

# Grade 7

## Sample Lessons



**[positiveaction.net](http://positiveaction.net)**



**@PosActSEL**



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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.

# Lesson 1

## Becoming a Self-Concept Scientist

**Goal:** ♦ To introduce the *Positive Action* program, and to introduce Self-Concept: Its Definition, Formation, and Importance.

- Objectives:** ♦ To learn that the *Positive Action* philosophy is, “You feel good about yourself when you think and do positive actions, and there is always a positive way to do everything.”
- ♦ To learn that total self-concept is the way we think and feel about our physical, intellectual, social, and emotional selves.
  - ♦ To learn that self-concept is an attribute that can be studied and analyzed through self-evaluation in order to monitor progress and assess opportunities for improvement.

### Materials Needed

- ✓ Scissors
- ✓ Pens
- ✓ Letter-size envelopes

### Materials Provided

- ✓ ActivitySheet: 1-1-7

## Procedure

**Say:** Today we begin an exciting program called *Positive Action*. We’ll learn the philosophy that “we feel good about ourselves when we think and do positive actions, and there is a positive way to do everything.” We’ll learn that one of the keys to feeling good about ourselves is figuring out our self-concepts and how our thoughts, actions, and feelings affect them. Do you know what a self-concept is?

**Teacher:** Write “self-concept” on the board. Wait for responses.

**Say:** You may or may not have heard this term before, but in *Positive Action* we’ll learn to define it as “how we think and feel about ourselves.” There are many factors that influence our self-concepts. However, let’s consider that our total self-concept is composed of how we think and feel about our body, mind, interactions with others, and feelings—all rolled into one. We call these the physical, intellectual, social, and emotional areas of the whole self. We’ll start by learning how our self-concepts are formed and how we can keep them positive by practicing skills to feel better about ourselves. We’ll start taking control of our lives and feeling good about ourselves at the same time.

All of us, including me, will learn more about ourselves. Together, we will discover positive ways to like ourselves and to feel good about the choices we make. Think of yourselves as self-concept scientists this year, just like scientists who study animals, plants, space, ancient civilizations, or weather. We'll observe, experiment, and make continual discoveries that will help us understand how our thoughts, actions, and feelings influence how we think and feel about ourselves. And what is the way we think and feel about ourselves called?

**Teacher:** Wait for responses until you hear "self-concept."

**Say:** I can tell you are going to make great self-concept scientists! In fact, our first experiment starts today!

Scientists are careful observers. They observe carefully because they are trying to find answers to complicated problems and deal with challenges that impact our well-being. This takes determination, stamina, brain power, and all of their senses when they observe. They look, hear, touch, listen, and even use the sense of smell to assist them in remembering what they have observed. What do scientists do after they conduct experiments and do research in their fields of study?

**Teacher:** Wait for responses until you hear something like, "They record their data."

**Say:** The next step is for scientists to record the data they find. Why do scientists record their data?

**Teacher:** Wait for responses until you hear something like, "So they can measure progress."

**Say:** Recording data allows scientists to compare the latest data with previous information so they can determine their progress. They must have a **BASELINE** of information (or a starting point) when dealing with a challenging puzzle or answering a tough question. When they do more research, they compare their latest findings with the baseline and interpret their results in order to come to a usefully truthful conclusion. So, we are going to start with our own baseline. Have you ever heard of a **TIME CAPSULE**?

**Teacher:** Wait for responses.

**Say:** Scientists and historians study time capsules as a way to discover things about history and the people who have come before us. Often buried for 50, 100, or even thousands of years, these time capsules capture a small piece of a culture, and the contents within stay unchanged even as the world around changes drastically. As self-concept scientists, we are going to create a time capsule of our self-concepts as they are today: how do we think and feel about ourselves now, without ever having completed a *Positive Action* Grade 7 lesson? This will be our baseline, used to compare to a later analysis of our self-concepts. It is also called the **PRETEST** by researchers. We won't leave the time capsule for hundreds of years, but I think you'll find that the person represented in that time capsule will be quite different than the person who opens it many months later.

**Teacher:** Distribute “Self-Concept Time Capsule” Activity Sheet 1-1-7 and follow the directions to fill in the activity sheet. Encourage them to answer honestly and assure them that no one else will be reading what they write. Then, direct them to cut it out, fold it, place it in an envelope, and seal it. Lastly, direct them to write their names and the date on their envelopes and keep them in a safe place until the end of the school year.

**Say:** *Positive Action* Grade 7 is an extraordinary program because it is designed specifically for students your age, and everyone will be able to participate in enjoyable, interesting, and creative activities. We’re in for an exciting journey of self-discovery!

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## Teacher’s Toolbox

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### Vocabulary

#### Baseline

A measurement used as a basis for comparison.

#### Posttest

A test given after a program to determine the changes from the pretest.

#### Pretest

A preliminary test to determine a subject’s state prior to a program.

#### Time Capsule

A sealed container with contents indicative of the present, designed to be opened at a pre-determined time in the future.

### Word of the Week

#### Positive Action

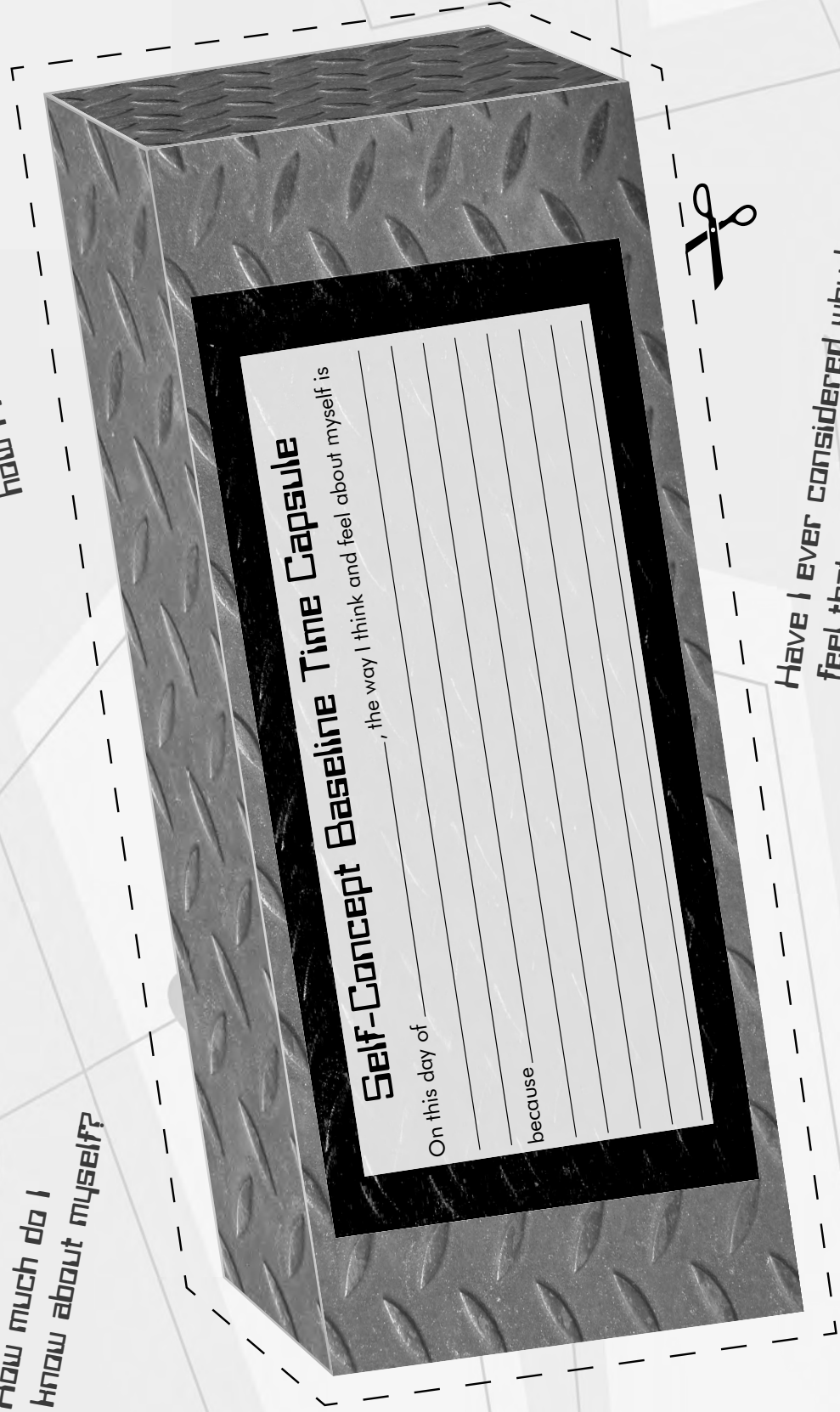
To do or cause good things to happen.

# Self-Concept Baseline Time Capsule

**DIRECTIONS:** Fill in the blanks below to complete your baseline observational data. Then, cut it out, fold it, and seal it in an envelope. The seal of this time capsule is not to be broken until the completion of the Positive Action Grade 7 curriculum.

*How much do I  
really know about myself?*

*Have I ever really thought of  
how I honestly feel about myself?*



**Self-Concept Baseline Time Capsule**

On this day of \_\_\_\_\_, the way I think and feel about myself is \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



*Have I ever considered why I  
feel that way about myself?*

# Lesson 4

## The Circles of Life

**Goal:** ♦ To introduce and explain the Thoughts-Actions-Feelings about Self Circle as it pertains to total self-concept.

**Objectives:** ♦ To learn that thoughts lead to actions, actions lead to feelings about ourselves, and feelings lead to more thoughts.

- ♦ To learn that the cycle can be positive, called a Success Circle, or negative, called a Failure Circle.
- ♦ To learn that the cycle of the Thoughts-Actions-Feelings about Self Circle affects our total self-concepts.

### Materials Needed

✓ None

### Materials Provided

✓ Image of “Thoughts-Actions-Feelings Circle” Poster  
✓ PALS Radio Script Booklets–Script 2

## Procedure

**Say:** Today we begin an exciting program called Positive Action. It’s philosophy is “we feel good about ourselves when we think and do positive actions, and there is always a positive way to do everything.” We’ll learn that one of the keys to feeling good about ourselves is figuring out our self-concepts and how our thoughts, actions, and feelings affect them. Do you know what a self-concept is? You may or may not have heard this term before, but in Positive Action we’ll learn to define it as “how we think and feel about ourselves.” We’re going to learn to use the Thoughts-Actions-Feelings about Self Circle which represents the philosophy.

**Teacher:** Display the “Thoughts-Actions-Feelings Circle” Poster and demonstrate the cycle as you say the following.

**Say:** The Thoughts-Actions-Feelings about Self Circle explains how “thoughts lead to actions, actions lead to feelings about ourselves, and feelings lead to more thoughts.” This Circle can be either positive or negative. If it is positive, let’s call it the Success Circle. If it is negative, we’ll call it the Failure Circle. The good thing is that we can govern which circle we are in. And, if we find ourselves in a cycle of negative thoughts, actions, and feelings, we can choose to have a positive thought and flip ourselves into



a positive circle instead. Let's get started by joining our radio talk show hosts, Paul and Paulette.

**Teacher:** Assign five students: one girl (Paulette), three boys (Paul, Bret, and Mr. Kirk), and a Narrator to read the parts aloud. Direct students to Radio Broadcast PALS, Script 2.

.....**End Broadcast** .....

**Say:** Today we learned how powerful thoughts are. We also learned how thoughts, actions, and feelings are all tied together. During the rest of this week, consciously think about the Thoughts-Actions-Feelings about Self Circle. Look for examples in your lives or with your friends that clearly illustrate the connections between thoughts, actions, and feelings. Notice that when your thoughts are more positive, positive actions follow.

**Teacher:** Refer to the "Thoughts-Actions-Feelings Circle" Poster frequently throughout the rest of the year.

## Lesson 4



# RADIO BROADCAST PALS

## Script 2, Lesson 4

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### POSITIVE ACTIONS LEAD TO SUCCESS

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#### Radio Talk Show: Teens for a Positive World

- Paul:** Hey seventh graders. This is Paul. Paulette and I are pleased that you could join us for another edition of *Teens for a Positive World*, radio station PALS's talk show for teens who strive to make a difference. We're excited about your response to our program so far, and we want to remind you that this is your show and your phone calls are always welcome.
- Paulette:** Not just welcome, but necessary. Your thoughts and opinions are the very heart of this show
- Paul:** I was just thinking about that.
- Paulette:** You're always thinking about something.
- Paul:** I've made it a habit. There was a time when I just reacted to situations. Sometimes I'd react in a positive way, but more often in a negative way. I came to learn that thinking before acting was a lot better than just reacting. In fact, you can't ever be sure your actions will be positive unless you stop and think about them before you do them. You always have choices. And you should use positive ones to keep from just blindly doing something that might lead to a big mistake.
- Paulette:** Good thinking, Paul. Humans have the gift of thought, and positive humans use it to the fullest.
- Paul:** It helps to keep the results of our thinking in the forefront of our minds. It's amazing how much bad can come from negative thoughts. And it's even more amazing how, instead, we can choose to think positive thoughts to bring about so many good things.
- Paulette:** It sounds like you've previewed today's radio drama. So did I, and I can tell you Bret's thoughts aren't so positive.
- Paul:** That's an understatement. In fact, Bret... Hey, this isn't fair to our listeners. Let's get on with the play and let them decide for themselves how Bret is thinking.

#### Radio Play: We're on Our Way Class Clown, Act 2

**Characters:** Narrator, Mr. Kirk, and Bret

**Narrator:** *It is Friday of the first full week of school. Mr. Kirk, Bret's English teacher, has already taken the roll and announced a pop quiz. All the students in the class are busily writing*

*answers and, other than the sound of their pencils dancing on paper, the room is absolutely still. That is, until Bret walks in. He's almost 10 minutes late. As he clomps through the door, he blows a big bubble and lets it pop. The gum settles over his nose and chin, and Bret chuckles as he tugs most of it off. Everyone stares at him.*

**Mr. Kirk :** Bret, take your seat. This is your second tardy this week. I don't have to tell you what that means.

**Bret :** *(Sarcastically.)* Uh-oh. I could be in trouble.

**Narrator:** *Bret scans the room, grinning. Some of the kids in the class laugh under their breath, and Bret grins all the brighter. He heads toward his seat.*

**Mr. Kirk :** And throw that gum out.

**Bret :** *(Sounding confused.)* You told me to take my seat. I was going to throw my gum out, but how can I if I'm in my seat? I suppose I could fire off a jump shot.

**Mr. Kirk :** That's enough, Bret. Throw out the gum and then take your seat. We're in the middle of a quiz. I also want to talk to you right after class.

**Bret :** *(In mock horror.)* Uh-oh. Now I know I'm in trouble.

**Narrator:** *Bret strides to the wastepaper basket, drops in his gum with a thump, kicks the basket as he turns, banging it against the wall, and then saunters back to his seat with an arrogant grin on his face. Some of the kids laugh; others shake their heads in disgust.*

## Radio Talk Show: continued

### Teens for a Positive World

**Paulette:** Whew! Some kind of student.

**Paul:** Yeah, I've known somebody a lot like him, and I think this would be a good subject to explore with our audience. How about it, have you ever seen people who act like Bret? Call in and let us know. *(Allow caller responses.)*

**Teacher as Caller:** *Encourage discussion without naming specific people.*

**Paulette:** I think most of us probably have known somebody like that. What do you think is going on in Bret's head? Call in and tell us what thoughts led Bret to act the way he did. *(Allow caller responses.)*

**Teacher as Caller:** *One possibility is that Bret craved attention so much he was willing to risk getting in trouble to receive it.*

**Paulette:** Okay, so why does Bret think disrupting a class is a cool thing to do? *(Allow caller responses.)*

**Teacher as Caller:** *Another possibility is that Bret, knowing he was late, mistakenly thought that other students would think he was cool if he clowned around.*

**Paulette:** Our callers have some interesting ideas. I have to wonder, though, if Bret wasn't just sort of caught in a trap and reacted the way he did out of embarrassment.

