

The Power of **YOU**



ASSURANT

nie
News in Education

SunSentinel

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Putting the YOU in Community

What do your school, your family, your neighborhood and your town all have in common? These are your communities. They are groups you belong to, that you are an integral part of. Even if you don't participate much in any of them, they are still your communities.

Think about each one. What do they look like? Feel like? Do you think they "work?" Are they safe? Interesting? Friendly? What's good about each one? What could be improved?

Consider the things that are good. Who is responsible for the good things? And the things that need to be improved – who is responsible for those and whose responsibility is it to bring about the improvements? Do you have any responsibilities? Have you contributed to the good aspects? Can you help with the improvements?

We often look to a few leaders to improve our communities, and unfortunately, we also blame those same people for anything that needs to be changed. But a community needs everyone's involvement to become great.

It's easy to blame the principal or teachers if there are problems at your school. Many people blame the mayor for anything that goes wrong in a city or town. But it's important to take ownership of your community, to step up and volunteer to add to the good or work on the bad – to put the YOU in community.

How can you do that? Get involved. Volunteer. Give feedback. Talk to others in your community. Work to bring about change. Ask how you can help. Participate in programs.

Activities

Read all about it. Spend time each day reading through your *Sun Sentinel Digital Edition*. Pay attention to what the articles are saying about communities. How do you feel about what you're reading? Are there good things happening? Are there problems? Now, speak up! Choose a community issue that interests you and find out all you can about the details, the history, the people involved. Write a letter to the editor outlining your opinion, thoughts and solutions.

For several days, read the letters to the editor. Often this section of the paper becomes a conversation between opposing sides of a community issue. As a class, use the letters as a jumping off point for discussing your own points of view. Remember that each person has a right to his or her point of view.

You can make volunteering a priority!

Volunteering is win-win. By helping people, you help yourself. While selfish motivations take a backseat to human service, you can take full advantage of the benefits of voluntarism. Volunteering at an active agency with many needs, you would be hard-pressed not to learn new skills or to pick up valuable experiences. Agencies that rely on volunteers understand this.

Prior to committing to service, meet with the agency's executive director, coordinator of volunteers and the staff member who will supervise you. Everyone involved should reach a clear understanding of your duties and goals. You can provide a needed service to the agency and the community while acquiring skills that advance your education and your eventual employment prospects.

And, your volunteer activities are a way to show adults what young people can do in the community.



About the Sun Sentinel NIE program:

Throughout the school year, the Sun Sentinel NIE program provides newspapers, both digital and print, to South Florida schools at no charge. Our goal has been to help teachers help their students, promote literacy, encourage hands-on learning using the newspaper, and assist students in staying up-to-date on the world around them.

Another key focus of our program is providing curriculum materials, like *The Power of You*, to enhance lessons in the classroom across all subject areas. These complimentary booklets are aligned with the Sunshine State Standards.

For more information about Sun Sentinel News in Education and to download educational materials, visit our website at: www.SunSentinel.com/nie

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No More Bullies!

When there is bullying behavior in schools no one wins - not even bullies.

Here's a quick look at the consequences for everyone involved: The victims of bullies, the bystanders and the bullies.

Consequences for victims:

Studies show that the victims of bullies suffer thoughts of suicide, loneliness, lower self-esteem, lower grades and an increased rate of depression. They may also feel afraid, alienated, angry, ashamed, depressed, disempowered, hurt, sad, stupid, subhuman, trampled on, ugly and useless. (Sullivan, 2000)

Consequences for bullies:

Bullying can lead to criminal behaviors. Approximately 60 percent of boys who were characterized as bullies in grades 6 through 9 had at least one conviction by the age of 24. Even more dramatically, as many as 35 percent to 40 percent of former bullies had three or more convictions at this age (Olweus-bullying.org).

Effects on bystanders:

Even when they're not being bullied, bystanders suffer fear of retaliation, feel powerless to change things, feel guilty, and unfortunately, feel less empathy for victims.

