

A note from the author, Mark Liston:

Welcome to C2 (character challenge)!

What makes people happy? A large group of psychologists tackled this age-old question by studying cultures, philosophies, and religions both past and present. They found one answer over and over: What made people happy was **character strength**.

Pleasure makes us happy for a day, but character for a lifetime. In C2 we will study character strengths that, if you commit to each one, will empower you to be a happy person.

Our purpose is to encourage you to use your gifts and abilities effectively in your pursuit of happiness. We learn through Positive Psychology that **the path to happiness is paved by virtue**. Virtue is strength of character like integrity, creativity, passion, and determination. When we recognize and use our character strengths, we become confident and willing to grow.

C2 is a character training curriculum written for teens because they are in a growth stage called adolescence. From age 12 to 20 or so, we make decisions that shape the rest of our lives. Hopefully, we were blessed with a loving family who gave us good information and support to help us make great choices. Unfortunately, for many of us, this wasn't our experience.

When I wrote C2, my goal was to help at-risk teens change their lives. Wonderfully, this is what happened. As teens went through the training, many were transformed from negative, critical, sarcastic, vulgar, and surly, to a different approach to life. **Peer-reviewed, quantitative research now confirms that C2 is an evidence-based practice.** Our research and development continue that we may provide the very best training to help your teens.

This sounds silly but it's true: We are totally unaware of what we don't know. That's not just true of teens. It's why we all need to study, to be challenged with new information, to discuss it with others who want to grow and mature and take responsibility for their lives.

I hope C2 provides you with some new information that challenges your thinking, your heart, and your life choices. I hope you become the "Chief Student," leading the kids to their own self-discovery because you are finding the answers for your life.

I've learned that smart people are willing to work hard to find answers to their questions about life. *Will we do the hard work to be happy?*

This material is designed for presentation by educators, therapists, human resource workers, justice workers, spiritual leaders, and group leaders. C2 is available in three formats:

1. Independent Study for school detention, therapy office, probation and parole, recovery work, businesses, or for individual therapy or life coaching. Each session is 45-50 minutes long.
2. Classroom format is 120 sessions that are each 15-20 minutes long.
3. Group format for use in schools, in residential care settings, or in the therapy office for individual therapy or life coaching.

May your efforts to help teens result in helping you in your Pursuit of Happiness!

Mark

If you want more information about Pursuing Happiness or are interested in our other products, please see our website:

CharacterChallenge.org

Mission Statement
of the

C2

Character Training

By Mark Liston

Our mission is to help people find a happier life through character and service.

Acknowledgements

A great deal of credit goes to Martin Seligman and Chris Peterson, creators and pioneers in the field of Positive Psychology. I quoted and borrowed heavily from the insights found in their text, Character Strengths and Virtues.

I am also indebted to Dr. Peterson for directing our research. His knowledge for character training is only exceeded by his passion for the subject. Thank you, Chris, for giving me permission for my shameless name-dropping.

To Bill Gothard for showing me the importance of character in my early years and for all he taught me regarding character.

Despite my desire for perfection, the proofreading skills of Beth Dayton were my salvation. Thank you, Beth.

To my “techno teens,” daughter Erika and son Josiah, thanks for helping your technologically-challenged father to appear somewhat in the 21st century.

To Jason Watson, for the detailed analysis of your peer review, and for leading one of the two pilot groups, thank you. Thanks to Alicia, Heidi, Mary, Tevin, Annah, Sean, Sammylita, and Kendrick for making the group a success.

To Steven, Michael, Kelsey, Erika, Josiah, and Rikki for making the first C2 group so much fun. Thanks also for taking it seriously enough that your lives were changed.

To Judge Kevin Selby for inspiring the idea to write C2.

To Rick Starkweather for providing all the movies and equipment to make the clips; and to he and Tim Rudd for all their support and encouragement and for seeing me through the tough times.

