

## Chapter 1

# My Personality

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## 1.1 Optimist or Pessimist?

### Objective:

The student will identify a response to a situation as either “optimistic” or “pessimistic.” You can substitute the terms “seeing the best” or “seeing the worst” if these terms are difficult for the student to remember.

### Comments:

Optimistic people try to find the good or silver lining in a situation, and pessimistic people see gloom or a sad outcome. If a person can try to find the best, rather than the worst, in something, it makes for a happier life. It is possible to train oneself to be more optimistic by looking at situations differently and being open to looking at a different perspective.

### Introductory Activities:

1. Talk about what it means to be an optimist, which is looking for something good in a situation. For example, what could be good about a rainy day (doing something fun indoors or enjoying getting wet)? Being late for a movie (missing the previews)? Getting the wrong order from a restaurant (finding out you like something else, getting a refund)?
2. Ask students how a pessimist would view the same situations: rainy day (getting wet and bored inside); late for a movie (not getting a good seat); wrong restaurant order (having to wait for another meal).
3. Ask students to talk about which kind of person they would rather be around—an optimist or a pessimist? Why?
4. Ask students to think about what type of person they tend to be and why.

### Activity:

Students should read the four situations in the worksheet and write “O” to indicate an optimist response or “P” to indicate a pessimist response.

*Answers:* 1. P, O 2. O, P 3. O, P 4. P, O

### Discussion:

Discuss how each example could be viewed as either optimistic or pessimistic and why.

1. The optimist found an alternative to watching TV.
2. The pessimist was thinking only of him- or herself.
3. The optimist saw cooking as an opportunity to try something new.
4. The pessimist thought of the worst possible outcome, and the optimist was willing to hope that there would be a better outcome.

**Extension Activities:**

1. Find and display pictures of various dramatic situations from magazines or other visual material. Have students work in groups to show how the same picture could be interpreted as a positive situation and then as a negative situation.
2. Talk about famous people or characters in movies or TV whom students are familiar with and have them discuss whether that person is portrayed as an optimist or pessimist. Give examples.

**Evaluation:**

1. Do you think you are mostly an optimistic person or mostly a pessimistic person? Give an example.
2. What is one way you could try to be more optimistic?

# 1.1 Optimist or Pessimist?

## Directions:

These students are experiencing the same situation, but one of them is an optimist (looking for something good) and the other is a pessimist (seeing something unhappy). Write O or P in the boxes by each person to indicate which is which.

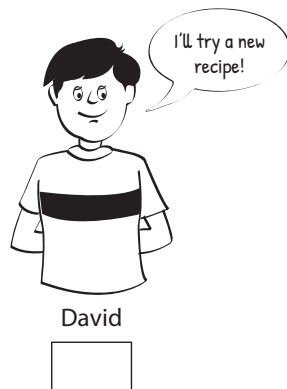
1. The power went out in the house! No electricity! No TV!



2. Dad said, "Aunt Jean is coming to visit for a few days. This means she will be staying in your bedroom. Gather your things and go to the couch."

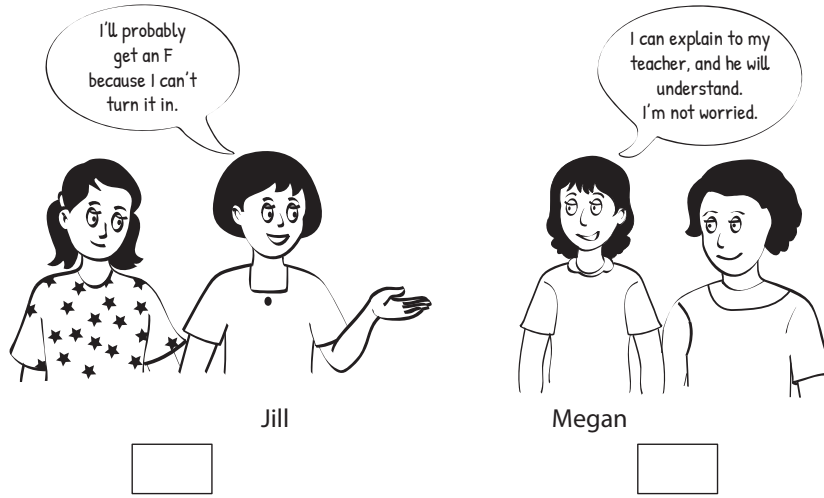


3. Mom said, "Your brother is sick. It was his turn to cook, but now it's your turn since he can't do it."



# 1.1 Optimist or Pessimist? (Continued)

4. Your friend accidentally dropped your laptop and now it isn't working. Your writing project is due tomorrow!



## 1.2 I Am Creative

### Objective:

The student will identify ways in which worksheet characters are demonstrating creativity.

### Comments:

Most people have some degree of creativity, but there are some people who really see the world in a unique and interesting way. Creativity can be demonstrated in so many ways—through art, music, dance, writing, drawing, and so on—as well as by putting old things together in new ways. Some people just “see” how to stage a room to look beautiful or redo a piece of furniture or even clothing to make it different and attractive.

### Introductory Activities:

1. Come up with a working definition for creativity, such as making something new, interesting, or different.
2. Collect examples of artwork, music videos, dances, pictures, photography—any type of media that grabs your attention—because there is something new, interesting, or different about it. Talk about why it caught your attention.
3. Tell students they have five minutes to fill up a blank sheet of paper using only one pen or pencil. See what they come up with. Ideas might include drawings, lists, or perhaps writing quotes or poetry, and so on.
4. Give students a sheet of paper with twenty circles (or squares, or triangles) on it and have them do whatever they think of to make them interesting. (A circle could be a chocolate chip cookie, a tire, or a donut. A square could be a tooth, a house, or a frame.)

