

Hands On Every Time
Presented by Susan McCleskey and Lenora Reid

LIGHTBULB!





TAKE SIDES

LIGHTBULB ACTIVITY



I can deal appropriately with emotions and stress.

Teen Living Course Objectives:

Standard 1 Objective 2: Discuss and analyze the various emotions associated with the teenage transitions.

2-d. Define stress (stressor, eustress, distress, stress reducer).

2-e. Identify and review stress management skills and coping skills (causes and effects, management techniques

Take Sides



- Left side is the positive side
- Right side is the negative side
- Down the middle is neutral
- Move to the side that best reflects your feelings in the following situations
- **STAND UP!**

Positive, Negative or No Stress

- Getting your report card



Positive, Negative or No Stress

- Taking a roller coaster ride



Positive, Negative or No Stress

- Eating Spinach



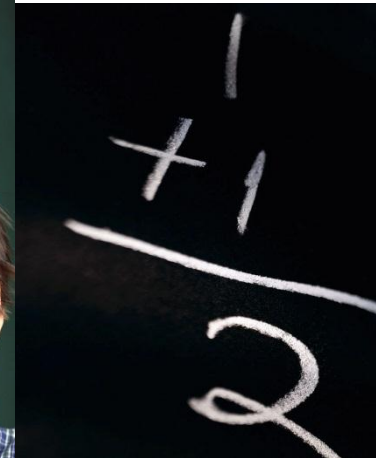
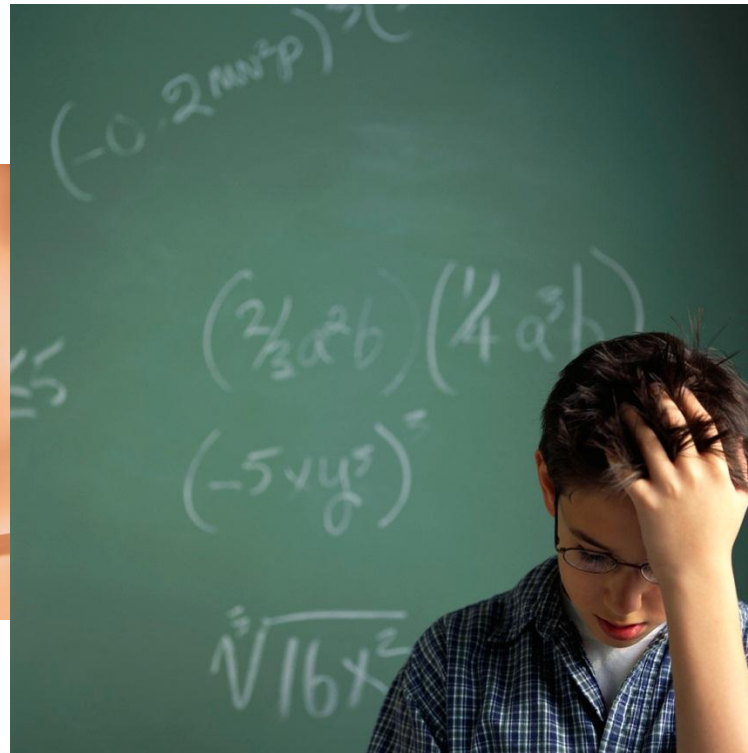
Positive, Negative or No Stress

