

CAPTURING

Intellectual Property

the

**RECAPTURING
THE VISION**

— BY DR. JACQUELINE DEL ROSARIO —

Helping People Dream Again



Copyright © 2008 by Dr. Jacqueline Del Rosario
Published by Mindset Publishing
All rights Reserved
Published 2008

No part of this book may be reproduced or utilized in any form or by any means, electronically or mechanically, including a photocopying and recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Inquires should be addressed to:
Empowerment Concepts
P.O. Box 570456
Miami, Florida 33257

Manufactured in the United States of America

Library of Congress Cataloging-in-Publication Data

ISBN 978-1-9316-3516-5

Intellectual Property

RECAPTURING
THE VISION

Helping People Dream Again



Dr. Jacqueline Del Rosario

Dr. Jacqueline Del Rosario is a certified marriage coach, state-approved premarital course provider, recognized public speaker, youth advocate, visionary author and education enthusiast whose mantra derives from the idea that the foundation of any society starts in the individual homes of people.

As a forerunner in the area of youth empowerment and abstinence education, Dr. Del Rosario has achieved unprecedented success with ReCapturing the Vision; for over 20 years she has guided a first-rate organization that has helped thousands of at-risk youth craft a better future.

Known as America's Marriage Coach™, Dr. Jacquie has developed proven tools to help couples develop through their quarrels and discover healthy solutions to marital circumstances across all borders. As both a married woman and marriage counselor of over 20 years, Dr. Jacquie continues to travel coast to coast speaking about and discussing the plights attached to the institution of marriage and less privileged families; she also continues to tirelessly advocate the youth through ReCapturing the Vision and all of its yearly programs and events. Dr. Jacquie resides in Miami, FL with her husband and two sons.

RECAPTURING
THE VISION

Helping People Dream Again

TABLE OF CONTENTS

1 POSITIVELY YOU 5

Who Am I?	6
Do you Really Like Yourself?	10
Fearlessly You	13
Reclaiming Me	19
Celebrating Me.....	22
Chapter 1 Quiz.....	26

2 FIRST IMPRESSIONS 27

Lasting Impressions.....	28
Self-Image.....	31
Determining Your Image.....	38
Accentuate the Postitive	42
Determining Your Best Color	46
Putting Your Best Foot Forward	52
Putting Your Best Face Forward.....	60

Showing Good Manners and Etiquette	67
Chapter 2 Quiz.....	78

3 KNOWING WHAT I BELIEVE 79

What Do I Believe	80
Do the Right Thing	92
Peer Pressure	96
Chapter 3 Quiz.....	102

4 WORKING THINGS OUT: CONFLICT RESOLUTION 103

Choices, Choices, Choices.....	104
Conflict Resolution.....	107
Try These Shoes on for Size	118
Two Sides to Each Story.....	129
Chapter 4 Quiz.....	130

5 HARNESSING YOUR DREAMS..... 131

Harnessing Your Dreams.....	132
Career Aptitude	138
Putting Your Goals into Perspective.....	144
Where I See Myself in the Future.....	149
Short-term and Long-term Goals.....	161
Yes, This is Me – My Life History	166
Chapter 5 Quiz.....	168

6 GETTING THE JOB DONE..... 169

Making It In the Real World	170
Conflict Resolution for the Workplace	191
Roadmap to Ethical Behavior.....	195
Chapter 6 Quiz.....	200
References	201
Common Core Alignment.....	203

Intellectual Property



RECAPTURING THE VISION

Helping People Dream Again

***“Knowing who you are is one of the greatest
pieces to the puzzle of life.”***

1

Who Am I?

Directions: Answer the questions in the chart below honestly. They will help you to gain insight into who you are as an individual. add at end of sentence Using sale of 1-5 answer each question. 1= never 2=rarely 3= sometimes 4= often 5= always