Bullying tears down the environment in schools and in our communities. That's why it's important to refuse to tolerate bullying behavior. Don't laugh when someone else is being bullied. Defend others being bullied, and most importantly, make sure an adult knows what is going on.



Photo credit: Lp1p003



Activities

Write a pretend news story about a bullying incident in your school. Describe the situation from three points of view: from the bully's point of view, the victim's point of view and a bystander's. Share with others.

Using the statistic that 80% of adolescents reported being bullied during their school years, do the math. How many students in your classroom equal 80 percent? With the help of your teacher, conduct an anonymous survey asking how many of your classmates have been bullied. What is the percentage? How does it compare to the national average? Create a graph showing your results.

To help prevent cyber bullying:

- Keep your home computer where it can be easily viewed, such as in the family room or kitchen.
- Talk regularly with your child about online activities he or she is involved in.
- Talk specifically about cyber bullying and encourage your child to tell you immediately if he or she is the victim of cyber bullying, cyber stalking, or other illegal or bothersome on-line behavior.
- Encourage your child to tell you if he or she is aware of others who may be the victims of cyber bullying.
- Explain that cyber bullying is harmful and unacceptable behavior. Outline your expectations for responsible online behavior and make it clear that there will be consequences for inappropriate behavior.
- Although adults must respect the privacy of children and youth, concerns for your child's safety may sometimes override these privacy concerns. Tell your child that you may review his or her online communications if you think there is reason for concern.
- Consider installing parental control filtering software and/or tracking programs, but don't rely solely on these tools.

Safely navigating the information highway

As online computer exploration opens a world of possibilities, expanding your horizons and opening you to different cultures and ways of life, the Internet can also subject you to dangers as you search the information highway. As with driving, learning to operate the machine you are using in the environment in which it travels is the best way to stay safe.

In the physical world, we have our sight, hearing, smell, taste and touch to help warn us of impending danger. We recognize strangers and stay away from them; we feel heat and keep from getting burned; we hear an approaching car and get out of the way. Online, however, our senses cannot warn us when danger is near. The Internet lets us go anywhere we want, and allows others to get too close to us. It's important that you know what to look for in the online environment to stay safe.

Cyber-Stranger danger

The Internet permits grown ups to pretend to be another youth to gain your trust with the intention of harming you. They become “not strangers” after you get to know who you think they are in a chat room or on IM. Remember that not everybody on the Internet is who they say they are. Be careful to guard your personal information – your name, address, gender, age, birth date, and more. Online social networking sites are popular places not only for you and your friends, but for cyber-predators as well. Don't believe that information you post in a chat room designed for you and your friends (private or not) cannot be accessed by anybody with a little know-how. Someone once said, “Don't put anything on the Internet you wouldn't want to see on the front page of Sunday's newspaper.” They are right!

Cyber-Addictions

Studies have revealed that nearly 15 percent of today's youth are addicted to the Internet. Whether it's an addiction to gaming, gambling, pornography or online social networking, their drug of choice is the Internet, and when they're connected they're on top of the world. But where does 'normal' use stop and pathological use begin? The underlying key to identifying any addiction is the aspect of control. You should be able to limit or eliminate your online time and activities, making sure that you spend as much time with friends in outdoor activities or watching a movie as with them inside online. If you find your online activities beckon more than you want them to,

Be cyber-safe

Surfing the Internet is a fun way to spend your time, but it's also important to stay safe in cyberspace. i-SAFE is a program designed to empower students, parents, teachers and whole communities to keep kids safe on the Internet.

On the Internet, what you don't know can hurt you. Knowledge is power, so become an i-SAFE mentor by signing up at www.isafe.org to learn more and help spread the word about how to stay safe online. Ask your parents and teachers whether they've been trained in the i-SAFE program to help keep you safe online.

To keep yourself and your friends safe online, log on to **www.isafe.org**.



talk with a trusted adult about what you can do.

There are dangers in every part of our society. By becoming familiar with these dangers and taking appropriate steps to protect yourself, you can benefit from the wealth of information now available online, and stay safe!