### Activity:

Students should read the examples of worksheet students demonstrating creativity. Discuss what it is about each situation that is new, interesting, or different. Have students put a \*(star) by the examples that they like the best.

*Answers (Examples):*

1. Spelling out a message.
2. Making something completely new.
3. Offering alternatives.
4. Making the room different and interesting.
5. Putting things together in a new way.
6. Using special skills (acting, singing) for the assignment.
7. Interesting but might become annoying.
8. Putting new things on something old.

### **Discussion:**

1. Which examples on the worksheet did you like or identify with? Why?
2. Do you know people who are creative? In what way do they demonstrate their special skills?
3. Do you think that you are creative? What things do you enjoy doing that are different? What reaction do you get from others who look at or enjoy your work?
4. What job or careers require some degree of creativity? (hairdresser? comedy writer? cake decorator?)
5. Does everything need to be creative and attention-getting or do many things need to be ordinary to be efficient? (Do you want your oil changed by singers and dancers? Maybe just the commercial for it!)

### **Extension Activities:**

1. Research an individual who is very creative in some area. Find out what his or her life was like and if being creative was at times difficult.
2. Have students look for and gather their own examples of creativity. Be prepared for something new and different!

### **Evaluation:**

1. Do you consider yourself to be a creative person? In what ways?

## 1.2 I Am Creative

### Directions:

How are these students showing creativity? Discuss what is new or interesting about what they did. Put a \* (star) by the examples that you like the best.

- \_\_\_\_\_ 1. Hey! Let's make T-shirts for our running club! We can spell out the words "Run Like the Wind" if we each have one letter on the back and stand in the right order!
- \_\_\_\_\_ 2. Don't throw away those old batteries and pieces of metal. I think I can make a robot!
- \_\_\_\_\_ 3. I wrote a short story, but I have five different endings! The reader can choose the one he or she likes the best!
- \_\_\_\_\_ 4. My sister and I just fixed up our bedroom to look like a jungle, complete with wild stuffed animals, huge potted trees, a Tarzan doll, and a zip line! To get in the room, you have to roar like a lion.
- \_\_\_\_\_ 5. Who needs a cookbook? I just throw all kinds of yummy things into this casserole and, wow, it's delicious!
- \_\_\_\_\_ 6. Let's act out our vocabulary words by doing little skits. We can wear costumes and sing our lines. I wonder what I should do for the word *ordinary*. That word is so boring to me.
- \_\_\_\_\_ 7. Everything I say today will be a rhyme. I will do this all the time. I'll do it until I hear the chime. I'll stop when you give me a dime.
- \_\_\_\_\_ 8. That sweater is really dull. I'm going to sew some sequins on it and make it POP!



## 1.3 I Like Routine

### Objective:

The student will read examples of routine behavior and answer YES or NO to indicate if they show similar behavior.

### Comments:

Some individuals like having a daily routine; others do not like the restrictiveness of having time accounted for during the day. This activity focuses on thinking about how important a routine is for the individual. Having a routine can help with time management and accomplishing tasks throughout the day, but if an individual cannot handle being interrupted or dealing with a change in routine, this can be a problem. It helps to be aware of how important routine is to someone.

### Introductory Activities:

1. Talk about what “routine” means—something that you do regularly and usually at the same or a similar time, such as eating, sleeping, leisure activities, and so on.
2. Have students fill out a time sheet for a typical day or week. What exactly happens during that time? Where do they go? What do they do?
3. What are some ways that people keep track of their routines? (having a calendar for appointments, schedules for practices, notes on the refrigerator, letters in the mail about upcoming meetings, and so on.)

### Activity:

Students are given examples of routine behavior. They are to write YES or NO by the items to show if this is a behavior that is important to them.

Answers will vary.

### Discussion:

1. How important is routine to you personally?
2. What things, events, activities, etc., are in your routine (sports, school, work, sleep, and so on)?
3. How does it make you feel when your routine is disrupted for something fun, such as going to a movie or out with friends? Would you like to go or would it bother you? Do you like to know ahead of time that there’s a change in plans?
4. On the worksheet, which situations would bother you if your routine was disrupted? Why?

### **Extension Activities:**

1. Make a list of ten jobs or careers that depend heavily on the use of routine to accomplish what they need to do, for example, a football coach, piano teacher, or restaurant hostess. Interview some people in these professions to find out how having a routine or schedule is vitally important to them.
2. Incorporate something *nonroutine* in a day to help students handle something going off course. (This may happen all the time anyway!) This might be a guest speaker, loss of recess, something broken, something lost, and so on. Help students plan and prepare for how they will handle the *surprise* of a routine-breaking activity. It happens, and they will survive!

### **Evaluation:**

1. Are you a person who needs routine to feel comfortable or are you able to roll with surprises in your day? Give an example.
2. What is your routine on a typical day?

## 1.3 I Like Routine

### Directions:

Answer YES or NO if this applies to you. Write your answer on the line in front of the item.

- \_\_\_\_\_ 1. I always get up at about the same time every morning.
- \_\_\_\_\_ 2. My breakfast meal is usually the same.
- \_\_\_\_\_ 3. I get upset if we are running late to get to school or practice or other events.
- \_\_\_\_\_ 4. I don't like it when we have visitors or guests in my home.
- \_\_\_\_\_ 5. Everything in the room where I sleep is in place so I can find my things.
- \_\_\_\_\_ 6. I do the same things at night before I go to bed.
- \_\_\_\_\_ 7. I'm always aware of what time it is.
- \_\_\_\_\_ 8. I don't like it when there's a substitute teacher or bus driver.
- \_\_\_\_\_ 9. It helps me to know ahead of time what is going to happen in my day or where I'm going to be going.
- \_\_\_\_\_ 10. I have favorite shows to watch on TV or stream throughout the week.
- \_\_\_\_\_ 11. I like to go to different places to see new things.
- \_\_\_\_\_ 12. If someone said, "Drop everything! We're going on a trip!" I would be extremely happy!
- \_\_\_\_\_ 13. I have a favorite pair of shoes, jacket, or pants that I like to wear a lot.