- Holding a snake



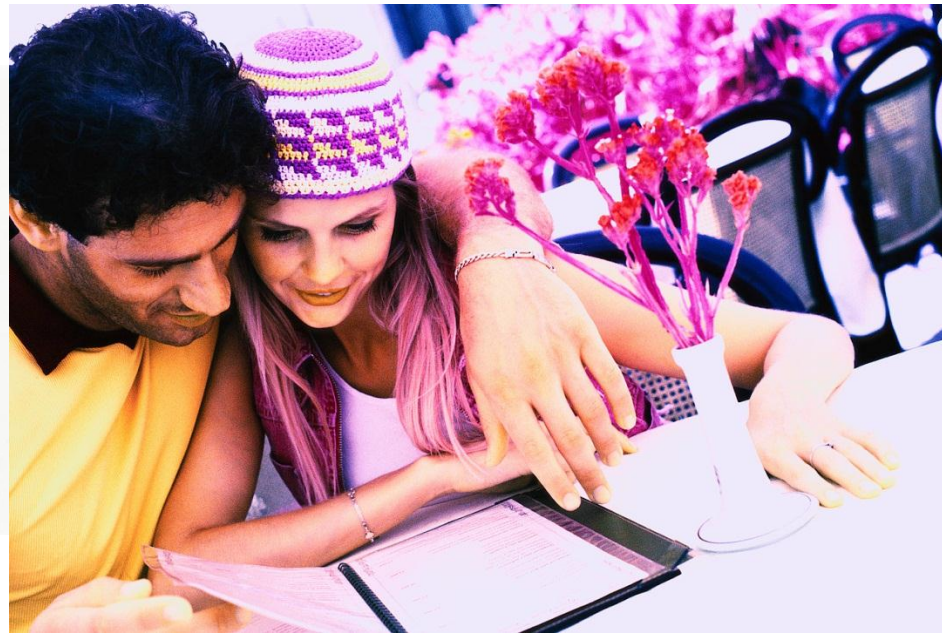
Positive, Negative or No Stress

- Going to math class



Positive, Negative or No Stress

- Going on a first date



Positive, Negative or No Stress

- Watching a scary movie

BOO

BOO

Positive, Negative or No Stress

- Giving a speech to the class



Positive, Negative or No Stress

- Going to a dance

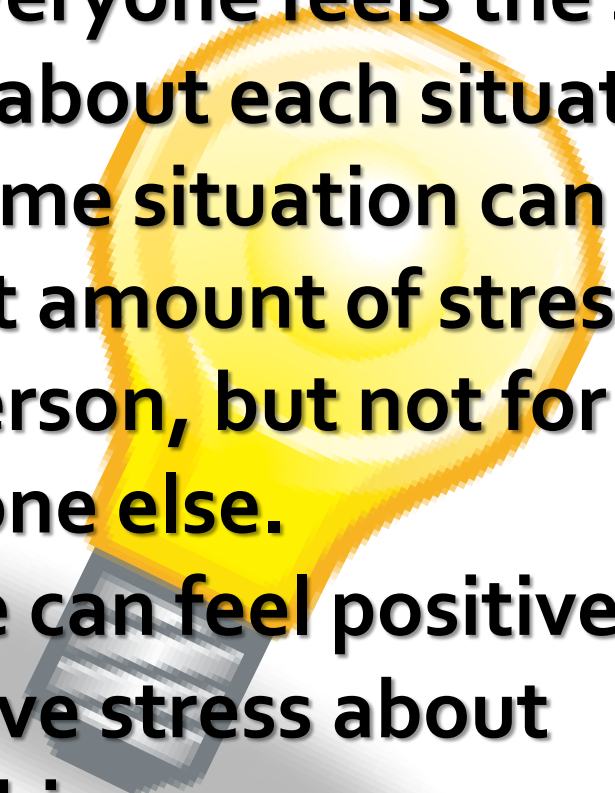


LIGHTBULB!

LIGHTBULB CONNECTION POSSIBILITIES

TAKE SIDES:

1. Put signs around room for Eustress/ Positive, Distress/ Negative, Neutral/ No stress.
2. Have students move around the room and take sides according to the level and kind of stress they feel in these situations.
3. After students walk around the classroom according to their level of stress for the situations above, talk with them about how they felt during the activity.
4. Ask them to make a connection to the lesson and what this activity taught them about stress.

- **Not everyone feels the same stress about each situation.**
 - **The same situation can cause a great amount of stress for one person, but not for someone else.**
 - **People can feel positive or negative stress about something.**
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The Monkey Trap

LIGHTBULB ACTIVITY



I understand addictions include more than just drugs and alcohol.

Teen Living Course Objectives:

Standard 3 Objective 3: Explore the dynamics of group associations:

- a. How a group might positively or negatively influence a teenager's life, b. Peer pressure, c. Gang membership, d. Substance abuse

The Monkey Trap



- (literally, probably folk-lore) A cage containing a banana with a hole large enough for a monkey's hand to fit in, but not large enough for a monkey's fist (clutching a banana) to come out. Used to "catch" monkeys that lack the intellect to let go of the banana and run away.
- (figuratively) A clever trap of any sort, that owes its success to the ineptitude or gullibility of the victim.



Teen Traps

- Depression
- Addictions
- Laziness
- Endless entertainment
- Suicide

The world revolves around me.

I can do whatever I want, it's my life.

