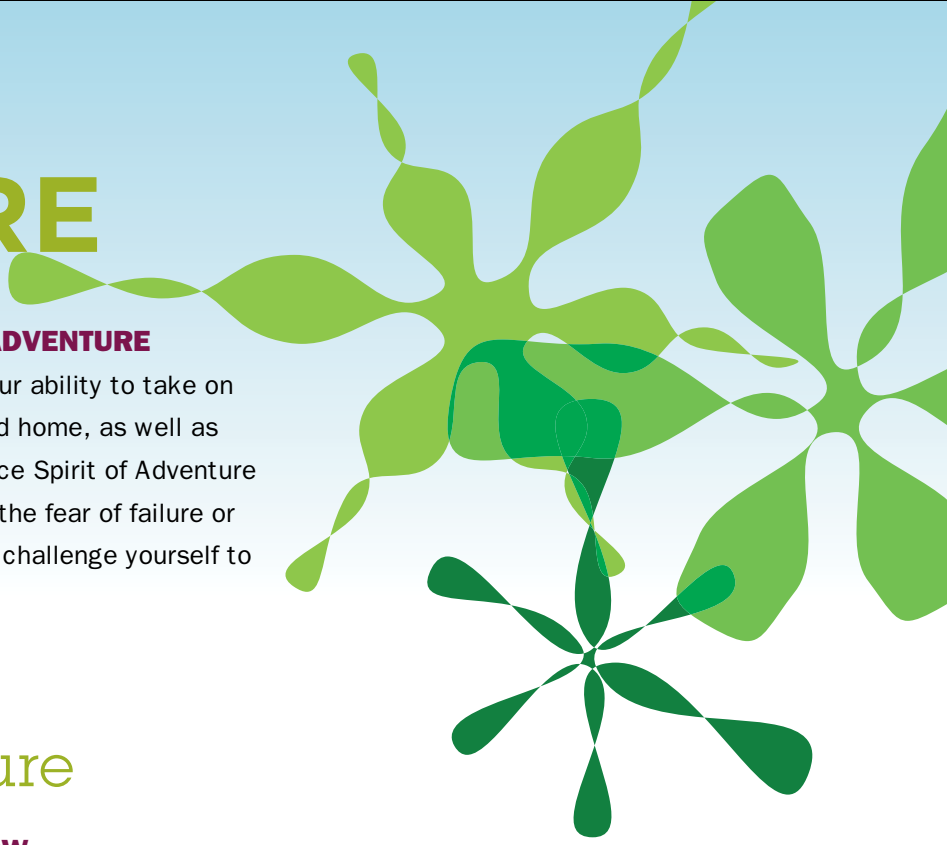
What does it **feel** like to reach your goals? _____

How do you **see** students challenging themselves? _____

Why do you **think** students are afraid to fail? _____

What can you **do** today to be a healthy risk taker? _____

What can you do to **develop** the condition of Spirit of Adventure for yourself? _____



WHAT DOES SPIRIT OF ADVENTURE FEEL LIKE?

Think about a day at school. Would you be able to say these statements?

I set and achieve meaningful goals.

I want to be successful.

I challenge myself to do my best.

I know I can learn from my mistakes.

I think it is important to take healthy risks.

I seek out adults who support and guide me to do my best.

I think goal setting is important.

I support my friends who try to do their best in school.

I take challenging courses.

I reflect on and revisit my personal and academic goals.

After reading the above statements, think about whether the condition of Spirit of Adventure exists for you.

BUILDING SPIRIT OF ADVENTURE

What three ideas do you have to better support Spirit of Adventure for yourself at school?

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

Choose one of your ideas and create a plan to make it happen.

My plan for action is _____

“Pushing myself to do something new is never easy, but I know I should.”

— Haylee 8th grade

SPIRIT OF ADVENTURE

PEER CONVERSATIONS

Read and discuss the statements below. Pay attention to whether your peers have different responses or ideas to each of the statements.

- ▶ It is important to push yourself to see how much you can really achieve.
- ▶ Goal setting is important.
- ▶ My friends will not like me, if I do well in school.
- ▶ Grades don't really matter in middle school.
- ▶ It is better to take easy courses, earn good grades, than take hard courses, and earn lower grades.
- ▶ Working hard in school today will benefit my future.
- ▶ Being a risk-taker is always good.

