

Grade 8

Sample Lessons



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Join us in *Positive Action*

Welcome to *Positive Action*.

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

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

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

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

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

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

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

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

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

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

The program components are:

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

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

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

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

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

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

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

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

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

Lesson 83

Positively Me

- Goal:**
- ♦ To introduce *Positive Action* as a program that teaches us to create a positive identity by doing physical, intellectual, social, and emotional positive actions.
 - ♦ To introduce the *Positive Action* philosophy that we feel good about ourselves when we do positive actions, and there is always a positive way to do everything.

- Objectives:**
- ♦ To become familiar with Skills for Greatness.
 - ♦ To learn that positive life skills help us create a positive identity.
 - ♦ To learn that how we feel about ourselves and the identity we create influences our community's common welfare.
 - ♦ To introduce the *Positive Action* Grade 8 theme: "Positive Identity Investigators."

Materials Needed	Materials Provided
✓ Pens	✓ Activity Sheet 83-R-8
	✓ Image of "Skills for Greatness" Poster 83-R-8
	✓ Image of "Positive Identity Investigator" Poster 83-R-8

Note: Before teaching the first *Positive Action* lesson, do the following steps.

1. Go to the Program Resources section of the *Positive Action* website at <https://www.positiveaction.net/program-resources> to download and fill out the Skills for Greatness Checklist found on the Resources website by checking off all the items you believe are important for a happy and successful life. This is the same process you'll ask your students to complete. By doing it yourself, you'll become familiar with *Positive Action* concepts, and check in with how you're doing in pursuit of your own success and happiness. One bonus of teaching *Positive Action* is its positive influence in your personal life!

Teacher: To begin the lesson, direct students to Activity Sheet 83-R-8 "What Skills are Important for Greatness Checklist".

Say: Today we're launching an *INVESTIGATION* into a great and fascinating *MYSTERY*: The mystery of who you really are. This course is all about you and helping you get to know yourself and how you can be happy and successful. To get started, check off the actions on the activity sheet that you feel are important to achieving happiness and success in life. Check as many as apply.

Teacher: Give students time to fill out the checklist.

Say: Take a moment and look again at the checklist. (*Pause for students to read list.*) You probably noticed as you went down the list that most of them seemed important to be happy and successful in life. Why do you think so? (*Wait for responses: Varied.*) Well, you're right. These behaviors are essential to success and happiness. Look over the list again and ask yourself how you're doing. Are you on track to enjoying a fun and fulfilling life?

Teacher: While students review checklists, display "Skills for Greatness" Poster 83-R-8.

Say: To aid us in our investigation, we're beginning a challenging, fun, and life-enhancing program called *Positive Action*. On this poster, you can see that the *Positive Action* program concepts we'll be learning match the behaviors on the checklist you just filled out. Look at the units. Which of these is most interesting to you? (*Wait for responses: Varied.*) The concepts build on each other, so every lesson is important.

Maybe you've never heard of the *Positive Action* program before, but you'll quickly realize how valuable *Positive Action* is to the rest of your life because you are going to learn important things about yourself *now*—as well as how to create the best possible *future you*.

Does anyone know what the term "self-concept" means?

Teacher: Wait for responses: How I think and feel about myself.

Say: You'll be building on this foundation of a positive self-concept, and you'll improve upon it as you learn to create a **POSITIVE IDENTITY** so that you feel good about yourself. In Grade 8, you'll be "Positive Identity Investigators," discovering how to be your best physically, intellectually, socially, and emotionally—in every area of your self. As a Positive Identity Investigator, you'll be a **PROACTIVE** agent on your own behalf. You'll learn to create the best life you can possibly have by doing positive actions to become your best self—which is when you are happy and successful. Perhaps you already suspect that when you feel good about who you are, what you are doing, and how you treat others, the members of your family, your school, and your community benefit, too. What are some positive actions you are already doing that make you happy and successful?

Teacher: Wait for responses: Encourage sharing of physical, intellectual, social, and emotional positive actions. Indicate the positive actions mentioned as they appear on the "Skills for Greatness" Poster, reinforcing that these are all positive actions that make you feel good about yourself.

Say: We each have an inner sense of what makes our lives work well. *Positive Action* will help you become more conscious of this sensibility and put it into action. In the process, you'll be solving one of the mysteries of the ages *now*, by finding meaning in your life.

Teacher: Display the "Positive Identity Investigator" Poster 83-R-8 where it can be seen throughout the year.

Say: What do you see on this poster? (*Wait for responses: He's a kid like us; he's investigating different parts of his life; we can see pictures of friends and family, items from school, extra-curricular activities, and hobbies; schedules and commitments.*) That's right. This Positive Identity Investigator is taking a close look at all the aspects of himself: physical, intellectual, social, and emotional. That's just what you'll be doing throughout this course. What is the goal of this course? (*Wait for responses: To discover your positive identity.*)

We'll discover the primary clue to being the best you can be: By doing positive actions in every area of your life, you'll feel good about yourself. This is a powerful motivation that also charts an accurate course to a successful and happy life. As you accept what's right and true for yourself, you'll be a healthier, happier person, a better friend, and a better citizen.

You'll take charge of your life, learn to get along with others, and be honest with yourself. You'll know how to make your dreams come true. That's pretty exciting stuff!

This program will show you how to achieve these results. Every single one of us can find and enjoy a positive identity. Every single one of us can feel good about ourselves. The *Positive Action* program will help you learn how.

The basic philosophy of this program is simple: We feel good about ourselves when we do positive actions, and there is always a positive way to do everything. Even when things seem impossibly hard, there's always a positive approach we can take. The reverse is also true: We feel bad about ourselves when we do negative actions.

We can assume that we all want to feel good about ourselves and not bad about ourselves, right? (*Wait for affirmation.*) So, then why do we do negative actions instead of positive actions? Why do you think negativity surrounds us?

Teacher: Wait for responses: We don't always know what positive actions are. We receive confusing or contradictory messages from home to neighborhood to school to church to community. We receive mixed messages from media and pop culture. We may not understand positive actions at a conscious level. Positive actions are harder to do.

Say: It's true. The world around us doesn't always support us in doing good. Positive actions take extra effort and discipline. In the short run, doing positive actions may seem harder than doing negative actions, but in the long run, positive actions always make our lives so much better—and ultimately, easier.

Through *Positive Action*, you'll acquire the tools to achieve lifelong success and happiness. Through *Positive Action*, you'll learn to create a positive identity so you feel good about yourself.

Are you ready to become Positive Identity Investigators? (*Wait for responses: Encourage enthusiasm—even cheering.*) What's the best thing that can happen? (*Wait for responses: I'll create a Positive Identity so that I can be happy and successful.*) What's the worst thing that can happen? (*Wait for responses: Learning and doing positive actions can never be a bad thing.*) So let's get right into our investigation. I can't wait for the next lesson.

Teacher's-Toolbox

Vocabulary

Investigation

To observe or study by close examination or systematic inquiry.

Mystery

A puzzle that can't be understood by reason alone, something that defies explanation.

Positive Identity

Your best, truest self.

Proactive

Tending to initiate change rather than reacting to events.

Word of the Week

Positive Action

To do or cause good things to happen.

What Skills are Important for Greatness?

Checklist

Directions: Check off the actions that are important to achieving happiness and success in life. Check as many apply.

- 
- ☐ Doing what you say you'll do
 - ☐ Exercising
 - ☐ Managing actions
 - ☐ Being a good friend
 - ☐ Learning that there is a positive way to do everything
 - ☐ Making good decisions
 - ☐ Managing feelings (love, anger, worry, thankfulness, fear, etc.)
 - ☐ Getting enough sleep and rest
 - ☐ Not blaming others
 - ☐ Showing caring and compassion
 - ☐ Being motivated to learn
 - ☐ Avoiding bullying
 - ☐ Setting intellectual goals
 - ☐ Managing time
 - ☐ Setting physical goals
 - ☐ Being in touch with reality
 - ☐ Maintaining good nutrition
 - ☐ Broadening your horizons
 - ☐ Not making excuses
 - ☐ Treating others with courtesy and patience
 - ☐ Having courage to try
 - ☐ Making sure your image and impressions reflect your true identity
 - ☐ Managing talents
 - ☐ Respecting others
 - ☐ Knowing your strengths and weaknesses and likes and dislikes
 - ☐ Managing money
 - ☐ Showing empathy
 - ☐ Turning problems into opportunities
 - ☐ Refusing to abuse (engage in unhealthy food, substances, behaviors)
 - ☐ Treating others the way you like to be treated
 - ☐ Showing fairness
 - ☐ Avoiding illnesses
 - ☐ Learning that you feel good about yourself when you do positive actions
 - ☐ Managing thoughts
 - ☐ Admitting your mistakes
 - ☐ Having good thinking and problem-solving skills
 - ☐ Telling others the truth
 - ☐ Managing possessions
 - ☐ Believing in your potential
 - ☐ Avoiding harmful substances
 - ☐ Understanding that thoughts lead to actions, actions lead to feelings about yourself, and feelings lead to more thoughts
 - ☐ Telling yourself the truth
 - ☐ Managing energy
 - ☐ Showing cooperation
 - ☐ Persisting
 - ☐ Having good study habits
 - ☐ Refusing to rationalize
 - ☐ Maintaining good personal cleanliness and dental hygiene
 - ☐ Showing kindness
 - ☐ Setting social and emotional goals

Lesson 85

Circles of Success

Goal: ♦ To review the Thoughts-Actions-Feelings about Self Circle and its influence on the way we feel about ourselves.

Objectives: ♦ To clarify that positive thoughts lead to positive actions, which lead to positive feelings about ourselves, which lead to more positive thoughts.

♦ To exercise the ability to break a negative circle by thinking positive thoughts to flip it into a positive Thoughts-Actions-Feelings about Self Circle.

♦ To reiterate that factors such as friends, family, school, health, experiences, skills and abilities—and ourselves—also have a great influence on how we feel about ourselves.

Materials Needed	Materials Provided
✓ Pens	✓ Image of “Thoughts-Actions-Feelings Circle” Poster
	✓ Activity Sheet 85-R-8

Teacher: Display the “Thoughts-Actions-Feelings Circle” Poster. This basic *Positive Action* tool will help students in every subject and in every area of their lives.

Say: Here we are, ready to begin our Positive Identity Investigation. First, we’ll take a few minutes for a Skills for Greatness Survey: Pretest. The concepts you see may be familiar.

Teacher: Direct students to get out their pens and Activity Sheet 85-R-8 “Skills for Greatness Survey: Pretest”.

Say: This form allows you to assess how you’re doing with each of these concepts. You can gauge how well you are applying them to your life. It’s important that you be honest in filling out the **SURVEY**, so that it has value for you. These surveys are for your eyes only, so you don’t need to worry about someone else looking at it and judging you.

Teacher: Allow time for students to fill out the survey.

Say: Look at your responses to the survey and think about these questions:

- ♦ How do I feel about what I see there?
- ♦ How many of these behaviors am I actually doing?
- ♦ Am I living the life I really want to live?
- ♦ Have I embraced who I really am—my best, truest self?
- ♦ Am I exercising positive behaviors in terms of my **PHYSICAL**, **INTELLECTUAL**, **SOCIAL**, and **EMOTIONAL** well-being?

- ♦ Am I setting myself up to lead a successful, happy life?

These answers create our “baseline data.” This is where we are now, today. At the end of the school year you can check this survey again to see your own improvement. Now, with that in mind, answer the five questions below the survey.

Teacher: Allow time for students to write their answers.

Say: These are tough questions, but they’re vital for anyone who wants to investigate themselves. They are important for anyone who wants to discover how to get the most out of life. Remember, this investigation is focused on you. It will give you an opportunity to discover who you really are and why you matter. It will help you see your importance to your family, your friends, your community...and most of all, to yourself.

Teacher: Tell students to keep the survey safe until the end of the year, when they can review it to see the progress they have made.

Say: Now, how do we go about improving our use of these positive skills? One key tool in our Positive Identity Investigation will be the **THOUGHTS-ACTIONS-FEELINGS ABOUT SELF CIRCLE**.

Teacher: Indicate the “Thoughts-Actions-Feelings Circle” Poster.