## 1.4 Sometimes I Am Fearful

### Objective:

The student will identify fearful situations that are of concern to him or her (part 1). The student will identify possible strategies for dealing with these situations (part 2).

### Comments:

Everyone experiences fear or anxiety at times. It might be a social situation that feels uncomfortable, being near an object or person who is frightening, or being in a physical situation that makes one feel uneasy. No matter what, we all face situations that make us uncomfortable. The student is given activities in this lesson to identify personal fears and then come up with a possible strategy to help lessen the anxiety.

### Introductory Activities:

1. Ask students to help make a list of things that people tend to be fearful of—prompt them with situations, scary creatures, and so on.
2. Ask students how they would react if you opened a box of snakes or spiders. (Some might enjoy playing with the creatures.) Why are some people afraid of these things and other people are fine with them? (Maybe they had these animals as pets, grew up with them, and so on.)
3. Ask students if they have ever been disturbed by going into a “haunted house”? What might they find in such a place? Why would it be scary to some people and just amusing to others?

### Activity:

**Part 1.** Listed in this activity are situations that a student might find fearful. The items are divided into situations with people, things, or personal worries. Students will put a check mark at each category of items that they would be concerned about. They should put a \* (star) by the top three that would be most fearful for them.

Answers will vary. Be sensitive to some students who may have had traumatic experiences that should not be shared in a group.

**Part 2.** On this follow-up activity, have students review the personally fearful items from part 1. Three possible strategies are listed for them to help cope with each situation. They should pick A, B, or C for each item.

Answers will vary. Encourage discussion of how people could handle the examples by using these strategies.

### Discussion:

1. Strategy A involves *avoiding the situation*. Which situations could you avoid? Can you avoid going to a new school? (probably not) Can you avoid swimming in the deep end of a pool? (hopefully, yes) Can you avoid being where a barking dog is tied up? (hopefully, yes)

2. Strategy B involves *taking steps to reduce your fear*. What steps could you take to not be late to an appointment? (Leave earlier.) How about getting a shot? (Visualize something else, take a deep breath, look away.) What about going to a new school? (Get a tour ahead of time, meet teachers, ask for a peer assistant.) What about finding out a tornado is headed your way? (Prepare essential items, find a safe place, stay with your family.)
3. Strategy C involves *getting help from a responsible person such as a teacher or counselor*. How could this strategy help with dealing with a bully? (Know that an adult is looking out for you, watching the situation.) What about fear of being around angry people in your home or family? (Let someone know if you feel you are in danger.) How about being at a funeral? (Seek out a friend or minister who can help talk about death.)

### **Extension Activities:**

1. Have students Google lists such as top 10 fears for teens/women/Americans and so on. What types of fears are common to the groups on the list?
2. Some fears are severe enough to be considered *phobias*. A phobia is a fear that is extreme or irrational, something that interferes with having a normal life experience. Some common phobias include arachnophobia (fear of spiders) or claustrophobia (fear of confined spaces). Have students find out what these phobias are: zoophobia (fear of animals), alektorophobia (fear of chickens), coulrophobia (fear of clowns), mageirocophobia (fear of cooking), and pogonophobia (fear of beards). There are lots more!
3. There are plenty of YouTube videos that demonstrate how people have dealt with specific fears. If it isn't too frightening, look at spiders crawling around on your screen!

### **Evaluation:**

1. What is something that you are fearful of?
2. How could you work on overcoming this fear?

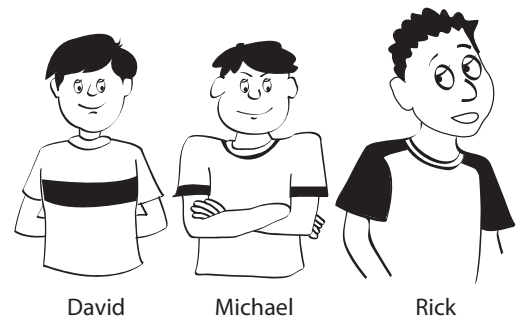
## 1.4 Sometimes I Am Fearful (Part 1)

### Directions:

Read the lists of things that people might be anxious or fearful about. Put a check mark by the ones that you would be most concerned about. Put a \* (star) by the top three that would concern you.

### ***Social Situations/Dealing with People***

- \_\_\_\_\_ Meeting new people
- \_\_\_\_\_ Giving a speech or talk in front of an audience
- \_\_\_\_\_ Going to a new school
- \_\_\_\_\_ Dealing with a bully
- \_\_\_\_\_ Being around people who are loud
- \_\_\_\_\_ Being late to an appointment
- \_\_\_\_\_ Being afraid my parents will get a divorce or will separate
- \_\_\_\_\_ Fighting in my family
- \_\_\_\_\_ Making a mistake in front of people
- \_\_\_\_\_ Being interviewed for a job
- \_\_\_\_\_ Being laughed at



