

**PART I**

# **CREATING A POSITIVE ENVIRONMENT**

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**CONFIDENCE BUILDING**

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# GIVING AND EARNING RESPECT

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## AGENDA

- Starter
- R-E-S-P-E-C-T
- What's Best about Me
- Tested
- Conclusion
- Student Assessment

### Objectives

Students will define “respect.”

Students will identify the importance of self-respect.

Students will demonstrate parameters of respect.

Students will identify and evaluate qualities that justify self-respect.

### Materials Needed

- A physical or online dictionary (Part I)

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**Starter (3 minutes)**

Begin class today by writing “R-E-S-P-E-C-T” on the board and ask students to brainstorm a list of people they deem worthy of their respect. Engage students in a brief discussion of why the people on this list deserve their respect.

On the board, write “Who is worthy of respect, and why are they worthy of it?” Explain that students will be able to answer this question by the end of the lesson.

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**Part I R-E-S-P-E-C-T (10 minutes)**

Purpose: Students define “respect” and identify qualities that justify respect.

**1. Students develop a definition of “respect.”**

Elicit from students a definition of “respect.” Write the definition on the board.

At the same time, have a volunteer look up the definition of “respect” in a dictionary. Challenge the class to consider the dictionary definition in light of their own definition and to make adjustments as they see fit.

**2. Students draw conclusions about respect.**

Guide students to draw conclusions about who deserves respect and why. Direct students to the definition on the board or interactive projection device and ask them if they notice “wealthy” or “successful” listed anywhere.

Ask students to draw a conclusion about this observation. Engage students in a discussion about moving beyond external qualities, such as wealth or success, to determine who is worthy of respect. For example, write the name “Steven Spielberg” (or another well-known person’s name) on the board. Brainstorm the qualities that helped him achieve his wealth and his success: talent, hard work, and perseverance. Contrast this by mentioning someone who has achieved wealth or fame via corruption, dishonesty, or exploitation.

Conclude that the qualities beneath the surface are the ones that determine the people who earn our respect. Have students look at the names of the people they wrote down earlier and ask them if, according to their definition, those people still deserve their respect. Encourage students to explain their responses and challenge them to add more names to the list. Point out that students probably know many people who could be added to their lists.

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**Part II What’s Best about Me (15 minutes)**

Purpose: Students identify the importance of self-respect.

### 1. Students define “self-respect.”

Have students recap qualities worthy of respect and write them on the board. Ask if, based on these qualities, they would add their own names to the list. Students may suggest that this would be bragging. Point out that each student has special qualities, just like the people they listed; these qualities make them worthy of respect, as well.

### 2. Students identify and discuss incidents in which qualities that deserve respect are evident.

Ask students to consider the respectable qualities they have discussed thus far and instruct them to list a few of those qualities that apply to themselves. Ask them to think about a time when they demonstrated one of those qualities.

Divide students into pairs. Have each student describe the time they thought of to their partner. If necessary, prompt students with the following examples:

- Standing up for a friend
- Getting a job
- Studying hard to pass a difficult exam

As students speak, have their partners take notes describing the tone of voice, facial expressions, and body language of the speakers. Have partners switch roles so that each student has a chance to describe their best moment.

Now, ask students to briefly describe a negative moment or one that they would be happy to forget. Again, as students speak, have their partners take notes on the tone of voice, facial expressions, and body language of the speakers.

### 3. Students analyze behavior and identify the need for self-respect.

Have students report on what they noticed about their partner’s behavior. Ask students if they noticed a difference in their partner’s tone of voice, facial expressions, and body language between when they described the positive event and when they described the negative event. Most students are likely to report that the partner’s tone of voice, facial expressions, and body language were far more cheerful and confident when describing a pride-filled moment than when describing one of embarrassment.

Conclude that, when we respect ourselves, we send out signals of confidence, such as a lively tone of voice, good eye contact, laughter, or an upright posture. When a person displays self-confidence, they become a magnet to others. Self-confidence—the expression of self-respect—empowers us by drawing others’ attention to our best qualities.

**Part III Tested (20 minutes)**

Purpose: Students learn that the qualities from which they derive their self-respect will be tested throughout their lives.

**1. Students role-play different scenarios that test their best qualities.**

Explain to students that recognizing their own best qualities not only fosters self-respect, but is also an essential part of being an effective person. Being responsible, honest, and fair-minded, for example, benefits those around us. Tell students that they will often have these qualities tested; therefore, they must know the extent to which they are willing to compromise these traits.

Divide the class into three groups. Have each group discuss one of the following scenarios and act it out for the class:

- You're a responsible person. You have final exams that demand many hours of concentrated study time. It's the night before the first final, and a neighbor for whom you babysit regularly has asked you to sit for her infant while she handles a family emergency. You know that the baby will demand a good amount of your time. What do you do?
- You pride yourself on your honesty, and your best friend has asked for your opinion about their romantic partner. The relationship has just started, so you haven't spent a lot of time with this new person, but your initial impressions are negative. This person seems self-centered and inconsiderate toward your friend. Do you tell your friend the truth about how you feel? What do you do?
- You're a fair-minded person, but it's hard to maintain your objectivity about your best friend when they are accused of shoplifting something from the local drugstore. Your friend has a history of theft and witnesses claim to have seen the crime, but your friend has assured you that the past is the past. Do you think your friend did it? What do you say to your friend?

