

Grade 5

Sample Lessons



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Join us in *Positive Action*

Welcome to *Positive Action*.

In this lesson bundle, you will discover a tool that directly addresses the most pressing issue we have in education today: responding to the mental, social and emotional demands of our students and our educators. The pandemic has magnified the issue of our wellbeing almost beyond our understanding. We need help, and *Positive Action* can provide it.

For 40 years, schools have been successfully using the *Positive Action* program. This span of experience allows us to put a high sheen on the program's materials ensuring that they are of the highest quality and user-friendly. It also provides time for robust, randomized trials that take many years but ultimately establishes the program as one of the most highly evidence-based programs, which is duly recognized by many creditable groups.

Positive Action is a unique program that explains how profoundly our actions, positive or negative, affect us and our lives, one of those intuitive truths we recognize when we see it. The *Positive Action* philosophy makes it all clear: *you feel good about yourself when you do positive actions, and there is a positive way to do everything*—even in this daunting and unparalleled time.

The philosophy implies that we have a desire to feel good about ourselves, which we all do. To feel good about ourselves is a very powerful motivator. It is called intrinsic motivation, which is in all of us and one of the most influential forces to motivate us to do right.

Positive Action graphically represents the philosophy with the Thoughts-Actions-Feelings about Self Circle (TAF). It makes applying the philosophy easy to understand and, therefore, use. The TAF Circle demonstrates how thoughts lead to actions, actions lead to feelings about self (as in self-worth and *not* emotions, i.e., anger, fear, worry, etc.), and feelings about self lead back to thoughts. Whether the TAF Circle is positive or negative, it is always self-reinforcing.

The program aims to teach the philosophy, TAF Circle, and key positive actions for our whole self: physical, intellectual, social, and emotional areas.

All the components of the *Positive Action* program are organized into six units:

- Unit 1—The program foundation: Philosophy and TAF Circle
- Unit 2—Positive Actions for the physical and intellectual areas

(Units Three through Six are positive actions for the social and emotional areas)

- Unit 3—Positive Actions for Self-Management (thoughts, actions, feelings, time, energy, money, possessions, and talents)
- Unit 4—Positive Actions for Getting Along with Others
- Unit 5—Positive Actions for Honesty with Self and Others
- Unit 6—Positive Actions for Continual Self-Improvement

The program components are:

- Pre-K–12 curricula
- Supplemental curricula: Drug Education, Bullying Prevention, and Conflict Resolution

- School Climate Development
- Counselor's Kit
- Family Kit
- Family/Parenting Classes

Together, *Positive Action* is a unified but flexible system for the whole school community that provides a common language and shared goals. It is a powerful approach that generates innovative thinking that is needed, especially in overwhelmingly challenging times, as they are today.

The program has all the materials prepared for ease of use. The lessons/activities are planned and scripted, with all supporting materials assembled into a kit. You have the advantage of having an extensive amount of work done for you to assure that what you do is coherent, complete, and effective. You can quickly and easily get to the heart of the matter in just the right way with these well-developed materials.

For implementation, we suggest that you adapt the materials within the guidelines of honoring the concepts and strategies, while at the same time, considering your students—their needs, challenges, and cultures. With *Positive Action*, you are giving your students a wonderful gift: a way to view and achieve in life—by using positive actions—no matter the barriers.

The universality of the program's philosophy also works for you as a professional and personally. Your life experiences provide you with evidence of the validity of the concepts. Sharing your experiences with your students as you teach the lessons enhances their understanding of the value of positive actions even more deeply.

The end goal of *Positive Action* is to realize that when you feel good about yourself by doing positive actions, you are happy and successful. Success and happiness, as defined by *Positive Action*, is feeling good about who you are and what you are doing—this is the *Positive Action* way. It works for everyone, and it will work for you and your students too. This approach is needed now more than ever as we face these unprecedented challenges to how we think about happiness and success. There is a positive path through these dark days, and *Positive Action* is poised to help us discover it.

We warmly invite you to join us in creating a learning environment where potentials are reached and dreams achieved even in the challenging times of Covid-19 and other critical obstacles. By acting positively and working together, we, individually and collectively, can become even stronger and our wellbeing more improved than ever before.

Enclosed are sample lessons to provide you with a glimpse at what *Positive Action* has to offer. There are lessons for each of the six units. Some lessons are more appropriate for in-class use and others for hybrid/distance learning use. These lessons have been extracted from the complete instructor's manual. They have been edited to better stand alone; some have been modified omitting a few of the traditionally used materials that are provided in the complete kit. Images of posters, visual aids, activity sheets, and manipulatives can be requested through our support portal, allowing you to preview what you would receive in a complete kit.

Feeling Good About Who You Are

Purpose To introduce the *Positive Action* philosophy: We feel good about ourselves when we do positive actions, and there is always a positive way to do everything.

Materials Needed Pencils

Materials Provided Activity Sheet 3-1-5

Say Suppose we live in a tiny community along a big river and we have a flood in our schoolyard. Our playground is drenched in thick, soupy mud. Our janitors have big jobs just to get the furnaces up and running, the electricity back on, and the water pipes running with clean water. Everybody in school needs to act fast or the mud will dry up and be really hard to remove.

So, the fourth, fifth, and sixth grade classes divide up the schoolyard; each class is responsible for cleaning up a space. Because we're working together, it's not very hard. We use brooms and big bags, saving the mud. In fact, it's fun and everybody gets to wear old clothes and shoes, and play in the mud. Then volunteers come and get the mud to use for flowerbeds all over town.

Everybody comes in from the morning's work, feeling great from working together, cleaning up, and having fun together. How would you feel about participating in such a great project? (*Wait for responses: You've had fun, you feel like you contributed something important, and your body likes the exercise. You feel really good about doing your part.*)

The *Positive Action* program is built upon an important philosophy: You feel good about yourself when you do positive actions, and there's always a positive way to do everything. In the example, why did you feel good? (*Wait for responses: We accomplished something worthwhile and it made us feel good about ourselves.*)

This philosophy is the important key in developing your life and your self. Why does this help? (*Wait for responses: It gives you ways to control what you are thinking about, what you are doing, and how you feel about yourself.*) Our feelings about ourselves are at the core of our hearts and our minds, both. They motivate us to do great things—for ourselves and for other people.

Would someone please give me an example of a time when you felt good about yourself because you did a positive action?

Teacher *Wait for responses: You studied hard for a test and did well, and then you felt successful. You made a new friend, you had fun together, and you felt happy. You hugged your mom last night, and you felt sweet.*

Say There's a direct link between what we do and how we feel about ourselves.

So, is there a positive way to do everything? Let's think for a minute. Maybe you need a little money for a concert ticket. What are some positive ways to manage that?

Teacher *Wait for responses: You can ask your mom or dad to give you jobs and pay you, so you can earn money; if you get money for your birthday, you can save it to use for an important purchase.*

Say It's never hopeless, and you're never helpless—if you use positive actions. So, if we know positive actions are the way to feel good about ourselves, why don't we always do positive

actions? *(Wait for responses: A positive action isn't always the first thing we think of doing, but we can take a time out until we figure out a really good positive action.)*

Also, we might not know exactly what positive actions are. We might have a big problem and have no idea what to do. Luckily, you can always ask yourself whether an action is good or bad, right or wrong, and how it will make you feel before you do it. If an action is right and good, is it a positive action. If it is bad or wrong, it is a negative action.

Sometimes, though, we still aren't sure what's good or bad, right or wrong, because we get mixed messages from lots of places—especially from television and movies. An hour of television can send 15 different messages about what's good and what's not so good, and some of them conflict with what we've heard elsewhere. How can we figure that out? *(Wait for responses: Use the positive actions you learn in class as an example. Think about other words that describe a positive or negative action, such as healthy or unhealthy and nice or not nice.)*

It's true that positive actions are harder to do than negative actions. It's always easier to eat a candy bar than to find an apple. It's always easier to sit on the couch than get up and take a walk. It takes some positive thinking to get your positive actions working for you. What will help us decide to take the extra effort and do a positive action? *(Wait for responses: Remembering that we feel good about ourselves when we do positive actions, and bad about ourselves when we do negative actions. Since we all want to feel good about ourselves, it's worth the extra effort.)*

What is clear is that we need to do positive actions in order to feel good about ourselves and to take good care of others and ourselves. There's no one else like us—we are each a treasure—and we need to do positive actions in order to create our best and most positive selves.

Teacher *Direct students to Activity Sheet 3-1-5 "I'm Glad To Be Me!" Review the directions, and allow students to work independently.*

Say Let's revisit our philosophy: We feel good about ourselves when we do positive actions, and there is a positive way to do everything. We gain a lot of power over our thoughts, actions, and feelings when we do positive actions for ourselves and for everybody else. We show that we treasure ourselves, and we're worth the effort of doing positive actions to feel good about ourselves!