### ***Situations with Things That Bother Me***

- \_\_\_\_\_ Being near a barking dog
- \_\_\_\_\_ Being around needles; getting a shot
- \_\_\_\_\_ Getting into deep water
- \_\_\_\_\_ Riding a roller coaster
- \_\_\_\_\_ Experiencing an earthquake, tornado, forest fire
- \_\_\_\_\_ Being around reptiles or spiders
- \_\_\_\_\_ Being at a funeral
- \_\_\_\_\_ Climbing up a ladder



## 1.4 Sometimes I Am Fearful (Part 1) (Continued)

### ***Situations That I'm Worried About***

- \_\_\_\_\_ Walking alone at night
- \_\_\_\_\_ Looking down from heights
- \_\_\_\_\_ Being in closed spaces like an elevator
- \_\_\_\_\_ Trying to eat strange food when I'm a guest in someone's house
- \_\_\_\_\_ Getting sick or catching a virus
- \_\_\_\_\_ Losing my phone or Chromebook
- \_\_\_\_\_ Being alone in my house
- \_\_\_\_\_ Being asked to do something I don't know how to do
- \_\_\_\_\_ Taking a timed test
- \_\_\_\_\_ Looking different



## 1.4 Sometimes I Am Fearful (Part 2)

### Directions:

Look at the many examples of fearful things on the worksheet for part 1. Pick two or three from each group and match it with one of the following appropriate strategies:

A = Avoid the situation if you can (riding a roller coaster might be optional).

B = Take a careful step toward reducing your fear (practice interview questions before your interview).

C = Get help from a responsible person such as a teacher or counselor (fear of bullies).

### Social Situations/Dealing with People

### What I Could Do to Help

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

### Situations with Things That Bother Me

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

### Situations That I'm Worried About

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



## 1.5 I Can Be a Leader

### Objective:

The student will identify characteristics of a leader.

### Comments:

A leader is someone who has power or influence over others. A leader may have specific skills or experience that others do not, may have a “knack” for organizing others or events, or may even have an assertive personality that others respect and want to follow. This lesson gives examples of people in leadership situations.

### Introductory Activities:

1. Who has ever played the game Follow the Leader? How does it work? (You have to do what the leader tells you to.) Did you like playing the game? Was it fun to be the leader? Why or why not?
2. Who are some people in your life who are good leaders? Can you think of people in your school? Your state? The world? Athletes? What makes them good leaders?
3. Have you ever seen a small child trying to tell grown-ups what to do? Why is it humorous? (They have no power, usually.)

### Activity:

In this lesson, you are going to read about situations in which there is a leader. Try to figure out how the person is showing leadership. Think about why others are doing what the leader wants them to do.

*Answers:*

1. The leader has skills that the other person does not have.
2. The leader has an idea that others will follow.
3. The leader is organizing an activity for others to participate in.
4. The leader is delegating jobs to others to complete a task.
5. The leader is making a plan or schedule for others to follow.
6. The leader is looking out for the safety of someone else.

### Discussion:

1. What skills does the leader have in example 1? (dog training) He offered to help the other person; he stepped up and volunteered to give help. Do you think sometimes people do not want help from others?
2. How is the leader controlling or influencing others in examples 2, 3, and 4? (He wants them to wear red socks, participate in a play, clean out the garage.) Why is the leader probably going to be followed? (good ideas, fun, working together)

3. Do you think a leader could be bossy or a bully if he or she tried to control too much? (depends on what he or she is asking them to do)
4. What if the leader in example 6 did not step up to help the other person cross the street? (could be in danger). Do leaders sometimes need to look out for others? (yes)

### **Extension Activities:**

1. Have students divide into small groups and assign each group a theoretical task, such as organize a party/redesign the room/put on a talent show, and so on. Have one student selected randomly as the leader. (The teacher could also appoint someone as the leader.) After the activity, talk about what it was like to be the leader. What did the leader have to do? Was it a comfortable role? Or not? What was difficult? Did people want to follow suggestions? Change tasks and leaders as long as there is interest.
2. We have leaders in the community and the world around us. We hope that our leaders will be honest and truly care about the people they represent, but this is not always the case. Talk about how being a leader also has the responsibility of using that power and influence to help others.

### **Evaluation:**

1. Do you think of yourself as a leader? Why or why not?
2. How do you show leadership?

## 1.5 I Can Be a Leader

### Directions:

How are these students showing that they are leaders? Discuss your ideas.

1. “I have worked on dog training with Zeke, and now he is pretty well behaved. I can show you how to teach Charlie some tricks.”
2. “Hey, everyone! Wear red socks on Friday to show that we are supporting our school football team!”
3. “Let’s perform a play! I have costumes in my basement, and I know of a great script that my brother has. There is even a stage in my garage that we can use.”
4. “Mom and Dad are sick of our mess in the garage. Pete, you get some boxes and work on clearing out junk. Allie, get some cleaner and rags and spray everything. I will give everyone jobs, and we’ll get it done quickly!”
5. “OK, here’s the schedule for our team practices for basketball in the park. Call me if you can’t make it to practice or the games.”
6. “Don’t cross the street there—it’s too busy. Walk up to the corner and cross there. I’ll watch until you get across.”

## 1.6 Am I a People Person?

### Objective:

The student will identify activities that (1) involve other people and (2) are primarily solitary or in small groups.

### Comments:

Do you know a person who is the life of the party? Who cannot wait to be around people because it's fun and energizing to be a part of what's going on? Or do you notice the person in the corner quietly reading a book? Someone who finds it hard to think of things to keep a conversation going and really just wishes to be left alone to work on something important to him or her? The world needs both kinds of people and most of us fall somewhere in between, depending on the situation. Some people describe *extroverts* as those who are recharged by being around other people, and *introverts* as those who gain energy by being alone. In this lesson, students are given an opportunity to consider group versus individual or small-group situations to try to figure out what type of person they tend to be. *Note:* The terms *extrovert* (outgoing) and *introvert* (inward-directed) can be used as well.

