

Citizenship

**Activism, participation, community service,
love of freedom, patriotism**

"I grew up with the idea that democracy is not something you believe in, or a place you hang your hat, but it's something you do. You participate. If you stop doing it, democracy crumbles and falls apart."

Abbie Hoffman

Fourteen-year-old Angela Pratico stood before Vermont lawmakers in 1992 and told them that children should have certain rights—including the right to good health care, the right to a good education, and the right to be safe and free from exploitation. She also testified in the Senate chambers in Washington, D.C., about children's rights.

In Harford County, Maryland, more than 16,000 children in kindergarten through high school accompanied their parents to the polls to cast their votes in the 1996 presidential election. The results were published so everyone could see how the students (some of whom would be old enough to vote in the next election) felt about the candidates and the issues.

A group of students in Lauren Mullen's fifth grade class at Jackson Elementary School in Salt Lake City, Utah, borrowed voter registration books from the local election office and registered 40 residents who lived near the school. At least 15 were from their own families.

These young people were demonstrating good citizenship. But what do those words really mean? If you claimed to be a good citizen because you take care of yourself, don't throw erasers at other kids in school, and pick up trash in the halls, you'd

be right. Taking care of yourself and following school rules are important things for a good citizen to do.

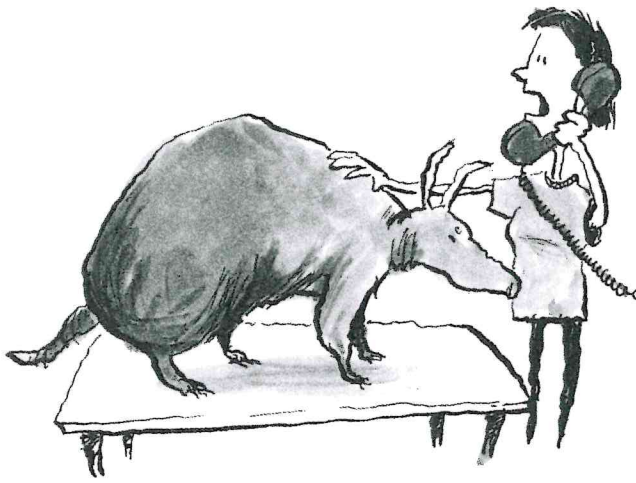
You can also look at citizenship in the broader sense. *Citizenship usually refers to your membership in, responsibility toward, or contribution to your community, and your conduct within your community and nation.* This means that you follow family rules and don't stay out beyond your curfew. It also means that you participate in making rules for walking down the halls at school, and you don't throw food in the lunchroom. It means that you vote when you're old enough. It means that you speak out for what you believe in at your community council meeting, and you might even campaign for someone running for office. It can also mean that you volunteer at your local hospital, carrying flowers to patients.¹ Or it might mean that you work with your local animal shelter to find homes for abandoned pets.

"This country has more problems than it should tolerate and more solutions than it uses."

Ralph Nader

In a representative democracy, "citizenship" is an action word. It means that you do something to help out. United States Supreme Court Justice Sandra Day O'Connor has said that the 50 states are laboratories for citizens to develop new ideas.

¹ See "Caring," pages 21–27.



"Hello? I'm calling about a pet who needs a home . . ."

And there isn't one right way to practice citizenship. You might pass a petition calling for free pizza at lunch for all school kids. Or you might write a letter to Congress asking lawmakers to stop giving food stamps to low-income families. Either would be an important action, for democracy allows for a stewpot of ideas.

"One has the right to be wrong
in a democracy."
Claude Pepper

In a democracy, "freedom" doesn't mean "freedom from responsibility." You can't wait for the government to clean up all the litter in the parks, fix all the potholes in the streets, tutor all the children at homeless shelters, or repair your grandmother's lawn sprinkler. An army of energetic citizens like you could accomplish that and more. If you wait for government officials to solve every problem, it will take a millennium to do and cost you too much in taxes. And you'll lose the chance to help design the solutions.

Here are four ways you can be a good citizen, starting today:

1. Be a caring, contributing, respectful person who obeys laws and rules.
2. Be an active participant in your family, school, and community. Help people. Fix things. Work to improve conditions for everyone and everything.

3. Get involved in your government. Campaign for causes and candidates. Lobby for or against ordinances or laws. Vote in all local, state, and national elections (when you're old enough).

4. Speak out against social injustice. Work for equality, fairness, safety, and opportunity for all people.

Good citizens are often patriotic. If you're an American who sometimes get a lump in your throat when you say the Pledge of Allegiance or sing the National Anthem, if you feel pride when you watch the U.S. athletes competing in the Olympics, if you feel a tug at your heart when you watch the Fourth of July parades or fireworks, you're patriotic. Although you might not agree with everything that happens in the United States, you love your country, defend its values, and work for improvements.

Character Dilemmas

For journaling or writing essays, discussion, debate, role-playing, reflection

Suppose that . . .

① Julius loves animals. One day, he discovers that his next-door neighbor beats his dog and doesn't feed or water him enough. That night, Julius sneaks over the fence between their houses and unties the dog, setting him free. The dog runs away. Was this the act of a good citizen? Why or why not? What's the problem here? Are human rights and animal rights the same? Different? What might you tell Julius to do?

② You're watching CNN one morning when you hear that the voting age might be lowered to 16. This would mean that high school students could vote in local, state, and national elections. Do you think this is a good idea? Why or why not? What will you do?

③ You've just learned that from now on, *all* government officials will be elected by the citizens. Supreme Court justices, cabinet members, agency heads, and others who used to be appointed will have to run for office. How do you think this might change the country and its policies?

4 A new law is passed, and citizens are no longer allowed to speak out against the policies of public officials.² How might this change your life? The lives of your friends? Your parents and teachers? How might it change the country as a whole? What will you do about this new law? What are the advantages—and disadvantages—of being able to speak out?

5 and your friends decide to boycott a product. (To *boycott* a product means to refuse to buy or use it.) A few years ago, kids across the country banded together and boycotted a certain fast-food chain that used styrofoam to package its hamburgers. Do you think it's a good idea to boycott a product? What are the dangers of doing this? Of not doing this?

6 You come to school one morning to find graffiti all over the walls. Someone has also sprayed graffiti on nearby billboards, overpasses, and road signs. No one knows who did it. Whose responsibility is it to clean up and paint over the graffiti? Why? Is there anything you can do to protect your school and community against graffiti in the future?

Activities

WRITE IN YOUR JOURNAL³ about what it means to you to be a citizen of your country. Study its important documents (the U.S. Constitution, the Bill of Rights) and write about how these concepts and principles affect you.

PREPARE AND GIVE A SPEECH.⁴ Research and write a speech on the importance of rights for children and youth (for food, shelter, safety, medical care, education, etc.). Arrange to give your speech at your community council, school, club, religious organization, or other group. Find out who agrees with your views. Build a team. You might be able to speak out about kids' rights at many places around your community.

² This freedom is guaranteed by the Bill of Rights, but if you defame people or tell lies about them, you can be sued for slander.

³ See "Endurance," pages 88, 89, and 92, for journaling resources.

⁴ See "Communication," pages 50–60.

WRITE A RAP OR SONG about the rights and needs of children and youth, senior citizens, people with disabilities, or another topic that interests you. Make a cassette recording, take it to a local radio station, and ask them to play it. This is called a public service announcement (PSA), and radios provide free time for citizens to publicize issues that are important to them. **TIPS:** Be clever and concise. Most PSAs are only 10, 20, or 30 seconds long.

HELP YOUR SCHOOL GET UP-TO-DATE on technology. Find out what's currently available: Does your school have computers? Where are they located? Who uses them? Is access available to everyone? If not, why not? Does your school have the software students need most? What about Internet access? Work with the technology specialist in your school or district to prepare a "Most Wanted" list of technology tools and figure out ways to get them.

LEARN ABOUT CITIZENSHIP IN HISTORY. Research the policies of Alexander Hamilton and Thomas Jefferson during the 1780s and 1790s. How did their opinions of citizen involvement affect the United States? **HINTS:** Hamilton wanted a strong central government; Jefferson supported putting power in the hands of the people. How different might citizen involvement in the U.S. be today if the nation had followed only Hamilton's ideas? Only Jefferson's ideas? Compare their differences on a chart.

CAMPAIGN FOR SOMEONE who's running for office in your school. Or call the campaign headquarters of someone who's running for office in your city or state and ask how you can help. Maybe you can pass out door tags and other literature or answer phones.

Variation: Hold a mock city, state, or national election in your school. Invite students to speak for or represent the views of various candidates running for office. Or ask the real candidates to come to your school and speak. After the election, tabulate the votes to see who won.