Activities

Web sites like Facebook and Twitter are more and more popular with teens. But recent news has made these sites less and less popular with parents and adults who are concerned with teen safety. Do research, using the *Sun Sentinel Digital Edition* and other sources, on the topic and find out what the issues are and what's being reported in the news. As a class, discuss your opinions about these sites, about the safety issues and about parent or adult involvement.

Am I at risk online?

- ➔ Do you use your main email account to chat or surf online? It's best to have multiple email accounts, and use only a free account that can be easily discarded, such as Hotmail, Yahoo or Gmail (Google mail) for chatting online.
- ➔ Have you ever given out personal information online? Personal information includes your age, school, sex, location, phone number, birthday or age, sports teams you play on, malls you frequent and more. Don't be fooled into giving out more information in casual conversation than you should.
- ➔ Do you spend large blocks of time online, especially at night? This might be a sign of cyber-addiction. Most Internet predators are online during the evening hours.
- ➔ Are you withdrawing from other types of social outlets such as family time, outdoor games, going to movies with friends? People need lots of different types of interaction, F2F time as well as physical activity.
- ➔ Are you receiving sexually suggestive or explicit IMs, emails or pop-ups? Your computer might have gotten a virus or you may be targeted by an online predator you've met online.

Hold Your Head Up High

Do you like yourself?

Are you funny? Can you do things pretty well? How you answer these questions will tell you whether or not you are self-confident. If you are self-confident, you generally feel good about yourself as a person and you are proud of what you can do.

Being self-confident is important because it can help you think and live positively, deal with stress, and feed your drive to work hard. Not being self-confident can make you feel uneasy and can keep you from enjoying life. Worse, it can sometimes contribute to serious problems such as depression, drug and alcohol use, and eating disorders.

Where do you fall on the self-confident scale?

People who are self-confident, will agree with the following:

- I feel good about who I am.
- I am proud of what I can do, but I do not show off.
- I know there are some things that I am good at and some things I need to improve
- I am responsible for the things I do and say, both good and bad.
- Whether I win or lose, it's OK.
- Before I do something, I usually think, "I can do it."

People who are not self-confident, might agree with the following:

- I can't do anything right.
- I am ugly or dumb.
- I do not have any friends.
- I do not like to try new things.
- It really upsets me to make mistakes
- I do not think I am as nice, good-looking, or smart as others in my class.
- I have a hard time making friends because I end up getting angry and fighting with people.
- It makes me uncomfortable when people say nice things about me.
- Sometimes I feel better if I say mean things to other people.

If you came out on the low end of the self-confident scale, try these steps to build yourself up:

- Tell yourself that it's OK not to be the best at everything.
- Help out by doing chores around the house and volunteering in your community. (You can find suggestions for volunteering in this supplement.)
- Do things you enjoy, or learn about new things you would like to try.
- Understand there will be times when you will feel disappointed in yourself and other people. No one is perfect!
- If you are angry, try talking it over with an adult you trust (parents/guardians, relatives or a school counselor).
- Think positively about yourself and the things you can do. Think: "I will try!"
- If you still find that you are not feeling good about yourself, talk to your parents/guardian, a school counselor, or your doctor because you may be at risk for depression. (You can also ask the school nurse for help through tough times. Some schools offer counseling.) Learn more about depression and other health issues that can affect your feelings and behavior.

Keeping your self-confidence is important. Feeling good about yourself can help you through tough times when other kids aren't so nice.

www.4girls.gov/mind/feelinggood.htm

Activities

Photos in newspapers are considered photojournalism, pictures of life. Go through your *Sun Sentinel Digital Edition* looking at the pictures. Do they show life like it is on TV and in the movies? If so, how? If not, what are the differences?

Read through the *Sun Sentinel Digital Edition* looking for profile stories (a story that centers around an individual.) Find a profile that interests you and read it entirely. Do you think the person profiled has high or low self-confidence? Circle the clues in the article that tell you how this person feels about himself or herself.