Say: This is the Thoughts-Actions-Feelings about Self Circle. It begins with a positive thought, followed by a positive action based upon the thought, and, finally, positive feelings about ourselves that result from the positive action. The positive feeling leads to more positive thoughts, from which positive actions and feelings flow. The Circle keeps going round and round, increasing its positivity. Thus, we create a positive identity and we feel good about ourselves. However, the Thoughts-Actions-Feelings about Self Circle can also be negative, which leads to a negative spiral if we’re not careful.

One way you’ll make the most of the *Positive Action* curriculum is by applying the *Positive Action* philosophy: you feel good about yourself when you do positive actions, and there is a positive way to do everything, and the Thoughts-Actions-Feelings about Self Circle to situations in your everyday life. Let’s start an investigation, gather some evidence and draw some conclusions on how to use this amazing tool—the Thoughts-Actions-Feelings about Self Circle—to stay on track with our best, truest selves.

I’m going to present some life situations, one at a time. I’ll ask for volunteers to give an example of a positive or negative thought in response to the situation. Then, the student next to the first one will state the action they think will logically follow as a consequence of that thought. Lastly, the person next to that student will describe the feeling that they think will be a consequence of that action. We’ll discuss both positive and negative examples.

Teacher: Present each scenario and ask for one student volunteer to give a negative thought, then trace it through the Circle. Then, ask for one student to give a positive thought, and trace it through the Circle. Use the examples provided if necessary. Indicate the thoughts, actions, and feelings on the poster as the class progresses through the scenarios.

SCENARIO 1:

You have a big test tomorrow in your worst subject, and now a friend has invited you over to watch two of your favorite movies.

Examples of negative thoughts:

- ♦ I need to relax my mind and separate myself from my test anxiety. Watching movies will help me do this.
- ♦ I'll never do well in math, anyway. I might as well forget about studying and watch the movies.

Say: What actions are you likely to take if you choose the negative thoughts?

Teacher: Wait for responses from the “actions” student. Examples are: I'll relax for the evening, but my test anxiety will be worse than ever when it's time to take the test. I'll do poorly in math.

Say: How will you feel about yourself if you think negatively and do negative things?

Teacher: Wait for response from the “feelings” student: I'll feel bad about myself.

Examples of positive thoughts:

- ♦ I need to stay home and study more so I can improve my grade.
- ♦ I need to set priorities. The test is more important. Besides, the videos will be around for a long time.

Say: What actions are you likely to take if you think one of the positive thoughts?

Teacher: Wait for responses from the “actions” student. Examples are: I will study more and improve my grade. I will give priority to my schoolwork, and I'll keep up my grades and my learning in school.

Say: How will you feel about yourself?

Teacher: Wait for response from the “feelings” student: I'll feel good about myself. Then, choose a new set of students and read the next scenario, repeating the same procedure.

SCENARIO 2:

Your parents have decided to spend the summer vacation in a place that would have been your last choice.

Examples of negative thoughts:

- ♦ Think of all the reasons you don't like your parents' choice.
- ♦ Think about being a bad sport in order to ruin everyone's vacation.

Examples of positive thoughts:

- ♦ You might think about why your parents enjoy this place, and consider that you might grow to appreciate it, too.
- ♦ You could possibly meet a friend there you'd otherwise never get to know.

Teacher: After the last student offers the response for how they'd feel about themselves, choose a new set of students and read the next scenario, repeating the same procedure.

SCENARIO 3:

You've been invited to join the popular crowd! But they have a reputation for using liquor and drugs at their weekend parties.

Examples of negative thoughts:

- ♦ Drinking liquor and taking drugs will make you cool and popular.
- ♦ Liquor and dope will stop you from feeling worry and fear.

Examples of positive thoughts:

- ♦ Think realistically of the consequences of getting caught doing an illegal act, and the peace of mind you'll keep by refusing to indulge.
- ♦ Think how gutsy it is to resist the peer pressure to conform to an image of "cool" behavior.

Say: So, can you tell the difference between a negative Circle and a positive Circle?

Teacher: Wait for responses: Yes, when we think positive thoughts, we do positive actions, and we feel good about ourselves, thus creating a positive identity.

Say: The *Positive Action* program gives you a valuable, time-tested toolkit for being in charge of your daily life. It helps you stay positive so that you feel good about yourself, so that the positive identity you're creating is always improving.

Teacher's Toolbox

Vocabulary

Survey

A poll; a broad treatment of a subject.

Physical

Relating to the body.

Intellectual

Relating to the mind; mental.

Social

Relating to the interaction of individuals as a group.

Emotional

Relating to the feelings or emotions.

Thoughts-Actions-Feelings Circle

Thoughts set actions in motion, which lead to feelings and similar thoughts, forming a dynamic circle that generates identity. When we act on positive thoughts, we feel good about ourselves, which leads to more positive thoughts, and thus we create a positive identity. When we act on negative thoughts, we feel bad about ourselves, which leads to more negative thinking, so we are allowing a negative identity to take root.

Word of the Week

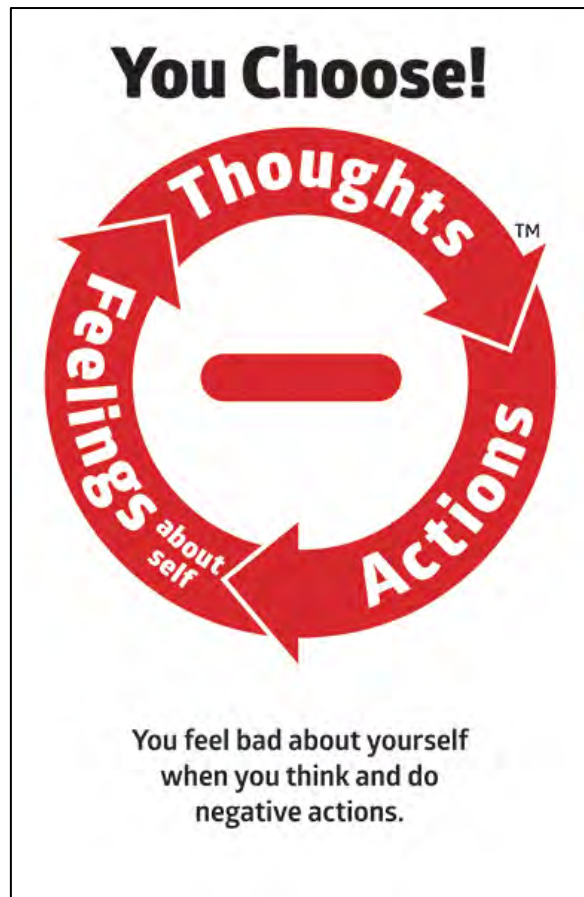
Self-Concept

How you think and feel about yourself.

Lesson 85



Front



Back

Skills for Greatness Survey:

Name: _____

Directions: Below is a list of items that describe students. For each item that describes you, please circle **2** if the item is very true or often true of you, **1** if the item is somewhat or sometimes true of you, or **0** if the item is not true of you. Total your results; you'll need this number to calculate your change at the end of the course. Then, answer the questions that follow. When you are finished remove the pretest from the booklet.

PRETEST

0 = Not True 1 = Somewhat or Sometimes True 2 = Very True or Often True

- | | | | |
|---|-------|--|-------|
| 1. I do what I say I'll do | 0 1 2 | 23. I manage my talents and abilities | 0 1 2 |
| 2. I exercise or am active in healthy ways | 0 1 2 | 24. I show respect for others | 0 1 2 |
| 3. I manage what I do | 0 1 2 | 25. I know my strengths and weaknesses and likes and dislikes | 0 1 2 |
| 4. I am a good friend to others | 0 1 2 | 26. I manage my money well | 0 1 2 |
| 5. I have learned that there is a positive way to do everything | 0 1 2 | 27. I show empathy (understanding people's feelings) | 0 1 2 |
| 6. I make good decisions | 0 1 2 | 28. I turn problems into opportunities | 0 1 2 |
| 7. I manage my feelings (love, anger, worry, thankfulness, fear, etc.) | 0 1 2 | 29. I refuse to make choices that would abuse my body (food, substances, etc.) | 0 1 2 |
| 8. I get enough sleep and rest | 0 1 2 | 30. I treat others the way I like to be treated | 0 1 2 |
| 9. I don't blame others, but accept responsibility for my actions | 0 1 2 | 31. I show fairness to others | 0 1 2 |
| 10. I show caring and compassion for others | 0 1 2 | 32. I avoid illnesses | 0 1 2 |
| 11. I am motivated to learn new things | 0 1 2 | 33. I have learned to feel good about myself by doing positive actions | 0 1 2 |
| 12. I avoid bullying | 0 1 2 | 34. I manage how I think | 0 1 2 |
| 13. I set intellectual goals for myself | 0 1 2 | 35. I admit my mistakes | 0 1 2 |
| 14. I manage my time well | 0 1 2 | 36. I have good thinking and problem-solving skills | 0 1 2 |
| 15. I set physical goals for myself | 0 1 2 | 37. I am honest with others | 0 1 2 |
| 16. I am in touch with reality | 0 1 2 | 38. I take care of my possessions | 0 1 2 |
| 17. I eat healthy food | 0 1 2 | 39. I believe in my potential (ability to do things) | 0 1 2 |
| 18. I broaden my horizons (expand my views beyond what I see or know) | 0 1 2 | 40. I avoid harmful substances such as drugs or alcohol | 0 1 2 |
| 19. I don't make excuses for myself | 0 1 2 | 41. I understand the relationship between positive thoughts, actions, and feelings about myself | 0 1 2 |
| 20. I treat others with courtesy and patience | 0 1 2 | | |
| 21. I have the courage to try things | 0 1 2 | | |
| 22. My true identity shows in my images and the impressions I make on others | 0 1 2 | | |

- | | | | |
|--|-------|---|-------|
| 42. I am honest with myself | 0 1 2 | 47. I refuse to rationalize (give reasons for my behavior that aren't really true) | 0 1 2 |
| 43. I manage my energy well | 0 1 2 | 48. I keep my appearance neat and care for my teeth | 0 1 2 |
| 44. I cooperate with others | 0 1 2 | 49. I show kindness to others | 0 1 2 |
| 45. I persist (continue to try even when things are hard) | 0 1 2 | 50. I set social/emotional goals for myself | 0 1 2 |
| 46. I have good study habits | 0 1 2 | | |

Pretest Total = _____

Beginning Investigative Report

- 1.** My feelings about pretest results are: _____

- 2.** Which items are you doing well at now? List at least three. _____

- 3.** Which items need improvement? List at least three. _____

- 4.** At the end of this course, I would like to be: _____

- 5.** For me to discover my identity and be my greatest, truest self, it would take: _____

Lesson 93

The Mirror Effect

Goal: ♦ To discuss how your relationships with others affect your identity.

Objectives: ♦ To reinforce that our deepest desire is to have a healthy, authentic sense of self—a positive identity—so that we can feel good about ourselves.
♦ To learn that we can create lasting relationships when we are authentic.
♦ To learn that when we operate from positive identity, we treat others the way we like to be treated, and we feel good about ourselves.

Materials Needed

✓ Pens

Materials Provided

✓ Activity Sheet: 93-4-8

Teacher: This lesson, focusing on how relationships affect identity, can introduce very personal and volatile information. Be sensitive without “buying in” to the excuses teens have for why their relationships don’t always work. Keep a positive attitude, suspend judgment, and encourage students to make the best choices they can.

Say: One of the biggest challenges we face is how to be who we really are—our most positive identity—in a world that doesn’t always reinforce our best self. Who has struggled with this challenge? Will you share with us about the struggle against the odds to be your best self?

Teacher: Wait for responses: Encourage appropriate sharing.

Say: When we insist on being at our most positive and authentic, we feel good about ourselves, and we can better enjoy our relationships with others. Relationships are like mirrors. The more relationships we cultivate by treating others the way we like to be treated, the more we see our positive identity.

When we are caught in negative Thoughts-Actions-Feelings about Self Circles, it’s hard to see the good news about ourselves—or other people. But when positive Thoughts-Actions-Feelings about Self Circles rule the relationship, our positive identity emerges and we feel good about who we are and what we do.