**Paul:** No way! In this case, Bret knew he was late and he had time to think about how he

was going to act. I know. I've been there a few times myself. See, when I said I knew somebody who was a lot like Bret, I was thinking of me when I was that age. I remember every time I wanted attention I'd think up some silly stuff to pull and get everybody to either laugh or scowl at me. It didn't matter which as long as they noticed me.

**Paulette:** I wonder what they really thought of you?

**Paul:** Well, I never could jump into anybody's head to find out. Maybe our audience can give us a clue by telling us what they think of somebody who acts like Bret. I mean, Bret seemed to accomplish his goal of drawing attention by interrupting everyone else in the room. How about it, callers, do you think Bret made himself more popular with the other students? After all, some of them laughed at his antics. *(Allow caller responses.)*

If you were in the middle of a quiz and somebody acted that way, what would you honestly think? *(Allow caller responses.)*

**Teacher as Caller:** *Guide students to understand that most of the students who were laughing were laughing at Bret, not with him, and that many of the other students were plainly annoyed that Bret was ruining their concentration and stealing their valuable time.*

**Paulette:** It appears that Bret isn't any too popular with our callers. Paul, you should know better than anybody—what could Bret do to change his unwanted behavior?

**Paul:** It's pretty simple, really. He could begin to think more positively, and then act according to his positive thoughts. His positive actions would make him feel good about himself. And if he feels good about himself, then he'll keep having more positive thoughts. Thoughts, actions, and feelings all tie together in a circle. I'd like to ask our callers this: How do you think Bret really felt after disrupting the classroom? *(Allow caller responses.)*

Will any of you share with us a time when a particular thought led to an action that made you feel either good or bad? *(Allow caller responses.)*

**Teacher as Caller:** *Encourage volunteers to share an experience that relates to the Thoughts-Actions-Feelings Circle but isn't overly personal. To start things off, you might set an example by talking about an experience of your own—perhaps one from when you were their age.*

**Paul:** Well, we've certainly seen how powerful a thought can be, and how it leads to certain actions and feelings.

**Paulette:** It's been an exciting and fun show, too. And time really does fly when you're enjoying yourself. That's why I have to say goodbye for Paul and myself. Thanks, callers! You've been great company! Join us next time for another edition of Teens for a Positive World. In the meantime, keep those thoughts positive!

# Lesson 9

## Bits About Me

**Goal:** ♦ To learn the importance of self-understanding for a healthy total self-concept, and to practice its application.

**Objectives:** ♦ To learn that conducting self-evaluation in order to achieve self-understanding leads to a healthy total self-concept.

♦ To learn that when we understand what motivates us and how to differentiate between different kinds of motivation, we are more apt to choose positive thoughts, actions, and feelings that build a healthy total self-concept.

Materials Needed	Materials Provided
<ul style="list-style-type: none"> <li>✓ Pens</li> <li>✓ Paper</li> </ul>	<ul style="list-style-type: none"> <li>✓ None</li> </ul>

### Procedure

**Say:** Negative and positive consequences are real. They can harm or help our bodies, our self-concepts, our attitudes, and our relationships with other people. We make smarter, more positive choices when we understand our thoughts, actions, and feelings. We build our total self-concepts rather than harm them.

How well do you understand some of your basic opinions? Let's find out in a game called "Choose and Move!" I'll read a series of statements, each with two options. If you choose Option Number One, stand beside your seat; if you choose Option Number Two, remain seated. There is no right or wrong answer, but the way you respond may help you understand yourself better.

**Teacher:** Make sure students understand the directions, and then read the following statements. Pause 5 or 10 seconds after each, so that students can choose and move.

#### Choose and Move Statements: .....

- ♦ For lunch, I would choose:
  1. pizza.
  2. a hamburger.

- ♦ I would rather read about:
  1. outer space.
  2. animals.
- ♦ To earn money, I would rather:
  1. baby sit.
  2. wash cars.
- ♦ I'd rather spend a Saturday evening:
  1. at home watching my favorite movies with my family or friends.
  2. at a birthday party with about 20 other people.
- ♦ If I had to do a project for science class, I would:
  1. first make an outline of what I needed to do.
  2. immediately begin working and take care of the details as I think of them.
- ♦ To design the cover for a notebook, I like to:
  1. use someone else's basic design, with some slight changes to make it my own.
  2. create my own design that's completely different from everyone else's.
- ♦ If a good friend has been a little moody lately, I would:
  1. ask, "What is wrong?"
  2. leave the friend alone until the mood changes.
- ♦ To meet people, I would rather:
  1. join a group or club.
  2. get to know people one at a time.
- ♦ Right after I graduate from high school, I think I'll:
  1. go to college or some other school.
  2. get a job or do something else.
- ♦ It's important that people see me as:
  1. popular.
  2. real.

**Say:** Do you understand why you made your choices? Did you remain seated or stand because most everyone else did, or was it because your individual, personal choice was to remain seated or stand?

**Teacher:** Wait for responses.

**Say:** We are each unique, which means to be one of a kind. So, we all had different combinations of answers to those questions. However, sometimes we may not reflect our true, unique selves because we are influenced by other people's opinions or actions. This is called **PEER PRESSURE**. In a time when everyone wants to be accepted, but also be an individual, it is natural to experience some peer pressure throughout junior high. In fact, you will find as you grow older that you continue to experience varying degrees of peer pressure throughout your life. What matters is how you react

Let's consider a scientific example. Scientists who study society, or sociologists, call peer pressure **CONFORMITY**. A famous experiment was conducted by social scientists at Columbia University during the 1930s. There were 12 people in the experiments. Eleven were paid to lie about the length of a clearly marked yardstick that read "36 inches." Their job in the experiment was to convince a 12th person that the yardstick was only 24 inches long. They could use any intimidating verbal techniques possible (raising their voices, implying that only an idiot would think the yardstick was really 36 inches, etc.). How many individuals faced with that intense peer pressure eventually caved in?

**Say:** An astonishing 65% of the men and 47% of the women convinced themselves that they must be wrong about the 36 inches, and the other 11 people must be right that it is only 24 inches. What do you think you would have done? What can you learn from this experiment that applies to your life now?

**Say:** In order to improve our self-understanding and help us resist peer pressure, let's do another self-evaluation exercise to get to know our own, honest opinions. I'll read an unfinished self-understanding letter called "Bits About Me." I will read it and pause at different places so you can fill in the blanks with what you like and dislike. When I stop reading, write your own personal choices on your paper. For example, if I read, 'The color (blank) is my favorite color,' you should write the name of the color on your paper. We'll get an idea of how well we know ourselves, and some of our basic opinions. Then I'll re-read the letter and we can share our choices. Remember, listen carefully and answer honestly.

**Bits About Me—A Self-Understanding Letter.....**

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favorite models right now is a (10)\_\_\_\_\_. What kind of career interests me? I'm thinking of being a (11)\_\_\_\_\_. One word I would use to describe the kind of future I want is (12)\_\_\_\_\_.

When you have completed the letter one time through, re-read the letter aloud, pausing to allow several volunteers to share their responses for the same blank. Students will hear how well they understand themselves.

**Say:** Was it easy or difficult to write your choices? Some of us are better able to understand ourselves than are others, but we're all going to improve this year. Use self-understanding the next time you choose negative thoughts, actions, and feelings. Try to understand your **MOTIVATION** for acting that way. What is motivation?

**Teacher:** Wait for responses until you hear something like, "The force within us that moves us to act in certain ways."

**Say:** When we understand our motivation, we can analyze our negative actions. Then we can break the negative cycle that harms our self-concepts, flipping from a Negative or Failure Circle into a Positive or Success Circle. Switching to positive actions makes us proud to be ourselves. Turn your paper over and write, "I Understand My Motivation." Describe something you do—either a positive or a negative action. Then, write why or what causes you to choose to act that way—or your motivation.

**Teacher:** Allow time for students to journal. Ask for a couple volunteers to share.

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## Teacher's Toolbox

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### Vocabulary

#### Conformity

Acting in socially acceptable ways; acting in ways similar to those around us.

#### Motivation

The force within us that moves us to act in certain ways.

#### Peer Pressure

Pressure from our peers to act in ways similar or acceptable to them.

### Word of the Week

#### Unique

To be one of a kind.

# Lesson 11

## Deceptive Perception

**Goal:** ♦ To reinforce impression as it relates to total self-concept.

- Objectives:** ♦ To learn that first impressions aren't always accurate because they are often the result of a judgment based on appearance, not facts.
- ♦ To learn that we maintain healthy total self-concepts by reserving our judgment of others until we know more facts, and thinking more about the impressions we are making on others.

Materials Needed	Materials Provided
✓ None	✓ Image of "Stephen Hawking" Poster 11-1-7

### Procedure

**Say:** We've been learning positive actions that will help us improve our total self-concepts, and why self-understanding is so important. Can you tell me what a first impression is?

**Teacher:** Wait for responses until you hear, "How something is initially perceived."

**Say:** Today, we're going to learn about first impressions by studying a portrait.

**Teacher:** Display the full-color side of "Stephen Hawking" Poster 11-1-7. This picture is of the renowned scientist, Stephen Hawking (1942–2018), but students should not be told his name at this point.

**Say:** This is a painting of a real person. We'll learn more about him in a few minutes. For now, I'd like you to share three first impressions you have of this man.

**Teacher:** Allow time for students to volunteer their impressions.

**Say:** On a scale of one to ten, what kind of total self-concept you think he had? Low is 1, 2, 3; Fair is 4, 5, 6; Good is 7, 8, 9; and Super is 10.

**Teacher:** Allow for students to share their ratings.

**Say:** Can I have volunteers tell me how you scored the man's total self-concept, and why you chose that score?

**Teacher:** Wait for responses.

**Say:** Would you like to know him? What do you think he did for a living?

**Teacher:** Wait for responses.

**Say:** Our first impressions are powerful, however, they can often be wrong or incomplete. Let's find out who this man really was.

The man on the poster is Stephen Hawking, a renowned scientist. Many considered him to be a modern day Einstein or Newton. Though he was crippled by a disease, he led an extremely productive life and he contributed greatly to humanity. Now that I've told you that, I'd like you to measure again what you think his total self-concept was.

**Teacher:** Allow for students to share their second ratings.

**Say:** Are there any differences in results?

**Teacher:** Wait for responses. Encourage discussion on this subject.

**Say:** Only somebody with a strong total self-concept and a track record of proven accomplishments could be so highly regarded in the scientific community.

The story you are about to hear is about someone who had tremendous inner strength and a powerful self-concept. We need two self-concept scientist volunteers to take turns reading some information about his life.

**Teacher:** Choose two students to read the information from the back of the poster as Scientist 1 and Scientist 2. Follow along with the text below to ensure that they pronounce the more difficult words correctly.

**Self-Concept Scientist 1:**

Stephen Hawking was a world-renowned physicist. He died in 2018 at the age of 76. He was a scientist who studied and described the universe in new ways. When he was 21, Hawking was stricken by amyotrophic (a-mio-TROF-ic) lateral (LAT-er-uhl) sclerosis (skluh-RO-sis), a disease that attacks the nervous system. Although his intellect was incredible, Hawking's body was almost completely paralyzed. He had some movement in his hands and eyes, and was able to make a lopsided grin.

**Self-Concept Scientist 2:**

He couldn't communicate without his computer, which was connected to a speech synthesizer. The computer's control panel rested in Hawking's hands, and he used his fingers to select words on the screen that he wanted to use. The speech synthesizer's mechanical voice then said the words that Hawking chose.

**Self-Concept Scientist 1:**

Hawking's accomplishments are applauded by the scientific community. He was a physics professor at Cambridge University in England. He traveled with his medical staff and his speaking computer, sharing new ideas about time and the universe with other scientists, students, and the public in general. Hawking also wrote a best-selling book entitled *A Brief History of Time*, which has been translated into 20 languages.

### **Self-Concept Scientist 2:**

Because of his disease, medical personnel lived around the clock with Hawking and his wife and children. Nevertheless, Hawking had a strong total self-concept. He enjoyed communicating with others and was happy that he could help them understand more about our universe. *(Pause to indicate the quotation on the front of the poster.)* Stephen Hawking refused to give in to his physical disabilities and said, “One has to be grown-up enough to realize that life is not fair; you just have to do the best you can in the situation you’re in.”

**Teacher:** When students are done reading, display the poster in a visible spot and leave it hanging for the duration of the curriculum.

**Say:** We have seen again how truly powerful first impressions are. Often when we see somebody with a handicap, we mistakenly think that person has less to offer society than do those of us who are perfectly healthy. That is, we react without thinking. What have we learned can happen when we merely react to a situation?

**Teacher:** Wait for responses until you hear something like, “The reaction often causes us to act negatively, which creates a negative feeling.”

**Say:** If we stop to think, though, we’ll often realize we should get to know that person better before making a judgment. Stephen Hawking is just one example of why a first impression should not be the last impression! Now we’re going to do an exercise to get each of you thinking about how first impressions affect your life.

Think about a person you met on the first day of school and the impression you had of that person. What have you learned about this person since that first meeting? Considering this additional information, was your first impression of this person accurate and complete? If not, what is your impression of that person now?

**Teacher:** Allow time for discussion. Ask for volunteers to share without naming names.

## **Teacher’s Toolbox**

### **Word of the Week**

#### **Success**

To feel good about who you are, what you are doing, and how you treat others.

## Lesson 11



Front

### STEPHEN HAWKING: The Life of an Optimist

#### Self-Concept Scientist 1:

Stephen Hawking was a world-renowned physicist. He died in 2018 at the age of 76. He was a scientist who studied and described the universe in new ways. When he was 21, Hawking was stricken by amyotrophic (a-mio-TROF-ic) lateral (LAT-er-uhl) sclerosis (skluh-RO-sis), a disease that attacks the nervous system. Although his intellect was incredible, Hawking's body was almost completely paralyzed. He had some movement in his hands and eyes, and was able to make a lopsided grin.

#### Self-Concept Scientist 2:

He couldn't communicate without his computer, which was connected to a speech synthesizer. The computer's control panel rested in Hawking's hands, and he used his fingers to select words on the screen that he wanted to use. The speech synthesizer's mechanical voice then said the words that Hawking chose.

#### Self-Concept Scientist 1:

Hawking's accomplishments are applauded by the scientific community. He was a physics professor at Cambridge University in England. He traveled with his medical staff and his speaking computer, sharing new ideas about time and the universe with other scientists, students, and the public in general. Hawking also wrote a best-selling book entitled *A Brief History of Time*, which has been translated into 20 languages.

#### Self-Concept Scientist 2:

Because of his disease, medical personnel lived around the clock with Hawking and his wife and children. Nevertheless, Hawking had a strong total self-concept. He enjoyed communicating with others and was happy that he could help them understand more about our universe. (Pause to indicate the quotation on the front of the poster.) Stephen Hawking refused to give in to his physical disabilities and said, "One has to be grown-up enough to realize that life is not fair; you just have to do the best you can in the situation you're in."

Back

# Lesson 29

## Being Comfortable in Your Own Skin

**Goal:** ♦ To introduce the importance of body image as it relates to self-concept.

- Objectives:** ♦ To learn that our body images are shaped by the choices we make about our appearances. These choices include clothing, hairstyle, grooming, personal hygiene, and overall health and fitness.
- ♦ To learn that we cannot change our inherited body image traits, such as height, skin tone/color, and bone structure, so there's an advantage to maintaining a positive attitude and doing the best with what we have.

### Materials Needed

- ✓ Pens

### Materials Provided

- ✓ Activity Sheets: 29a-2-7, 29b-2-7, 29c-2-7

## Procedure

**Say:** Today, we'll look at choices we make about our physical selves that help to form our self-images and identities. Let's question and reflect upon the images we present to others, called body image. This can be a difficult topic to share in a class. Why do you think it is hard to talk about body image issues in school?

