

Living a Positive Life

Kentucky 4-H State Teen Council
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Overview

Teens across the world struggle daily with remaining positive. In today's society many people feel left out, not good enough, and so much more. Our goal as a council is to create a greater awareness of one's own potential to make the best better. It is essential to build positivity, self-image, self-confidence and positive relationships to build each other up, instead of tearing each other down. STC has chosen this topic because it is a constant factor in the lives of youth ages 9-19, and in improving the quality of these things, we improve everyone's lives.

“That's what real love amounts to - letting a person be what he really is. Most people love you for who you pretend to be. To keep their love, you keep pretending - performing. You get to love your presence. It's true, we're locked in an image, an act - and the sad thing is, people get so used to their image, they grow attached to their masks. They love their chains. They forget all about who they really are. And if you try to remind them, they hate you for it, they feel like you're trying to steal their most precious possession.”

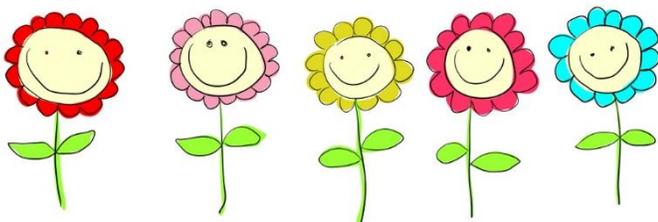
-Jim Morrison

“Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are.”

-John Wooden

“I am beginning to measure myself in strength, not pounds. Sometimes in smiles.”

-Laurie Halse Anderson



Facts Relating to Positivity, Self-Image, Self Confidence, and Building Positive Relationships

<http://selfesteemproject.weebly.com/interesting-facts.html>

- 7 in 10 girls believe that they are not good enough or don't measure up in some way, including their looks, performance in school and relationships with friends and family members.
- Suicide is the third leading cause of death among adolescents and teenagers. Teen girls are more likely to be suicidal.
- Three-fourths of girls with low self-esteem engage in negative activities, such as disordered eating, bullying, smoking or drinking.

<https://www.linkedin.com/pulse/20140404115536-40086097-11-myths-and-5-facts-about-self-confidence?redirectFromSplash=true>

- Self-confidence inspires trust. A confident person is more likely to gain the trust of a potential client – and contract – than someone who is projecting her/his insecurity.
- With action comes more confidence. This is a good circle: action generates more confidence and the more confident we are the more action we take.
- You cannot have self-confidence without self-love. You want to feel confident? Love yourself!
- 47 percent of girls between the ages of 11 and 14 refuse to take part in activities that will show off their bodies in any way — like swimming or performing in a school play
- 23 percent of girls between the ages of 11 and 14 are too afraid to put their hand up in class.
- 75% of girls with low self-esteem “reported engaging in negative and potentially harmful activities, such as disordered eating, cutting, bullying, smoking or drinking, when feeling badly about themselves”
- By high school only 29% of girls report that they are happy the way they are. This means that 71% of high school girls are not happy with themselves!
- Children with low self-esteem are 1.6 times more likely to meet the criteria for drug dependence than other children.
- Girls question their own beauty: between 50% and 70 % of girls of normal weight believe they are overweight!

<https://www.dosomething.org/facts/11-facts-about-body-image>

- Body image is closely linked to self-esteem. Low self-esteem in adolescents can lead to eating disorders, early sexual activity, substance use and suicidal thoughts. You can post encouraging notes in your school bathrooms to brighten your classmates' day.
- Approximately 91% of women are unhappy with their bodies and resort to dieting to achieve their ideal body shape. Unfortunately, only 5% of women naturally possess the body type often portrayed by Americans in the media.
- 95% of people with eating disorders are between the ages of 12 and 25.
- About 20% of teens will experience depression before they reach adulthood.
- 7 in 10 girls believe that they are not good enough or don't measure up in some way, including their looks, performance in school and relationships with friends and family members.
- 7. 98.6% of students report that a teacher has positively impacted them.
- 8. 96.5% of teens have performed a random act of kindness.