In the next exercise you’ll each have an opportunity to write about the important, positive relationships in all areas of your life: your family, your friends, and people at school. You’ll be identifying relationships where you treat others the ways you like to be treated. These relationships reinforce your positive identity and leave you feeling good about yourself because they usually reflect back to you who you really are. Now the relationship may not be positive 100 percent of the time. But when you treat others with appreciation, it’s because you appreciate who *you* are, and you treat that other person the way *you* like to be treated.

Teacher: Direct students to get out Activity Sheet 93-4-8 “My Relationships: Looking in the Mirror” and pens. Review the directions, then allow time for students to complete the first three sections of the activity sheet.

Say: Now choose a partner to do this next exercise. Share with one another one of the positive relationships you wrote down.

Teacher: Allow students time to speak to their partners about one of their positive relationships.

Say: Notice how you feel about yourself right now. How do you feel about your identity?

Teacher: Wait for responses: Good. Positive.

Say: Now look at each other. Look for the most positive **REFLECTION** you can see in this person, and then share it with them. You can record it on your activity sheet.

Teacher: Allow students time to complete the activity.

Say: How do you feel about yourself when you think how you like to be treated, and you treat the other person that way? (*Wait for responses: I feel good about myself.*) There’s a bonus, too. When people look for your best self, and you are looking for the best in them, you see each other at your most positive. This reinforces the best in ourselves and in others so that we all feel better about ourselves. It’s a win/win situation. Today I challenge you to look at the ways you like to be treated, and to hold up a positive mirror in all your relationships.

Teacher’s Toolbox

Vocabulary

Reflection

The return of light; an effect produced by an influence.

My Relationships: *Looking in the Mirror*

Directions: For each of these relationship types, think about a person who reflects your positive identity back to you. Write about how you treat them the way you like to be treated, how they treat you, and how the relationship affects your positive identity. Then, record the positive reflection your partner shares with you.

Family Relationships

I treat _____ the way I like to be treated by doing: _____
(family member's name)

_____. This friend reflects my positive identity back to me by doing:

_____. This relationship nurtures positive growth in me because:

Friend Relationships

I treat _____ the way I like to be treated by doing: _____
(friend's name)

_____. This friend reflects my positive identity back to me by doing:

_____. This relationship nurtures positive growth in me because:

School Relationships

I treat _____ the way I like to be treated by doing: _____
(person's name)

_____. This friend reflects my positive identity back to me by doing:

_____. This relationship nurtures positive growth in me because:

What My Partner Sees in Me

The reflection of my positive identity that my partner shared with me is: _____

Lesson 95

Make an Impression

Goal: ♦ To discuss how the impressions you make on others are based partly on how you treat them.

Objectives: ♦ To learn that impressions are powerful. They can open doors or close them.
♦ To learn that our first impressions of other people may be projections or judgments.
♦ To take responsibility for the impression we make on others by exercising self-discipline.
♦ To apply the Skills for Greatness to getting along with others and creating our positive identity so that we feel good about ourselves.

Materials Needed	Materials Provided
✓ Pens ✓ Paper	✓ Activity Sheet: 95-4-8

Say: As we continue our investigation into positive identity, it's time to look more thoroughly into the issue of impression. What does "impression" mean, anyway?

Teacher: Wait for responses: Impression is what others perceive about us and what we perceive about others.

Say: How many of you have "first impressions" about people? What are some of the first impressions you've had?

Teacher: Wait for responses: An impression that a person is trying too hard or trying to act like they don't care. An impression that someone is trying to be older or "cooler" than they are.

Say: How many of you feel that these impressions are accurate?

Teacher: Wait for responses: Varied. It depends on how authentic the person is being. It also depends on how well we "read" people. Do we look past their image to who the person really is or do we base our impression on the image alone?

Say: How can you make a positive impression on others?

Teacher: Wait for responses: By treating them the way you like to be treated.

Say: Yes. We make a positive impression by treating others the way we like to be treated. That's the key to getting along with others. It's important to let people know who you really are—your truest, best self. I'd like you to ask yourself if you really do give people an authentic impression of yourself. Maybe you have an easier time being real in some situations than in others? Maybe you are held back by shyness or a fear of what people think? Let's get out a piece of paper and write about these thoughts.

Teacher: Allow students time to write.

Say: Now, write about a “first impression” of someone that later turned out to be inaccurate, and then write about a “first impression” of someone that later turned out to be accurate.

Teacher: Allow students time to write.

Say: Impression is important. The impression we make on people can open doors for us or slam them shut. Impression can determine whether or not we get into the college we want to attend, whether or not we get the job of our dreams, or whether or not we get a date with someone special. What are some of the things that influence the impression we make?

Teacher: Wait for responses: How we treat others, hygiene, clothing, posture, body language, whether we’re smiling or not, etc.

Say: When we make an impression that matches our best self, then we’re making an impression that works. It works because we feel good about ourselves when we keep our positive circles and our positive identity going. We often get a certain amount of support from others as well.

But maybe you’re struggling with people who are giving another impression of themselves—an impression that reflects their fear and doubt about themselves. Or an impression that keeps people at a distance. Why would people choose to give off negative impressions?

Teacher: Wait for responses: Maybe they think people won’t like them as they are. Maybe they aren’t aware of what they’re doing. Maybe they misjudge themselves, so they’re trying to be the opposite of what they really are.

Say: What if I were to tell you that you can be in charge of the impression you make?

Teacher: Wait for responses: Varied. But we really can give people a positive impression of us by staying in touch with who we really are.

Say: We also can change what we perceive in others. By looking for or expecting the best in them, we can call out their best. This means that we’re actually connecting with who that person is in their best, truest self. What could you do with this kind of “people skill”?

Teacher: Wait for responses: I could improve how others perceive me. I could improve how I perceive others. My best self could interact with other people’s best selves.

Say: The assignment we’re going to do in class is designed to help us do that. You’ll be on an “Impressions Fact-Finding Mission.”

Teacher: Direct students to get out Activity Sheet 95-4-8 “Impressions Fact-Finding Mission” and pens.

Say: You’ll be **INTERVIEWING** at least three people. Only one of these can be a close friend. You’ll get valuable feedback from people who don’t know you well. You’ll be asking them to tell you the truth about the impression you make on them. Then, you’ll ask them for some advice on how you can improve that impression.

Good interviewers ask questions and really listen to the answers. The more specific the questions, the better. Questions that invite people to talk rather than inviting “yes” or “no” answers are the best. Ask people what you really want to know: What they think about your dress, your hairstyle, your posture, the first impression you give, your facial expression, etc.

When people come to interview you, tell them the truth, but be kind and caring as you do so. Remember, the objective of this exercise is to help each other develop a positive identity so

that we feel good about ourselves and so that we make a better impression on others. Use the “Positive Mirror Effect” by looking for that person’s positive identity and helping them uncover it.

Remember, you are in charge of the interview. You are getting information for the sake of your positive identity so that you can feel good about yourself. The person you are interviewing may also want to interview you about your impression of them.

Teacher: Allow students time to conduct interviews, taking notes on the activity sheet.

Say: Now decide what you’re going to do with this data. What do you want to change so that you can make an impression more **CONSISTENT** with your positive identity? You are in charge of the impression you make, so you can change anything you want. Write your **CONCLUSIONS** about the interview, and your plans for change on the second half of the activity sheet.

Teacher: Give students time to write their conclusions and plans for change.

Say: When it comes to identity, image, and impression, we want to integrate or align these three aspects so that we are authentic and consistent in being our best, truest self. As we create positive identity, we improve our ability to get along with others. For instance, when we are caring of others it will bring out the best in us so that we feel good about ourselves. When we are caring of others, they have a positive impression of us, which is a reflection of our positive identity—our best, truest self.

Teacher’s-Toolbox

Vocabulary

Interviewing

A meeting at which information is obtained.

Consistent

Being in agreement with itself; coherent and uniform

Conclusions

Reasoned judgment; result or outcome.

Word of the Week

Success

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

Impressions
FACT - FINDING
Mission

Directions: Gather clues about the impressions you make on others by conducting interviews of three classmates to discover their impressions of you. Then, use your deductive powers to draw conclusions from the interview results, and make plans to improve the impressions you make on others to better reflect your positive identity.

A graphic of a lined notepad with a large, light gray question mark in the center. A pencil is positioned diagonally across the notepad, with its tip pointing towards the bottom right. The notepad has horizontal lines and a vertical margin line on the left. The pencil is light gray with a pink eraser at the top left. The background is white.

Lesson 96

The Sweetest Mystery

Goal: ♦ To learn that caring is the way we like to be treated, so we treat others with caring, which is a positive action that helps us create a positive identity.

Objectives: ♦ To learn that caring builds friendship and we show our caring through positive actions.
♦ To understand that we want others to care about us.
♦ To learn that we feel good about ourselves when we take a genuine interest in others, affirm their value, and actively show our caring for others.

Materials Needed

- ✓ Pens
- ✓ Black/whiteboard and writing instrument
- ✓ Paper

Materials Provided

- ✓ Positive Behavior Plans

Say: To develop a positive identity we need to learn and practice physical, intellectual, social and emotional positive actions. These include managing our resources, such as money, possessions, time, and emotions, and getting along with others by treating them the way we like to be treated, which we call our Code of Conduct.

Say: Should **CARING** be in Our Code of Conduct? (*Wait for responses: Yes.*) Why? (*Wait for responses: We treat others with caring because that's the way we like to be treated.*) What are some ways you like to be treated with caring? (*Wait for responses: Varied.*)

So, are you treating others with caring? (*Wait for responses: Varied.*) Can you share an example of a way you've recently treated someone with caring? (*Wait for responses: Varied.*) How did you feel about yourself when you treated others with caring? (*Wait for responses: I felt good about myself because I treated others the way I like to be treated.*)

Even people who hide behind an image that gives the impression they don't need anyone to care truly want to be treated with caring. What is caring anyway? (*Wait for responses: Demonstrating regard or esteem; being attentive, having concern.*)

Showing others that we care for them builds relationships like nothing else. Being a caring friend is an extremely important part of a happy, successful life. Having positive feelings and showing those positive feelings through positive actions strengthens friendship. Also, when we truly care about others, we indicate that we truly care about ourselves. How can we express caring in ways that are appropriate?

Teacher: Wait for responses: Be sensitive to feelings. Ask how a person is doing. Compliment a person. Notice if they need help. Show an interest in their lives.

Say: This is a big question. Being appropriate and respectful is as important to caring as it is to other aspects of socialization. It doesn't work to pretend you don't care. But it isn't appropriate to show your caring in ways that offend, either.

In other words, if we really care for someone we'll be very sensitive to what is appropriate and respectful of them and others. We'll express our caring in ways that show others that we care about them in a respectful and appropriate way.

Think of some of the struggles you have had in showing that you care—or in receiving the message that others care about you. What negative thoughts, actions, and feelings have you had to deal with?

Teacher: Wait for responses: Rejection, misunderstanding, shyness.

Say: How could you change those negative thoughts, actions, and feelings into positive thoughts, actions, and feelings so that you can develop your positive identity in this area?

Teacher: Display the "Thoughts-Actions-Feelings Circle" Poster.

Say: This is the "Thoughts-Actions-Feelings Circle" Poster and it represents the *Positive Action* program philosophy: *you feel good about yourself when you do positive actions, and there is a positive way to do everything*. It demonstrates how thoughts lead to actions, actions lead to feelings about self, which lead to more thoughts. The Circle can be positive and negative. Let's do an activity to work through the Circle and change the negative Thoughts-Actions-Feelings about Self Circle into a positive Thoughts-Actions-Feelings about Self Circle.

Teacher: Distribute Positive Behavior Plans. Have students fill out the first side with negative thoughts, actions, and feelings about themselves. Then, ask them to complete the second side by flipping the negative thought to a positive thought, planning a positive action, and writing how that would make them feel about themselves.

Say: It takes a special person to change negative habits to positive ones. It takes somebody looking for the best in themselves and others.

I think this would be a good time to find out why we are worth caring about. Let's do an experiment to find out why and how care from others matters.

You'll need a clean sheet of paper and a pen. Copy what I'm writing on the board now.

"I'm Worth Caring About Because..."