ANNUAL RENEWAL OF MEMBERSHIP AND BENEFITS

With your purchase of the C2 curriculum, you receive a membership in Pursuing Happiness for one year. This is critically important for you for a number of reasons:

First, as an Active Member, you are entitled to receive **DVD movie clips** to illustrate the curriculum you are teaching. The motion picture industry has been kind enough to allow us to use clips of their movies under certain conditions: It must be for an educational purpose, it must not produce revenue, and it must be for a limited audience that is part of a specific class or group. Thus we provide these clips at no charge to our members.

As long as you are a member, we will replace any scratched, broken, or lost DVDs up to 12 per year. All you pay is shipping and handling (\$5/DVD).

Second, as an Active Member, you receive the benefit of **updates** to our material as they are produced. At Pursuing Happiness, we continually strive to research, review, develop, and upgrade C2.

One very important ongoing update regards the movie clips. As you can imagine, the existing clips will become dated in time. Also, new movies are being produced daily and may be better illustrations of the character strengths. This means your copies of C2 will remain *fresh and relative*.

Third, your Active Membership gives you **permission to reproduce** parts of the copyrighted material for student use. In the Group and Classroom versions, members may reproduce the Key Notes and Journal Questions. In the Independent Study Version, members may reproduce the entire lesson text. Again, this is *for student use only*.

Fourth, our Active Members will be the first to learn of **new product offerings, training opportunities, and research findings**. In the future, we will develop and send a monthly e-magazine.

When this membership expires, annual renewal is only \$99/year/copy. We hope the benefits of membership are enough to encourage you to continue your Active Membership. Our office will contact you when your initial membership is about to expire.

MOVIES TO ILLUSTRATE EACH CHARACTER STRENGTH

Performance Collection

Research shows that the foundation of self-esteem and one's sense of worth is developed through performance. As these strengths develop, students work harder and complete their education.

1. Responsibility = **Coach Carter**
2. Integrity = **Pirates of the Caribbean**
3. Courage = **Braveheart**
4. Perseverance = **Iron Will**
5. Self-control = **Gridiron Gang**
6. Humility = **Ever After**
7. Diligence = **Pursuit of Happyness**
8. Leadership = **The Replacements**

Relationship Collection

As students learn to have healthy relationships, bullying decreases, cliques diminish, and “bad boys” and “mean girls” are no longer cool.

9. Respect = **Second-Hand Lions**
10. Kindness = **Big Daddy**
11. Care = **Radio**
12. Trust = **Anti-Trust**
13. Awareness = **Antwone Fisher**
14. Fairness = **Remember the Titans**
15. Forgiveness = **Spiderman**
16. Teamwork = **Night at the Museum**

Motivation Collection

Educators have long searched for the magic key to unlock a student's intrinsic desire. Motivation is the result of deepening insight and a sense of transcendence.

17. Learning = **Finding Forrester**
18. Wisdom = **Click**
19. Creativity and Curiosity = **Step Up**
20. Discernment = **Lord of the Rings**
21. Wonder and Peace = **Mr. Magorium's Wonder Emporium**
22. Faith = **Bruce Almighty**
23. Gratitude and Hope = **August Rush**
24. Humor and Joy = **Dan in Real Life**

C2 CHARACTER TRAINING STUDENT CHECKLIST

Student: _____ **ID:** _____

Character Strength:

Date Completed:

- | | |
|-----------------------------|-------|
| 4. Learning | _____ |
| 5. Wisdom | _____ |
| 6. Creativity and Curiosity | _____ |
| 7. Discernment | _____ |
| 8. Responsibility | _____ |
| 9. Integrity | _____ |
| 1. Courage | _____ |
| 2. Perseverance | _____ |
| 3. Kindness | _____ |
| 4. Care | _____ |
| 5. Trust | _____ |
| 6. Acceptance | _____ |
| 7. Respect | _____ |
| 8. Fairness | _____ |
| 9. Teamwork | _____ |
| 10. Leadership | _____ |
| 11. Forgiveness | _____ |
| 12. Humility | _____ |
| 13. Foresight | _____ |
| 14. Self-control | _____ |
| 15. Wonder and Humor | _____ |
| 16. Faith | _____ |
| 17. Gratitude and Hope | _____ |
| 18. Joy and Peace | _____ |

The Pursuit of Happiness: Positive Psychology Basics

By Mark Liston, Ed.S, LPC

What is Positive Psychology[PP]?