When students are finished performing, explain that throughout our lives, the qualities of character from which we derive our self-respect are frequently pushed to the limit, compromised, or put to the test. Point out that each of these conflicts is open-ended and is likely to have a different resolution, depending on the person who resolves it. Encourage discussion and debate about students' approaches to each situation. Ask students to think about the following question: How far can you push the boundaries of your own best qualities and still maintain your self-respect?

**2. Students apply what they have learned.**

Ask students to consider the qualities discussed in Part II of this lesson and have them list other qualities in themselves that are worthy of self-respect. Briefly discuss and evaluate the importance of these qualities in their daily lives, distinguishing surface values from attributes that are worthy of respect.

Have students write a journal entry describing their lives three years from now. Have them invent and describe a future incident in which a respectable quality empowers them.

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### Conclusion (2 minutes)

Have students brainstorm several examples of situations in which having self-respect could help them. Elicit from students the following key points that were taught in this lesson:

- Respect for ourselves and others is very important.
- To build self-respect, focus on what's best about you.
- Self-respect shines through as self-confidence; self-confident people draw others to them in a positive way.
- Our best qualities can often be pushed to the limit by certain life situations. It is important to be able to identify those situations and to be able to cope with them.

### Student Assessment

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1. What do you think it means to respect someone?
2. Name a person you respect. Why do you respect this person?
3. There is an expression that says, "If you don't respect yourself, you can't respect anyone else." What does this mean to you?

## LESSON EXTENSIONS

### Using Quotations

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“As within, so without.”

Have students read and discuss the meaning of the quote. Discuss how our level of self-respect can affect how we interact with others and how we deal with difficult situations.

### Addressing Multiple Learning Styles

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Have students create a collage or concept map of people they respect (e.g., family, friends, famous people).

Have students share their collages with the class or hang them on the walls.

### Writing in Your Journal

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Have students write about a time when someone blatantly disrespected them. Ask, “How did you handle it? What would you do differently? What would you do the same? Did it affect your self-confidence?”

Discuss how being disrespected impacts a person’s self-confidence. Have students brainstorm ways to cope with feeling disrespected.

### Using Technology

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Have students create songs about respect.

Encourage students to perform the song for the class, print the lyrics of the song and have the class sing it, or record the song and play it for the class.



## Homework

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Have students write a letter to or interview someone they respect.

Discuss what the students hope to learn from those they respect. Ask students to identify the personal qualities that they have developed as a result of modeling themselves after people they respect.

## Additional Resources

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Read aloud *Blubber* by Judy Blume.

Discuss with students how Blubber's classmates put her down. Discuss how they showed a lack of respect for her. Brainstorm ways that Blubber's classmates should have behaved.

# IDENTIFYING STRENGTHS

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## AGENDA

- Starter
- Jeopardy
- Strengths Interview
- Take It Outside
- Conclusion
- Student Assessment

### Objectives

Students will recognize that every individual has personal strengths.

Students will identify some of their strengths.

### Materials Needed

- One copy of the “Jeopardy” activity sheet for each student (Part I)
- Five index cards for each student (Part I)
- Two clickers, or similar noisemakers (Part I)
- One copy of the “Strengths Interview” activity sheet for each student (Part II)

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**Starter (3 minutes)**

Remind students of the previous lesson on respect—for oneself and for others. Point out that what we respect about ourselves and others emanates from our strengths. Brainstorm the strengths of a few respected public figures or celebrities students are familiar with. Encourage students to go beyond external qualities; for example, in addition to being famous for their work in movies, many popular actors and actresses are also dedicated philanthropists.

Write the following questions on the board: “Do we all have personal strengths? If so, what are they?” Explain to students that they will be able to answer these questions by the end of this session.

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**Part I Jeopardy (25 minutes)**

Purpose: Students discover that they all have personal strengths.

**1. Students prepare for the activity.**

Distribute a copy of the “Jeopardy” activity sheet and five index cards to each student. Point out to students that there are five categories across the top of the activity sheet—Sports & Fitness, Arts & Music, Friends & Family, School Subjects, and Just for Fun—and that each category has boxes beneath it labeled 10, 20, 30, 40, and 50.

Ask students to write the titles of the categories on the backs of their index cards. Then ask them to write their names and a strength they possess in each category on the other side of the cards.

When the class has finished, choose five volunteers, one to be in charge of each category. Explain that these five volunteers will generate the statements and verify the “question-phrased” answers, as per the TV game show Jeopardy! Have each volunteer collect the cards for their category and sort them by the strengths that students have listed. Have the volunteers put the cards with the strengths that apply to the greatest number of students on top of the pile and the strengths that apply to the least number of students on the bottom of the pile. Explain that the greater the number of students who possess a strength, the lower the point value of the question. (For example, if 15 students wrote that they are good at math, that card is on top of the pile and the question is worth only 10 points, since the majority of students provided that answer.)

