

# High School Kit 4

## Sample Lessons



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



@PosActSEL



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## Join us in *Positive Action*

Welcome to *Positive Action*.

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

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

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

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

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

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

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

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

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

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

The program components are:

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

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

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

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

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

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

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

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

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

# HIGH SCHOOL KIT 4: LIFE TRAINING FOR TEENS

## SAMPLE LESSONS PACKET

The *High School Kit 4: Life Training for Teens* curriculum has two options for implementation: **Peer Instruction and Mentoring Groups** and **Family Groups**. This sample packet includes Organizing and Implementing steps for the *Peer Instruction and Mentoring Groups* option.

There is one complete lesson per unit concept (Units 1–6). At the end of each lesson, there is a *Secondary Replacement Story* which can be used in place of the story under Step 1 of the lessons.

At the end of each Unit there is a Celebration session. This packet includes the Celebration for Unit 1.

# Session 1: Organizing

**Objective:** To introduce Life Training for Teens Option 1, establish peer instruction and mentoring groups, and prepare students to peer-teach their first lesson of Positive Actions for Living.

**Say:** Today we will begin a new program entitled *Life Training for Teens*. I believe that this will be an invaluable experience for you as teenagers. The purpose of this program is to help you answer life's big question, "Who will I Become?" The lessons will increase your understanding of yourself and your motivation to do or not do things. You will learn the program philosophy, "you feel good about yourself when you do positive actions, and there is always a positive way to do everything." You will learn the positive actions you can do to feel good about yourself in the physical, intellectual, social, and emotional areas. You will learn to utilize the rationale

of the Thoughts-Actions-Feelings Circle in your everyday life. It teaches that positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts. The same is also true for negative thoughts, actions, and feelings about yourself, so it is important to consciously choose positive thoughts so you will feel positive about yourself.

This is a lot to take in at once, but the fun and informative lessons will make these concepts easy to understand and give you opportunities to practice them. You will also learn about others as you help each other learn these lessons in peer instruction and mentoring groups. Through teaching each other the lessons and by mentoring, you will gain knowledge of how you and others think. You will become healthier, more responsible, and actively contributing members of your families and communities.

We will be dividing into groups of four to six; these will be your peer instruction and mentoring groups for the remainder of the term. Let's do that now.

**Teacher:** At this time, divide your class into five groups of six students or a similar configuration. (This may vary depending on your class size, but the kit provides for 30 students in five groups of six.) Make sure that the division is random; you may wish to use a number count-off or arrange the students alphabetically. This randomized selection is important so that students will have the opportunity to work with a diverse selection of student, not just friends or students like themselves.

**Say:** Now let's spend some time introducing ourselves within the group. Make sure that you all know each other.

## Materials

### Needed

- ✓ Pens or Pencils

### Provided

- ✓ 5 *Positive Actions for Living* Manuals
- ✓ 5 *Peer Instruction and Mentoring* Materials Folders
  - 1 *Peer Instruction and Mentoring* Group Handbook
  - 6 *Mentor Notebooks*
- ✓ 5 *Student Materials* envelopes

## Session 1: Organizing

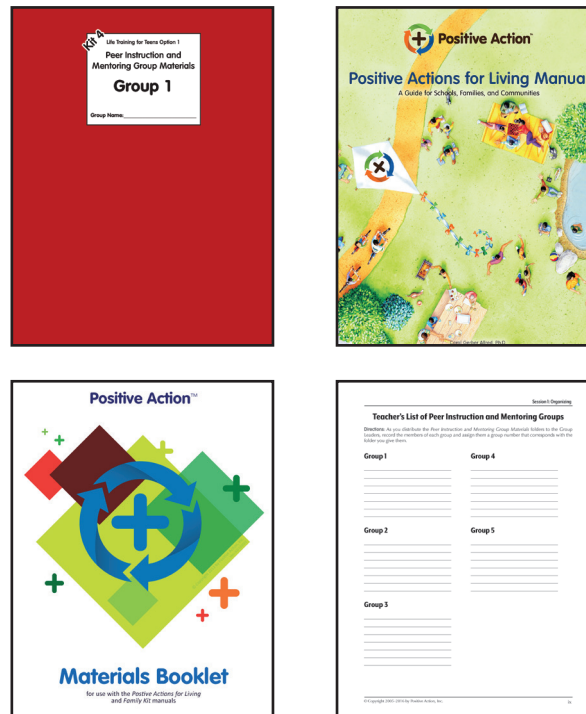
**Teacher:** Give the students a few minutes to do this. Have each student give their name, grade (if applicable), and what they want to achieve in this class, school, and life.

**Say:** Now that you are all acquainted with each other, each group needs to select a member to be the Group Leader for the first unit of the curriculum. There are six units and the leader will change each unit, so you will each have a chance to fill the role. This person will be responsible for retrieving the group materials at the beginning of each session and returning them at the end. Take a few minutes to choose your Unit 1 Group Leader now.

**Teacher:** Allow time for students to choose a leader for their group.

**Say:** Each Group Leader may come up now and collect your group's materials.

**Teacher:** Distribute to each Group Leader a *Peer Instruction and Mentoring Group Materials* folder, a *Positive Actions for Living* manual, and a *Student Materials* envelope. As they come up, record the members of each group on the *Teacher's List of Peer Instruction and Mentoring Groups* (found at the end of this session) and assign them a group number that corresponds with the folder you give them.

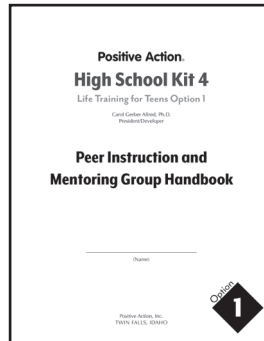


**Say:** Now I'd like each Group Leader to read aloud to your group the Option 1 Student Guide on the first page. We will be going over all of those details together in this first session. After the first session, you will conduct the lessons yourselves within your group. Whenever you need to, you may refer back to this guide. Of course, I will always be available to answer questions, also.

**Teacher:** Allow a few moments for them to read the *Student Guide*.

**Say:** Your first task as a group is to come up with a group name. Group names may be funny or serious, borrowed or original, but the name must set you apart from the rest of the class, be representative of everyone in the group, and **be positive**. Add this name to the covers of your

*Peer Instruction and Mentoring Group Materials* folders and *Peer Instruction and Mentoring Group Handbooks*.

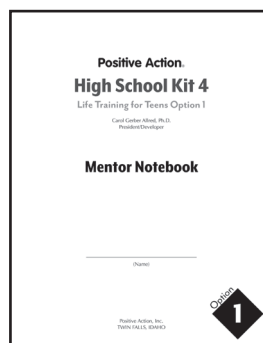


**Teacher:** Allow time for groups to choose a name.

**Say:** Now we're going to organize ourselves within our groups. Please open to the *Group Organization* chart in your handbooks. The Group Leader will record everything. You need to choose a person to be your partner for the Mentoring Pairs and Peer Teachers during the rest of the unit. This person will change when you switch to a new unit. As partners, you will address one-on-one questions at the end of each group lesson. Each Pair will also be responsible for preparing and teaching two lessons during the unit. Pair-up now and decide which lessons you will teach.

**Teacher:** Allow time for activity. Be sure to monitor this progress to make sure no one is being left out. If your groups are not even, some of the students will have to be in groups of three. Remind students that these pairs will change every unit and they will be partners with every person at least once. Also depending on varying group sizes, each pair may have to teach more than two lesson per unit. Make sure they divide up the work evenly, so that no one person is in a pair that teaches several lessons every unit. The students may have to repeat their pairs for Unit 6.

**Say:** Group Leaders, please distribute a *Mentor Notebook* to each student. As you receive your notebook, please record your name on the outside. This will be yours for the rest of the curriculum, although we will store them all together in the *Peer Instruction and Mentoring Group Materials* folder. Spend a few minutes reading the directions at the beginning. You may take notes during the lesson you are about to teach in the "Lesson Notes" section, and we will go over the other two sections later.



**Teacher:** Allow a few moments for them to explore the notebooks.

## Session 1: Organizing

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**Say:** Now, let's see what these lessons are all about. Group Leaders, please open to the beginning of your *Positive Actions for Living* manual. Turn to Section 1 of the introduction, and read aloud to your group the *Overview of Positive Actions for Living* and *Overview of Kit 4* sections.

**Teacher:** Allow time for groups to read the material. Ask if students have any questions.

**Say:** Now, let's dig a little deeper into the manual and materials. Continue reading with the *How to Use Positive Actions for Living* section. First, read "Roles of Lesson Presenters."

**Teacher:** Allow time for students to read. Answer any questions the students might have. Please note that you will have to adjust the role of the Music Director based on the capabilities of your classroom. Each group will be teaching the lesson at a speed and in a way that makes sense for their needs and capabilities. Ideally, you would provide a CD player where the students could listen to the music quietly, as a group when they are ready to. If this is not possible, decide how you will listen to the music as a class. Explain that in this case, the role of the Music Director is to let you know that they are ready to listen to the music together.

**Say:** In our case, the Group Leader and Peer Teachers will share the role of Lesson Leader, since the Group Leader will be collecting and distributing materials, while the Peer Teachers will be leading and teaching the lesson. As a group, you will need to decide which of you will be the Host and Music Director each unit. The Host will direct the mini-celebration at the end of each unit, and he or she can assign other members to help prepare the celebration. However, everyone will take part in being the Host for our End-of-Year Celebration. Assign these roles now.

**Teacher:** Allow time for students to assign these roles. Answer any questions they might have.

**Say:** Now, read "All About the Manual" section.

**Teacher:** Allow time for students to read. Answer any questions the students might have.

**Say:** Now, let's look through the Lesson Goals and Materials.

**Teacher:** Allow time for students to read. Answer any questions the students might have.

**Say:** Now, let's look briefly through the lessons you will be teaching each other.

**Teacher:** Guide students through the section titles, giving a moment or two for students to flip through the lessons.

**Say:** As you can see, we will be teaching a number of positive actions and how they can be used in a family. However, as we'll learn, these skills are applicable to everyone at any time, not just in a family setting. We will start with Unit 1, Lesson 1. I will help guide you through this first lesson, but the majority of the teaching will be done by each of you.

Now, we are done for today. Next time we will reform these same groups and begin teaching our first lesson. Group Leaders, please return their *Peer Instruction Group Materials Handbooks*. Thanks for a great session, next time will be exciting!

# Teacher’s List of Peer Instruction and Mentoring Groups

**Directions:** As you distribute the *Peer Instruction and Mentoring Group Materials* folders to the Group Leaders, record the members of each group and assign them a group number that corresponds with the folder you give them.

## Group 1

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## Group 4

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## Group 2

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## Group 5

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## Group 3

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# Session 2: Implementing

**Objective:** To guide students through teaching their first lesson of *Positive Actions for Living* as peer instruction and mentoring groups.

**Say:** Now we're going to teach our first lesson! This lesson addresses the question, "Who Will I Become?" This is the most important question we will answer all term because all the other lessons build upon what you discover when you honestly ask yourself that question.

The Peer Teachers for Lesson 1 will start teaching now. In other lessons, you will be able to spend some time outside of class preparing, but for this first time you will just have to "wing it." That's okay, because we will all be learning together.

Remember, you will read the corresponding story from the *Secondary Replacement Stories* booklet instead of the italicized story at the beginning of the *Positive Actions for Living* lessons. In this first lesson only, you will need to read the Character Sketches within your group. This is an introduction to the characters you'll get to know in the next several months. Peer Teachers may read aloud or they may assign other students to read the stories and sketches to the group. Start by reading the first story, then move into the text that follows the italicized story in the manual.

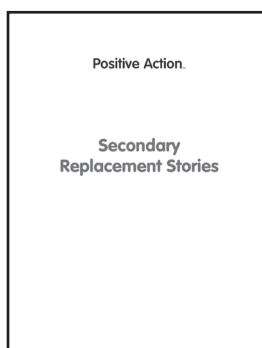
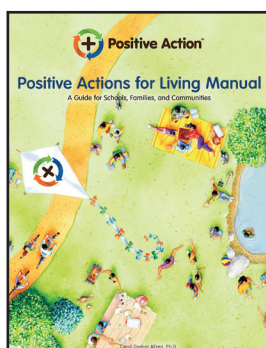
## Materials

### Needed

- ✓ Pens or Pencils

### Provided

- ✓ 5 *Positive Actions for Living* Manuals
- ✓ 5 *Peer Instruction and Mentoring Materials* Folders
  - 1 *Peer Instruction and Mentoring Group Handbook*
  - 6 *Mentor Notebooks*
  - 1 *Secondary Replacement Stories Booklet*



You'll read the Unit Introduction first, and then move on to Lesson 1.

**Teacher:** Instruct students to read through as many sections as you've decided time allows, either just "Positive Thought" or adding "Positive Action" and "Positive Feeling. If you choose to teach "Positive Action," instruct your class that when you get to "Positive Actions," they will have to choose whether to do the "Personal," "Family," "Parent," or "Community" section. You may do more than one if you have time.

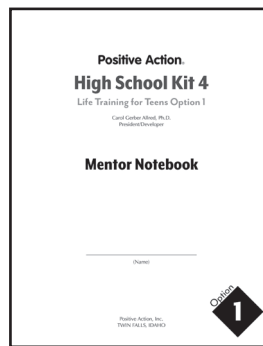
**Say:** You will notice that directions for the Peer Teachers are in bold and italics. I will be walking around observing if you have any questions. Let's get started.

**Teacher:** Allow time for groups to teach the lesson. Walk around and make sure everyone is participating.

**Say:** How did that go? I saw some really great things happening as I walked around the room.

**Teacher:** Allow time for feedback and answer any questions.

**Say:** Throughout the lesson you had time to discuss both personal and general life problems with each other in your group. Now we're going to break into our Mentoring Pairs for some one-on-one mentoring. Break into groups and open your *Mentor Notebooks* to Lesson 1. Read and follow the directions under Unit 1.

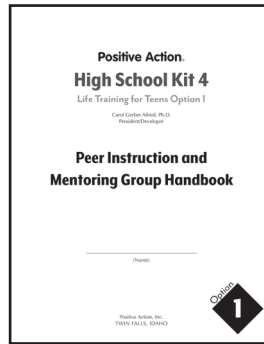


**Teacher:** Allow time for activity. Continuing to monitor the class, helping students where they need it and making sure everyone stays on track. Let students know that they can—but don't have to—get personal with their answers. Tell them that in order for peer-mentoring to work, each individual must be comfortable with their partner and group first.

**Say:** That was great. Now let's spend some time by ourselves thinking about who we would like to mentor outside of class. This is going to be a one-on-one relationship with someone outside of your group and outside of the class. Ideally, this person will be younger than you, or someone you can really help by sharing your knowledge and wisdom. It could be a little brother or sister, a younger player on a team or club you are involved with, or an admiring younger friend. You will have the opportunity to share what you are learning in *Positive Action* with this person. Answer the questions under the "Outside Mentoring" section in your *Mentor Notebooks*.

**Teacher:** Allow time for students to decide who they would like to mentor. If students have questions, coach them on deciding who would be a good choice to mentor.