1. _____

2. _____

Say: Now, list two reasons why you are worth caring about. The reasons could include personality or character strengths, special skills or talents, something you have accomplished, or simply based on respect for yourself as a citizen of the world and a member of the human family.

Teacher: When students are finished, ask for volunteers to share their reasons.

Say: Each of us is worth caring about, and our friends are worth caring about, too! Keep using the positive actions we're learning to make new friends and strengthen the friendships you already have. Look at yourself and others as individuals who are special in their own way. Keep the positive **CHARACTERISTICS** we just heard in mind today as you get to know each other better.

Make a plan to change from a negative Circle to a positive Circle by demonstrating caring actions. Now it's time to take action on that plan. .

Teacher's Toolbox

Vocabulary

Caring

To have a liking or fondness for; to be concerned about; to be attentive.

Characteristics

Revealing, distinguishing, or typical of an individual.

Lesson 96



Positive Action.

Positive Behavior Plan

Think + Act + Feel

Name of Class/Student: _____

Date: _____

What negative behavior did we/I do? _____

Our/My behavior process was:

Our/My negative thought was: _____

Our/My negative action was: _____

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





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

Our/My positive thought will be: _____

Our/My positive action will be: _____

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

I feel good about myself when I _____
(name specific positive action)

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

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Lesson 104

Don't Bully Me!

Goal: ♦ To learn that we like to be treated with positive actions and we don't like to be bullied, so we don't bully others or support bullying in any way, which are positive actions and help us create a positive identity.

Objectives: ♦ To reinforce that we create a positive identity and feel good about ourselves when we do positive actions.
♦ To reinforce that we feel bad about ourselves when we do negative actions.
♦ To clarify that bullying is a negative action that makes us feel bad about ourselves and creates negative relationships.
♦ To emphasize that in order to create positive relationships, we must treat others the way we like to be treated.
♦ To clarify that when we don't allow bullying, we create a positive identity.

Materials Needed

- ✓ Pens
- ✓ Paper

Materials Provided

- ✓ PALS Radio Script—Script 8

Say: We all want to feel good about ourselves and one way to do this is to use positive actions for getting along with others. To create a positive identity we must treat others the way we like to be treated. We all like to be treated positively in spite of and because of our differences in appearance, belief, and practice. This is called tolerance. If you have practiced the positive action of tolerance before, will you please share your experience with the class?

Teacher: Wait for responses: Varied. If you have observed someone exercising tolerance, you might tell the story without revealing names.

Say: Tolerance really changes our world. It erases one of the biggest reasons people persecute each other, historically one of the biggest excuses for waging war. Congratulations to those of you who have been practicing tolerance. Now get set for today's *Positive Action* lesson because our approach to this one is kind of backwards. Are you ready?

Teacher: Wait for responses: Encourage excitement and curiosity.

Say: A big part of being a good investigator is learning to “think outside the box” and look at things in a new way. For instance, here's another way to look at the tyranny and violence that mars our beautiful world: When people engage in negative actions, no matter where they live, they are creating a negative identity. Imagine that happening to thousands of people and the effect it has on their relationships with each other and even the relationships countries have with each other. And it all starts with individual people choosing not to treat others the way they like to be treated.

You don't need to raise your hand when I ask these questions, but I want you to think: How many of you have been bullied by someone at some time in your life? Maybe you were very small, or very scared. Maybe the person who bullied you was an older student, or an older sibling. Maybe the bully was someone you considered a friend. Remember what happened? Remember how it felt? Remember how long it went on? What did you do about it, if anything? Did anyone offer to help you? Did you ever ask for help? Don't respond out loud, just respond within yourself.

Teacher: Allow students a few moments to reflect.

Say: Now think: How many of you have bullied someone? It could have been a sibling or a friend or a neighbor, or even one of your parents. Think back to when you felt like a big bully. What were you doing? What was the other person doing? How did you feel? As you remembered your feelings, what did you realize?

Teacher: Wait for responses: I realized that bullying was a negative action.

Say: How does bullying prevent us from creating a positive identity and keep us from feeling good about ourselves?

Teacher: Wait for responses: When we are involved in bullying we are not living Our Code of Conduct. Whether we are the bully, victim, or witness, we are caught in a negative circle and we feel bad about ourselves. What is a Code of Conduct?

Wait for responses: treating others the way we like to be treated.

Say: Why can't we create a positive identity when we're involved in bullying?

Teacher: Wait for responses: Because it is not the way we like to be treated.

Say: What does bullying involve usually?

Teacher: Wait for responses: Bullying involves persistent, intentional efforts to hurt others; negative physical, emotional, sexual, verbal, and/or cyber actions; and an imbalance of physical and/or psychological power.

Say: What types of negative actions do people take when they bully other people?

Teacher: Wait for responses: They demean other people. They treat people badly in order to try to feel better about themselves. They treat people badly in order to try to control them.

Say: It might seem like bullying works in the short run. But in the long run, bullying doesn't work because it's a negative action. It doesn't sit right with us, and it doesn't sit right with others. We know that we each like to be treated with positive actions. When we do—or allow others to do—bullying behaviors, then no positive actions are taking place, and we all end up feeling worse about ourselves.

Think about the ways we do want to be treated, instead of bullying. Let's list some positive actions to prevent bullying.

Teacher: As students identify them, have students write them on their papers with the header: Our Code of Conduct.

- ♦ Respect
- ♦ Caring
- ♦ Empathy
- ♦ Compassion
- ♦ Kindness

- ♦ Fairness
- ♦ Tolerance
- ♦ Cooperation
- ♦ Patience
- ♦ Forgiveness
- ♦ All other positive actions.

Say: We have just created our Code of Conduct. Are you treating people in these ways? (*Wait for responses: Varied.*) How do you feel about yourself when you treat people in these positive ways, instead of being involved in bullying? (*Wait for responses: I feel good about myself because I treated others the way I like to be treated. I have a positive identity.*)

Even though we know how we like to be treated, sometimes we let fear rule our actions. We put up with negative behavior or do things that are decidedly negative. The good news is that we can have a positive response to bullying. Remember, there's always a positive action. Keep that in mind as we tune in to what our PALS co-hosts have to say about bullying.

Teacher: Assign five students to read the roles of Michaela and Michael, the Narrator, Ace, and David. Distribute radio script booklets to the readers and other students who wish to follow along. Direct the remaining students to listen closely and have their journals and pens ready for taking notes. Then, read the Radio Broadcast PALS, Script 8.

..... End Broadcast

Teacher: Have students identify a situation where bullying is taking place within their school or community. Ask them to make a list of ways they can be proactive or do something about it. For instance:

1. Travel in the company of friends.
2. Stand up for yourself and others when bullies come around.
3. Report bullying and ask for adult intervention when necessary.
4. Refuse to be bullied, without becoming a bully yourself.

If time permits, break into small groups and repeat the process, dealing with ever-more-pertinent bullying situations.

Teacher's Toolbox

Vocabulary

Victims

One who is adversely affected by a force or agent.

Entitled

Having the right to special benefits.

Word of the Week

Challenge

A task that calls for special effort.

Radio Broadcast PALS, Script 8

..... Positive Actions Lead to Success.

Radio Talk Show: Teens for a Positive World

Michaela: Welcome to PALS. The subject today is bullying. Has that horrible phenomenon ever hit you between the eyes, Michael?

Michael: It has. I'm sorry to admit, I've been on both sides of that coin. I learned a lot about bullying—the hard way.

Michaela: What did you learn?

Michael: Well, for starters, no guy wants to admit they've ever been bullied. But it happens more than you think—and to girls, too. And people put up with it. They feel ashamed and embarrassed, so they keep it secret. And sometimes they decide to take their anger and hurt out on someone else.

Michaela: Sounds like the original negative circle.

Michael: Well, it's one of the oldest, for sure. When we are being bullied or see someone else being bullied, no one claims their positive identity. Not bullies, who feel bad about themselves for doing negative actions. Not bystanders or enablers, who allow or help the bully to do negative actions. And not victims, who endure the pain and harm, the disrespect and diminishment, the loneliness and unfairness of being bullied. No one wins when bullying goes on.

Michaela: Oh, I get it. Because with bullying, everyone involved is engaged in negative actions. So...when bullying is going on, what can we do?

Let's go to our radio play where our teens are struggling with the bullying phenomenon. Of course that's not news to you, audience members. You've been seeing signs of it since the radio play began.

Radio Play: We're on Our Way Act II, Episode 5: "Tormented Tormentor"

Characters: Narrator, Ace, and David

Narrator: David, who is still angry with his friend, Marcos, is walking home alone. He sees Ace, accompanied by two boys David doesn't recognize, coming down from the street that runs past the alley. Acting on instinct, David starts to cross the street in order to avoid the trio.

Ace: Hey, kid! Come back here. I want to talk to you!

David: What do you want with me?

Ace: Want to know why you bad-mouthed me in front of that tall drink of water the other day.

David: What? What are you talking about?

Ace: You trashed me in front of Lily.

David: I didn't either. She just came along and offered to walk with me to the library.

Ace: Well, you stay away from her. And stay off this street unless you want to pay the toll.

David: Lily's my friend, and I'm not going to stay away from her. And there's no toll for walking on this street! It's public property!

Ace: Used to be, maybe. But now it's mine and you don't get to use it unless you give me twenty dollars a week.

David: Twenty dollars a week? That's my allowance for a month! I have to walk on this street. I live at the end of it.

Ace: Well, you gotta pay the toll or take the long way home.

David: I'm not going to do that. I'll walk home the way I've always walked home.

Ace: See my boys here? They'll bash your face in if you set one foot on this street.

David: We'll see about that. I have friends, too, you know—including Lily.

Ace: You stay away from Lily. Stay away from the alley, and stay away from me.

Narrator: As Ace and his friends swagger on down the street, David stands on the corner, wondering what to do. He wishes desperately that Marcos were beside him. Ace never would have tried to bully him if Marcos were around. David sees a bicycle patrolman pedaling along the sidewalk leading out of the park next to the library. He decides to talk to the patrolman, to see what he recommends.

Radio Talk Show: continued

Teens for a Positive World

Michaela: Poor David.

Michael: Poor David, and poor Ace, too. You have to feel for him, he's such a big blow-hard. Is he really a bully? What do you think, callers? *(Allow caller responses.)*

Teacher as Caller: *Most bullies feel bad about themselves and they try to cover up by trying to harm or scare other people. Whenever they feel like they aren't good enough, or they get anxious that someone might try to victimize them, they look around for somebody to push around so no one will guess they are scared.*

Michaela: Well, it sounds like any of us could be a bully if we were willing to push other people around.

Michael: I think some bullies feel entitled to the lion's share. So they take more than they give, no matter who they hurt.

Michaela: If you were David's friend, how would you advise him to deal with this situation? Is it smart for David to talk to the patrolman? Let me know, callers.
(Allow caller responses.)

Teacher as Caller: *If bullies persist in their bullying behavior, or if they create or threaten physical harm or property damage or theft, authorities need to get involved, and laws have to be invoked. It is always good to try to deal with bullying by using positive actions, but if those aren't working, you may have ask others for help and advice.*

Michaela: Remember, there are steps you can take to stop bullying: You can choose to do something positive. You can tell the bully to stop bullying. You can just walk away from the bully. You can ask for help from a trusted adult. You can stick with a group of friends and you can invite those who might be bullied to join you.

Michael: Look around, teens. Find examples of bullying and think of something positive to do about it. Stand up for yourself. Stand by someone who's being bullied. Go to an adult and ask for assistance. Don't just *think* positive—*do* positive actions.

Michaela: Here's till next time!

Lesson 116

Why Do I Have Trouble Being Honest with Me?

Goal: ♦ To reinforce the positive action of telling yourself the truth, or self-honesty, for a positive identity.

Objectives: ♦ To define self-honesty as the ability to align your thoughts, actions, and feelings with your reality.
♦ To review some of the untruths that people tell themselves and flip those negative thoughts into positive, truthful statements.

Materials Needed

- ✓ Pens
- ✓ Black/whiteboard and writing instrument

Materials Provided

- ✓ Positive Behavior Plans

Say: So what does self-honesty mean?

Teacher: Wait for responses: It's about getting our thoughts aligned with reality, and then acknowledging that to ourselves.