**2. Students participate in the activity.**

Divide the class into two teams and provide each team with a clicker. Choose one team to go first and have the first student from that team pick the category for the first question. For example, if the student chooses “School Subjects for 10,” have the School Subjects student make a statement relating to a strength that others have described on their cards (e.g., “this person is good at math”). The team that clicks in first must name a student who is good at math (e.g., “Who is Hector?”). If the team is right, it gets 10 points. If the team is wrong, then the other team gets a chance to answer and earn 10 points. Once the question has been answered correctly, all students who are good at math must stand to identify themselves. Players then pass the clicker to the next member of the team to play out the next question.

Ask students to cross out a box once its point value has been played. Continue until the entire game board has been played. The winning team is the one with the most points.

### **3. Students draw conclusions from this exercise.**

Summarize the activity by noting that the game board has 25 different squares on it. Point out that everyone is good at something, so everyone should have been able to identify with at least one or two of the categories.

Ask students to discuss their reactions to discovering the strengths they share with their classmates. Then, talk about the strengths that make each person unique within the group.

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## **Part II Strengths Interview (15 minutes)**

Purpose: Students identify five of their personal strengths.

### **1. Students learn that people have strengths in different areas.**

Ask students if they felt that it was difficult to list strengths for every category. Take a poll to see how many students left one or more index cards blank. Point out that nobody shines in every area. We all have our own personal strengths and interests.

### **2. Students interview partners to identify their strengths.**

Distribute one copy of the “Strengths Interview” activity sheet to each student. Divide the class into pairs and provide these directions for students:

- Take turns interviewing one another.
- Your task is to find out five of your partner's strengths.
- No matter how much your partner tries to convince you that they don't have any more strengths, you must keep asking until you've written down five.
- If your partner says that they have no strengths, ask specific questions about their interests. A person's interests often prompt the pursuit of related activities. For example, someone who loves music might learn how to play the guitar or the saxophone. Over time, they may discover a musical talent or a level of expertise that makes this a strength.

Allow five minutes for each interview.

### **3. Students discuss the activity.**

Elicit students' comments on the experience of interviewing their peers. Ask questions such as the following:

- Were you surprised to find that you had a lot in common?
- Did you learn anything new while you were interviewing your partner?

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## **Part III Take It Outside (5 minutes)**

Purpose: Students discuss the importance of identifying their strengths.

### **1. Students discuss why knowing their strengths can be useful.**

Ask students why they think it might be important to know their strengths. (Students might reply: because it helps us keep our self-respect, because it helps us to make decisions.)

Ask students how they can continue to use these strengths in their everyday lives. Point out that they don't need to stop with the five they listed in Part II. They should take time to think about other strengths they possess and how they might use them.

### **2. Students apply what they've learned.**

Encourage students to write down their strengths on paper and post them on their bedroom wall, mirror, or locker door as a reminder. Explain that reminding ourselves of our special qualities will help us to persevere when we're experiencing challenges.

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## Conclusion (2 minutes)

Have students respond to the questions posed in the starter. Elicit from students the following **key points** that were taught in this lesson:

- Everyone has strengths.
- Some of our strengths are shared by others. Some are unique.
- It's important for each of us to know our strengths and use them every day.

## Student Assessment

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1. List three of your personal strengths.
2. Explain how one of your strengths helps you in your daily life.

## LESSON EXTENSIONS

### Using Quotations

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“Our strengths are our tools.”

Have students write a paragraph or draw a picture that shows how they use their strengths every day.

### Addressing Multiple Learning Styles

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Have students create or bring in an object that represents their strengths.

Invite students to share how the object represents their strengths.

### Writing in Your Journal

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Have students write about the strengths they possess and times when they have used these strengths.

Discuss with students the importance of being able to identify and focus on their own strengths.

### Using Technology

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Show students a video about someone with many strengths.

After viewing the video, ask students to create a list of the person’s strengths.

### Homework

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Have students write an autobiography that focuses on their strengths.

Ask students to share their autobiographies with the class.

## Additional Resources

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Have students review biographical information for well-known people.

Ask students to find and share strengths that may be surprising or not well-known (for instance, an athlete who is skilled at painting).



# JEOPARDY

Sports & Fitness	Art & Music	Friends & Family	School Subjects	Just for Fun
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

Notes:

# STRENGTHS INTERVIEW

Five of \_\_\_\_\_'s Strengths  
Name of interviewee

1.

2.

3.

4.

5.

Interviewed by \_\_\_\_\_  
Name



# ESTABLISHING WHAT'S IMPORTANT

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## AGENDA

- Starter
- The Top 10
- Hmm, Let Me Think about That
- "To Thine Own Self Be True"
- Conclusion
- Student Assessment

### Objectives

Students will examine and determine their personal values.

Students will make decisions based on their values.

Students will practice resisting pressure to make decisions that are not in line with their personal values.

### Materials Needed

- One copy of the "Top 10" activity sheet for each student (Part I)

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**Starter (3 minutes)**

Ask students to identify who George Lucas is. (He is the writer and director who created Star Wars, Indiana Jones, and the sequels to those movies. He is also the founder of Industrial Light & Magic, a computer technology company that creates special effects for movies.)

Tell students that Lucas was quoted as saying, "I used to think there was nothing more important in the world than making movies, but there is...raising children is more important."