SPIRIT OF ADVENTURE ACTIVITY

Conquering my Challenges

Think about all the challenges you have overcome since you started school. For example, maybe in 1st grade you had a challenging time learning to read or making friends. Next, think about what challenges you might face in your future. What themes do you see in all your challenges?

In 1st grade I was challenged by _____

In 2nd grade I was challenged by _____

In 3rd grade I was challenged by _____

In 4th grade I was challenged by _____

In 5th grade I was challenged by _____

In 6th grade I was challenged by _____

In 7th grade I was challenged by (or will be challenged by) _____

In 8th grade I was challenged by (or will be challenged by) _____

LIST SEVERAL CHALLENGES YOU MIGHT FACE IN HIGH SCHOOL.

Speak Out!

What type of support do you need to tackle your future challenges? Let teachers and adults know how they can support you.

LEADERSHIP & RESPONSIBILITY

WHAT DO WE MEAN BY LEADERSHIP & RESPONSIBILITY

The condition of Leadership & Responsibility is about making decisions and understanding the consequences of the decisions you make. It is about expressing your ideas and opinions. To be a responsible leader you need to take into account not only yourself but others around you.

Understanding Leadership & Responsibility

RESPOND TO THE QUESTIONS BELOW:

What does it **feel** like to be a leader? _____

How do you **see** students involved in school-wide decisions? _____

Why do you **think** students don't voice their opinions and ideas? _____

What can you **do** today to be a better leader? _____

What can you do to **develop** the condition of Leadership & Responsibility for yourself? _____



build

WHAT DOES LEADERSHIP & RESPONSIBILITY FEEL LIKE?

Think about a day at school. Would you be able to say these statements?

I am responsible for my actions.

I am a leader.

I try to improve my leadership skills.

I participate in school government.

I share my ideas and thoughts with others.

I make sure my opinions and ideas are heard at school.

I admit when I make poor decisions.

I listen to other people and use their advice in making decisions.

I think there are many different types of leaders.

I try to be involved in school-wide committees.

After reading the above statements, think about whether the condition of Leadership & Responsibility exists for you.

BUILDING LEADERSHIP & RESPONSIBILITY

What three ideas do you have to better support Leadership & Responsibility for yourself at school?

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

Choose one of your ideas and create a plan to make it happen.

My plan for action is _____

**“Being on student council does not make you a good leader.
Being a good decision-maker, does.”**

— Tyler 8th grade

LEADERSHIP & RESPONSIBILITY

PEER CONVERSATIONS

Read and discuss the statements below. Pay attention to whether your peers have different responses or ideas to each of the statements.

- ▶ It takes hard work to be a leader.
- ▶ Leaders must get along with everyone.
- ▶ It is easier for popular students to be leaders.
- ▶ Teachers listen to student ideas and concerns.
- ▶ Students should be responsible for the decisions they make.
- ▶ Not everyone can be a leader.
- ▶ It is important to voice your opinions and ideas on school issues.

LEADERSHIP & RESPONSIBILITY ACTIVITY

Help Wanted: Student Council Leaders

Your school decided to create a new student council and your job is to create a job description for the “ideal” student council member. What do you think it takes to be a great student leader?



Speak Out!

Think about what traits you share with the perfect student leader. Let others know the traits you have.

CONFIDENCE TO TAKE ACTION

WHAT DO WE MEAN BY CONFIDENCE TO TAKE ACTION

Confidence to Take Action is the extent to which you believe in yourself. It is about dreaming about your future, while being motivated in the present to reach your dreams. Being confident is one thing. Having enough Confidence to Take Action on causes you believe in is another. You do have the ability to make this world better... do it!

Understanding Confidence to Take Action

RESPOND TO THE QUESTIONS BELOW:

What does it **feel** like to be a confident? _____

How do you **see** students taking action at school or in the community? _____

Why do you **think** some students lack confidence? _____

What can you **do** today to take action on a cause you believe in? _____

What can you do to **develop** the condition of Confidence to Take Action for yourself? _____

WHAT DOES CONFIDENCE TO TAKE ACTION FEEL LIKE?

Think about a day at school. Would you be able to say these statements?

I get involved in issues I care about.

I think about my future.

I look for solutions to problems.

I think it is important to help others.

I know I can make a difference in this world.

I believe I can do great things with my life.

I have friends who believe in my potential.

I work towards making my dreams come true.