Where To Go for What

Life skills

United Nations Children's Fund: www.unicef.org/voy

Around the world, life skills-based education is being adopted as a means to empower young people. It's an interactive process of teaching and learning that enables learners to acquire knowledge and to develop attitudes and skills, which support the adoption of healthy behaviors.

Focus on mental health

Kids Health: www.kidshealth.org/teen/your_mind

The "Your Mind" section of this Web site holds information and coping advice to help teens stay mentally healthy. Topics include suicide, depression, eating disorders, relationship issues and family.

Prevention of Substance Abuse and Mental Illness
www.toosmarttostart.samhsa.gov

A guide to help families keep their kids mentally healthy and drug free.

Suicide Prevention Resource Center:
www.sprc.org/featured_resources/customized/pdf/teens.pdf

Information on suicide prevention, warning signs and how to take care of yourself – all geared specifically to teens.

American Academy of Pediatrics:
www.aap.org/advocacy/childhealthmonth/preventeensuicide.htm

Some things you should know about preventing teen suicide.

Resources:

"Adulthood" by John Bell

YouthBuild USA www.youthbuild.org

Search Institute www.search-institute.org

MENTOR, National Mentoring Partnership www.mentoring.org

World Health Organization www.who.int

U.S. Drug Enforcement Administration www.dea.gov

Parents. The Anti-drug www.theantidrug.com

Franklin Delane Roosevelt Memorial www.nps.gov/fdrm/home.htm

The Life of Thomas Edison

www.inventors.about.com/library/inventors/bledisonbiography1.htm

Sun Sentinel Digital Edition

Sun Sentinel NIE www.SunSentinel.com/nie

Looking for information? Here it is!

These two pages list many of the Web sites you can go to find information on bullying, mentoring, drug use and prevention, mental health, youth-adult partnerships, places to volunteer and school safety. Pull it out, keep it and don't forget to share the information with family and friends!

(If you don't have a computer with Internet access in your home, visit your school or public library).

Get involved!

Volunteer Match: www.volunteermatch.org

Volunteer Match allows the users from anywhere in the country to find volunteer opportunities by entering your zip code and allows community organizations to list volunteer opportunities. Service matches are listed by city, state and interest. An amazing tool that matches those seeking volunteer opportunities with community organizations looking for help.

Youth Service America: www.ysa.org

Youth Service America (YSA) is a resource center and the premier alliance of 200+ organizations committed to increasing the quantity and quality of opportunities for young Americans to serve locally, nationally, or globally. YSA's mission is to strengthen the effectiveness, sustainability and scale of the youth service movement.

The Corporation for National Service:
www.cns.gov

The Corporation for National Service is the federal umbrella agency for the USA Freedom Corps, Americorps, Vista and the Promise Fellows. The site offers resources and news regarding community service and service learning.

Building a better body image

Campaign for Real Beauty:
www.campaignforrealbeauty.com

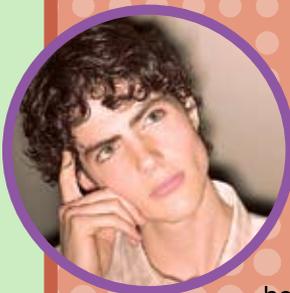
Girl's self-esteem site sponsored by Dove. Click on "Share your views" and join the discussions.

Kids Health:
www.kidshealth.org/teen/your_mind

The "Your Mind" section of this Web site includes information on self-esteem and body image.



Looking for ideas and inspiration?



Do Something: www.dosomething.org

The Do Something Web site is a great tool for young people and has kits and tools that assist them to start "Do Something Clubs" at their school to turn ideas into action. Do Something provides resources and support to help young people make it happen.

What Kids Can Do: www.whatkidscando.org

This organization researches and makes public the work and learning of young people around the country.

Youth Venture: www.genv.net

Youth Venture is a national nonprofit that empowers young people (12-20) by providing them with tools necessary to create civic-minded organizations, clubs or businesses.

Youth Action Net: www.youthactionnet.org

This is a youth-oriented Web site that hopes to connect young people to create change. Lots of great links, discussion opportunities on hot topics.