From his blockbuster films, we know that George Lucas is an accomplished filmmaker who has invested a great deal of effort in his career. However, it is reported that he also made a decision to take a 16-year break to raise his children as a single father. Point out that this decision would indicate that George Lucas values his family. Explain to students that although most people cannot afford to leave their jobs in order to raise their children as George Lucas did, everyone makes choices about their lifestyle, their values, and the priorities in their lives. This is how we establish what is most important to us.

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**Part I The Top 10 (20 minutes)**

Purpose: Students examine and determine their personal values.

**1. Students identify the people, places, and things that are important to them.**

Distribute a copy of the "Top 10" activity sheet to each student. Explain that these top 10 lists are meant to help them discover who and what is important to them. Direct students to think about what they really feel before they start writing. Tell students to list their top 10 choices for each category.

Allow students 10 minutes to complete the activity sheet.

**2. Students examine their choices and draw conclusions about their personal values.**

When students have completed the activity sheet, ask the following questions:

- Look at your top 10 list of people. Are they mostly friends or family? Are they people that you've known for a long time? Are they people you know well or admire from a distance? What qualities of character, if any, do these people share?
- Look at your top 10 list of things you like to do. Are they things you do with others or alone? Do you mostly use your body, your mind, or both to do them? Can you do them near your home, or must you travel? Do they cost a lot of money, or are they free?
- Look at your top 10 list of places. Are they near or far? Do you like to go there alone or with other people? Are they all real, or are some imaginary? Do they cost a lot of money, or are they free?
- Look at your top 10 list of things you'd like to own. What did you write down? How do these things reflect your values? If, for example, your list is filled with clothes, does this mean that you value looking good?
- Look at your top 10 list of rules to live by. What qualities of character do these rules reflect (e.g., honesty, loyalty, perseverance)?

Guide students to conclude that the people, places, and things that are important to us and the rules we live by reflect who we are and what we value. We all have things that we value, and those values affect every choice we make.

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## Part II Hmm, Let Me Think about That (10 minutes)

Purpose: Students make decisions based on their values.

### 1. Students prepare for the activity.

Explain that you will be presenting students with a series of choices. Students will make a choice and either stand up or remain seated, depending on where you point. Demonstrate how this will work by saying: "For example, I will ask if you would rather have X (point up, meaning stand up) or Y (point down, meaning remain seated)."

### 2. Students make some choices.

Ask a series of questions like the following, beginning with simple choices and moving to more difficult ones:

- Would you rather dress up or dress down?
- Would you rather be onstage or in the audience?
- Would you rather be an athlete or an artist?
- Would you rather have dinner at home with your family or go to a fast-food restaurant with friends?
- Would you rather take a long walk by yourself or be with friends?
- Would you rather be healthy but poor or sick but very rich?

### 3. Students reflect on the choices they made.

Ask students if they thought the choices became more difficult toward the end. Encourage them to explain why and tell how they finally made a decision. Explain that the decisions and choices we make are influenced by what is important to us, or what we value. Point out that everyone made different choices and that there are as many different sets of values as there are people.

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## Part III "To Thine Own Self Be True" (15 minutes)

Purpose: Students practice resisting pressure to make decisions that are not compatible with their personal values.

### 1. Students perform role plays.

Share the following quote from William Shakespeare's *Hamlet*: "To thine own self be true." Discuss the meaning of this quote. Explain that once we know what's important to us, we must live by those values, even in the face of pressure.

Divide the class into three groups. Have each group brainstorm one of the following scenarios and act it out for the class:

- You're at a party with a popular crowd, and someone you like and want to impress is encouraging you to do drugs. What do you do?
- Someone you like has the answers to your midterm exam and is passing them around. You've been worried about passing this course—it's a tough one. There's little chance of getting caught because almost everyone who's been approached has taken the answers, so they're not likely to snitch. What do you do?
- You notice that your friends like to taunt the less-popular students at school. They want you to join in, and they tease you when you don't. What do you do?

Discuss the difficulty of maintaining your values in the face of pressure to change them. Remind students that self-respect, as well as the respect of others, is strongly tied to our values. Ask students if they think that self-respect is more important than having the respect of others. Point out that self-respect is defined by a person's own value system, while the respect of others is defined by their value systems. Since another person's value system may be different from their own, remind students again of the quote, "To thine own self be true."

## 2. Students apply what they have learned.

Have students write a paragraph describing a time when their values conflicted with the values of someone close to them. Ask volunteers to read their paragraphs out loud. Have the rest of the class suggest resolutions to the conflicts.

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### Conclusion (2 minutes)

Ask students to name the one thing that is of paramount importance to them. Elicit from students the following **key points** that were taught in this lesson:

- The things you value influence everything you do.
- Decide what things you value and make choices based on them.
- Stay true to your beliefs in your actions. Make decisions that are aligned with the rules that you live by.

### Student Assessment

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1. List three values that are important to you. Explain how these values influence your actions.
2. Explain what is meant by the saying "To thine own self be true."
3. On whose values is self-respect based? What about the respect of others?

## LESSON EXTENSIONS

### Using Quotations

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"Try not to become a man of success, but rather try to become a man of value."

Ask, "If you were to live by your values, do you think you would be vulnerable to pressure from peers? Why? Why not?" Brainstorm with students ways to stick to their own values.