### Introductory Activities:

1. We are going to try to figure out which of us are “people lovers” and which of us prefer to do things on our own or with a small number of other people. Raise your hand if you think of yourself as a “people lover” or “people person”? Why do you think that? Now raise your hand if you would rather be in a setting with not so many people. Why do you feel that way?
2. There's nothing wrong at all by being grouped in one category or another. We do have to get along with other people, but there are many people who are happy to be by themselves or with small groups. What are some activities that people lovers would participate in? (karaoke, group games, going to parties) What are some activities that small-group or individual people might do? (drawing, painting, going for walks, playing chess)
3. You might hear the terms *extrovert* and *introvert* to describe a personality trait for how an individual views him- or herself relating to other people or social situations. Remember, most people have characteristics of both traits.

### Activity:

This worksheet describes a number of social activities. Students should circle three that they think are most appealing to them.

*Answers:*

Extroverted or very social activities: 3, 5, 7, 9, 10, 11

Introverted or socially limited activities: 1, 2, 4, 6, 8, 12

## Discussion:

1. If you are a people person or extrovert, do you think you would want to be around extroverts most of the time? What could be good about that? (lots of energy generated, risk-taking, excitement) What could be limited about that? (too many bosses, too many talkers, too loud, too chaotic)
2. If you are more of a quiet person or introvert, what might it be like to be around other introverts? (quiet, peaceful, different type of communication, different kind of energy)
3. Think about your best friend. Is that person more like you or is he or she very different from you? What do you think are the benefits of a pair of very different people being together? (could be the best of both world—each brings something different to the situation; one person could lead the other into new relationships, encourage each other differently, give a different perspective)
4. What kinds of leisure activities might extroverts particularly enjoy? What activities might appeal more to introverts? (Extroverts might become involved in group sports, interactive games, participating in a play, and so on. Introverts might enjoy working on puzzles, taking walks, reading books, and so on.)

## Extension Activities:

1. There are some quick quizzes on the internet to help determine whether you are an introvert or extrovert (ideas.ted.com has one). It is fun and interesting to see where we all fit on the social spectrum.
2. Have students come up with perfect jobs for both types of people. What type of person would make a good artist or sculptor? Why would an extrovert probably enjoy being a host for a game show? Who would enjoy traveling into space? Who would want to lead a tour group? Who would enjoy looking at cells under a microscope?
3. Collect examples of situations or career choices. Have students take turns acting out how it would be handled as (1) an extrovert and then (2) an introvert. If you have a class cartoonist, have that person draw social situations of “Spot the Introvert” and “Circle the Extrovert!” You can have a lot of fun with this!

## Evaluation:

1. Do you think you are mostly a people person or an introvert?
2. Give an example of why you think this.

## 1.6 Am I a People Person?

### Directions:

Which of the following activities seem appealing to you? Pick three that sound like fun! Circle your choices.

1. Shopping with a friend
2. Reading a book
3. Going to a rock concert with your whole group of friends
4. Tossing a football with your brother
5. Being part of a choir
6. Learning by e-learning or computer at home
7. Working on a committee to plan a surprise party
8. Going to a movie by yourself
9. Playing a game of soccer
10. Camping with youth group overnight
11. Attending a family reunion
12. FaceTiming with a friend

## 1.7 I Am a Good Listener . . . Or Am I?

### Objective:

The student will identify situations in which a character shows he or she listened to the speaker.

### Comments:

People love a good listener! When someone seems to be interested in what we are saying, don't we continue to talk? It's polite to actively listen during a conversation. It's also important to listen to instructions. Not all information *has* to be remembered, but it's an important skill to know what information *needs* to be remembered.

### Introductory Activities:

1. When we have a guest speaker at school, is that a good time to tell jokes to the person next to you? (no) Why or why not? (It's rude.)
2. If there's an alarm going off notifying us of a fire or other safety drill, why is it important to listen to what your teacher says at that time? (gives safety instructions, be quiet so others can hear)
3. Why is it important to listen to your friends or family when they are talking about their feelings? (It makes others feel cared about.)
4. What are some situations that require a person to listen carefully? (rules for being in a new place, instructions for an activity, listing things you need to do or get, when accidents happen)

### Activity:

This lesson has examples of students who are given instructions or are in a situation in which they should be a good listener. They should write YES or NO by each item to indicate if the character is demonstrating good listening.

*Answers:* 1. No 2. Yes 3. Yes 4. No 5. No 6. Yes

### Discussion:

1. What could Deanna do in example 1 to complete this task? (Write it down.)
2. What could have happened in examples 2, 3, and 6 if the person did not listen? (would have done the wrong assignment, have a torn-up couch, have to go back for another appointment)
3. How did the person in example 4 show that she wasn't listening? What should she have done? (talked about something else, acknowledge her friend's feelings)
4. In example 6, what information does the person need to remember? (day, time, form)

### **Extension Activities:**

1. Sometimes, what we (as teachers or parents) are really after is not so much memory recall of what we say, but making sure that students absorb the main idea of what they need to know. Teacher can help by setting up a lesson or lecture by saying: “I want you to listen for . . .” (names of three characters in the story, the way the hero tricked the evil monster). That way, students are specifically listening for a particular detail.
2. Play a memory game in which students have to listen to five words/objects, then complete a physical activity, and then return to try to recall the items. Ask students how they are helping themselves to remember. (mental pictures, letters of the alphabet, and so on)
3. When giving an instruction, make sure that the student is “actively listening” by giving eye contact, nodding, and repeating the instructions. Writing something down is always helpful, but if not possible, set up each situation verbally for success.
4. Have students practice listening to peers giving an opinion about a topic. Divide students into pairs and have each one take a turn speaking for one to two minutes. The listener must not interrupt. At the end, the listener should summarize what the speaker generally said.