Nothing bad will ever happen to me.

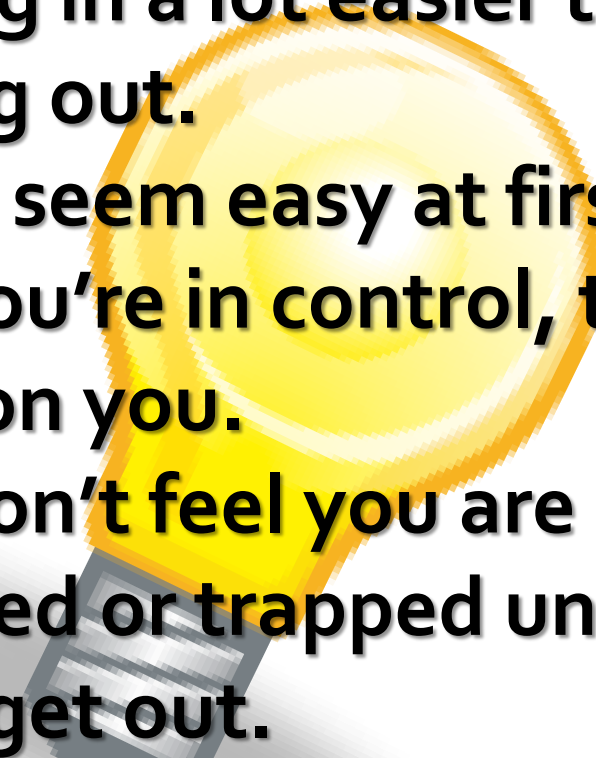
SELFISHNESS

LIGHTBULB!

LIGHTBULB CONNECTION POSSIBILITIES

The Monkey Trap

1. Get a glass jar or container large enough for putting a large object inside and a hand to fit through the top hole, but not able to exit with the large object in hand.
2. Have student come up and try to obtain the object.
3. Watch them struggle.
4. Have students make the connections.

- **Getting in a lot easier than getting out.**
 - **It may seem easy at first and that you're in control, then it turns on you.**
 - **You won't feel you are addicted or trapped until you try to get out.**
- 

Dollar Bill Jump

LIGHTBULB ACTIVITY



I understand how to deal with loss and challenging times appropriately.

Teen Living Course Objectives:

Standard 1 Objective 1: Discuss how each person is unique, but alike in Havighurst developmental stages.

- a. Identify developmental tasks and challenges that occur during the teenage years and conditions that can impede, delay, or interrupt these tasks.

Standard 1 Objective 2e: Identify and review stress management skills and coping skills (causes and effects, management techniques)

Dollar Bill Jump

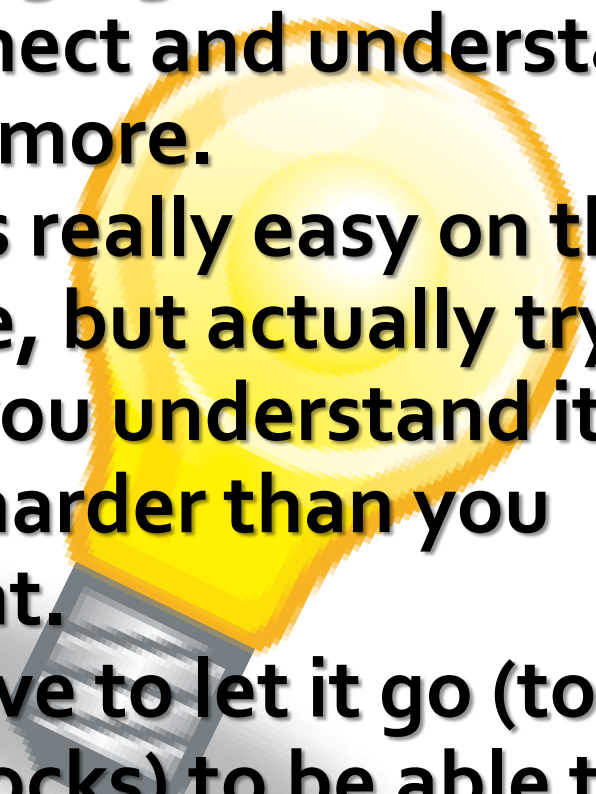


LIGHTBULB!