We are *not* here talking about the work of Norman V. Peale, Robert Shuller, etc. Martin Seligman of ‘learned helplessness’ fame seems to have seized the term. When he became president of American Psychological Association [APA] in 1997, he believed psychology had too long maintained a pathological focus. As he defines it, PP is “as focused on strength as on weakness, as interested in building the best things in life as in repairing the worst, and as concerned with fulfilling the lives of normal people as with healing the wounds of the distressed.” [Seligman, *Authentic Happiness*, 2002]

In *AH*, he cites a study of aging nuns that found those with a positive outlook in their 20s lived as much as a decade longer than those with a negative outlook. In his own research, people were asked to keep a diary every night for six months recording things that had gone well that day. They fared better in measures of happiness, optimism, and physical health than those in the control group.

In his book, *Learned Optimism*, Seligman shows that optimism is a skill that can be taught and learned. After becoming APA president, he asked Chris Peterson of U. of Michigan to head a team of scholars who sought to “define the concepts of ‘strength’ and ‘highest potential.’” They believed this was the way to pursue happiness.

They researched societies, religions, philosophers, and thinkers throughout history. In *Character Strengths and Virtues [CSV]*, he added, “We believe that *character strengths* are the bedrock of the human condition and that strength-congruent activity represents an important route to the psychological good life.”

What is character?

Victor Battistich, University of Missouri, St. Louis, said, “Character is the realization of one’s positive development as a person—intellectually, socially, emotionally, and ethically.” Seligman cites the research of many that discovered “six ubiquitous virtues” that were expressed in human behavior by 24 “character strengths” or traits:

Seligman’s 6 Virtues and 24 strengths: “Convergence across thousands of years and among unrelated philosophical traditions is remarkable.” [AH, p. 11]

1. **Wisdom and knowledge:** creativity, curiosity, open-mindedness/judgment, love of learning, perspective/wisdom
2. **Courage:** authenticity/integrity, bravery, persistence, zest/vitality
3. **Humanity:** kindness, love, social intelligence
4. **Justice:** fairness, leadership, teamwork/loyalty
5. **Temperance:** forgiveness/mercy, modesty/humility, prudence, self-control
6. **Transcendence:** appreciation of beauty and excellence, gratitude, hope, humor, spirituality/religiousness

His research affirms Aristotle’s belief that through these one attains “the good life” in contrast with the pleasurable life of hedonism. Further, one may attain “the meaningful life” of purpose through altruism, or helping others. Research shows altruistic action makes us much happier than self-serving action.

Transition from Seligman and Peterson's 24 Character Strengths To C2:

By Mark Liston, Ed.S

In C2, we have made some adjustments from the 24 strengths listed in Seligman and Peterson's [SP] Character Strengths and Virtues. Below are the C2 collections with SP's terms following in bold. You will note that four strengths are added based on other research in the field, notably Tom Lickona and the Collaborative for Academic, Social, and Emotional Learning (CASEL):

Performance Collection

1. Responsibility = (added)
2. Integrity = (same)
3. Courage = **Bravery**
4. Perseverance = **Persistence**
5. Self-control = (same)
6. Humility = (same)
7. Diligence = **Prudence**
8. Leadership = (same)

Relationship Collection

9. Respect = (added)
10. Kindness = (same)
11. Care = **Love**
12. Trust = **Social Intelligence**
13. Awareness = (added)
14. Fairness = (same)
15. Forgiveness = (same)
16. Teamwork = (same)