Say: Why would that be so hard for some people?

Teacher: Wait for responses: The truth sometimes makes us feel vulnerable to negative judgments from ourselves and others and may feel like punishment.

Say: Sometimes, we're a big mystery to ourselves. Has anybody ever felt that way?

Teacher: Wait for responses: Everybody does at some point. There are a lot of reasons we can be untruthful to ourselves. The big one is that we want to protect ourselves. Why does that seem like a reasonable choice at times?

Teacher: Wait for responses: Our brains shut down when we're really nervous or scared, so we opt for something that's not quite true because we don't know what else to do.

Say: Not wanting to tell ourselves the truth contributes to depression, anxiety, anger, addiction, and distraction—really powerful forces, which can sidetrack us for a long time.

What helps that feeling is to sit down and figure out who we are and what we are doing—and why. Journaling can help here, and so can using your personal Thoughts-Actions-Feelings about Self Circle. The truth, when we give it half a chance, shows up—sometimes as a big surprise. There is somebody who knows the truth about you and what's going on with you. Do you know who that is?

Teacher: Wait for responses: It's you.

Say: But sometimes we don't tell ourselves the truth, especially about really important things. Why is that so negative?

Teacher: Wait for responses: We feel really bad about ourselves; it complicates our lives; it keeps us from solving our problems.

Say: On the other hand, when we want to know and can tell the truth, then we feel better about ourselves and issues start to resolve. Have you ever had to “fess up” to something scary, and when you did you instantly felt better?

Teacher: Wait for responses: Everybody has that experience.

Say: Then our lives begin to work for us because we’re getting our positive Thoughts-Actions-Feelings about Self Circles working for us. It’s always best to start with the truth—whatever it is—and then move into a positive Thoughts-Actions-Feelings about Self Circle. That’s how you get straight with your own life, and in the process discover who you are and what works best for you.

What are some untruthful thoughts that can be harmful to you?

Teacher: Wait for responses and write them on the board. Include these examples if necessary:

- ♦ I don’t care about my grades or test scores.
- ♦ I can be as mean as I want to smaller, shyer people.
- ♦ I don’t have to think about my future goals and plans.
- ♦ Drugs and alcohol don’t impair my life.

Say: What’s wrong with these statements? (*Wait for responses: They are not true.*) Let’s reframe these as positive, truthful thoughts.

Teacher: Cross out the untruthful thoughts and ask students to provide more truthful, positive thoughts. Write those on the board, and include these examples if necessary:

- ♦ Everything I learn matters in my life.
- ♦ I need to treat others the way I want to be treated—with respect.
- ♦ I can set and meet my goals, which create my best self and a life I really want.
- ♦ I am my best, truest, most positive self when I am drug- and alcohol-free.

Say: Which of these sets of thoughts help you create a safe, happy, and successful life?

Teacher: Wait for responses: The positive, truthful statements.

Say: When we tell ourselves a difficult truth, we feel a lot better about ourselves. Being out of touch with reality is poor mental health; being in touch with reality is stable mental health. In that healthy frame of mind, we can resolve our problems and create success; we can feel good about who we are, what we are doing, and how we treat others.

Teacher: Distribute Positive Behavior Plans.

Say: Look at the negative Thoughts-Actions-Feelings about Self Circle first. Think about a behavior you do that creates problems for you. Write down in the Thought section one untruthful thought you might be telling yourself that is feeding this behavior. (*Allow time for students to record their answers.*) What action does that thought create? Write that in the Action section. (*Allow time for students to record their answers.*) And what feeling about yourself does that action produce? Write about that in the Feelings about yourself section. (*Allow time for students to record their answers.*)

Now, turn the page over. Let’s flip that negative thought into a positive, honest thought that would help resolve the issue. Write that in the Thoughts section. (*Allow time for students to*

record their answers.) What positive action would you take as a result of that thought? Write that in the Action section. *(Allow time for students to record their answers.)* And what positive feeling about yourself will you create as you do that action? Write that in the Feelings about Yourself section. *(Allow time for students to record their answers.)*

How does it feel to have a plan for flipping from a negative to a positive Thoughts-Actions-Feelings about Self Circle?

Teacher: Wait for responses: We have more confidence and feelings of competence when we are able to move from negative to positive scenarios.

Say: Save this Positive Behavior Plan. During the next week, chart your progress on paper as you use your positive thoughts, actions, and feelings to resolve this issue. Then write one paragraph about who you are as you work in a positive way to achieve real progress.

Remember, not telling ourselves the truth is a negative action that can cause us to feel bad about ourselves. The most positive thing we can do is flip that negative thought into a truthful and powerful positive thought.

You have to get your positive thoughts squared away before you can choose the positive actions that will help you. Then your own good feelings about yourself will let you know you are on the right track. It's your truth that will save you. It's your truth that is you.

Lesson 116

<div style="text-align: center;">  Positive Action. Positive Behavior Plan Think + Act + Feel </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;">Name of Class/Student: _____</div> <div style="width: 45%;">Date: _____</div> </div> <div style="margin-top: 10px;"> What negative behavior did we/I do? _____ _____ _____ _____ </div> <div style="margin-top: 10px;"> Our/My behavior process was: Our/My negative thought was: _____ _____ _____ </div> <div style="margin-top: 10px;"> Our/My negative action was: _____ _____ _____ </div> <div style="margin-top: 10px;"> Our/My negative feeling about us/me was: _____ _____ _____ </div> <div style="text-align: right; margin-top: 20px;">  </div> <div style="font-size: small; margin-top: 10px;"> © Copyright (2011-2020) by Positive Action, Inc. 3-3-2008112 </div>	<div style="text-align: center; margin-bottom: 10px;">  </div> <div style="text-align: center; margin-bottom: 10px;"> Next time, we/I will choose to be positive! </div> <div style="margin-bottom: 10px;"> Our/My positive thought will be: _____ _____ _____ </div> <div style="margin-bottom: 10px;"> Our/My positive action will be: _____ _____ _____ _____ </div> <div style="margin-bottom: 10px;"> Our/My positive feeling about us/me will be: _____ _____ _____ _____ </div> <div style="margin-top: 10px;"> I feel good about myself when I _____ <div style="text-align: right; font-size: x-small;">(name specific: positive action)</div> </div> <div style="margin-top: 10px;"> Positive Action Philosophy: I feel good about myself when I do positive actions and there is a positive way to do everything. </div>
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Lesson 117

Who Are You, Really?

Goal: ♦ To introduce the positive action of telling yourself the truth to promote understanding of your personal identity.

Objectives: ♦ To discuss positive versus negative identities.
♦ To explore physical, intellectual, social, and emotional aspects of our identities.
♦ To explore how thoughts and actions create feelings about ourselves, which are our identities, and therefore our lives.

Materials Needed	Materials Provided
✓ Pens ✓ Paper	✓ None

Say: Who are you? A musician, a football player, a techie, an artist, a student? Those things define us, often, but who are we really?

Teacher: Wait for responses: Varied.

Say: That's a hard question to ask and a harder question to answer. But let's give it a try. What do you think about who you are? Write two sentences about who you are on a piece of paper.

Teacher: Allow time for students to journal.

Say: We often aren't sure who about we are. We sometimes think we're terrific, and then within the hour, we are just not sure. But our focus in this unit is finding out who we really are, and we'll discover that by looking at different parts of our lives and examining their reality—good or bad, healthy or unhealthy. Then we'll work on areas that need improvement.

Our thoughts lead to our actions, which lead to feelings about ourselves. Those Thoughts-Actions-Feelings about Self Circles create our identity and, therefore, our lives. We might believe our real identity is a negative one, because we've done bad things, and our personal identity may seem harmed or ugly. But we can all move beyond a negative identity into a healthy, confident, and positive identity, by refocusing our thoughts, actions, and feelings on the positive. We can change who we are and what we are doing for the better. Do you believe that is true?

Teacher: Wait for responses: Most, if not all, will acknowledge they believe we can change for the better by using positive actions.

Say: How do we move beyond negative perceptions of ourselves and begin to create our own true identity?

Teacher: Wait for responses: We create healthy, positive Thoughts-Actions-Feelings about Self Circles in our lives.

Say: Those circles alter how we see ourselves in a big way and create positive identities, images, and impressions.

We might be having experiences that trend in a certain direction. Then we experience an “ah-ha!” moment: Perhaps “I’m aware I’m getting pretty good at something important to me.” When we see where our Thoughts-Actions-Feelings about Self Circles jell, we get important information about ourselves that we can use to change our lives.

Has anyone had an experience like that using the Thoughts-Actions-Feelings Circle?

Teacher: Wait for responses: The thought that you could play music really well, or a thought that revealed how much you liked computers, or a thought about how much you care about other people.

Say: That’s why your positive Thoughts-Actions-Feelings about Self Circles are critical in your development, and why consistent and persistent positive thoughts and actions create your most positive, powerful identity.

Think about who you are when you are your best, truest self. You’re going to be using your physical, intellectual, social and emotional structures to think about that. Using the same piece of paper, write down your thoughts.

First, physically. Who are you when you are at your best physically? How strong are you? How healthy? Are you disciplined with food? Are you exercising enough to be at your best weight? Are you getting enough sleep and rest? Are you drug- and alcohol-free? Write one or two sentences about your physical self.

Teacher: Allow students a few moments to record their thoughts.

Say: Next, intellectually. Who are you when you are at your best intellectually? Are you engaged in learning something that really interests you? Are you creating new things or having new experiences? Are you developing interests, passions, and projects that might provide choices about your career? Write one or two sentences about that.

Teacher: Allow students a few moments to record their thoughts.

Say: Now consider, socially. Who are you when you are at your best socially? Do you make new friends? Can you work on a team? Do you know how to have fun with other people? Do you have safe, stable relationships with your family, your friends, and your teachers? Write one or two sentences about that.

Teacher: Allow students a few moments to record their thoughts.

Say: Last, emotionally. Who are you when you are at your best emotionally? Can you manage your temper? Be on time and on task? Can you tell yourself the truth about important things? Can you set goals and achieve them? Can you be honest about who you are and what you are doing? Write one or two sentences about that.

Teacher: Allow students a few moments to record their thoughts.

Say: Now, look at your answers. Write two to three sentences that describe who you are and what you are doing when you are your best self.

Teacher: Allow students a few moments to record their thoughts. Ask students to share some of their answers and encourage discussion.

Say: What does it feel like when you are honest with yourself, and when you realize something about your best self? (*Wait for responses: It feels really good and I can trust myself.*)

Lesson 140

A Better You

Goal: ♦ To introduce Improving Yourself Continually Using Social and Emotional Positive Actions for a Positive Identity.

Objectives: ♦ To introduce long- and short-term goal-setting and the Strategies for Success (believing in your potential, having the courage to try, turning problems into opportunities, broadening your horizons, and being persistent) students need in order to achieve their best selves and most positive identities.
♦ To develop and articulate long-term goals.

Materials Needed	Materials Provided
✓ Pens	✓ Image of “Positive Identity Investigator”
✓ Paper	Poster 83-R-8
✓ Black/white board and writing instrument	✓ Activity Sheet 140-6-8

Teacher: Be sure that the “Positive Identity Investigator” Poster 83-R-8 is displayed.

Say: Today we will learn about improving yourself continually. It’s the final step in your Positive Identity Investigation, which will help you create your most powerful positive identity. Why do you need a powerful positive identity?

Teacher: Wait for responses: It provides us with positive energy, knowledge, and direction.

Say: In order to grow, we must always look for ways to improve ourselves in our physical, intellectual, social, and emotional areas. Why do we need to grow in all four areas?

Teacher: Wait for responses: Because each is essential and, together, they comprise our whole selves.

Say: Then we’ll set goals in all four areas. But how will we achieve those goals? By believing in your potential, having the courage to try, turning problems into opportunities, broadening your horizons, and being persistent. These skills will help you achieve all you want and need to achieve. They will give you a head start in creating happy and successful lives—you’ll be healthy and smart, have friends you really like, and be capable of taking on any challenge.

How do you create a life that you really like?

Teacher: Wait for responses: You use positive Thoughts-Actions-Feelings about Self Circles or the Positive Behavior Plan to develop your Positive Identity. You apply everything you’ve learned about positive actions so that you feel good about yourself.