**Say:** As you can see, we're going to be doing mentoring on many levels: mentoring each other as a group, one-on-one peer mentoring within the group, and one-on-one mentoring outside of class. We will also become Mystery Mentors. Setting a good example for others is an important part of being a positive mentor. We are going to set a positive example by anonymously doing secret positive actions for others in the school or community. During each unit, as a group you will plan and execute an activity. It can be one big positive action that takes lots of planning, or several smaller positive actions that are done throughout the unit. Read the directions in your handbook now, and start planning with "The Thought." Your Group Leader will record your ideas in your *Peer Instruction and Mentoring Group Handbook*.



**Teacher:** Allow time for groups to choose their projects. As long as your administration will allow for both types of Myster Mentoring, try to make sure that you have at least one group pick either a school-related project or a community-related project in order for this activity to benefit as many people as possible. Monitor each group's choice. These will have to be approved by you each unit.

**Say:** Now we've covered our first lesson of *Life Training for Teens*. Group Leaders, please return the folders at this time. Every lesson from here on out will be conducted in the same way, but you will be able to run it yourselves. As soon as your whole group is assembled, you may get your materials and start the lesson. This is going to be a truly great learning experience as you grow together and come to understand yourselves and others better through peer instruction, mentoring, and mastering the *Positive Action* concepts.

# Lesson 1



## Who I Am

**Goal:** To learn that we feel good about ourselves, or have a positive **self-concept**, when we do positive actions, and there is a positive way to do everything.

### STEP 1 Positive Thoughts

Anne Marie hit the front door of her aunt's house on a dead run, steps ahead of her big brother Sam. She was laughing and teasing, telling him he was more than just a pretty face. Sam had gotten an "A" on a difficult science test, the one about cells.

"Yeah, Anne Marie, but I studied hard. Science isn't easy for me."

"Hey, I know, and I'm proud of you. Let's go tell Aunt Louise."



Anne Marie and Sam rushed to Aunt Louise's office and found her working. She opened her arms wide and scooped her niece and nephew up in a big hug, enjoying every second of their presence in her life. Aunt Louise was eager to listen to what they had to tell her.

Sam and Anne Marie told her about Sam's test and how hard he had studied, and about Anne Marie's Fun Run coming up on Saturday and how she'd been training every day.

Aunt Louise asked, "So how do you feel about yourselves when you do those things, those positive actions?"

"Great, Aunt Louise, just great." Anne Marie and Sam said the same words at the same time. There was silence for a second or two.



#### Kit provides:

- ✓ Music and lyrics on Resources website (also see lyrics in Appendix B)
- ✓ ICU Box
- ✓ "Word of the Week" card: Positive Action.

#### You provide:

Pencils, pens, markers, or crayons; writing paper; audio player, internet access.

Optional: eggs; needle (if hanging eggs); glue; yarn; sequins, buttons, pieces of fabric or paper, other decorating items.



*Aunt Marie grinned and said, "That goes double for me."*

*All three looked at one another and laughed. "Just wait until you get home and tell your parents," Aunt Louise said. "They are going to love Sam's news!"*

Anne Marie, Sam, and Aunt Louise liked the good feelings they got about themselves when they did positive actions. **We all want to feel good about ourselves.** Feeling good about ourselves is one of our most basic needs. Almost everything we think, do, and feel is aimed at meeting that need to feel good about ourselves.

**The way we think and feel about ourselves is called our self-concept.** Our self-concept affects our goals, our attitudes, and our decisions. It impacts everyone, including ourselves, our families, and our communities. The way we feel about ourselves is important to everything we do with our lives.

*Hold up page and show examples.*

Here are a few examples of self-concept, or positive and negative feelings about ourselves:

## Self-Concept



The way we think and feel about ourselves is the result of the actions we take. In other words, our self-concept is formed by what we do. The main idea of the *Positive Action* program is that **we feel good about ourselves when we do positive actions, and there is a positive way to do everything.** Positive actions are the good deeds we do for ourselves and for others. Our positive and negative actions affect us, and they often affect others, too. We need to consider the actions we take as well as the effect of our actions on others, and we have to remember that—no matter what—we can take a positive action.

*Hold up page and show examples.*

Here are a few examples of positive and negative actions:



To feel good about ourselves, we need to take positive actions in the physical, intellectual, social, and emotional areas of our lives. For example, Anne Marie did *physical* positive actions when she ran. Sam learned how to study and achieve in science, an *intellectual* positive action. Aunt Louise did *emotional* positive actions when she showed her niece and nephew that she cared about them.

Aunt Louise knew how to care about her niece and her nephew and how to treat others' self concepts positively. She treated Sam and Anne Marie with respect, love, and good humor. She also knew that the way we treat others' self-concepts affects our own. When we affect someone else's self-concept, we affect our own self-concept. Aunt Louise knew that we need to treat our self-concept and one another's self-concepts with care.

When we do positive actions, we feel good about ourselves; our self-concept is positive. When we do negative actions, we feel bad about ourselves; our self-concept is negative. Abraham Lincoln said it this way: **"When I do good I feel good, and when I do bad I feel bad."**

We will develop a positive self-concept when we choose to do positive actions. Sounds simple, doesn't it? But if it's so simple, why don't we do positive actions all the time? Well, just because something is simple to understand doesn't mean it's easy to do. Here are some reasons why we might not always do positive actions:

**First**, we don't always know what positive actions are. To one degree or another, we learn in various places what positive actions are: in homes, places of worship, schools, and in society in general. As best we can, we have learned what's good to do and what's bad to do but often in a haphazard way.

Some of us have been taught the difference between positive and negative actions. But sometimes what we've been taught hasn't been clear, or we have received mixed messages. The messages are mixed because the teaching of values at home, school, and church is often countered in other parts of society such as the media.



Also, we don't know which actions are positive because what's positive is often cloaked in confusion. Our popular culture sometimes represents negative actions as positive. Sometimes it suggests that negative actions are "cool" or sophisticated or essential for acceptance or for self-preservation. Television, music, movies, and other media often suggest that negative actions are necessary in order to succeed in this society. Positive actions and positive role models don't get much attention. And often it's difficult for homes, schools, and churches to counteract this confusion and do all the screening that's necessary.

**Second**, because we haven't been taught it directly, we may not understand at a conscious level why and how positive actions work to form a positive self-concept. We haven't learned in a conscious way that our good deeds are positive actions and that our positive actions help us feel good about ourselves.

**Third**, another reason we might not do positive actions is that positive actions are harder to do at first than negative actions. Positive actions require more discipline and effort. We have to do positive actions deliberately and follow through with them.

Negative actions seem to happen easily. It's easier to not exercise than to exercise. It's simpler to not learn than to learn. Creating takes discipline; destroying requires little or no discipline. Being responsible takes lots of work; just letting things slide is ridiculously easy. Being respectful takes sensitivity, intelligence, and effort; being rude requires no intellect, no social skills, no effort. Telling the truth takes courage, but lying is a slick way out. Setting and achieving goals takes planning and follow-through; if we don't set goals, we don't risk failing.

Negative actions leave us feeling out-of-control, vulnerable, and lacking in confidence. But positive actions are worth the effort. When it comes to self-concept, we're building either a positive self-concept or a negative one, depending on our actions. There is no "in between."

Even though positive actions are more difficult, they are more rewarding and work better in the end. They bring us joy, peace, and a sense of satisfaction about our lives. While they take more effort in the beginning, in the end positive actions are much easier. When we exercise, we are healthier and are likely to exercise more. When we are creating, we gain confidence in ourselves and will try creating in even more areas. Being respectful gives us self-respect, and the more we respect ourselves the more respectful we'll be of others.

Our lives run better when we are responsible. Telling ourselves the truth helps us make better decisions and solve problems easier. When we see things working well for us, we'll work harder to make good decisions and solve problems. By improving ourselves we'll gain more confidence. When we're more confident, we'll set more goals for ourselves. We feel good about ourselves when we do positive actions—we have a positive self-concept.

It improves how well we learn and work, how we give and receive love, and how we get along with others. A positive self-concept helps us

avoid substances that can harm us, such as alcohol and other drugs, and enables us to contribute to our community. Feeling good about ourselves is vital to our well-being; it affects our whole lives.

“We feel good about ourselves when we do positive actions, and there is a positive way to do everything” are thoughts we need to keep in our minds. Learning to do positive actions is a big step in our lives. The more positive actions we do, the more confidence we gain in our ability to do them. And when we do them well, we feel even better about ourselves.

Feeling good about ourselves is one of our strongest needs. In spite of all the negative actions we are exposed to in our culture, we are still moved and thrilled by positive, uplifting messages. We identify with them. Why? Because we feel good about ourselves when we do positive actions! Let’s work to feel good about ourselves! Remember, there is a positive way to do everything!

**Questions.** *What is self-concept? How is self-concept formed? Why is our self-concept important? What do we do to have a positive self-concept? Why don’t we always do positive actions so we can feel good about ourselves?*



## STEP 2 Positive Actions

### Personal Positive Actions

#### Discuss:

- Why do you feel good about yourself when you do positive actions?
- What positive actions have you done that made you feel good about yourself?
- Why do you feel bad about yourself when you do negative actions?
- What negative actions have you done that made you feel bad about yourself?
- Do you generally do more positive or negative actions?
- Do you generally feel more positive or negative about yourself?

#### Plan and Do:

Let’s learn something about how we feel about ourselves.

First, draw a smiling face on a sheet of paper. Then turn the paper over and draw a frowning face on the other side.

*Distribute paper and something to draw with. Give everyone time to draw the faces.*

I will read some pairs of words. When I do, if you have positive feelings about yourself in response to the words, show me the smiling face. If you have negative feelings, show me the frowning face. Or if you would rather not show everyone else your response, just make a check mark on one side of the paper or the other.

*Read each of the five pairs of feelings about ourselves shown in the illustration that follows: happy/unhappy, confident/uncertain, etc. Allow everyone to respond. You may need to explain some words to younger children.*



### Self-Concept



Let's talk about our responses. When we do positive actions, do we have positive feelings about ourselves? If we have many negative feelings, is it because we do negative actions?

*Discuss the way positive and negative feelings affect self-concept.*

Let's remember that even though positive actions take discipline and follow-through, the effort is worth it. We simply feel better about ourselves when we do positive actions.

Now we'll listen to the "Self-Concept Unit Song." This song is an easy way to learn more about self-concept.



Play the "Self-Concept Unit Song" from the Resources website (see Introduction).

### Family Positive Actions

#### Discuss:

- Is our family positive most of the time?
- What positive actions do we do now to feel good about ourselves as a family?
- How do negative actions affect us as a family?
- How can we help one another develop positive self-concepts?

#### Plan and Do:

*Two options are available for this activity. Decide ahead of time which one you want to do and prepare the materials for it.*

#### Option 1: Drawing Self-Portraits.

We're going to draw self-portraits to represent our positive self-concepts. This activity will help us look at our own and others' self-concepts and learn how to care for them in positive ways. Let's draw the pictures of ourselves and make our portraits very positive.

*Draw self-portraits.*

Now let's discuss why it's important to treat our own and others' self-concepts in positive ways.

*Discuss why it's important to treat self-concept with positive actions.*

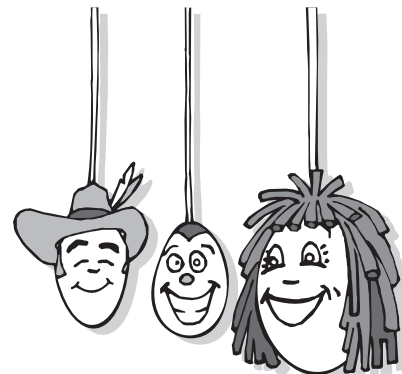
Let's hang our self-concept portraits in a special place as a reminder to keep our self-concepts positive.

#### Option 2: Eggshell Self-Portraits.

Making eggshell self-portraits is a fun way to learn how to care for our own as well as others' self-concepts. We'll each need an empty eggshell. Eggshells are emptied by blowing the insides out through a small hole in the shell. (If we'd rather, we can use hard-boiled eggs, and then follow the instructions for drawing faces and decorating them.)

*Be sure eggs are washed thoroughly before you begin. You probably want to be in the kitchen since blowing out eggs can be messy.*

Use the needle to poke a small hole in the top of the eggshell, making sure to



*Some of the activities in these parent sections involve both parents. If you are a single parent or if your spouse is unable to do these activities with you, you may do them by yourself.*

## Parent Positive Actions

**Ask Yourself:** How do you feel about yourself as a parent? How do you think your children feel about themselves?

**Plan and Do:** This week as you take actions, think how they make you feel about yourself as a parent. Also, watch your children, and see how their actions affect their self-concepts. See the main idea of the *Positive Action* program at work in you as a parent and in your children: "We feel good about ourselves when we do positive actions."



### Music

Listen to the song "Children Are the Hope of the World" on the *Positive Action Resources* website. Really listen to the words. Think what it would be like for you and your children to "live your dream." Think what a difference a positive self-concept can make for you, for your children, and for your relationship. Think what a difference you, as a positive family, can make in your community.

pierce the yolk, and a larger hole in the bottom of the eggshell. Carefully blow the yolk and the white through the larger hole into a bowl.

### Blow out the eggs.

Thread the yarn through the needle, and tie a large knot in one end of the yarn. Put the needle in the bottom hole and pull it out through the top hole. The knot should

slip through the bottom hole but catch securely in the top of the shell. Then pull the needle free from the yarn. We'll hang our eggshell portraits with the yarn when we are finished.

### Thread the eggshells.

Let's draw our most positive faces on our eggshells and then use yarn, sequins, buttons, pieces of fabric or paper, or other interesting things to decorate our eggshells. Our eggshell portraits will represent our positive self-concepts.

### Make eggshell self-portraits.

Let's think about self-concept as something to treat very carefully—as we would an eggshell—in ourselves and others by using positive actions. While we're thinking about it, we will pass our eggshell self-portraits around for each of us to see and hold very carefully.

*Carefully pass the eggshell self-portraits from person to person until everyone has held everyone else's eggshell self-portrait.*

Now let's discuss why it's important to treat our own and one another's self-concepts in positive ways and how to do that by taking positive actions.

*Discuss the importance of treating our own and others' self-concepts in positive ways by using positive actions.*

Let's hang our eggshell portraits where we can see them frequently as a reminder that everyone's self-concept should be treated carefully with positive actions.

*Hang eggshell self-portraits in a special place. If the eggs are hard-boiled, display them in the carton for a few days; then throw them away.*



## Community Positive Actions

Communities have a self-concept, too. We can do our part to create a positive self-concept for our community.



Let's review the list of positive and negative feelings and discuss our community.

For instance, if the community seems more peaceful than anxious, hold up your paper with the smiling face showing. If the community seems more anxious than peaceful, show the frowning face. Then we'll discuss why we think our community is peaceful or anxious.

As we go through each of these five feelings about self-concept, we'll get a clearer sense of our community's self-concept. We can spend the week think-

ing about our community's self-concept. Once we have an overall sense of community self-concept, we will know better how to serve our community through positive actions.

#### Self-Concept



STEP

3

## Positive Feelings

**Our self-concept is how we think and feel about ourselves.** We all want to feel good about ourselves. Feeling good about ourselves is one of our most basic needs. How we feel about ourselves affects our whole lives.