### **Evaluation:**

Ask students to give an example of one or two ways that they could demonstrate being a good listener.



## 1.7 I Am a Good Listener . . . Or Am I?

### Directions:

Read each of the following situations. Is the person being a good listener?  
Write YES or NO next to each item.

- \_\_\_\_\_1. “Deanna, I asked you to get apples, milk, and toilet paper. I see potato chips and cookies!”  
“Umm, yeah, I forgot what you said, and this looked pretty good to me! I didn’t think you’d be mad.”
- \_\_\_\_\_2. “For homework, do all of the odd problems.”  
“Let’s see . . . that would be 1, 3, 5, and 7. Stop there.”
- \_\_\_\_\_3. “Please remember to let Alfie out at noon or he will tear up the couch.”  
“Out you go!”
- \_\_\_\_\_4. “I’m so sad about my boyfriend breaking up with me. I can’t sleep, I can’t think of anything else, I’m upset all the time.”  
“Hey, look! There’s a sale on shoes! Let’s go!”
- \_\_\_\_\_5. “When you open the door with this key, you have to jiggle it a little to the left.”  
“STUPID DOOR!”
- \_\_\_\_\_6. “Your doctor’s appointment is for Thursday at 3:30. Bring the form from the coach that shows your vaccinations.”

## 1.8 Sometimes I Get Angry

### Objective:

**Part 1.** The student will rate situations according to how upsetting each would be to him or her. X = it would not bother him or her; ! = it would bother him or her a little; !! = it would bother him or her a lot.

**Part 2.** The student will identify strategies to help reduce anger.

### Comments:

Everyone gets angry sometimes; it's part of being human. Managing anger is important. It helps for an individual to be able to identify what types of situations may trigger this emotion, so that the person can become aware of them and eventually take steps to alleviate these feelings. This activity involves identifying common situations that might bring out angry feelings and then identifying possible strategies that might help reduce those feelings.

### Introductory Activities:

1. Write “Bullying,” “Road Rage,” “Annoying People” on a board. Ask students to figure out what they have in common. (All situations might make someone angry.)
2. “What Makes Me Mad!” Compile a list of situations that cause students to feel angry. Can they categorize them into situations primarily involving other people, personal anger, and beyond their control?

### Activity:

**Part 1.** On this worksheet, have students read the items on the list and indicate with an X, !, or !! how angry it would make them feel. X = not angry, ! = bothered a little, !! = bothered a lot.

Answers will vary; try not to overthink the items—your first reaction is fine.

**Part 2.** In this follow-up activity, have students discuss the strategies that might be helpful in controlling their anger in the situations. Compare the strategies in part 2 with the situations in part 1 to see which might work best. For example, if your sister's pokey behavior will make you late, talk about the consequences that will happen because you will be late. If you are angry about missing a catch in a football game, make a plan to practice that play over and over. If you got the wrong order from the drive-through restaurant, be polite as you explain that you didn't really want a cheeseburger. Have students ask themselves whether it is worth getting upset.

### Discussion:

1. Talk about how anger can serve a good purpose: it can help motivate us to be better, help us to right something that we see is wrong, call attention to something that needs to be adjusted, and even

relieve anxiety by physically releasing emotion and then letting it go. However, uncontrolled anger is harmful and rarely productive. When is anger a good thing?

2. Sometimes people get angry at themselves because they feel that they have failed in some way or let someone down or even just made a mistake. What does it mean to say, “You’re only human”?
3. Sometimes people get angry when situations happen that are beyond their control. Bad weather, accidents, and unforeseen problems are examples of this. If something is not in your control, why is it so hard to accept that?
4. People often talk about having a “plan B.” What does that mean and when is it helpful?

### **Extension Activities:**

1. Have students keep a personal log or journal for a week of what causes them to become angry. Analyze their responses. Are they more likely to be annoyed by people? Their own failings? Situations beyond their control?
2. Have students write and practice a self-talk paragraph that they can access and read when they are beginning to get angry. Have students share their writings with each other to get ideas. This paragraph might include a brief description of the situation that is bothering them, how it makes them feel, and one or two suggestions for what they could do next to control their anger.
3. Get used to asking “What’s your plan B?” so that students learn to seek out alternatives for problems that may come up throughout the day. What if the assembly is cancelled? What if you left your report at home? What if you forgot to save your report on the computer?

### **Evaluation:**

1. Identify a situation that would make you feel angry.
2. What is a strategy that could help you deal with your anger?

## 1.8 Sometimes I Get Angry (Part 1)

### Directions:

Read the list of things that might happen to you. Think about how angry it would make you. Put an X if this would not bother you. Draw one exclamation point if it would bother you a little. Draw two exclamation points if it would bother you a LOT!

### Example:

  X   My cat jumped on my lap.

  !   My cat jumped on my lap and got hair all over my good pants.

  !!   My cat jumped on my lap and scratched my legs.

### Other People

- \_\_\_\_\_ 1. Someone stepped on your foot at a movie theater.
- \_\_\_\_\_ 2. Someone took things out of your locker and won't give them back.
- \_\_\_\_\_ 3. Someone borrowed your jacket without asking.
- \_\_\_\_\_ 4. Your sister is taking too long to get ready and will make you late for an appointment.
- \_\_\_\_\_ 5. Someone you know teases you about the way you look.
- \_\_\_\_\_ 6. You see someone bullying your little brother.
- \_\_\_\_\_ 7. Your father gets mad at your dog and gives him a little kick.
- \_\_\_\_\_ 8. Someone says something mean about you on social media.