GET OUT THE VOTE. Contact your local League of Women Voters or voter registration office. Ask what you can do to help people register to vote. You might volunteer to:

- ✓ telephone residents and explain how to register
- ✓ work at the polling place during elections

- ✓ go door-to-door to register residents (with an adult chaperon)
- ✓ hand out absentee ballots for seniors, people with disabilities, or people who will be out of town during the elections
- ✓ work to provide a voter pick-up or transportation service for seniors or other people with special needs who might not be able to travel to the polling place.

CHECK IT OUT



Kids Voting USA

4201 North 24th Street, Suite 210

Phoenix, AZ 85016

(602) 340-7366

www.kidsvotingusa.org

This nonprofit, nonpartisan organization makes it possible for kids to visit official polling sites on election days and cast their own ballots on the same issues and candidates the adults are voting for. Studies are showing that the program also increases *adult* voter turnout. Find out if your state is a member.

PLAY A VOTING GAME. Make a list of issues that your classmates could vote for. *Examples:*

- ? Should our school have vending machines?
- ? Should our school have coeducational sports teams?
- ? Should school run year-round?
- ? Should the voting age be lowered to 16?
- ? Should students have the power to interview and hire teachers?

Place three glass jars around the room labeled “Yes,” “No,” and “Not Sure.” Give each student a marble. Read the first issue and ask everyone to think quietly for one minute, then place his or her marble in one of the three labeled jars. Watch how the votes add up. Do students seem to vote independently, or do they wait to see how their friends vote? Read the second issue, and so on. Notice how 1) by voting or *not* voting, you can swing an election, and 2) not all issues have definite right or wrong choices.

Variations: Allow students who voted “Yes” or “No” to debate the issue further. Allow those who voted “Not Sure” to take their marbles out of that jar and vote “Yes” or “No” instead. Notice how 1) people might not vote if they lack information, and 2) by giving people information, you can influence the way they vote.

STUDY THE BUDGET. Contact your local government office (city or county) and ask for printed information about last year’s projected budget, revenues, and expenditures. Study this information. Was there a shortfall (did your local government spend more than they received in revenues)? Was there a surplus (did they spend less than they received)? Analyze the budget. Write up your findings and ideas, and present them in a speech at your community or city council and before your local government budget committee.

BE A BUDDY for students at your school who have special needs or disabilities. Organize a group of friends so someone is always available to spend time with special needs students during recess, between classes, at assemblies, etc.

Variations:

1. Find out if there are places in your school where kids with special needs can’t go (for example, because of no wheelchair access). You might try fund-raising for better access. Or contact your school district to seek help.
2. Find out if any bills (measures being considered for laws) are before your city government or state legislature that affect people with special needs. Support or oppose the bill with letters, phone calls, and/or emails to legislators. Or go to the government offices or state house and lobby (talk with) the legislators in person to tell them how you feel.

LEARN ABOUT ACTIVISM in your community. See what organizations and groups are out there and find out what they do. *Examples:* Does your community have neighborhood associations and block clubs? Environmental action groups? Co-ops? Homeless shelters? Service organizations? Coalitions? Mentoring programs? Literacy groups? Volunteer cleanup crews? Food banks? Organizations that promote peaceful conflict resolution? How can you find out?

CHECK IT OUT



The American Promise: Adventures in Grass-Roots Democracy by James C. Crimmins (San Francisco: KQED Books and Video, 1996). The companion book to the television series includes tales of community and democracy. Ages 13 & up.

MoveOn

front.moveon.org

This organization gets ordinary individuals involved in the political process. The emphasis is on making

politicians accountable to the electorate on issues like the environment, foreign policy, energy alternatives, and the democratic process.

YouthActionNet

www.youthactionnet.org

A virtual gathering place for youth who want to effect positive change, this site offers ideas young people can implement in their communities. Resources, service opportunities, and inspiration make this a great one-stop site toward making a difference.

BE AN ACTIVIST. Follow these steps:⁵

1. **Choose a problem.** Look around your neighborhood, school, or community for something that needs fixing, improving, or changing.
2. **Do your research.** Find out everything you can about your problem. Read about it. Talk to your friends, teachers, and neighbors. Contact experts and city or state officials.
3. **Brainstorm many possible solutions to your problem.** Choose your best solution(s).
4. **Build a strong support team.** Find people who agree with your ideas and ask them to join you.
5. **Identify your opposition.** Find people who *don't* agree with your ideas. Talk with them. Include them. They might decide to help you instead of oppose you. And you might discover places where you can compromise and improve your chances of success.
6. **Advertise.** TV, radio, and newspaper reporters love stories about young people taking social action. TV and radio stations offer free airtime for good causes. Don't forget community newspapers and church bulletins.
7. **Raise money for your cause.** Even if you only collect a small amount, this shows you're serious about wanting to solve the problem.
8. **Carry out your solution.** Make a list of all the steps you need to take. Give speeches, write letters, pass petitions. Get it done!

⁵ Adapted from *The Kid's Guide to Social Action* by Barbara A. Lewis (Minneapolis: Free Spirit Publishing, 1991), pages 12–13. Used with permission of the publisher.

9. **Evaluate your progress.** Reflect on what you've done so far. Is your plan working or not? Should you ask for more help? Should you try something different?

10. **Don't give up.** Even if some people tell you why your solution won't work, keep trying until you find something that *does* work. Don't stop until you're ready to stop.

CHECK IT OUT



The Internet is a rich resource for all kinds of activists. Log on and you'll discover thousands of sites and resources; go to a single site and find links to hundreds more. Here are some great places to start exploring:

DoSomething.org

One of the largest organizations for young people and social change, DoSomething's 2.9 million members tackle campaigns that impact every cause, from poverty to violence to the environment. On this entertaining, colorful site, teens can join campaigns or clubs, start their own, or locate scholarships and internships.

Idealist

idealist.org

A project of Action Without Borders, this site has over 43,000 nonprofit and community organizations in 165 countries you can search or browse, thousands of volunteer opportunities in your community and around the world, and a list of organizations that can help you volunteer abroad.

Voices of Youth

www.voicesofyouth.org

Developed as part of UNICEF's 50th Anniversary celebration, this site invites kids around the world to take part in an electronic discussion about the future. Includes links for global activism and children's rights.

DON'T BE BORED; JOIN A BOARD. School boards across the country exist to serve kids in the school system—but where are the kids? Are there students on your school board and, if so, do they have a vote? Some districts across the country allow students to sit on boards in an advisory capacity, but usually they aren't allowed to vote (yet). If this is something that

interests you, contact your principal, your school district, and your school board (in that order). If you don't get any encouragement, contact a state legislator and ask him or her to sponsor a bill that would pave the way for students to participate on local school boards.

Variations: Contact your city, community, or state house to find out about other boards in your area that might welcome kids. What about an animal rights council? An environmental action group? Or some other citizens' group?

JOIN YOUR MAYOR'S YOUTH COUNCIL. Does your town or city have a mayor's youth council or another type of community youth council? If it does, find out how to get involved. If it doesn't, contact your mayor and ask if he or she will start one. Write a proposal on why you think a youth council is important and what its goals might be. *Examples:* to make city officials aware of kids' views on issues that affect them; to reduce gang activity; to promote public awareness of kids' rights and needs.

TAKE THE ACTIVISM INVENTORY on page 41. Instructions for interpreting the inventory are printed upside down at the bottom of this page. Don't read them until you've finished taking and scoring the inventory.

ILLUSTRATE THE BILL OF RIGHTS. Find a copy of the Bill of Rights. (Look in an encyclopedia, a large dictionary, or a American History textbook.) Draw a



"Seventy-five percent of us think that school should start at 9:00 and end at 3:00."

cartoon to illustrate each right. Color your cartoons and gather them into a book. Share your book with younger students, then donate it to your school library.

START A SPORTS PROGRAM. Do schools and parks in your community offer a good selection of team and individual sports? Do you wish someone would start a lacrosse team or an interdistrict marbles tournament? Use your citizenship skills to write a proposal to your city athletic or recreation organization, school, or district. Find an enthusiastic adult to sponsor your idea, then collect a group of people to help you develop the program.