Name: _____

I'm Glad to Be Me!

DIRECTIONS: Fill in the blanks below.



One thing I treasure is: _____

To take good care of it, I: _____

I am my own special treasure. To take good care of me, I: _____

Here is a picture of me when I treat myself as I think I deserve to be treated—as my own special treasure:

The Difference Between Being All Right and Not Being All Right

Purpose To introduce the *Positive Action* Thoughts-Actions-Feelings Circle: Thoughts lead to actions, actions lead to feelings about ourselves, and feelings about ourselves lead to more thoughts.

Materials Needed Black/whiteboard and writing instrument, pencils

Materials Provided Image of “Thoughts-Actions-Feelings Circle” Poster, Activity Sheet 7-1-5

Say In outer space, there are things called orbits. What are they? (*Wait for responses: Orbits are invisible pathways that planets or moons use to circle or arc around a bigger body. You can watch a planet or a moon as it circles, but the orbit itself is invisible.*) People have invisible circles, too, that have a great deal of power over our lives.

Teacher Display the positive (green) side of the “Thoughts-Actions-Feelings Circle” Poster.

Say This is our Thoughts-Actions-Feelings about Self Circle—our own orbit. It shows us how our thoughts, actions, and feelings about ourselves work together. First, we have a thought (*point to thought*), and that thought leads to an action (*point to action*), which leads to a feeling about ourselves (*point to feeling*). What does having good feelings about yourself feel like? (*Wait for responses: I feel competent and confident, happy and contented, excited and hopeful.*) What do bad feelings about yourself feel like? (*Wait for responses: I feel disappointed, dissatisfied, hopeless.*)

When you get in trouble, why do your parents ask you this question, “What were you thinking?” (*Wait for responses: Because our actions occur because of a thought we have.*) Sometimes you can’t remember the thought; sometimes you remember it all too clearly.

Teacher Track the “Thoughts-Actions-Feelings Circle” Poster as you teach the next paragraph.

Say Our thoughts lead to our actions. Sometimes it’s a quick thought, but there is always a thought. For example: “I’m hungry” is your thought. What action comes next? (*Wait for responses: You look for and find food.*) Then, our actions lead to feelings about who we are and what we are doing. If we do something positive, we feel good about ourselves. Back to our example: So we’re looking for peanut butter and apples. We find them, they taste delicious and are healthy, so we feel good about ourselves.

But what if we go toward the negative? What if all we think about is getting unhealthy food and lots of it? Has that happened to you? (*Wait for responses: Listen for stories.*) That negative thought drives us deep into the action of eating three pizza slices, a pound of chocolate cake with chocolate frosting, and a bag of barbecue potato chips. Physically, we’re going to feel like sludge—and we won’t feel very good about ourselves, either. Our bodies are telling us we need a better thought and a better action. Our feelings also tell us we messed up: We feel bad about who we are and what we are doing.

We’ve all felt sort of sick when we flubbed up in a big way—why? (*Wait for responses: We’re unhappy with ourselves.*) Those bad feelings turn out to be critically important. That’s one of the ways we learn how to do better.

Teacher Flip to the negative (red) side of the Thoughts-Actions-Feelings Circle Poster.

Say The circle can be either negative or positive, either Happy Circles or Unhappy Circles. When we do positive actions, we feel good about ourselves (*flip to positive side*). When we do negative actions, we feel bad about ourselves (*flip to negative side*). Those good or bad feelings lead back to more positive or negative thoughts, and the circle continues.

Teacher *Flip to the positive (green) side of the Thoughts-Actions-Feelings Circle Poster.*

Say The more control you have over your thoughts (*point to the thoughts section*), the more control you have over your actions. (*Point to the actions section.*) And the more control you have over your actions, the more control you have over how you feel about yourself. (*Point to the feelings section.*) This is how *Positive Action* helps you learn to develop your best and truest self, by helping you choose to be positive.

Which circle gets us really stuck in a bad place? (*Wait for responses: The negative circle.*) Which one is difficult for us and the people around us? (*Wait for responses: The negative circle.*)

Teacher *Flip to the positive (green) side of the “Thoughts-Actions-Feelings Circle” Poster.*

Say Which circle leads us to success and happiness? (*Wait for responses: The positive Thoughts-Actions-Feelings about Self Circle.*) It’s our own orbit, our own invisible pathway. The more we can track our own thoughts-actions-feelings about self circles, the more often we’ll choose more positive thoughts, actions, and feelings about ourselves. That’s how you can create a happy and successful self: someone who is happy with who they are, what they are doing, and how they are treating others.

What do you feel like if you find yourself in a negative thoughts-actions-feelings about self circle? (*Wait for responses: You can feel mad, bad, and sad about yourself.*) It’s a hard place to be. But the good thing is you can turn around negative circles and get into a positive circle by focusing on your positive thoughts. You can literally change your mind—from negative to positive. You can turn it around. In fact, **you** are the only person who can, although your parents, friends, teachers, and coaches can help you.

Let’s think of a challenge for our whole class that might help us do better in math. What positive thought could help us understand math better? (*Wait for responses: Write them on the board and include: “I can learn math if I pay attention.” Ask the class to vote on their favorite.*) And what positive action could help us learn math? (*Wait for responses: Write them on the board and include: “Paying attention and doing my math assignments.” Ask the class to vote on their favorite.*) And finally, what positive feelings about ourselves would help us with math? (*Wait for responses: Write them on the board and include: “I feel more confident that I can do math better than ever.” Ask the students to vote on the one they like best.*)

Let’s do a little exercise to see how powerful the first part of the circle is: our thoughts. We’ll think of something we really want to do, and then we’ll see if we’re using our positive thoughts to accomplish it. If not, we can plan some positive actions, or steps, to get there.

Teacher *Direct students to Activity Sheet 7-1-5 “The Mountain of Success.” Review the directions, and allow students to work independently.*

Lesson 7



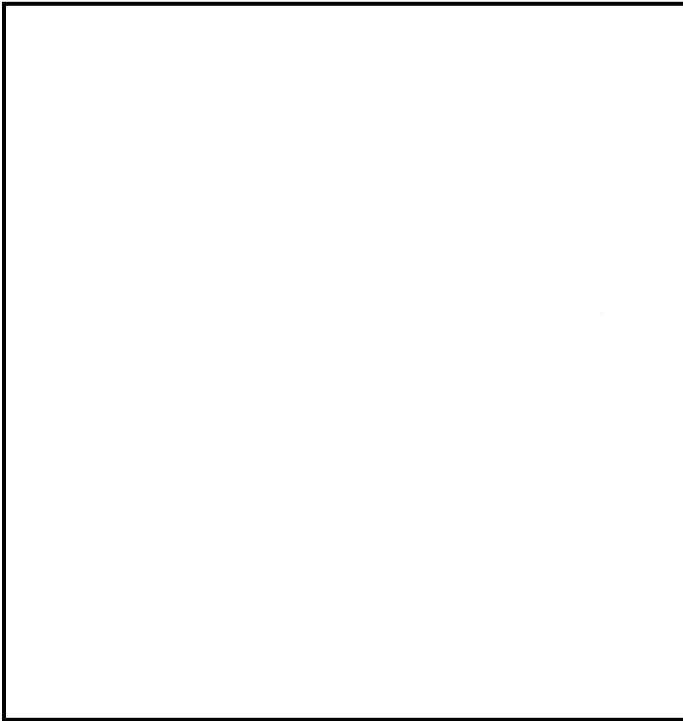
Front

Back

Name: _____

The Mountain of Success

DIRECTIONS: First, draw a picture in the box of something you have been wanting to do. Next, draw a line from the box to the place on the mountain that shows how you are doing now. Then plan how you can reach the top.