QUESTIONS	EXPLANATIONS	HOW OFTEN (Circle One)	WRITE AN INSTANCE WHEN YOU'VE PRACTICED THIS BEHAVIOR
Do I really like myself?	I wish that I were different. I like who I am as a person.	Never, Rarely, Sometimes, Often, or Always	
Am I honest with myself?	I am able to look at my emotions and actions and admit what they really are. Am I able to accept my faults and the things that I need to improve.	Never, Rarely, Sometimes, Often, or Always	
Can I accept correction or criticism?	Can I tell the difference between constructive criticism and negative feedback? I get mad when people point out things about me that I need to change.	Never, Rarely, Sometimes, Often, or Always	
Am I even-tempered?	I put on a good face and act like nothings wrong even when I am upset. I get mad easily. I am moody; my mood goes up and down.	Never, Rarely, Sometimes, Often, or Always	
Do I value myself?	I feel as though I can accomplish whatever I put my mind to. When I think about possibilities for my life I put them into action.	Never, Rarely, Sometimes, Often, or Always	
Do I believe in myself?	Do you allow people to mistreat you? Do you allow people to belittle you? Do you think that you are important?	Never, Rarely, Sometimes, Often, or Always	

Who Am I?

Directions: Below are the questions you answered in the chart on page 3. Look back at your answers and score your response to these questions to learn more about yourself. For each question give yourself a 5 if you answered OFTEN, a 3 if you answered SOMETIMES and 1 if you answered HARDLY EVER. The scores will be totaled to determine how you feel about yourself.

How I Feel About Myself

1. I love myself.	_____
2. I am honest with myself.	_____
3. I can accept criticism or correction.	_____
4. I am even-tempered.	_____
5. I value myself.	_____
6. I believe in myself.	_____
TOTAL	_____

Scoring

Your total helps you to determine how you feel about yourself. Ninety (90) is the highest score. The higher your score, the more positive you are about who you are. Do not be discouraged if your score is low. This activity is just the beginning of your journey to a positive you. There is still a lot of time for growth and development.

Helping People Dream Again



Intellectual Property
RECAPTURING
THE VISION

Helping People Dream Again

***"First Impressions are lasting impressions.
Make your first impressions good ones."***

2

Accentuate the Positive*

It should be clearer by now just what image you present to those around you. Whether you are **romantic** natural or dramatic, you can do many things to accentuate your image and style.

As you begin to examine the finer details of face shapes, hairstyles and colors, you must learn to accentuate the positive. When you learn this, you are making the most of who you are and what you have. Polish those areas of your image that are dull and undefined. In doing so, you will learn to reflect your best through those rare and unique qualities that only you possess.



* See page 207 for Common Core alignments for this section.

Accentuate the Positive

Directions: Read the information on the hairstyles that complement each face shape. These profiles also include information on certain facial characteristics such as a low or high forehead.



Oval Face:

If your face is oval, you can wear almost any hairstyle. Few people have oval faces, but those who do live a relatively hassle-free life as far as hairstyles are concerned.



Round Face:

If your face is round, you might try parting your hair in the middle. It will give the illusion of a line going down the face, taking you away from the "round" look.



Square Face:

If your face is square, usually you have a strong look. You can soften your look (if you choose to) with a full, soft style and a middle part. It is important to keep hair close to the face at the temples and jaw-line.



Heart-shaped Face:

If your face is heart-shaped, a side part and interesting styling on the sides is the most attractive for your face. The side part will give you greater flexibility in choosing hairstyles.



Low Forehead:

If you have a low forehead, wearing your hair away from the face gives the face a longer appearance.



High Forehead:

If you have a high forehead, using wisps of hair on the face shortens the forehead to give the face a more balanced look.



Eyeglasses:

If you wear eyeglasses, choose a style that keeps the hair away from your face to avoid being all glasses and hair from the front. Soft, full hair will balance the glasses. Choosing the right frames for your face type will give you a more attractive look.

Accentuate the Positive

Hairstyles

Directions: Using both fashion and hairstyle magazines, cut out pictures of models that have your face shape. Pay close attention to the hairstyles that the models are wearing to judge whether they are suitable for your face shape. After selecting pictures, paste them in the space below and answer the questions on the next page.