### Addressing Multiple Learning Styles

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Ask students to stand in the middle of the room. Label the corners of the room "strongly agree," "somewhat agree," "strongly disagree," and "somewhat disagree." Ask students questions related to values. Tell students to go to the corner that represents how they feel.

Have students explain why they feel the way they do.

### Writing in Your Journal

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Have students write about a person who they think has values similar to their own and why they think this is the case.

Discuss with students how values are formed and how values might change.

### Using Technology

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Watch a high school-themed movie as a class. Talk with students about the values (or lack thereof) that are represented in the film. Ask, "Are these values realistic? Do you agree with or accept the values portrayed?"



## Homework

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Ask students to create a "Me Bag." Students should decorate a bag or box and fill it with items that represent them and their values.

Have students describe the contents of their "Me Bag."

## Additional Resources

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Choose a short story that emphasizes values and share it with the class.

Have students choose and share their favorite quote from the story.

# TOP 10

The top 10 people in my life:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

The top 10 things I like to do:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

The top 10 places I like to go:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

# TOP 10

(CONTINUED)

The top 10 things I'd like to own:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

The top 10 rules I live by:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

The top 10 dreams I have for the future:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

# IMPROVING WELL-BEING

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## AGENDA

- Starter
- Be a Health “Freak”
- Say Yes to Less Stress
- A Day at the Health Club
- Conclusion
- Student Assessment

### Objectives

Students will identify good health and physical fitness as essential to self-esteem.

Students will identify stress factors in their lives and explore ways to manage and reduce them.

### Materials Needed

- One copy of the “MyPlate” activity sheet for each student (Part I)
- One copy of the “Say Yes to Less Stress” activity sheet for each student (Part II)

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**Starter (3 minutes)**

Give students the following directions:

- Raise your hand if you ate a cookie, drank soda, or ate a candy bar yesterday.
- Raise your hand if you stayed up late last night, regardless of the reason.
- Raise your hand if you get less than one hour of exercise a week. (Point out that exercise does not have to be a sport.)

Tell students that in this lesson they'll be learning how diet, exercise, and sleep affect their health, and they'll see how good health can make it easier for them to feel, think, and perform their best.

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**Part I Be a Health "Freak" (15 minutes)**

Purpose: Students examine how healthy patterns of diet, exercise, and sleep can help them look and feel their best.

**1. Students review important food groups and the need for a balanced diet.**

Distribute copies of the "MyPlate" activity sheet to each student. Explain that the food we eat affects our energy level and our ability to do things well. A balanced diet means eating different kinds of food in proper quantities. This food gives our body the nutrients it needs to work and grow. A balanced diet also helps us look our best; it keeps our skin healthy and makes our hair and bones stronger.

Briefly discuss each section of the chart and ask students to brainstorm a list of favorite foods from each group:

- Grains (like bread, cereal, rice, and pasta) are high in proteins and carbohydrates. They are important for creating energy. Notice how this section takes up a large portion of the plate.
- Vegetables and fruits are high in vitamins and nutrients that help fight infection and disease. Fruits are also a good source of energy. These two portions take up half of the plate, meaning that half of our meals should consist of fruits and vegetables.
- Sources of protein, such as meat, poultry, fish, beans, eggs, and nuts, should be a part of every meal, as they provide us with the building blocks of the body.
- The small cup represents dairy products, like low-fat yogurt or milk. We should include dairy products with our meals, as they give us calcium, which helps our bones and teeth grow strong. Those who are lactose intolerant can have lactose-free dairy or calcium-fortified soy milk.
- Oils, sweets, and unhealthy fats (which aren't even shown on the plate) are foods to eat sparingly; these foods include potato chips, French fries, fried chicken, cookies, and soda. Fats and oils can clog our arteries and affect the way our heart functions. Sweets have no nutritional value and can cause health problems.

By a show of hands for each food group, poll students to see if they are eating appropriate amounts from each group. Discuss ways to change eating habits, such as eating fewer sweets, eating more fruit, eating three small meals a day, and having healthy snacks between meals.

## 2. Students examine how food affects self-esteem.

Ask students to finish each sentence:

- When I eat too much candy, I feel \_\_\_\_ (heavy, tired).
- When I feel that way, I have a \_\_\_\_ (hard) time getting things done.
- When that happens, I feel \_\_\_\_ (bad) about myself.
- When I eat a balanced diet, I feel \_\_\_\_ (good, energetic, strong).
- When I feel that way, I have a(n) \_\_\_\_ (easy) time getting things done.
- When that happens, I feel \_\_\_\_ (good) about myself.

Have students write their own series of sentences like the ones above to show how food affects their self-esteem. Encourage them to share their thoughts with partners.

## 3. Students review the need for exercise.

Explain that exercise increases energy. It increases the flow of oxygen to the brain, which stimulates the mind and body. It strengthens our muscles, bones, and other tissues and organs.

Tell students to brainstorm a list of physical activities that they enjoy. Write responses on the board.

Have students stand and stretch. Lead them in some bending and stretching exercises to get their oxygen flowing. Invite volunteers to share some exercises they know and lead the class in them.