Say: Your next four years are really important. They are actually the foundation for the rest of your life. If you mess up your grades, drift into using drugs and alcohol, or have a child too

soon, it can take years to get your life on track again. Some people never get their lives back on track, because it's just too difficult. High school is tough enough without bumps in the road like those. Your most powerful self, your most positive identity, is the most important tool you have to achieve what you need and want over the next few **CRITICAL** years—so that, ultimately you can create a life you love.

Let's focus on what you want your adult life to be like. Imagine yourself 10 or more years from now. Take out a piece of paper. Answer these questions as I read them by writing a sentence or two about who you want to be.

Teacher: Have students do the activity as you read these questions. Allow a couple minutes for each response.

- ♦ What do you want to look and feel like? What kind of physical activity do you want to be able to do? Think about your weight, hair, skin, and overall health. This is your physical self.
- ♦ What do you want to do to earn money? What excites your curiosity? Technology, the arts, history, science, languages, medicine or math? What pastimes do you have? Chess, sports, fashion, photography, computer games, travel or reading? This is your intellectual self.
- ♦ What relationships do you want? Think about family, friends who share your interests, a romance, and teachers who inspire you. This is your social self.
- ♦ How do you want to feel about it all? Interested and engaged, curious and fearless, confident and competent, capable and organized, or some combination of those feelings? This is your emotional self.

After students journal about each area, write on the board:

- ♦ My Mission Statement:
- ♦ Who I am:
- ♦ Positive actions I take:
- ♦ Results I create in myself and others:

Say: On your paper, write a Mission Statement for your life. A Mission Statement contains three main elements: Who you are (your Positive Identity), what you do (the positive actions you take), and what the results are (the positive difference you make in the world and how you feel about being you.) Put these three elements together into a sentence or two that you can use as a kind of compass to keep yourself on track. For instance: "As an optimistic, continually growing person, I am always learning how to serve others so the world is a better place and I feel good about myself."

Write your Mission Statement about who you ultimately want to be as a working, educated person, as a citizen, as a member of a family and a person with friends, as someone with values and ethics, and as a unique individual with a future. What will you do with your life?

Teacher: Allow time for students to journal.

Say: Your Mission Statement might change in the next few weeks or years, as you discover new interests and new talents, but you'll be able to use what you've declared here to hone in on what you want and need to do with your life.

Now you have a decent idea about your mission, but there's most likely a gap between who you are today and who you want to be. Why is there such a gap?

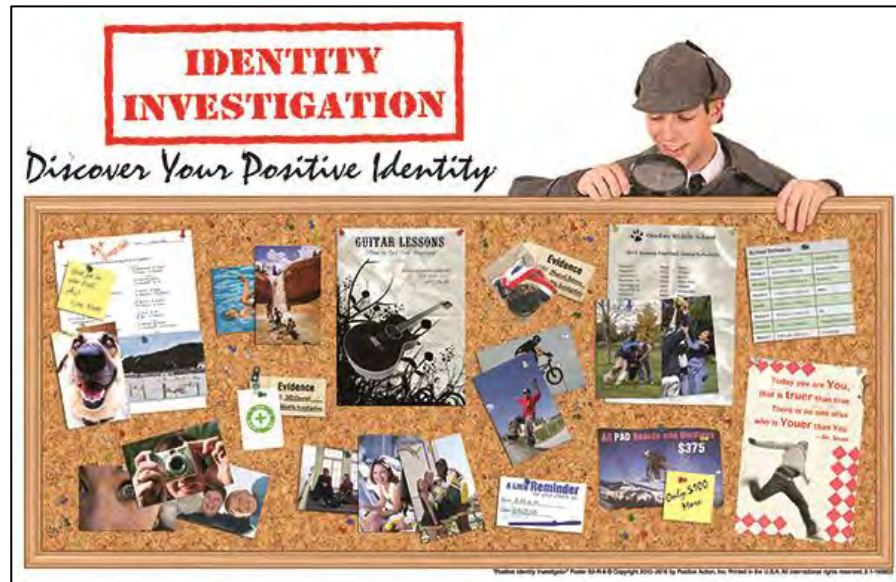
Teacher: Wait for responses: Because we are just beginning to be conscious of who we are and how to become who we want to be.

Teacher's Toolbox

Vocabulary

Critical
Vital, important.

Lesson 140



Skills for Greatness Survey:

UNIT 6 PRETEST

Directions: For each item we'll be covering in Unit 6, please circle **2** if the item is very true or often true of you, **1** if the item is somewhat or sometimes true of you, or **0** if the item is not true of you. Then, total your results. You'll need this number at the end of the unit to calculate your change throughout.

0 = Not True

1 = Somewhat or Sometimes True

2 = Very True or Often True

- | | |
|---|-------|
| 1. I improve myself continually | 0 1 2 |
| 2. I set physical goals for myself | 0 1 2 |
| 3. I set intellectual goals for myself | 0 1 2 |
| 4. I set social goals for myself | 0 1 2 |
| 5. I set emotional goals for myself | 0 1 2 |
| 6. I believe in my potential (ability to do things) | 0 1 2 |
| 7. I have the courage to try things | 0 1 2 |
| 8. I turn problems into opportunities | 0 1 2 |
| 9. I persist (continue to try even when things are hard) | 0 1 2 |
| 10. I broaden my horizons (expand my views beyond what I see or know) | 0 1 2 |

Pretest Total = _____

Lesson 143

What You Do Is Your Image

Goal: ♦ To learn how continually improving yourself affects your image.

Objectives: ♦ To learn how to develop reality-based goals.
♦ To discuss how your actions develop the image you present to the world.
♦ To explore how your positive actions develop your positive identity.

Materials Needed	Materials Provided
✓ Pens ✓ Paper	✓ Positive Behavior Plans

Say: Imagine you are a wannabe musician. You want to be a rock star. You want the money. You want the fame. You want the travel and the most beautiful girl or the most handsome guy. So you dress like a rock star.

But there is the teeniest problem: You can't sing and you don't play an instrument. Not only that, you are rhythm-impaired, you can't dance, and you are tone deaf.

You can see how these might be problems.

Not only that, Morgan, one of your classmates, who wears black t-shirts and jeans all the time, can pick up a guitar and play the most beautiful songs without much effort. Sometimes he hums along, and the girls flock to hear him. You are jealous. Very jealous. What other feelings would you have?

Teacher: Wait for responses: Frustration, resentment, disappointment in yourself.

Say: In this instance, your dreams just don't line up with your reality. What could help?

Teacher: Wait for responses: You need a dose of self-honesty and a big rethinking of your dreams and goals.

Say: What would help our wannabe musician here?

Teacher: Wait for responses: He needs to examine the talents and strengths he *has*, and develop dreams and goals from those.

Say: The image Morgan is trying unsuccessfully to present doesn't line up with his reality, and he's not doing what he needs to do to make that image real, which would be learning and playing music. So his friends don't see him as a musician—the image he wants to portray. They see him as a guy who dresses like one, which is another thing entirely.

Your image is based on what you do. Sometimes it's also based on the clothes you wear, the money you have or don't have, and other superficial things. But mainly, what you do

creates your image. If you write, then you are a writer. If you invent things, then you are an inventor. If you run, then you are a runner. People trust what you do, they see you as the things that you do. That's your image, based on your most **AUTHENTIC** identity. And if you use your positive thoughts, actions, and feelings about yourself, then your image and your identity will be positive.

Look at all of the things that you do. Take out a piece of paper and list the 12 most important things you're doing: three for each area of yourself.

First, write Physical at the top of the page, and list three things you do physically that create your image. Maybe you are a great cook. Maybe you are a runner. Maybe you are a champion at great naps. Maybe you participate in a community garden. List three physical activities that create your physical image.

Teacher: Allow time for students to journal.

Say: Next, write Intellectual. Maybe you like learning math. Maybe you can create stories, poems, and music. Maybe you have a great memory. Maybe you like to make videos or shoot photographs. Maybe you like to read. List three things that influence your intellectual image.

Teacher: Allow time for students to journal.

Say: Next, write Social. Maybe you are a leader. Maybe you are a natural caregiver. Maybe you are really good with your younger brothers or a great listener for your friends. Maybe you know instinctively to treat others the way you want to be treated. List three things about your social life that influence your image.

Teacher: Allow time for students to journal.

Say: Last, write Emotional. Maybe you are great at organizing your life. Maybe you can express your emotions in a healthy way. Maybe you can tell yourself the truth, spot on, up front. Maybe you instinctively knew how to set and achieve emotional goals, so you are working on creating the life you really want. List three things about how you present yourself emotionally.

Teacher: Allow time for students to journal.

Say: From the information you've just gleaned about what you are doing, what do you think your image is? Write one or two sentences describing it.

Teacher: Allow time for students to journal.

Say: Is your image in line with your reality and is your reality in line with your dreams? Write one or two sentences.

Teacher: Allow time for students to journal.

Say: Is there anything you need to change? Do you need to switch from having more negative thoughts about yourself and others to having more positive thoughts about yourself and others? Maybe you need to shift your dreams from being a rock star to being a...well, whatever your genuine talents lead you to. Write one sentence about that.

Teacher: Allow time for students to journal. Then, distribute Positive Behavior Plans.

Say: Let's make a plan for getting that image in line with reality. First you need to identify what is not working, right? Fill out the negative side of the Positive Behavior Plan, beginning with the negative thought. Then follow with the action—the negative image you put on because of the negative thought. Lastly, follow up by describing the negative feeling you get about yourself.

Teacher: Allow time for students to complete the first side of the Positive Behavior Plan.

Say: Now flip the Plan over, and flip your negatives to positives. What image could you create that is true of who you really are in your best and truest being? Remember what we've been discussing about your talents, abilities, and strengths. Remember to include your tastes, your deepest desires, your strongest sense of worth. What kind of image are you putting on by changing negatives to positives? Think of how you will present yourself to others. How will you feel about yourself once you've created an image that aligns with your positive identity?

Teacher: Allow time for students to complete the back side of the Positive Behavior Plan. Then have them store it in their envelope.

Say: You can see how much more power and what a positive an image you'll have, as you work with your authentic talents and dreams. Being real moves you from an impossible situation to a life full of positive possibilities and happy outcomes as you create a positive identity.

Teacher's Toolbox

Vocabulary

Authentic

What is real and emerges naturally.

Word of the Week

Self-Honesty

To tell yourself the truth.

Lesson 143

<div style="text-align: center;">  Positive Action. Positive Behavior Plan Think + Act + Feel </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;">Name of Class/Student: _____</div> <div style="width: 45%;">Date: _____</div> </div> <div style="margin-top: 10px;"> <p>What negative behavior did we/I do? _____</p> <p>_____</p> <p>_____</p> </div> <div style="margin-top: 10px;"> <p>Our/My behavior process was:</p> <p>Our/My negative thought was: _____</p> <p>_____</p> <p>_____</p> </div> <div style="margin-top: 10px;"> <p>Our/My negative action was: _____</p> <p>_____</p> <p>_____</p> </div> <div style="margin-top: 10px;"> <p>Our/My negative feeling about us/me was: _____</p> <p>_____</p> <p>_____</p> </div> <div style="text-align: right; margin-top: 20px;">  </div> <div style="font-size: small; margin-top: 10px;"> © Copyright (2011-2020) by Positive Action, Inc. 3-3-2009112 </div>	<div style="text-align: center; margin-bottom: 10px;">  </div> <p>Next time, we/I will choose to be positive!</p> <p>Our/My positive thought will be: _____</p> <p>_____</p> <p>_____</p> <p>Our/My positive action will be: _____</p> <p>_____</p> <p>_____</p> <p>Our/My positive feeling about us/me will be: _____</p> <p>_____</p> <p>_____</p> <p>I feel good about myself when I _____ <small>(name specific: positive action)</small></p> <p>Positive Action Philosophy: I feel good about myself when I do positive actions and there is a positive way to do everything.</p>
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Lesson 153

More Than Feelings

Goal: ♦ To set long-term goals for emotional self-improvement and a positive identity.