Lesson Plan

The following activities and information have been selected with the goal of creating a greater awareness about Positivity, Self-Image, Self Confidence, and Building Positive Relationships. The goal is to build up Kentucky's youth in regards to Self-Image, Self Confidence, and Building Positive Relationships. The following lesson plan is an example of how this program can be presented. You are encouraged to adapt the lessons, order or activities to best fit your audience. This workshop has been designed for middle school youth but can easily be adapted to younger or older audiences. The important thing is to keep your audience engaged and interacting with each other. These activities are designed using an experiential learning approach. To learn more about this method of teaching, see the appendices in at the end.

[the format below is an example. List each lesson plan title and needed resources]

- Activity 1:** **Icebreaker Activity** [a short icebreaker to introduce the topic and gain the audiences interest]
Handout/Resources: None
- Activity 2:** **Home Sweet Home**
Handout/Resources: Paper and pencils for each participant.
- Activity 3:** **Labeling**
Handout/Resources: A deck of cards (or two)
- Activity 4:** **Rumors**
Handout/Resources: Rumor story handout and a pencil or a pen.
- Activity 5:** **Promise Ring**
Handout/Resources: Cheap plastic ring, a Ringpop, or ribbon/string.

Additional Icebreaker Activities

M&M Questionnaire

Get one or more, depending on size of group, big bags of M&M's. You open them up and pass the bag around. Each person pulls out 1 M&M and passes the bag to the next person. You continue this cycle until you run out. When all M&M's are passed out, you begin to ask questions in a circle. Each M&M represents a question. (Red could be "Name one hobby" and blue could be "Name one of your favorite bands".) You pick which M&M to answer for; when you answer, you can eat the M&M. You must say your name before you answer a question.

Name Train

One person walks around the group and picks one person. That person then puts their hands on the leader's shoulders and yells their name in whatever tone they want, and everyone else has to mimic it. The leader keeps dragging the train around while the last person to join picks someone else.

Three Words

You tell the group to think of three words to describe themselves. You give everyone 2 minutes to think. Once you've given them time, the introductions will go around the room and the people will introduce themselves and say the three words they chose. I would say something like, "I am Jimmy Stark. I'm 17. I'd describe myself as fun, happy, and outgoing."

Names & Actions

Ask each person in the group to identify themselves and pairing each syllable of their name with a unique and fun movement. For example, you might say "My name is Mark" while clapping your hands. Someone with a longer name would have more movements. The group responds by repeating the name and the motions along with it. You then repeat each previous person's name and action. For example, you say "Hi Mark" (motion) and then "Hi Justin" (motion) for every person who's already been introduced.

Name Pulse

Form the group in a circle. Pick a player to start and have them say their name. The person to the left has to say their name as quickly as possible followed by the next person and so on. See how fast they can go around the circle.

Hog Call

In this activity, the participants create index cards that contain half of a word pair (peanut & butter, ice & cream, rock & star, etc). After they print one of the words of the pair on each card, the facilitator collects the cards and then redistributes them. The individuals must find their “partner” they should stand next to them and share some information about themselves with the new person. This activity helps people to mix up and work together.

Personality Sketches

In this activity, each participant draws a picture of a pig on a piece of paper. Using a list of “personality assessments”, the facilitator indicates the personality of the person based on how and where they drew the animal. This is a fun activity that can lead into a discussion on how people perceive things (and whether or not that is accurate).

Tiny Teach

In this activity, you ask each person to pair off with someone they don’t know. They are then given 2-3 minutes to teach the other person to do something that they don’t already know how to do. This might be something physical, intellectual/mental or artistic. The goal of this activity is to show that everyone has their own uniqueness!

The Human Knot

In this activity, you have everyone stand in a close circle. They should reach out with their left hand and take the hand of a person across from them. Then should then reach out with their other hand and take the hand of a *different* person. When the facilitator indicates they should start, they will work together to untangle the human knot that has been created.