How we think and feel about ourselves is determined by the actions we take. We feel good about ourselves when we do positive actions. Positive actions are the good deeds we do for ourselves and for others. When we do negative actions, we feel bad about ourselves—our self-concept is negative. To feel good about ourselves, we need to take positive actions in all areas of our lives—physical, intellectual, social, and emotional. We need to take positive actions in all situations—no matter what—because there is a positive way to do everything.

Why don't we do positive actions all the time? First, we may not always know what positive actions are. Second, we may not consciously understand how positive actions form a positive self-concept. Third, in the beginning positive actions are harder to do than negative actions. Positive actions require discipline and follow-through, but they are worth the effort. Even though they take time and effort, we get joy and satisfaction—and we feel good about ourselves—when we do positive actions. And remember, there is a positive way to do everything.

Like Anne Marie, Sam, and Aunt Louise, we can develop a more positive self-concept as we do more positive actions. Our actions must be carefully and responsibly thought out because they affect not only us, but they affect others as well. We need to treat our self-concept and one another's self-concepts with care.

Positive actions bring us joy, peace, and a sense of satisfaction about our lives. We gain in confidence and capability. We trust ourselves to do positive actions. Doing positive actions helps us feel good about ourselves.

**Introduction to the ICU Box.** Here's a *Positive Action* activity we'll be doing in each lesson of the *Family Kit*.



ICU Box

**Show the ICU Box.**

We'll put notes in this box when we see one another doing positive actions. It's called an ICU Box. Here's how it works. When **I See You (ICU) Doing Something Positive** during the week, I'll write your action on a piece of paper and put it in the ICU Box. We can all do the same thing. Each week we'll open the box and read the ICU notes aloud while we are together. Let's be generous with our ICU notes to one another. Let's see how positive the climate in our home can become.



ICU Box



Materials

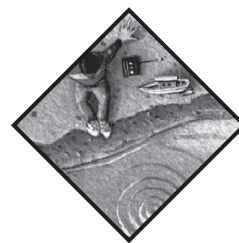
Show this "Word of the Week" card. Then put it up where everyone can see it throughout the week. Use and practice the word whenever possible. You might want to make a display, adding the new card each week.

WORD OF THE WEEK



### Positive Action

*To do or cause good things to happen.*



A large, stylized graphic for Unit 1. It features a red diamond shape on the left, with the word "Unit 1" in a bold, red, sans-serif font to its right. The "U" in "Unit" is white and partially overlaps the red diamond.

## Lesson 1

### Who am I?

#### Goal

To learn that the way we feel about ourselves is our **self-concept** and that we feel good about ourselves when we do positive actions.

#### Story

Marcus lived nine-tenths of a mile away from the school. One more tenth and he could have ridden the bus home every day! Sometimes he got really annoyed by this fact, especially when it was raining, but usually he didn't mind. Once in a while he would hang out with friends along the way home or he would stop at the dollar store and get some candy.

Today it was warm out, but the wind was blowing pretty hard. He was walking along absentmindedly, chuckling to himself about how his short, coarse hair never got messed up in the wind. Suddenly, something slammed into his leg and nearly knocked him over. Startled, he jumped away and then realized that a garbage can that had blown over had rolled into him. He looked up the street that he just turned onto and saw dozens of empty garbage cans that had blown over. Some had rolled into the street while others were knocking about in a dizzy bumper car derby on the sidewalk.

Marcus picked up the can that hit him and it blew over again. He decided to take it up to the closest house and set it next to the garage where it wouldn't blow over. He did this with the next can and soon was on a mission to save all the tumbled-over cans. He was actually enjoying himself as he chased down the run-away cans. At the last house on the block, the owner came out just as Marcus was depositing the can. Marcus gave a nervous nod of his head and started down the driveway when the owner called out and said, "Hey, I saw you pick up all those cans as you came down the street. I think that was pretty cool. There aren't too many teenagers that would do something like that. Thanks."

Marcus smiled and felt good about himself and what he had done as he finished the walk home.

## Lesson 2

### Thinking, Doing, & Feeling Good!

#### Goal

To learn that **thoughts, actions, and feelings work in a circle**. This model explains that we feel good about ourselves when we do positive actions

#### Story

The State Fair was one of the highlights of the middle of summer for most teenagers. There were loads of things to do and check out, all sorts of food to gorge on, and—of course—friends to hang with. This year, the rides were pretty sweet, too.



## Celebration and Review



Congratulations! We've just finished Unit 1! We should feel good about ourselves for all we've learned and for the positive actions we've been doing. Let's have a celebration!

Let's celebrate what we knew about our self-concepts and the positive actions we were doing before we started this unit. We want to give ourselves credit for doing positive actions and feel good about ourselves.

**Review:** Let's review and reinforce the positive actions we've learned in Unit 1 by answering questions about the positive actions we were doing and the positive actions we're doing now.

**Self-concept** is how we think and feel about ourselves. We feel good about ourselves when we do positive actions.

- How did you feel about yourself before we started Unit 1?
- How do you feel about yourself since we worked on Unit 1?

The **Thoughts-Actions-Feelings Circle** shows how our thoughts lead to actions that lead to feelings about ourselves. The circle can be either positive or negative, either a Happy Circle or an Unhappy Circle. There is no neutral.

- Were you aware of how your thoughts, actions, and feelings about yourself worked together before we started Unit 1?
- Do you have more Happy Circles or more Unhappy Circles in your life now?

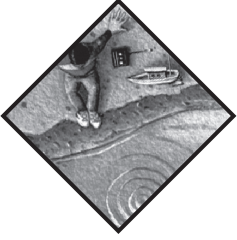
**Thoughts** can be either positive or negative. We choose which thoughts we are going to act on.

- Did you have more positive or more negative thoughts before?
- Do you have more positive or more negative thoughts now?

**Actions** come from our thoughts and can be either positive or negative. Actions lead to feelings about ourselves. It's what we do that matters. Doing positive actions is the only sure way we can feel good about ourselves.

- Did you do more positive or more negative actions before?
- Do you do more positive or more negative actions now?

**Feelings about ourselves** result from our actions. Good feelings about ourselves motivate us to choose to think more positive thoughts and to do more positive actions.



- Did you have more positive or negative feelings about yourself before?
- Do you have more positive or negative feelings about yourself now?

**Success and happiness** are the same thing: feeling good about who we are, what we are doing, and how we treat others.

- Did you know before that success and happiness is feeling good about yourself?
- Do you enjoy more feelings of success and happiness now?

Now that we've thought about and discussed what we've learned and the positive actions we've been doing, let's remember the good feelings we have about ourselves.

**Celebration:** It is time to party! As we eat our pizza and drink our Celebration Punch, let's listen to some *Positive Action* songs. Let's review our favorite ICU notes and encourage one another to keep doing the positive actions we learned in Unit 1 so we continue to have positive self-concepts.

*Do the activity, serve the treats, and congratulate one another. Celebrate the good feelings you get about yourselves when you do positive actions!*



# Option 1 Unit 1

**Directions:** This notebook is your space to record your progress throughout this curriculum. The “Lesson Notes” section allows you to record notes throughout the lesson, or make an outline if you are the Peer Teacher. The “Mentoring Moments” section has brief assignments for you to do with your Mentoring Partner for the unit. The “Outside Mentoring” section gives you instructions on how to set up your outside mentoring relationship. In that section, you will record your progress and activities with the person you have chosen to mentor.

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## LESSON 1: Who I Am

### Lesson Notes

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### Mentoring Moments

Discuss together what you hope to get from studying this curriculum with your peer instruction and mentor group. Also, discuss and then write what it means to you to be a mentor. \_\_\_\_\_

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### Outside Mentoring

Start thinking about who you would like to mentor. \_\_\_\_\_

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## LESSON 2: Thinking, Doing and Feeling Good!

### Lesson Notes

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### Mentoring Moments

Share with your partner a positive Thoughts-Actions-Feelings cycle that you have experienced in the last week. Also, share a negative Thoughts-Actions-Feelings cycle.

### Outside Mentoring

The person I’ve chosen to mentor is: \_\_\_\_\_

## **LESSON 3: Postive Thoughts**

### **Lesson Notes**

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### **Mentoring Moments**

How did Jamal's thoughts affect his plan of action for the summer? Discuss with your partner. \_\_\_\_\_

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### **Outside Mentoring**

I hope to teach the person I'm mentoring about: \_\_\_\_\_

I hope to gain from this mentoring relationship: \_\_\_\_\_

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## **LESSON 4: Positive Actions**

### **Lesson Notes**

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### **Mentoring Moments**

What actions resulted from Jamal's thoughts in the previous lesson? Discuss with your partner.

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### **Outside Mentoring**

Contact the person you would like to mentor and set up a time to meet with them weekly. What will your schedule be? \_\_\_\_\_

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## **LESSON 5: Positive Feelings**

### **Lesson Notes**

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**Mentoring Moments**

How would you feel if you chose the positive thoughts and actions towards starting a new goal? Share a new goal with your partner. \_\_\_\_\_

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**Outside Mentoring**

What plans have you set up with the person you chose to mentor? \_\_\_\_\_

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**LESSON 6: Success and Happiness****Lesson Notes**

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**Mentoring Moments**

Are you happy? Are you successful? Do you feel good about who you are and what you are doing? Discuss with your partner. \_\_\_\_\_

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**Outside Mentoring**

From now on this area is your space to write what you have taught, and what you have learned from your mentoring buddy. \_\_\_\_\_

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**Unit 1 Wrap-up**

What have you learned about yourself, your self-concept, and the roles thoughts, actions, and feelings play in your life throughout this unit? Discuss with your partner and record here. \_\_\_\_\_

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# Lesson 12

## Yes, No, and... That's It!

**Goal:** To learn that the *intellectual* positive actions of **making decisions** and **solving problems in positive ways** help us feel good about ourselves.



**Follow-up to previous lesson.** Discuss results of working to create a more positive atmosphere at home. Decide how to continue this activity.

### STEP 1 Positive Thoughts

*Should I do it now...or later?*

*Should I say yes or no?*

*What will happen if I do? Or if I don't?*

*How can I fix it?*

*Where do I go? Whom do I listen to? What should I eat? What should I wear? What should I think? What, oh, what, do I do?*



#### Kit provides:

- ✓ "Decision-Making & Problem-Solving Checklist" Notepad
- ✓ ICU Box
- ✓ "Word of the Week" card: Decision.

#### You provide:

Pencils, writing paper (optional)

**Making decisions** and **solving problems in positive ways** are positive actions that help us feel good about ourselves. Our lives are full of decisions to make and problems to solve. We can do a better job of making decisions and solving problems if we consider how our decisions and solutions will affect our lives. The "Decision-Making & Problem-Solving Checklist" is a tool we can use to analyze each situation. Let's see how the checklist works.

*A pad of checklists is provided with the Positive Action Family Kit materials, and a sample is printed in*

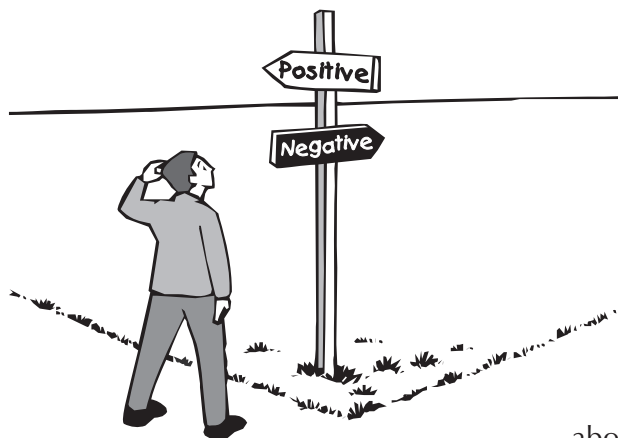


Materials

*this lesson. Hold up the pad for the family to see.*

#### Reminder to Lesson Leader: A

Unit 2 Celebration is scheduled at the end of this lesson. Check with Host, Music Director, and anyone else with celebration responsibilities to see that everything is ready.



**Making Decisions in Positive Ways.** Some decisions, such as whether to squeeze the toothpaste tube from the top or the bottom, don't have a lasting effect on us. Others, such as where we should live or where we work, affect our whole lives.

**Making good decisions is a skill we can learn.** We make our best decisions when we ask ourselves questions about how we'll feel

about ourselves and what will happen if we decide to do a certain thing.

The "Decision-Making & Problem-Solving Checklist" contains a set of questions that correspond to the unit concepts of this *Family Kit*. These questions address every area of our lives—our bodies, our minds, and our feelings. By asking ourselves these questions, we can examine how we would feel about ourselves and what would happen in our lives if we made the decision in a certain way. After considering each possibility, we can make the decision in the way that will best benefit us and others.

**Solving Problems in Positive Ways.** Some problems are easier to solve than others. Some must be solved quickly; others aren't so urgent. Regardless of when a problem needs to be solved, we can benefit from using the checklist. We apply the checklist questions to each possible solution to the problem. These questions help us consider how we would feel about ourselves if we solved the problem in a certain way. We can see how each possible solution would affect us physically, intellectually, socially, and emotionally. After considering each possible solution, we can then choose the one that is the most beneficial.

*Show the checklist again.*


The checklist is an easy-to-use, organizational tool to help us analyze each situation. We begin by writing down the decision or problem we are considering on the line marked "Decision/Problem." Next, we write down the action being considered on the line marked "Proposed Action to Take." Then, as we think about taking the action, we answer each question with a check mark in the "Yes," "No," or "N/A" (not applicable) box. A "no" answer is a sign that we might need to give this action some more thought. The action that has the most "yes" answers is a positive decision or solution. Giving ourselves as many positive choices as we can helps us find the best solution.

If we don't find a positive choice right away, we need to keep looking. Ignoring or postponing problems will not make them go away. Finding positive choices helps us feel good about who we are and what we are doing and will help us be happy and successful.

We have a responsibility to **make decisions** and **solve problems in positive ways** because our actions affect others as well as ourselves. When our decisions and solutions to our problems are positive, everyone affected by them benefits. When they are not, everyone around us is affected by the negative consequences.

**Violence—physical or verbal—is never an acceptable decision or an acceptable way for solving problems.** It always harms those around us, and it leaves us feeling negative about ourselves.

**Positive Action®**  
Decision-Making &  
Problem-Solving Checklist



Decision/Problem: \_\_\_\_\_

Proposed Action to Take: \_\_\_\_\_

Yes	No	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Unit 1</b> — Will I feel good about myself if I take this action? (Will taking this action help my self-concept?)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Unit 2</b> — Will this action be positive for my body? (Will taking this action help me be healthy?)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Unit 2</b> — Will this action be positive for my mind? (Will taking this action help me think better?)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Unit 3</b> — Will this action help me manage myself positively? (Am I being responsible for my resources?)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Unit 4</b> — Will I be treating others the way I like to be treated? (Will I be getting along positively with others?)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Unit 5</b> — Will I be telling myself the truth about this action? (Am I being honest with myself and taking responsibility for my actions?)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Unit 6</b> — Will I improve myself by taking this action? (Will taking this action help me reach my goals?)

*The action that has the most "yes" answers is a positive decision or solution. A "no" answer is probably a negative decision or solution. Some questions may not apply (N/A) to the decision/problem.*

"Decision-Making and Problem-Solving Checklist" Notepad © Copyright 2005–2017 by Positive Action, Inc.