Determining Your Best Color

Winter

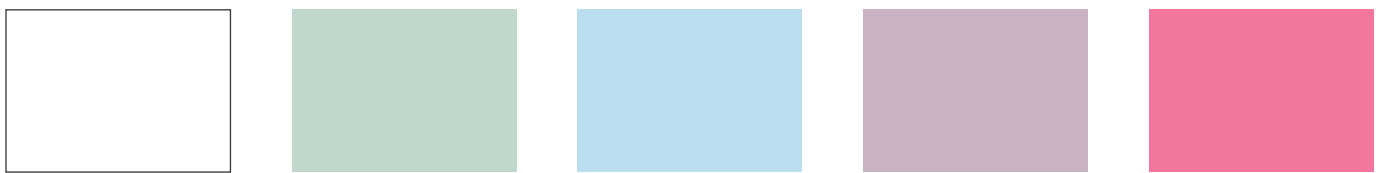


Intellectual Property

RECAPTURING

THE VISION

Helping People Dream Again



Determining Your Best Color

Spring

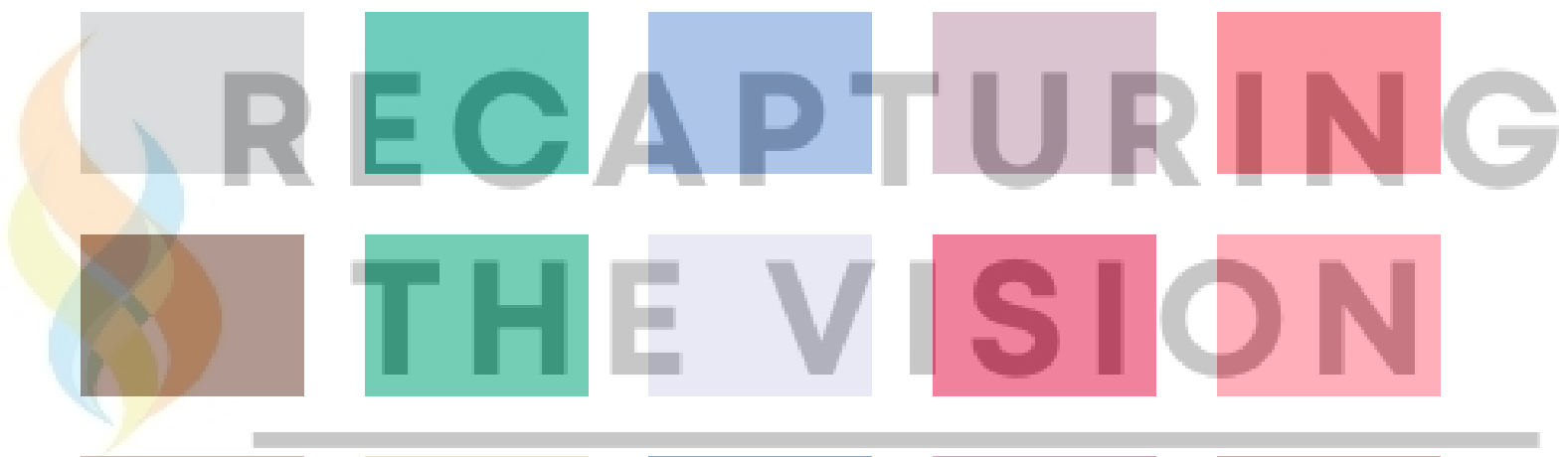


Determining Your Best Color

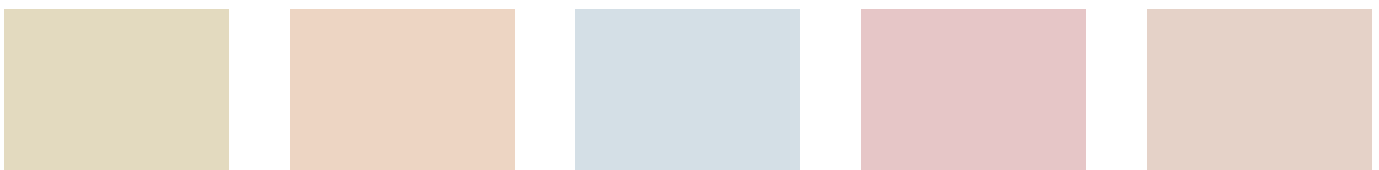
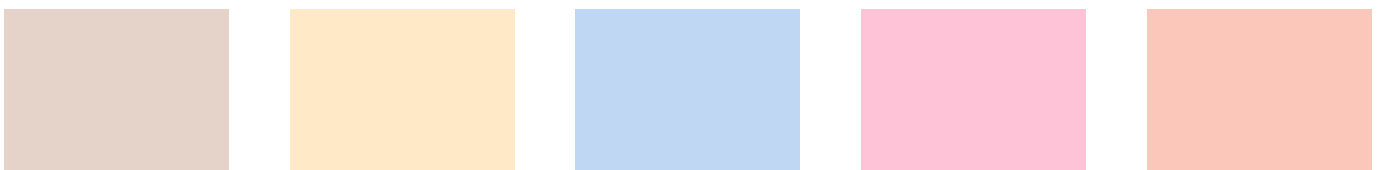
Summer