**Teacher:** Wait for responses until you hear something like, "Some people are uncomfortable with their own body image, or think negatively about themselves, so they dislike talking about it."

**Say:** A lot of our deepest and often most uncomfortable feelings can be connected to our body images, so only share with others information about your body image you feel comfortable sharing.

Have you ever glanced at your reflection as you walked past a large store window or store mirror? What kinds of thoughts and feelings flow through your mind as you do? Is anyone willing to share?

**Teacher:** Wait for responses.

**Say:** What you see reflected in that mirror is one part of your body image. We all shape our body images by the choices we make about our appearances. What are these choices?



**Teacher:** Wait for responses. Look for specific examples, such as, “Clothing, hairstyle, grooming, personal hygiene, overall health and fitness.”

**Say:** All of these things combine to form our body images. What are some body image traits that we cannot change?

**Teacher:** Wait for responses. Look for specific examples, such as, “Inherited physical traits, such as skin tone and color, bone structure, hair texture, height.”

**Say:** The physical traits we inherited from our parents can’t be changed, so it is important to be happy with what we have. What if you are self-conscious about your height? Or, what if you can’t stand the fine, thin hair that you inherited from your parents? How can you handle traits that you can’t do anything about?

**Teacher:** Wait for responses until you hear something like, “Do the best with what you’ve got; a positive attitude is the key to leading a happy and successful life.”

**Say:** Now, let’s focus on body image traits we can do something about. We all present certain body images—consciously or unconsciously. Some people present an image that is totally different from their identity, like the Clark Kent image that Superman projects. Other people present a negative image. They don’t care if their bodies or clothes are clean. How can their attitudes, and other people’s opinions of them, affect their total self-concepts?

**Teacher:** Wait for responses until you hear something like, “These factors can lower their total self-concepts.”

**Say:** People do notice our appearances. They notice how we look and they notice if we are clean. Whether we like it or not people form impressions and opinions of us—usually in less than a minute—from what they sense about our body images. And their opinions affect our total self-concepts. Let’s talk about some positive actions we can use to maintain positive body images.

**Teacher:** As you guide the students in the following discussion about body image, keep in mind that the purpose of this dialogue is to allow students to thoughtfully reflect upon what their peers are doing to keep themselves clean and well-groomed. During the discussion, some students might voice opinions, such as, “I think it’s gross when somebody comes to school dirty,” or “You can really tell when somebody doesn’t use a deodorant.” Allow these frank comments, as they will help students realize that others notice their appearance and body image. However, don’t permit students to name names or indicate any specific person during this discussion.

**Say:** I’d like several volunteers to share what you do to keep yourself clean and well-groomed.

**Teacher:** Wait for responses such as, “Take a bath or shower every day, apply deodorant every morning, wash behind ears, clean and clip nails regularly.”

**Say:** What do you do to care for your skin, hair, and teeth?

**Teacher:** Wait for responses such as, “Wash hands frequently, take care of skin by using lotion and sun screen, take care of face and body to prevent acne, brush teeth at least twice a day, use mouthwash and floss regularly.”

**Say:** You don’t have to wear the latest fashions to have a positive body image, but you should care for your clothes and shoes. What do you do?

**Teacher:** Wait for responses such as, “Wear clean clothes, iron clothes if they are wrinkled, make sure shoes and socks don’t have holes.”

**Say:** Our body images are like sports cars. They depend on our care and attention to stay fine-tuned. When we have positive body images, we feel good about ourselves, and other people notice us in a positive way, too!

Does your current body image match the ideal body image you would like to present? Let’s find out by completing the “I Vote for a Positive Body Image” Activity Sheet.

**Teacher:** Direct students to “I Vote for a Positive Body Image” Activity Sheet 29a-2-7. Review instructions, and then allow students to work independently.

**Say:** If your current body image and your ideal body image are very different, you can take steps to achieving your ideal by setting goals and using positive actions to reach your desired body image. Before we can set goals, though, we need to know where we stand right now. Today we are going to look more specifically at our physical self-concepts. For every factor in the physical area, you are going to take a closer look at your specific habits and record them over the next seven days.

Turn to “My Physical Wellness Inventory” Activity Sheet 29b-2-7. Starting tomorrow you’ll complete this checklist each day by checking the wellness activities you did or didn’t do in the past 24 hours. For example, if you took a bath or shower, you’ll check the top square for Day 1. If you refused to abuse food, you’d check that square, and so on.

After this inventory, we can start to make specific plans to improve our physical self-concepts. Turn to “My Physical Wellness Plan” Activity Sheet 29c-2-7. Each day, after doing your physical wellness inventory, you will write three specific positive actions that will help you feel good about each category listed. For example, to improve your body image, you might decide to floss your teeth, change the broken laces in your shoes, and use conditioner on your hair. The next day, you will check “yes” or “no” if you accomplished the goals you wrote the day before. Then, you will write new positive actions you can do in each category for the present day.

It will take only minutes a day to do an inventory of your personal physical habits, and just a few more minutes to make a plan for improvement. Just as a lab scientist checks his experiments and enters new data daily, you are collecting data that will, over time, give you a clear idea of what you’re doing right and what you need to improve.

Our body images are just one factor that contributes to our physical self-concepts. Other factors include our need for sleep, exercise, a healthy diet, avoiding harmful



substances, and refusing to abuse. These are factors for wellness, which is more than just not being sick. It means to be totally healthy in body, mind, and feelings—it means to be the best we can be.

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## Teacher's Toolbox

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### Word of the Week

#### Talent

A natural ability that can be developed.

### Media Enrichment

If you're uncertain about how to structure such a discussion, take a look at Ericka Lutz's *The Complete Idiot's Guide to Looking Great for Teens*. She calls the teen body a “change machine” and offers useful ways to think about how the choices teens make about body image impact ways they think and feel.

# I VOTE FOR A POSITIVE BODY IMAGE

**DIRECTIONS:** The words below describe unique and special factors of a body image. Which of these words describe you? Check the words that best describe your body image, and then answer the questions below.

**SOPHISTICATED** ☐

**RHYTHMIC** ☐

**COOL** ☐

**TONED** ☐

**HEALTHY** ☐

**FIT** ☐

**SERIOUS** ☐

**LAID-BACK** ☐

**VIVID** ☐

**FRIENDLY** ☐

**STYLISH** ☐

**CLEAN** ☐

**LOUD** ☐

**SHORT** ☐

**HUMOROUS** ☐

**WELL-DRESSED** ☐

**CHEERFUL** ☐

**SIMPLE** ☐

**STUDIOUS** ☐

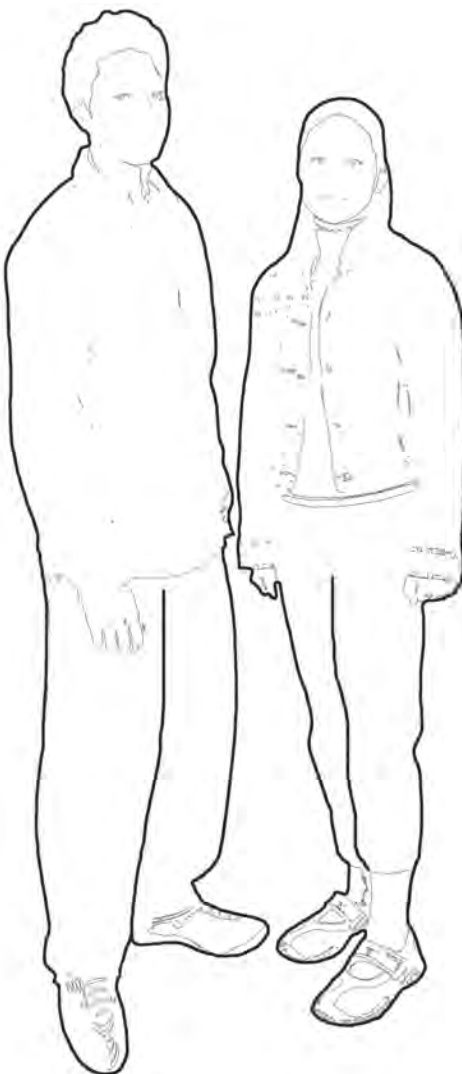
**PUNK** ☐

**TRENDY** ☐

**FEMININE** ☐

**OFF-BEAT** ☐

**ATHLETIC** ☐



**PLEASANT** ☐

**WELL-GROOMED** ☐

**DRESSED-UP** ☐

**FUNKY** ☐

**UNUSUAL** ☐

**COMFORTABLE** ☐

**QUIET** ☐

**MASCULINE** ☐

**CAREFREE** ☐

**UNIQUE** ☐

**FUN** ☐

**NEAT** ☐

**WILD** ☐

**SPIRITED** ☐

**COLORFUL** ☐

**CASUAL** ☐

**INTELLIGENT** ☐

**DRAMATIC** ☐

**SPORTY** ☐

**TALL** ☐

**OTHER** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My current body image is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My ideal body image is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My ideal body image makes me feel good about myself because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

To make my current body image more like my ideal body image, I will: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# MY PHYSICAL.

**DIRECTIONS:** Use this checklist to help you monitor your physical self-concept! Write the date and then read each item and put a check by the ones that apply to what you did on that day. Review your data after seven days. ⇒

		DAY 1	✓	DAY 2	✓	DAY 3	✓
		Date: _____		Date: _____		Date: _____	
<b>BODY IMAGE</b>		Took a bath or shower		Took a bath or shower		Took a bath or shower	
		Used deodorant		Used deodorant		Used deodorant	
		Brushed teeth		Brushed teeth		Brushed teeth	
		Washed hair		Washed hair		Washed hair	
		Washed hands and cleaned nails		Washed hands and cleaned nails		Washed hands and cleaned nails	
		Wore clean clothes		Wore clean clothes		Wore clean clothes	
		Wore clean shoes		Wore clean shoes		Wore clean shoes	
<b>REFUSE TO ABUSE</b>		Refused to abuse substances		Refused to abuse substances		Refused to abuse substances	
		Refused to abuse foods		Refused to abuse foods		Refused to abuse foods	
		Refused to abuse drinks		Refused to abuse drinks		Refused to abuse drinks	
		Refused to abuse drugs		Refused to abuse drugs		Refused to abuse drugs	
		Refused to abuse activities		Refused to abuse activities		Refused to abuse activities	
		Refused to abuse relationships		Refused to abuse relationships		Refused to abuse relationships	
<b>HARMFUL SUBSTANCES</b>		Did not use tobacco		Did not use tobacco		Did not use tobacco	
		Did not use alcohol		Did not use alcohol		Did not use alcohol	
		Did not abuse prescription drugs		Did not abuse prescription drugs		Did not abuse prescription drugs	
		Did not abuse over-the-counter drugs		Did not abuse over-the-counter drugs		Did not abuse over-the-counter drugs	
		Did not use other drugs		Did not use other drugs		Did not use other drugs	
<b>NUTRITION</b>		Ate regular meals		Ate regular meals		Ate regular meals	
		Ate a variety of foods		Ate a variety of foods		Ate a variety of foods	
		Used less sugar		Used less sugar		Used less sugar	
		Used less salt		Used less salt		Used less salt	
		Ate fibrous foods		Ate fibrous foods		Ate fibrous foods	
		Ate healthful snacks		Ate healthful snacks		Ate healthful snacks	
<b>EXERCISE</b>		Stretched before exercising		Stretched before exercising		Stretched before exercising	
		Warmed-up before exercising		Warmed-up before exercising		Warmed-up before exercising	
		Worked out (jogging, aerobics, lifting, etc.)		Worked out (jogging, aerobics, lifting, etc.)		Worked out (jogging, aerobics, lifting, etc.)	
		Exercised (dancing, skating, etc.)		Exercised (dancing, skating, etc.)		Exercised (dancing, skating, etc.)	
		Participated in sports or active games		Participated in sports or active games		Participated in sports or active games	
		Cooled-down after exercising		Cooled-down after exercising		Cooled-down after exercising	
<b>SLEEP</b>		Went to bed at: _____ p.m.		Went to bed at: _____ p.m.		Went to bed at: _____ p.m.	
		Woke up at: _____ a.m.		Woke up at: _____ a.m.		Woke up at: _____ a.m.	
		Took a nap: _____ hrs. _____ min.		Took a nap: _____ hrs. _____ min.		Took a nap: _____ hrs. _____ min.	
		Total sleep: _____ hrs. _____ min.		Total sleep: _____ hrs. _____ min.		Total sleep: _____ hrs. _____ min.	
		Feel rested: _____ yes _____ no		Feel rested: _____ yes _____ no		Feel rested: _____ yes _____ no	







# WELLNESS INVENTORY

The information will help you realize the specific physical self-concept areas you could improve.

DAY 4		DAY 5		DAY 6		DAY 7	
Date: _____	✓	Date: _____	✓	Date: _____	✓	Date: _____	✓
Took a bath or shower		Took a bath or shower		Took a bath or shower		Took a bath or shower	
Used deodorant		Used deodorant		Used deodorant		Used deodorant	
Brushed teeth		Brushed teeth		Brushed teeth		Brushed teeth	
Washed hair		Washed hair		Washed hair		Washed hair	
Washed hands and cleaned nails		Washed hands and cleaned nails		Washed hands and cleaned nails		Washed hands and cleaned nails	
Wore clean clothes		Wore clean clothes		Wore clean clothes		Wore clean clothes	
Wore clean shoes		Wore clean shoes		Wore clean shoes		Wore clean shoes	
Refused to abuse substances		Refused to abuse substances		Refused to abuse substances		Refused to abuse substances	
Refused to abuse foods		Refused to abuse foods		Refused to abuse foods		Refused to abuse foods	
Refused to abuse drinks		Refused to abuse drinks		Refused to abuse drinks		Refused to abuse drinks	
Refused to abuse drugs		Refused to abuse drugs		Refused to abuse drugs		Refused to abuse drugs	
Refused to abuse activities		Refused to abuse activities		Refused to abuse activities		Refused to abuse activities	
Refused to abuse relationships		Refused to abuse relationships		Refused to abuse relationships		Refused to abuse relationships	
Did not use tobacco		Did not use tobacco		Did not use tobacco		Did not use tobacco	
Did not use alcohol		Did not use alcohol		Did not use alcohol		Did not use alcohol	
Did not abuse prescription drugs		Did not abuse prescription drugs		Did not abuse prescription drugs		Did not abuse prescription drugs	
Did not abuse over-the-counter drugs		Did not abuse over-the-counter drugs		Did not abuse over-the-counter drugs		Did not abuse over-the-counter drugs	
Did not use other drugs		Did not use other drugs		Did not use other drugs		Did not use other drugs	
Ate regular meals		Ate regular meals		Ate regular meals		Ate regular meals	
Ate a variety of foods		Ate a variety of foods		Ate a variety of foods		Ate a variety of foods	
Used less sugar		Used less sugar		Used less sugar		Used less sugar	
Used less salt		Used less salt		Used less salt		Used less salt	
Ate fibrous foods		Ate fibrous foods		Ate fibrous foods		Ate fibrous foods	
Ate healthful snacks		Ate healthful snacks		Ate healthful snacks		Ate healthful snacks	
Stretched before exercising		Stretched before exercising		Stretched before exercising		Stretched before exercising	
Warmed-up before exercising		Warmed-up before exercising		Warmed-up before exercising		Warmed-up before exercising	
Worked out (jogging, aerobics, lifting, etc.)		Worked out (jogging, aerobics, lifting, etc.)		Worked out (jogging, aerobics, lifting, etc.)		Worked out (jogging, aerobics, lifting, etc.)	
Exercised (dancing, skating, etc.)		Exercised (dancing, skating, etc.)		Exercised (dancing, skating, etc.)		Exercised (dancing, skating, etc.)	
Participated in sports or active games		Participated in sports or active games		Participated in sports or active games		Participated in sports or active games	
Cooled-down after exercising		Cooled-down after exercising		Cooled-down after exercising		Cooled-down after exercising	
Went to bed at: p.m.		Went to bed at: p.m.		Went to bed at: p.m.		Went to bed at: p.m.	
Woke up at: a.m.		Woke up at: a.m.		Woke up at: a.m.		Woke up at: a.m.	
Took a nap: hrs. min.		Took a nap: hrs. min.		Took a nap: hrs. min.		Took a nap: hrs. min.	
Total sleep: hrs. min.		Total sleep: hrs. min.		Total sleep: hrs. min.		Total sleep: hrs. min.	
Feel rested: yes no		Feel rested: yes no		Feel rested: yes no		Feel rested: yes no	

# MY PHYSICAL.

**DIRECTIONS:** To create your own physical wellness plan, write three positive actions for each factor of your physical self-concept. On Day 2, review the plans from Day 1. Check Y (yes) or N (no) under Day 1 to show if you did or did not follow your plans. ⇒

		DAY 1		✓	DAY 2		✓	DAY 3		✓
Date: _____					Date: _____			Date: _____		
BODY IMAGE		1.	Y	N	1.	Y	N	1.	Y	N
		2.			2.			2.		
		3.			3.			3.		
REFUSE TO ABUSE		1.	Y	N	1.	Y	N	1.	Y	N
		2.			2.			2.		
		3.			3.			3.		
HARMFUL SUBSTANCES		1.	Y	N	1.	Y	N	1.	Y	N
		2.			2.			2.		
		3.			3.			3.		
NUTRITION		1.	Y	N	1.	Y	N	1.	Y	N
		2.			2.			2.		
		3.			3.			3.		
EXERCISE		1.	Y	N	1.	Y	N	1.	Y	N
		2.			2.			2.		
		3.			3.			3.		
SLEEP		1.	Y	N	1.	Y	N	1.	Y	N
		2.			2.			2.		
		3.			3.			3.		