YouthNOISE: www.youthnoise.com

A web-based initiative of Save the Children launched in 2001 with the goal of inspiring, connecting and empowering teens to learn, volunteer, raise and donate funds and speak out to help their generation.

Have questions about substance abuse?

Parents. The Anti-drug: www.theantidrug.com

Drug information and advice for parents.

Above The Influence:

www.abovetheinfluence.com

A place to get the real story on substance abuse.

Alateen: www.al-anon.alateen.org/for-alateen

A fellowship of young Al-Anon members, usually teenagers, whose lives have been affected by someone else's drinking.

National Institute on Drug Abuse:

www.nida.nih.gov

NIDA's mission is to lead the nation in bringing the power of science to bear on drug abuse and addiction.

Start here to help stop violence in your school!

Student Pledge Against Gun Violence: www.pledge.org

A national program that honors the role young people, through their decisions, can play in reducing gun violence.

Teen Violence Prevention Week: www.nyvpw.org

Stop Bullying!: www.stopbullying.gov

A Web site that gives facts, support and solutions to bullying.

Bully Stoppers: www.bullystoppers.com

This take-action site offers practical tips for students, parents and schools (including advice on comebacks) and free bully reporting for schools.



Mentoring

The National Mentoring Partnership:

www.mentoring.org

The National Mentoring Partnership is an advocate for the expansion of mentoring and a resource for mentors and mentoring initiatives nationwide. The Partnership is a membership organization but the site has plenty of interesting tidbits accessible to non-members.

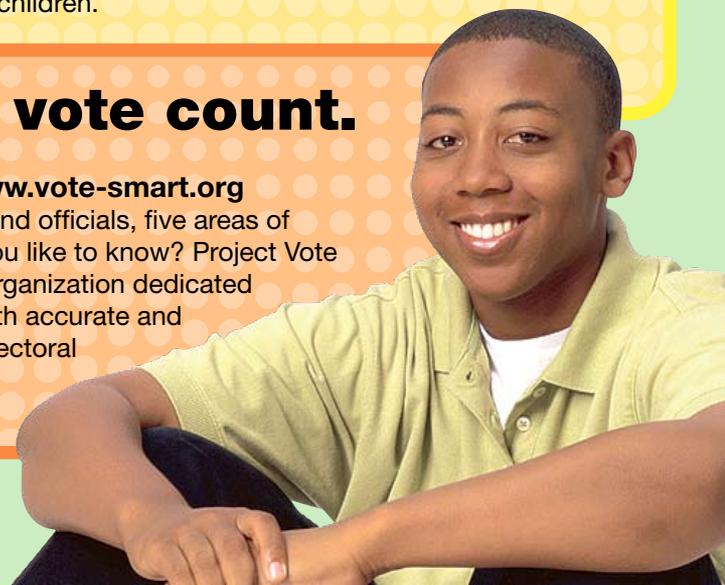
Big Brothers/Big Sisters: www.bbbsa.org

Big Brothers Big Sisters has been the nation's preeminent youth-service organization for nearly a century, with proven success in creating and nurturing relationships between adults and children.

Make your vote count.

Project Vote Smart: www.vote-smart.org

Thousands of candidates and officials, five areas of information. What would you like to know? Project Vote Smart (PVS) is a citizen's organization dedicated to serving all Americans with accurate and unbiased information for electoral decision-making.



A Healthy Attitude Toward Mental Illness

If someone, even a stranger, fell in front of you, hit her head and was bleeding, what would you do? Most of us, almost without thinking, would try to help the person, check to see that she's all right, get her a paper towel or bandage for the injury, even call 911, if necessary. Humans, by nature, harbor a strong willingness to help.

Does that willingness to help disappear when we are confronted with mental illness? People who suffer from mental illness are often ignored, made fun of, mocked or avoided. What happens to that natural urge to hold out a hand?

Unfortunately, it often gets shut off by fear and misunderstanding. Along with our innate willingness to help, people also have a tendency to fear what we don't understand.

Mental illness can be serious, it can be stressful, it can be complicated, but it is nothing to fear. Mental illness, like physical illness, can be treated.