Motivation Collection

17. Learning = **Love of Learning**
18. Wisdom = **Perspective/Wisdom**
19. Creativity and Curiosity = (same)
20. Discernment = **Open-mindedness/Judgment**
21. Wonder and Peace = (same) and (added)
22. Faith = **Spirituality/Religiousness**
23. Gratitude and Hope = (both are the same)
24. Humor and Joy = (same) and **Zest/Vitality**

I have concerns that two character traits are left out. They are **goodness** (goodwill toward others, resisting evil by choosing to do what is good, righteousness, doing the right thing) and **generosity** (giving vs. hoarding, coveting, withholding, stingy, selfish with money). I addressed these with Dr. Peterson. He thought they were subsets of traits listed above, specifically kindness, care, and courage.

Excerpts from
Character Education, Prevention, and Positive Youth Development

By Victor Battistich [d. 2008]
University of Missouri, St. Louis

Research suggests that comprehensive, high quality character education, as defined below, is not only effective at promoting the development of good character, but is a promising approach to the prevention of a wide range of contemporary problems. These include aggressive and antisocial behaviors, drug use, precocious sexual activity, criminal activities, academic under-achievement, and school failure.

However, there is increasing evidence that character education programs focused on the broader goal of promoting the overall positive development of youth are at least as effective as more specific programs aimed at preventing particular negative behaviors.

In addition to reducing the risk of involvement in negative behaviors, character education has the important additional benefits of helping youth to develop positive personal and social attitudes and skills that will help them to lead satisfying and productive lives, and to become active and productive citizens in our democratic society. From a policy perspective, this suggests that an effective character education program may be a more economical approach to increasing learning, fostering pro-social behaviors, and preventing a variety of social problems than the implementation of multiple, more specific school-based programs aimed at influencing particular behavioral outcomes.

Character refers to a much broader constellation of attitudes, behaviors, motivations, and skills. It is more than simply avoiding involvement in socially undesirable behaviors. Character includes attitudes such as the desire to do one's best and being concerned about the welfare of others; intellectual capacities such as critical thinking and moral reasoning; behaviors such as being honest and responsible, and standing up for moral principles in the face of injustice; interpersonal and emotional skills that enable us to interact effectively with others in a variety of circumstances. Stated simply, **character is the realization of one's positive development as a person—intellectually, socially, emotionally, and ethically.** Good character also includes being committed to making positive contributions to one's community, and to promoting a democratic way of life based upon justice, equality, and respect for all people. Good character also does not mean always conforming to the *status quo*, but requires "breaking the rules" on occasion if demanded by conscience.

The goals of character education are thus essentially the goals of raising good children: youth who understand, care about, and act upon the core ethical values (such as diligence, compassion, integrity, and fairness) that make for a productive, just, and democratic society. As they grow in character, young people grow in their capacity and commitment to do their best work, do the right thing, and lead lives of purpose.

The Character Education Partnership (CEP) has identified 11 broad principles as defining a comprehensive approach to character education:

- Promote core ethical values as the basis of good character.
- Define character comprehensively to include thinking, feeling, and behavior.
- Use a comprehensive, intentional, proactive, and effective approach.

- Create a caring school community.
- Provide students with opportunities to engage in moral action.
- Provide a meaningful and challenging curriculum that helps all students to succeed.
- Foster students' intrinsic motivation to learn and to be good people.
- Engage school staff as professionals in a learning and moral community.
- Foster shared moral leadership and long-term support for character education.
- Engage families and community members as partners in character education.
- Evaluate the character of the school, its staff, and its students to inform the character education effort.

This is not to suggest that having an effective primary prevention program will be sufficient to prevent all students from becoming involved in problem behaviors, or that youth who have already become involved in problem behaviors will not benefit from exposure to a primary prevention program. However, for students with relatively severe difficulties in life, and who may have become deeply involved in unhealthy actions, a targeted, secondary prevention program may also be required to prevent even more serious difficulties later in life.