Steps to Help Me Reach the Top:

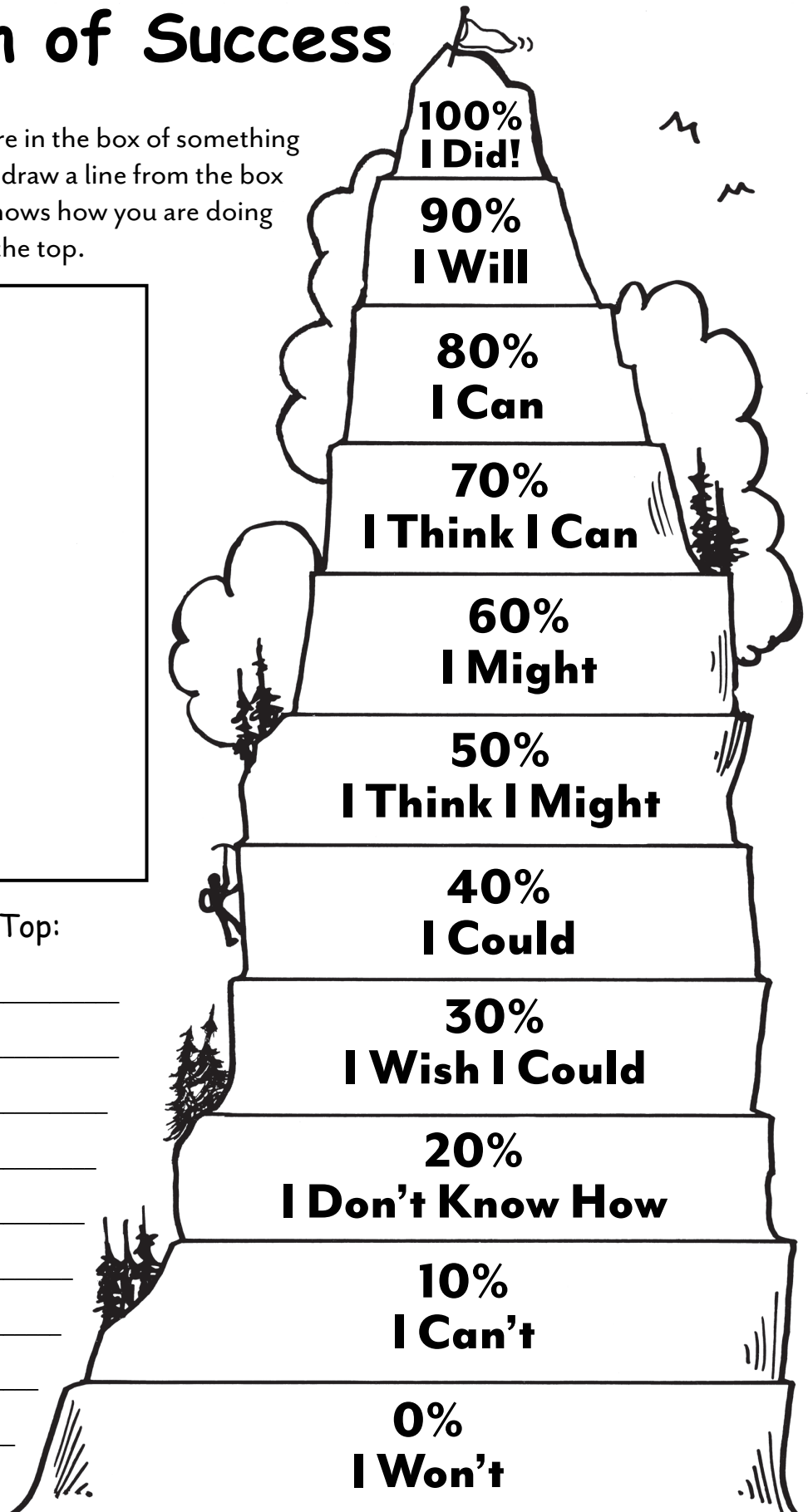
1. _____

2. _____

3. _____

4. _____

5. _____



Avoid It Like The Plague

Purpose To introduce the positive action of avoiding illness so we feel good about ourselves.

Materials Needed Black/whiteboard and writing instrument or virtual platform, pencils

Materials Provided *Positive Behavior Plan*

Teacher *Before the lesson begins, list these symptoms on the board: runny nose, upset or aching stomach, vomiting and diarrhea, fatigue, earache, sore or irritated throat, fever, sneezing and coughing, headaches, itchy or irritated scalp, and red eyes.*

Say Imagine that you have a bad, bad cold and a little bit of a fever. But you have a big project due, so you come to school anyway, and by mid-afternoon, everybody in the class is sneezing and wheezing. How do you feel about yourself? *(Wait for responses: You are several steps past cranky, and you are even sicker.)* Here's another scenario: You are getting a cold but you also have that big project. So you go to school just long enough to drop off your project, you use bacterial gel on your hands before you go into the building, and you cough into your shirtsleeve. Then you head home. Nobody else gets sick. How do you feel about yourself? *(Wait for responses: You feel smart.)*

Teacher *Point to the board.*

Say Most of us have had one or more of these symptoms in the last six months. These symptoms are signs of communicable illnesses. What does that mean? *(Wait for responses: We give it to each other.)* It's easy to spread illness when we are together. So, learning how to prevent illness becomes a very important positive action for us.

According to the Mayo Clinic website, these communicable illnesses cause the most absences:

1. The common cold spreads quickly by infected droplets that are sneezed, coughed, or blown into the air. It simply has to run its course. Which symptoms on the board does this illness generate? *(Wait for responses: Sneezing and coughing, runny nose, fever.)*
2. Stomach/intestinal flu can lay us low in a hurry. What symptoms on the board does the flu cause? *(Wait for responses: Vomiting, diarrhea, headache, fever, and exhaustion.)* If this lasts more than a day or two, you may need to see a doctor. Some flues can be prevented with a vaccine, others can't. Your school nurse will know which is which.
3. Ear infection usually starts with a cold or the flu. Fluid builds up behind the eardrum. What symptoms on the board signify an ear infection? *(Wait for responses: You get that aching, burning feeling.)* It will usually clear up on its own, but if it is painful, get medical help.
4. Pink eye can be either viral or bacterial, so see the school nurse or your doctor. What symptoms from the board indicate pink eye? *(Wait for responses: Red, sore, eyes that are hard to keep open.)* **Don't come to school!** A hot moist towel over your eyes can help.
5. Sore throat can move in with colds and flu. What are the common symptoms of a sore throat? *(Wait for responses: Irritated or painful swallowing.)* It usually goes away in a few days.

In addition to these illnesses, head lice are tiny insects that infest people's scalps. These little livestock can move into anyone's hair. Your school nurse can help you get rid of them for good. What symptom is caused by head lice? *(Wait for responses: An itchy, irritated scalp.)*

Most of these things have no "cure," but these few, simple physical positive actions will help prevent them—and it's easier to prevent than to cure.

- Wash your hands many times a day, especially before you eat, play, or after you blow your nose or go to the restroom. Or use antibacterial hand gel to curb germs.
- Drink lots of water every day but don't share cups or water bottles.
- Always sneeze or cough into a tissue or the crook of your elbow.
- Eat a wide variety of healthy foods.
- Get plenty of outdoor exercise, rest and sleep.
- Keep your body clean, including your mouth, hair and feet.
- Don't use anyone else's comb, hairbrush, or toothbrush.
- Only take medicine with help from a parent or school nurse.
- If you are sick, stay home.

Let's look at our Positive Behavior Plan, which illustrates our Thoughts-Actions-Feeling about Self Circles. Do you remember those? *(Wait for responses: Our thoughts lead to our actions, which lead to our feelings about ourselves, which lead to more thoughts.)*

Teacher Pass out the Positive Behavior Plan.

Say Let's consider our negative and positive thoughts, actions, and feelings. Turn the sheet to the side with the red printing. Picture yourself sneezing and blowing germs all over the kids in the front row, or going to the bathroom and coming back to class without washing your hands. If you think these are problems or negative actions that you might do, write one of them in the first space. You can also use others, like not drinking enough water or coming to school when you are sick. What negative thought might cause you to infect other kids when you are sick? *(Wait for responses: I think I can't infect anybody else.)* Write that negative thought or one of your own. *(Review some of them.)* Another example would be coming to school when you are running a fever or you have a tummy ache. These are examples of negative actions. Write one of them or your own in the negative actions section. *(Review the answers.)* In the last section, write about how you feel about yourself when somebody else gets your illness. What might that be? *(Wait for responses: You might feel like a creepy, cruddy person.)* Write down your feelings in the last section. *(Review the responses.)*

We can turn that feeling around. What positive thought would help us do better? *(Wait for responses: I can do a lot more to prevent the spread of diseases.)* Write down that thought or your own. *(Review the thoughts.)* Now that we have our all-important positive thought, what positive action does that thought lead to? Here is a suggestion, but you can create your own: I stay home when I'm sick. Write down this positive action or your own. *(Review the action.)* If you think positive thoughts and do positive actions to stay healthy, how will you feel about yourself? Here is a suggestion, or you can use your own: I feel good about me when I'm healthy. Write the feeling in the positive feelings section. *(Review the feelings.)*

Here is a challenge for everyone: What could we do as a class to help prevent illness in our classroom?

Teacher *Wait for responses: Get an antibacterial gel dispenser; put soap and paper towels at our sink so we can wash our hands; stay home when we get sick. Ask the class to choose one or more positive actions to help keep your classroom healthy.*

Say Remember, you feel good about yourself when you do physical positive actions to be healthy, and there are positive ways to stay well.