The "Decision-Making & Problem-Solving Checklist" helps us think through decisions and problems in a positive way. The checklist works when we are making decisions and solving problems by ourselves and when we are doing it together with family and friends. It's also mentioned in other lessons. Using the checklist pad often, we'll soon memorize the process so it will always be available.

**The checklist helps us to analyze a problem or decision.** As we use the checklist, decisions and solutions to our problems will become more positive. We'll gain confidence in our ability to make more decisions and solve more problems. Rather than settling for unexamined choices, we will fill our lives with positive actions. We will become the best



we can be and give our best to others. It's time we started to practice positive decision-making and problem-solving. Let's get to it.

**Questions:** Why are making decisions and solving problems in positive ways positive actions? What happens when we postpone making decisions or ignore problems? How does the checklist apply to all areas of our lives? How can we tell if an action is a positive decision or solution? Why should we consider others before making a decision or solving a problem? How does making decisions and solving problems affect self-concept?

# STEP 2 Positive Actions



## Personal Positive Actions

### Discuss:

- How do you feel about yourself when you make a positive decision? When you don't?
- Are you satisfied with the results of your current decision-making and problem-solving methods?
- Why do you put off making decisions or solving problems?
- How would using the checklist benefit you?

### Plan and Do:



*Give everyone a copy of the "Decision-Making & Problem-Solving Checklist."*

Begin by thinking about a decision you need to make or a problem you'd like to solve. Now write down as many possibilities as you can think of for your decision or solution to your problem.

*Select a situation, then write down possibilities.*

Now follow the checklist and ask yourself the seven questions for each possible action you could take. Mark either the "Yes," the "No," or the "N/A" box for each question. Look for the most positive choice for your decision or the most workable solution to your problem. Write your choice down as your plan, and begin putting it into action.

## Parent Positive Actions

**Ask Yourself:** How do you currently make decisions or solve problems as a parent? How does the way you make decisions and solve problems make you feel about yourself as a parent? How do you make decisions and solve problems that involve your children? Do you include your children in decisions that involve them directly? How often do you let your children express their opinions when they feel that your decisions are wrong?

**Plan and Do:** Select a decision or problem and use the "Decision-Making & Problem-Solving Checklist" to consider some possible actions you could take. As you answer the questions from the checklist, notice the effects on yourself as a parent. Make decisions and solve problems in ways that provide the best benefits for all involved.

## Family Positive Actions

### Discuss:

- How do we feel about ourselves as a family when we reach a positive family decision?
- How do we feel about ourselves as a family when we solve a family problem in a positive way?
- How can the checklist help us make family decisions and solve family problems?

**Plan and Do:**

Let's work through the checklist together. We'll use it to make a family decision or solve a family problem.

*Discuss, then decide which family decision or problem to solve.*

Everyone should suggest possible positive actions for the situation. Let's remember to work toward creating the kind of outcome we want. We'll select four realistic suggestions and then answer the checklist questions about them.



*Select four suggestions and use checklist.*

**Materials**

Now let's find the action that has the most "Yes" answers and determine if it is the best one to take for this situation. We'll set a time and make a commitment to start putting our choice into action immediately.

*Decide which positive action to take and make a commitment to do it.*

### Community Positive Actions

Let's practice using the checklist while out in our community. As we participate with others—scouting troops, sports leagues, or civic organizations—we can use the checklist to help us make decisions and solve problems in positive ways.



STEP

3

## Positive Feelings

Having decisions to make and problems to solve is life's way of challenging us and urging us to grow. The more we practice making decisions and solving problems, the better we get at using these intellectual positive actions.

The "Decision-Making & Problem-Solving Checklist" is a tool that can help us make decisions and solve problems in positive ways. It allows us to look at how we would feel about ourselves physically, intellectually, socially, and emotionally if we were to take a certain action. By considering the possible effect of our actions, we can select the action that will benefit us most. By taking the best positive action for each situation, we will feel good about ourselves, what we are doing, how we treat others.



**ICU Box**

*Read and discuss the ICU notes together. Remember the good feelings you had about yourselves when you did the positive actions.*



### Decision

*To think about the choices and pick the best one.*

### Story

Sarah always looked forward to spring break. Some of her friends went on big vacations, but ever since her parents' divorce, Sarah's mom didn't have money for extravagant trips. Instead, Sarah and her mother had spent the last three spring breaks re-painting her entire room.

They didn't just paint the walls one color; they developed an entire theme for each year. The first year they had painted horses and country scenes. The next year had been princesses and castles. A beach scene, complete with sharks in the shallow water followed next. This year she had decided on a sports theme. Her favorite sport was basketball and she thought logos of her favorite teams from the WNBA (Women's National Basketball Association) would look great splashed across her walls.

Sometimes, friends of Sarah and her mom would come to see the progress or lend a helping hand. Mostly, though, it was Sarah and her mom cooperating together and creating a masterpiece as a team. It was a challenging, fun adventure that paid off with a cool-looking room and a genuine sense of accomplishment.

At the end of the week, Sarah looked forward to a visit from her uncle Jim. He came every spring break just to see what they had been working on. When he showed up, he was amazed at the WNBA logos and basketballs appearing to leap off the wall at him. He also brought a friend from the newspaper with him.

This friend was a photographer for the paper. The photographer was so impressed he asked Sarah and her mom if it would be okay to come back and take some photos of the wall and look at pictures of previous murals. Sarah and her mom excitedly agreed. They had made the mural as a creative project for themselves and the prospect of having it in the paper made it even more exciting and memorable!

## Lesson 12

### Yes, No, and That's It!

### Goal

To learn that the intellectual positive actions of **making decisions** and **solving problems in positive ways** help us feel good about ourselves.

### Story

Isabella enjoyed babysitting her younger cousins. She only saw them about once a month. Today she took them to the park where she played as a kid. They ran around the new play system that had replaced the older equipment that Isabella played on when she was younger. Luckily, she thought to herself, they haven't replaced my favorite piece of playground equipment: the teeter-totter!

She leaned against the middle of the teeter-totter and remembered the different friends she had played with at the park. It also reminded her of her current situation. She had a big decision to make and was "teetering" back and forth on what to do. She had been a member of the "Builders Club" the last two years of high school. It was a club that did different service projects throughout the year. The advisor had asked that Isabella be the president for next year. Isabella wasn't sure if she had time for such a big responsibility. Thinking more about it, Isabella wasn't sure if she had the ability to do it.

Her cousins came over and hopped on the teeter-totter. As they went up and down, Isabella weighed the pros and cons in her head. She hoped that as she mentally thought things over, a clear choice would develop. When she got home that night, Isabella wrote down all her concerns about accepting the position and all the benefits it would bring. The list was pretty even.

Benefits	Concerns
<ul style="list-style-type: none"> <li>• A chance to share my ideas with more people.</li> <li>• Looks good on a college résumé.</li> <li>• I will be working closely with an advisor whom I really respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Can I handle the responsibility?</li> <li>• Will people listen to me?</li> <li>• Do I have time for it?</li> </ul>

Isabella felt good about the effort she had made in her decision so far. However, she still needed some time to reflect on what she should do. She decided to keep the paper with her over the weekend and make her final decision by Monday.

# Unit 3

## Lesson 13

### Time and Energy! Where Do You Go?

#### Goal

To learn that the social and emotional positive actions of **managing our time** and **managing our energy** help us feel good about ourselves.

#### Story

Beep. Beep. Sarah tried to put her phone away before anyone saw her with it, but Kenji was too quick and caught her stuffing it into her bag.

“Were you texting?” Ken asked.

Sarah rolled her eyes at him and explained, “No, it was a reminder for something I have to do.”

Kenji responded, “Impressive...I don’t know anyone else who uses their phone to keep organized.”

“Remember those agenda organizers we got in junior high?” asked Sarah. “Well, I use my phone for that now. It helps me organize my time and prioritize what I need to do each day. Like tonight, my dad is in town and wants to take me to dinner. But I also have basketball practice and there’s a band playing I want to go see. Besides, there’s also homework each night.”

“Even more impressive,” Ken commented.

“I’m sure you organize your time and activities, too. How do you do it?”

“Right here,” Kenji said as he raised his hand.

Sarah looked at Ken’s hand and there was writing all over it.

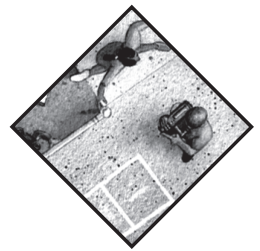
“This is what I call my ‘Palm Pilot,’ ” Kenji stated with mock pride. “This is where I keep my notes about homework and what I need to do.”

# Lesson 18

## Managing Our Feelings

**Goal:** To learn that the social and emotional positive action of **managing our feelings** helps us feel good about ourselves.

**Follow-up to previous lesson.** Discuss the effects that managing your actions made during the last week.



### STEP 1 Positive Thoughts

*What if you were on a highway with no road signs, no landmarks, and no features? What if you had no road map, and no traffic signs? How would you know where you were headed? Or where you had been? Or where you were right now?*

*Feelings or emotions are the road signs in our lives. They let us know when our road is straight and smooth, and they alert us when we're heading for a curve. Feelings or emotions are signals that let us know what's happening inside of us.*

In Unit 1 we talked about feelings about ourselves in the Thoughts-Actions-Feelings Circle. We learned that actions lead to feelings about ourselves. We saw that these feelings about ourselves form our self-concepts. Then we followed the circle on around and learned that our feelings about ourselves lead us to another thought.

As human beings we have feelings not only about ourselves, but we have feelings about a lot of other things, too. We cherish our children. We become angry when things are unfair.



#### **Kit provides:**

- ✓ "Managing Your Emotions with Positive Action" Poster
- ✓ Music and lyrics on Resources website
- ✓ ICU Box
- ✓ "Word of the Week" card: Feelings.

#### **You provide:**

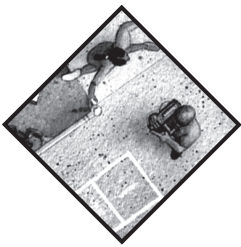
Audio player, internet access, pencils, writing paper.

#### **Reminder to Lesson Leader:**

A Unit 3 Celebration is scheduled at the end of this lesson. Check with Host, Music Director, and anyone else with celebration responsibilities to see that everything is ready.

We feel frustrated when things won't work and discouraged when they don't go as planned. We experience all kinds of feelings or emotions.

Emotions such as love, gratefulness, anger, worry, jealousy, pride, fear, loneliness, frustration, and discouragement are natural emotions. They are a valuable part of being human. Emotions are spontaneous. They are triggered by something that happens or by an experience that affects us deeply. It's important to allow ourselves to feel our emotions and not to hide from or repress them. And it's even more important to express them in an appropriate way.



Because emotions are spontaneous, we might think that they can't be managed. But since we can choose how to think about them before we act on them, we *can* manage them. **Managing our feelings** is a positive action that helps us feel good about ourselves. As we think about our emotions, we often choose to act on a thought in response to them. If our action is positive, we feel good about ourselves. If it is not, then we feel negative about ourselves.

All emotions can be managed by following the steps on the "Managing Your Emotions with *Positive Action*" Poster.

*Show the "Managing Your Emotions with Positive Action" Poster.*



#### Materials

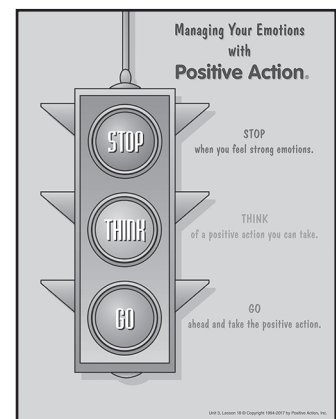
First we **STOP** what we are doing when we feel strong emotions. By paying attention to our emotions, we see that they signal or alert us to possible actions we might take.

By stopping, we give ourselves time to **THINK**. By taking time to think, we can explore the consequences of our possible actions and make sure the action we decide to take is positive.

Then we can **GO** ahead and do the positive action we decide upon. We should keep the picture of the traffic light in our minds so we can manage our feelings and emotions in positive ways wherever we are.

**Having a plan to manage our emotions helps us deal with situations as they come up.** We have to think about what we are feeling in order to manage our emotions in an appropriate way. For example, if we are angry, it's important to express our anger in a way that doesn't harm anyone else.

Or rather than pacing with worry when someone is late, we can try to find out why he or she is late, get some exercise, or clean a closet or the garage.

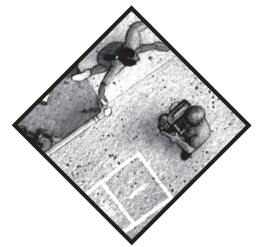


Keeping our minds focused on doing positive actions when we are faced with any emotion helps us feel good about ourselves. The positive action for managing any emotion is always the same: **Stop, Think, then Go** ahead and do a positive action. When we do this, we are managing our emotions in a positive way.

We have a responsibility to ourselves and others to manage ourselves positively. Family members are deeply affected by how we handle our emotions and might even be harmed if we let our negative emotions control us. How we handle our emotions is not a choice for ourselves alone. We must always consider the effect of our emotions on others.



When we manage our emotions so they work for us rather than against us, we become the best we can be and give our best to others. Our goal is to manage all our feelings and emotions in positive ways.



**It takes deliberate effort to manage our emotions.** But the more we manage our emotions with the traffic-light technique, the easier it will become for us. Strong negative reactions will become less frequent. Positive thoughts and actions will become more automatic. Even when our road has bumps or when we slide on a curve, managing our emotions will keep us from spinning out of control. We can truly come to trust ourselves to act positively every time our emotions are involved. They become signals to think and do something positive. We will feel good about who we are, what we are doing, and how we treat others, which makes us successful and happy. So it's time to pay attention to the road signs and traffic signals.

**Questions:** *Why is it important to manage our feelings or emotions? Where do emotions come from? Why can we manage them, even though they are spontaneous? What should we do when we feel emotions? How does the traffic-light technique help us manage our emotions? How does managing our emotions affect self-concept?*

## STEP 2 Positive Actions

### Personal Positive Actions

#### Discuss:

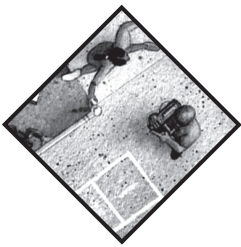
- How do you manage your feelings?

- How do you feel about yourself when you manage your emotions positively? When you don't?

- What emotions could you manage better by using the traffic-light technique?
- What changes are you willing to make?
- How are others affected by the way you manage your emotions?

### Plan and Do:

Look at how you manage your emotions and work out a plan to make improvements. Focus on an emotion that you have difficulty managing in a positive way. Note situations that bring about that emotion.



Make a commitment to yourself that you will use the traffic-light technique the next time the emotion comes. Plan positive responses to do instead of your usual reaction.

*Make personal plans.*

Now let's listen to the *Positive Action* song "Emotions."



Music

*Play the song "Emotions" from the website.*

### Family Positive Actions

#### Discuss:

- Why is it important that we all **Stop, Think**, then **Go** when we feel strong emotions?
- What effect do unmanaged emotions have on the family?
- What areas of family life could we improve by managing our emotions more positively?
- How can we help one another manage our emotions positively?
- What positive actions could we take to manage love in positive ways? Gratefulness? Anger? Worry? Jealousy? Pride? Fear? Loneliness? Frustration? Discouragement?