# WELLNESS PLAN

Then, write three plans for Day 2. You may rewrite plans that you did not do during the previous day, or you may create new plans.

Date: <u>DAY 4</u> ✓			Date: <u>DAY 5</u> ✓			Date: <u>DAY 6</u> ✓			Date: <u>DAY 7</u> ✓		
1.	Y	N	1.	Y	N	1.	Y	N	1.	Y	N
2.			2.			2.			2.		
3.			3.			3.			3.		
1.	Y	N	1.	Y	N	1.	Y	N	1.	Y	N
2.			2.			2.			2.		
3.			3.			3.			3.		
1.	Y	N	1.	Y	N	1.	Y	N	1.	Y	N
2.			2.			2.			2.		
3.			3.			3.			3.		
1.	Y	N	1.	Y	N	1.	Y	N	1.	Y	N
2.			2.			2.			2.		
3.			3.			3.			3.		
1.	Y	N	1.	Y	N	1.	Y	N	1.	Y	N
2.			2.			2.			2.		
3.			3.			3.			3.		
1.	Y	N	1.	Y	N	1.	Y	N	1.	Y	N
2.			2.			2.			2.		
3.			3.			3.			3.		

# Lesson 35

## Let's Get Moving!

**Goal:** ♦ To introduce and implement the positive action of exercising for a well body and a healthy physical self-concept.

- Objectives:** ♦ To learn that exercise, in conjunction with a healthy diet, controls weight; helps us relax and sleep; is fun; improves appearance; reduces stress and risk of disease; improves digestion, muscle tone, and circulation; and increases flexibility, strength, coordination, and balance.
- ♦ To learn that our physical exercise plans should contain stretching, warm-ups, aerobic exercise, and cool-downs in order to build healthy bodies and positive physical self-concepts.
  - ♦ Regular exercise helps us stay fit and improves our physical and total self-concepts.

### Materials Needed

- ✓ Pens

### Materials Provided

- ✓ Activity Sheets: 35a-2-7, 35b-2-7
- ✓ PALS Radio Script Booklets—Script 14
- ✓ Image of “Get Moving” Poster 35-2-7

## Procedure

**Say:** Eating nutritious foods is important so we can build our physical self-concepts. Is it possible to build healthy bodies and positive self-concepts only by eating nutritious meals?

**Teacher:** Wait for responses until you hear “no.”

**Say:** Later today we'll plan a positive action that goes hand-in-hand with a nutritious diet. But right now, it's time for *Teens for a Positive World*.

**Teacher:** Assign five students: three girls (Paulette, Julie, and Julie's mother), one boy (Paul), and a Narrator to read the parts aloud. Direct students to Radio Broadcast PALS, Script 14.

..... **End Broadcast** .....

**Teacher:** Display “Get Moving!” Poster 35-2-7.

**Say:** Like Julie said to her mom, and Paul encouraged all the listeners, I think it’s time for us to get moving! As you can see on this poster, there are all kinds of exercise we can do to keep our bodies fit, and anyone can exercise. You don’t have to be into sports to get in some good exercise but, like the poster says, “Exercise is a physical positive action that contributes to a strong body and a healthy self-concept.” That sounds pretty important to me! Let’s get started by looking at some basic exercise guidelines.

**Teacher:** Direct students to “Exercise Guidelines” Activity Sheet 35a-2-7.

**Say:** Like all of us, Julie’s mom needs to make an exercise plan that is safe and effective. It should contain stretching, warm-ups, aerobic exercises, and cool-downs. These four kinds of exercises form a complete exercise program that improves your body’s endurance, aerobic conditioning, strength, and flexibility.

**Teacher:** Ask for four volunteers, and have each read one section of “Exercise Guidelines” Activity Sheet 35a-2-7.

**Say:** Now let’s use our knowledge of effective exercising to design our own individual exercise plans.

**Teacher:** Direct students to turn to “Freelance Exercise” Activity Sheet 35b-2-7. Review instructions, and then allow students to work independently to develop their freelance exercise plans.

When students finish developing their plans, go over the Target Heart Rate information aloud. Demonstrate how to check pulse rate by touching underneath the wrist with the index and middle fingers. Have students check and record their resting pulse rate, and go through each step of the process with them.

Encourage students to try their personal exercise plans at least twice a week for two weeks so they can discover a routine that works for them. They can vary exercises whenever they want. The goal is for students to develop a plan they can use for regular physical exercise.

**Say:** Being totally fit is one crucial piece of the overall total self-concept puzzle. That doesn’t mean you have to look like a professional body builder or a gorgeous movie star! But positive actions for physical health, including having a clean body, refusing to abuse, avoiding drugs, eating a variety of healthy foods, and exercising regularly, will build a healthy body and a positive physical self-concept. Regular exercise helps us stay fit and improves our total self-concepts.

## Teacher’s Toolbox

### Word of the Week

#### Thoughts

Ideas that result from thinking.



# EXERCISE GUIDELINES

## **STRETCHING (7–10 MINUTES)**

Stretching gives major joints and muscles full range of movement. It builds strength, balance coordination, and flexibility, and it can focus on specific muscles.

To start a workout, stretching should be gentle and gradual. Don't bounce or force your body. Your body will become more flexible as you repeat exercises.

Good stretching and joint movements include ankle and foot rotation, side stretches, arm circles, neck rotation, arm extensions, leg extensions, and toe touches.

## **WARM-UPS (5–10 MINUTES)**

Warm-ups provide aerobic conditioning by getting the heart and lungs working. They prepare muscles for more vigorous exercise by helping the body become stronger and more flexible.

Outdoor warm-ups include bicycling and swimming at a slow pace. Indoor warm-ups include any cardio exercise machine at a slow pace.

## **AEROBIC EXERCISE (20+ MINUTES)**

This will safely but energetically work your lungs, heart, and other muscles. Aerobic exercise promotes flexibility, strength, and endurance.

Maintain a steady heart rate (about 145–175 beats per minute for students your age; experts call this range your target zone).

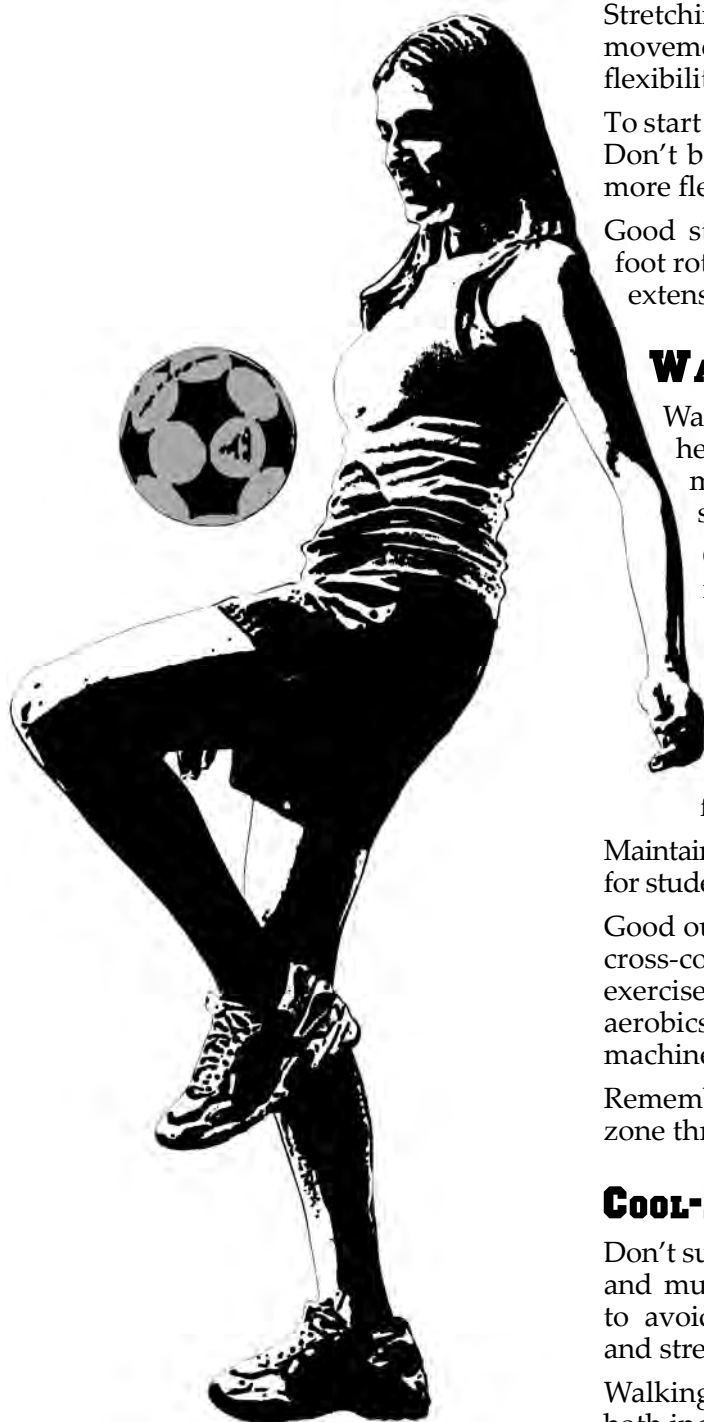
Good outdoor aerobic exercises include running, bicycling, cross-country skiing, and jumping rope. Indoor aerobic exercises include swimming, jumping jacks, weightlifting, aerobics or other fitness classes, and any cardio exercise machine at a fast pace.

Remember, you want to keep your heart rate in the target zone throughout this exercise period.

## **COOL-DOWNS (5–10 MINUTES)**

Don't suddenly stop exercising! Cool-downs help your heart and muscles recover from activity and circulate the blood to avoid muscle cramps. Cool-downs improve flexibility and strength.

Walking and gentle stretches are good cool-down activities, both indoors and out.



# **FREELANCE EXERCISE**

**DIRECTIONS:** Design your own exercise program to improve your flexibility, strength, coordination, endurance, and physical self-concept! Refer to Activity Sheet 35a-2-7 for examples of different types of exercise. Choose those you want to try and write them in the blanks. Then, complete the Target Heart Rate exercise.

## STRETCHING (7–10 MINUTES)

Reduces muscular tension, builds coordination, promotes circulation, and can focus on specific muscles.

1. \_\_\_\_\_
2. \_\_\_\_\_

## WARM-UPS (5–10 MINUTES)

Raises body temperature and mobility. Prepares body for target heart rate.

1. \_\_\_\_\_
2. \_\_\_\_\_

## AEROBIC EXERCISE (20+ MINUTES)

Safely and energetically works lungs, heart, and other muscles and hits the target heart rate. Choose one or two exercises in each category to maintain a steady heart rate at your target zone.

STRENGTH	COORDINATION	FLEXIBILITY	ENDURANCE
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____

## COOL-DOWNS (5–10 MINUTES)

Helps your heart and muscles recover from activity, and circulates the blood to avoid muscle cramps.

1. \_\_\_\_\_
2. \_\_\_\_\_

# FIND YOUR TARGET HEART RATE

Your goal is to maintain a steady heart rate at your target zone while you do aerobic exercises.

1. Maximum pulse rate for teenagers is 200 beats/minute.
2. Record your resting pulse rate for 1 minute. (Girl's resting heart beats are about 5 beats higher per minute than boys'.) \_\_\_\_\_
3. Subtract your pulse rate from 200. \_\_\_\_\_
4. Multiply by 0.60. \_\_\_\_\_
5. Write your resting pulse again. \_\_\_\_\_
6. Add the answer to #4 and your resting pulse to find your total target heart rate. \_\_\_\_\_

General exercise heart rates for middle school students that lead to cardiovascular improvements:

RESTING PULSE	EXERCISE PULSE
70.....	148
80.....	152
90.....	156
100.....	160

# RADIO BROADCAST PALS

## Script 14, Lesson 35

### POSITIVE ACTIONS LEAD TO SUCCESS

#### Radio Talk Show: Teens for a Positive World

**Paulette:** Hi everyone! I hope you're feeling as good as Paul and I. Even before the two of us got involved with *Teens for a Positive World*, we each had started our own exercise plan.

**Paul:** And the results really pay off. If you don't already have a plan, ask yourself how often and how completely you exercise. If you have a plan, you can probably answer that right off, but if you don't you might have some trouble with it. Tune in to your exercise habits as you mentally answer these questions affirmatively or negatively:

- I exercise, play in active sports, or work out for 20 minutes or more at least four times a week.
- When I exercise, I am careful to avoid injuring my body.
- When I exercise, I begin by warming up and stretching.
- When I exercise, I end by cooling down and stretching.
- I feel great about my physical self-concept!

**Paulette:** Most or probably all of us will admit that we do need to exercise more often. Many of us exercise occasionally, but we don't warm up before or cool down afterward. I'd like some of our callers to tell us some positive reasons to exercise regularly. (*Allow caller responses.*)

**Teacher as Caller:** *Regular exercise controls weight; reduces injuries; helps us relax and have fun; improves appearance; reduces risks of certain diseases; helps us sleep; improves digestion, muscle tone, circulation, and breathing; increases flexibility, strength, coordination, and balance; improves mental attitude; and improves physical and total self-concept.*

**Paul:** Exercise even makes our bones stronger, our bodies and minds better able to cope with stress, and our minds better able to learn. It also reduces many factors that can lead to heart disease, like high blood pressure and extra weight. Most of us probably need to exercise more, but we don't realize it. We'll meet somebody like this in today's radio drama, so let's get started.

#### Radio Play: We're on Our Way Morning Stretch, Act 14

**Characters:** *Narrator, Julie, and Julie's mother*

**Narrator:** *Julie quietly enters her house after school. She walks through the kitchen and rounds a corner into a long hallway. At the end of the hall, her mother is standing with her back to*

*Julie and her face toward a full-length mirror. She's pinching a roll of fat on her waist and shaking her head. Suddenly, spotting Julie, her mother begins to primp her hair.*

**Julie:** Ah, ah, ah, I caught you, Mom.

**Mother:** You did no such thing.

**Julie:** Oh, yes I did. And you were pinching a lot more than an inch.

**Mother:** Okay, I'm caught. It makes me so mad. I watch my diet just as closely as ever, but the last couple of months I've put on pounds in spite of it.