READ STORIES ABOUT CITIZENSHIP. Look for these books:

- 📖 *Blatherskite* by Marian Potter (New York: Morrow, 1980). Maureen McCracken is a regular "talking machine," according to her brother. In the midst of the Great Depression, she does what she can to make the best of things and entertain her family, but all she hears are complaints. Ages 9–12.
- 📖 *The Day They Came to Arrest the Book* by Nat Hentoff (New York: Bantam Doubleday Dell, 1983). High school students and teachers become part of a heated debate over the censorship of *Huckleberry Finn*. Ages 13 & up.
- 📖 *The Last Safe Place on Earth* by Richard Peck (New York: Bantam Doubleday Dell, 1996). Todd's world starts to come apart after his sister is confronted by a member of a fundamentalist sect and he begins to notice signs of censorship in his community. Ages 12 & up.
- 📖 *The Well: David's Story* by Mildred Taylor (New York: Dial, 1995). In the early 1900s, David's rural Mississippi family shares their well water with black and white neighbors. Ages 8–12.
- 📖 *White Lilacs* by Carolyn Meyer (San Diego, CA: Harcourt, Brace, and Co., 1993). Rose Lee's community is threatened when the whites decide to forcibly relocate black families to make room for a new park. Ages 8–12.

Interpreting Your Activism Inventory score: 25–30 points = Super Citizen; 15–24 points = Average Participating Citizen; 10–14 points = What Are You Waiting For?

Activism Inventory

Read each statement, then check the box that describes how often you do what it says.

	Often	Sometimes	Never
1. Help an older person carry groceries or cross the street.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Vote in a school election.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Run for a school office or volunteer to serve on a school committee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do volunteer work in your community. <i>Examples:</i> rake leaves, shovel snow, help to serve food at a center for homeless people, read to seniors, tutor a younger student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do a voluntary service for your family. <i>Examples:</i> clean the house, do yard work, baby-sit for free.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Give a speech, make a phone call, or write a letter to someone in your school, community, or state to support or oppose an issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Put your hand over your heart, listen respectfully, or sing along when the National Anthem is playing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Read the newspaper or watch the news on TV.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pass a student petition at your school, club, community, or faith community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Encourage your parents or other adults to vote in an election.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCORING: Give yourself 3 points for every "Often," 2 points for every "Sometimes," and 0 points for every "Never."

Number of "Often" responses: _____ x 3 = _____

Number of "Sometimes" responses: _____ x 2 = _____

Number of "Never" responses: 0 = 0

TOTAL _____

See "Take the activism inventory" on page 40.

Character in *ACTION*

William Kane Marin: A Voice for Youth

When William Kane Marin (Bill) was in ninth grade, he decided that the youth of his town should have a voice with the mayor and the city council. So he wrote a letter to Terry Frizzel, mayor of Riverside, California. The mayor didn't answer.

Not long after Bill mailed his letter, Los Angeles erupted in fire and violence in the 1992 riots. Bill wrote a second letter to Mayor Frizzel. This time he expressed his concern over Riverside's problems and the riots that had happened only 60 miles away. He also included a proposal for the mayor to consider.

"I thought they should start a 15-member youth council to advise the mayor and city council on the problems facing youth," Bill explains. "And there should be activities available for young people. I didn't expect to hear anything from the mayor, but she actually wrote back. She said she was starting a task force of business and government people, and she wanted to get youth involved."

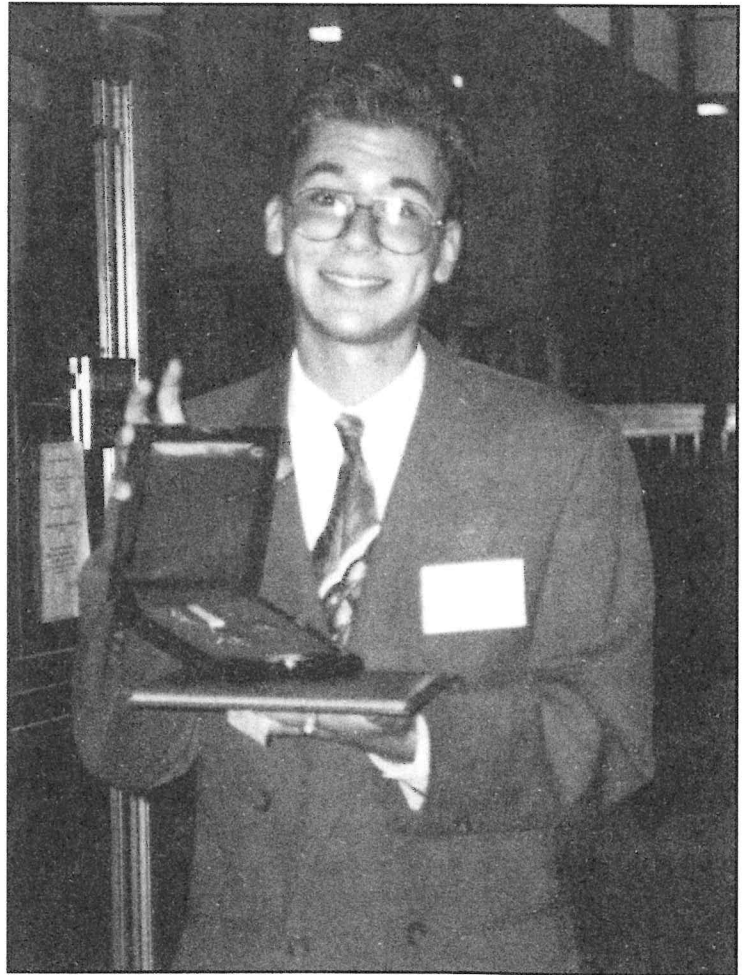
Bill called some of his friends, and together they wrote and passed a petition at local malls, collecting names of people who agreed that a youth council would be a good idea. After 19 months of lobbying, the city council approved the plan. The mayor appointed Bill to chair the Youth Council Support Campaign Team, where he worked to improve conditions in the city.

Many kids in Riverside thought that violence was a problem, so Bill helped to organize a Youth Violence Forum. Police and other law-enforcement people spoke in the forum, and a reformed criminal told how he had turned his life around.

In high school, Bill served on the Riverside County Juvenile Justice Commission. He remembers the first time he visited Twin Pines Ranch, a juvenile detention center for troubled boys in the mountains near Riverside. "I was a little nervous," Bill admits. "I'd been in public schools my whole life and had friends who

didn't get into trouble. The boys from the center came in and sat down. They were dressed in military clothes and wore combat boots, and they all had shaved heads. I was there for two purposes: to try to understand why they had committed crimes, and to make sure the place was adequate—that they were treated safely. It was a good facility.

"There was one kid who was about 17 years old. I think he was in there for drug abuse. He told me he had a wife and a child, and that he was taking parenting classes and wanted to be with them. He was completing high school there and taking some trade



William Kane Marin holding the Young American Medal for Service, which he received at the Department of Justice during a special ceremony hosted by U.S. Attorney General Janet Reno

classes. He said he really regretted what he had done. I understood where he was coming from."

Bill visited four juvenile detention centers during his junior and senior years at Notre Dame High School. "I had always cared about social issues. One place I visited had both boys and girls, and a staff person told me that about 60 percent of the kids had been sexually abused. When I hear statistics like that and talk with kids in trouble, I realize the horrible things some of them have been through. Instead of instantly judging them for doing stupid things, you start asking yourself what's happened in their lives."

Bill also served as a member of the Mayor's Alliance for Youth, volunteered in the Community Relations Division of the City Manager's Office, and was appointed one of three Youth Commissioners for the City of Riverside. "It's very easy to get involved in government if you're persistent," he says. "I believe that we all have a responsibility to take action when it's needed. People fail to realize that the government belongs to us. You shouldn't just sit and steam about the problems around your city. Get involved. That will determine whether our society succeeds or not."

Imagination

Creativity, risk taking, inventiveness

"All acts performed in the world begin
in the imagination."

Barbara Grizzuti Harrison

Have you ever plopped down on the grass and gazed up at the clouds? You might have imagined dragons, animal shapes, or even saucers in the billowy wisps. You probably did that as a child, too, and you should do it again and again, even when you're 80.

Do you remember lying in bed scared when you were little? You probably shivered and pulled the quilt up under your chin, afraid to move because a large, dark monster was swaying beneath the window. You might have screamed, and when

someone switched on the lights, you saw that the monster was only your own shirt hanging over a chair and blowing in the breeze. Your mom or dad might have said "See? There's no monster. You're just imagining things. Now stop being silly and go to sleep!" These words were meant to help you feel brave, but they might have had a different effect that wasn't as positive. They might have made you feel so embarrassed that you buried some of that rich "make-believe" imagination.

Imagination is a ripe, tempting fruit when you're young. You might have hidden some of that fresh sweetness as you grew older, partly because you might have been teased or scolded for it. Or you might have buried your imagination altogether. But don't panic. It's still there, although you might need to dig a little to find it.

"Creative minds have always been known
to survive any kind of bad training."