The Critical Importance of Relationships to Positive Human Development

If we have learned nothing else about preventing negative life outcomes among our youth, we know that having a caring and supportive relationship with at least one adult is extremely important for healthy development. Certainly for most youth, parents provide this essential relational context.

Responsibility

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Introduction:

Will you devote the next few minutes to change your life?
Will you think about your life and what you will make of it?
Will you examine your belief system to determine *why* you believe *what* you believe?
Will you dedicate yourself to do what will make your life richer, better, and more successful, even if doing so is hard work?
Will you think with me about *responsibility*?

Movie Clip #1: “Coach Carter”

[Please view the first clip, then pause the DVD player]

Developing Your Responsibility

[Directions: As you read, underline important lines of text. Pick main ideas or statements. You should have at least five phrases underlined at the end of the passages.]

Dr. Albert Schweitzer - “Man must cease attributing his problems to his environment, and learn again to exercise his will — his personal responsibility.”

Allan Massie - “We are responsible for actions performed in response to circumstances for which we are not responsible.”

Abraham Lincoln - “You cannot escape the responsibility of tomorrow by evading it today.”

Doug Larson - “The reason people blame things on previous generations is that there's only one other choice.”

Rose Lane - “As novices, we think we're entirely responsible for the way people treat us. I have long since learned that we are responsible only for the way we treat people.”

Webster's defines *responsibility* in two parts. First, a responsible person is “*able to choose for oneself between right and wrong.*” This means we not only *know* the right choice; we also *make* the right choice. Also, we know the things to avoid and we avoid them.

Second, a responsible person is “*able to answer for one's conduct and obligations; accountable; reliable, trustworthy.*” This means we can admit when we make a mistake or a bad choice, suffer the consequences, and learn not to do it in the future.

So responsibility is knowing right and wrong, choosing to do the right thing most

of the time, and admitting when we mess up. Responsibility is a big part of maturity.

How do we determine what is right and wrong? Obviously the law tells us what is wrong to do and punishes us if we do it.

For example, when I get a checking account, I have a responsibility to make sure I have money in the bank before I write a check. If I make a mistake and write a bad check, I have to get the money to cover the check in the bank immediately plus pay a \$30 fee for writing a bad check. If I am not responsible to cover my mistake, then I am breaking the law. I will be held responsible to pay that amount to avoid going to jail.

But many decisions we must make about right and wrong do not follow a law. For example, there is no law against lying to a friend. Someone at school can call you horrible names and they won't get suspended. Who says any of this stuff is wrong?

Our movie clip next time will be from *Pirates of the Caribbean*. In it, they talk of "The Code," a book of rules that all pirates must follow or they aren't real pirates. The code isn't the law. Rather, a code is a way of life we chose because we believe it is the right way to live.

We have codes in real life. Every group has its own code, including this one. The guys on Coach Carter's basketball team had to sign a code of conduct in order to gain the privilege of playing on his team. Yet his code was temporary.

Other groups write a permanent code for every day life. Are you a member of a group that has a code to live by? Some examples are Boy Scouts and Girl Scouts, religions, orders such as Masons, and service groups like Kiwanis and Rotary.

These groups provide a great service to our culture by showing us how we should treat each other and how to get along with one another. They also challenge us to be responsible in our attitudes, words, and behavior.

Of course, a code is only as good as our commitment to follow it. If we fail in our commitment, we remove ourselves from being a true member of our group.

Many of us have not been given a code or a standard of responsibility. We have no real standard to follow and no guidelines for life. While the phrase, "No rules!" has become popular, it is anarchy and really doesn't work. Just think what driving would be like with no rules! We think the roads are dangerous now!

Having a code to live by is an important part of becoming responsible. What code have you chosen?

Some people choose never to be responsible because they can't admit doing anything wrong. They fear that if they admit it, they will confirm that they are a bad person.