#### 4. Students examine how exercise affects self-esteem.

Have students work in pairs to role-play a scene between a healthy person and a couch potato. Each healthy person must try to convince their couch potato friend that exercise will improve their life. Tell the healthy people that they have three minutes to provide their friends with at least three compelling reasons why exercise will bolster their self-confidence. They should then switch roles and repeat the procedure. When students have finished, ask:

- How many couch potatoes were convinced to change their ways? What was said that convinced you to change?
- How many couch potatoes held firm to the couch? What, for you, are the benefits of being a couch potato?

Point out that exercise also relieves the body of tension and stress. Ask students if they have ever noticed that going out and doing something helps them feel better when they're angry or upset. Remind students that getting a good night's sleep (seven to 10 hours) also helps them to become more productive by relaxing the mind and body.

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## Part II Say Yes to Less Stress (15 minutes)

Purpose: Students identify stress factors in their lives and explore ways to manage and reduce that stress.

### 1. Students discuss common sources and signals of stress.

Explain that stress is tension, or a feeling of pressure or anxiety. Stress occurs when you feel out of control or under a lot of pressure, and it affects how you respond to people or situations. Ask students to provide an example of an event that causes them to feel stress, either at school, at home, on the job (if they have one), with their friends, or in the community.

Have a volunteer write student responses on the board.

Tell students to describe how they know that they're feeling stress. Ask:

- Does your body send you signals? (Students may mention common signals, such as back, neck, or stomach pains.)
- Does your mind send you signals? How do your feelings or emotions change? (Students may suggest that they get angry or frustrated.)
- How does your behavior change? (Some may retreat inside themselves and become quiet. Others may show anxiety by talking too loudly or quickly.)

Point out that you can't always control the events in your life, but you can control your behavior.

## 2. Students explore ways to respond to stressful situations.

Discuss the following scenarios:

- You have a test at school. What are three things you can do to feel confident instead of anxious? (Students may answer: study hard, be prepared, get a good night's sleep.)
- You're coming home late from work. You feel unsafe on the street where you are walking. What can you do to make yourself feel less anxious? (Students may say: walk under streetlights or where people can see you, carry a whistle or something that makes noise, plan to walk with someone rather than alone, take a longer but safer route to get home.)

Distribute one copy of the "Say Yes to Less Stress" activity sheet to each student. Allow students five minutes to complete this activity sheet.

When students have finished, have them discuss how they try to reduce stress in their lives. Encourage students to offer helpful suggestions to one another about techniques that work for them. Invite volunteers who are familiar with breathing strategies, for example, to lead the class in some exercises. Other students may have expertise in yoga, relaxation, meditation, or cultural traditions that they can share.

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## Part III A Day at the Health Club (15 minutes)

*Purpose:* Students plan a healthy routine of diet, exercise, and sleep, including some strategies to reduce stress.

### 1. Students apply what they have learned by planning a "day at the health club."

Divide the class into groups of five or six. Explain that each group is going to plan a pretend "day at the health club" for the class. The plan must include the following:

- A menu for breakfast, lunch, and dinner that is healthy and nutritious and has the proper quantities of all the food groups for each meal
- A schedule of daily exercise, including sports, workouts, and walks
- A separate schedule of lectures and classes on stress-reduction techniques, including breathing strategies, relaxation, meditation, yoga, and cultural traditions

Allow 10 minutes for students to prepare the plan.

### 2. Students share their plans.



Allow each group to share its plan with the class. Have the class evaluate the plans and determine the one that would be most healthy. Explain to students that while it is unlikely that they will be able to incorporate all of the “health club” activities in their daily lives, they should make an effort to include some.

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### Conclusion (2 minutes)

Ask students to summarize the ways diet, exercise, and stress reduction impact their lives. Elicit from students the following **key points** that were taught in this lesson:

- When you are healthy, you look, feel, think, and do your best.
- The food you eat affects your energy and your health.
- Exercise increases your energy. It strengthens your body and relieves tension and stress.
- Healthy, well-rested people are better prepared to deal with stress.
- Often, we can control the amount of stress in our lives by determining how to respond to stressful situations.

### Student Assessment

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1. Create a menu for a healthy, well-balanced meal.
2. List three benefits of regular exercise.
3. List three techniques for reducing stress.

## LESSON EXTENSIONS

### Using Quotations

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“Remember to create a code of behavior to guide your actions toward a healthy lifestyle.”

Have students create an outline for healthy living that is possible for them to follow. Discuss the elements of healthy living.

### Addressing Multiple Learning Styles

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Explain to students that stress reduction techniques that are effective for one person may not work for another. Have students research various techniques and identify three each that they feel might be useful to them. Have each student share one technique and create a summary list to share with the class.

### Writing in Your Journal

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Challenge students to keep a record of the times they feel stressed throughout the week. Have them write down what made them stressed and how they dealt with the stress.

After one week, have students report the results of their stress records to the class.

### Using Technology

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Have students visit [www.eatthismuch.com](http://www.eatthismuch.com). Tell them to fill out the form that appears to receive a daily food plan that is customized for their height and weight.

Have students print their plans. As a class, discuss ways and make a commitment to follow the plans.

## Homework

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Have students choose four foods in their homes and estimate the nutrition information of each (e.g., calories, fat, protein). Have them look at the panel on the side or back and see if the foods are as nutritious as they thought.

Have students report their findings to the class.