### Mad at Myself

- \_\_\_\_\_ 1. I lost my cell phone somewhere.
- \_\_\_\_\_ 2. I failed an important test.
- \_\_\_\_\_ 3. In a football game, I missed a catch.
- \_\_\_\_\_ 4. I didn't get the job I applied for.
- \_\_\_\_\_ 5. I forgot to lock the door and my mom's bird flew away.
- \_\_\_\_\_ 6. I tripped in front of the whole class.
- \_\_\_\_\_ 7. I counted the money wrong when I was making change.
- \_\_\_\_\_ 8. I thought I told a funny joke, but no one laughed.

### Things We Can't Control

- \_\_\_\_\_ 1. It rained on the day of the outdoor party.
- \_\_\_\_\_ 2. Your favorite TV show didn't record automatically.
- \_\_\_\_\_ 3. Someone or something knocked over a glass of milk on your homework.
- \_\_\_\_\_ 4. You pulled out your bike to go for a ride, but the tire was flat.
- \_\_\_\_\_ 5. Your laptop won't turn on.
- \_\_\_\_\_ 6. You went fishing all day but caught nothing.
- \_\_\_\_\_ 7. You got the wrong order from the drive-through.
- \_\_\_\_\_ 8. You found out your best friend has to work the weekend you were going camping.

## 1.8 Sometimes I Get Angry (Part 2)

### Directions:

Here are some strategies that might help you if you are feeling angry. Put a star (\*) by ones that you think would be helpful.

### When you are angry at other people . . .

Take a few deep breaths before you say or do anything.

Try to explain calmly what is bothering you.

Make a joke or show that you are not “taking the bait” if someone is trying to get you to react.

Ignore the person. Tell yourself it is not worth getting upset about.

Inform the person that there are consequences to what he or she is doing.

### When you are mad at yourself . . .

Realize that everyone makes mistakes; forgive yourself for being human.

Make a plan for what you can do to avoid this situation in the future.

Apologize for hurting or inconveniencing others for your mistake.

### When things happen that you cannot control . . .

Have a plan B ready to implement.

Switch activities to something that is easier or more available, or delay the activity to a different time.

Be polite when you explain why something is a mistake.

Learn to say to yourself, “I can’t control what happened, but I can control my reaction. I choose to calmly think this through.”

Ask someone for help resolving the problem.

Decide if it is really worth getting upset or if it won’t really matter in a few days.

## 1.9 I Finish What I Start

### Objective:

The student will identify activities that have been completed successfully.

### Comments:

How many times have you had a student who completed his homework but never turned it in? Or a child who thought that brushing her teeth meant swirling the toothbrush around for ten seconds? In this lesson, students are to focus on what a specific “job” entails and how they would know when they have finished the job. Some tips for helping oneself finish a job will also be discussed.

### Introductory Activities:

1. Why do you think it’s important to finish a job that you are working on? (don’t have to go back and do it again; sense of completion)
2. When you are given a job to do, how do you know when you have successfully finished that job? It depends on the job, right? How would you know when these jobs are finished: mowing the lawn? (put lawn mower away); doing your homework? (turning it in); setting the table? (putting all utensils, plates, and napkins out)
3. What might happen if these people did not finish their jobs? A doctor sewing up a patient after an operation? A waiter at a restaurant who left before serving your food? A contractor building a house? (Yes, that happens!!) A cook leaving out some ingredients in a fancy casserole? (It would be inconvenient, maybe even dangerous to people who thought the job was finished.)
4. Can you think of any circumstances in which it is better *not* to finish a job? (if the situation became dangerous, if you are taken advantage of, if you are unsure of what you’re supposed to be doing)

### Activity:

This worksheet shows six scenarios of people who are working on a job or task. Students are to indicate whether or not the people are successfully finishing the job. The students are to write YES or NO next to each picture.

*Answers:* 1. No 2. Yes 3. No 4. No 5. Yes 6. Yes

### Discussion:

1. What was the job for example 1? (make the bed) How do you know that he did not finish the job? (pillow on the floor, sheet messed up) Is it important to make your bed? (That is not the issue here; the task given was to make the bed, no excuses.)

2. How do you know the girl in example 2 completed the job? (She saved it on the computer.) Have you ever worked hard on a project and then forgot to save your work? Have you ever done your homework or research but did not turn it in or complete the final step?
3. Why would it be important to clean up a workstation when you are finished, like in example 3? (Someone else might need the area.)
4. For example 4, the task was to read a chapter in the book. What does the girl need to do to finish the job? (Wake up and read.) What reason(s) could there be for her not finishing the job? (tired, bored, book is too difficult, would rather do something else)
5. The girl in example 5 is supposed to wash the car. What smaller tasks might be involved in washing the car? (getting rags and sponges, hosing it off, drying, waxing)
6. In example 6, the boy is supposed to organize a meeting. How did he complete all of the steps for this task? (He was thorough in knowing what the task was, contacting everyone with information, asking for their responses.)

### **Extension Activities:**

1. Here are some tips for helping students to finish their jobs if they become stuck or frustrated.
  1. Do you understand the job?
  2. Can you break a big job into smaller tasks?
  3. Can you get help from other people or other resources?
  4. Can you complete a little at a time?
  5. Do you have everything you need (equipment, instructions) to complete the job?
2. Take another look at the worksheet and refer to the tips to give ideas for helping someone finish the job.