**Julie:** I hate to sound like a know-it-all, but from what I learned in health class I can guess what your problem is. It was about two months ago that your real estate business went into high gear. Since then, you've spent more and more time selling, and less and less time doing anything else.

**Mother:** So? Are you saying gaining weight is the price of success?

**Julie:** It can be. Remember, we used to play tennis or go swimming or bicycling at least four times or so a week. Since you've gotten so busy, you don't get any exercise at all. And with your office right here in the house, you don't even walk to work. I learned in health class that you gain one pound for every extra 3,500 calories you eat. Before, you were burning off those extra calories with exercise.

**Mother:** Well, maybe you'd like to explain how I can keep from gaining more. From 10 in the morning on I do paperwork and stick close to the phone. And, as you know, many evenings I'm out showing property. When am I going to get all this exercise you think I should get?

**Narrator:** *Julie explains to her mother that having no time is a poor excuse. If she'd set aside 40 minutes in the morning before work, she could do herself wonders. Her mother listens closely as Julie lays out an exercise plan.*

**Mother:** Okay, Julie, you're on! I'll start on an exercise plan, but why don't we commit to exercising together?

**Julie:** Alright, let's get moving!

## Radio Talk Show: continued

### Teens for a Positive World

**Paulette:** Okay, callers, can anyone tell us why Julie's mom is gaining weight? *(Allow caller responses.)*

**Teacher as Caller:** *Julie's mom is gaining weight because she no longer gets enough exercise.*

**Paulette:** How many extra calories are needed to gain one pound? *(Allow caller responses.)*

**Teacher as Caller:** *It takes 3,500 calories to add one pound.*

**Paulette:** When does Julie suggest that she exercise? *(Allow caller responses.)*

**Teacher as Caller:** *Julie suggests her mom exercise 40 minutes a day before work.*

**Paul:** In other words, everybody can find time to exercise. With Julie's mom, it will be first thing in the morning; some other people might find time in the evenings or during a midday break.

**Paulette:** Right on! And I hope you, our listeners, will take the time to make a plan that suits you. It's a super way to feel great!

**Paul:** And to strengthen your physical and total self-concepts, too. So, let's get moving! See ya next time!

## Lesson 35



# Lesson 39

## Use Your Whole Brain!

**Goal:** ♦ To introduce intellectual positive actions and using the whole brain to optimize strengths and weaknesses in both the left and right hemispheres.

- Objectives:** ♦ To learn that another step for improving our total self-concepts is to develop fit and healthy minds by training our brains to be positive.
- ♦ To learn that the brain is made up of right and left hemispheres, which are connected by nervous tissue called the corpus callosum.
  - ♦ To learn that each brain hemisphere primarily controls the opposite side of the body.
  - ♦ To learn that each hemisphere controls different types of thinking. We usually have a dominant hemisphere, but we need to work to strengthen both hemispheres.

### Materials Needed

- ✓ Pens
- ✓ Tape or tacks

### Materials Provided

- ✓ Activity Sheets: 39a-2-7, 39b-2-7
- ✓ Image of “Use Your Whole Brain” Poster 39-2-7

## Procedure

**Say:** We’ve learned to improve our physical self-concepts so that we can be healthy for life. We’re choosing positive actions to keep our bodies healthy. That’s one step toward building positive total self-concepts. Today we begin another step, which is to develop fit and healthy minds.

You see, being completely healthy isn’t just about being physically fit. Instead, we want to pursue wellness, which means to be totally healthy in body, mind, and feelings. We will learn intellectual positive actions that will help us train our brains to be positive.

Of course, while focusing on improving our use of intellectual positive actions, we can’t ignore our physical areas.

Before we begin, I’m going to have each of you do a self-evaluation of your strengths and weaknesses. Don’t answer how you think you should; instead, be objective like the self-concept scientists you are, answering each question as honestly as you can.

**Teacher:** Direct students to “Strength or Weakness?” Activity Sheet 39a-2-7. Review instructions, and then allow students to work independently.

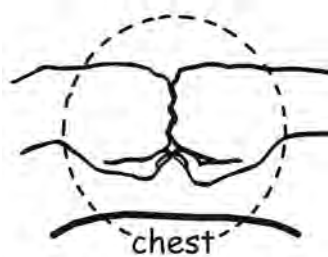
**Say:** What do you think these strengths and weaknesses have to do with our brains?

**Teacher:** Wait for responses.

**Say:** Well, the skills that you just identified as strengths and weaknesses are all controlled by either the **LEFT** or **RIGHT HEMISPHERE** of your brain. Let’s learn a little more about the brain, and then we’ll get back to these strengths and weaknesses. We will be exploring widely recognized knowledge and theories about the brain, but it is extremely complex and scientists are still in the initial stages of truly understanding how it functions. With that in mind, let’s get started.

Clench both of your hands into fists. Place your fists and second knuckles together with your thumbs nearest your body.

**Teacher:** Refer to the diagram and demonstrate the action for students.



**Say:** Now, look down at your two fists. Your fully developed brain is about this size, and weighs about three pounds. Your brain reaches its adult size around the age of 15. Even though your brain reaches its full size, it is still developing way beyond your teenage years. This makes the adolescent brain different from the brains of kids and the brains of adults. It is still forming connections and growing, just like your body. It is normal to feel confused sometimes, and even to do things you’re not sure why you did later. That’s why we’re going to learn how to train our brains to be positive by consciously using our whole brains to do intellectual positive actions. What do you think it means to train your brain to be positive?

**Teacher:** Wait for responses.

**Say:** Since your brain is still developing, you have the chance to shape the way it grows. Isn’t that an amazing thought? In fact, you have been training your brain all year with each new positive action you have learned. And we know through the Thoughts-Actions-Feelings about Self Circle that all positive actions start with what?

**Teacher:** Wait for responses until you hear, “Positive actions start with positive thoughts.”

**Say:** So, we know that all kinds of positive actions, not just intellectual ones, start in our minds. Some positive actions will be more difficult for you than others, because you are not used to doing them. Therefore, your brain is not comfortable with the



connections you are forcing it to make. However, if you keep positively pursuing that positive thought and action, your brain will become more comfortable with it, and you will have acquired a new skill. For example, some of the things you listed as weaknesses can become strengths if you keep working on them. And, the greatest part of this is, when you keep trying to use a different part of your brain and you finally feel comfortable doing so, you're going to feel really good about yourself. It's the philosophy in action. Who can tell me what the philosophy is?

**Teacher:** Wait for responses until you hear, “You feel good about yourself when you think and do positive actions, and there is always a positive way to do everything.”

**Say:** So, you'll get the intrinsic reward—that means from inside you—of feeling good about yourself when you train your brain to learn something new. You'll also get extrinsic rewards—that means from outside sources. For example, what if you think math is a weakness for you, but you try really hard to study and do well on a test? You'll get the good feeling from positively pursuing a positive action and succeeding, and you'll also get praise from your teachers and parents, as well as a good grade. Of course, in *Positive Action*, the feeling you get about yourself is your greatest reward, and it will lead you to more positive thoughts and positive actions, and to even more good feelings.

Unfortunately, It's just as easy to train your brain to be negative by thinking a negative thought about math, deciding not to try at all, and then feeling bad about yourself when you get a bad grade. Since we know that everyone wants to feel good about themselves, I think we'll all want to train our brains to be positive, not negative.

In fact, this negative or positive thinking is so powerful that one study demonstrated how it made the difference between students who achieved academically and those who did not. The study, published by Dr. Carol Dweck in the *Child Development* scientific journal, looked at 7th grade students and divided them into two categories based on how they viewed their intelligence: “fixed mindset” and “growth mindset.” Those with a fixed mindset thought they were born with a certain amount of intelligence they could not change, and worried about whether or not they had enough intelligence. Those with a growth mindset, on the other hand, thought of their intelligence as something they could develop throughout their whole lives, continually mastering new things. The students with the growth mindset had steadily improving math scores over the next two years, but those with the fixed mindset had scores that actually decreased. Which kind of mindset do you think aligns more closely with *Positive Action's* view of intelligence?

**Teacher:** Wait for responses until you hear “the growth mindset.” (See *Footnote* for more information about this study and Dweck's theory.)

**Say:** Having the growth mindset means believing that we can improve ourselves, and we're going to learn how to do that by training our brains to do lots of different positive actions, including achieving academically like the students in the study.

This is a lot to take in, but you'll start to see how it all works as we learn about specific intellectual positive actions. Learning how your brain works to control the things you

think, do, and say will allow you to optimize its use so you can be high-achieving adolescents and grow into happy and successful adults.

**Teacher:** Display “Use Your Whole Brain” Poster 39-2-7.

**Say:** You might have wondered what I meant by “whole brain.” Well, as you can see in this poster, the brain is divided into two hemispheres: the left and right, and they are connected by nerve tissue called the **CORPUS CALLOSUM**.

Think of the corpus callosum as special “telephone wires” that let the right hemisphere and the left hemisphere constantly communicate with each other. Each brain hemisphere controls the opposite side of the body; your right hand moves because the left hemisphere directed it to move. Your left foot takes a step because your right hemisphere told it to step.

Even more complex than that, each hemisphere generally controls different kinds of thinking. Your left hemisphere is more detailed, scientific, and verbal. Your right hemisphere generally controls your emotions, your creativity, and your visual-spatial abilities. Each of the skills that you marked as strengths or weaknesses falls into one of the hemispheres.

**Teacher:** Read the skills listed on the left side of the poster and explain that those are controlled by the left hemisphere. Then, read the skills listed on the right side of the poster and explain that those are controlled by the right hemisphere.

**Say:** Some of us use the thinking abilities from one hemisphere more than the other. Raise your hand if you would rather paint a picture than tell a story.

**Teacher:** Wait for responses.

**Say:** Painting is an artistic, creative talent. Which hemisphere is responsible?

**Teacher:** Wait for responses until you hear “right.”

**Say:** Telling a story is a verbal skill that is controlled by which hemisphere?

**Teacher:** Wait for responses until you hear “left.”

**Say:** Raise your hand if you think step-by-step to solve a problem.

**Teacher:** Wait for responses.

**Say:** Which hemisphere are you using?

**Teacher:** Wait for responses until you hear “left.”

**Say:** How many of you would rather rely on your feelings to solve the same problem?

**Teacher:** Wait for responses.

**Say:** Which hemisphere is responsible for your feelings and emotions?

**Teacher:** Wait for responses until you hear “right.”

**Say:** This poster says “Use Your Whole Brain” because we are the best we can be when we rely on strengths from both hemispheres. Many people, however, rely primarily on one hemisphere. Turn to “My Whole Brain” Activity Sheet 39b-2-7, and continue your intellectual self-evaluation by finding out where your strengths and weaknesses fall.

**Teacher:** Review instructions, and then allow students to work independently.

**Say:** Look at the location of your strengths and weaknesses that you marked on Activity Sheet 39b-2-7. Do you have more strengths in the right hemisphere or the left? Which hemisphere do more weaknesses show up in? Or are your strengths and weaknesses well-balanced between the two hemispheres?

**Teacher:** Wait for responses.

**Say:** Using our whole brains can be a challenge, but we realize our intellectual potential when we make an effort to balance our strengths and weaknesses more equally. Like the poster says, we can train our brains to be positive by building on our strengths while improving our weaknesses. Then we can become positive, balanced thinkers!

Let’s start thinking about how we can train our brains right now. Think about which hemisphere is dominant. What are some things you could do to continue to improve a strength in that hemisphere?

**Teacher:** Wait for responses.

**Say:** Then, what could you do to strengthen a weakness in the hemisphere that is not dominant so you become more balanced?

**Teacher:** Wait for responses.

**Say:** If your strengths and weaknesses are equal on both hemispheres, what might be a plan to help you continue using your whole brain by improving a strength in both hemispheres? Finally, what could you plan to help you keep balanced by strengthening a weakness in both hemispheres?

**Teacher:** Wait for responses.

**Say:** Each of our brains are unique. Not one of your activity sheets is going to look exactly like another person’s, because we all have different combinations of strengths and weaknesses. The important thing is to continue to use and grow our strengths, while also improving our weaknesses. Choosing this growth mindset will help us all to be high achievers. By training our brains to be positive by consistently doing positive actions, we can develop a stronger, more **COHESIVE** brain that helps us achieve more, contributing to greater success and happiness.

**Teacher:** Write “Know and Grow” on the board.

**Say:** “Know and Grow” is a good slogan for intellectual positive actions because we all want to have a growth mindset, not a fixed mindset.

## Teacher's Toolbox

### Vocabulary

#### Cohesive

To be united.

#### Corpus Callosum

A bridge of nervous tissue that connects the left and right hemispheres of the brain, allowing communication.

#### Left and Right Hemispheres

The two halves of the brain; each one controls the opposite side of the body and different brain functions.

### Word of the Week

#### Feelings

Emotions such as anger, fear, love, and worry.

### Footnote

*Mindset: The New Psychology of Success* is Carol Dweck's book describing her theory about fixed and growth mindsets. This book can give further insight to the study mentioned in the lesson.

# Strength or Weakness?

**Directions:** To help you evaluate your strengths and weaknesses, look at the skills and different ways of thinking below. If it is something you do well, it is a **strength**. Write **S** beside it. If it is something you don't do very well, it is a **weakness**. Write **W** beside it. Remember, there are no right or wrong answers.

**Setting goals** (and trying to reach them) \_\_\_\_\_

**Color sensitivity** (being very aware of different colors) \_\_\_\_\_

**Language/verbal** (speaking) \_\_\_\_\_

**Feelings and emotions** \_\_\_\_\_

**Verbal memory** \_\_\_\_\_

**Reading** \_\_\_\_\_

**Singing** \_\_\_\_\_

**Locating details and facts** \_\_\_\_\_

**Intuitive** (trusting yourself when you have a "feeling" about something) \_\_\_\_\_

**Following directions** \_\_\_\_\_

**Creative** \_\_\_\_\_

**Listening** \_\_\_\_\_

**Sequential thinking** (thinking or doing things step-by-step) \_\_\_\_\_

**Rational thinking** (thinking with reason and careful understanding) \_\_\_\_\_

**Holistic** (thinking about the whole idea or "big picture") \_\_\_\_\_

**Spatial relationships** (understanding how different areas of space relate to each other) \_\_\_\_\_

**Handwriting** \_\_\_\_\_

**Music** \_\_\_\_\_

**Phonics** (reading words by sounding them out) \_\_\_\_\_

**Visualizing** (picturing things in your mind) \_\_\_\_\_

**Playful** \_\_\_\_\_

**Spontaneous** (you enjoy unplanned, unscheduled activities) \_\_\_\_\_

**Analytical thinking** (understanding a whole concept by studying each part) \_\_\_\_\_

**Artistic** \_\_\_\_\_

**Talking and reciting** \_\_\_\_\_

**Visual memory** \_\_\_\_\_

**Shapes and patterns** \_\_\_\_\_

**Concrete thinking** (understanding something by relating it to actual experiences) \_\_\_\_\_

**Non-Verbal** (not a talker) \_\_\_\_\_

# My Whole

**Directions:** Each skill or characteristic you marked as a strength or weakness on Activity Sheet 39a-2-7 is primarily controlled by either the left or right hemisphere.