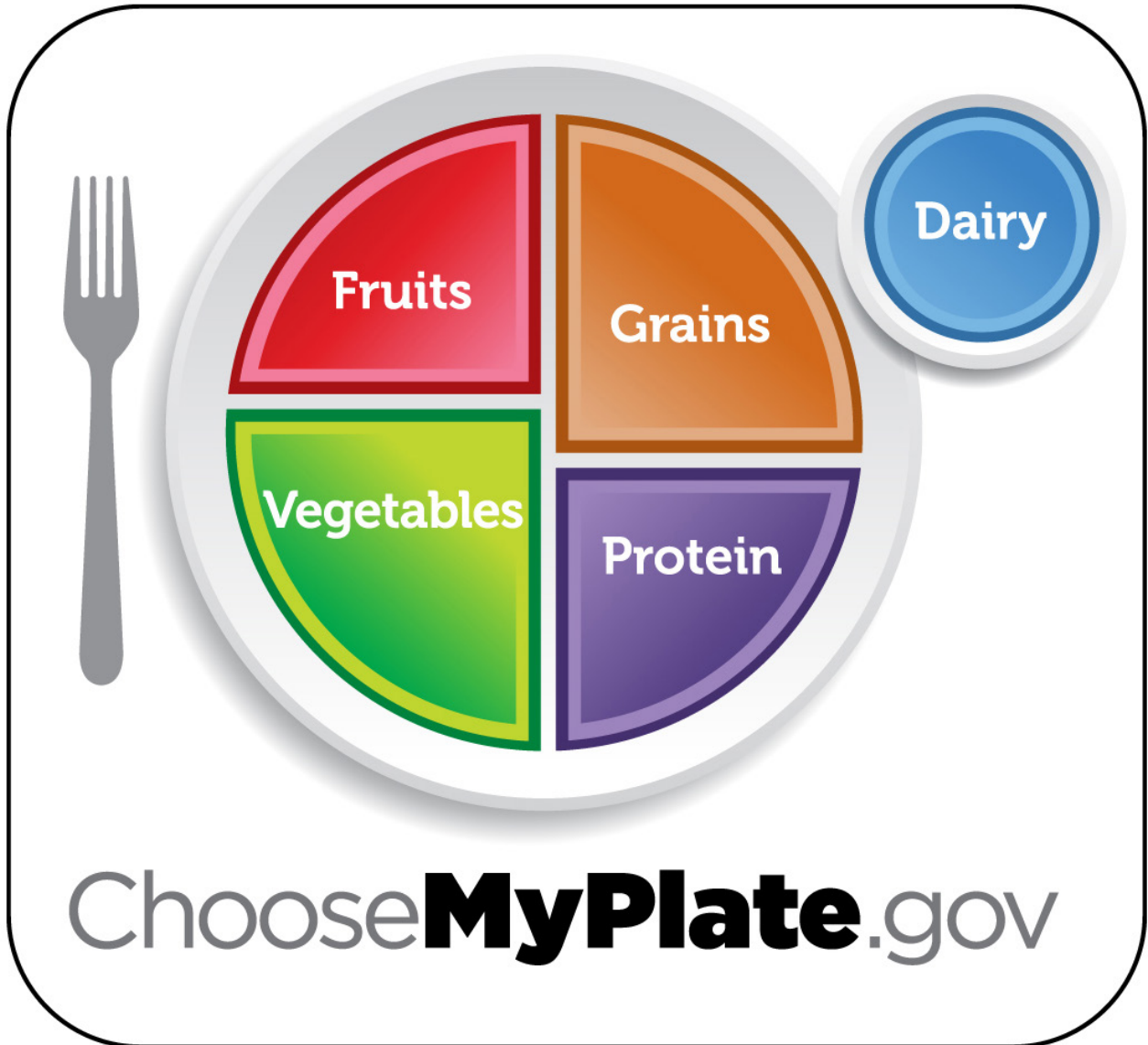
## Additional Resources

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Show a yoga or exercise video to the class. Have students follow along, if possible.

Discuss with students how the yoga or exercise made them feel (or could make them feel).

# MYPLATE



# SAY YES TO LESS STRESS

THE SOURCE	THE SIGNAL	I SAY YES TO LESS STRESS BY
1.		a.
2.		b.
3.		c.
4.		d.
5.		e.

# DEVELOPING PERSONAL POWER

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## AGENDA

- Starter
- The Power Within
- Who's the Boss?
- Power for Positive Change
- Conclusion
- Student Assessment

### Objectives

Students will develop an understanding of power.

Students will identify the forms that power can take.

Students will identify the power of personal responsibility.

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**Starter (3 minutes)**

Clear a space in the classroom big enough for students to walk around in. Tell students to stand in that space. Ask them to select (in their minds) two other students and to keep these students' identities a secret. Explain that each student's goal is to walk around the room until they are equidistant from the two chosen students. Give students three minutes to achieve their goal. They will notice that each time one student moves, it affects the movement of everyone else in the room.

Elicit from students that this is an example of how they have the power to effect change in their environment. Physical and mental power worked together to effect the change.

Tell students that they probably have much more personal power than they think.

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**Part I The Power Within (13 minutes)**

Purpose: Students identify power in its many forms, including the decisions they make.