Anna Freud

If you've ever been hurt, your pain can become your molding clay for creating something that other people can feel, too. If you've ever been happy, you can call on those emotions and invent ways to communicate them to others. If you've ever been scared, who knows? Maybe you're the next Stephen King or R.L. Stine.

You imagi-"nation" is your private country where you're the only person with a passport. Imagination is born in the deepest parts of your



mind, and it can only be limited by your own thoughts. Imagination is the power to see things you can't see, hear things you can't hear, smell or taste things you can't smell or taste, and design or change the puzzle pieces of your own life.

Everything that humans have ever created or accomplished was first envisioned in someone's thoughts. Young people are especially good at imagining because they don't always know the way things are "supposed to be." You're free to wander uncharted streets in your mind. You haven't set up roadblocks that say "Stop! You can't do that!" or "Dead end!" or "Detour! That won't work!"

Sometimes harnessing your imagination is elusive, like trying to catch a shadow. The harder you try, the more unreachable it seems. At other times, imagination creeps up on you, most often when you aren't concentrating on it. You build and strengthen your imagination's muscles by relaxing, letting go, and removing all the obstacles.

Your imagination can go wild in your sleep. There's a period called REM (Rapid Eye Movement) sleep when you do most of your dreaming. Did you know that you have more than 1,000 dreams in a single year? Those dreams stimulate your imagination and even help you to solve problems in your sleep. Watch people who are sleeping, and if you see their eyes wiggle behind their lids, you'll know they're in REM sleep.

Albert Einstein once said "Imagination is more important than knowledge." Why do you think he said that? Do you think he meant that it wasn't important to study and learn? Hardly! Try interpreting his words this way: You can have all the tools of knowledge in the world at your fingertips, but unless you also have a dream of something you might build, those tools will lie there uselessly.

Bertrand Russell, another great thinker, once said "It is only through imagination that men become aware of what the world might be." Do you agree or disagree?

Creativity

"Make visible what, without you, might perhaps never have been seen."

Robert Bresson

When you use your imagination to design, build, change, or rearrange things, you're using *creativity*. Creativity is what you do with your imagination. Creativity is the car your imagination rides to its destination.

You might not be creative at drawing, but you might be creative in your ability to see solutions to problems, or in movement (such as running, dancing, or kicking). You might be creative in analyzing angles, arranging furniture, or calming someone who's angry. You might be creative in the way you cook, sing, fly a kite, race your bike, wear your clothes, or come up with alibis for not doing your homework.

Creative people aren't only artists, writers, musicians, and dancers. They're teachers, industrial workers, telephone operators, doctors, athletes, plumbers, singers, newspaper reporters, mothers, fathers, kids, electricians, even bank robbers. In other words, *everyone* is creative in some (or many) ways.

"Not me," you might say. "I'm not creative!" If that's what you think, you haven't dug deeply enough to uncover your own unique gifts. Your mind is a gold mine of creativity. Here's how to bring up your treasures for the world to see:

Brainstorm many ideas. Let yourself be silly, non-sensical, absurd. Explore new things, unusual things, unexpected twists.

Relax. Rest. Leave spaces in your searching.

Alone. Don't be afraid to be alone. Committees can come up with great ideas, but you need solitude to explore your own creative mind.

Investigate new ways of looking at things. Learn from experts. Turn ideas upside down; make them larger or smaller. Redesign the form, change the colors, change the order, put things together that don't fit together.

Notice what you're *not* searching for. Stop and look behind your thoughts. Go in the opposite direction for a while.

Struggle. Work hard. Practice. Get help. Don't give up at what you like to do or want to learn.

Trust your hunches. Even when experts insist that your idea is dumb, lame, impractical, or impossible, don't give up until *you* prove it wrong. As movie director Frank Capra once said, "A hunch is creativity trying to tell you something."

Opportunities. Keep your eyes and ears open for opportunities. Look for chances to learn new things, develop new talents, listen to people whose ideas are different from yours, and go places you haven't been.

Record your mistakes. Track your progress so you'll learn from your errors, wrong turns, and side trips. (Who knows, you might discover something interesting along the way.)

Make things up wherever you are. Train your eyes, ears, and mind to redesign whatever you're looking at, thinking about, or listening to: the doorway, a melody, a street sign, an advertising jingle, a dance, a picture, bacteria under a microscope, the shoes on your feet, the bus, a garden, a phrase, your teacher's hairpiece. . . .

CHECK IT OUT



A Whack on the Side of the Head: How to Unlock Your Mind for Innovation by Roger von Oech (New York: Warner Books, 1993). Learn how to open your mental

locks, break rules, use impractical ideas as stepping-stones to practical ideas, and more. Ages 13 & up.

GoCreate.com

www.gocreate.com

Tools, techniques, resources, links, references, and more to promote and enhance creativity. Be sure to visit the QuotAmaze part of this site, where hundreds of quotes about creativity are linked in a random, free-association way. Use it to kickstart your thinking.

Risk Taking

"You can't steal second base and still keep your foot on first."

Frederick Wilcox

When you allow yourself to be creative, you take risks. Not daredevil risks; not foolish, jumping-off-of-cliff stunts. Creative risk taking means daring to explore your talents, taking off your mask, and letting people see the real you. The biggest risk of all is having the courage to be yourself.¹ That sometimes means making mistakes and doing things over again. Or falling down and getting back up. Or failing at something so many times that you don't think you can stand to try again . . . then trying again. (You succeed when you try *one more time* than your total number of failures.)

Successful Failures


💡 Giacomo Puccini's music teacher told him that he had no talent for music. Puccini went on to become one of the world's greatest composers, famous for operas including *La Bohème* and *Madame Butterfly*.

💡 Charles Goodyear was determined to find a way to make rubber flexible. He had some success by treating rubber with sulfur, but it wasn't good enough. One day he accidentally dropped a rubber-sulfur mixture onto a hot stove—and discovered vulcanization.

💡 When Marian Anderson wanted to sing in Constitution Hall in Washington, D.C., on Easter Sunday, 1939, she was barred because she was black. So she gave her concert on the steps of the Lincoln Memorial and drew a

¹ See "Courage," pages 71–78.

crowd of 75,000. Her open-air concert was a triumph over bigotry and helped to solidify her position as an international star.

 Charles Darrow was an unemployed engineer when he invented the game Monopoly. He first presented his game to a toy company in 1935, and they gave him 52 reasons for rejecting it. Today the game is so successful that Parker Bros., the publisher, prints more than \$40 billion in Monopoly money each year—more than twice the amount of real money printed by the U.S. Mint.

“People fail forward to success.”

Mary Kay Ash

CHECK IT OUT



Inventor's Workshop: You Can Invent by Belinda Recio (Philadelphia: Running Press, 1994). This handbook gets readers thinking from the perspective of an inventor. Included materials also allow for trying one's own hand at inventing. Ages 9–12.

The Kid's Invention Book by Arlene Erlbach (Minneapolis: Lerner, 1996). Tells about young inventors, their creations, and how the inventions came to be. Ages 9–12.

16 Ways to Take Risks

1. Color outside the lines.
2. Change the rules in a game so everyone has more fun.
3. Wear clothing you design instead of wearing what your friends like.
4. Write the truth in your journal about how you feel, what you dream, what you worry about, what you plan to do with your life, what gives you nightmares, and what you hope for yourself and the world.²
5. Solve a math problem in a new or unusual way—different from the established or “proper” way.
6. Take dance lessons if you're a boy. Take shop class if you're a girl. Explore any talent that interests you, especially one you “shouldn't” explore

because you're the “wrong” gender, age, race, or whatever.

7. Speak up for what you believe.
8. Make new friends.
9. Go new places. (Whenever you have the chance to travel, take it.)
10. Challenge the old way of doing things if you see a better way. Shake up the status quo.
11. Go with your hunches.
12. Dare to make mistakes and look ridiculous.
13. Keep trying even when others are laughing at you.
14. Spend time alone.
15. Reach farther than you think you can reach.
16. Don't stop at 16.

“Go for the moon. If you don't get it,
you'll still be heading for a star.”

Willis Reed

Character Dilemmas

For journaling or writing essays, discussion, debate, role-playing, reflection

Suppose that . . .

1 You get an assignment from your geography teacher to draw a map of the United States, showing the products each state specializes in, like corn, mining, and so on. You'd like to add three-dimensional objects to your map—a real corn kernel, a small piece of ore. Your teacher is very strict and doesn't allow students to change the rules. What should you do? Is it worth the risk to do the assignment your way? What might happen if you *always* follow assignments exactly?

² See “Endurance,” pages 88, 89, and 92, for journaling resources.