Lesson 25


Positive Action.
Positive Behavior Plan
 Think + Act + Feel

Name of Class/Student

Date

What negative behavior did we/I do? _____

Our/My behavior process was:

Our/My **negative** thought was: _____

Our/My **negative** action was: _____

Our/My **negative** feeling about us/me was: _____



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Next time, we/I will choose to be positive!

Our/My **positive** thought will be: _____

Our/My **positive** action will be: _____

Our/My **positive** feeling about us/me will be: _____

I feel good about myself when I _____

(name specific positive action)

Positive Action Philosophy: I feel good about myself when I do positive actions and there is a positive way to do everything.

Learn, Baby, Learn

Purpose To develop the habit of learning something new each day and regularly evaluating our intellectual growth, which is a positive action that makes us feel good about ourselves.

Materials Needed Pencils

Materials Provided Activity Sheet 37-2-5

Say When we learn something, our experience of life is renewed. That's why astronauts return from outer space feeling more alive and excited than they were before they left. And this is also why, in spite of the danger and no matter how many times they've traveled in space, they always want to go again—to explore places no human has ventured to and learn something new. When we learn something new, we feel very good about ourselves because the most basic sense of ourselves is rewarded.

What causes boredom? (*Wait for responses: Boredom happens when we aren't asking our minds to grow.*) We can lapse into boredom and not be aware of it until—wham!—we notice we don't feel good about ourselves or our lives or anything or anyone around us. But happily, there's a way to prevent boredom.

Now answer these questions within yourself: Do you stop at the end of the day to think about what you've said and done, how the day went, and what's ahead for tomorrow? Do you ever ask yourself, "Did I make good use of today? Did I learn something new?"

What is the value of asking what you've learned at the end of each day?

Teacher *Wait for responses: If you know you'll ask yourself this question, you'll make an effort to learn something new; your brain will exercise and grow stronger; if you open your eyes and ears to learn one thing, you'll probably learn more than one.*

Say What have you learned lately that is exciting? (*Wait for responses: One answer is Positive Action.*) What are good ways to learn new things? (*Wait for responses: Listening, asking questions, reading, thinking creatively.*) The more you ask yourself to learn, the more you will learn and the more confident you'll be in who you are and what you know. If you can look up and evaluate your intellectual growth and realize that you are taking positive actions for your mind, then you will feel good about yourself.

Teacher *Direct students to Activity Sheet 37-2-5 "Buzz Around to Learn Something New Each Day!"* Review the directions with students and allow them time to complete the activity sheet. Then, ask some students to share what they learned by listening, asking a question, and reading.

Say It's good to check in with yourself for a minute or two every day at bedtime. Just ask yourself, "What new things did I learn today?" You will be surprised! Notice how you feel about yourself as a result of your intellectual growth.

Name: _____

Buzz Around to Learn Something New Each Day!

DIRECTIONS: What did you learn yesterday? List one way that you learned something new by listening, by asking a question, and by reading.

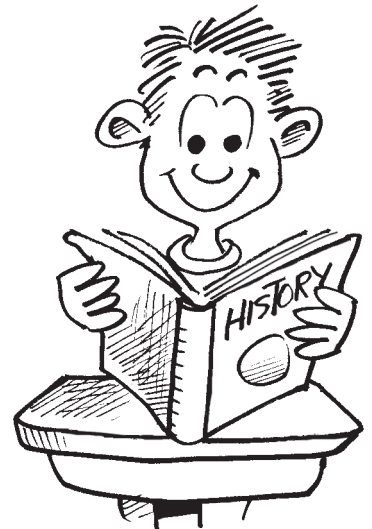
Listening

(To good advice, news, or stories)



Asking a Question

Reading



Does What You Do Matter?

Purpose To introduce the positive action of managing ourselves by managing our actions, so that we feel good about ourselves.

Materials Needed Black/whiteboard and writing instrument or virtual platform

Materials Provided None

Say You wake up in the morning feeling great. You are confident that you did everything you needed to do yesterday, and you like yourself and everybody else. How do you get that feeling? *(Wait for responses: By doing positive actions so you feel good about yourself, and by doing what you were supposed to do when you were supposed to do it.)*

On another day, you wake up with a sinking feeling that you forgot to do something very important. Then you remember you didn't do any homework last night! How could that be? You had gone to a family party, getting home so late you went right to bed. You are in a blind panic. How do you feel about yourself? *(Wait for responses: You are very, very nervous, fearful that you failed at something important.)* Then you shake yourself fully awake and remember you did do the most difficult assignments before you went to the party, and you know what's left is manageable. How do you feel now? *(Wait for responses: Much, much better.)*

Most people do positive actions most of the time; most fifth graders do positive actions most of the time. Why do we do that? *(Wait for responses: We need our lives to work so we feel good about ourselves. Using positive actions is the most effective way to manage ourselves.)*

We're actually living out the *Positive Action Philosophy*: We feel good about ourselves when we do positive actions, and there's a positive way to do everything. It's why we are happy with ourselves and each other and why we have an effective, successful classroom.

So what positive actions do we do physically every day?

Teacher *Wait for responses: Try for six examples, and write those on the board. Here are three: We brush our teeth; we take walks and play outside; and we eat fruits and veggies.*

Say How does doing those help us manage ourselves? *(Wait for responses: We are healthier and feel good about how we look and feel, so we feel good about ourselves.)*

What positive actions do we do intellectually?

Teacher *Wait for responses: Try for six examples, and write those on the board. Here are three: We read books; we do math problems; and we learn new things every day.*

Say How does doing these help us manage ourselves? *(Wait for responses: We learn more and get smarter—and we feel better about ourselves.)*

What positive actions do we do socially?

Teacher *Wait for responses: Try for six examples, and write those on the board. Here are three: We use our manners to be nice to other people; we smile and say hi to other people; and we work and play together.*

Say How would those help us manage ourselves? *(Wait for responses: We love our friends and families—and we feel better about ourselves.)*

What positive actions do we do emotionally?

Teacher *Wait for responses: Try for six examples, and write those on the board. Here are three: We tell ourselves the truth about who we are and what we are doing; we manage our time and money; and we set goals and achieve them.*

Say How does doing these help us manage ourselves? *(Wait for responses: We are developing our best, most positive selves—and we feel very good about that.)*

Let's look at our lists and see how many positive actions you do every day. Add up the numbers for all four. *(Add up the numbers from all four segments—4 lists x 6 positive actions = 24 total positive actions.)* Identify one more for each physical, intellectual, social and emotional segment that isn't on the list. What are some good examples of positive actions you do? *(Wait for responses: Study for tests, listen to your friends, shampoo your hair.)* Each person should be doing at least 28 positive actions every day.

Let's add up these numbers.

Teacher *Add up all the numbers for all of the students, and write that number on the board. For example, 6 positive actions for four lists = $6 \times 4 = 24$, plus four more individual positive actions = 28. Next, multiply that number times the number of students: 28 positive actions x 30 students = 840.*

Say Wow! That's why we have a happy and successful class—because we are happy with who we are, what we do, and how we treat each other.

Here's one of life's big positive thoughts for managing yourself: Doing what you are supposed to do when you are supposed to do it. Why does this make positive sense? *(Wait for responses: It's a simple way to monitor whether you're on track.)*

You won't believe how much power managing yourself gives you over your own life, and how much better about yourself it makes you feel. How could that one positive action help you? *(Wait for responses: You feel good about yourself because you did all the important things—on time and on task—and you took responsibility for yourself.)*

So let's have a class challenge. Let's actually count the number of positive actions that we do tomorrow in our classroom. Every time we see somebody doing a positive action, let's make a mark on our board. For instance, if you all are working on a math assignment, then you get to make 30 points *(or the number of students in your class)*; or, everybody who gets to class on time gets a positive mark. Let's see what we are really doing.

The Big Blue Lonesome

Purpose To learn the positive of managing loneliness so that we feel good about ourselves.

Materials Needed Paper, pencils

Materials Provided None

Say One of the tests astronauts are put through is their psychological ability to manage loneliness. Not all flight crews include more than one astronaut. Early-day astronauts, such as John Glenn, went into space alone, to minimize the danger to human lives and also to minimize the need for space in the capsule. Prospective astronauts had to pass this loneliness test in order to be considered fit for the space program. Once they passed the test, showing they could endure and manage their loneliness, you can imagine they felt very good about themselves. Loneliness is a feeling everyone experiences sometimes. Some people notice it a lot in themselves; other people notice it very little. You don't have to answer out loud, but how often do you feel lonely?