The following statistics show how fear affects the diagnosis and treatment of mental illness.

- Studies show that at least one in five children and adolescents have a mental health disorder. At least one in 10 - about 6 million people - has a serious emotional disturbance.
- Suicide is closely linked to mental illness and substance abuse; effective treatments exist for both.
- The stigma of mental illness and substance abuse prevents many people from seeking assistance. About two-thirds of people with mental disorders do not seek treatment.
- Historically, because of stigma associated with mental illness, substance use disorders and suicide, there has not been enough funding available for preventive services and insurance reimbursements are lower for treatments.

Isn't it time to develop a healthy attitude toward mental illness?



Taking care of mind, body and soul

You know the symptoms of a cold. Sneezing, runny nose, maybe a fever, right? How about sunburn: Red skin, burning sensation, sometimes a rash, possibly peeling skin. A headache: Well, that one's pretty easy.

There are physical illnesses or conditions that we have been taught to recognize. We know the names, know what to look for, and for many of them, we know what to do to feel better. If we don't, one of our parents probably does, and if not, we just head to our trusty doctor who gives us the diagnosis and, hopefully, a cure.

Once we feel better, we head back to school or work and simply tell friends or co-workers what was wrong with us. Most of us are taught from a young age that it's OK - even important - to tell a parent, teacher or friend when we are not feeling physically well.

But what about our mental and emotional health?

If no one has told you yet, it's just as important to tell a parent, adult, friend, teacher or other trusted adult when you are not feeling mentally or emotionally healthy.

Activities

Go through your *Sun Sentinel Digital Edition*. Look for articles on mental health issues. As a class, read through the articles, then discuss what you learned. Were there aspects of mental health issues you were not aware of? Were there words you didn't understand? (If so, be sure to look them up!)

Look up the word "stigma" in the dictionary and write down the definition. With the word in mind, go through the newspaper and look for articles about different populations that might experience some sort of stigma. Is there something in your life that you feel is stigmatized?

As a class, do some research into mental illness, looking for the most common mental illnesses for your age group and the treatments that are available.

You Can Save a Life

Suicide Prevention: It's Everybody's Business

A Life's Too Much to Lose

Suicide is a Preventable Public Health Problem

Did you know?

- Suicide is the third leading cause of death among young people ages 15 to 24.
- Across the country, a suicide attempt or death of a loved one affects some 775,000 family members
- Young adults (ages 18-24) think about suicide more often than any other age group
- You can make a difference

Question, Persuade and Refer (QPR) training – a program for suicide prevention -- can teach you how to save the life of a student, friend, colleague, family member or neighbor.

What is QPR?

Question, Persuade and Refer – three simple steps that anyone can learn to help save a life from suicide. With less than two hours of QPR training, you'll recognize the warning signs of suicide and you'll be able to get the person help.

For more information about QPR, go to www.qprinstitute.com.

You aren't alone

A lot of teens and adults have problems they can't solve on their own. Unfortunately, that can be part of life. But if we talk to each other and work together, problems that seem overwhelming can become more manageable.

Don't be ashamed or embarrassed. If you are having problems and thinking of hurting yourself, tell someone. You'll be surprised at how many people around you who want to help - a parent, a relative, a friend or teacher, the school nurse, the guidance counselor, even a friend's parents.

Or, call the National Suicide Prevention Lifeline at (800) 273-TALK (8255), and they will help you.

You may not realize it but you are important to a lot of people.

***If you or someone you know
is thinking of suicide, please call
800-273-TALK [800-273-8255].***

Warning signs and risk factors of suicide

If you notice any of these signs in a friend or family member let an adult know.