Locate the skills or characteristics in the left and right hemisphere lists, and then plot either an "S" or a "W" on the brain diagram in the appropriate hemisphere. For example, if handwriting is one of your strengths, you can see that the left hemisphere controls it. So, you'd write an "S" in the left hemisphere of the brain diagram below. If handwriting is a weakness for you, you'd write a "W" in the left hemisphere. ⇒

## Left Hemisphere

Setting goals ☐

Handwriting ☐

Language/verbal ☐

Reading ☐

Phonics ☐

Locating details and facts ☐

Talking and reciting ☐

Following directions ☐

Listening ☐

Sequential thinking ☐

Analytical thinking ☐

Concrete thinking ☐

Rational thinking ☐

Verbal memory ☐

## Total:

Strengths \_\_\_\_

Weaknesses \_\_\_\_



# Brain

Place a check in the box provided next to each skill you label in the brain, so you don't forget any. Then, add the total number of strengths and weaknesses for each hemisphere and record it on the line provided. Are your strengths and weaknesses evenly divided, or is one hemisphere dominant?



## Right Hemisphere

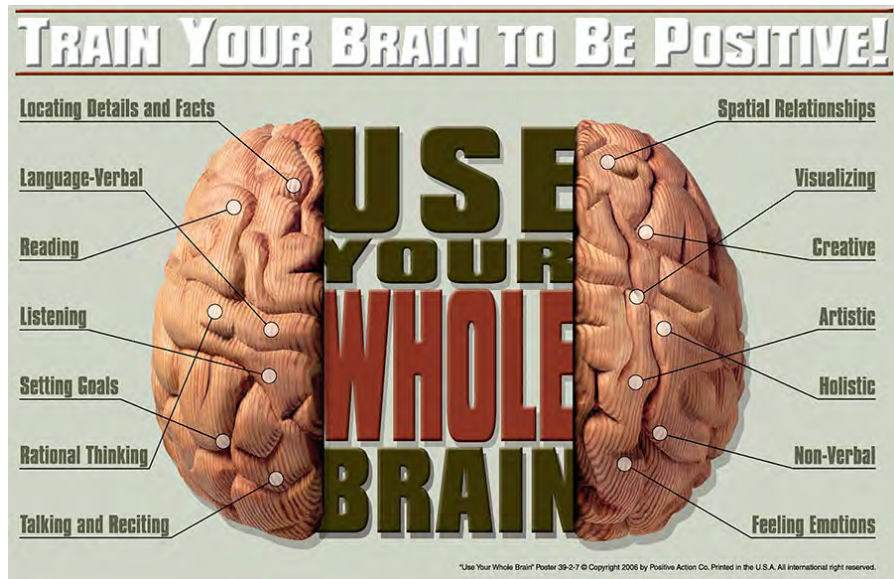
- ☐ Playful
- ☐ Holistic
- ☐ Spatial relationships
- ☐ Shapes and patterns
- ☐ Color sensitivity
- ☐ Singing
- ☐ Music
- ☐ Artistic
- ☐ Creative
- ☐ Visualizing
- ☐ Feeling emotions
- ☐ Intuitive
- ☐ Spontaneous
- ☐ Visual memory
- ☐ Non-verbal

### Total:

Strengths \_\_\_\_

Weaknesses \_\_\_\_

## Lesson 39





# Lesson 40

## How Are You Smart?

**Goal:** ♦ To introduce different kinds of intelligence, and practice the positive action of using as many kinds of intelligence as we can.

**Objectives:** ♦ To learn that we are all unique, and therefore we all think and learn in different ways.  
♦ To learn about Howard Gardner’s theory of eight kinds of intelligence, and to find out what kinds of intelligence we use.  
♦ To learn to train our brains to be positive by utilizing as many kinds of intelligence as we can.

### Materials Needed

✓ Pens

### Materials Provided

✓ Activity Sheets: 40a-2-7, 40b-2-7  
✓ Image of “How Are You Smart?” Poster 40-2-7

## Procedure

**Say:** There are many kinds of intelligence that combine different strengths from the left and right brain hemispheres, and that each of us uses a different combination of these intelligences. Just as we are all unique, so are our brains.

Many scientists, led by Howard Gardner, believe there are eight kinds of intelligence. We use all eight kinds at different times, but we often favor certain ones according to our own individual personalities. So, you’re each going to complete an activity sheet to see what kinds of intelligence you favor, and which ones could use a little extra attention to help you become a more well-rounded person capable of the highest achievement.

**Teacher:** Direct students to “How Am I Smart?” Activity Sheet 40a-2-7. Review instructions, and then allow students to work independently. Monitor progress, offering assistance as needed.

**Say:** Did you all figure out your average for each intelligence?

**Teacher:** Wait for responses. Offer assistance as needed.

**Say:** So, how many of you feel like you have one or two intelligences that you use most often, and then several others that you use sometimes? How many of you feel that you

have one or two dominant intelligences, and rarely use the others? How many of you feel like you have several equally strong intelligences, with none being higher or lower than the others?

**Teacher:** Wait for responses. Allow discussion. Make sure students understand that most of us have one or two dominant intelligences, but that it is important to work to develop the other intelligences as well in order to be a well-rounded person. Remind them this is part of training the brain to be positive, and keeping a growth mindset will allow them to continue to strengthen both hemispheres.

Display the “How Are You Smart?” Poster 40-2-7. Encourage the students to imagine what they can use their different kinds of intelligence for.

**Say:** As the poster indicates, Howard Gardner once said, “There are hundreds and hundreds of ways to succeed and many, many different abilities to help you get there.” Each of you is different, with different strengths and abilities, different weaknesses and fears. But we all need to strengthen our left and right hemispheres, and develop as many intelligences as we can to be the best we can be. And we can all do that by training our brains to make new, positive connections. This is part of having a growth mindset, which tells us we can continue to improve over time. A fixed mindset, which tells us our intelligence isn’t up to us, will only hold us back.

Let’s learn a little more about each of these kinds of intelligence so you can see where you’re strong and where you can grow. Turn to “All Kinds of Smart” Activity Sheet 40b-2-7, and follow along with me as I read descriptions of the eight intelligences. Each one will explain the abilities, preferences, and learning styles of the intelligence, as well as examples of careers people with that intelligence have.

**Teacher:** Read the descriptions below as students follow along on their activity sheets.

**Say: Verbal/Linguistic Intelligence**

The ability to read, write, and communicate with words. The preference to discuss things with others, and to learn from words. Career examples: authors, journalists, poets, orators, and comedians.

**Logical/Mathematical Intelligence**

The ability to reason and calculate, and to think things through in a logical, systematic manner. The preference to organize and classify, and to learn by computers. Career examples: engineers, scientists, economists, accountants, detectives, and members of the legal profession.

**Visual/Spatial Intelligence**

The ability to think in pictures, to visualize a future result, and to imagine things in your mind’s eye. The preference to use cameras and telescopes, and to learn by video, diagrams, and charts. Career examples: architects, sculptors, sailors, photographers, and strategic planners.

**Bodily/Kinesthetic Intelligence**

The ability to use your body skillfully to solve problems, create products, or present ideas and emotions. The preference to be physically active, and to learn through touching and hands-on activities. Career examples: athletes, dancers, actors, construction workers, and surgeons.

### **Musical Intelligence**

The ability to make or compose music, to sing well, to keep rhythm, and to understand and appreciate music. The preference to sing words to remember them, and to learn by listening. Career examples: musicians, composers, and recording engineers.

### **Interpersonal Intelligence**

The ability to work effectively with others, to relate to other people, and to display empathy and understanding. The preference to work in groups, and to learn by sharing ideas and information with others. Career examples: teachers, facilitators, therapists, politicians, religious leaders, and sales people.

### **Intrapersonal Intelligence**

The ability for self-analysis and reflection, to review your behavior and innermost feelings, and to make plans and set goals. The preference to do things privately, and to learn by studying alone. Career examples: philosophers, counselors, writers, artists, and musicians.

### **Naturalistic Intelligence**

The ability to recognize flora and fauna, and to understand things of nature. The preference to conserve resources, and to learn by experiencing nature. Career examples: farmers, botanists, veterinarians, conservationists, biologists, and environmentalists.

Does anyone have any questions about what each intelligence entails, or what the differences are?

**Teacher:** Wait for responses.

**Say:** Okay, now I'd like each of you to rank the eight intelligences. Refer back to Activity Sheet 40a-2-7 to see which intelligence had the highest average, and tune in to what you know about yourself and the descriptions I just read. Then, rank the intelligences from the one you use the most (1) to the one you use the least (8).

**Teacher:** Allow time for students to complete the ranking.

**Say:** Okay, let's see by a show of hands what intelligence you each ranked as number one.

**Teacher:** Go through each of the eight intelligences, asking students to raise their hands if they ranked that intelligence as number one.

**Say:** We have quite a diverse group of students, with all different kinds of intelligence. I think that makes our classroom strong and capable. Just imagine working on a group project with eight people who all bring a different kind of intelligence, with different strengths and abilities. That would be a strong group!

In fact, I think that each of you is “all kinds of smart.” Imagine if you were working on an individual project, and you could benefit from all eight kinds of intelligence just from within yourself! That’s a pretty good reason to try to strengthen some of the intelligences we don’t use very often, and to keep maximizing the potential of our strongest intelligences. So, I’d like you to take a look at the activity sheet and write down one positive way you can use each of these intelligences. Some of them will come easily, and some you’ll have to put some more thought into.

**Teacher:** Allow time for students to finish the activity sheet.

**Say:** We’ve done a lot of work to identify the intelligences you use most often, and which ones you tend to avoid developing. It takes focus, commitment, and guts to tackle areas of intelligence you haven’t developed yet—but the rewards are huge. Just like the 7th graders in the study, you’ll gain more with a growth mindset than a fixed mindset. You are all capable of training your brain to be positive and experiencing the good feelings that come with it. The smarter you become in all areas of life as you emerge into adulthood, the more easily you can navigate a path through the world that can bring you happiness and success.

# How Am

**Directions:** To figure out which of the eight kinds of intelligences you tend to use, and which ones could use some extra attention, read each of the characteristics listed below for each of the intelligences. Be honest with yourself, and mark an "X" in the box that best describes how true the statement is. Think of it as a scale of 1 to 6, with 1—disagree—being the lowest, and 6—agree—being the highest. ⇒

## Logical/ Mathematical Intelligence

	Disagree	Somewhat Disagree	Disagree a Little	Agree a Little	Somewhat Agree	Agree
	1	2	3	4	5	6
I like working with numbers.						
I can do math in my head.						
I like brain teasers or other logical puzzles.						
I prefer subjects like math and science.						
I like to have a plan for things before I do them.						
I like keeping up on new scientific advances.						
I think of and ask difficult questions.						
I like to collect and study different things.						
I like thinking games, like chess.						
I tend to solve problems in a step-by-step way.						

Average Score \_\_\_\_\_

## Verbal/ Linguistic Intelligence

	Disagree	Somewhat Disagree	Disagree a Little	Agree a Little	Somewhat Agree	Agree
	1	2	3	4	5	6
I prefer subjects like English, history, and social studies.						
I like to write or tell stories, and can easily express myself.						
I like to read: books, magazines, newspapers, etc.						
I have an above-average vocabulary.						
I like word games like Scrabble or crossword puzzles.						
I am good at debating or verbal arguments.						
I can easily remember information I hear on the radio or podcasts.						
I like to talk through problems and solutions.						
I often refer to things I have read or heard.						
I like word play, like puns or tongue-twisters.						

Average Score \_\_\_\_\_

## Musical Intelligence

	Disagree	Somewhat Disagree	Disagree a Little	Agree a Little	Somewhat Agree	Agree
	1	2	3	4	5	6
I can play, or am learning to play, a musical instrument.						
I can sing on key.						
I like to listen to music at home or in the car.						
I often find myself tapping or moving in time to music.						
I can identify different musical instruments.						
I like to study with music in the background.						
I often hum, sing, or whistle to myself.						
I can remember a tune after hearing it a few times.						
Theme music or jingles often pop into my head.						
I can't imagine my life without music.						

Average Score \_\_\_\_\_

## Visual/Spatial Intelligence

	Disagree	Somewhat Disagree	Disagree a Little	Agree a Little	Somewhat Agree	Agree
	1	2	3	4	5	6
I have an appreciation for the arts.						
I like to doodle while taking notes or thinking.						
I can easily read maps and navigate.						
I enjoy visual games, like jigsaw puzzles.						
I like to take things apart, and then put them back together.						
I like to take pictures or videos of events.						
I like subjects like art and geometry (instead of algebra).						
I prefer to read with lots of pictures and illustrations.						
I can easily visualize different perspectives.						
I like to use diagrams or drawings to explain things.						

Average Score \_\_\_\_\_

# I Smart?

When you're finished, take a look at the page. Where are you strong? Where do you need some work? To find out, calculate an average for each kind of intelligence by adding all the numbers and dividing by 10. Then, put an "up" arrow next to the intelligence you use the most, and a "down" arrow next to the intelligence you use the least.

## Interpersonal Intelligence

	Disagree	Somewhat Disagree	Disagree a Little	Agree a Little	Somewhat Agree	Agree
	1	2	3	4	5	6
I prefer working on group projects instead of by myself.						
I have a lot of close friends.						
I like games involving other people, like Monopoly or Pictionary.						
I like to be a leader of clubs or sports.						
I prefer team sports to individual sports.						
I like to meet and talk to new people.						
I like to listen to people and give them advice.						
I like working with younger kids as a mentor.						
I like to talk through problems with others instead of resolving them by myself.						
I like participating in school activities.						

**Average Score** \_\_\_\_\_

## Bodily/ Kinesthetic Intelligence

	Disagree	Somewhat Disagree	Disagree a Little	Agree a Little	Somewhat Agree	Agree
	1	2	3	4	5	6
I like to play sports or exercise regularly.						
I think it is fun to dance.						
I like the thrilling rides at the fair.						
I like "do-it-yourself" projects.						
It helps me understand something when I touch or hold it.						
I prefer subjects like P.E. and practical arts.						
I often use hand gestures or body movement when I talk.						
I find it hard to sit still for very long.						
I prefer hands-on learning over reading or watching a video.						
Sometimes I can think through a problem better if I do a physical activity.						

**Average Score** \_\_\_\_\_

## Naturalistic Intelligence

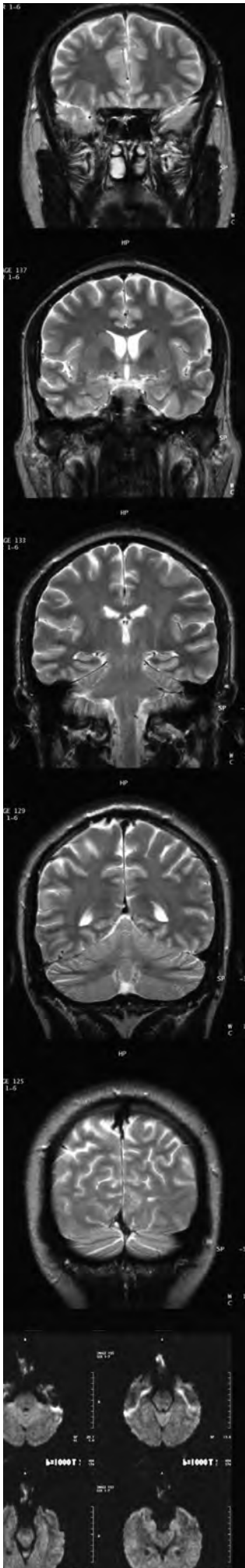
	Disagree	Somewhat Disagree	Disagree a Little	Agree a Little	Somewhat Agree	Agree
	1	2	3	4	5	6
I prefer subjects like psychology and biology.						
I like animals and have many pets.						
I keep up to date on health issues.						
I like learning about plants, or I keep a garden.						
I am interested in global environmental issues.						
I am interested in astronomy, and keep up on developments.						
I can recognize different types of trees, plants, and flowers.						
I am interested by farming or fishing.						
I think conservation is important, and I recycle.						
I notice tracks, nests, and wildlife on a walk or hike.						