When we say we feel lonely, we are feeling separated from people, left out. Loneliness is a negative emotion. It's hard to be happy when you are lonely. Being alone, however, does not necessarily mean you feel lonely—in fact, aloneness can be a positive experience. Who can explain this? *(Wait for responses: Sometimes we want to be alone. Sometimes being alone makes us feel good about ourselves.)*

There are positive ways to free yourself from loneliness, though you may never completely escape its visits. We will talk about some of them. Today, pretend you write a Dear Abby-type newspaper column. Call yourself Linda Lonelyhearts or Lance Lonesome. You've opened the two letters I am going to read you; you are going to do your best to help by giving suggestions for saying goodbye to loneliness.

Teacher *Read the following letters.*

Dear Linda Lonelyhearts,

I feel so alone I might as well be living in the middle of Siberia. The worst part is that I miss doing things with my parents. They are so busy with their work and other activities they seem to forget that I am here. Will you please give me some good advice or send a one-way ticket to Siberia?

Sincerely, Sally Saddest

Dear Lance Lonely,

I have a new classmate. At first I thought he was unfriendly, but now I think he is just lonely. I want to be friends. What can I do to help him?

Sincerely,

Frank Friendly

Teacher *Allow students time to write their answers to the letters. Have them begin their suggestions with "Dear Sally Saddest," or "Dear Frank Friendly." When the answers are completed, have the students read their letters aloud to the class.*

Say How did it feel to manage loneliness? (*Wait for responses: It felt good.*) When we manage our own loneliness and turn it into a way to connect with others, how do we feel about ourselves? (*Wait for responses: We feel good about ourselves and the loneliness goes away, at least for awhile.*) The more we know we can manage loneliness, the less negative charge it has. We know we'll be able to pull through it, so we face the future head-on, expecting our loneliness to end at any moment. That makes us feel very confident and very good about ourselves.

Respecting Me, Respecting You

Purpose To learn that we like to be treated with respect, so we respect others, which is a positive action that makes us feel good about ourselves.

Materials Needed Pencils, paper

Materials Provided Positive Behavior Plan

Say How many people think students your age get a lot of respect? *(Wait for responses: The students will not think they get very much respect.)* Why do you think that's the case? *(Wait for responses: Parents and teachers sometimes are more intent on telling you what to do or what not to do; it's tough to get it from other students your age or a little older, or from brothers and sisters.)* Why is it still one of the primary ways you like to be treated? *(Wait for responses: We feel it in our heart and mind when we are disrespected.)*

So how do we need to treat each other with respect? *(Wait for responses: We look for the good in them, we call them by their right names, and we listen to their stories.)* Why do you feel better about yourself when you use respect with other people? *(Wait for responses: Because we become more capable of getting along with others we will feel more confident about ourselves socially.)*

So how do you want to be treated with respect? Let's identify at least five positive actions that indicate respect. Once we figure that out, then we'll know how to treat other people with respect.

Teacher Do the activity. Write student suggestions/actions on the board and have students copy on their paper. Include these:

- Looking for the good in others.
- Taking care of things such as property, pets, and money.
- Using your manners; being civil and courteous.
- Paying attention to what people mean: Yes means yes; no means no.
- Taking turns talking and listening.

Ask the students to vote for the actions they do well and often. Write the number of votes by each one. Acknowledge those that the students already do a good job with. Then ask them to choose one they would like to improve on in class.

Pass out the Positive Behavior Plan.

Say Our Positive Behavior Plan is an illustration of our Thoughts-Actions-Feelings about Self Circles that we can work with. The Thoughts-Actions-Feelings about Self Circle represents the *Positive Action* Philosophy: you feel good about yourself when you do positive actions, and there is a positive way to do everything. The Circle means: our thoughts lead to our actions, which lead to our feelings about ourselves, which lead to more thoughts. The Circle can be positive or negative.

Let's look at our negative and positive thoughts, actions, and feelings. Turn to the side with the red printing. We have a problem: We think that the louder we shout, the more people will hear us and pay attention to us. So we talk over people all the time. If you think this is a problem or

negative action that you might do, write it in the first space. Or think of your own. What negative thought might cause you to talk over other people? (*Wait for responses.*) Write in that negative thought. (*Review some of the responses.*) What negative action would that negative thought propel? (*Wait for responses: We shout to be heard. Write that in or use one of your own.*) In the last section, write about how you feel and how you feel about yourself when you feel like you have to shout all the time. (*Write down your feelings. Review some of the responses.*)

So we want to turn that around. Turn the page over. We learn that shouting all the time is disrespectful and that makes us feel bad and sad about ourselves. What positive thought would help us do better? For example, I can take turns talking and listening to people. Write down that positive thought or write down your own positive thought in that space. (*Review some of the answers.*) So, we have our all-important positive thought. What positive action does that thought lead to? Here is a suggestion, but you can create your own: I really listen to people most of the time, and then sometimes share what I'm thinking about. Write down your positive action. (*Review some of the actions.*) And if you can think positive thoughts and do positive actions, how do you think you will feel about yourself? Here is a suggestion or use your own: I feel better about myself because I can actually listen to people—and they can listen to me. Write down your positive feelings about yourself. (*Review the feelings.*)

Here's our classroom challenge. A little earlier in class, we choose one positive action of respect that we could do better. What was that? (*Wait for responses: Write that positive action on the board, maybe in the corner so you can keep it up for a couple of days.*) Let's work on that positive action for an entire morning. Then we'll talk about how that makes us feel.

Lesson 74


Positive Action.
Positive Behavior Plan
 Think + Act + Feel

Name of Class/Student

Date

What negative behavior did we/I do? _____

Our/My behavior process was:

Our/My **negative** thought was: _____

Our/My **negative** action was: _____

Our/My **negative** feeling about us/me was: _____



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Next time, we/I will choose to be positive!

Our/My **positive** thought will be: _____

Our/My **positive** action will be: _____

Our/My **positive** feeling about us/me will be: _____

I feel good about myself when I _____

(name specific positive action)

Positive Action Philosophy: I feel good about myself when I do positive actions and there is a positive way to do everything.

What We Understand

Purpose To learn that we like to be treated with empathy, so we treat others with empathy, which is a positive action that helps us feel good about ourselves.

Materials Needed Black/whiteboard and writing instrument or virtual platform, paper, pencils

Materials Provided Image of “Superfriend” Poster 75-4-5A with attached “Symbols for Superfriend” Poster 75-4-5B: Smile Ring and Boots

Say Today we’re going to meet someone special. By using his best self, he can open human hearts and transform whole cities. His name is Superfriend. Through his amazing actions, he can take us into magical worlds and show us where we can make a big difference by treating others the way we like to be treated. A simple, heartfelt smile can melt cold hearts and make people feel good—especially the person who is doing the smiling! Superfriend will help us learn a powerful positive action that helps the way people get along when we do it.

Teacher Write “empathy” on the board.

Say This word rhymes with sympathy, and its meaning is similar, too, although the two words are not exactly the same. Empathy means to feel what someone else feels and to understand what he or she is thinking. When you’re going through a difficult time, how do you want to be treated? (*Wait for responses: I want others to understand what I’m thinking and feeling.*) We all like to be treated with empathy, so it’s important that we give empathy to others. Empathy allows us to walk in other people’s shoes and to enter their unique worlds, if only for a while. And empathy is a positive action. When we give empathy, we feel good about ourselves.

Empathy is a tool for getting along with others because it allows us to understand someone else’s view of a situation, to be sympathetic, and to treat them more kindly. With practice, we can become successful at jumping out of our own shoes and into those of another. It should not surprise you to know that empathy is one of Superfriend’s special weapons against ill-will among people. Today you’ll have a chance to see exactly how he uses it.

Teacher Instruct students to take out paper and pencils for this activity. Set up the following situation for them, then ask them each to describe what happened when Superfriend decided to walk for one day in Commander Lonely’s shoes.

Say Superfriend and Commander Lonely have been struggling against one another for a long time. While Superfriend would like nothing better than to warm the Commander’s frozen heart and welcome him back to Earth as a friend, he knows he cannot hope to accomplish this goal until he understands why his old rival chooses to act and live as he does. Superfriend travels to the Ice Planet just for the chance to walk in Commander Lonely’s shoes for one day. You tell what happened and what our super hero discovered about the frosty old villain.