All My Neighbors

You will need one chair per person minus a chair (i.e. one person will not have a seat). Arrange the chairs in a circle and sit down. The person without a chair stands in the middle. When ready, the person in the middle says something like, “All my neighbors...(pick something shared by multiple people)”. Everyone whom this applies gets up and changes to a seat (they can’t move to a seat on either side of them). The person in the middle also tries to find a seat. The odd person out is the new “caller”. This is a fun energetic game that gets people up and moving.

Human Taco

In this activity, participants are each given a card that has a component of a taco on it (taco shell, meat, cheese, lettuce...etc). They individuals should then, without talking or showing their card, find others to make a complete taco. Once a group has come together, they can compare their cards to see if they have made a complete taco. The ingredients should be selected to divide everyone up into even teams and the cards are distributed randomly.

Airplane Relay

In this activity, the group is told not to talk. They are each given a sheet of paper and challenged to make a paper airplane that will travel the furthest distance. Each person on the team has to touch the paper (to contribute to the airplane construction) and only one person can touch the paper at a time. Allow the teams four minutes to complete. When they are finished, have the team “pilots” launch the paper planes from a selected starting point. After determining the winner, give the teams a minute to adjust their designs. They are allowed to talk on this go around. Re-launch the planes and see whose plane travels the furthest this time.

Teamwork Minefield

Mark off an area outside or in the room about 10x10 feet (or larger). This can be done using chairs, cones or sticks. This is the minefield. Within this area, place a series of “obstacles” (they can be of any sort such as cans, cones, chairs etc). These are the mines. Leave enough room for people to navigate around the mines. Within the minefield, put several items that will be the “treasures” collected. Example might be stuffed animals, balls , etc (anything that is not the same as the “mines”). Asking for a volunteer, have the group navigate that volunteer through the maze of mines to collect all the treasures. If the volunteer touches a mine, they group has to start over with a new volunteer.

Perfect Square

Create a circle using a large rope (about 15’). Have each person use one hand to hold onto the circle and close their eyes. Challenge the group to come up with a perfect square in 10 minutes. They are not able to talk and must keep one hand on the rope at all times. Select person to be the “instructor” who will stand outside the area and give instructions. When they believe they have created the perfect square, have the group drop the rope to the ground and then see how they have done!

Stand Up/Sit Down

Have all members of the group form a circle and link arms. Working together, they must sit as a group and then stand as a group.

Lesson Plan 1



Home Sweet Home

Materials:

-Paper & pencil for each participant

DO

Have everyone draw a house. Make sure that every house includes a door, two windows, a chimney, a sun and a cloud in the sky.

Have them think about everyone who has influenced their lives (give about 2 minutes).

Next;

On the door, write who always made you feel at home.

On the bottom of the house, write who always supported you.

On the roof, write the name of the person who always helps you reach your dreams.

On the chimney, write something you've always wanted to tell the world.

On the cloud, write some of your dreams.

On the sun, write what makes your days bright.

Next, have everyone share at least one thing on their sheet.

REFLECT/APPLY:

Discuss with everyone why they should be so proud of themselves for coming so far. Have them wonder where they would be without their support system, whether it be friend or family. Tell them how proud we are of them for their hard work. Tell them it's okay if they don't always have someone's help.

Lesson Plan 2



Labeling

Materials:

A deck of cards (or two)

DO:

Give everyone in the group a card, and tell them not to look at it.

Tell each individual to hold their card to their head, so that others can see the card.

Next, everyone should mingle with regards to the following:

Aces, Kings, Queens and Jacks should be treated with the most respect. You want to know these people.

Twos, Threes and Fours should be avoided at all times, they are useless.

Fives-Tens should be treated with an appropriate level of respect given their value.

They should not be spoken to for any period of time however.

Have the group mingle for a few minutes, and then have each individual guess their card. They may now look at their cards.

REFLECT/APPLY:

Ask the group the following:

How did others react to you?

What number did you think you were?

How did low card holders feel?

How did high card holders feel?

How did middle card holders feel?