LIGHTBULB CONNECTION POSSIBILITIES

DOLLAR BILL JUMP:

1. Get a few volunteers who would be willing to do a standing long jump the length of a dollar bill.
2. After students are in front and you explain clearly they must jump from one side to the other, completely clearing the dollar bill.
3. Oh, one more thing...you must hold your toes the whole time!
4. Let them try a few times, but watch carefully because it is pretty near impossible.
5. "Anyone else want to try that thinks they probably could do it?"

- Challenging times allow you to connect and understand others more.
 - It looks really easy on the outside, but actually trying it helps you understand it is much harder than you thought.
 - You have to let it go (toes/roadblocks) to be able to move forward.
- 

Ramen Noodle Roadblock

LIGHTBULB ACTIVITY



**I can identify roadblocks in my own life
and understand how to remove them.**

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Standard 1 Objective 1: Discuss how each person is unique, but alike in Havighurst developmental stages.

- a. Identify developmental tasks and challenges that occur during the teenage years and conditions that can impede, delay, or interrupt these tasks.

Standard 1 Objective 2e: Identify and review stress management skills and coping skills (causes and effects, management techniques)

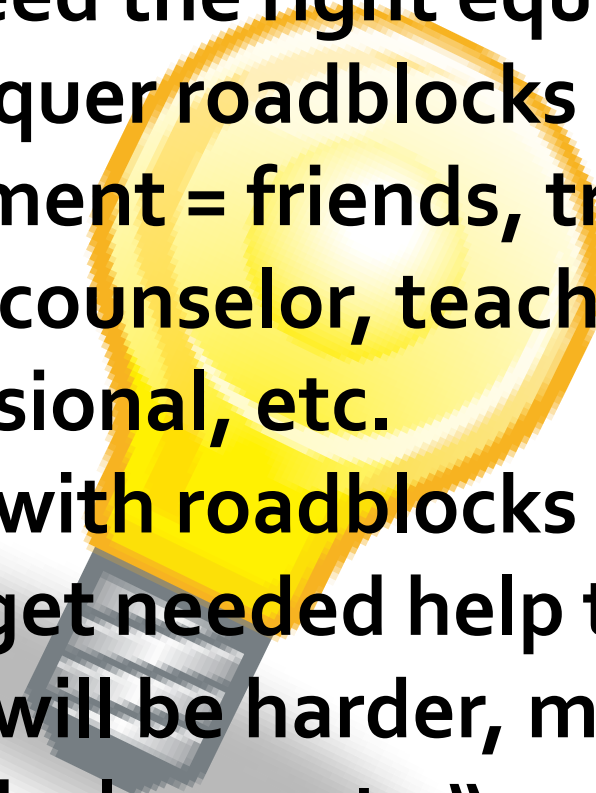
Anyone hungry?



LIGHTBULB!

LIGHTBULB CONNECTION POSSIBILITIES

1. Prepare ramen noodles (2 sets- makes students feel more at ease to eat in front of class) and place on plastic covered table.
2. Place equipment on either side of the noodles (large serving spoon, butter knife and tongs)
3. Have students try to eat the noodles. Let them eat a few bites before asking if there is something that you could help them conquer the task with---a fork.

- You need the right equipment to conquer roadblocks
 - Equipment = friends, trusted adult, counselor, teacher, professional, etc.
 - Often with roadblocks if we don't get needed help the end result will be harder, messier, and take longer to "conquer."
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Brown Bag of Choices

LIGHTBULB ACTIVITY



I can set goals to create my journey
in life.