### Parent Positive Actions

**Ask Yourself:** How do you manage the emotions that you experience as a parent? How do your responses to these emotions make you feel about yourself? How could you manage your emotions more positively? What changes are you willing to make? How can you help your children manage their emotions? What are some ways that you express the love and gratitude you feel for your family?

**Plan and Do:** This week select a feeling you would like to manage more positively in regard to each of your children.

Each time you feel that emotion beginning inside of you, think of the *Positive Action* traffic light. **Stop** yourself and **Think** of a positive action you can do. Then **Go** ahead and take your positive action.

### Plan and Do:

Let's make a family plan to practice the positive action of managing our emotions.



*Make sure the "Managing Your Emotions with Positive Action"*

**Materials** *Poster is visible to everyone.*

We'll begin by listing our ideas for managing each of the emotions we discussed in the last question.

For instance, "How to Manage Worry" could include doing a positive action while waiting, talking things over with someone, analyzing the situation, and asking ourselves what's the worst that can happen.

*Make a list of positive ways to handle each emotion.*

Now that we are finished, we'll place the lists where everyone can refer to them this week along with the "Managing Your Emo-

tions with *Positive Action*” Poster. The lists will remind us how to manage each emotion in a positive way.

Now, we’ll play a game called “Stop, Think, then Go.” Here’s how to play:

*One family member chooses an emotion such as love, gratefulness, anger, worry, jealousy, pride, fear, loneliness, frustration, or discouragement. The player then uses the **Stop, Think, then Go** method to manage the emotion.*

*For instance, to manage anger, the player explains what brought about the anger and how to **Stop** in the situation. Then he or she **Thinks** aloud about which positive action to take. The player then acts out the positive action for the **Go***

*section, which ends his or her turn. We’ll continue playing the game until each family member has had at least one turn.*

*Play the game.*

### Community Positive Actions

Let’s practice the positive action of managing our feelings in our community by using the traffic-light technique. Next time you attend a community function or hear of a community situation that creates strong emotions in you, remember to use the traffic-light technique. **Stop** and **Think** of a positive action you could do to improve the situation. Then **Go** do the positive action for the benefit of our community.



## STEP 3 Positive Feelings

We all experience all kinds of feelings or emotions. They tell us what’s happening on the inside of us. They’re like road signs in our lives. How we read them can make a difference in our lives, and how we manage our emotions definitely affects how we feel about ourselves.

Emotions are a natural part of us that we need to express rather than repress. **But we need to manage our emotions instead of just reacting to them.** When we manage our emotions so we act in positive ways, we feel good about ourselves, and others benefit, too. But when we express our emotions with negative actions, we frequently affect those around us in negative ways. We also feel bad about ourselves and our own self-concepts suffer.

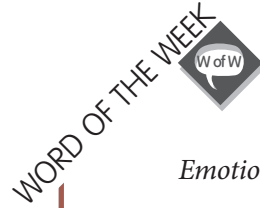
**Having a plan for managing our feelings helps us to deal with them in positive ways.** Remembering the steps outlined in the “Managing Your Emotions with *Positive Action*” plan is easy when we think of a traffic light: **Stop** what we are doing, give ourselves time to **Think**, then **Go** ahead and do a positive action in response to our emotion.

It takes effort to manage our emotions, but as we put the effort forth, strong negative reactions become less frequent. We can manage all our feelings and emotions with this traffic-light technique. We feel good about ourselves when we read our feelings and emotions as signals to **Stop, Think**, and then **Go** do a positive action.



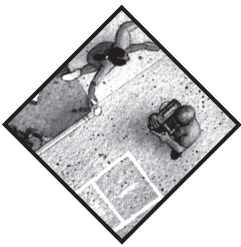
ICU Box

*Read and discuss the ICU notes together. Remember the good feelings you had about yourselves when you did the positive actions.*



## Feelings

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



## Lesson 18

### Managing Our Feelings

#### Goal

To learn that the social and emotional positive action of **managing our feelings** helps us feel good about ourselves.

#### Story

Marcus winced as he saw the cast from fingers to elbow on Terrell's right arm. "What happened?" Marcus asked.

"It was pretty stupid. I got mad after practice last night and hit a locker. Now I am out for the season with a broken wrist," replied a tired Terrell.

"Bummer, man. Looks like it hurts. I can remember when I broke two knuckles doing the same thing with a wall. I also broke my thumb once in a fight."

"You did? I've never even seen you get mad!"

"Well, before I moved here, I was a pretty angry kid. I was always punching things or people. Living with my grandparents has really helped. My grandpa helped me realize there are some things to get mad at, but most things I can ignore or laugh off. See this necklace? He gave it to me to remind me of the things that really matter. Whenever I start getting mad, I rub it and my feelings seem to calm down."

"That's interesting," said Terrell, "it looks like I need to control my feelings better, maybe something like that necklace would work for me."

"It doesn't work miracles because I still get in trouble all of the time—just not for fighting anymore!"



## Lesson 19

### A Code of Conduct

#### Goal

To learn that the social and emotional positive action of **treating others the way we like to be treated** helps us get along with others and feel good about ourselves. This is our inherent Code of Conduct.

#### Story

Kenji saw Jamal across the room and waved him over. They were both excited to get Mr. Anderson as a science teacher. They had heard all about him from last year's students. Everybody, even those who hadn't ever had him, seemed to love him. He reportedly liked to blow things up and have labs three or four times a week. Even now, at the beginning of the school year, there was an enticing display on the lab table at the front of the room: a slinky, a water gun, a torch, and a plunger. When Mr. Anderson came in the room he didn't just walk, he bounced with energy.

The class immediately settled down as Mr. Anderson started the class by passing around a student

# Lesson 22

## Respect and Cooperation Work

**Goal:** To learn that the social and emotional positive actions of treating others with **respect** and **cooperation** help us feel good about ourselves.

### STEP 1 Positive Thoughts

*“What a mess!” Mrs. Brown thought. She was peering through the door of her cabin. Her duffel bag and its contents were scattered everywhere. Mrs. Brown had a sinking feeling.*

*She sighed, and then smelled something suspicious. “That smell! I recognize that smell.” Sure enough, Bruno, the skunk who stole chocolate chip cookies at every opportunity, was peering out of her duffel bag. “I must have left the door open. Bruno got in and made this mess.” He hadn’t yet sprayed the cabin, but his own sweet self was hard to miss. Mrs. Brown walked back to the campfire, smiled, and signaled the girls to be quiet.*

*When the girls had come to camp, they didn’t always treat one another with respect. They came from different backgrounds, and there were a lot of misunderstandings. But Mrs. Brown had talked to the girls about treating one another the way they liked to be treated. Trying hard to be an example, Mrs. Brown showed the girls how to treat others with respect by treating them with respect. As a result, the girls were beginning to treat one another with respect, cooperating as they worked and played together.*

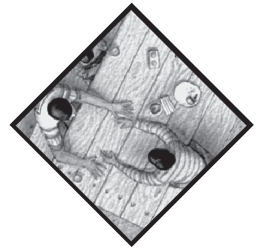


#### Kit provides:

- ✓ Music and lyrics on Resources website
- ✓ “ReSpecs” specs
- ✓ ICU Box
- ✓ “Word of the Week” card: Respect.

#### You provide:

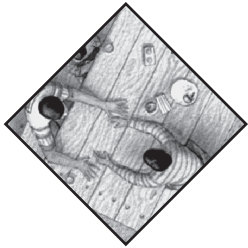
Pencils, Personal and Family Codes of Conduct, audio player, internet access.



**Note to Lesson Leader:** Because this lesson is long, you may want to do it in two sessions.

*"I need your help, your cooperation," Mrs. Brown said. As she told the girls about the mess in her cabin, they felt at first that she thought that they had done it. They were afraid Mrs. Brown would be disappointed in them.*

*Then Mrs. Brown told them that Bruno had done it, and she asked them, "Do you think we can get Bruno out of my cabin before something dreadful happens?" The girls were relieved and giggled softly; they instantly felt better about themselves.*



*Angie spoke as quietly as a 10-year-old can. "I know what we can do, but we have to be quiet." She whispered her plan to get Bruno out. Each of the girls contributed ideas and helped carry out the plan. Molly filled a tin pie plate with water and set it outside the door of the cabin. Angie got out the package of chocolate chip cookies her mom had sent. Kirsten and Maria carefully crumbled the cookies along the path that led back to the woods. Then Mrs. Brown and the girls hid quietly behind the picnic tables so they could see what would happen. The girls all felt good about cooperating to solve a problem.*

*Pretty soon Bruno got thirsty. The delighted girls watched him pad out the door. He took a long drink of water and then waddled toward the woods, eating tidbits of chocolate chip cookie as he went. "We did it!" the girls said, and slapped high fives with Mrs. Brown. "What a team!"*

**Treating Others with Respect.** Remember your list of the ways you like to be treated? **Respect** was probably near the top of your Code of Conduct. No matter who we are or what we do, we want to be treated with respect. And if we want to feel good about ourselves, we treat others with respect. Respect is at the very heart of the concept of treating others the way we like to be treated.

It's human nature to want to be treated with respect. We want to be treated as though our beliefs, our history, our culture, the unique circumstances of our lives—as though who we are—matters. As human beings we all want to be treated with respect.

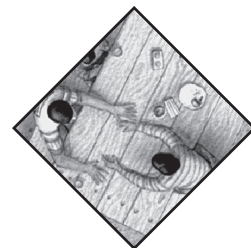
To feel good about ourselves, we must respect every human being regardless of age, race, gender, religion, culture, or language. In fact, we all want to be respected for those things because they matter so much to us. And we must

respect every human being physically, intellectually, socially, and emotionally. It's important to honor the need and right to be treated with respect.

Sometimes when people are different from us, it's difficult to understand them. We think that because they are different, they probably don't feel the same way we do. We even think that maybe they don't want or need respect. But every one of us—people of every age, culture, religion, or race—will put respect near the top of the list of the ways we like to be treated. **We all want to be treated with respect.**

A young person might have a hard time understanding an elderly person who moves slowly or is forgetful. Still, the young person would want to treat that older person with respect because he or she wants to be treated with respect as a young person who likes to move fast or is impulsive. We treat people with respect even if we don't understand them because we want to be treated with respect even if people don't understand us.

We need to treat each person with respect, no matter who he or she is or what he or she does. But there are people we treat with special respect and special consideration. We need to be especially considerate and respectful of older people because of their wisdom and experience. We need to treat children with special care and respect because of their innocence and vulnerability. We need to treat parents with respect because of their willingness to devote their lives to their children. We need to be careful to treat physically and mentally challenged people with respect because of their courage and determination. We need to treat people from other cultures, religions, or races with respect. But mainly, we need to treat others with respect because that's how we want to be treated. We need to respect the uniqueness of each person.



**When we respect people, we accept them.** We are tolerant of them even if we don't agree with them. We speak and act in ways that tell people they matter to us, that they are important to us. We don't ignore people. We act in courteous ways; we are never rude. We call them by their right names. We don't call them names or use language that hurts. We listen to what they have to say. We pay attention to what they need and what they want. When they need help, we help. **We acknowledge that everyone has the same need and right to be respected that we have.** And we give our respect sincerely and earnestly, just the way we want it for ourselves. Pretended respect is not respect at all.

Even though we don't always respect the actions people take, we need to treat them with respect as human beings. We want others to treat us with respect even if our actions are not all positive. In fact, if we wait until all of our actions are positive to treat one another with respect, we'll wait forever. Just because people's actions are not positive is not a reason to treat them disrespectfully. Even though it's difficult, if not impossible, to understand why people do everything they do, we still need to treat them with respect. We must treat others with respect to get along with them and to feel good about ourselves.

Treating others with respect doesn't mean we tolerate disrespectful or

harmful behavior directed at us. We cannot respond to others' disrespectful treatment of us by being disrespectful to them. However, we take the positive actions we need to take for our safety and well-being, for the preservation of our self-respect. And we continue to treat every human being with respect.

Treating others with respect is one of the ways we avoid and resolve conflict. When we treat others with respect—being courteous, listening to them, speaking and acting in ways that tell people they matter—much of the bad feeling that exists between people goes away. In fact, if we don't treat people with respect, the conflict can go on for a long, long time. **Treating others with respect is the first step toward a peaceful life.** It's the first step in getting along with others.

We admire people who can treat everyone with respect. That's because of our own deep need for respect and our own need to treat others with respect. Our disrespectful actions take away from our respectability and our own good feelings about ourselves. The more we master our ability to show respect to others, the more we respect ourselves. **When we are good at showing respect, our lives improve and we feel good about ourselves.**

Respect is one of the most important positive actions we can take to treat others the way we want to be treated. We treat all human beings as though they are important, as though they matter.

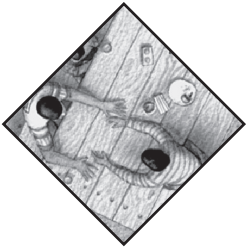
**Treating Others with Cooperation.** Again, your Code of Conduct, which came from your list of the ways you like to be treated, probably included **cooperation**. We all want others to cooperate with us, so we must always cooperate with others in order to feel good about ourselves.

**When we cooperate, we work together for a common purpose.** Sometimes we share a goal, or we want to work together to solve a problem. When we put our energy into working together, good things happen, and we see results soon. It often takes thinking things through. It takes planning. It takes listening. Even though cooperating takes effort, life is easier when we all cooperate. **Together, we can do things we could never do alone.**

When we cooperate, we do things willingly for or with others. For instance, when parents ask their children to pick up their toys and the children do it without fussing too much, the children are cooperating. If a student asks a teacher for extra help and the teacher spends time helping the student learn, then the teacher is cooperating with the student. Neighbors working together to get better lighting and a safer neighborhood are cooperating. When we cooperate, we work together. When we cooperate, we get along with others, and we feel good about ourselves.

We live in a competitive society. We compete for jobs, awards, money—even love sometimes. That leaves us fearful that we'll be left behind, that someone will take advantage of us, or that we'll be all alone. And that causes us a lot of extra stress and extra strain. But there's also a lot of cooperation.

Individuals, families, businesses, and communities all function cooperatively. If people didn't work together, nothing would ever get done.



Human beings need to be part of something larger than themselves; we need one another. We value the contribution each person makes, and we want other people to value what we do. By cooperating, we all get what we want. And we get something else: the feeling of being on a team, the feeling of belonging, the feeling of contributing to the common good, and the feeling of making a difference in the lives of people closest to us.

Cooperation makes resolving conflict possible. **It's impossible to resolve conflicts if we refuse to cooperate.** Both sides have to give a little to gain a lot. But together we can solve problems we can never solve by ourselves. Solutions come when we work together to resolve conflicts.

We all need help, and we all need one another. No one person has all the answers. No one person has everything he or she needs in order to solve all problems or meet all challenges. We need to cooperate with one another by offering our best thoughts and our positive actions. When we cooperate, we get a sense of satisfaction that goes with being part of a team and with knowing we are doing something that benefits everyone. Such positive actions highlight our lives and make them more enjoyable.