- Suicide threats
- Statements revealing a desire to die
- Sudden changes in behavior
- Prolonged depression
- Previous suicide attempt
- Alcohol and drug abuse
- Making final arrangements
- Giving away prized possessions
- Purchasing a gun or stockpiling pills

People who are depressed and exhibit the following symptoms are at particular risk for suicide:

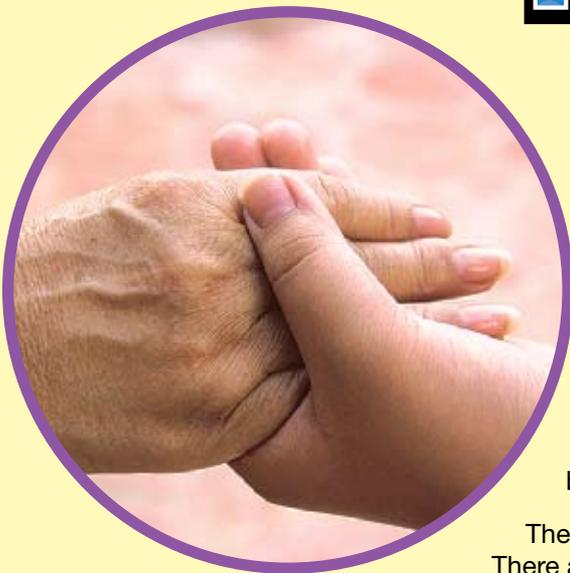
- Extreme hopelessness
- Heightened anxiety and/or panic attacks
- Difficulty sleeping
- Irritability and agitation

For more information about preventing suicide, go to www.sprc.org/featured_resources/customized/teens.asp. For a school-based prevention guide, go to <http://theguide.fmhi.usf.edu/>

Activities

As a class and with your teacher's permission, do some research on the topic of suicide and depression. You can download the information at the Suicide Prevention Resource Center (www.sprc.org/featured_resources/customized/pdf/teens.pdf). Now, share your new knowledge: Write an expository essay on your findings. Don't forget to list where you found your information. You may also want to create a video, PowerPoint presentation or poster to present to another class. Ask your administration if you can post the information as a hall display.

The 40 Developmental Assets



The Search Institute, an organization that conducts research to benefit children and youth, has identified 40 Developmental Assets that help young people grow up healthy, caring and responsible. Think of them as building blocks. The more blocks a child has, the better the chances of developing into a positive, healthy adult. The fewer blocks, the greater the possibility the child will engage in risky behaviors such as drug use, unsafe sex and violence.

The Institute's research shows that the average young person in the United States experiences only 18 of the 40 assets. That means the majority of young people do not have access to building blocks needed for healthy development.

The 40 Developmental Assets are divided into two groups – external and internal – of 20 assets each. There are four categories of assets within each group.

Assets 1-20

Numbers one through 20 are external – the positive experiences that young people receive from the people and institutions in their lives. The four categories in this section are:

Support. Support, care and love from families, neighbors and others. Also, organizations and institutions that provide positive, supportive environments.

Empowerment. The feeling of being valued by their community combined with opportunities to contribute to others, requires that young people feel safe and secure.

Boundaries and expectations. Knowing what is expected of them and which activities/behaviors are “in bounds” and which are “out of bounds.”

Constructive use of time. Creative activities and youth programs that provide constructive, enriching opportunities for growth.

Assets 21-40

Numbers 21 through 40 are internal - the qualities that foster confidence, passion and purpose, which lead to positive choices and responsible decisions. The four categories in this group are:

Commitment to learning.

A lifelong commitment to education and learning.

Positive values. The development of strong values, which will guide their choices.

Social competencies. The skills and competencies to make positive choices, build relationships, and, ultimately, succeed in life.

Positive identity. A strong sense of one's own power, purpose, worth and promise.

Everyone can build assets

Families, schools, social service agencies and other institutions play important roles in helping young people develop the necessary assets to become successful adults. But anyone – everyone – can and should strive to be an asset-builder.

And, remember, asset building isn't about perfection. It's about communities banding together to nurture young people so they can develop the skills they'll need to thrive as adults.

Activities

On the following page, review the Developmental Assets. Look through your *Sun Sentinel Digital Edition* for news about or listings of local clubs, organizations and special interest groups that can help you develop more assets. Choose one that really interests you and sign up!

Read through the COMICS section and pick a favorite comic strip character. Using the checklist, how many of the Developmental Assets does that character have? Make a list.