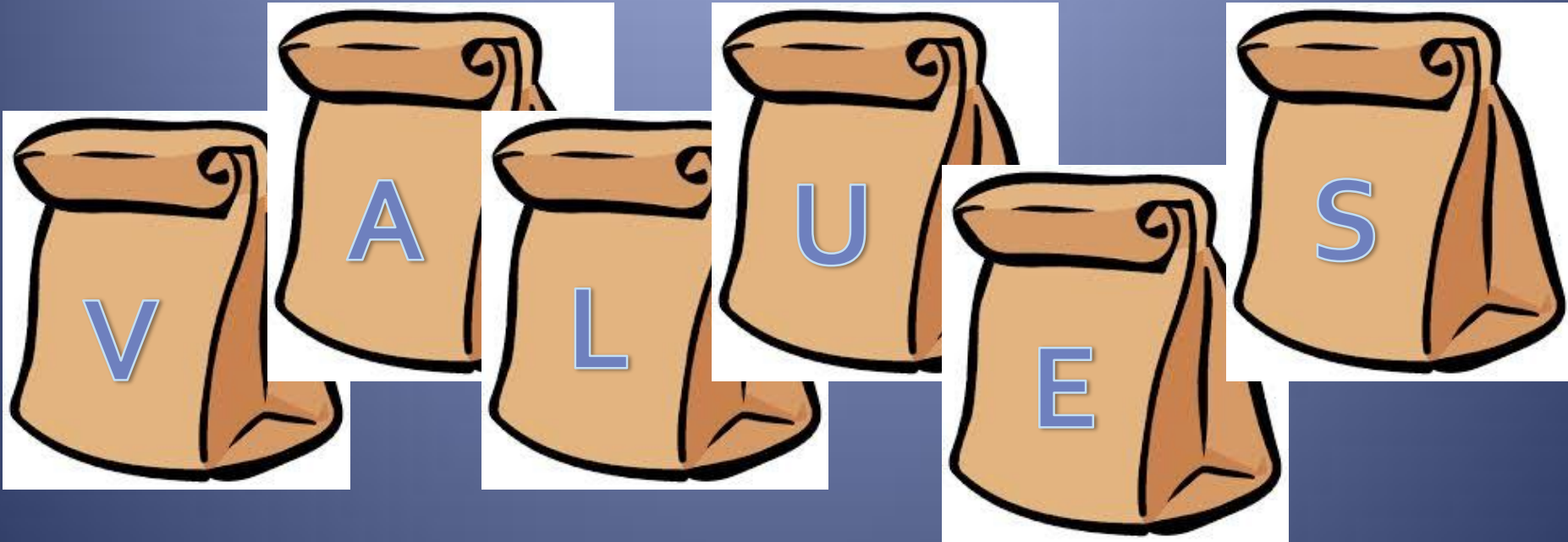
Teen Living Course Objectives:

Standard 1 Objective 1c: Identify and define personal values
(tangible and intangible).

Standard 1 Objective 1d: Define short and long-term goals.

Brown Bag of Choices

What would you do in this situation?

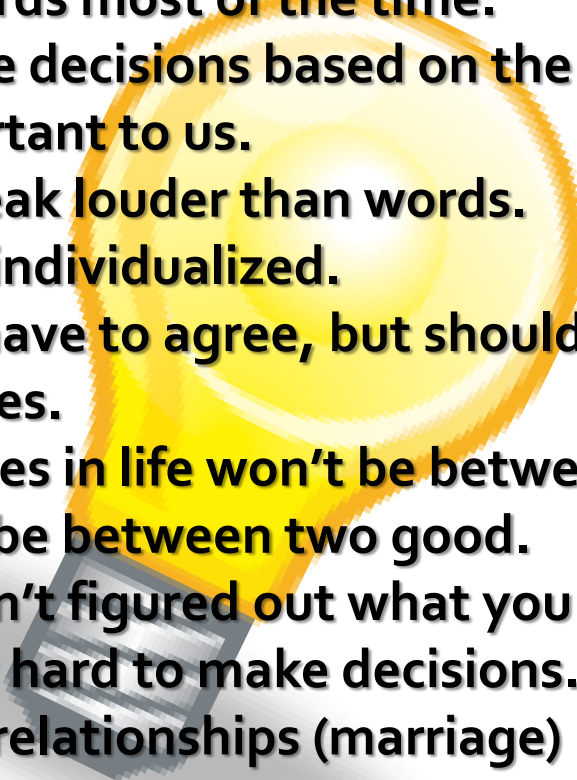


LIGHTBULB!

LIGHTBULB CONNECTION POSSIBILITIES

BROWN BAG OF CHOICES:

1. Prepare 6 lunch sacks with 2 items in each that correspond with the scenarios created/read.
2. Have 6 volunteers come up and ask each to listen carefully and decide what they would do in the given scenario. No one else is allowed to say anything.
3. After each has made their decision and returned to their seat with their corresponding prize, discuss if there were any scenarios that students would have chosen differently.
4. Why?

- People make decisions based on their values and standards most of the time.
 - We all make decisions based on the thing most important to us.
 - Actions speak louder than words.
 - Values are individualized.
 - You don't have to agree, but should respect others values.
 - Many choices in life won't be between good or bad, it will be between two good.
 - If you haven't figured out what you value, it will be very hard to make decisions.
 - Successful relationships (marriage) may have people with very different personalities, but **NEED** same values
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Forming Habits

LIGHTBULB ACTIVITY



I understand there are ways to
make the most out of my school
experience.