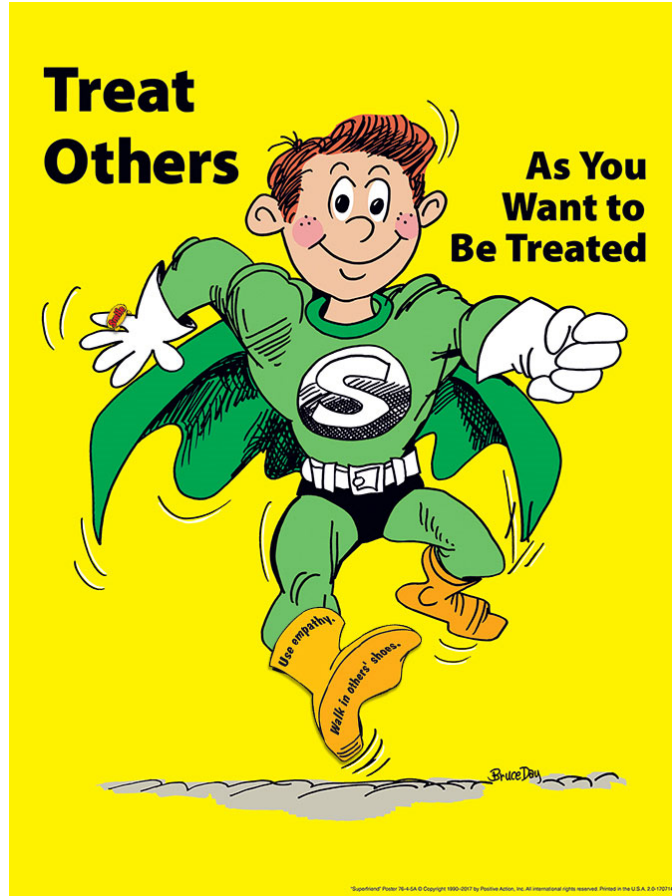
Teacher When students are finished with their compositions, display the “Superfriend” Poster 75-4-5A with attached “Symbols for Superfriend” Posters 75-4-5B: Smile Ring and Boots.

Say Having empathy is a good way to grow as a friend. Choose one person and spend the rest of the day walking in his or her shoes. Don’t tell this person what you’re doing. You may choose a friend, a parent, a teacher—anyone you want to get to know better and who is important to you. Try to see the world through that person’s eyes. Try to understand why that person thinks or speaks or acts in certain ways. You may find that you see him or her in an entirely new way. You may find

that you feel even warmer and more caring toward this person. Once you see how it's done, you can use empathy with many people. You may not want them to be the way they are, but you will know something about what life is like for them. You'll be treating others the way you like to be treated. You'll be doing the positive action of empathy, and you'll feel good about yourself for having made the effort.

Teacher *Ask a few students to share their stories. All student stories could be displayed as a means of sharing.*

Lesson 76



Your Bravest, Truest Self

Purpose To learn the positive action of telling yourself the truth by increasing self-awareness so that you feel good about yourself.

Materials Needed Pencils, scissors

Materials Provided Activity Sheet 92-5-5, *Positive Action Journals*

Say One way to increase the good feeling you have about yourself is to really know yourself. Especially if, when you see the real you, you see a good, trustworthy friend who would never steer you wrong.

Imagine for a moment that you are launching into outer space. Someone is on the ground, at the Mission Control Center. This person can see everything your rocket ship is doing, and also where you are headed—including anything that might get in your way. You count on Mission Control to tell you the truth if you get a little off-course, or if you're heading for an asteroid belt that might dent your spaceship. If you fall asleep at the console, you count on the person on duty to wake you up. Would you listen to Mission Control and respond to the promptings you get? (*Wait for responses: Of course you would. Your life depends on it.*)

So what difference does it make when you tell yourself the truth?

Teacher *Wait for responses: It's the difference between liking yourself and not liking yourself. It's the difference between getting completely off course and staying on course. It's the difference between getting where you're going and getting completely lost. Sometimes it's even the difference between life and death.*

Say How do you recognize yourself and know that it is your real, honest self, not some false, untruthful version? Have you ever wondered why, when you're walking down the hall, you recognize your friends? How do you know one from another? Would you recognize them if they were covered with a sheet? That's pretty silly, but think about your special characteristics. No two people are alike. We all have unique qualities that make us who we are.

Have you ever found yourself favoring some people over others because they're more like you? Why do you think we do this? (*Wait for responses: I like people that look like me. I feel more comfortable if we share the same opinions and ideas.*) When we unfairly favor some people over others, this is called bias. Can someone give me an example of biased actions? (*Wait for responses: When I treat someone differently because of their skin color, the clothes they wear, or the ideas they have.*) It's okay to like people who have characteristics like ours but we must be honest with ourselves and remember that we should treat everyone equally, not just the people who are more like us.

Today, our positive action for self-honesty is to write our personal characteristics on our activity sheet so we are more aware of ourselves, then we will play a guessing game to see how well we have observed our friends' characteristics.

Teacher *Direct students to Activity Sheet 92-5-5 "My Unique Hand Print" .*

Say Write on this "My Unique Hand Print" activity sheet as many of your unique characteristics as you can: height, weight, hair and eye color, freckles, type of nose. Include qualities others can't see,

too: skills, talents, and abilities; likes and dislikes; favorite activities, and so forth. Be as honest as you can possibly be as you write these characteristics. Remember, of all the people who have ever been or ever will be born, you are the only one exactly like you. You are one of a kind—and your handprint proves that.

Teacher Ask some students to share what they listed about themselves.

DISCUSSION QUESTIONS

- Let's practice using self-honesty. How many of you were able to guess your own handprint? (*Wait for responses.*)
- As you can see, we all have handprints but not one looks exactly the same. Pair up with another student and see how many similarities and differences you have. Tell each other one thing on their list you like about them and one new thing you learned about them.
- How does it make you feel to learn you are unique and there is something about you that others like? (*Wait for responses.*)

Say Sometimes people try to ignore or block out the truth about themselves. They like to think they don't have freckles, or they're blonde instead of brunette, or that they're taller or shorter than they actually are. Sometimes they pretend they have lots of money or toys or friends when they don't. They might say they know how to do ballet, when they're actually really good at break-dancing. But it's important to tell ourselves—and others!—the truth about who we really are. By being honest, we can feel at home with ourselves. We can accept our uniqueness, and we can learn to be proud of it. The more we practice self-honesty, the more self-accepting we become. As we are honest with ourselves, we like ourselves better and better. We feel confident, just being who we are. We feel good about ourselves. Then, by telling others the truth, we allow them to accept and appreciate our unique, amazing self, too.

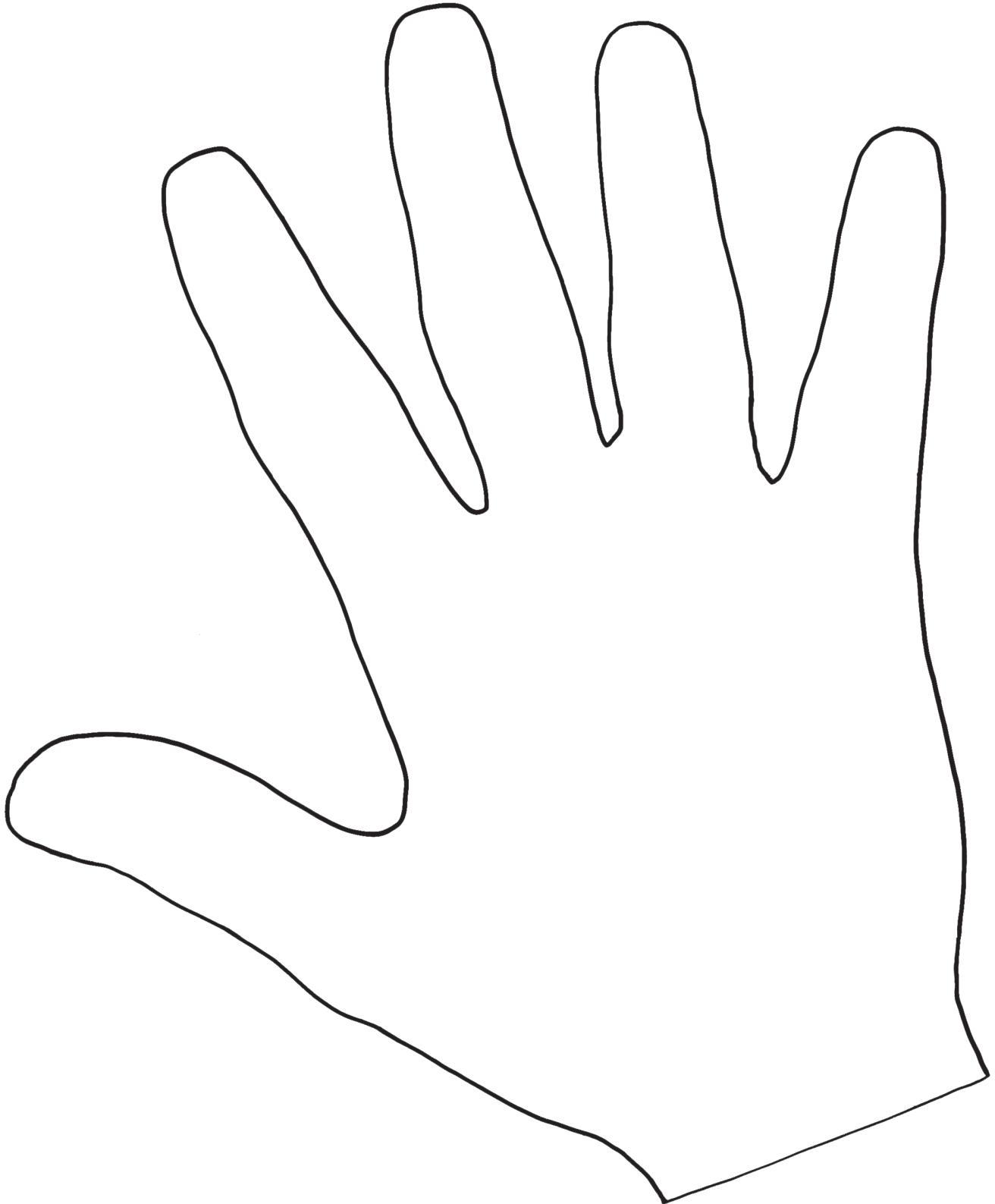
Here's our challenge: Having differences does not make people outcasts. Our differences are to be celebrated as it makes us who we are as individuals. I challenge you to practice accepting other people's uniqueness by asking a family member, friend, or neighbor what characteristics you may not know about them. The exercise will also help you acknowledge any biases you might have about the people you speak to and see them in a positive way, which will make you feel good about yourself! You will document your experience in your *Positive Action* Journal and reflect on the following questions: Did you have any biases about the person before they shared their qualities with you? If so, what were those biases you had? Do you now see and feel positive about this person that you had not seen or felt before?