② Manuel's grandparents have left him a trust fund to pay for his college education. But Manuel's father died recently, and his mother needs financial help raising the three younger children. What should Manuel do? Should he risk his trust fund? Can you come up with other creative solutions to Manuel's dilemma?

③ Your friend Erica is thinking about entering an after-school speech contest. She writes very well, and she has wise things to say, but she's very shy. You talk her into entering. Meanwhile, Erica's mother tells her that she has to come home every night after school to baby-sit her brothers. Her mother also tells her not to bother with the speech contest; Erica is "too shy" and "shouldn't waste her time." When Erica tells you about these latest developments, she bursts into tears and says that her mom is right; entering the contest was stupid. What might you do to help your friend regain her confidence, stay in the contest, and not get in trouble with her mother?

④ A young man lives in a primitive culture whose traditions dictate that reading is evil. The young man yearns for knowledge and feels that there's much to be learned from other cultures. Some missionaries secretly give him books and start teaching him how to read. The young man knows that if he's caught, he'll be shamed and banned from becoming a tribal leader, and no young women from his tribe will ever want to marry him. What do you think the young man should do? Can you think of other examples in which a culture might prevent a person from becoming what he or she wants to be? Does this ever happen in the United States? In other countries? If so, where and how?

⑤ You've been asked to serve on an international committee of scientists, researchers, and ethicists. The purpose of the committee is to consider the implications of cloning and determine standards. Most of the world's countries have agreed to abide by the standards set by your committee. What are some of the issues you might raise? What position might you take? Will you recommend strict standards or more lenient standards? Will you decide that cloning should be allowed or forbidden?

⑥ You're someone who's afraid to take risks. You like it when things are safe, predictable, and planned out. One day you come across this quotation by author Erica Jong: "The trouble is, if you don't risk anything, you risk even more." What does this say to you?

Activities

IMAGINE EACH OF THE FOLLOWING SITUATIONS. What would you do? Talk them over with your friends or family. TIP: Be aware that there might not be one "right" or "best" response.

- ▲ You're a girl and you want to play football on your high school team.
- ▲ You're a boy who has a beautiful, high voice and loves to sing, but everyone makes fun of your high voice.
- ▲ You're a talented artist and you want a \$250 set of watercolors, but your parents won't buy them for you.
- ▲ You love to write poems, but your English teacher tells you that your poetry is "trite and unimaginative."
- ▲ Your P.E. teacher tells you that you're too short to play basketball.
- ▲ You're in a wheelchair and you want to learn how to swim.
- ▲ You're totally bored in school and would rather spend your time reading and studying on your own.

LEARN ABOUT RISK TAKERS IN NATURE. Are there any animals that seem to be creative risk takers? *Example:* When a goose flying with its flock becomes ill or is shot or wounded, two other geese drop out of formation and follow the stricken goose down. They stay with the goose to protect it until it recovers or dies. Then the two protectors must launch out *on their own* to find another flock or catch up with their original flock. Can you find other examples?

RESEARCH CREATIVITY AND RISK TAKING in science. You might learn about Copernicus, Galileo, Thomas Edison, and/or Marie Curie. In what ways were they

creative? What risks did they take? What were the consequences of those risks? Were their discoveries or inventions accepted at first?

RESEARCH THE RISKS THAT ASTRONAUTS take. You might want to start by learning about the early days of the space program. What were the risks taken by Alan Shepard, the first U.S. astronaut to fly into space? Or John Glenn, the first U.S. astronaut to orbit the earth? Or Neil Armstrong, the first man to set foot on the moon? Or the crew of the *Apollo 13*? Compare the risks taken by astronauts in the 1960s to those taken by astronauts today.

CHECK IT OUT



NASA Human Space Flight

spaceflight.nasa.gov

Up-to-the-minute information about the International Space Station and its astronauts.

The NASA Homepage

www.nasa.gov

INVENT A NEW WAY TO TEACH THE MULTIPLICATION tables to younger children. Or concepts of carrying, place value, or anything else that requires practice and memorization to learn.

Variation: Design a game for teaching a math concept to younger children. Play it with your younger brother or sister, or volunteer at an elementary school, hospital, or shelter.³ **TIPS:** You might create a board game (like Monopoly, Candyland, Chutes & Ladders, or Life); a card game (like Go Fish or Concentration); or a mime game patterned after Charades.

MAKE A COMIC BOOK showing imaginative, creative, risk-taking, and inventive events in the history of your state or province, your country, or the world. Narrow your focus a bit by choosing a theme. *Examples:* inventions, science, art, literature, music, military/warfare, medicine/health, technology, communication, language development, transportation, finance, sports, recreation, agriculture, industry, business, philosophy, archaeology, or anything else you choose.⁴

³ See "Empathy," pages 81–82, for guidelines on how to volunteer.

⁴ See "Choice and Accountability," page 32, for a resource about comics.

CHECK IT OUT



For inspiration when preparing your comic book, visit your library or bookstore and look through one (or more) of the cartoon histories by Larry Gonick including *The Cartoon History of the Universe* (New York: Doubleday, 1990, 1994) and *The Cartoon History of the United States*.

When deciding what events to portray, you might want to start by paging through *The Timetables of History* by Bernard Grun (New York: Touchstone Books, 1991). There are other *Timetables* books on *African-American History*, *American History*, *Jewish History*, *Science*, *Technology*, and *Women's History*.

RESEARCH RISK TAKERS IN HISTORY. Pick your favorite hero or heroine from history and write a report on him or her. Answer these questions: 1) What risk-taking activities did the person do? 2) How were the person's ideas/activities accepted at first? 3) What obstacles did the person overcome? 4) When did the person's ideas become widely accepted?

BOLDLY GO WHERE YOU'VE NEVER GONE BEFORE—in your imagination. Make a list of all the places you'd like to go someday. Pick one, then invent a new vehicle to take you there. Make a three-dimensional model to show your class or club as you explain how your vehicle works.

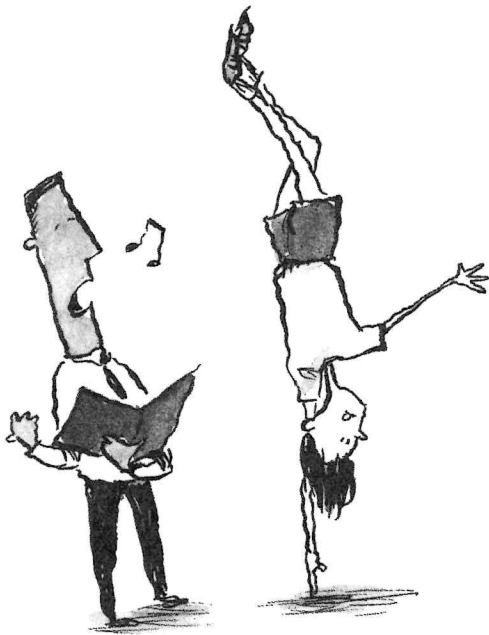
CREATE A COMMERCIAL to "sell" people on a talent you have. *Example:* If you play the piano, you might start by playing a recording by another pianist. Tell how long you've been studying and/or playing. Explain how you might use your talent to make a contribution to others. End by performing—perhaps the same piece you played at the beginning of the commercial. Record your commercial on videotape.

Variation: If everyone in your class creates a 1-minute commercial, you might show them all at your school's Open House or Parents' Night.

ESTABLISH A MENTOR FILE. Gather names, telephone numbers, and descriptions of experts and other talented people in your community who are willing to help young people develop their talents. You might look for leaders in music, art, architecture, writing, drama, medicine, science, space, technology, math, engineering, law, etc. Ask if they'd be willing to be

listed in a Mentor File. Explain that students might be calling on them for advice, assistance, or guidance. **IMPORTANT:** If you meet with your mentor in person, go with a chaperon.

ORGANIZE AND PRESENT A TALENT SHOW for your class, club, or school. Remember that there are many types of talents: visual (drawing, painting, sculpture, graphics), performing arts (singing, dancing, playing an instrument, doing a karate demonstration), public speaking (speeches, debates, recitations, readings), etc. Your talent show might include a dramatic skit, a speech contest or debate, a math/science/history competition, and/or a science fair.



INVITE SPEAKERS WITH SPECIAL TALENTS to speak to your class, club, or school. Ask them to talk about how they first became aware of their talents, how they developed their talents, who encouraged them to develop their talents, what advice they might have for someone else who's interested in developing those talents, etc.

PLAY A "HUMAN SCULPTURES" GAME. This game promotes free expression and creativity, courage and risk taking, flexibility and trust. Start by dividing into groups of 3. One person is the artist; one is the model; and one is the "clay." To play:

1. The artist and the "clay" must close their eyes and keep them closed until step 5. If it helps, the artist may want to wear a blindfold.