Teen Living Course Objectives:

Standard 1 Objective 1 d. Define short and long-term goals.

Standard 1 Objective 4: Describe and practice critical thinking skills. C. Discuss how this process can help manage and/or prevent problems.

Forming Habits

Did anyone ever teach you how to fold your arms?

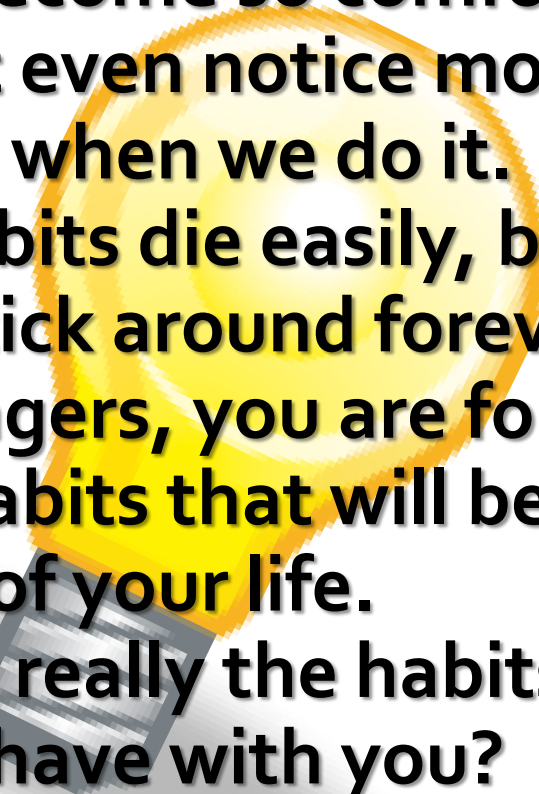
Is there a right or wrong way to do it? Which hand is on top? Switch!



LIGHTBULB!

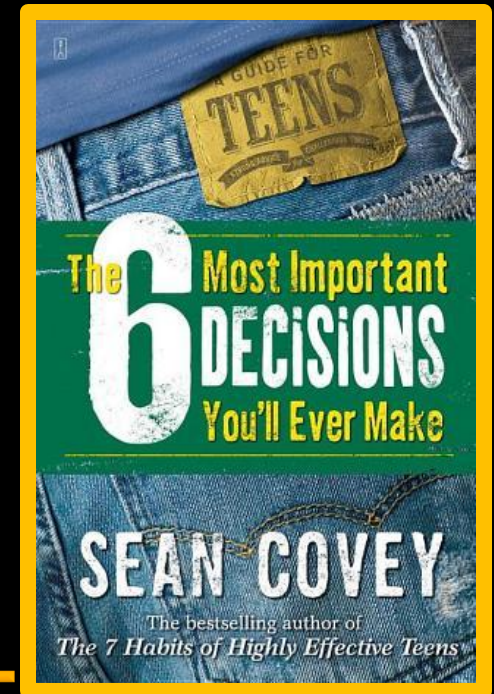
LIGHTBULB CONNECTION POSSIBILITIES

1. Without explaining what you're doing, tell students "Fold your arms." Then ask which arm is on top?
2. Tell them to switch so the other arm is on top.
3. How does it feel?
4. Why is it weird? Maybe for some it isn't weird because they switch all the time.
5. Do the same thing with hands clasping.
6. Why is it weird to switch?

- Habits become so comfortable we don't even notice most of the time when we do it.
 - Good habits die easily, but bad habits stick around forever!
 - As teenagers, you are forming lots of habits that will be around the rest of your life.
 - Are they really the habits you want to have with you?
- 

Book by Sean Covey

The 6 Most Important Decisions You'll Ever Make



Funhouse Mirrors

LIGHTBULB ACTIVITY



**I understand that I hold the key
that affects my self-concept.**

Teen Living Course Objectives:

Standard 1, Objective 1-b. Identify skills which lead to an understanding of self (self esteem, self-concept, how to build self-concept and personality development.

Is what you see reality?

What do you think you see? What is the distortion? What is the reality?