Their insecurity keeps them from admitting any mistake or error.

Do you know someone who never admits when they are wrong? Regardless of how obvious it is to their friends or family, they will insist, "I didn't do it," or "It wasn't my fault!" ***Their unwillingness to admit their faults becomes their worst fault!***

Can you admit when you do something wrong?

A person who refuses to admit his mistakes and bad choices or who doesn't know right from wrong is called *irresponsible*. Until he chooses to become responsible, he will continue to make the same bad choices over and over. He will have a hard time in friendship, marriage, and work.

Irresponsibility is a hallmark of immorality and immaturity. They all go together.

I call these “The Three Stooges of Character.” They may seem silly or fun, but they will destroy your happiness if you entertain them.

Others only admit that they did something wrong when they actually get caught [At least they admit it then]. They think, if others can’t prove that they did something wrong, they got away with it and didn’t get caught.

But people have a sense about us that we are either trustworthy or untrustworthy. Responsible people have an air about them that says, “You can trust me.”

Sometimes we think, “Wouldn’t it be nice if I could do whatever I *wanted* to do and I never had anyone telling me what I *had* to do.” Life would be so easy, wouldn’t it? You wouldn’t get yelled at, or grounded, or have to do extra jobs. You wouldn’t have to go to court or jail. Some of you wouldn’t have to come to this group.

You also would never grow up. The only people in our society whom we say it is OK not to hold responsible for their actions are babies and the mentally ill.

When a baby poops his pants, his parents don’t say, “Alright, kid, clean that up right now or I’ll spank the bottom that mess just came out of!” Good parents don’t hold a baby responsible for his behavior because he is too young to understand or change.

Mentally ill people are in the same category. If their disease is severe, we might force them to get treatment but we don’t punish them like we do sane people. We don’t consider them responsible for their actions because they are ill! But neither babies nor mentally ill people have the same freedoms that you and I enjoy.

Responsibility earns freedom. As teens, the quickest way for you to gain freedom is to show responsibility. If you prove yourself reliable, parents, bosses, and those in authority will give you greater freedom.

If I am responsible, people can count on me to do what I say I will do, to go where I say I will go, and be where I say I will be. Responsibility is highly valued by employers who pay people more and promote them just because they can count on them. An employer doesn’t have to worry when she has put a responsible person in charge of a project. She knows he will get the job done or let her know if a problem develops.

Some people have what we call a personality disorder, meaning their personality is skewed in a bad direction. They believe they are right in whatever they do, regardless of what others think and say. You cannot convince them otherwise and, if you try, you become their enemy and they will make you pay! They believe they aren’t crazy, but they sure drive everyone else there!

Those with this kind of personality disorder will really struggle to develop responsibility. Do you know someone like this? Probably not. Irresponsible people make lousy friends.

Taking responsibility for your words, actions, and attitudes is essential to be a healthy, happy person. Responsible people learn what they need to work on and in what areas they need to grow. Then as they grow and mature, their self-worth deepens and strengthens.

What is the result? Happiness. As we have been studying and will continue to learn, character strength produces happiness.

Study Notes

[The following sentences can be found above. Please find the words to fill in the blanks.]

1. Responsibility has two parts:
 - a. a responsible person is “able to choose for oneself between _____ and _____.”
 - b. a responsible person is “able to answer for one’s conduct and obligations; accountable; _____, _____.”
2. Responsibility is a big part of _____.
3. Having a _____ to live by is an important part of becoming responsible.
4. Some people choose never to be responsible because they can’t _____ doing anything wrong.
5. A person who refuses to admit his mistakes will make the same bad _____ over and over.
6. Others only admit that they did something wrong when they actually _____.
7. But people have a sense about us that we are either _____ or untrustworthy.
8. Some people believe they are _____ in whatever they do, regardless of what others think and say.
9. Responsibility earns _____.
10. Taking responsibility for your _____, _____, and attitudes is essential to be a healthy, happy person.