- Objectives:**
- ♦ To emphasize the importance of investigating emotional positive actions to developing positive identity.
 - ♦ To reinforce the part emotional growth plays in creating positive identity.
 - ♦ To use *Positive Action* Goal Targets to articulate emotional long-term goals.
 - ♦ To review emotional positive actions.

Materials Needed

- ✓ Black/white board and writing instrument
- ✓ Pens
- ✓ Paper

Materials Provided

- ✓ Activity Sheet 147-6-8

Say: Some days we feel emotionally stable. We're on track and on time. However, on other days the bottom falls out, and we feel shaky. We're not sure of ourselves and we can mess up something important to us. Why do you think that instability happens?

Teacher: Wait for responses: We can mess up our body chemistry by eating too much sugar or fat so we feel like sludge. We can miss exercising or get too little sleep. We can fail to study very well for a big exam, some memory surfaces we'd rather forget, or our feelings get hurt by an insensitive comment.

Say: Lots of things can get us off kilter with our own world, and our emotions are a **READ-OUT** For that. So what do you do?

Teacher: Wait for responses: You stop for a minute and pay attention to how you feel. You tell yourself the truth about the situation. You decide to respond appropriately and with kindness and respect to yourself and others.

Say: Getting in touch with your positive thoughts, actions, and feelings about yourself really helps you settle your emotional life.

We're going to focus on emotional goals today, starting with a review of emotional positive actions, which will help us achieve our goals. What are they?

Teacher: Write these on the board and have students copy on a piece of paper. You'll have to provide most of the positive actions since students haven't studied them yet.

1. Managing ourselves: Time, energy, money, talents, possessions, thoughts, actions, and feelings.

2. Telling ourselves the truth: Discovering our most positive identity, doing what we say we will do, recognizing our strengths and weaknesses, refusing to rationalize, admitting our mistakes, and lightening up.
3. Improving ourselves continually by setting goals, having the courage to try, recognizing our potential, turning problems into opportunities, persisting, and broadening our horizons.

Say: Now let's look at our Goal Targets.

Teacher: Direct students to get out Activity Sheet 147-6-8 "Goal Targets" and pens.

Say: Under the "My Best Self" banner on the right side of the activity sheet, draw a picture of yourself—as your best, most positive self for each area: physical, intellectual, social, and emotional. What do you look like when you are happy, successful, confident and competent?

Teacher: Allow time for students to complete the drawing.

Say: Now write a major goal in the center of each target. The goals should support your efforts at becoming your best self physically, intellectually, socially, and emotionally.

Teacher: Allow time for students to fill in their goals.

Teacher's Toolbox

Vocabulary

Read-out

A computer science term that means retrieving information and displaying it for others to see.

Word of the Week

Forgiveness

To give up anger and resentment.

Goal Targets

Directions: First, sketch a picture or write a few words to convey your “best self” in each area of yourself—physical, intellectual, social, and emotional. Then, write a long-term goal for each area on the “Goal” lines in the center of the target. Next, fill in each step with the short-term goals you set to achieve your long-term goal—starting with the outside ring (Step 1) and moving to the center. Finally, fill in the start date. When the goal is accomplished, come back and fill in the date when you achieved it.

Physical



Started _____
(Date)

Completed _____
(Date)

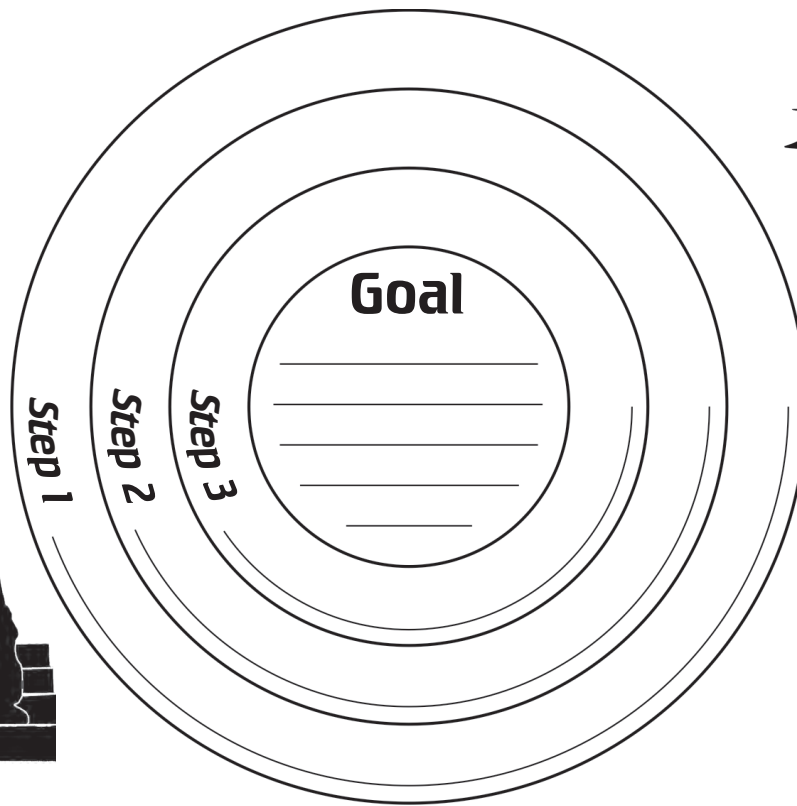
Intellectual



Started _____
(Date)

Completed _____
(Date)

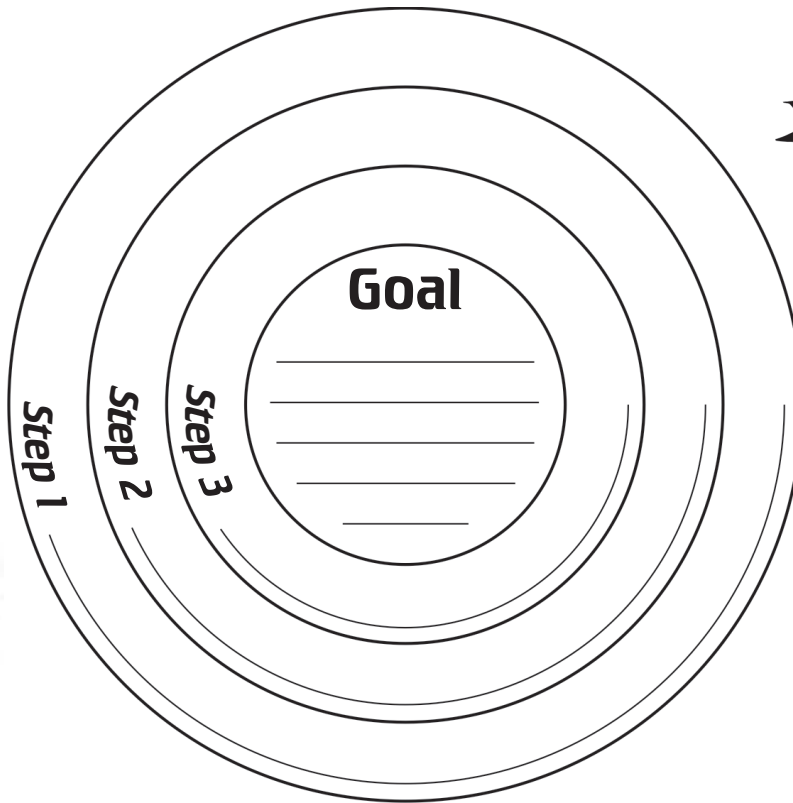
Social



Started _____
(Date)

Completed _____
(Date)

Emotional



Started _____
(Date)

Completed _____
(Date)

Lesson 160

Keep on Keeping On

Goal: ♦ To introduce the positive action of being persistent to help achieve your goals and create a positive identity.

Objectives: ♦ To explore the need for persistence when striving for goals.
♦ To discuss persistence as a means to keep trying without giving up.
♦ To read a story that illustrates the power of trying again and making the most positive choices.

Materials Needed

✓ Pens

Materials Provided

✓ Activity Sheets: Story 160-6-8, 155-6-8

Say: Do you know of anyone who had a challenge that drove them crazy for years, and they just gave up too soon?

Teacher: Wait for responses: Stories like that are all over the place.

Say: Have you heard of artists who stuck with it, then sold their first major art piece when they were in their 40s or 50s, or people who lived long enough for new medicines to catch up with their old disease, or somebody who can still run marathons in their 60s. What's a word that describes that?

Teacher: Wait for responses: Persistence.

Say: Persistence is the word for a positive action that means hanging on for dear life until something shifts or finally works out great. It means physical, intellectual, social and emotional toughness. Persistent people just don't give up on the things that are important to them. Do you think people your age can have it?

Teacher: Wait for responses: Absolutely.

Say: Persistence means that we keep trying without giving up. **PERSISTENCE** means arranging tasks and focusing energy so that you can accomplish the small steps that lead to a major achievement. When you think of persistence, imagine yourself climbing a very steep staircase, one step at a time. That's persistence; even though you are tired and discouraged, you know you are getting closer to the top. And you know that the only way you will get there is by taking one step at a time.

Today, we're going to read a story that took place in Alaska. We're going to read a fictional account about someone who faced a serious problem. Yet, this person believed in his potential, had the courage to try, turned his problems into opportunities, and used the powerful positive action of persistence to reach his goals.

Teacher: Direct students to Activity Sheet 160-6-8 “Race to Stony River”. Assign nine students to be “Readers” for each section.

RACE TO STONY RIVER

First Reader:

It was 20 degrees below zero, but Jon-Michael didn’t seem to notice as he scratched the dog’s ears. Sasha, his Siberian husky, wagged her tail and looked up at him with piercing steel-blue eyes. Steam rolled from her mouth. Jon-Michael reached into the bag of frozen fish, felt around, and pulled out the biggest piece for her. Sasha was his lead dog and best friend, and it was important that she stay strong. He scratched her ears again with the beaver mittens and cast a worried glance at the sky.

Second Reader:

Once before he’d failed to heed the signs and it had cost him big. That was one year ago during this same Sleetmute Spring Carnival race, which runs from Sleetmute to Stony River and back—entirely on the frozen Kuskokwim River. Jon-Michael was 13 years old then, and had replaced his father in the annual race after his dad broke a leg in a construction accident.

It was at the big bend where Jon-Michael made his mistake. Two sleds were well ahead of him, and he was determined to catch up. He could tell from the tracks that the old-timers in front of him had cut the bend wide—a sure sign that the experienced mushers sensed “bum ice” on the inside of the bend, where water sometimes overflowed the frozen base, then formed a thin, dangerous layer on top.

Third Reader:

The memory was still so vivid he could feel it. Brashly, he’d ignored the signs, steering his huskies to the inside of the bend. The dogs made it just ahead of the collapsing ice, pulling the sled and most of the equipment out of the river. But Jon-Michael had fallen backward into the treacherously cold water.

He did everything correctly following the accident; he didn’t panic, but slid out of the water onto solid ice, then stripped off his soggy clothes and crawled into the down sleeping bag that had been stored in a waterproof bag—and he stayed there until rescuers arrived. Even so, the horror and pain were still etched in his brain, but not so much as the humiliation he’d suffered for using such poor judgment.

Fourth Reader:

Now, here he was again with two sleds well ahead of him, and being forced to make his biggest decision of the race. The sky looked like squall to him—biting winds and blinding snows were on the way. This was the perfect time to take an impromptu rest, feed the dogs, and get some sleep. Jon-Michael felt a strong calling to forge ahead, to try to challenge nature and shoot past the leaders while they slept through the squall. But he went ahead and fed the dog team, then turned in. If he couldn’t learn anything from last year, then he truly would be a fool who deserved the merciless teasing that he would surely receive.

Fifth Reader:

Lying there, he listened to the wind roll across the tundra, saw the clouds begin to boil, and heard himself release a long sigh of relief for making the right decision. A sense of pride swept over him with each swirling snowflake. It had been a tough decision to enter this year’s competition. In fact, sometimes he’d hoped his dad, after his leg had mended, would tell him, “Jon-Michael, I’ll be using the sled and dogs in this year’s carnival race.”

But he knew deep down that wouldn’t happen. The sled and the dogs had become his, and he’d have to overcome his fear of failure, regain his belief in his own potential, and raise the courage to try again.