Example 1. Do you understand what a made bed is supposed to look like?

Example 2. Can you complete a little each day? Add something throughout the week to your report? Do you have a working computer? Do you know how to save work?

Example 3. Can you get help from others? Do you know where everything goes?

Example 4. Can you break the reading into smaller chunks if it is a long assignment?

Example 5. Do you have all of the things you need for the job? (so you don't have to stop working to go looking for things)

Example 6. Do you understand the job? Can you break it into smaller parts? Can you get help from others? Can you complete a little at a time? Do you have everything you need?

### **Evaluation:**

1. Ask the students if they are good at finishing what they start.
2. Give an example of a job that they have successfully finished.
3. Give an example of something that makes it hard to finish a job.

Name \_\_\_\_\_ Date \_\_\_\_\_

## 1.9

## I Finish What I Start

### Directions:

Which of these individuals is finishing the job he or she was working on? Write YES or NO next to each picture.

1. Job: Make your bed.
2. Job: Type up your summary of the week on the computer.
3. Job: After the meeting, put the supplies away.
4. Job: Read the chapter in the science book.
5. Job: Wash the car.
6. Job: Contact everyone in the club about the meeting.



## 1.10 I Am Teachable

### Objective:

The student will identify reasons why a character is not open to learning in given situations.

### Comments:

It is challenging to work with students who simply do not want to learn what is presented to them or yield to distractions that make learning impossible. As teachers, we try to present information in an interesting way at a level that students can understand. We love to have “teachable” students, who are willing to listen, willing to give things a try, and adapt their behavior. In this lesson, students will consider what it means to be “teachable” and consider the excuses they might give for not wanting to learn.

### Introductory Activities:

1. What is something you would really like to learn how to do? (skydive, build a rocket, be a cheerleader) How could you learn these skills? (Have someone teach you, watch videos, try until you get it.)
2. Do you feel that you were forced to learn some things that you really did not want to learn? Can you give examples? (long division, read a manual to fix something in the refrigerator, sewing on a button)
3. Why would it be harder to learn something if you really did not want to learn? (fighting a bad attitude, wasting time arguing)
4. We are going to use the word *teachable* to describe someone who is ready and able to learn. Why would it be hard to teach a baby to read an encyclopedia? (does not have the skills yet, not ready) Why would it be hard to teach someone who is screaming because his hair is on fire all about the history of your state? (not the right time)

### Activity:

This lesson has four examples of people who are *not* being teachable at the moment. Students should match one of the four reasons with the example.

*Answers:*

1. B (Person thinks he knows how to do the job without instructions.)
2. D (The students are not ready to learn—one is sick, one is distracted, and one is not able.)
3. C (The person does not see a reason for learning the skill.)
4. A (The teacher is not happy about having to change teaching methods.)

## Discussion:

1. In example 1, the person thinks he does not need to be teachable; he thinks he already knows what to do for the job. His instructor told him to pay attention, but he is doing it his way. How could this person be more teachable? (wait for instructions, watch a demonstration)
2. The dance instructor in example 2 has three students who are not teachable at the moment. What is the problem with each one? (The first two are distracted, the third one doesn't see any relevance.) Is there anything that the instructor or students could do to make this a better learning environment? (Involve the students differently—have them play music for the dance, clap the beat, let the students demonstrate other dance steps that they like.)
3. For example 3, the girl does not see the reason for learning the skill—until she does! Not everyone gets to go to Europe to practice new language skills. How could the girl be more teachable even if the reason for learning is not obvious? (She could practice speaking the language with a friend for fun, she could look for similarities between languages.)
4. Even teachers have to learn new skills! Education is always changing, and we are trying to find new and better ways to teach. Yet even poor Mrs. Mannix is struggling with learning new skills. What would make her more teachable? (have a sense of humor, get help wherever possible, be open to new things)

## Extension Activities:

1. Talk about what it means to be “ready and able” to be taught. What is the student’s responsibility? (Be quiet, be attentive, look, listen, focus, be prepared.) What is the teacher’s responsibility? (Present a lesson clearly, help the student with parts that are hard to understand.) Prepare a poster or cue sheet that has “Ready and Able” at the top. Have students fill in bullet points for good student, teachable behavior.
2. Role-playing can be fun if the students enjoy acting out situations. Form groups of three: the teacher, the teachable student, and the off-task student. Give each group a task and let the group write and perform their skits. (It’s usually more fun to be the off-task student, so make sure roles shift around.)

## Evaluation:

1. Do you consider yourself to be a teachable person?
2. Give an example.
3. What is one thing that you could improve on to become more teachable?

## 1.10 I Am Teachable

### Directions:

Look at the four following examples of people who are NOT being teachable; they do not want to learn something new. Match the example with the excuse by putting the letter of the excuse in the box by each picture.

A = This person does not like change.

B = This person wants to do things his or her own way.

C = This person does not see the reason for learning the skill.

D = This person is not ready (mentally or physically) to learn at this time.

1. This is how you assemble this piece of equipment. You always start with the base first. Pay attention to how I'm doing it.

I know what to do. I can do it better my way. Oops, it's falling apart!

2. "We are going to learn a new dance. I'll show you the first few steps. It's really going to be fun."

I have a cold. I'm in a hurry—when is this over? Ummm, my foot is in a cast!  
I just want to go to bed. No dancing for me for a while.

3. Why do we have to learn another language? I'll never need to speak it!

Oh, I guess you don't want to join us on our trip to Europe next summer.

4. "No! No! I don't want to have to do remote learning on the computer! I liked the way I was teaching for the last ten years! This is so hard! I don't like this!"

There, there, Mrs. Mannix. We'll help you.