You will learn something new about the person and reflect on how you both are unique and have chosen to accept and appreciate those differences. After all, we are all human beings, and we all desire to feel good about ourselves, and it starts with you!

Name: _____

My Unique Hand Print

DIRECTIONS: Write as many of your unique characteristics as you can: both physical attributes people can see and those they can't, like your skills and abilities, your likes and dislikes.



Where You Need Help

Purpose To learn the positive action of telling yourself the truth by recognizing and improving on weaknesses so that you feel good about yourself.

Materials Needed Paper, pencils

Materials Provided None

Say Once you've admitted your strengths, you're in a good position to serve others. If you're on a mission in space, you know if you're good at navigating or at moving around outside the spacecraft, and your companions probably know what your strengths are, too.

But being honest with yourself is often hard to do. You must be able to see both the good and the not-so-good. If recognizing your strengths is difficult, looking for, recognizing, and admitting your weaknesses is even harder. We all are weak in some areas. That's normal and part of being human. If we didn't have some weaknesses, we wouldn't be able to appreciate the contributions made by those people who are strong where we are weak.

When you think about careers, sports, or special hobbies that interest you, it's a good idea to consider your weak areas, as well as your strengths. For instance, if you're a little guy, a career in professional football probably isn't for you. If you don't like the sight of blood, you might want to reconsider becoming a doctor. If you try out for basketball but you're out of breath before you've run the length of the court, you'd be doing your team a favor to wait for next season and work to get in better shape. To recognize your weaknesses is a positive action that allows you to turn them into strengths.

Today each of you will write a secret note to yourself. Think about one weakness that is a problem for you. Write yourself a note about it. Be honest with yourself. Write down ways you can work to turn that weakness into a strength. Here's an example: A third-grade boy considers shyness a weakness. He might suggest ways to get along with others or how he could make the first move to be a friend to someone else. You don't have to share your secret note with anyone else, but keep it in the back of your mind so when you see an opportunity to work on turning that weakness into a strength, you can jump on it. Admitting weaknesses is a positive action you should do if you want to be totally honest with yourself. Keep your note somewhere you can reflect on it often.

When we admit our weaknesses, we can choose to work on them, or we can choose to go with our strengths, or both. The more we do what we're good at, the more capable we'll become in our areas of strength and the more self-confidence we'll enjoy. And as you know, that positive circle always ends up with us feeling good about ourselves.

Getting Where You Need to Go

Purpose To introduce Improving Ourselves Continually Using Social and Emotional Positive Actions.

Materials Needed Black/whiteboard and writing instrument

Materials Provided None

Say Suppose you arrive back on Planet Earth in your spaceship. You've completed five successful missions into outer space. You've done amazing things with your life so far. You are still young, full of energy and dreams, and your sense of self is still developing. You consider taking off your space boots, propping up your feet and relaxing for the rest of your life. What would you say to the idea that there's no more growing or improving or discovering to do? (*Wait for responses: There's always more growth, more to create, learn and discover.*)

We've learned from those who study space that the sky is the limit. And we've learned through *Positive Action* this thrilling space-age idea: We can learn how to feel good about ourselves and do the positive actions we need to become happy and successful. There's no limit to our inner space, to how much we can grow. As we learn to do new things, new opportunities unfold for us. We meet people, we learn new things about ourselves and our world, we become more capable, and we feel more self-confident. This positive spiral just keeps expanding. There's no boundary on what we can achieve with our lives, or how good we can feel about ourselves. In other words, self-improvement never ends, and neither does taking more positive actions to make us feel good about ourselves.

Teacher *Discuss the idea of self-improvement, encouraging students to share their experiences of improving themselves by learning something new or by practicing to do better something they already do. Examples may include any kind of physical, intellectual, or social and emotional improvements. Elicit responses concerning improvements they chose to make themselves, as well as those other people—such as teachers, parents, or other adults—asked them to make.*

Emphasize the following points and write them on the board:

- We are like space: an open and inviting universe of unknown possibilities.
- Everyone has the potential to improve.
- Self-improvement satisfies a lifelong need for growth.
- Self-improvement is crucial to feeling good about ourselves.
- If we are to improve, we must have the courage to try or to risk attempting things we haven't done before.
- Self-improvement requires persistence. We're not permitted to give up. Self-improvement is a process that can be accomplished through small, steady efforts.

Say Self-improvement helps us feel good about ourselves, and it helps us enjoy the world around us.

Teacher *Read the story, then elicit discussion with the questions that follow.*

ITZHAK PERLMAN

The journey that took Itzhak Perlman's parents from Russia to Israel in the mid-1900s was more than a move from an old home to a new one. It meant freedom from the oppression of a hostile government and the beginning of a new and happier life.

In 1945, not long after they settled in their new country, Itzhak was born. He was a strong and healthy boy whose delight in life grew as steadily as he did. He loved to run and play with his friends. Like most children, he was curious to find out as much as he could about the world around him. He particularly loved music and showed such fine potential for it that he began to study the violin long before most children can sing the simplest of tunes on key.

When he was four, the young Perlman contracted polio. In those days, polio was the most feared of diseases. It struck without warning. No one was safe from it. There was no vaccine protection against it, as there is today. A crippling disease, polio left many people, especially the young, handicapped for life.

And so it was for Itzhak. By the time his illness had run its course, his legs were paralyzed. He would never again walk without the aid of crutches.

Perlman's handicap was as difficult for him as it would be for any active child. He could no longer run with his friends, but he still played with them and shared their interests. He didn't need his legs to laugh or have fun. His good humor and determination to get as much out of life as possible kept him from self-pity and despair. He worked to become his best self.

One thing helped him accomplish this goal more than any other: his music. Encouraged by his parents, Itzhak practiced every day, even when he would have preferred to be playing with friends or watching a baseball game. His practice paid off. Week by week, his playing improved until, when he was nine years old, he was good enough to give his first public concert. By the time he was 13, he had been accepted by the Julliard School of Music in New York City, thought by many to be the finest music school in the world. The Perlmans moved to America just so he could study with the country's top violin teachers.

For decades, Itzhak Perlman has stood tall among the world's most accomplished and popular concert violinists. At age 75, he continues to play and conduct concerts, to make recordings, to contribute to cinema scores, and to appear on television in everything from classical music productions to "Sesame Street." He is married and has five children of his own. He plays water polo hard and enjoys it. He is an accomplished cook; his specialty is Chinese food. In spite of his fame and his busy schedule, he is, according to his wife, like any other husband and father. The fact that he cannot use his legs has never stopped him from living a full and normal life.

Each time he enters the concert stage, his audience sees a man with a handicap that most of us might find a terrible obstacle. But when he cradles his violin beneath his chin and draws his bow across its strings, a certain magic fills the hall. His love for his music and for the people who have come to hear him lights up his face. The braces he must wear on his legs and his crutches are forgotten, as his delight in living fills all who hear and see him with joy and wonder.