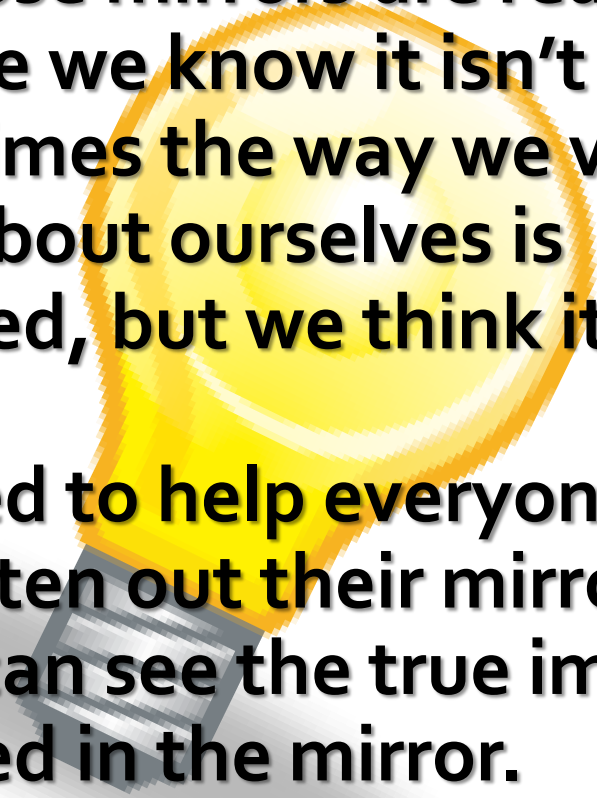


LIGHTBULB!

LIGHTBULB CONNECTION POSSIBILITIES

1. Have a regular mirror and a concave, convex mirror that distorts the image seen.
2. As students come in, have them look in the mirrors. They enjoy making the distorted figure do funny things.
3. If you don't have funhouse mirrors, you can also use the photo booth app on an ipod/ipad or iphone.
4. Which one is the best to look at?
5. Which one do we usually look through?

- Funhouse mirrors are really fun because we know it isn't real.
- Sometimes the way we view or think about ourselves is distorted, but we think it is reality.
- We need to help everyone straighten out their mirrors so we all can see the true image reflected in the mirror.



Hot Wheels Race Track

LIGHTBULB ACTIVITY



**I can recognize the importance of abstinence
for present and future relationships.**

Teen Living Course Objectives:

Standard 1 Objective 5- Define the term “good judgment” and identify “responsible behavior.”

Standard 4 Objective 2.b- Discuss the problems and consequences of early pairing.

Standard 4 Objective 6- Determine appropriate behaviors related to physical intimacy.

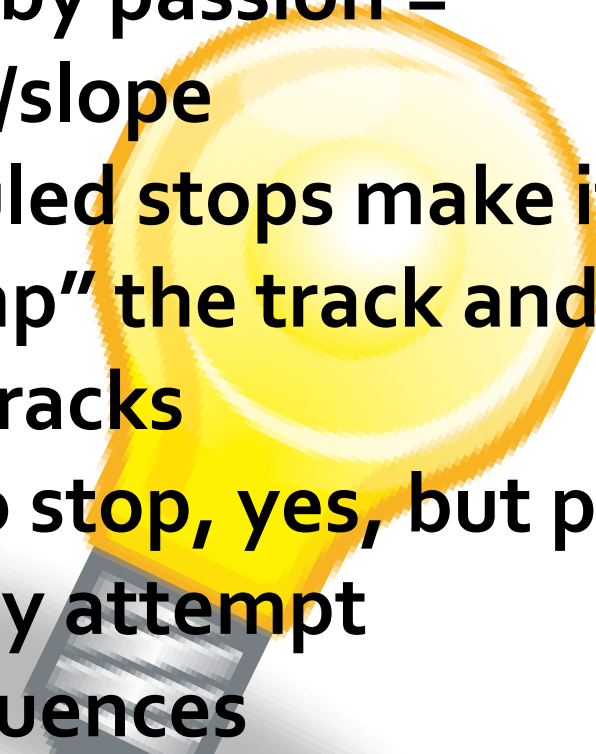
And the winner is...



LIGHTBULB!