Intellectual Property

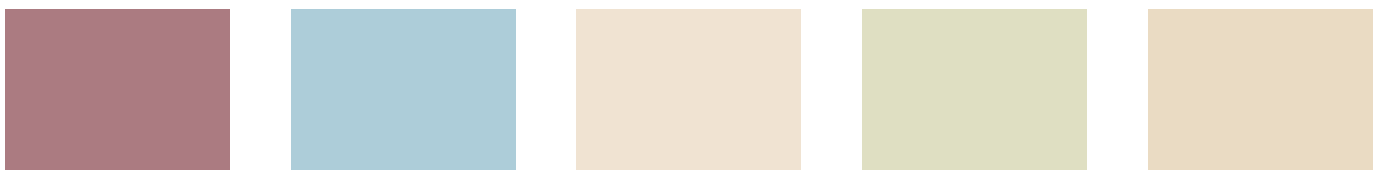


Helping People Dream Again



Determining Your Best Color

Autumn



Intellectual Property
RECAPTURING
THE VISION
Helping People Dream Again



Putting Your Best Foot Forward*

The image you project to the world can be distorted by the way you carry yourself. Imagine meeting someone for the first time who sits slouched over in her chair or walks with her shoulders hunched over. If you are like most people, you will make a decision about that person based on their poise and body language. You will be judged in the same way. Learning to put your best foot forward, means learning to be the best that you can be.

Beauty queens and fashion models alike possess the confidence and grace that demand admiration. You will have the opportunity to learn their secret. In the lessons that follow, you will master the art of poise and social graces that will set you apart from others.

Intellectual Property



RECAPTURING THE VISION

Helping People Dream Again

* See page 208 for Common Core Alignments for this section.

Intellectual Property

RECAPTURING THE VISION

Helping People Dream Again

"If you do not know what you believe or why you believe it, you will fail to remain true to these beliefs when challenging circumstances come your way."

3

What Do I Believe?

What Are My Morals?

Moral beliefs can be developed by several influences: your parents, your religion, your friends and even your life experiences. The following activities will help you determine how strong your morals are and where they were created.

Directions: List five of your most important morals and explain why they are important to you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

What Do I Believe?

What Are My Values?

Values are often shaped by your parents, by your friends and by your own life experiences. Your values will shape your morals. For example, if you value honesty, then you will not steal or lie.

Directions: List five of your most important values and explain why they are important to you.

1. _____
2. _____
3. _____
4. _____
5. _____

Now place these values in order starting with those that you practice most.

1. _____
2. _____
3. _____
4. _____
5. _____

Helping People Dream Again



I agree



I disagree



What Do I Believe?

Origin of Your Morals and Values

Directions: Look back at your list of morals and values. Try to identify the origin of each one.

My Parents

- 1. _____
- 2. _____
- 3. _____
- 4. _____

My Religion

- 1. _____
- 2. _____
- 3. _____
- 4. _____

My Peers

- 1. _____
- 2. _____
- 3. _____
- 4. _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Intellectual Property

RECAPTURING THE VISION

Helping People Dream Again



What Do I Believe?

Belief Profile

Directions: Write a short paragraph describing yourself in terms of your morals and values. Remember your morals and values are a direct reflection of what you believe and who you really are.

Intellectual Property

RECAPTURING

THE VISION

Helping People Dream Again

Example: I am a very honest person. According to my friends I am sometimes too honest. Even if the truth gets me in trouble, I cannot tell a lie. I was not always this way. When I lied about my friend spending the night at my house, she got into a serious car accident. Then, I gave up lying for good. Along with telling the truth, I also strongly believe that you should not steal. I cannot stand people who take things that are not theirs. Even if it is taking a candy bar from the store, it is still stealing.