Taking care of a wandering skunk that had a cookie addiction required a quick-thinking team. Even Bruno needed to be treated with respect. Like skunks, human beings who aren't treated with respect are walking disasters. We need to treat human beings—and skunks—with respect because they matter. We all need respect; we all need cooperation. We all need help; we all need one another. When we cooperate, we do things willingly for or with others. We contribute our best thoughts and our positive actions. We can all be part of something bigger than ourselves. Together we can do things we can never do all by ourselves. Respect and cooperation make that happen.



**Questions:** *Why is it important to us to be treated with respect? How do we treat others with respect? How do we feel about ourselves when we treat others with respect? How does cooperation help us get things done? Why do we need help from one another? How do we feel about ourselves when we cooperate?*

## STEP 2 Positive Actions

### Personal Positive Actions

#### Discuss:

- How do you feel when you are treated with respect?
- Do you treat people that are different from you with respect?
- How does being cooperative help you get along with others?
- How could you be more cooperative?

## Parent Positive Actions

**Ask Yourself:** How do you show respect for each of your children? For your spouse? In what ways did you want to be shown respect when you were a young child? An older child? A teenager? How do you teach your children to respect people who are different? Are there some positive actions you can take to show more respect for your children? How do you cooperate with your children? Do you provide opportunities for your children to cooperate with one another? How do you model cooperation for your children?

**Plan and Do:** Make a special effort to treat your children and your spouse with respect this week. It's hard to teach your children about respect and cooperation if you're not practicing those actions with your spouse. Spend extra time listening to your children and your spouse this week. Think about how to treat them with respect. You might want to ask your children and your spouse how they want to be treated with respect.

Cooperate on a project or a task that your family has been wanting to do. Discuss the ways you will cooperate on the project. Try to resolve conflicts this week by showing more respect and cooperation toward those involved.

### Plan and Do:

Let's look back over our lists of the ways we like to be treated. If you didn't write down respect and cooperation on your Personal Code of Conduct, write them down now.

**Respect.** Practice treating others with respect by selecting one person who influences your life on a daily basis. This could be a coach or a teacher, a parent

or grandparent, a boss or a friend. Treat this person with special respect this week. Find ways to show your respect. See what happens to your relationship with that person, and see how you feel about yourself.

*Choose a person to treat with respect.*

**Cooperation.** Maybe there is another person with whom you find it hard to cooperate. Think of ways you would like this person to cooperate with you. Try treating the other person that way this week, and see how you feel about yourself.

*Choose a person to cooperate with.*



Music

*Play the song "Get Along" from the website.*

## Family Positive Actions

### Discuss:

- How can children show respect for parents? And parents for children?
- How can brothers and sisters treat one another with respect?
- How do we feel, as a family, when we show one another respect? How do we feel if we don't?
- Do we, as a family, treat people that are different from us with respect?
- How do we cooperate with one another?
- How could we cooperate more often?

### Plan and Do:

If respect and cooperation aren't on our Family Code of Conduct, let's add them now.



Materials

*Show the "ReSpecs" specs.*



**Respect.** These “ReSpecs” specs are a reminder to look at one another with respect. When we put them on, we see one another with respect. They have no special lenses, but we can train ourselves to see one another with respect at all times. We will each have a turn to put on the “ReSpecs” specs and to look at one another with respect. As you look at each family member through the “ReSpecs” specs, tell each one that you respect him or her and what it is you respect most.

*Take turns looking through the “ReSpecs” specs and voicing respect for each family member.*

This week let’s keep the “ReSpecs” specs handy. We can put them on whenever we need to remind ourselves to treat our family members—including extended family and step-relatives—with respect. Or we can just remember to see others as though we were looking through the “ReSpecs” specs.

**Cooperation.** Now let’s talk about some ways we have all cooperated as a family. Let’s also talk about experiences we’ve shared that helped us reach a common goal. Then let’s plan an activity or a project that requires the whole family’s cooperation. Maybe we need a fix-up project done in our home or yard. Or we could all work together to get something new that would benefit our family or benefit a needy family we know.

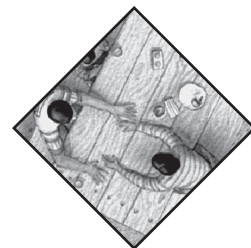
*Discuss experiences and plan an activity.*

After we complete the project, let’s get together and talk about what it felt like to cooperate with one another and to achieve a common goal. And let’s discuss how achieving the family goal helped us to achieve our individual goals as well.

### Community Positive Actions

This week let’s focus on treating people in our community with respect. Let’s try to treat everyone we meet with respect, from those who wait on us at restaurants to the company president. We can think about how we would want to be treated with respect and treat everyone that way. We can pay attention to people who may not usually be treated with respect in our community. We can think of ways we can treat them with respect. We can show respect for those who share our beliefs and our culture, as well as for those who don’t.

Let’s also look for ways we can cooperate with others in our community. Maybe we could organize a community supper or a block party where we cooperate with our neighbors and friends to do something fun. We could share games, food, and stories. We can encourage everyone to participate and cooperate. Or perhaps we could cooperate as neighbors on a project for our community. Maybe we could organize a benefit for the homeless or for some other needy persons or group. We can encourage friendship and cooperation in our neighborhood and our community to accomplish positive goals.



## STEP 3 Positive Feelings

Just like Mrs. Brown and the girls, we all want to be treated with respect. No matter what age, gender, or religion we are, what culture we come from, or what language we speak, we want to be treated with respect. It’s human nature to want to be treated with respect.

When we respect people we accept them. We are tolerant, even if we don’t agree. We speak and act in ways that tell people they matter to us,

that they are important to us. We are courteous, we listen, and if people need help, we help. Even though we don't always respect the actions people take, we need to treat them with respect physically, intellectually, socially, and emotionally. We need to respect the uniqueness of each person.

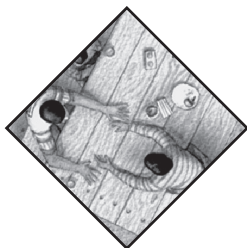
Cooperation is working together for a common purpose. We all do better and feel better about ourselves when we cooperate. When we put our energy into working together, good things happen, and we see positive results. Even though cooperation takes effort, life is easier when we all cooperate.

We all need help, and we all need one another. When we cooperate, we get a sense of satisfaction, and we feel that we are doing something that benefits everyone. When we contribute to the common good, we contribute to our own good.

Respect and cooperation make resolving conflicts possible. Showing respect to others in conflicts is one of the most important ways we can work to resolve the conflict. Sometimes in our competitive society, we feel the need to get ahead of others, to be better than other people. That can lead to conflict. But if we cooperate, we all can achieve our goals faster and feel needed and wanted in the process; we feel part of something.

Cooperation and respect can help us avoid problems and resolve conflict when it does occur. In fact, it's impossible to resolve conflicts if we refuse to cooperate or if we don't treat others with respect.

Far beyond luring cookie-munching skunks out of cabins and into the woods, respect and cooperation are important positive actions for getting along with others. Treating others with respect and cooperating with others to feel part of something bigger than ourselves is one of the cornerstones of a positive self-concept. To lead successful and happy lives, we need to work together and treat one another with respect.



## Conflict Resolution

### Use the positive actions of respect and cooperation to help resolve conflict.

As we work to resolve conflict, we'll find it's more effective if we treat one another with respect and cooperation. When we have a conflict with another person, it's easy to not want to treat him or her with respect. Sometimes we refuse to cooperate. However, conflict is difficult, if not impossible, to resolve if we do not treat others with respect and refuse to cooperate. Respect and cooperation are positive actions that will help us resolve conflict with others.

## Respect

### Ways we like to be treated:

- We like others to treat us with respect. So we must treat others with respect.
- We like to be treated with respect even if others don't like our actions. So we need to treat others with respect even if we don't like their actions.
- We like to be treated with respect regardless of age, race, religion, culture, or language. So we need to treat others with respect regardless of these things.
- We like others to treat us with respect by acting in courteous ways,

calling us by our right name, listening to what we say, and paying attention to what we need and want. So we need to treat others in these same courteous ways.

### Ways we don't like to be treated:

- We don't like to be treated disrespectfully. So we must not treat others disrespectfully.
- We don't like others to be insincere in their respect for us. So we must not be insincere in our respect for others.
- We don't like to be called disrespectful names or have disrespectful language directed our way. So we must not call others disrespectful names or use disrespectful language with them.
- We don't like to be ignored or treated as if we don't matter. So we must not ignore others or treat them as if they don't matter.

### Cooperation

### Ways we like to be treated:

- We like others to cooperate with us for the common purpose of resolving conflict. So we must cooperate with others to resolve conflict.
- We like others to do things willingly with us and for us. So we must do

things willingly with others and for others.

- We like others to give a little to gain a lot. So we must give a little to gain a lot.
- We like others to offer their best thoughts and positive actions. So we must offer our best thoughts and positive actions.

### Ways we don't like to be treated:

- We don't like others to refuse to cooperate with us. So we must not refuse to cooperate with others.
- We don't like to be taken advantage of. So we must not take advantage of others.
- We don't like others to compete with us while we're trying to resolve conflict. So we must not compete with others while we're trying to resolve conflict.
- We don't like others to act as if they have all the answers and don't need us. So we must not act as if we have all the answers and don't need others.

As you think about a conflict in your life right now, can you see how these positive actions of respect and cooperation would help you as you work to resolve the conflict?



ICU Box

*Read and discuss the ICU notes together. Remember the good feelings you had about yourselves when you did the positive actions.*



### Respect

*To show special care for people.*

Before we could go shopping for new clothes I had to borrow some of my grandpa's. It was pretty embarrassing. I also remember that it seemed like forever before I made any new friends."

"Yeah, I haven't met anyone yet."

"Why don't you come and have lunch with me today? I'll introduce you to some of my friends."

"Thanks," said James "that sounds great...if I make it through this mile without too many blisters!"

## Lesson 22

### Respect and Cooperation Work

#### Goal

To learn that the social and emotional positive action of treating others with **respect and cooperation** help us feel good about ourselves.

#### Story

The rain hadn't stopped for hours. A family friend called to tell Jamal's that the river would flood soon if it didn't stop raining. People were being asked to help fill sand bags to keep the river from rising over the banks. Jamal quickly agreed to go with his dad to the river to help. They grabbed their shovels and rain slickers and took off.

The leader of the sandbagging was sending new workers out to different areas of the river. He asked Jamal to go downstream with a group of people already working and sent his dad with a new group upstream. Jamal was a little anxious about leaving his dad, but they agreed to meet at the car when they got finished. They also had cell phones in case they couldn't find one another.

Jamal quickly found his group, but was surprised to hear they weren't speaking English. Because of the rain and darkness, he couldn't see very clearly, but he knew they were people that his friends often made fun of. Jamal had never personally talked to or met anyone of this ethnicity. If the comments his friends made were true, they were lazy and not very intelligent.

One of the men saw Jamal coming, gave a welcoming smile, and gestured to him to start shoveling sand into bags. Jamal started working and soon realized these men were the hardest-working people he had ever been around. They filled the bags with tremendous cooperation and speed. He didn't speak their language, but he could tell they were happy and not complaining. His respect for these men grew and grew. The stories and jokes he had heard earlier from his friends were completely inaccurate.

Within an hour, the rain let up and the river looked like it would stay behind the sandbags. A cheer went up and down the river. The man who welcomed Jamal came over and shook his hand warmly as he said "goodbye" in heavily-accented English. Jamal said "goodbye" and thanked him in return.

As he walked back to find his dad, he realized how grateful he was for the opportunity to work with that group of people. He had learned a valuable lesson about respect, cooperation, and hard work!

## Lesson 23

### Oh, to Be Kind; Oh, to Be Fair!

#### Goal

To learn that the social and emotional positive action of treating others **kindly and fairly** help us feel good about ourselves.

# Lesson 28

## Then Who?

**Goal:** To learn that the social and emotional positive actions of telling ourselves and others the truth by **admitting our mistakes** and **refusing to blame others** help us feel good about ourselves.

**Follow-up to previous lesson.** Discuss how well family members did what they said they would do during the last week.

### STEP 1 Positive Thoughts

Principal Jim Smith sat down quietly and shuffled through his papers before looking around at his faculty. He had prepared himself for the worst. He didn't want to admit what he had found. But he took a deep breath and plunged in. "I found a mistake in my math. Our new program is over budget. Everything is in jeopardy."



**Kit provides:**

- ✓ ICU Box
- ✓ "Word of the Week" card: Self-Responsibility.

**You provide:**

Construction paper, scissors, markers or crayons, safety pin.



Reluctantly he eyed the team he had appointed to start the new program. Rhonda's eyebrows went up. Tom gasped. Nelle studied her hands. Rita's mouth opened and slowly closed. Everyone listened carefully, wondering. What would happen? Would they have to give up the new program? They had been so excited, and now...even their jobs could be in jeopardy. How could Mr. Smith make such a big mistake?



Jim winced as he looked at their disappointed faces. He found his voice and continued, "As things stand, we can't afford

*the program. If we go ahead, the whole school will suffer. I'm very sorry. I should have checked my math more carefully."*

*After what seemed like a long silence, Tom spoke. "Thanks for being honest with us, Jim, and letting us know about the mistake. If we all work together, maybe we can figure something out."*

*Rhonda raised her hand and wiggled her fingers. "What about fund-raising? We could ask the PTA to help."*

*Nelle, the art teacher, spoke up. "I could silk-screen the school mascot on some T-shirts. We could sell them to help raise the money."*

*Rita suddenly sat up straight, her eyes shining. "I've been wanting an excuse to have another school carnival. This is it!"*

*Jim stared at them in disbelief. He'd prepared himself for anger, resentment, even a dip in morale. Instead, his honesty had resulted in a willingness to work together.*

*Rhonda, Tom, Nelle, and Rita left the staff meeting committed to doing what they could to make up the difference. They respected Jim Smith more than ever in spite of his mistake. And they admired him for not blaming others.*

**Admitting Our Mistakes.** Admitting our mistakes is a positive action that helps us tell ourselves and others the truth. Admitting mistakes helps us take responsibility for our actions. It requires courage, determination, and integrity—being true to ourselves.

Sometimes we're reluctant to admit that we made a mistake because we're afraid of the consequences. Fear may be the biggest reason we don't admit our mistakes. Jim felt that fear. He was afraid his faculty would think he couldn't do his job. He was afraid that his math error would undermine their confidence in him and that he would lose their respect. It would be so much easier to blame someone or something else. He could complain that the budget should be bigger, or say that the school board members changed their minds, or give one of the twenty other excuses going on in his head.

**We like to be right—so much so that we sometimes put a lot of time and effort into convincing ourselves and others that we *are* right.** Jim wanted to be right, too. But he knew that there's no use trying to deny the truth. It would eventually show up somewhere. So Jim made up his mind to tell his faculty the truth no matter how uncomfortable it made him.

Even though it takes courage, it's easier on our bodies, minds, and feelings, and it's easier on those around us when we just admit our mistakes. When we refuse to admit our mistakes, everyone involved suffers, directly or indirectly. Trying to hide mistakes tends to make them bigger and more confusing. Then it takes considerably more time and effort to fix the problem—if, in fact, the problem **can** be fixed. Telling ourselves and others the truth helps clear a path so we can effectively deal with our situations.

