

Life Strategies for Teens
Life Law 1: You Either Get It or You Don't

Due:

Directions: Read "Life Law 1: You Either Get It or You Don't" of *Life Strategies for Teens* pg. 51-65. Then please think about and answer the following questions on your own paper. Your answers can be typed or hand written. (The answers should show thought and be complete sentences in paragraph form with proper grammar, spelling and punctuation.)

There are no shortcuts to any place worth going.

-Anonymous

- 1) Read and study the quote above. Explain what you think this person meant by this statement. How can you relate this to your life?
- 2) Think about what Jay says about people who get it and people who don't. How would you classify yourself right now? Are you someone who gets it? Or do you stumble around life trying to figure out what the heck is going on. Are there parts of your life where you get it and some where you don't? Give examples of ways you either get it or you don't.
- 3) Read Jay's top 10 list of the most common characteristics in people. Do you agree with him? Have you seen 1, some, or all of these characteristics in other people? Do you see these characteristics in yourself? How can understanding these basic characteristics improve your relationships with people?
- 4) Think about the people you know in your life who are successful. List 3 people/peers that you admire who have achieved something you would like to achieve (good grades, a high level of skill in sports, music, or dance, etc.) Identify the achievement next to the person's name. Then underneath, list 3-5 ways in which this person works the system to his or her advantage to get what he or she wants.
- 5) Now think of 3-5 skills, talents, or qualities you'd most like to develop in yourself. For each one, list 3-5 specific actions you can take in order to acquire the skill or nurture the talent or quality. How can you work the system? Your examples can be simple, such as improving your test scores in math, or more ambitious, such as landing a starting position on the varsity team next year.

- 6) Your relationships are important too. You need to “get it” about people as well. Think about your relationships at school with friends, classmates, and teachers. List 3-5 ways in which you’d like your relationships in general to improve. (e.g. “I’d like to get to know more people and have more friends than I do now,” or “I’d like to stop being rude or cold to unpopular classmates the way my friends are.”) Below each statement list 3 specific actions you can take to make it a reality.

- 7) Think about your relationships with your family: parents, stepparents, brothers, sisters, grandparents, etc. Consider the annoyances, frustrations, and even the hurt you cause one another. How can you improve your relationships so that everyone will be happier and you will get what you want? (e.g. more independence, your parents’ trust, your siblings’ support, etc.) List 3-5 improvements you can make to better these relationships. For each improvement list 3 specific suggestions in which you can make that happen.

- 8) What makes you tick? Answer these questions to try and help you figure it out.
 - a. What do you value most in your life? List the top 3 things in order of importance to you.
 - b. Do you have any significant fears, phobias, or hang-ups? Identify 3-5 specific examples.
 - c. Are you prejudice about anything? All cheerleaders are bimbos; all Asian kids are smart; all rockers are emo; all band students are geeks, etc. Give 3 examples?
 - d. What qualities are you drawn to in other people? (Friends, significant others, etc.)
 - e. How do you feel about yourself physically, intellectually, and socially?
 - f. What do you want most in your life?