2. The model sits comfortably and poses with whatever facial expression he or she chooses (smiling, frowning, happy, angry, peaceful, thoughtful, etc.).


3. The artist feels the model's face and head (gently) for 15 seconds.


4. The artist sculpts the "clay" (the third person) in the same expression the model was wearing (again, gently). The artist can't go back and reexamine the model's face. He or she must sculpt from memory.


5. The artist and the "clay" open their eyes to see if the "clay" matches the model.


READ IMAGINATIVE STORIES. Look for these books:

 *The Dark is Rising* by Susan Cooper (New York: Atheneum, 1973). On his 11th birthday, Will learns that he's one of the "Old Ones," a group of people with special powers. Will must quickly harness his powers to defeat the forces of evil and save his sister. Ages 10–13.

 *The Hobbit* by J.R.R. Tolkien (New York: Galahad Books, 1989). Bilbo Baggins, a home-loving hobbit, is enticed to join a party of adventurers in search of treasures. Ages 11 & up.

 *The Phantom Tollbooth* by Norton Juster (New York, Random House, 1961). Neither words nor numbers can excite young Milo. One day, a tollbooth appears, allowing Milo to enter into a land where numbers and words are constantly at war with one another. Ages 9–13.

 *Rondo in C* by Paul Fleischman (New York: Harper & Row, 1988). As a young piano student plays Beethoven's Rondo at her recital, each audience member is stirred by memories. Ages 6–10.

 *Topsy Turvies: Pictures to Stretch the Imagination* by Mitsumasa Anno (New York: Walker/Weatherhill, 1970). Optical illusions form structures in which strange little men can go up stairs to get to a lower place, hang pictures on the ceiling, and walk on the walls. All ages.

Character in *ACTION*

Wren Gleason: Worth the Risk

Ef you can prove that you're as good a player as the boys, then you can stay on that team. If you can't, you'll have to play on the girls' team." Fourteen-year-old Lauren Gleason (Wren) listened carefully to the coach's words. Was it worth the risk? What if she blew it? Could she take the pressure?

Wren had been playing lacrosse with boys ever since she was 12. When she first tried out for the Amherst team, it was coed, and five girls made it. The other four eventually dropped out, but not Wren. She remained the only "co" on the team. An aggressive, spirited player, she proved herself by pounding many goals for the team during the next two years. Suspicious at first, the boys grew to accept and even depend on her. In seventh grade, Wren was the second most valuable player in the league, having scored the second highest number of goals during the season.

With her imaginative and creative spirit, Wren had more interests than lacrosse alone. She invented a "Cats Only Restaurant" out of cardboard that was small enough for cats to get into, but not dogs. She and her Odyssey of the Mind team put on a skit using all recycled goods. They made ears from sponges, vests from plastic, bow ties from bubblewrap, and shoes from boxes. Their skit took them to the state competition.

An artist and award-winning speaker, Wren also composed her own music for guitar and piano (and played it for her school). But she loved sports best, especially lacrosse.

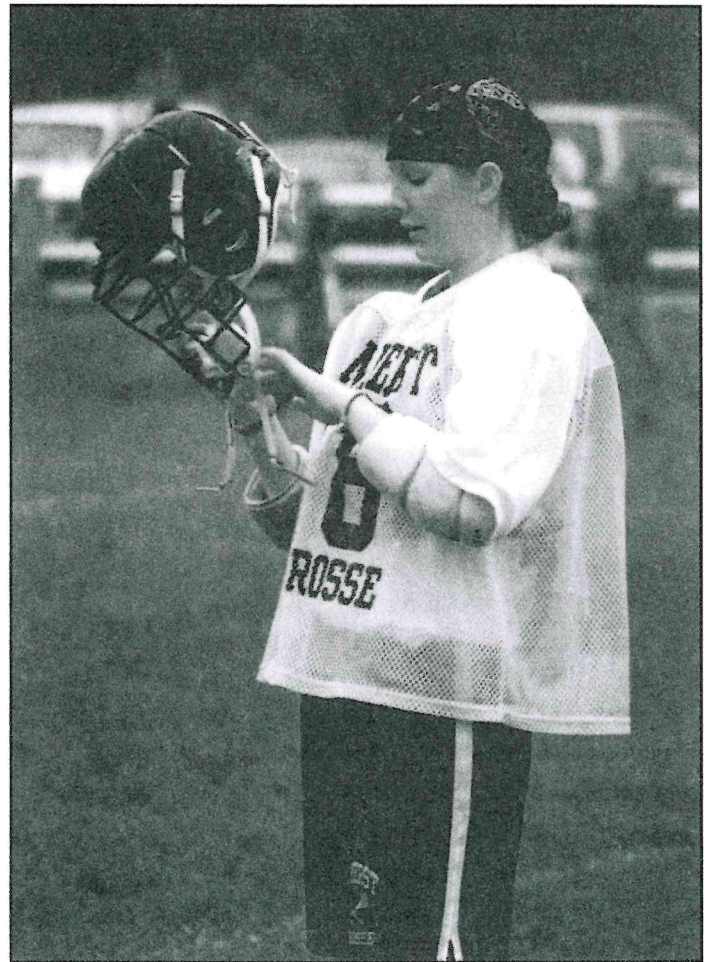
Then, when she was in seventh grade, the ground rules changed. The Lacrosse Club started a new team for girls. "You can't play on the boys' team now because we have a girls' team. You'll have to play there," the director told her.

"But why?" Wren asked. "I don't want to be on the all-girls' team. The guys and I play well together. We're a good team." It wasn't fair, she thought. She began to doubt if she should stay on the boys' team. Then some of her teammates threatened to quit if she couldn't play on their

team. And she decided she'd try to "prove herself," as the coach had told her she'd have to do.

After the first game, when she had scored two winning goals, both teams lined up to slap hands and congratulate each other. They pulled off helmets and towed sweat from their faces. Wren watched as the captain of the opposing team walked past his teammates and snarled "Not only did you get beaten by an Amherst team, but you got beaten by a team with a *girl* on it."

Wren ignored the insult, wiping her eyes. But her teammates hollered and shook their fists. Wren's friend Brent shoved the other captain and knocked him to the ground. Then the other captain



Wren Gleason

shouted at Wren "Get back in the kitchen where you belong!"

Wren bit her lips and said nothing. Brent punched the guy. Players shoved, yelled, and threatened each other until Wren's coach broke it up. Although she had been insulted, Wren glowed through red cheeks. Once again, her team had stood up for her.

Then her coach brought her back down to earth. "Wren," he said, "I'm not sure how other coaches in the future will like having you on their team. When they lose, they'll always blame it on you. Think about it."

She thought about it, but not for long. She was too busy playing lacrosse. As an attack person on

both right and left, she blasted the goal again and again. She averaged one score per game in eighth grade. (That's a lot when the average score for an entire game is 2 to 3.)

What's next for Wren? She's been told that she can't play lacrosse with the boys in high school. That doesn't surprise her—and it won't stop her. She's already planning her strategy. "I guess I'll have to make a big scene and pass a petition or something," she says. "I know it will be hard, but I'm willing to fight for it, because lacrosse is my favorite sport.

"Besides, I'm not just doing it for me. I'm doing it for all girls, for anyone who follows me."

Integrity

Consistency, constancy, honesty, honor

“One must not conceal any part of what one has recognized to be true.”

Albert Einstein

The chameleon is a curious lizard-like reptile. It can change colors from green, yellow, cream, or brown to blend with its surroundings. People can be like chameleons, changing their behavior and attitudes to please and accommodate others. For the chameleon, changing is a survival skill that protects it from predators. For people, changing can mean that they're not being true to themselves. In their eagerness to blend in, they sacrifice their integrity.

“Integrity” is one of those words that can be hard to define. If you look it up in a dictionary, you're likely to find definitions like these: “Steadfast adherence to a strict code of moral, ethical, or artistic values; incorruptibility; the quality or state

of being whole, entire, undiminished, or unimpaired; soundness; the quality or state of being undivided; completeness.” When you read between the lines, you can probably come up with a simpler definition: *Being yourself*. All day, every day, regardless of who's around. This doesn't mean that you'll never change. As long as you keep growing and learning, you'll continue to change in some ways. But *who you are*—your essential self—will stay rock solid.

When you have integrity, you're honest with yourself and others.¹ But integrity involves more than telling the truth. You talk the talk *and* walk the walk. You match what you do to what you believe. You have confidence in yourself because you know yourself. Other people have confidence in you because they can depend on you to be consistent and constant. Your friends look to you as a leader because they trust you; parents, teachers, and employers give you more freedom and responsibility.