**Average Score** \_\_\_\_\_

## Intrapersonal Intelligence

	Disagree	Somewhat Disagree	Disagree a Little	Agree a Little	Somewhat Agree	Agree
	1	2	3	4	5	6
I like to keep a journal or diary.						
I have set goals for myself and I know where I'm going.						
I like to do things by myself.						
My privacy is very important to me.						
I prefer working on projects by myself, instead of in groups.						
I have many ideas and creative thoughts.						
I prefer individual sports to team sports.						
I am an independent thinker; my thoughts are my own.						
I have a personal hobby that I don't share with others.						
I have a good idea of my own strengths and weaknesses.						

**Average Score** \_\_\_\_\_



# All Kinds of Smart

**Directions:** Read along as your teacher describes each kind of intelligence. Then, refer to Activity Sheet 40a-2-7, and rank the eight kinds of intelligence from the one you use the most (1) to the one you use the least (8). Write one way you can use each kind of intelligence, paying particular attention to those that you don't currently use.

## Verbal/Linguistic Intelligence Rank \_\_\_\_\_

The ability to read, write, and communicate with words. The preference to discuss things with others, and to learn from words. **Career examples: authors, journalists, poets, orators, and comedians.** \_\_\_\_\_

## Logical/Mathematical Intelligence Rank \_\_\_\_\_

The ability to reason and calculate, and to think things through in a logical, systematic manner. The preference to organize and classify, and to learn by computers. **Career examples: engineers, scientists, economists, accountants, detectives, and members of the legal profession.** \_\_\_\_\_

## Visual/Spatial Intelligence Rank \_\_\_\_\_

The ability to think in pictures, to visualize a future result, and to imagine things in your mind's eye. The preference to use cameras and telescopes, and to learn by video, diagrams, and charts. **Career examples: architects, sculptors, sailors, photographers, and strategic planners.** \_\_\_\_\_

## Bodily/Kinesthetic Intelligence Rank \_\_\_\_\_

The ability to use your body skillfully to solve problems, create products, or present ideas and emotions. The preference to be physically active, and to learn through touching and hands-on activities. **Career examples: athletes, dancers, actors, construction workers, and surgeons.** \_\_\_\_\_

## Musical Intelligence Rank \_\_\_\_\_

The ability to make or compose music, to sing well, to keep rhythm, and to understand and appreciate music. The preference to sing words to remember them, and to learn by listening. **Career examples: musicians, composers, and recording engineers.** \_\_\_\_\_

## Interpersonal Intelligence Rank \_\_\_\_\_

The ability to work effectively with others, to relate to other people, and to display empathy and understanding. The preference to work in groups, and to learn by sharing ideas and information with others. **Career examples: teachers, facilitators, therapists, politicians, religious leaders, and sales people.** \_\_\_\_\_

## Intrapersonal Intelligence Rank \_\_\_\_\_

The ability for self-analysis and reflection, to review your behavior and innermost feelings, and to make plans and set goals. The preference to do things privately, and to learn by studying alone. **Career examples: philosophers, counselors, writers, artists, and musicians.** \_\_\_\_\_

## Naturalist Intelligence Rank \_\_\_\_\_

The ability to recognize flora and fauna, and to understand things of nature. The preference to conserve resources, and to learn by experiencing nature. **Career examples: farmers, botanists, veterinarians, conservationists, biologists, and environmentalists.** \_\_\_\_\_

## Lesson 40





# Lesson 53

## Fight-or-Flight

**Goal:** ♦ To reinforce self-management by using social and emotional positive actions.

- Objectives:** ♦ To learn that a defense mechanism is any mental technique used to avoid, deny, or distort feelings of anxiety. Like fight-or-flight behavior, it can be reactive if it is used inappropriately in situations where you don't need to be defensive.
- ♦ To learn how to use fight-or-flight indicators to set ourselves up for growth. By making thoughtful, positive decisions, we can turn negative or despairing thoughts, actions, and feelings into peak experiences (feelings of calm, strength, and safety).
  - ♦ To learn that we can avoid being miserable and feel better about our choices and social and emotional self-concepts by being positive self-managers.

### Materials Needed

✓ None

### Materials Provided

✓ None

## Procedure

**Say:** Have you ever heard of the term “fight-or-flight”? Fight-or-flight is a very simple response that implies we have no choice when confronted with real or imagined danger but to be aggressive or to run away. While sometimes it is valid, often in everyday life it is not the best possible response.

We do something very similar to fight-or-flight when our ideas are questioned or criticized. We use what is called a **DEFENSE MECHANISM**. A defense mechanism is any mental technique used to avoid, deny, or distort sources of anxiety. Sometimes defense mechanisms are useful to protect us in situations of real danger, but they are often used inappropriately. In these situations, it is used to maintain an idealized self-image; that is, an image you have formed of yourself that is not true. It's easy to see, then, that defense mechanisms can lead to inappropriate and destructive negative actions. Like fight-or-flight behavior, they are reactive. Positive actions are always proactive, which means we have to think ahead rather than simply react. Positive actions happen when we take charge of ourselves.

The fight-or-flight reaction is a normal first response, as are many defense mechanisms, but what we need to work on is using that initial response to set us up for positive behavior. So, instead of fighting, running away, or denying the truth, we need to take the positive action of stopping to analyze the situation, and then coming up with

positive solutions. This is when we must use thought and self-discipline to turn fight-or-flight symptoms into an opportunity for growth. In this way, we make a potentially negative situation positive.

What feeling do you think most speakers and actors experience just before performing?

**Teacher:** Wait for responses.

**Say:** Most experience stage fright. Stage fright is experiencing a fight-or-flight reaction prior to performing publicly, but most performers discipline themselves to master it, to use that nervous energy to energize their performance. Believe it or not, every one of you could become an effective public speaker. All you have to do is practice transforming your initial negative reactions into a positive experience, and have confidence in your ability to do so.

Can someone share one recent thoughtful decision and tell how you felt after carrying out that decision?

**Teacher:** Wait for responses.

**Say:** You felt good about your decision. Positive thoughts lead to positive actions, which lead to positive feelings about yourself. When you consistently make thoughtful, positive decisions, you'll grow into the type of person who has peak experiences, or feelings of calm and strength and safety. That's what it feels like to be in the Success Circle.

Can someone share how you felt after making a snap decision with negative results?

**Teacher:** Wait for responses.

**Say:** You felt bad about your decision. Negative thoughts lead to negative actions, which lead to negative feelings about yourself. Constantly being stuck in this Failure Circle leads to miserable experiences. What does it mean to be miserable?

**Teacher:** Wait for responses.

**Say:** Misery implies feeling anxious, unwanted, unloved, and unloving; life seems gloomy.

Learning to manage ourselves with thought and self-discipline can help us avoid miserable experiences and feel good about our choices and our social/emotional and total self-concepts. A helpful positive action is stopping and thinking rationally about things. It's more difficult than simply reacting, but it's much more rewarding in the long-run.

## Teacher's Toolbox

### Vocabulary

#### Defense Mechanism

Any mental technique used to avoid, deny, or distort sources of anxiety.

## Word of the Week

### Cooperation

To work with others for a common purpose.

# Lesson 66

## Breaking the Cycle of Anger

**Goal:** ♦ To introduce and apply positive actions for managing the emotion of anger.

- Objectives:** ♦ To learn that anger can be a powerful negative emotion if we don't control and channel it, but allow it to snowball. It can be a positive emotion if it can help us gather our resources to fight injustice.
- ♦ To learn that a negative cycle of anger can be broken with a thoughtful application of rational, positive thoughts. Using self-discipline, we can take a deep breath, calm our thoughts, and view the situation clearly.
  - ♦ To learn that with clear thinking, we may be able to discover that things may not be as bad as they seem.

### Materials Needed

- ✓ Pens

### Materials Provided

- ✓ Activity Sheets: 56-3-7
- ✓ PALS Radio Script Booklets—Script 31

## Procedure

**Say:** Raise your hand if you've felt victimized by someone inappropriately taking their anger out on you.

**Teacher:** Wait for responses.

**Say:** I know that can feel awful. But here's a tough follow-up question. How many of you have ever been guilty of taking your anger out unfairly on another? I'll wait a little longer to see if you'll raise your hands for this.

**Teacher:** Wait for response.

**Say:** Does the fact that anger can hurt you or you can hurt others with it always make anger a negative emotion?

**Teacher:** Of course not. For example, throughout history many positive figures like Gandhi and Martin Luther King, Jr. became tremendously angry about the injustices they saw done against their people. But they learned how to positively focus their anger into the positive form of non-violent protests against those systems and people treating others unjustly. This is quite different than the anger you may feel toward your parents because they won't give you your allowance until you do the chores. Anger can come

from the highest and least selfish parts of yourself—or it can come from the most selfish and immature parts of yourself. Part of learning how to manage your anger involves learning to recognize its source and how best to handle it. Let's tune in to radio station PALS and join our talk show hosts, Paul and Paulette, to see what they have to say about the subject.

**Teacher:** Assign eight students: three girls (Paulette, Julie, and Ann), three boys (Paul, Gary, and Bret), the Voice of Thought, and a Narrator to read the parts aloud. Direct students to Radio Broadcast PALS, Script 31.

.....**End Broadcast**.....

**Say:** There are positive ways and there are negative ways to manage anger. In our last lesson, we analyzed the different ways Ann and Gary handled their frustration, which is often a cause for anger. Let's play a game in which we will use our imaginations to deal with our anger positively and negatively.

**Teacher:** Follow these directions to play "Anger Management."

1. Divide the class into two teams, standing opposite and facing each other.
2. Give one player a school or home situation that would make him or her angry. Use the examples below if desired.
  - ♦ At the last minute, I'm told I have to clean my messy room before I can go to the movie.
  - ♦ I'm dropped from the (basketball, football, swim, or other kind of sport) team until my grades improve.
  - ♦ I have to stay home and take care of my little brother while all my friends go to a fantastic movie.
  - ♦ Sue's note landed on my desk and now I'm in detention for a week after school—and I'm innocent!
3. After you explain the situation to the student, he/she must quickly demonstrate a positive or negative reaction to anger.
4. When the player finishes, he/she names an opposing player to demonstrate the opposite reaction.
5. When that player finishes, he/she calls on an opponent to demonstrate an opposite reaction, and so on.
6. Allow play to go back and forth until no more reactions appear possible. Then state a new situation and call on a new player. Students should not be called on twice unless everyone has had a turn.

**Say:** The cycle of anger can be broken with rational, positive thoughts. Use self-discipline to take a breath, calm your thoughts, and view the situation clearly. Resist the wasteful

activity of telling yourself how justified your anger is. Instead, discover options you can try, and you may discover that things aren't as bad as they seem! Try these positive actions the next time you are angry. They will help you feel better about yourself as you take more control of yourself and the stressful situation.

**Teacher:** Direct students to Activity Sheet 56-3-7 and have them rate their management of talents, thoughts, actions, and feelings on a scale of one to ten. Low is 1, 2, 3; Fair is 4, 5, 6; Good is 7, 8, 9; and Super is 10. Then have them record their ratings in the appropriate tables by filling in the squares from 1 up to the number they rated each resource.

# 0 SELF-MANAGEMENT LYMPICS

**Day 1**

**Day 2**

**Day 3**

**Time**

Start Date:

1

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1

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**Energy**

Start Date:

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2

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4

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**Money**

Start Date:

1

2

3

4

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6

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8

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10

1

2

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**Possessions**

Start Date:

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3

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10

**Talents**

Start Date:

1

2

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4

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**Thoughts**

Start Date:

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**Actions**

Start Date:

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**Feelings**

Start Date:

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**Directions:** In order to track how well you are managing your resources and working toward your goals like an Olympian athlete, rate each resource for seven days. Starting with time, use the Self-Concept Scale to rate your management on a scale of 1 to 10, 1 being the lowest and 10 being the highest. Then, in Day 1 of the Time table, fill in from 1 to the number you rated yourself. Do this for one week for each resource.

## Day 7

1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
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2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10										2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20																			
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
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# RADIO BROADCAST PALS

## Script 31, Lesson 66

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### POSITIVE ACTIONS LEAD TO SUCCESS

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#### Radio Talk Show: Teens for a Positive World

- Paulette:** Hi, we're Paulette and Paul welcoming you to another edition of *Teens for a Positive World*, the talk show that is taking you between the lines.
- Paul:** And for a good reason. It's between the lines that we can actually see emotions at work. And once we know how they work, we can go to work controlling emotions of our own. That's why we're going to launch right into our radio play, then talk afterward.
- Paulette:** Listen closely, and we'll visit with you shortly.

#### Radio Play: We're on Our Way Between the Lines: Anger, Act 31

**Characters:** *Narrator, Julie, Gary, Ann, Bret and the Voice of Thought*

- Narrator:** *We're returning to our characters when they first met at their lockers and discussed the special social studies assignment. Ann has just slammed a book into the locker that she shares with Julie. She is shaking with anger.*
- Julie:** Whew! Stay out of that girl's way!
- Gary:** I guess! Who turned up your rage gauge, Ann?
- Ann:** *(Growls.)* I don't want to talk about it. Ooo...it makes me so mad I could scream!
- Voice:** See what you get for planning ahead. Why try to do anything right when you just get cheated afterward?
- Bret:** What makes you so mad?
- Ann:** I said I didn't want to talk about it. Ooo... it's just not fair. Doug Cartwright chose Brazil for his project theme, so Mrs. Soran wouldn't let me do a paper on Brazil. It's not fair.
- Voice:** I don't want to talk about it, I want to scream about it!
- Julie:** So! What difference does it make what country you have?
- Ann:** I'd planned ahead. That's what the difference is. We were told at the start of the semester that later we'd have to do a project on a country.
- Voice:** The teacher should have told us we might not be able to choose a country of our choice.

**Ann:** I've already read a bunch of books on Brazil and outlined a paper. So today, Mrs. Soran came over to me and quietly said, "Ann, you're so good at research and writing, I'd like you to choose a country that's unusually demanding to write about—maybe Tibet or Sri Lanka." Now all my planning and work have gone to waste.

**Voice:** Nobody has a right to do this to me, but I'm not going to tell Mrs. Soran that I've worked ahead on the project. Then, I'd look foolish. Instead, I'll just turn in some garbage on Sri Lanka, whatever that is.

**Bret:** I'd like to hear you say that to Mr. Kirk.

**Ann:** Why?

**Bret:** He'd tell you that no knowledge goes to waste. What you learned about Brazil is...

**Ann:** *(Interrupting.)* Now Bret has become my teacher. That should show you how my day has gone!

**Voice:** Fast! Make Bret shut up! I already look stupid for jumping to the conclusion that I could choose any country I wanted. And I look even more stupid for being mad about it. And that makes me even madder. I'll show everybody! I'll show them I'm a victim. I could have done a great job, but now I'll do a crummy job. That'll prove my point.

**Narrator:** *Ann mutters to Julie that she'll meet her out front, then grabs a book from the locker and storms off down the hall.*

## Radio Talk Show: continued

### Teens for a Positive World

**Paulette:** Ouch, what a mistake she's making! Anger is a powerful emotion that we often allow to snowball, as Ann demonstrates today. Callers, help me determine how her anger gets so far out of control. Why is Ann angry at first? *(Allow caller responses.)*

**Teacher as Caller:** *Ann is angry at first because she planned to do her report on Brazil by reading some books and outlining her topic, and then she has to switch countries.*

**Paulette:** We can relate to Ann's feelings of frustration and anger, but what mistake did she make when the assignment was first mentioned several weeks ago? *(Allow caller responses.)*

**Teacher as Caller:** *Her first mistake was jumping to the conclusion that students could select their own country.*

**Paulette:** Ann continues to put her anger in the spotlight by ranting in front of her friends about how unfair Mrs. Soran is. Then she makes herself look even more foolish. Do you remember what happened when Bret spoke up, and why? *(Allow caller responses.)*

**Teacher as Caller:** *When Bret started to remind her that Mr. Kirk said no knowledge ever goes to waste, Ann interrupted him. She feared that she would look foolish for first assuming she could select her own topic, then for being angry about it and not agreeing that all knowledge is valuable.*

**Paul:** Now, here's the real kicker. How did Ann ultimately decide to handle the situation?  
(Allow caller responses.)