As to the things I value, the most important thing is my health. After I saw my grandfather die of lung cancer, I vowed never to smoke. Some of my friends do, but I know where smoking can lead. Although I exercise, I still need to work more on what I eat. I still eat what most of my friends eat: hamburgers, pizza and stuff like that. I know these foods are not good for me, so I am still working on that area of my life.



Intellectual Property

RECAPTURING THE VISION

Helping People Dream Again

“Effective conflict resolution means resolving problems without the escalation of anger and strife”

4

Two Sides to Each Story*

Analyzing people and situations is an integral part of developing healthy social skills. When people demonstrate behaviors that are puzzling to us, we must look beneath the surface to discover the root that the behavior sprang from. We each have hidden emotions that will eventually surface through our actions or conversations.

Root Emotions: Past feelings that shape our present reactions.

When we go through traumatic situations that effect us deeply, the emotion that centers around that particular trauma becomes rooted in our minds. These root emotions as they are called, will often continue to influence or shape our responses to all similar situations that relate to that emotion.

Understanding this will prove helpful as you resolve real-life situations. It is always a good practice to put yourself in the other person's shoes before resolving conflicts. Attempt to analyze the situation from where the other person is sitting. You will become a better problem solver, and also one that is able to understand people around you. It is hard to be upset with someone when you understand their side of the story.



* See page 214 Common Core alignments for this section.

Two Sides to Each Story

Aunt Thelma - The Other Side

Directions: Below is the other side of the story. Analyze the accuracy of your initial response to the situation.

Eleven years ago, your Aunt Thelma’s daughter was kidnapped and murdered. It happened one day while she was out playing at the park.

1. Describe how something like this could affect someone’s behavior.

2. Now that you know the other side of the story, use your evaluation techniques to evaluate whether the root emotion you identified was correct.

3. Would you change the way you resolved the problem?

4. If so, describe how you would resolve the matter. Provide details.

Two Sides to Each Story

The Girls at Lunch

Directions: Read the scenario and utilize conflict resolution strategies to answer the questions below. You are at lunch when you notice a group of girls staring at you and whispering among themselves. A few minutes later, one of them walks by you, rolls her eyes at you and mumbles some profanity.

1. What is the problem?

2. What could make her respond in this manner?

3. How would you solve it, and why?

Two Sides to Each Story

The Girls at Lunch - The Other Side

Directions: Below is the other side of the story. Analyze the accuracy of your initial response to the scenario.

The girl that walked past you is Felicia. She has a handicapped brother who is often teased by other children because of his disability. Felicia gets very upset when others tease him, because he is unable to defend himself. She overheard you teasing Ryan, another handicapped student in her brother’s class.

1. Explain why your comment about another student would offend Felicia?

2. Now that you know the other side of the story, were you correct in your initial evaluation of the scenario?

3. Would you change the way that you resolved the problem?

4. If so describe how you would resolve the matter providing details.

Two Sides to Each Story

Understanding Others

Our responses to issues and situations reveal a history of our lives. Sometimes we can see hurtful situations relived, old fears resurfaced or attitudes from our past returned to life as we deal with new issues that somehow remind us of what we have been through. Seeking to understand and interpret these emotions can help us to relate to others as we go through life. In addition to helping us understand people, we also learn to empathize with them instead of becoming offended by their responses.

Directions: Read each response. Identify the root emotion and describe the other side of the story.

Response #1:

It is fifth period and you are in Pre-Algebra. Ms. Levin asks Carlos to come up to the board to work on the next problem. He gets upset and refuses to do the problem, remarking that math class is stupid.

1. What is the root emotion?

2. What is the other side of the story? What situation from Carlos' past could make him respond in this manner?

Response #2:

You have become acquainted with Leticia, a shy, withdrawn girl in your History class. One day, during a History exam, your pen stops writing. Leticia gives you hers. The next day you go over to thank Leticia, and invite her over to your house to watch a video. She quickly says no and runs off.

1. What is the root emotion?

2. What is the other side of the story? What situation from Leticia' s past could make her respond in this manner?

Teacher's Note: Your role here is both facilitator as you help students understand and identify each emotion, as well as counselor as their emotions come to the surface.

Two Sides to Each Story

Understanding Others

Directions: Please list possible responses that could stem from the following root emotions. Then develop scenarios that depict situations that could create these root emotions.