Admitting our mistakes does take courage because we're never sure what will happen when we admit a mistake. It also takes determination since we're always tempted to dodge the blame and put it somewhere else. We



have to admit our mistakes before we can correct them. Perhaps we'll need to apologize or make amends, too. Admitting our mistakes makes our lives simpler and helps us get beyond the problems in our lives.

**Of course, it's easier to admit our mistakes in an environment of love and support, but we need to admit our mistakes in every situation.** It's important to us because we like ourselves better and our self-concept improves when we admit mistakes and refuse to blame others.

**Refusing to Blame Others.** Refusing to blame others is a positive action that helps us tell ourselves and others the truth and take responsibility for our own actions. When we make a mistake, we need to accept responsibility for our error. When we look for someone else to blame, we are trying to put the responsibility for our action on someone else. That doesn't work, and it isn't honest.

We can learn to recognize blaming behavior in ourselves. Usually our language gives us clues. If we are saying such things as "If only he..." or "Yeah, but she..." we are probably trying to blame someone or something for a mistake we made. Watch for those words, and when you want to say them, substitute other words such as "I admit I..." or "I was responsible for..."

These words help us shift the blame away from others and focus on our own thoughts and actions. When we focus on our own actions instead of on the actions of others, we are more apt to see our own mistakes.

We feel good about ourselves when we can say, "I did it. I'm not proud of it, but I'm not going to blame anyone else. And I'll do what I can to make it right." We usually feel an enormous sense of relief when something we did wrong is finally made right.

Others sometimes do things that we don't consider right, and we get upset. That's just the way things are from time to time. But our responses—our thoughts, actions, and feelings—are up to us. **We can't control what others do, but we can control the way we respond.** We are still responsible for what we think, do, and feel no matter what anyone else does.

We admire people who admit their mistakes and refuse to blame others. **Admitting our mistakes** and **refusing to blame others** gives us the dignity that goes with being responsible for our actions. Our lives get simpler; our headaches and heartaches diminish. Others respect us. They know that we take responsibility, and they appreciate our self-honesty. When we tell ourselves and others the truth by admitting our mistakes and refusing to blame others, we feel good about who we are and what we do. If you did it, say so.

**Questions:** *How do the positive actions of admitting our mistakes and refusing to blame others help us tell ourselves and others the truth? Why is admitting our mistakes a positive action? When we refuse to admit our mistakes, what happens? Why do we sometimes try to blame someone else for our actions? What actions and words will help us refuse to blame others? How do we feel about ourselves when we admit our mistakes and refuse to blame other people? Why do we respect people who admit their mistakes and refuse to blame others?*



## STEP 2 Positive Actions

### Personal Positive Actions

#### Discuss:

- Why do you sometimes blame others when something you do goes wrong?
- Do you usually admit your mistakes?
- Why is refusing to blame others important?
- In what way does admitting your mistakes help you feel good about yourself?
- How do you feel when you take responsibility for your own behavior?

#### Plan and Do:

Think about a time when you made a mistake and refused to blame others. Then think about a time when you did blame someone else for something you did. Contrast how you felt about yourself in the two situations. Share your experiences and the way you felt with the family.

*Share experiences with one another.*

During this week, practice the positive actions of admitting mistakes and refusing to blame others. If something doesn't happen quite the way you want, take an honest look at your own actions and decide how much they influenced the situation. Accept responsibility for your part in the situation. Then admit your mistake to others, even if it isn't easy. Pay attention to how you feel about yourself when you admit your mistakes rather than blaming others. Spend a few minutes at the end of the week thinking about how much easier it is to handle life's situations when you are honest with yourself about what you do or don't do.

### Parent Positive Actions

**Ask Yourself:** How can you teach your children that it is a positive action to accept responsibility for what they do? Do you admit your mistakes to yourself and to your children? Do your children see you refusing to blame other people when things don't go well? Do your children see you taking responsibility for your own mistakes? Do you apologize and make amends if you have made a mistake or blamed others? Do you work at refusing to blame others in your family when things don't go well at home?

**Plan and Do:** If you make a mistake this week, especially if it involves your children, tell yourself and others the truth; admit it. Apologize and make amends if necessary. Be aware of any tendency to blame other people.

Notice how you feel about yourself when you tell yourself and others the truth. When your children see you admitting your mistakes and refusing to blame others, you are encouraging them to do the same thing. Take any opportunity to help your children take responsibility for their own actions and not blame others.



### Family Positive Actions

#### Discuss:

- Why is it important as a family to admit our family mistakes?
- Why is it important not to blame others when things go wrong in our family?
- How do the family positive actions of admitting our mistakes and refusing to blame others benefit our family?

#### Plan and Do:

This week we want to start creating a supportive family environment for admitting mistakes. We'll do so by doing an activity called "I Admit It; I Did It." This activity will help us admit mistakes right away, even when it's difficult.

As we go through the week, each time one of us makes a mistake and admits it to the family, he or she receives the "Feeling Good About Myself" badge.

Before we start, let's make the badge. The badge can say "Feeling Good About Myself" and anything else we want to add. We can make it any shape, color, and size. Let's make the badge now.

*Make a "Feeling Good About Myself" badge.*

Now that we've finished the badge, let's try this activity. The first person to admit a mistake by saying, "I admit it; I did it," tells what he or she did. Then this person is congratulated and can start wearing the badge. When another person admits a mistake in the same way, the person currently wearing the badge gives it to him or her and says something such as, "You admitted your mistake and refused to blame others. Congratulations!"

A person wears the badge until someone else admits a mistake. The badge is passed from person to person in the same manner throughout the week.

Now we need to determine who starts wearing the badge. Someone can admit a mistake, or we can select someone to give the badge to the first person who does.

*Decide who will wear the badge first.*

We can also play "I Admit It; I Did It" without passing on the badge, especially if the person who has the badge isn't at home. When someone admits a mistake and takes responsibility for his or her actions, we can simply say, "Congratulations," and shake that person's hand. Any way of congratulating someone for admitting mistakes and not blaming others will work.

Each day in this supportive environment, we'll take a few minutes to talk about admitting mistakes and taking responsibility for what we do, and we'll share how it makes us feel about ourselves.

### Community Positive Actions

Let's all find a way to respond positively to community problems instead of blaming others. Some people don't vote in elections and then complain about their communities and blame others for what happens. If we are eligible, we can take responsibility by registering and then voting in a thoughtful and informed way. We can admit our own part in community problems and take responsibility for doing something about them.

Let's identify an area in our community where we tend to blame others and see what we can do about the situation ourselves. Then let's decide on an action we can do to help make things better. Let's be an example in our community of admitting our mistakes and refusing to blame others.



STEP

3

## Positive Feelings

Admitting our mistakes and refusing to blame others are positive actions that help us tell ourselves and others the truth. Looking for something or someone to blame keeps us from being responsible for our actions. It takes courage and conscious effort to say, "I made a mistake." But it's a statement worth making because when we see our mistakes clearly and admit them to ourselves, we can correct them.

Principal Jim Smith admitted his mistake in the budget and refused to blame others, even though it was difficult. But he gained the respect and support of his faculty. The problem was solved, and he felt good about himself as a result.

Admitting mistakes and refusing to blame others are honest and fair actions that have a positive effect on those around us. We like ourselves better when we admit our mistakes and refuse to blame others. A strengthened sense of self-responsibility gives us confidence in ourselves. And best of all, we keep building a positive self-concept when we tell ourselves and others the truth.



ICU Box

*Read and discuss the ICU notes together. Remember the good feelings you had about yourselves when you did the positive actions.*



WORD OF THE WEEK



### Self-Responsibility

*To answer for your actions.*

"Of course," replied Coach Hammons.

On the way home, Jamal did some honest reflection. He thought about the video, and though he didn't want to admit it, he realized that his skills were not ideal for the position he was playing. He also reflected on what Coach Hammons had taught him at camp over the summer. If Jamal really understood how each individual position contributed to the same goal, he would learn to play defense and help the team out from that side of the ball.

Jamal finally decided he would play defense. He smiled to himself, relieved to admit a shortcoming on offense, and eager to see his skills put to work in a new defensive position.

## Lesson 27

### I Will...I Did!

#### Goal

To learn that the social and emotional positive action of telling ourselves the truth by **doing what we say we'll do** helps us feel good about ourselves.

#### Story

Kenji was about to leave the house and head to school when his mom called out, "Ken, don't forget to take the garbage out."

Ken's reply nearly caused his mom to pass out: "I already did! I took it out last night when you first asked. Bye, have a nice day!"

Later that day in English, Mr. Ward went around the room personally collecting the research assignment that the students had been working on for the last few days. Several students in the class had already begged for extra time. When Mr. Ward reached Kenji, he asked out of habit and previous experience, "Okay, Ken, how much more time do you need to finish?"

Mr. Ward about dropped all of the collected papers when he heard Ken answer, "None, Mr. Ward. It's all here, typed and in a folder for you."

The end of the season party was that evening. Kenji thought it was one of the best parts of the sports season. This year's party included pizza provided by the coach, and treats and drinks provided by the athletes. Kenji was assigned to bring the cups. As they assembled all the food in the center of the room, Ken's coach told him, "I brought cups. I figured you'd forget them."

Ken smiled and said, "Save yours, Coach! I brought them, just like I said I would."

Stuffed with pizza and junk food, Kenji reflected back on his day. "It took some extra effort, but I did it!" Ken grinned to himself. "I finally went an entire day without forgetting something I agreed to do."

Kenji smiled the rest of the way home, feeling good about himself and pleased about the way he'd surprised people. He liked this feeling and committed to keeping his word and doing what he promised he would do.

## Lesson 28

### Then Who?

#### Goal

To learn that the social and emotional positive action of telling ourselves and others the truth by **admitting our mistakes and refusing to blame others** helps us feel good about ourselves.

### Story

Isabella enjoyed the responsibility and freedom Mr. Ward gave her as a Teacher's Assistant. He often left the room to run errands and let her finish her tasks unsupervised. When Isabella finished what Mr. Ward needed her to do, he allowed her to go to the library or work on homework.

Today, Isabella had a light work load assigned to her. She needed to collect and record the scores from that day's assignment, put them in the return folder, and empty the paper recycle bin. She entered the grades quickly and then took out the recycle bin. Several students and teachers came in looking for Mr. Ward. He wasn't there, but they all went to his desk to pick up papers or leave something for him. Mr. Ward returned to find Isabella solving a geometry proof.

"How's it going, Isabella? Get everything done?" asked Mr. Ward.

Isabella replied, "Fine. I finished the papers and took out the paper recycle bin. This geometry proof isn't as easy, though!"

"Great. Do you know where today's papers are? The ones you recorded the scores for?"

"Sure. They're in the return folder," said Isabella, as she walked to the back of the room to get them for Mr. Ward.

Isabella froze when she opened the folder and saw that the papers weren't there. Thinking back over the last half hour, she realized that she had taken the recycle bin out immediately after recording the scores and must have put the papers in the recycle bin.

For a moment, Isabella thought of telling Mr. Ward that one of the teachers or students looking for him must have taken the papers. Her mind raced with excuses to give Mr. Ward so she could leave the room and retrieve the recycled papers before he noticed them missing.

Instead, Isabella shook her head, took a deep breath, and told Mr. Ward what she had done. She anticipated that he'd be angry, but instead he smiled, thanked her for telling the truth, and volunteered to search the dumpster with her.

Isabella felt a flood of relief when they saw the papers near the top of the dumpster. Mr. Ward retrieved them and grinned at her, "No harm done, Isabella." She was glad she had not tried to hide her mistake or blame it on someone else.

## Lesson 29

### Yeah, but...!

### Goal

To learn that the social and emotional positive action of telling ourselves and others the truth by **refusing to rationalize and acknowledging the truth** helps us feel good about ourselves.

### Story

Isabella went to orchestra expecting to rehearse music they had been working on for the last few weeks. After tuning her instrument, she saw a guest conductor walk in and greet her teacher. She gasped with realization: this was an audition day and she was supposed to have a new piece ready to compete for a position in a special concert group. This group would play background music at the Governor's mansion during a visit from the Vice President! There would be fancy dresses to admire, an elegant dinner, and more than a few famous guests. She wanted to participate in the group and asked for the music a week ago. Unfortunately, it had been a busy week with Builders Club and she had not even looked at it.

Isabella quickly found the music and glanced over it while other orchestra members played their

# Lesson 32

## I Wish I May, I Wish I Might

**Goal:** To learn that the social and emotional positive action of **setting goals** helps us feel good about ourselves.

### STEP 1 Positive Thoughts

*Maggie thought back over the last 14 years. She remembered when she was 11 years old, sitting outside on the front step eating a doughnut and thinking to herself, "I know I can't afford art lessons. If I'm going to be an artist and draw Jaguar Man and Lizardskin, I'd better have a plan. I need to find*

*out what it takes and how to do it. I need to be strong like SunRunner.*

*Maggie put her doughnut down and went to get some paper. Maggie knew that if she wanted her plan to work, she needed to set some goals. Her mom and dad had taught her about setting goals, and she had learned about it in school.*

*She found a pencil and paper. She divided the paper into three columns. At the top of the first column she wrote "Body," on the next she wrote "Mind," on the last one she wrote "Feelings." She thought for a minute, chewing on her pencil, and then she decided. She had her long-term goals. For her body she wrote "Be healthy and strong." For her mind she wrote "Learn to draw." For her feelings she wrote "Always tell myself the truth. Use my time and money the best I can."*

*Maggie whispered to herself, "I need to know how life works. I need to understand people. I need to know what's good to do and what's not good to do."*

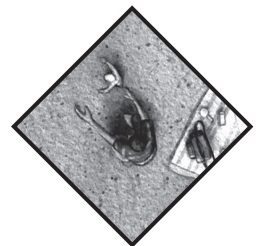


#### Kit provides:

- ✓ "Goal Target" Worksheets
- ✓ ICU Box
- ✓ "Word of the Week" card: Goals.

#### You provide:

Pencils.



*Under her long-term goals she needed to have some steps, or short-term goals—things she could do to meet her long-term goals. The steps she wrote down for her body were “Take PE at school, not eat too many french fries or doughnuts, and not put bad things such as alcohol or other drugs in my body.”*

*Next, the steps she wrote down for her mind were “Go to the library and get books on drawing, practice drawing every day, and go to art school.” For her feelings, her short-term goals were “Always tell myself to keep drawing, tell myself the truth about what I do well and what I need help with, get a job in Mom’s shop to earn enough money for paints and paper, not watch too much TV.” “Me, I’m a kid. I’ve got lots of time to draw if I don’t watch too much TV,” she said.*

*Maggie went downstairs to show her mom and dad her goals and her latest drawings of Jaguar Man, Lizardskin, and SunRunner. Her mom said, “Maggie, you’re doing so well. I’m proud of you. Keep strong in your dreams.” Maggie’s dad helped her tape her list of goals to her bedroom door so she would never forget them.*

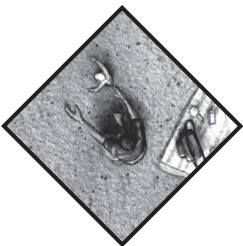


Our dreams are tell us where we want to go and how we want to improve our lives. Our ideals are what we would like to see happen for ourselves and for others. **Setting goals** tells us what we have to do to reach our dreams and ideals. Working toward our goals gives us the vehicle we need to reach our destination.