DISCUSSION QUESTIONS

- Do you think Itzhak Perlman would have been a great musician even if he hadn't been handicapped with polio? *(Wait for responses: Varied: Perlman probably would have excelled at anything he did, regardless of what happened to him, because of his positive attitude and his great love of life. But his appreciation for music was cultivated because he couldn't run and play with the other children.)*

- Why was it necessary for him to practice every day, even when he would have preferred to be playing with his friends? *(Wait for responses: He loved music; he wanted to improve his skills; his parents encouraged him to practice daily.)*
- What positive actions did Perlman use to become an accomplished violinist? *(Wait for responses: When he got polio, he didn't give in to despair. He practiced every day. He loved his music. He overcame his doubts and fears. He developed all areas of his whole self. He gave freely to the community.)*
- Could he have given a concert when he was nine or been accepted to the Julliard School if he hadn't used these positive actions? *(Wait for responses: He needed to practice his music and his positive attitude in order to be prepared to meet these challenges.)*
- Is music the only area of Perlman's life affected by his use of positive actions for self-improvement? *(Wait for responses: He has developed all areas of himself. He is a good cook, plays water polo, and gives to his community by performing on such programs as "Sesame Street.")*

Say When we improve ourselves in a well-rounded way, we develop a strong and positive self-concept. The better we feel about ourselves, the more we enjoy growing and finding out just how far we can go in our development. We become more self-confident with each area of life we master, and we feel really good about ourselves in the process.

Keeping on Keeping On

Purpose To learn the positive action for continually improving ourselves of persistence, so we feel good about ourselves.

Materials Needed Crayon, grease pencil, or dry erase marker

Materials Provided “Time Machine” Poster 115-6-5, 3 Story Activity Sheets 116-6-5

Teacher *Distribute the Story Activity Sheets 116-6-5 to selected student readers before class.*

Say As we travel through our own personal space, we are getting better at making choices that help us feel good about ourselves. We’re becoming more capable of creating the self-confident person we are truly meant to be so that we can lead a successful and happy life. Right now, we are traveling through space in a new way—time travel. We’re letting a time machine take us back to the early 20th century today so we can see and hear a part of American and world history that changed the way people travel and communicate more than any other single event.

Teacher *Display the “Time Machine” Poster 115-6-5 with “1903” and “Kitty Hawk” written in the blank area of the poster. Push the button that activates the machine and instruct students to close their eyes until they’ve reached their destination. When students chosen to read parts in today’s lesson are ready, tell the rest of the class to open their eyes, then begin reading.*

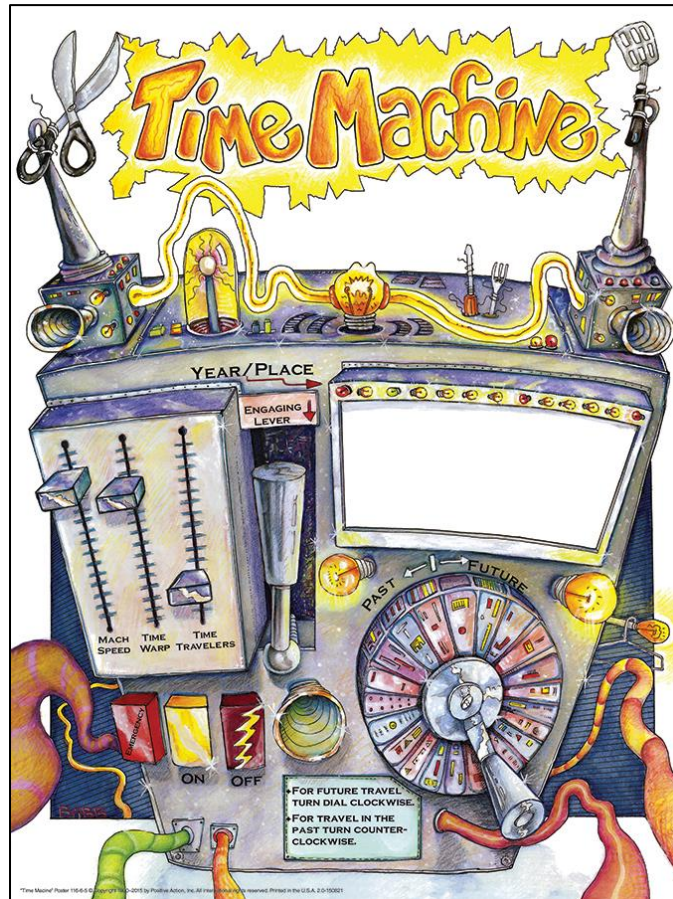
After the reading is finished, elicit discussion with the questions that follow.

DISCUSSION QUESTIONS

- Wilbur and Orville Wright set out to solve a problem. What was it? *(Wait for responses: They wanted to find a way for humans to fly.)*
- What potential was demonstrated by the Wright Brothers? *(Wait for responses: They believed human flight was possible.)*
- What did the Wright Brothers have that others did not, which allowed them to fulfill that potential? *(Wait for responses: They had a desire to improve and discover new ways of traveling. They had each other; they had a dream; and they acquired enough knowledge of physics and mechanics to create their dream.)*
- Orville and Wilbur Wright suffered many setbacks in their efforts. What were some of them? *(Wait for responses: They especially had difficulty developing a wing design that would work.)*
- How did the brothers respond to those setbacks with persistence? *(Wait for responses: When their wings wouldn’t hold the plane aloft, they didn’t get discouraged. Instead of giving up, they created more than two hundred wing designs. They kept improving their invention. They persisted until they created a design that worked.)*
- Had the Wright Brothers not persisted in their efforts to fly, what do you think would have been the effect on modern aviation? *(Wait for responses: Varied. Maybe someone else would have done the research and invention. But maybe not. Then we would still be confined to travel on the ground.)*

Say Each of us is unique. We have the space within us—the potential—to create something unique and priceless. Because there’s no one like us, no one else can do what we can do. It’s pretty exciting to think that you might have the solution to a big problem or an amazing new creation within you. Anyone who can travel through time can communicate and do things that will be useful to all humans. And anyone who can learn from other successful people can certainly create a happy and fulfilling life.

Lesson 116



Wright Brothers Reading

- Teacher** *The year is 1903. We are in Kitty Hawk, North Carolina. A few people have gathered in this empty field to witness the first manned, power-driven air flight. Those two men are Orville and Wilbur Wright who designed and built the first successful airplane. The third is a newsman, assigned by a big city paper to interview them. Let's listen.*
- Wilbur** Not bad, brother! How does it feel to be the first man to fly?
- Orville** Could've been you if that coin had fallen differently. Anyway, you flew longer and farther. Nearly a minute and 852 feet up. Whooooee!
- Reporter** Excuse me, gentleman. This must be an exciting day. No one's ever flown before; you're the first. Could you spare my readers a few questions?
- Wilbur** Sure. We'd be pleased to.
- Reporter** *(Taking notes.)* Thanks. First, I'd like to know when you first became interested in flying.
- Orville** Well, I'd say about seven years ago, wouldn't you, Wilbur? But we didn't do much serious research until—oh—say, 1899. We built our first manned glider in 1900. Tried it out right here at Kitty Hawk.
- Wilbur** That's right. It was 16 feet from wing to wing. Cost \$15 to make.
- Reporter** And how successful was that flight?
- Orville** Not too. We tried the next year with a larger one.
- Wilbur** We thought we had all the bugs worked out. We had better control with the sideways balance on that one, but when we got here—well, that's another story.
- Reporter** Oh, were your calculations off?
- Wilbur** We'd worked the darned thing according to the best information we could get about wind currents and all. We were so sure.
- Orville** We were so sure it couldn't have been our calculations that we went back home, built our own wind tunnel, and started to work. We must have tested—how many different wing designs, Wilbur?
- Wilbur** Oh, two hundred. Easily two hundred.
- Orville** We finally got everything just right. Everything worked, so here we are.
- Reporter** Indeed. Now that you've proven man can fly, what's next? Can you make this a profitable commercial venture?
- Orville** Oh, I don't think so. Do you Wilbur?
- Wilbur** No. No, I think it's exciting and a novelty. There may be some commercial application for powered flights, but very little. For one thing, we'll never see night flying. *(He pauses a moment, then smiles.)* But that doesn't make much difference. I expect we'll still be flying years from now.

[The three men walk off, talking quietly with each other.]

Teacher *Knowing what we do, we can see that the Wright Brothers' contribution to aviation was far greater than either of them anticipated. One of the brothers died a few years after the Kitty Hawk flight. The other lived to see passenger air travel and the beginnings of space exploration. Let's return to our own time and place to discuss what we have seen.*

[Instruct the class to close their eyes while the time machine brings them back to the present. During this time, student readers should return to their seats. After an appropriate pause, tell students to open their eyes, then begin the discussion.]



www.positiveaction.net | info@positiveaction.net | 800.345.2974 | 208.733.1328
260 3rd Avenue North, Twin Falls, ID 83301