ROOT EMOTIONS	RESPONSES
Mistrust	
Rage	
Jealousy	
Rejection	
Fear	
Love	
Insecurity	
Shame	

Two Sides to Each Story

Role-Play

Directions: After reading the scenario, design a positive role-play in response.

Imagine you are teaching. You turn around and say, "John, stop laughing." He quickly snaps back, "I wasn't laughing." Under his breath he adds, "Your mama laughed." Just then, the whole class begins to laugh. What would you do?

Intellectual Property



RECAPTURING THE VISION

Helping People Dream Again

***"The best way to achieve your dreams
is to have specific achievable goals
for each of your dreams"***

5

Putting Your Goals into Perspective

Directions: Using car magazines choose a picture of the car you'd like to drive based on your salary. Paste the picture in the space below and then write a detailed description of your car including the make, the year, the accessories you want and any additional features such as four-door or convertible. Finally, list the cost of your car.

My Car

Intellectual Property

RECAPTURING
THE VISION

Helping People Dream Again

Description: _____

Cost: \$ _____

Putting Your Goals into Perspective

Where I See Myself in the Future

Directions: Using fashion magazines, select the wardrobe that you will wear while at work in your new career. Place these pictures in the space below along with the cost of each item. You may also include shoes, jewelry and accessories alike.

My Clothes for Work

Intellectual Property

RECAPTURING
THE VISION

Helping People Dream Again

Description: _____

Cost: \$ _____

Putting Your Goals into Perspective

Directions: Using home magazines, select the type of home that you want to own in the next 10 to 15 years. Cut the picture out and place it in the space provided below along with the information for purchase such as: the cost, location (community that it is located in), number of bedrooms and bathrooms and any other amenities such as pool and garage.

My Home



Location: _____

Description: _____

Cost: \$ _____

Putting Your Goals into Perspective

Where I See Myself in the Future

Directions: Select casual clothing that you will wear after work hours.

My Clothes for Casual Wear



Description: _____

Cost: \$ _____

Intellectual Property

RECAPTURING THE VISION

Helping People Dream Again

*"Coming of age also means
coming into responsibility."*

6

Making It In the Real World

As you work throughout your teen years, it is a good idea to work in your desired field. This will give you the opportunity to gain experience and skills that can be utilized in your future profession.

Skill: The ability to do something that comes from training and practice.

These skills can translate into employment opportunities in your future. They also afford you the opportunity to sample your career field to ensure that you will like that profession.

There are many types of jobs. We will explore a few to give you greater insight:

- **Entry-level jobs:** require little or no training. Types of jobs in this category include maintenance workers, a counter person at a fast food restaurant, a dishwasher, a sales clerk, or a child care aide.
- **Paraprofessional jobs:** Paraprofessionals are trained to assist professional people. These jobs require a high school diploma and additional education from an undergraduate college, university or vocational/technical school. Some states require a special license for certain jobs such as Emergency Medical Technicians (ETMs), child care workers and dietary assistants.
- **Professional jobs:** require a four-year college degree and most often, an advanced degree from a graduate school. Teachers, doctors, counselors, lawyers, architects and social workers are a few examples of professional workers.

As you can see the more education and experience that you have, the more qualified you are for higher level jobs. As a result you earn more as well.

Making It In the Real World

Career Search - Want Ads (Advertisements)

We will focus on job postings because they are one of the most common methods used to find employment.

In a job posting, the employer often lists six things:

1. Title of the job
2. Qualifications needed for the job
3. Salary or wage
4. Schedule of work hours
5. Preferred way to contact the employer: phone, fax, e-mail, etc.
6. Structure of the job, e.g. part time or full time

Job Posting Abbreviations

To save space, newspapers often shorten words in ads as follows. You must know what these abbreviations mean to understand the requirements for the job.