Take a few moments to run down the list below, checking off those assets you or a young person you care about have access to. Can you think of ways to acquire more?

External assets

Support

- 1. I receive high levels of love and support from family members.
- 2. I can go to my parent(s) or guardian(s) for advice and support and have frequent, in-depth conversations with them
- 3. I know some non-parent adults I can go to for advice and support.
- 4. My neighbors encourage and support me.
- 5. My school provides a caring, encouraging environment.
- 6. My parent(s) or guardian(s) help me succeed in school

Empowerment

- 7. I feel valued by adults in my community.
- 8. I am given useful roles in my community.
- 9. I serve in the community one hour or more each week.
- 10. I feel safe at home, at school and in the neighborhood.

Boundaries & Expectations

- 11. My family sets standards for appropriate conduct and monitors my whereabouts.
- 12. My school has clear rules and consequences for behavior.
- 13. Neighbors take responsibility for monitoring my behavior.
- 14. Parent(s) and other adults model positive, responsible behavior.
- 15. My best friends model responsible behavior.
- 16. My parent(s)/guardian(s) and teachers encourage me to do well.

Constructive Use of Time

- 17. I spend three hours or more each week in lessons or practice in music, theater, or other arts.
- 18. I spend three hours or more each week, in school or community sports, clubs, or organizations.
- 19. I spend one hour or more each week in religious services or participating in spiritual activities.
- 20. I go out with friends with nothing to do two or fewer nights each week.

Internal assets

Commitment to learning

- 21. I want to do well in school.
- 22. I am actively engaged in learning.
- 23. I do an hour or more of homework each school day.
- 24. I care about my school.
- 25. I read for pleasure three or more hours each week.

Positive Values

- 26. I believe it is really important to help other people.
- 27. I want to help promote equality & reduce poverty and hunger.
- 28. I can stand up for what I believe.
- 29. I tell the truth even when it's not easy.
- 30. I can accept and take personal responsibility.
- 31. I believe it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

- 32. I am good at planning ahead and making decisions.
- 33. I am good at making and keeping friends.
- 34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds.
- 35. I can resist negative peer pressure and dangerous situations.
- 36. I try to resolve conflict nonviolently.

Positive Identity

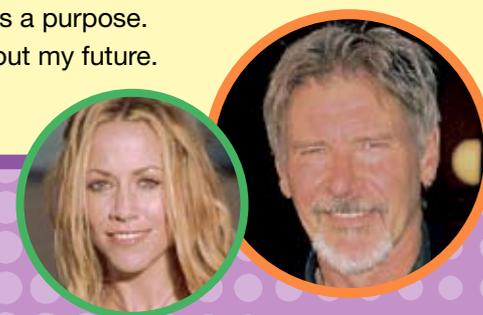
- 37. I believe I have control over many things that happen to me.
- 38. I feel good about myself.
- 39. I believe my life has a purpose.
- 40. I am optimistic about my future.

You can overcome obstacles. They did.

People with mental illness or physical disability function in and contribute to society. From all walks of life, they are parents, employees, teachers and business people.

People who serve you in restaurants, wait on you in department stores or lead your worship services could be living with a mental illness. There are many examples of notable people who have had mental illness, among them President Abraham Lincoln and Prime Minister Winston Churchill; novelists Virginia Woolf and Charles Dickens; entertainers Brooke Shields, Rosie O'Donnell, Dick Clark, Drew Cary, Harrison Ford, Drew Barrymore and Mary Kate Olsen; musicians Sheryl Crow, Ray Charles, Eric Clapton, Paula Abdul and DMX; artist Vincent Van Gogh; scientist Sir Isaac Newton; poet John Keats; composer Ludwig van Beethoven; and, playwright Tennessee Williams.

With proper treatment, mental health disorders can be managed or overcome, just as disabilities can. Inventor Thomas Edison, for example, lost most of his hearing around age 12. While he may have been a bit shy at his age when interacting with others, he concentrated more on his experiments and research, which he was well into, even in adolescence.





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