Your integrity encompasses every part of your life, including your relationships with people (family, friends, neighbors, classmates, teachers), institutions (schools, faith communities, places of employment, organizations), society (community groups, clubs), your country (town, city, state), and yourself. You don't brag, exaggerate, name-drop, try to impress other people, or put them down with insults or cutting sarcasm. And you do the right thing, even if it isn't the easiest or most popular thing.



¹ See “Honesty,” pages 115–125.

You don't deceive people into thinking you have more money than you do. You don't tell some of your friends that you hate cigarettes, then light up with others so they'll think you're cool. You don't pretend to like someone and later stab him in the back. If you do, the time will come when you're not fooling anyone but yourself. When chameleons in nature change colors, they fade into the background, but people who act like chameleons stick out like sore thumbs.

"One must live the way one thinks or end up thinking the way one has lived."

Paul Bourget

When you have integrity, you're true to your values. Look for role models who can guide you in developing good values. Seek out honorable, trustworthy, genuine people in the present; study good examples from the past. Your values should not bring harm to other people, things, your country, or the world. They should support, respect, strengthen, and build.

What's great about having integrity is that you can approach each new situation calmly because you don't have to struggle inside to decide how to act. Your integrity protects you from making poor choices. Integrity is the cornerstone of building good character.

Values \longleftrightarrow Behaviors

INTEGRITY

Thoughts and Beliefs \longleftrightarrow Actions and Words

Character Dilemmas

For journaling or writing essays, discussion, debate, role-playing, reflection

Suppose that . . .

1 Your friend Evan is popular, well liked, and a great soccer player besides. Your school's soccer team is competing for first place in the district, and Evan is key to winning. During math class this morning, you saw him cheat on an important test. No one else noticed. If the teacher found out, Evan would be kicked off the soccer team. Is it your

responsibility to report what you saw? Is it anyone's responsibility? What are the consequences of reporting? What might be the consequences of *not* reporting?

2 You're paying for school supplies at your local discount store. The store is part of a huge chain with hundreds of stores across the country. When the cashier rings up your purchases, she undercharges you \$10 by mistake. You could call it to her attention . . . or you could donate the \$10 to a local homeless shelter you've been helping. You wouldn't be keeping the money for yourself, and the shelter needs it more than the big corporation that owns the store . . . right? Do you put the \$10 in your wallet and leave? Why or why not?

3 A friend asks you to trade shirts for a day. The style and color of your friend's shirt makes it look like a gang shirt. You don't like gangs, and you don't want anyone to think you're in a gang, but your friend is being very persuasive. If you say no, he'll accuse you of being a coward and broadcast it to the whole school. And it probably wouldn't hurt to wear the shirt for just one day. If anyone thinks you're in a gang, that's *their* problem for being judgmental. Do you agree to the trade? How might you handle this situation with integrity?

4 Someone you know is always true to her beliefs. She believes in cheating, lying, backstabbing, and putting herself first, and that's what people can count on her to do. Does this person have integrity? Or does having integrity mean being true to the *right* values? Who decides which values are right and which are wrong?

5 You're baby-sitting for a neighbor who's told you not to have your friends over when you sit. Around 10:00, two of your friends show up uninvited. The kids are in bed asleep, so you let them in. When one friend spills his root beer on the carpet, you make them both leave. You scrub the carpet and manage to remove the stain. Do you need to tell your neighbor that you let your friends inside the house? After all, you sent them home. The stain is gone. Your neighbor will never know they were there. If she did, she might never trust you to sit again. What should you do?

6 Your neighbor puts his house up for sale, knowing that it needs a new roof that would cost thousands of dollars. His realtor advises him to say nothing about the roof to prospective buyers. “You won’t be lying,” the realtor says. “You don’t have to say anything unless they ask.” Do you agree? If you were your neighbor, what would you do?

Activities

WRITE IN YOUR JOURNAL² about what integrity means to you. Do you have integrity? How do you know? Who are the integrity role models in your life? Write about a time when someone you know showed integrity. Tell how this affected you personally.

EVALUATE THE INTEGRITY OF POLITICAL candidates. If you’re near an election time, read the papers, watch TV, and listen to campaign speeches and promises. Which promises do you think are made just to win votes? Are candidates exaggerating problems or making promises that probably can’t be kept? How can you tell? Which candidates seem to have the most integrity? Consider volunteering to help them. Call their campaign offices and ask what you can do. You might answer phones, do surveys, pass out flyers, or encourage people to go to the polls on election day.

Variation: Research the campaign promises of one or two elected officials who’ve been in office for two years or longer. Have the officials done what they promised to do? Present your findings in a speech to your class or community.

RESEARCH PERSONALITY DISORDERS. Interview a psychiatrist or search the Internet for up-to-date information on mental illnesses that can lead to personality changes, disorders, or multiple personalities. Write a paper based on your findings. Is it possible that mental illness turns some people into “chameleons”?

CHECK IT OUT



Internet Mental Health

mentalhealth.com

A free encyclopedia of mental health information, designed by Canadian psychiatrist Phillip W. Long, M.D. Includes information on the most common mental disorders, the most common psychiatric drugs, links to other mental health sites, and more.

National Institute of Mental Health

www.nimh.nih.gov

The official site of this U.S. Government agency includes a large “public information” section with information on specific mental disorders, diagnosis, and treatment.

INTERVIEW A RESEARCHER who is working with humans or animals. TIP: Call a university, an engineering laboratory, or a medical facility. Ask questions about integrity in research, like the following:

- ? What kind of research are you doing?
- ? What is the purpose of your research?
- ? What will your research add to our knowledge? Who or what will it help?
- ? Who are your research subjects (people or animals)?
- ? What procedures are you using?
- ? If you’re working with human subjects, what do you tell them about your research? Do they know exactly what’s happening and why? Have you told them the purpose of your research?
- ? Will you do any follow-up testing?

EVALUATE THE INTEGRITY of the U.S. government during World War II, when American soldiers were exposed to atomic radiation in the Pacific and in the American desert (Nevada and New Mexico). Find out 1) what the U.S. government told the soldiers, 2) whether the soldiers were informed about the health hazards of radiation exposure, 3) if the soldiers have experienced any health problems since then, 4) what the government has done to support or not support the soldiers. Form an opinion based on what you learn. Do you agree or disagree with the government’s actions? Justify your opinion in a speech or report.

² See “Endurance,” pages 88, 89, and 92, for journaling resources.

RESEARCH ATTEMPTS TO REGULATE INTEGRITY in government. *Examples:* The Ethics in Government Act (1978, 1983, 1985, amended 1990); the Public Officials Integrity Act (1978). Do you think it's possible to enforce the integrity of public officials? Why or why not? Debate this issue.

Variations: Research one or more of the following: Watergate (1972–1974); Iran-Contra (1985–1990); Whitewater (1985–still under investigation as of this writing). What happened in each case? What issues of integrity did the investigations uncover?

CHECK IT OUT



What Was Watergate? by Pamela Kilian (New York: St. Martins Press, 1990). Written especially for young adults and students, this book recounts the events of the Watergate scandal, which resulted in the resignation of President Richard M. Nixon. Ages 12–16.

The Center for Public Integrity

910 17th Street, NW, Suite 700

Washington, DC 20006

(202) 466-1300

www.publicintegrity.org

Created in 1989, the Center for Public Integrity is a nonpartisan research organization that focuses on ethics and public services issues. It uncovers stories about political deception, scandal, fraud, and abuse and reports them to the public, helping people to understand the issues and hold public officials accountable.

SURVEY YOUR CLASS OR SCHOOL to find out how important integrity is to the students. You can copy and use the survey on page 140 or write your own statements. Distribute the surveys and set up a collection box where people can return their completed surveys anonymously. Afterward, score the surveys and compile the results. Graph them and display the graph in your classroom or school. On your graph, you might want to compare males to females (does one gender seem to be more concerned about integrity than the other?) and/or different age groups or grades. Your graph should include information about how the surveys were scored. *How to score the surveys:* For statements 1, 3–6, and 9, give 1 point for each “No.” For statements 2, 7, 8, and 10, give 1 point for each “Yes.” *How to evaluate the scores:* 9–10 points: This is a person who values

integrity. 8 points or fewer: This is a person who might want to reexamine what integrity means to him or her. (NOTE: You may disagree with this scoring scale. That's okay. The point of this survey is not to judge, but to get people thinking and talking about integrity. You might want to discuss the scale with your teacher and come up with a different version to use with your class or school.)

TALK TO YOUR FAMILY ABOUT INTEGRITY. Ask your parents, brothers, sisters, grandparents, aunts, uncles, etc. what they think integrity means. You might begin your discussion with one of the “Character Dilemmas” on pages 136–137. You might ask each person “In your opinion, who in our family has the *most* integrity? Why do you think this is true?”