Movie Clip #2 = “Coach Carter”

[Please view the second clip, then pause the DVD player]

Journal Questions:

[Please apply to your life what you learned from your reading by answering the following questions. Be thoughtful and specific.]

1. In the movie, “Coach Carter,” the players were held responsible for their grades and behavior. Some upheld their responsibilities and some didn’t. Who is the

- most irresponsible person you know? What proves their irresponsibility?
2. In the movie, Timo Cruz's irresponsibility hurt the team, but it hurt him worse. What really bothers you about the person's irresponsibility you named in #1? Who is s/he hurting most by his/her irresponsibility?

 3. In the movie, the "young men" went from irresponsible to very responsible during the gym "lock-out." How would you grade your level of responsibility on a scale from A – F? In what ways are you most responsible? ... least responsible?

 4. How do people show you respect for the ways you show responsibility?

 5. In the movie, Timo Cruz quit twice but came back asking to get back on the team. Later he told Coach that he had saved his life. Can you admit when you do something wrong? What is the last thing you did wrong?

 6. In the movie, the contract became the team's code. Have you chosen a code to live by? What is it?

 7. On a scale of 1-10 with 1 being "awful," how would you rate your success in living by your chosen code? Why?

Movie Clip #3: “Coach Carter”

[Please view the third clip, then return the DVD]

Conclusion:

Having thought hard today about responsibility, how do you want to change your life to become more responsible?

Do you want to be more responsible?

What are you willing to stop doing because it is irresponsible?

What do you want to start doing that shows you are responsible?

Are you willing from now on to admit when you do something wrong?

Will you dedicate yourself to do what it takes to be responsible in order to make your life richer, better, and more successful?

Are you willing to do the hard work to become more responsible?

If you choose to live a responsible life and to be a responsible person, I promise, YOU WILL have a better life.

Commitment: I committ to be a person who is responsible.

[signature] _____

Responsibility

Study Notes

© Mark Liston

1. Responsibility has two parts:
 - a. a responsible person is “*able to choose for oneself between _____ and _____.*”
 - b. a responsible person is “*able to answer for one’s conduct and obligations; accountable; _____,*
_____.”
2. Responsibility is a big part of _____.
3. Having a _____ to live by is an important part of becoming responsible.
4. Some people choose never to be responsible because they can’t _____ doing anything wrong.
5. A person who refuses to admit his mistakes will make the same bad _____ over and over.
6. Others only admit that they did something wrong when they actually _____
_____.
7. But people have a sense about us that we are either _____ or untrustworthy.
8. Responsibility earns _____.
9. Some people believe they are _____ in whatever they do, regardless of what others think and say.
10. Taking responsibility for your _____, _____, and attitudes is essential to be a healthy, happy person.

Responsibility

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Journal Questions:

1. In the movie, “Coach Carter,” the players were held responsible for their grades and behavior. Some upheld their responsibilities and some didn’t. Who is the most irresponsible person you know? What proves their irresponsibility?
2. In the movie, Timo Cruz’s irresponsibility hurt the team, but it hurt him worse. What really bothers you about the person’s irresponsibility you named in #1? Who is s/he hurting most by his/her irresponsibility?
3. In the movie, the “young men” went from irresponsible to very responsible during the gym “lock-out.” How would you grade your level of responsibility on a scale from A – F? In what ways are you most responsible? ... least responsible?
4. Do you think people respect you for the ways you are responsible?
5. In the movie, Timo Cruz quit twice but came back asking to get back on the team. Later he told Coach that he had saved his life. Can you admit when you do something wrong? What is the last thing you did wrong?
6. In the movie, the contract became the team’s code. Have you chosen a code to live by? What is it?
7. On a scale of 1-10 with 1 being “awful,” how would you rate your success in living by your chosen code? Why?

Commitment: I committ to be a person who is responsible.

[signature] _____