We all have dreams of what we would like to be and do, but for a lot of people dreams stay just that—dreams. **It’s when we turn our dreams into goals that our wishes become real.** Goals make achieving our dreams possible. If we fail to set goals, we drift—often into places and habits that aren’t the best for us. There’s an old saying, and it’s a good one: “If you don’t know where you’re going, you’ll wind up someplace else.”

Setting goals is the way we improve ourselves. By setting goals we take control of our lives. The things we want to do become real and possible. By setting goals we can develop our intellect and our talents. Perhaps not all of our dreams will come true, but by setting goals and working toward them we can always improve ourselves.

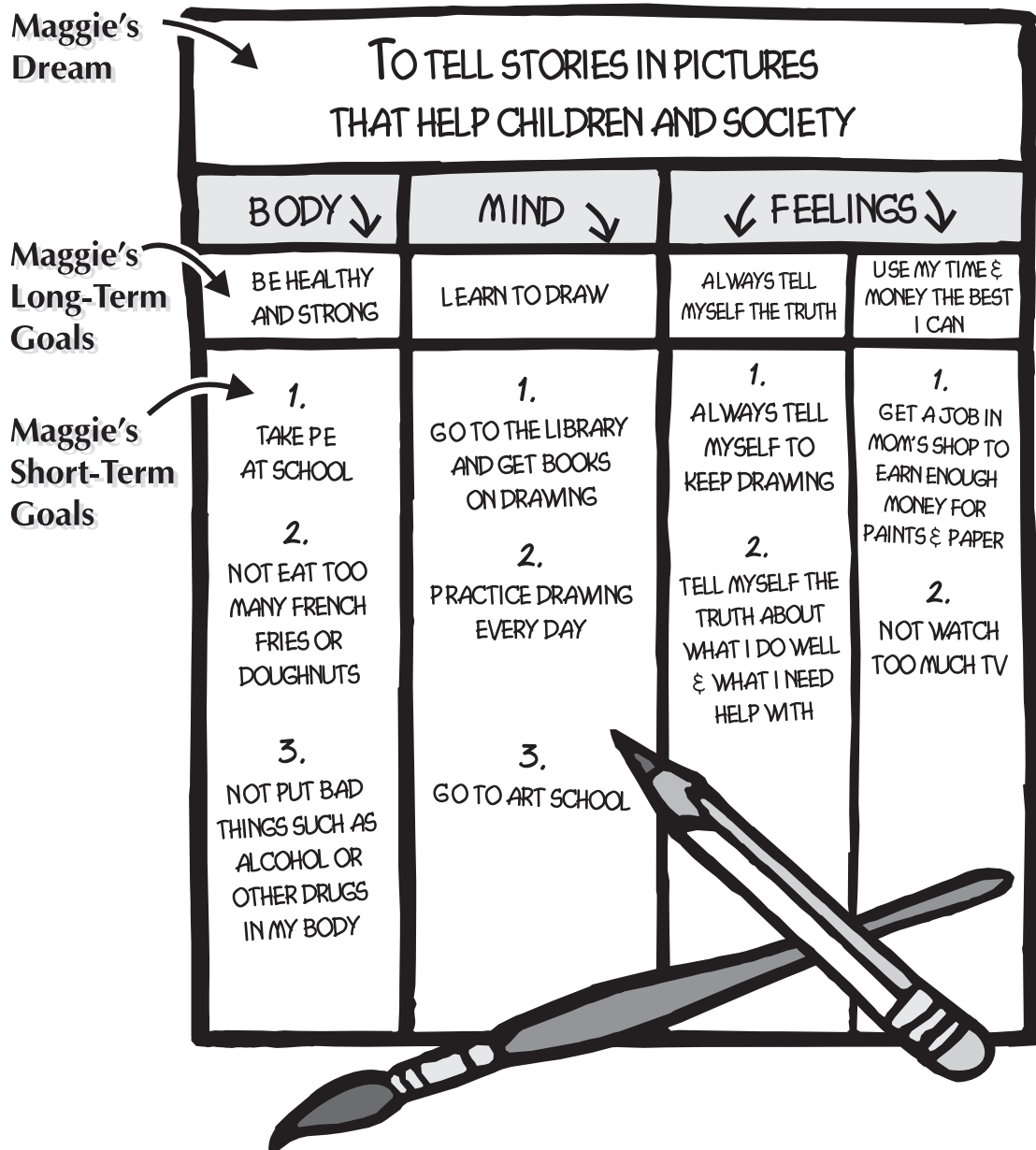
How do we begin to set goals? First, **we gather information** on what it takes to accomplish our dream. We need that information so we can set realistic goals for ourselves, ones that we can achieve. For instance, if we want to be great tennis players, we will have to compete in tournaments. To compete in a tennis tournament, we need to find out what level of ability is necessary, how much practice that will take, where and when the tournament is held, and if fees are charged.



After we've gathered the information, **we set our goals**. Setting goals may sound difficult, but it simply means deciding what to do and when we're going to do it. We need to set long-term physical, intellectual, social, and emotional goals because all three areas of our lives need to work together. The more complicated or difficult our dream, the more steps we need to take and the more precisely we have to plan, particularly if our goals require money or involve risk. Short-term goals are the steps we take to reach our long-term goals. Setting goals is a way to prepare ourselves for our future.

As an example let's look at Maggie's dream of helping children and society by telling stories in pictures.

*Show and discuss illustration below.*



It's important to start where we are now, with what we have now. If we wait for everything to be just right, our dreams will never come true. We have to work with what we have when we have it. And we have to actually do the work we set for ourselves in our goals. Otherwise, nothing will happen.

**Setting goals gives us direction and a way to measure what and how we're doing.** It's a great feeling to be on track in our lives. But it's also helpful to know where we've gone astray and when we need to get back on track.

However, our goals can change. In fact, they probably will change as we move through life and have different experiences. And what we learn influences what we choose to do next. It's a good idea to keep track of all of our goals because they tell us where we've been and where we're going.

Maggie knew this. Jaguar Man didn't go anywhere without a plan. SunRunner knew exactly what she was going to do and how she was going to do it. Lizardskin, though, just didn't have a clue—or a dream.

Maggie was on track. She had a dream, she had goals, and she went to work. The first thing she did was to make a sign that said "Maggie...Draw!" She knew setting goals was a way to make sure she got where she wanted to go and how to get better every step of the way. So let's set our sights on our own goals and start after them.

**Questions:** *Why is it important to set goals? Why is it important to set physical, intellectual, social, and emotional goals? Why do we need to start where we are and with what we have now? How will setting short-term goals (or steps) help us achieve our long-term goals? How does setting goals help us, even if we get off track? When our goals are complicated or expensive, why do we need to take more steps? Why is it necessary to actually do the work to carry out our goals?*

STEP

2

## Positive Actions

### Personal Positive Actions

#### Discuss:

- How can setting goals help you improve yourself?
- What goals would support the dreams you have for yourself?
- Do you need information that might help you set more realistic goals for yourself?
- What physical long-term goals do you need to think about?

- What intellectual long-term goals do you need to set?
- What social and emotional long-term goals would help you reach your dreams?

#### Plan and Do:

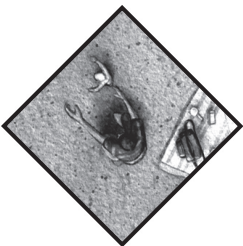
Let's set long-term and short-term goals that will help us reach our dreams.



#### Materials

*Give three "Goal Target" Worksheets to each person.*

The "Goal Target" Worksheets are designed to help us reach our dreams. Choose one dream you want to



achieve. You will fill out a “Goal Target” for a physical, an intellectual, and a social/emotional long-term goal to help you reach your dream. The long-term goal goes in the center of the target, and the short-term goals or steps are written in the outer rings. The first step goes in the outside ring, the second step in the next ring, and the third step in the inside ring. You can take more steps if you need to.

*Show the sample “Goal Target” below.*

Now write your physical, intellectual, and social/emotional long-term goals on the “Goal Target” Worksheets. You’ll have three long-term goals that will help you reach your dreams.

*Write down the long-term goals.*

Now think about the short-term goals or the steps you need to take to fulfill your long-term goals. For example, if you wrote “Apply for a more rewarding job” as a long-term goal, the steps might be: 1. “Write a resumé,” 2. “Practice interviewing skills,” and 3. “Find job opportunities and make appointments.” Or if the long-term goal was to get a good grade in science, the steps might be: 1. “Read the assignments,” 2. “Spend extra time on

## Parent Positive Actions

**Ask Yourself:** What physical, intellectual, social, and emotional long-term goals would support your dream? How can you help your children identify their goals for themselves? How can you support both your children’s goals and your own goals for them?

**Plan and Do:** Think about the dreams you have for yourself as a parent and write a paragraph or two about your goals in your letter to yourself. Think about physical, intellectual, social, and emotional long-term goals and the steps you would have to take to achieve them. Write those in your letter and add a “You can do this” sentence at the end of the paragraph.

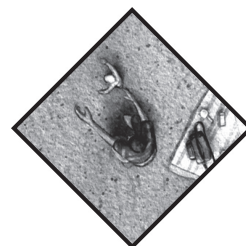
projects,” and 3. “Do extra-credit work.” Let’s talk about what our short-term goals might be, and then we’ll write them down.

*Discuss short-term goals and write them down.*

Some of the short-term goals will be ongoing, such as reading the science assignments. If your goal is ongoing, set markers for yourself so you can chart your progress. For instance, decide how many minutes a day you will read your science.

Other goals will have to be done at a specific time, such as taking a class or doing a special task. Write dates beside both your short-term and long-term goals. When you complete your goal, color in the ring. You may want to make a “Goal Target” each time you set a new long-term goal or change a goal.

*Write down the dates.*



### Family Positive Actions

#### Discuss:

- What are the family dreams and ideals we would like to work toward?
- How will setting goals help us reach our family dreams?
- What information do we need to help us set realistic goals?
- What physical long-term family goals do we need to set to achieve our dream?
- What intellectual long-term goals do we need to set?
- What social and emotional long-term goals do we need to work toward?

#### Plan and Do:

*If more "Goal Target" Worksheets are needed, they may be ordered from Positive Action, Inc., or you may make your own.*

Let's fill out three "Goal Target" Worksheets with the long-term and short-term goals we need to set in order to reach our family dream. We'll write the physical long-term goal on the first "Goal Target." Then we'll write the intellectual and the social/emotional long-term goals on the other "Goal Target" Worksheets.

For instance, a dream might be to have a clean, orderly household. A long-term goal could be to organize everything in the house.



*Decide on long-term family goals and write them on "Goal Target" Worksheets.*

Now let's set short-term goals or steps we need to take to achieve our long-term goals. For instance, some short-term goals for organizing the household might include organizing several areas such as cupboards and closets, garage and storage areas, or files and keepsakes.

*Discuss the short-term goals and fill out "Goal Target" Worksheets.*

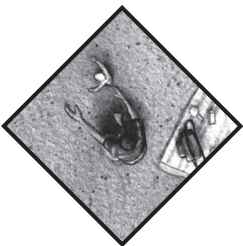
Let's talk about how we will feel about ourselves as we work toward our goals.

*Discuss feelings.*

### Community Positive Actions

As we set personal and family goals, let's keep in mind any community dreams we share. Let's set goals that will help us reach those dreams. Maybe our long-term goal is to have better schools. Perhaps our short-term goal would be to volunteer at one of the schools. Or maybe we want to have more say at city council meetings about decisions that affect our neighborhood, so we need to work together with our neighbors to help that happen. With a clear goal and the ability to do each of the steps to achieve that goal, we can be constructive, contributing members of our community. Let's discuss what we're going to do and how we're going to do it.

*Decide on community goals.*



STEP  
3

## Positive Feelings

Maggie started with a dream. Then she set some goals. When she began to set goals, Maggie started making her dreams real. She knew what she needed to do and when she needed to do it. She set physical, intellectual, social, and emotional goals so all the parts of her life would work together. And then she went to work. She did what she needed to do.

Setting goals helps us take control of our own lives. We begin by gathering information and then setting realistic goals that we can achieve. We need to set physical, intellectual, social, and emotional goals. If our dreams are complicated, we set down more steps, and we plan more precisely. We begin where we are with what we have now, and we go to work. If we don't set goals, we are likely to fail. To assure our success and happiness, we need to do the actions our goals represent.

Setting goals tells us what we need to do next and helps us get back on track when we stray. But most important, when we set goals and when we work toward them, we feel good about ourselves. Our lives have meaning and direction. Whatever we dream of doing, let's begin it.

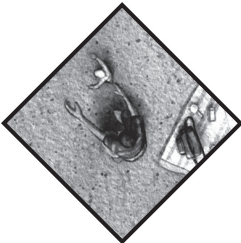


*Read and discuss the ICU notes together. Remember the good feelings you had about yourselves when you did the positive actions.*



**Goals**

*Dreams you want to reach.*



“Why didn’t you ever tell me about being on a championship team?”

Her mother paused a minute and replied, “Well, that was a long time ago. I guess I want you to have your own experiences in basketball. I can tell you that it was a tremendous time, though! I only played on the varsity team my senior year. It was my dream to play on the varsity squad and I worked very hard for two years to reach that goal. Playing on that team gave me the confidence I needed to succeed in the rest of high school and in college. Even now, starting my new business, I use the same talents I developed while playing for that district championship. Especially work ethic, teamwork, and goal-setting skills. I have to set an example of working hard for my employees. If I didn’t cooperate and work as a team with the bank and other investors, the business would still be on the ground. And we are continually setting goals for growth and development.”

“Wow, Mom. That’s impressive. I think we have a shot at the district championship this year. I really hope we make it. We’ve been working hard.”

“I know; I take you to practice all the time! I am sure all that hard work will pay off—whether on the court or using what you have learned to help you off the court!”

## Lesson 32

### I Wish I May, I Wish I Might

#### Goal

To learn that the social and emotional positive action of **setting goals** helps us feel good about ourselves.

#### Story

Marcus was tall and looked athletic. He had been asked countless times about playing basketball. He could jump pretty well and run fast, but had no natural ball handling or shooting skills. Actually, he would rather run ten miles than play basketball. He had never played on any organized sports team. Sports weren’t something he disliked; he just liked programming computers and playing online games better. However, Marcus’s grandparents wanted him to be more active and challenged him to join a sports team.

Marcus accepted the challenge and set a goal of joining one of the spring sports programs. He wrote his goal on a piece of paper and stuck it to his mirror to remind himself. The next day at school, Marcus went to his counselor to find out what sports were available in the spring.

Marcus’s regular counselor introduced him to a new counselor, Mr. Johns. Mr. Johns ran track in college and would be in charge of track practices this year. Mr. Johns was even taller than Marcus.

Mr. Johns explained that later that day during lunch he would be announcing the start of track and hoped to sign up a lot of students. He smiled and handed Marcus a clipboard and announced, “You have the privilege of being the very first athlete to sign up. Practice starts Monday after school.”

Marcus smiled back and wrote his name down. He felt good about accomplishing the easy part of his goal: signing up for a team. Now he just had to wait until next Monday when practice started.