What do you notice when we label people?

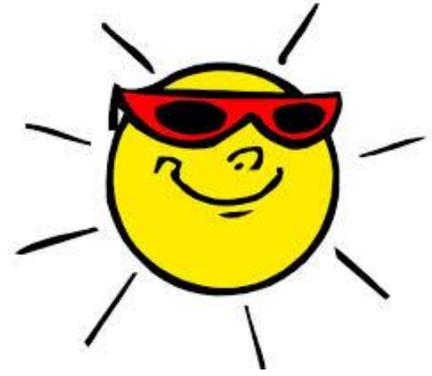
Did you play by the rules, or did you talk to everyone?

Did you know it was wrong?

Go on to explain how judging one another can be detrimental to one another's well-being. Continue to talk about the golden rule and why our feelings as individuals matter.

Lesson Plan 3

Rumors



Materials:

Rumor Story (Next Page)

Pen or Pencil

DO:

1. Have five people leave the room. Tell them they will come back one by one to hear a story later; this is all they need to know.
2. Select two students to play the roles of Ben and Sue. Give them each a copy of the script, and have them read their parts out loud. Tell the rest of the group to listen to the story carefully.
3. When the story is finished, have one of the five people who are outside of the room come back. Tell the person who just returned to listen carefully to the details of the story that will be told.
4. Select one person who listened to the story to tell it to the person who just returned to the room. The storyteller should include as much detail as possible.
5. Give the rest of the people in the room a copy of the story and tell them to read the story silently as the storyteller is speaking. Ask students to pay careful attention to the parts that are being left out.
6. The person who just told the story now becomes the storyteller, and he or she must pass on the story to the next person brought back into the room. This pattern continues until all five people have heard the story.
7. The last person to hear the story then relates it to the whole group.
8. Next, have Ben and Sue reread the original script.

REFLECT/APPLY:

- How did the story change as it was repeated?
- What were some details that were left out?
- Is this story typical of something you might overhear? Why?
- Did anyone add details that were never in the original story?
- Do people you know ever do that? Why?
- How can you relate this to gossip and rumors in your school, group of friends, or work place?
- If you hear rumors, what's the appropriate thing to do? How do you avoid getting into a situation like this?
- Why is it hard to remember all of the details?
- Has any rumor been told about you? How did that make you feel?

Rumors Worksheet- The Story

Sue: What did you do this weekend, Ben?

Ben: Well, it wasn't too exciting. On Saturday, a bunch of us hung out at the mall since it was raining. What'd you do?

Sue: Well we were supposed to have a softball game at noon on Saturday, even though it was raining lightly, we were all out there ready to play. Then it turns out that the other team thought the game was cancelled, so they never showed up. And I missed out on a camping trip with my cousin just to play the stupid game.

Ben: It wasn't too exciting at the mall either. A bunch of us were going to go to a movie, but we couldn't decide what to see. Then Amy, Jennifer and Kate showed up, and were trying to convince us to go see "Lost in the Ozone." We didn't really want to go see that, but you know how Mike sorta likes Amy, so he tried to convince her to come with us. Well, then the other two got mad. It was really a pain.

Sue: Boy! Then I guess I'm glad I wasn't there. Our coach ended up taking us to the Pizza Place for lunch, which was really fun, but while we were eating, someone backed their car into his van. Then I had to call my parents to come pick me up because our coach had to wait for the police to come.

Ben: Well, maybe next weekend we can find something fun to do!

Lesson Plan 4

Promise Rings



Materials:

Inexpensive little cheap rings that can be found at party stores

DO:

Give everyone a ring, but tell them to not put it on yet.

Explain that these are promise rings, and that each person is to think of something that they want to promise to do or follow through with once the group disbands.

Tell how that when in a group, everyone learns about the others in the group, as well as about oneself. Have them think for a few minutes about a personal goal, or promise to help themselves, or others. Next, have everyone share their promise or goal, and put their ring on afterwards. Everyone should wear their rings home afterwards to remember their promise.