I know what my strengths are.

I think school is important for my future.

After reading the above statements, think about whether the condition of Confidence to Take Action exists for you.

BUILDING CONFIDENCE TO TAKE ACTION

What three ideas do you have to better support Confidence to Take Action for yourself at school?

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

Choose one of your ideas and create a plan to make it happen.

My plan for action is _____

“Somehow, someway, someday I am going to make this world a better place.”

— Jake 7th grade

CONFIDENCE TO TAKE ACTION

PEER CONVERSATIONS

Read and discuss the statements below. Pay attention to whether your peers have different responses or ideas to each of the statements.

- ▶ Success comes in many forms.
- ▶ It is too big of a dream to think about making a difference in this world.
- ▶ I need to think about the future now.
- ▶ Sometimes students can have too much confidence.
- ▶ I take action on causes I believe in.
- ▶ All students can be successful if they put their mind to it.
- ▶ It is important to surround yourself with positive and supportive friends.

CONFIDENCE TO TAKE ACTION ACTIVITY

Success Pie

List all the ingredients it takes to be a successful person. Are some ingredients more important than others? Do you need more of one ingredient than others? Keep in mind “Success Pie” comes in all different types!



Speak Out!

Success comes in all shapes and sizes. Let people know why you are successful and how they, too, can be successful.

SUCCESS *by Emerson*

Success is to laugh often and much;

To win the respect of intelligent people and the affection of children;

To earn the appreciation of honest critics and endure
the betrayal of false friends;

To appreciate beauty, to find the best in others;

To leave the world a bit better, whether by a healthy child,
a garden patch, or a redeemed social condition;

To know that even one life has breathed easier because you lived;

This is to have succeeded!

SETTING GOALS THAT MATTER

It is important for students of all ages to think about their future and have specific goals. Although goals may change from year to year, thinking about your future helps you plan what actions you need to take today to be successful in the future.

MY INVENTORY

What are my current interests and hobbies?

What clubs or organizations do I participate in on a regular basis?

What academic or personal challenges will I face this year?

What skills do I need to learn to help my future?

Which adults at school can help guide me with future decisions and choices?



MY INVENTORY (CONTINUED)

What courses am I interested in taking in high school?

What careers do I find interesting (List at least 3):

What skills or preparation do I need to do these careers?

What one career do I really want to learn more about?

Who can I talk to about these careers?

What careers do *not* interest me? (List at least three):

USE THE 8 CONDITIONS TO HELP YOU REACH A SHORT TERM GOAL.

Short Term Goal (1 month to a year) _____

Belonging: How does this goal represent me as an individual? _____

Heroes: Who can help me reach this goal? _____

Sense of Accomplishment: What do I need to learn to reach this goal? _____

Fun & Excitement: How does this goal relate to my current interests? _____



SHORT TERM GOAL (CONTINUED)

Curiosity & Creativity: What questions do I need answered to help me reach this goal?-----

Spirit of Adventure: How does this goal challenge me as a person?-----

Leadership & Responsibility: What decisions and choices do I need to make to support this goal?-----

Confidence to Take Action: What actions do I need to take now to start reaching this goal?-----

How will I know when I have successfully reached my goal?-----



USE THE 8 CONDITIONS TO HELP YOU REACH A LONG TERM GOAL.

Long Term Goal (1 year or more)-----

Belonging: How does this goal represent me as an individual?-----

Heroes: Who can help me reach this goal?-----

Sense of Accomplishment: What do I need to learn or do to reach this goal?-----

Fun & Excitement: How does this goal relate to my current interests?-----



LONG TERM GOAL (CONTINUED)

Curiosity & Creativity: What questions do I need answered to reach this goal? _____

Spirit of Adventure: How does this goal challenge me as a person? _____

Leadership & Responsibility: What decisions and choices do I need to make to support this goal? _____

Confidence to Take Action: What actions do I need to take now to start reaching this goal? _____

How will I know when I have successfully reached my goal? _____





NOTES DOODLES



NOTES DOODLES



NOTES DOODLES

8 CONDITIONS

THAT MAKE A DIFFERENCE™

Belonging

Heroes

Sense of Accomplishment

Fun & Excitement

Curiosity & Creativity

Spirit of Adventure

Leadership & Responsibility

Confidence to Take Action



QUAGLIA INSTITUTE
for student aspirations

www.qisa.org