LIGHTBULB CONNECTION POSSIBILITIES

1. Set up race track on a table top ahead of time.
2. Run the car first so students can see how it works.
3. Have students suggest how the track relates to the progression to physical intimacy chart.
4. Illustrate what it would take to make the car "stop in its tracks and/or leave the track. Illustrates the need to plan your "stops" ahead of time

- Fueled by passion = gravity/slope
 - Scheduled stops make it easier to "jump" the track and/or stop in our tracks
 - Hard to stop, yes, but possible and why attempt consequences
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Waterslide Visual

LIGHTBULB ACTIVITY



I can recognize the importance of abstinence for present and future relationships.

Teen Living Course Objectives:

Standard 1 Objective 5- Define the term “good judgment” and identify “responsible behavior.”

Standard 4 Objective 2.b- Discuss the problems and consequences of early pairing.

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Waterslide Visual

Picture of waterslide

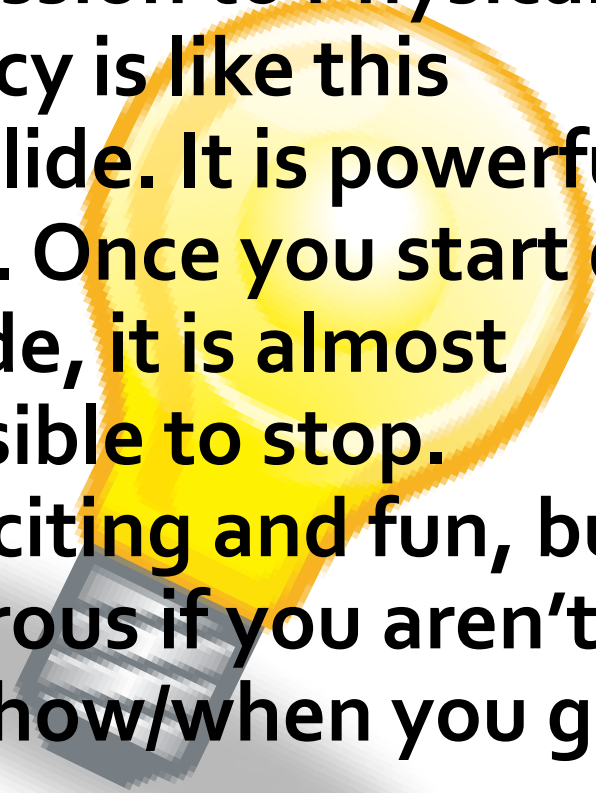


4GIFs.com

LIGHTBULB!

LIGHTBULB CONNECTION POSSIBILITIES

1. Tell students to close their eyes. Have them visualize in their mind their favorite water slide they have been down.
2. Imagine that you are right there with the water swirling and it's finally your turn to head down.
3. Imagine as you sit that you realize the force the water is coming out is actually 100x stronger than you remember it.
4. What would you think as you sat ready to head down?
5. After you push off down the slide, can you change your mind and stop if you don't really want to go down?

- Progression to Physical Intimacy is like this waterslide. It is powerful and strong. Once you start down the slide, it is almost impossible to stop.
 - It is exciting and fun, but dangerous if you aren't careful about how/when you go down.
- 

The Smashed Cake Analogy

LIGHTBULB ACTIVITY



I can identify desirable characteristics in a future marriage relationship. I can recognize the importance of abstinence for present and future relationships.

Teen Living Course Objectives:

Standard 4 Objective 6: Determine appropriate behaviors related to physical intimacy.

Who wants some cake?



LIGHTBULB!

LIGHTBULB CONNECTION POSSIBILITIES

1. Start class with a cake displayed on a very nice tablecloth with a cake plate, etc. up in front.
2. As students come in, you can try to divert attention away from the cake.
3. About ½ way through class I describe the cake in great detail. I even take the lid around and have them smell the Carmel goodness, etc. I ask who wants a piece. With lots of hands going up, I say “That’s nice.” and move on.
4. Towards the end of class I begin to share the cake finally but the first piece is served on a very nice plate with a fancy napkin and fork, then each piece after that is less and less nice until the last piece is smashed on the desk in front of the last student I give some to. (I usually cut about 8 pieces).

- The more you are in and out of relationships, the easier it is and the less it means.
 - Physical things in a relationship are very special the first time, but as it happens more and more, it becomes less special unless there is only one person you have given them to (married).
 - Physical things in a relationship are like the icing on the cake. You need a good, strong base of friendship before adding the icing. Also, too much icing and not enough cake is a gross ratio (not delicious).
- 