REFLECT:

This activity was to show how much potential that we as individuals have, and may have in large numbers. There is power in numbers, and in support. This helps you build positive relationships, as well as gain some self confidence in each of our individual strengths.

APPLY:

How can the youth take this activity-this workshop home and apply it in their daily lives?

Appendix A – Positive Thinking Quotes

"Life is like riding a bicycle. To keep your balance, you must keep moving."
-Albert Einstein

"The future belongs to those who believe in the beauty of their dreams."
-Eleanor Roosevelt

"You must be the change you wish to see in the world."
-Mahatma Ghandi

"Being positive in a negative situation is not naïve. Its leadership."
-Unknown

"To a great mind, nothing is little."
-Sherlock Holmes

"If you live for the approval of others, you will die by their rejection."
-Rick Warren

"So often we become so focused on the finish line that we fail to enjoy the journey."
-Dieter F. Uchtdorf

"Happiness is when what you think, what you say, and what you do are in harmony."
-Mahatma Gandhi

"Darkness must pass, a new day will come. And when the sun shines, it will shine out the clearer."
-J. R. R. Tolkien

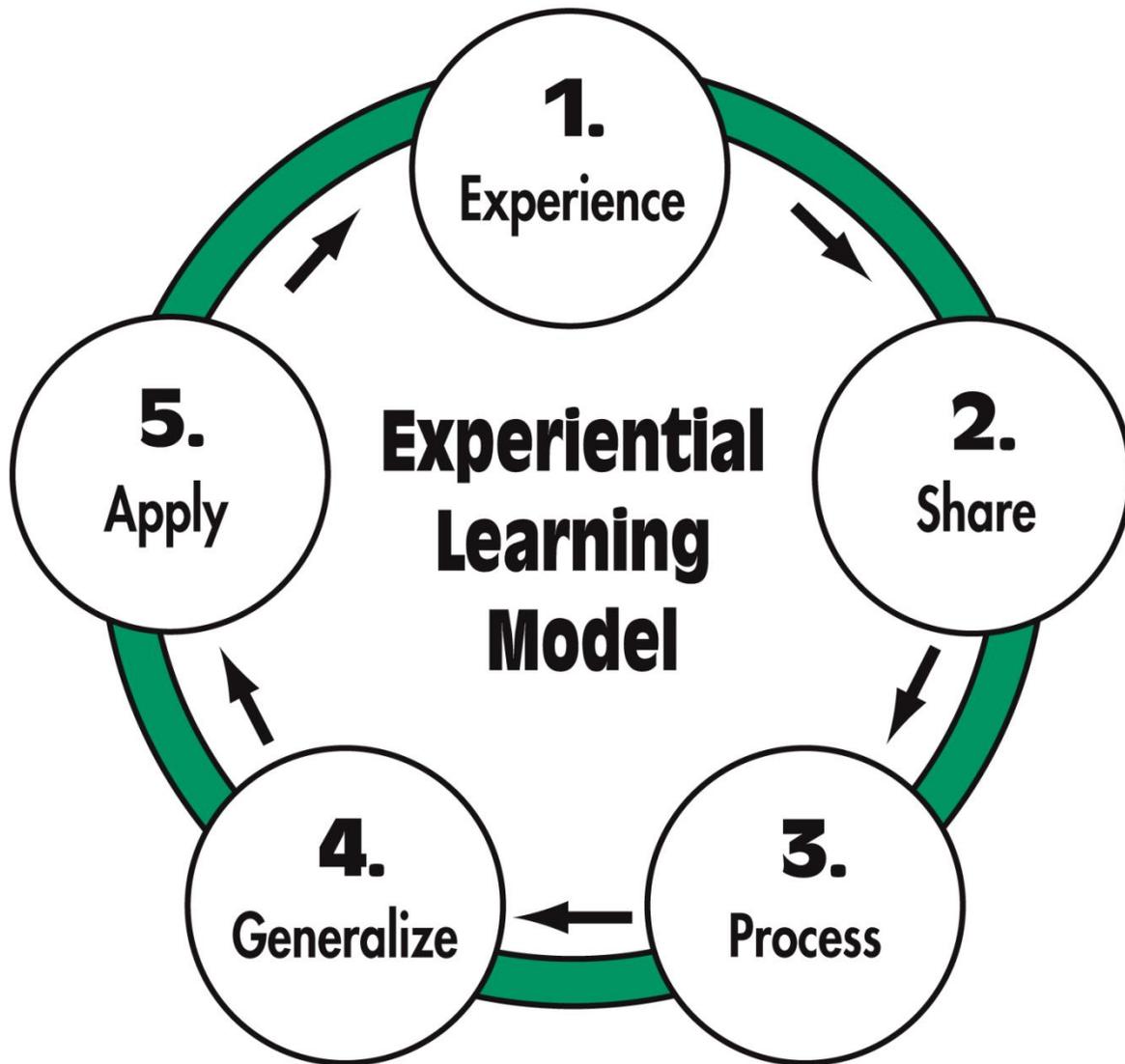
"Little by little, one travels far."
-J. R. R. Tolkien