**Teacher as Caller:** *Ann irrationally plans to be a victim; since she cannot do the report she wants, she will do a poor report.*

**Paul:** Ann just showed us that anger can twist our logic inside-out. She failed to manage her anger positively and allowed it to snowball into more anger and more irrational thoughts, until finally, she made plans to do a poor report to prove that she is a victim with a legitimate reason to be angry. Who gets hurt here? (Allow caller responses.)

**Teacher as Caller:** *Ann is mainly hurting herself.*

**Paulette:** It's amazing how we let our own anger hurt us. Ann's substandard efforts certainly won't keep Mrs. Soran awake at night. They'll just keep eating away at Ann's own emotional and total self-concept. Remember, rational thought and positive actions are the way to handle our emotions—including the emotion of anger.

**Paul:** Absolutely! So, keep a cool head, and we'll talk with you next time on Teens for a Positive World.

# Lesson 70

## The Green-Eyed Monster

**Goal:** ♦ To introduce positive actions for managing the emotion of jealousy.

- Objectives:** ♦ To learn that jealousy can be an unpleasant, destructive emotion. Jealousy can lead to negative actions where a person feels like a full-time victim, resulting in the jealous person resenting the good things others have.
- ♦ To learn that as soon as we realize we are jealous, we should turn the situation around and think a positive thought about ourselves. This thought should be followed by an action until the feelings of jealousy are replaced with deep feelings of caring, respect, and self-worth.

Materials Needed	Materials Provided
✓ None	✓ None

### Procedure

**Say:** Managing our jealousy goes right back to the Thoughts-Actions-Feelings about Self Circle. As soon as we realize we are jealous of someone else's possessions or achievements, what should we do?

**Teacher:** Wait for responses until you hear something like, "We should think a positive thought and do a positive action to get a good feeling about ourselves and overcome jealousy."

**Say:** Let's imagine you're feeling jealous of a girl who made the cheerleading squad when you didn't. A positive thought, such as, "I'm glad Sharon made the cheerleading squad. Her bubbly personality and dance training should help her be a success," could be just what you need to get you back on the right track. Then, continue your positive thought with a positive action, such as congratulating Sharon, and your feelings of jealousy will be replaced by good feelings of love and self-worth.

The trick is to get out of the **ENTITLEMENT MENTALITY**. The entitlement mentality is when someone believes, often irrationally, that they are more entitled to some possession, reward, or opportunity than the person who has it. The way to counter this irrational and negative thought pattern is to practice thinking that what you *are* entitled to is to think positively about yourself, and to act positively as a consequence of your positive thoughts. You are never entitled to waste mental energy begrudging the real

or imaginary good fortune of others. Let's put this positive mentality to work by role-playing some situations when the ugly emotion of jealousy might come up.

**Teacher:** Divide the class into six groups: three negative groups and three positive groups. Assign the three situations below in this order: Group 1 and Group 2 take Situation A; Group 3 and Group 4 take Situation B; Group 5 and Group 6 take Situation C. Groups 1, 3, and 5—negative groups—will concentrate on jealous thoughts; Groups 2, 4, and 6—positive groups—will think of ways to manage jealousy.

- ♦ **Situation A:** You discover your best friend has made a new friend and is spending quite a bit of time with that person.
- ♦ **Situation B:** Your parents give your younger brother a bicycle on his 10th birthday. You didn't get one until your 12th birthday, and his bike looks more expensive than yours.
- ♦ **Situation C:** A friend of yours gets straight "As" for the semester, and a lot of praise from the teachers and other students. You get a "B" average and few compliments.

Allow groups time to brainstorm about positive or negative thoughts. Then, ask each group to appoint a spokesperson who will share the group's thoughts with the class.

**Say:** Beginning with Group 1, will the spokespersons please stand one at a time in order and share the thoughts your group came up with.

**Teacher:** Allow each spokesperson to share. Listed below are some examples of negative and positive thoughts for each situation. If students don't come up with these examples, provide them to the class.

### Negative Thoughts

- ♦ **Situation A:** I'm losing my friend. I hate that other person for stealing my friend. My friend hates me. If my friend has other friends, then he/she is really no friend of mine.
- ♦ **Situation B:** It's not fair, he always gets better things than I do. My parents love him more than they love me. I hope he bangs up his bicycle first thing.
- ♦ **Situation C:** What a showoff! My friend obviously butters up the teachers. My friend's teachers give higher grades than mine do. My friend isn't "truly" a friend or he/she would spend a lot of time helping me get the same grades.

### Positive Thoughts

- ♦ **Situation A:** I'll have my friend introduce me to that other kid, maybe I can make a new friend. I'm glad my friend is able to begin friendships so easily. No wonder that other kid wants to get to know my friend—after all, my friend is the greatest!
- ♦ **Situation B:** The bicycle is a great idea that will help my brother learn responsibility. I'll teach my brother all my safety habits. I'm glad my parents are loving enough to give my brother a bike. Now, we can go bike riding together.

- ♦ **Situation C:** I'm proud to be friends with someone so smart. Maybe if I study more like my friend, I'll earn the same grades. I can learn from my friend's determination to work hard for those grades.

**Say:** Who felt better, those who gave in to jealousy, or those who managed it?

**Teacher:** Wait for responses.

**Say:** Of course, you were only pretending to be jealous, but you did a good job of showing how jealous thoughts enter our heads, and how we can just as easily use positive thoughts to manage our jealousy. Unmanaged jealousy feeds on itself and on us by destroying our emotional self-concepts. You might also be aware of how Mass Media aimed at your age group encourages jealousy by implying someone who owns the coolest possessions is a cooler person than you. Clothing and cosmetics are sold by making you jealous of fashion models, implying you're not as good as the babes and hunks you see on TV and the Internet. Don't be a sucker for these ads. Make it a personal habit to catch yourself whenever you start to feel jealous of someone. Then, replace the jealous thoughts with positive ones and compare the difference in feelings. You'll find there's no reason to be jealous—ever!

## Teacher's Toolbox

### Vocabulary

#### Entitlement Mentality

When someone believes, often irrationally, that they are more entitled to some possession, reward, or opportunity than the person who has it.

### Word of the Week

#### Courage

A willingness to face problems or fear.

# Lesson 71

## Pride Before the Fall

**Goal:** ♦ To introduce and apply positive actions for managing the emotion of pride.

- Objectives:** ♦ To learn that pride is an emotion that can be either negative or positive, depending on whether we control it or it controls us.
- ♦ To learn that pride is more subtle than jealousy, and when negative, has more to do with being conceited and thinking we are better than others.
  - ♦ To learn that people who are truly self-confident aren't conceited, they are action-oriented, and have a right to be proud of their accomplishments. Self-confident people know nothing positive happens without them putting their talents to work.
  - ♦ To apply the Thoughts-Actions-Feelings about Self Circle to managing pride.

### Materials Needed

- ✓ Pens

### Materials Provided

- ✓ PALS Radio Script Booklets—Script 35
- ✓ Image of “Thoughts-Actions-Feelings Circle” Poster

## Procedure

**Teacher:** Describe to the students a time when you felt confident you could accomplish something. Tell what action you took and the positive pride you felt upon reaching your goal. (Inform students that this is not bragging. Having the confidence to put a talent to action is positive behavior.) Ask for volunteers to tell of a similar incident in their own lives.

**Say:** You have a right to feel proud of your accomplishments. This fits in precisely with what we've discussed about thoughts, actions, and feelings. You start out with a positive, confident thought. You follow that thought with an action. Then you have a feeling of pride about your accomplishment. And as we know, positive feelings lead back to positive thoughts. However, we don't want to be excessively proud and brag about our accomplishments, or take credit for things we did not accomplish. It's like the old saying, “Pride comes before the fall.” If we are too prideful, it often leads to our downfall.

If we are rightfully proud of our accomplishments, however, we aren't conceited, we are action-oriented. Nothing positive happens without us putting our talents to action.

## Thoughts-Actions-Feelings Application.....

**Teacher:** To help students understand the implications of their thoughts, actions, and feelings with this specific concept, use the "Thoughts-Actions-Feelings Circle" Poster as you go through the following discussion.

**Say:** Let's put pride through the Thoughts-Actions-Feelings about Self Circle. Can anyone think of a negative situation you could get into if you didn't manage your pride positively?

**Teacher:** Wait for responses. If a good example is not suggested, use the following example: Garrett is good at soccer. He's so good, in fact, that that's all he ever talks about. When he's with his friends, he tells them about all the goals he scored. With his teammates, he brags about how he's the best player, and they would be nothing without him. With his family, he demands that they all leave him alone to "reflect" on game days. Everyone used to enjoy watching Garrett play soccer, but now they all hate it. He's still good, but it's just not fun for them any more.

**Say:** Now, what was your initial negative thought before you took the action?

**Teacher:** Wait for responses. Example response: Garrett thought that because he was so good, people should recognize it.

**Say:** And what negative action followed that thought?

**Teacher:** Wait for responses. Example response: He bragged to everyone, put down those who weren't as talented, and acted better than others.

**Say:** Now, how did you feel about yourself after having a negative thought and doing a negative action?

**Teacher:** Wait for responses. Example response: He ended up feeling all alone because no one cared about his talent or successes when he was so difficult to be around.

**Say:** Do you remember how we can change from a Failure Circle to a Success Circle?

**Teacher:** Wait for responses until you hear something like, "We can change from a Failure Circle to a Success Circle by flipping our initial negative thought into a positive thought."

**Say:** So, what positive thought could you have instead of the initial negative thought?

**Teacher:** Wait for responses. Example response: Garrett could be thankful for his talent, use his skills to help others improve, and be grateful to those who helped him.

**Say:** And what positive action would that lead you to?

**Teacher:** Wait for responses. Example response: He would help his teammates and be nice to his family and friends, whose support means a lot.



**Say:** How do you feel about yourself after having a positive thought and doing a positive action?

**Teacher:** Wait for responses. Example response: Garrett would feel good about himself because he is helping others to be the best he can be. He can feel proud of his talents without being conceited.

**Say:** Isn't it amazing how the simple act of changing a negative thought into a positive thought can transform that whole situation from miserable to satisfied? Pride can quickly slip from a positive thing to a negative thing. Let's remember that as we work to positively manage pride.

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## Teacher's Toolbox

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### Vocabulary

Hubris

Exaggerated self-pride or self-confidence.

### Word of the Week

Potential

The power to do.

# RADIO BROADCAST PALS

## Script 35, Lesson 71

### POSITIVE ACTIONS LEAD TO SUCCESS

#### Radio Talk Show: Teens for a Positive World

**Paulette:** Hi! We're Paulette and Paul, bringing you another edition of *Teens for a Positive World*, the show that asks you to speak your mind.

**Paul:** And today we'll be asking you to speak your mind about an emotion with two sides: one positive and one negative. The emotion I'm talking about is pride. Pride can be either positive or negative depending on whether we control it or it controls us. What you have to watch out for with pride is that it is quite subtle; that is, it's not always obvious like jealousy. You might not always be aware that you're getting carried away with pride, that it is beginning to control you. Say, for example, you're a good quarterback like Gary in our radio drama, and you get too proud of your ability to pass the ball. You begin to think you can throw the ball in any situation during a game. What's likely to happen? (*Allow caller responses.*)

**Teacher as Caller:** *The ball is likely to get intercepted because you throw a pass in a bad situation.*

**Paulette:** On the other hand, if you are just proud enough to be confident, you're much more likely to control yourself and to pass only when the situation is right. Now let's take a close look at the positive and negative ways pride affected the teens in our radio play.

#### Radio Play: We're on Our Way Between the Lines: Pride, Act 35

**Characters:** *Narrator, Julie, Gary, Bret, and the Voice of Thought*

**Narrator:** *We're back at the first scene at our characters' lockers, and then we'll move on to the cafeteria. Our purpose is to explore the two faces of pride.*

*Allow your mind to drift back to just after that moment at the lockers when Ann stormed off down the hall, leaving Bret, Gary, and Julie behind. Bret says that he's going to do everything right this time, including checking out books first thing and writing every day. Julie and Gary have different ideas.*

**Julie:** I probably should, too, but with the dance coming up next week, and considering I'm on the committee, I'm going to put the project off until after the dance and then cram like mad.

**Voice:** The truth is, I'm both good and fast at writing. Why should I use up two weeks to do what I can do in one?

**Gary:** Not me. Social studies isn't my favorite subject, so I've decided to get the project out of the way. You watch. I'll be done in one week flat.

**Voice:** I don't want to make Bret feel bad because he's slow and I'm fast. So I'll tell him I'm finishing it quickly to get it out of the way. Really, though, for me this is a one-week project at the most.

**Bret:** You guys are disgusting. Writing is painful for me. I intend to do it and have it behind me. It'll take me two weeks no matter what, and here you two are able to sprint through it in half the time.

**Voice:** I'd like to be fast like you guys, but since I'm not, I'm going to set a steady pace just like the tortoise did when it raced the hare.

**Julie:** Don't feel bad. Ann is a fairly slow writer, too, but look how well she does.

**Voice:** Ann is good, but I'm glad I'm naturally a faster writer.

**Narrator:** *By now, we know the problems caused by Julie and Gary being too proud of their own abilities. Their pride in this case was negative and harmful. However, as our host said earlier, pride has two faces. Let's look at the positive face. We join Bret, Ann, and Julie in the cafeteria just after Ann has complained that her semester grade might suffer because of her poor performance on the project.*

**Julie:** Well, mine's not much better. It just shows you things aren't equal. I got a "B-." He got an "A."

**Bret:** Hey, you guys, I worked for my "A"!

**Voice:** I have every reason to be proud of my accomplishment. I worked for it from start to finish.

**Julie:** We know you did, Bret. But we're not talking about you. It's not fair that Gary wrote his report in the same amount of time I did, and he got an "A."

**Bret:** That's not what happened. He wrote it once the first week, and then he rewrote it until it was good.

**Voice:** You shouldn't be blaming Gary for anything you did. He made a mistake of his own, but instead of crying about it he worked hard to correct it. You should be proud of him, not angry.

## Radio Talk Show: continued

### Teens for a Positive World

**Paul:** Now we can see how subtle pride really is. Callers, how were Julie and Gary acting in the scene at the locker? *(Allow caller responses.)*

**Teacher as Caller:** *Julie and Gary were acting conceited, which is the negative side of pride.*

**Paul:** However subtle their statements might have been, they were bragging. Both were saying in their own way that the project wasn't a worthy challenge to their writing abilities. Where did being too proud of themselves get them? *(Allow caller responses.)*

**Teacher as Caller:** *Being too proud got them in trouble, because it led them to believe they didn't have to try hard.*

**Paulette:** All of us at one time or another become too proud of ourselves. Like all negative behavior, being too proud can cause problems in our lives. What problems did it cause Julie? *(Allow caller responses.)*

**Teacher as Caller:** *It caused Julie to work late at the library; to worry and get frustrated, discouraged, and angry; and to get a low grade and become jealous of Gary.*

**Paulette:** In other words, it brought Julie nothing but unhappiness. Bret, on the other hand, believed he could earn an “A” on the project, but he put his strengths and weaknesses in balance.

**Paul:** Just like a long-distance track star, Bret set a steady pace from start to end. When it was all over, he had reason to feel proud of his accomplishments because he worked for them. So, what we're saying here is control your pride and make it a positive thing. That way you'll have something of which to be proud.

**Paulette:** On that note, we've got to sign off. Take care, and be sure to join us next time on Teens for a Positive World.

## Lesson 71





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