Accounting – acc	Necessary – nec	Vacation - vac
Benefits - bnfts	Opportunity - oppty	Words per minute - wpm
Bookkeeping – bkpg	Part-time – p/t or PT	
Company - co	Permanent – perm	
Etcetera - etc.	Preferred – pref	
Experience – exp	Required - req	
Flexible - flex	Retirement Plan - 401K	
Full – time – f/t or FT	Salary - sal	
Hour - hr	Schedule - sch	
Hours per week – hrs/wk	Temporary - temp	
Month – mo	Thousand - k	

Making It In the Real World

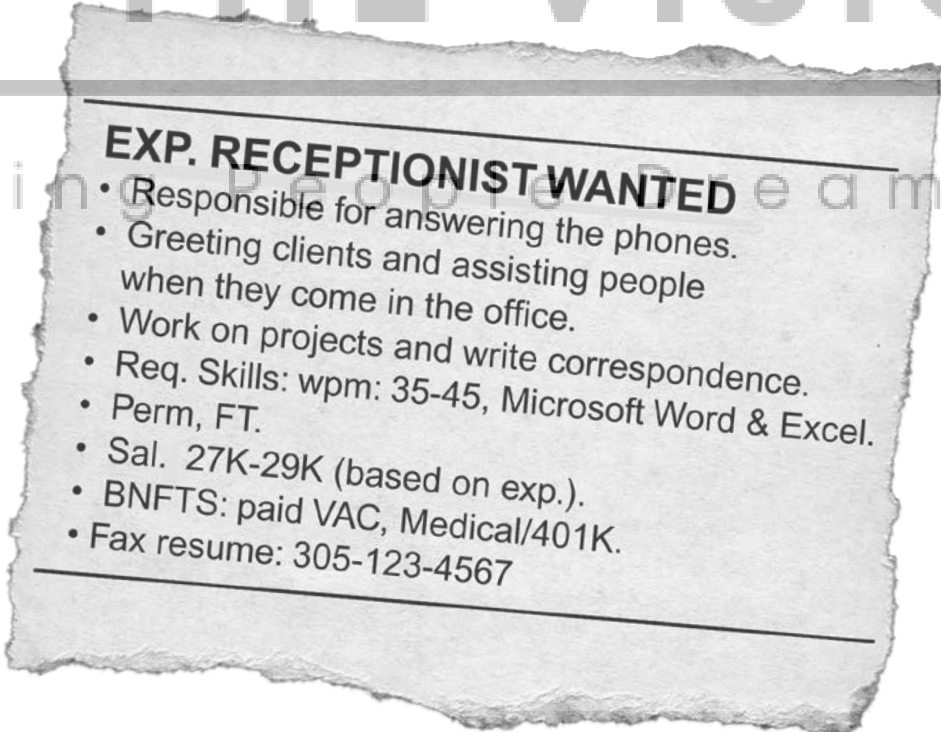
Directions:

1. Write down or print out at least five job postings from an online source, newspaper or other source. First, highlight the six things employers usually list in a job application:

- Title of the job
- Qualifications needed for the job
- Salary or wage
- Schedule of work hours
- Preferred way to contact the employer, e.g. phone, fax, e-mail, etc.
- Structure of the job, e.g. part-time or full-time

2. Then, list all the abbreviations in each ad and write what each one means. If you find abbreviations you don't know, list them and find the meaning of each one.

3. Now, pretend you are actually looking for a job and choose one of the ads to respond to. Make sure it is a job you like because you will be working with this ad for the next few activities.



EXP. RECEPTIONIST WANTED

- Responsible for answering the phones.
- Greeting clients and assisting people when they come in the office.
- Work on projects and write correspondence.
- Req. Skills: wpm: 35-45, Microsoft Word & Excel.
- Perm, FT.
- Sal. 27K-29K (based on exp.).
- BNFTS: paid VAC, Medical/401K.
- Fax resume: 305-123-4567

Making It In the Real World

Directions: Once you have found a job of your liking, you will need to apply for it by filling out a job application. Review the words listed below to become familiar with their meanings, then proceed to complete the application on the following page based on the want ad you chose.

Job Application Definitions:

Business Reference: Someone that can tell your employer how you performed on the job, for example a former boss or coworker.

Occupation: The job or work you perform.

Requirements: Skills, knowledge or education necessary for someone to qualify for a position.

Experience: The work experience you have acquired before applying for the job.

Defect: Any illness or problem that could affect your job performance (usually medical reason).

Employee: You, the person working.

Employer: The boss of the company that hires you.

Qualifications: Special skills, knowledge or abilities that qualify a person for a particular job. They make you a good candidate for the job.