Variation: Ask each family member to choose an aspect of integrity that he or she wants to work on. Chart your progress individually or as a family.

CREATE AN INTEGRITY MOBILE. List some examples of what integrity means to you. Illustrate them and hang them from a mobile in your classroom, club, or room at home. *Example:* If you write “Integrity means standing up for your beliefs,” you might illustrate a person standing and saying “I believe. . . .” Can you think of ways to illustrate integrity in dress, speech, action, patriotism, communication, teaching, medicine, politics, etc.?

WRITE A CHANT ABOUT INTEGRITY with your class or club. You might write it into your class goals or club charter. *Example:*

What you say is what you do.
Integrity is being true.
In speech, in action, and in dress
You do what's right and don't impress.






PLAY A “TOSS THE ARTICHOKE” GAME. This is a game of confusion, laughs—and discovery. You'll need a group of 5–10 people and 5–10 used tennis balls. Paint each tennis ball a different color. (You don't have to paint the whole thing. A big spot of color is sufficient.) Each color represents a different thing. *Examples:* Red = artichoke; green = hyena; orange = can of soda; blue = teddy bear. Make a list of what each color represents. When you're ready, have the players stand in a circle. To play:

1. The leader takes one ball and passes it to the person on his or her right, saying "This is an artichoke" (or whatever the ball stands for).
2. That person passes the same ball to the right, saying "This is an artichoke." The ball continues around the circle.
3. Meanwhile, the leader starts a second ball around the circle, saying "This is a hyena."
4. The leader continues introducing new balls into the circle until all 5–10 are circulating.
5. Without warning, the leader says "Reverse!" and the balls have to travel to the left.

Continue until the game completely falls apart. Afterward, talk about what happened. Ask questions like this:

- ? Is it hard to keep track of who you are if you look like everyone else?
- ? If you try to be something you really aren't, is it easy to lose your identity?
- ? If you call a ball an artichoke, does it become an artichoke?
- ? If you tell someone else that a ball is an artichoke, does that make it an artichoke?

READ STORIES ABOUT INTEGRITY. Look for these books:

-  *The Hero and the Crown* by Robin McKinley (New York: Greenwillow, 1984). The daughter of a witch sets out to win people's trust and to gain the Hero's Crown. On the way, she fights dragons, meets a wizard, and battles an evil mage. Ages 11–14.
-  *Nothing but the Truth: A Documentary Novel* by Avi (New York: Orchard, 1991). A ninth grader's suspension for singing "The Star Spangled Banner" during homeroom becomes a national news story. Ages 13–17.
-  *The Story of Ruby Bridges* by Robert Coles (New York: Scholastic, 1995). Six-year-old Ruby must confront the hostility of white parents when she becomes the first African-American girl in Frantz Elementary School in New Orleans in 1960. Ages 8–11.
-  *The Unbreakable Code* by Sara Hoagland Hunter (Flagstaff, AZ: Northland, 1996). John is afraid to leave the Navajo reservation until his grandfather explains how Navajo language, faith, and ingenuity helped to win World War II. Ages 9–12.
-  *The Well: David's Story* by Mildred T. Taylor (New York: Dial Books for Young Readers, 1995). In early 1900s Mississippi, David Logan's family shares their well water with white and black neighbors in an atmosphere of potential racial violence.

Survey

This is an anonymous survey. Don't write your name anywhere on it! Please drop your completed survey in the collection box in _____ location.

	Yes	No	Sometimes
1. I wear certain types and styles of clothing to impress other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I tell the truth even if it means I'll get into trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The language I use (polite or crude, respectful or obscene) changes depending on who I'm with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I exaggerate to impress other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I use sarcastic humor to put other people in their place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I give in to peer pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I maintain the same standards with everyone I know—friends, family, teachers, neighbors, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I come home when I say I'm going to. If I can't be there on time, I call ahead to report the reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I sneak into games or concerts to avoid paying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I'm the kind of person my parents and friends think I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please be sure to complete this information:

You are a male female

What grade are you in? _____

How old are you? _____

THANK YOU for taking this survey!

Character in *ACTION*

Winfred Rembert Jr.: Integrity in the Face of Danger

When eleven-year-old Winfred Rembert Jr. first moved with his family to New Haven, Connecticut, neighborhood gang members tried to get him to sell drugs. "It wasn't like they asked anyone. It was like a telling," Winfred remembers. He ignored them and walked away. Gang members continued to harass him, one time stealing his new basketball. Winfred refused to fight.

When he was 15, gang members tried to lure him into drug dealing in the school cafeteria. They promised him fast money. "They were throwing money down on the cafeteria table, you know, trying to bribe me," he explains. But Winfred ignored them again and went about his business of growing up. He grew *way* up—to 6 feet 3 inches by the time he was 16 and a basketball player for Hillhouse High School. And he still refused to sell drugs or to join the gang.

One evening, Winfred was in his backyard when a parking lot attendant tore across the street to tell him his family was in a gang fight. His 14-year-old brother Edgar didn't like drugs either, and the gang had roughed him up and damaged his bicycle.

Winfred dropped his basketball and charged up the block. In the distance he could see his mom, dad, and brother trying to fight off the gang. As Edgar fought back, a kid Winfred had known at school for three years pulled a gun and aimed it at Edgar. His mother was standing right by Edgar's side.

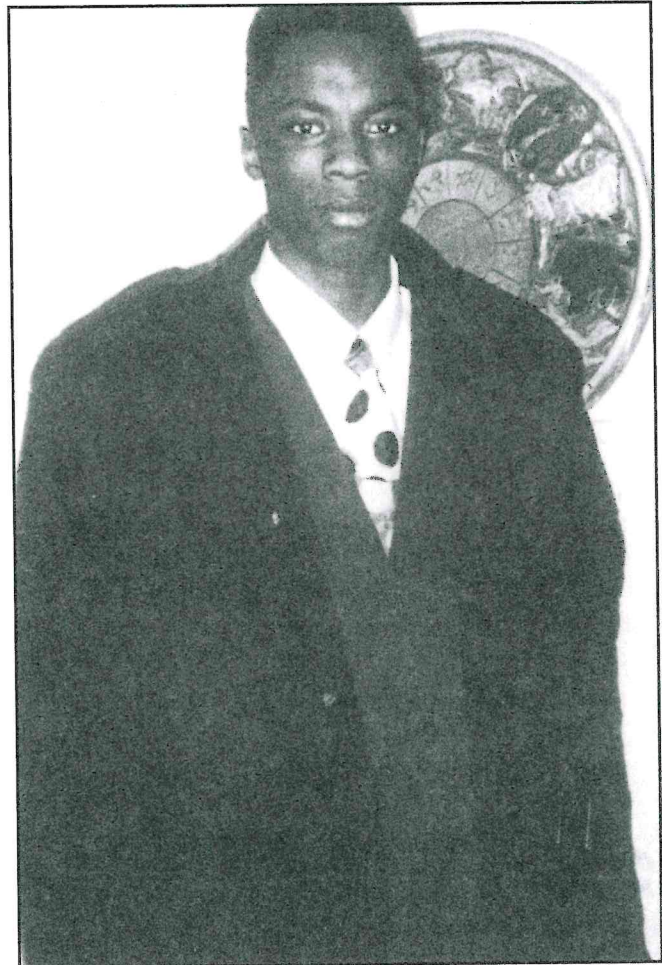
Winfred pumped his legs like pistons, leaped through the air, and shoved Edgar, knocking him out of the line of fire. Then he threw his body across his mother just as the gun discharged. Winfred clutched his stomach and fell backward, taking the bullet meant for his brother.

While Winfred was lying in the hospital, a news reporter asked him if he regretted having sacrificed himself for his brother and mother. Although Winfred swallowed hard, he shook his head. When another reporter asked him why he thought the gang member had shot him, Winfred replied "I think he shot me to make a point to the neighborhood that you can't say no to them. They never before had anyone stand up to them and actually say no."

The gang member was arrested on a first-degree assault charge. Winfred had two operations. The bullet was extracted and he recovered. He still sometimes wakes up in the night with a fleeting pain in his abdomen.

Winfred's integrity didn't go unnoticed. Albertus Magnus College, a private liberal arts college in New Haven, offered him a full scholarship for standing up for his beliefs. He accepted and chose to study sociology with an emphasis on criminal justice.

Winfred knows exactly why he refused to join a gang or sell drugs. "I want a better life," he insists. "I was doing something I believe in, and that's why I wasn't afraid. You've just got to do what you think is right."



Winfred Rembert Jr.