"A simple hello could lead to a million things."
-Unknown

"A smooth sea never made a skillful sailor."
-Unknown

"Not all those who wander are lost."
-J. R. R. Tolkien

Appendix B – Experiential Learning Model



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"

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Appendix C – Why is Experiential Learning Important?

Experiential learning is a teaching methodology where focus is placed on the process of learning and not the product of learning. Experiential learning is learner and activity centered and creates an environment where learners can reflect and apply their experience to real world situations.

However participating in an experience is not enough, and in order for an activity to truly be called experiential, it needs to encompass the following elements:

- EXPLORATION: "Do it"

Perform or do an activity with little to no help from the facilitator/teacher. Examples might include: making products or models; role-playing; giving a presentation; problem-solving; playing a game.

- SHARING: "What Happened"

Publicly share the results, reactions and observations. Get the participants to talk about their experience. Share reactions and observations. Discuss feelings generated by the experience. Let the group (or individual) talk freely and acknowledge the ideas they generate.

- PROCESSING: "What's Important?"

Discussing, analyzing, reflecting, looking at the experience. Discuss how the experience was carried out. Discuss how themes, problems, and issues are brought out by the experience. Discuss how specific problems or issues were addressed. Discuss personal experiences of members. Encourage the group to look for recurring themes.

- GENERALIZING: "So What?"

Connect the experience with real world examples. Find general trends or common truths in the experience. Identify "real life" principles that surfaced. List key terms that capture the learning.

- APPLICATION: "Now What?"

Apply what was learned to a similar or different situation, learn from past experiences, practice. Discuss how new learning can be applied to other situations. Discuss how issues raised can be useful in the future. Discuss how more effective behaviors can develop from the new information learned. Help each individual feel a sense of ownership for what was learned.

Experiential learning is a wonderful teaching method for engaging learners and getting them to think creatively. It requires letting go of "perfect" end products and embracing the experience of learning. It changes the role of the teacher to being a facilitator as opposed to the holder of information.

The above information is from the "University of California Science, Technology and Environmental Literacy (STEL) Workgroup's Experiential Learning Project Group" and can be found at <http://www.experientiallearning.ucdavis.edu/faq.shtml>.

Self Esteem Post-Survey

1. What's one thing in the workshop that you felt will be helpful in the future?
2. Do you value yourself more as an individual after the workshop?
3. What's one way to keep yourself positive in your daily routine?
4. Did your opinion on positivity change from the beginning of the workshop?
5. Are you more likely to be involved in other peoples' happiness?
6. Are you more comfortable speaking with others about how you feel on a regular basis?
7. Who are some of the people you can express your feelings and emotions with?
8. Who are some of the people in your life that you want to be happy?
9. How can you contribute to these people's happiness?
10. How helpful has this workshop been for you on a scale from 1-5?
(1= Not Helpful, 5= Extremely Helpful)