Sixth Reader:

Overcoming his fear of the river was the easy part. It was safer to travel the river than go cross-country in the winter—as long as one didn’t make foolish mistakes. What was tough was the knowledge that one stupid mistake had made him look like an inexperienced musher; two in a row would make him look like a clown on a sled.

Of course, there was an easy way out—don’t enter. If he didn’t race, he couldn’t make a mistake. But Jon-Michael knew he’d never feel good about himself if he shirked the challenge.

Seventh Reader:

So here he was, drifting out of slumber with the quieting storm, realizing now was the time to make his move. In an instant, Jon-Michael was back at the sled, mushing his huskies, running, pushing, giving his all to overtake the leaders before they could regain the initiative.

Soon, he knew it was just he and one other who stood a chance to win the race. Over to the right of the river was Mishkin, the seasoned veteran, trying to set his sled upright after it had crashed into a snow bank. Jon-Michael would later learn that Mishkin had misjudged the duration of the squall, had tackled it before it had spent itself, and had become disoriented in the blinding snow, traveling off the river and overturning his sled.

Eighth Reader:

Fortunately for Jon-Michael, Gwen Olson had made a mistake too—she’d slept too soundly and started too late.

Jon-Michael saw her scrambling her dogs, frantically pushing her sled. She was ahead, but **MOMENTUM** was on his side. Sasha pulled neck and neck with Gwen’s lead dog, then passed it. If Jon-Michael could keep up the pace for two more kilometers, the race was his. Throughout the first kilometer, the other team fell farther and farther behind, then with a burst of energy they began to close the gap. It was one exceptional team against the other, both working their hearts out, humans and dogs.

At three-quarters of a kilometer to go, Jon-Michael again mushed his team into high gear. Smoothly they ran—strong and bold and surely on their way to victory. Then it happened—Sasha stumbled, the next two dogs tripped over her, and Jon-Michael pulled the rear of the sled hard right to avoid injuring his huskies.

After a wild, careening trip across the ice, Jon-Michael ran over to Sasha, saw that she and the other dogs were okay, then charged back into the race. There was no way it would happen this time, though—no chance for first-place unless his more experienced opponent and her team collapsed—and that wasn’t going to happen!

Ninth Reader:

After the race, Jon-Michael’s father took him aside and told him he’d watched the last part of the race through field glasses. He asked how Jon-Michael felt about the accident.

“Well, at first I wanted to scream...to cry about such a thing happening,” Jon-Michael answered. “But then I realized that Sasha just stumbled...she just stumbled and nothing can change that.”

“They’re going to name Gwen the champion,” his father said. “But you just won a bigger race—you overcame your fear of failure and gave it your best shot. In my eyes, you’re the greatest champion in the world.”

And Jon-Michael knew exactly what his father meant.

Say: By now you know that persistence, belief in your potential, learning from your mistakes, and having the courage to try are positive actions that anyone can use to set and achieve your goals. Jon-Michael is a perfect example of the power of choice and those positive thoughts, actions, and feelings.

Say: Persistence is often the difference between achieving your goals and not achieving your goals. It might be the hardest reach, to stay focused and to believe in your ability to do positive actions that will get you where you need to go. But you can take control of your own life. Even when the river freezes over and the cold takes your breath away.

Teacher: Direct students to Activity Sheet 155-6-8 “My Strategies for Success” and instruct them to complete it. Invite students to share what they learned, if time permits.

Teacher's-Toolbox

Vocabulary

Persistence

Arranging tasks and focusing energy in order to accomplish the small steps that lead to major achievements.

Momentum

Energy and power, ongoing forcefulness.

RACE TO STONY RIVER

FIRST READER:

It was 20 degrees below zero, but Jon-Michael didn't seem to notice as he scratched the dog's ears. Sasha, his Siberian husky, wagged her tail and looked up at him with piercing steel-blue eyes. Steam rolled from her mouth. Jon-Michael reached into the bag of frozen fish, felt around, and pulled out the biggest piece for her. Sasha was his lead dog and best friend, and it was important that she stay strong. He scratched her ears again with the beaver mittens and cast a worried glance at the sky.

SECOND READER:

Once before he'd failed to heed the signs and it had cost him big. That was one year ago during this same Sleetmute Spring Carnival race, which runs from Sleetmute to Stony River and back—entirely on the frozen Kuskokwim River. Jon-Michael was 13 years old then, and had replaced his father in the annual race after his dad broke a leg in a construction accident.

It was at the big bend where Jon-Michael made his mistake. Two sleds were well ahead of him, and he was determined to catch up. He could tell from the tracks that the old-timers in front of him had cut the bend wide—a sure sign that the experienced mushers sensed “bum ice” on the inside of the bend, where water sometimes overflowed the frozen base, then formed a thin, dangerous layer on top.

THIRD READER:

The memory was still so vivid he could feel it. Brashly, he'd ignored the signs, steering his huskies to the inside of the bend. The dogs made it just ahead of the collapsing ice, pulling the sled and most of the equipment out of the river. But Jon-Michael had fallen backward into the treacherously cold water.

He did everything correctly following the accident; he didn't panic, but slid out of the water onto solid ice, then stripped off his soggy clothes and crawled into the down sleeping bag that had been stored in a waterproof bag—and he stayed there until rescuers arrived. Even so, the horror and pain were still etched in his brain, but not so much as the humiliation he'd suffered for using such poor judgment.

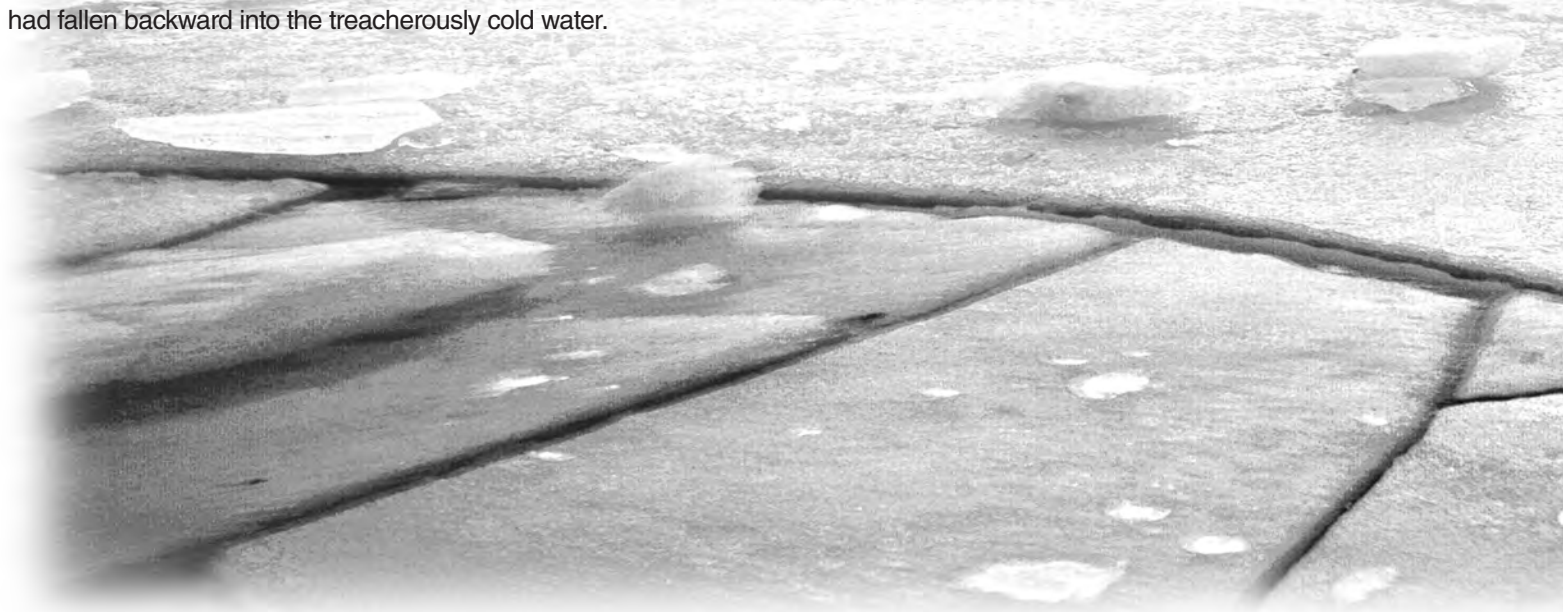
FOURTH READER:

Now, here he was again with two sleds well ahead of him, and being forced to make his biggest decision of the race. The sky looked like squall to him—biting winds and blinding snows were on the way. This was the perfect time to take an impromptu rest, feed the dogs, and get some sleep. Jon-Michael felt a strong calling to forge ahead, to try to challenge nature and shoot past the leaders while they slept through the squall. But he went ahead and fed the dog team, then turned in. If he couldn't learn anything from last year, then he truly would be a fool who deserved the merciless teasing that he would surely receive.

FIFTH READER:

Lying there, he listened to the wind roll across the tundra, saw the clouds begin to boil, and heard himself release a long sigh of relief for making the right decision. A sense of pride swept over him with each swirling snowflake. It had been a tough decision to enter this year's competition. In fact, sometimes he'd hoped his dad, after his leg had mended, would tell him, “Jon-Michael, I'll be using the sled and dogs in this year's carnival race.”

But he knew deep down that wouldn't happen. The sled and the dogs had become his, and he'd have to overcome his



fear of failure, regain his belief in his own potential, and raise the courage to try again.

SIXTH READER:

Overcoming his fear of the river was the easy part. It was safer to travel the river than go cross-country in the winter—as long as one didn't make foolish mistakes. What was tough was the knowledge that one stupid mistake had made him look like an inexperienced musher; two in a row would make him look like a clown on a sled.

Of course, there was an easy way out—don't enter. If he didn't race, he couldn't make a mistake. But Jon-Michael knew he'd never feel good about himself if he shirked the challenge.

SEVENTH READER:

So here he was, drifting out of slumber with the quieting storm, realizing now was the time to make his move. In an instant, Jon-Michael was back at the sled, mushing his huskies, running, pushing, giving his all to overtake the leaders before they could regain the initiative.

Soon, he knew only he and another racer stood a chance to win the race. Over to the right of the river was Mishkin, the seasoned veteran, trying to set his sled upright after it had crashed into a snow bank. Jon-Michael would later learn that Mishkin had misjudged the duration of the squall, had tackled it before it had spent itself, and had become disoriented in the blinding snow, traveling off the river and overturning his sled.

EIGHTH READER:

Fortunately for Jon-Michael, Gwen Olson had made a mistake too—she'd slept too soundly and started too late. Jon-Michael saw her scrambling her dogs, frantically pushing her sled. She was ahead, but momentum was on

his side. Sasha pulled neck and neck with Gwen's lead dog, then passed it. If Jon-Michael could keep up the pace for two more kilometers, the race was his. Throughout the first kilometer, the other team fell farther and farther behind, then with a burst of energy they began to close the gap. It was one exceptional team against the other, both working their hearts out, humans and dogs.

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After a wild, careening trip across the ice, Jon-Michael ran over to Sasha, saw that she and the other dogs were okay, then charged back into the race. There was no way it would happen this time, though—no chance for first-place unless his more experienced opponent and her team collapsed—and that wasn't going to happen!

NINTH READER:

After the race, Jon-Michael's father took him aside and told him he'd watched the last part of the race through field glasses. He asked how Jon-Michael felt about the accident.

"Well, at first I wanted to scream...to cry about such a thing happening," Jon-Michael answered. "But then I realized that Sasha just stumbled...she just stumbled and nothing can change that."

"They're going to name Gwen the champion," his father said. "But you just won a bigger race—you overcame your fear of failure and gave it your best shot. In my eyes, you're the greatest champion in the world."

And Jon-Michael knew exactly what his father meant. ✱



My Strategies ^{for} Success

Directions: As you discover the strategies or keys to success, record how they can help you achieve your goals and clarify your own positive identity as you continually improve yourself.



1. How **believing in my potential** can help me achieve my goals: _____

2. How **having the courage to try** can help me achieve my goals: _____

3. How **turning problems into opportunities** can help me achieve my goals: _____

4. How **being persistent** can help me achieve my goals: _____

5. How **broadening my horizons** can help me achieve my goals: _____



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