**1. Students explore different forms of power.**

Remind students that the exercise they've just completed shows that strength and intelligence can become sources of personal power. By asking questions such as the following, prompt students to think about other things that give people power:

- Does health give people power?
- Does wealth give people power?
- Does beauty give people power?
- Does physical size give people power?
- Does knowledge give people power?
- Does popularity give people power?
- Does the ability to communicate give people power?

Encourage students to explain their answers.

Write student responses where everyone can see. Afterward, take a quick poll of the class, item by item, to see how many agree that the things they listed really give people power. Ask students to provide examples of newsmakers or people from the past who used these forms of power. Have them identify what these people have accomplished through their own personal power.

**2. Students consider the true sources of power.**

Have students name someone or something that has more power than they do. Ask students to explain the source of this power.

Explore examples given to help guide students to the source of true power. For example, if a student says a judge or the courts have power because they can suspend a person's driver's license, make the following points in sequence:

- Explain that even though the court has the power to suspend a person's driver's license, it does not have to do so.
- Before the court suspends a license, it gathers information on the offense and makes a decision about it.
- Prior to the court's decision to suspend a license, the driver made a decision to violate the law.
- What decision might the driver have made? (Among other things, students might answer: speeding or drinking and driving.)

Lead students to conclude that the ability to make choices is a kind of power. As students agree, add "the ability to make a choice" to the list on the board and circle it. Tell students that they will spend more time later in this course learning about how to make better decisions.

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## Part II Who's the Boss? (15 minutes)

Purpose: Students explore the use of personal power to influence their own lives.

### 1. Students rate their effectiveness on a scale of one to 10.

Tell students to write down a number from one to 10 that rates the amount of power they feel they have to do the following (10 is the largest amount of power, one is the smallest amount of power):

- Wear what they want
- Get good grades in school
- Get a part-time job
- Go out with the girl or boy that they like

Once students have added up their numbers, tell students that a score above 20 means that they have a fair amount of personal power and they know it! A score below 20 means that they probably have more personal power than they think. Explain that they will look at how they use their decision making power to influence their lives.

### 2. Students apply decision making power to aspects of their daily lives.



Review each of the above questions with students to see how they rated themselves. Ask students who rated themselves five or above on their power to get good grades to pair with students who rated themselves less than five. Ask students who rated themselves five or above to describe ways in which the choices they make help influence their grades. Then, ask students who rated themselves less than five to brainstorm ways in which they can get better grades in school. Repeat this procedure for the third and fourth items on the list.

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### Part III Power for Positive Change (15 minutes)

Purpose: Students recognize the power of personal responsibility.

#### 1. Students apply their personal power to effect positive change.

Remind students that we alone are responsible for how we use our personal power. Throughout history, people have used and abused different forms of power. Ask students for examples of uses and abuses of power in today's news. For abuses, have volunteers offer one or two options for positive change.

Point out that our personal power can be used to effect change, not only in our own lives, but in the lives of those in our families, our schools, and our communities.

Divide the class into groups of three or four and ask each group to choose something they'd like to change about their school. Have them decide upon a plan to use their personal power to effect change. Point out that this power may take different forms within the group. Ask students to try to identify the forms of power (such as intelligence, wit, and decision making) they will use to effect a positive change in their school community.

#### 2. Students present their plans.

Ask each group to present its plan. Have the whole class reach consensus on whether to present one or more of the plans to the school principal. Discuss with students the criteria they used to determine the importance of the issue and the readiness of the plan. Point out the variety of ways in which students can choose to use the power they have.

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### Conclusion (2 minutes)

Remind students that their goal should be to use their personal power to positively influence their lives. Ask students to identify situations in their own lives in which they can begin to make their personal power work for them. Elicit from students the following **key points** that were taught in this lesson:

- Personal power lies in the choices we make.
- Your choices will affect your own life and often the lives of others.
- You alone are responsible for how you use your power.

## Student Assessment

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1. List three things that can give people power.
2. Name someone who has a lot of power. What kind of power does this person have? How did this person get this power?
3. List three things in your life that you have the power to control.

## LESSON EXTENSIONS

### Using Quotations

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“Actually, I have no regard for money. Aside from its purchasing power, it’s completely useless as far as I’m concerned.”

Have students interpret this quote. Discuss students’ views on money as a source of power.

### Addressing Multiple Learning Styles

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Have small groups of students create posters or electronic collages that represent personal power.

Allow each group to show their poster and explain how it represents personal power.

### Writing in Your Journal

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Have students write about the personal power they possess and how they will use this power in a positive way.

Discuss with students the forms and uses of personal power.

### Using Technology

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Have each student choose a person they think has or had power. Tell each to research that person using the internet or traditional resources.

Have students report their findings to the class. Have them identify the type of power the person they chose had/has and how the person used it.

### Homework

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Have students print out or clip a newspaper article in which ordinary people use personal power to effect change among their families, friends, schools, or communities.

Discuss everyday and “newsworthy” instances of personal power.

## Additional Resources

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Have students review biographies of leaders. (You may want to choose a particular group of leaders, such as women, African Americans, politicians, etc.)

Discuss the reasons why each person studied had/has power. Discuss how each person used their power. Write responses on the board or on an interactive projection device.