
LEARNING ACTIVITIES /TEACHING STRATEGIES:

1. **Recognize that teenagers are alike in some ways and different in others, and that each teen is unique and valuable.**

1-1 Chocolate Chip Cookies

The teacher will place a chocolate chip cookie on the desk of each student. Instruct the students not to touch the cookies. They may smell them, and study them carefully, but can't touch them. Have the students list 10 ways they can compare a cookie to a teenager on the **CHOCOLATE CHIP COOKIES** student activity guide (page I-A-26). This is to be individual work, so ask the students to be as thoughtful and creative as possible.

Some possible answers might be:

- lots of ingredients make up a cookie,
- lots of traits make up a teenager,
- they look alike, but each is different.

NOTE: Chip A'hoys or other packaged brands work well for this activity.

1-2 Personalized Teen Living License Plates

Give each student a copy of the student activity guide, **TEEN LIVING PERSONALIZED LICENSE PLATES**, on page I-A-27, and assign the students to design a license plate that would represent his/her teen years. Their individual license plate could reflect:

- Originality and creativity
- Personal talents or hobbies
- Personal likes or dislikes
- Personal descriptions
- Personal feelings about the teen years
- Colorful graphics.
- Humorous comments on teen years (clean and legal, of course!)

Class time could be used for this assignment, or it could be a homework project. If desired, when the students have completed their license plates, display the plates around the classroom without exposing the names of students, and let the students vote on their favorite(s). Some possible categories are:

- Most Original
- Most Colorful
- Best Description of Teen Years
- Best Overall
- Best Design.

Small rewards could be given to the winners if desired.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:**2. Identify the developmental tasks that occur during the teenage years.****2-1 Introductory Activity: "Kids" from Bye-Bye Birdie**

Play the song "Kids" from Bye-Bye Birdie, available on either cassette or video, and have the students compare themselves to the kids described .

2-2 Developmental Tasks

Write the following sentence on the board (or use the overhead transparency from page I-A-28):

"Teenage years are a waste of time; there is no purpose for them ."

This statement was made by a radio announcer after a dialogue about teenagers of the past. He made the point that up to around 1920 public schooling ended at the 8th grade in some areas. The student then became a worker. Boys were productive farm employees and began full-time work either on the family farm or ranch and girls helped raise younger siblings or worked for neighbors doing housework, baking bread, sewing clothes, etc. These tasks gave the teenagers a sense of accomplishment and taught them how to work.

Teenagers of today are in school a minimum of four years longer and spend "too much time and money on frivolous activities, or getting into trouble". These, of course, are the opinions of one radio announcer.

Ask students if they agree or disagree with this statement and to identify some purposes for the teenage years, as well as the importance of those years. Point out that there are four different (4) areas in which teens should mature:
1) physical, 2) emotional, 3) mental, and 4) social.

Some additional vignettes for comparison of today's teens vs. children of previous generations are provided on page I-A-29. These illustrate the change in the level of responsibility society has come to expect from children during the developmental years.

Using the teacher background information provided on pages I-A-31 to I-A-33 as a guide, lead the students in identifying some developmental tasks. The teacher can write the tasks on the board as the discussion progresses, or place the mile markers along the Teenage Highway. The students can use the **DEVELOPMENTAL TASKS** student activity guide (page I-A-46) for their notes.

Developmental Tasks: Skills required for successful progression from childhood to adulthood. (I-A-30)

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

Suggested learning environment: This curriculum has been developed around the concept of teenagers preparing for life the same as they would for driving. Automotive and highway symbols are used throughout the activities as the main thread. It is suggested that the teacher begin a "**Teenage Highway**" on one wall, the ceiling, or wherever, using the various pieces provided as the class progresses through the curriculum. A couple of beginning diagrams are included in this topic, and from there on, it is only limited by the teacher's imagination! The patterns for some of the beginning components, which are the basis upon which the curriculum is built, are on pages I-A-34 through I-A-45. Have fun with this!

2-3 Road Map of Life

Have the students make individual road maps of their personal developmental tasks, using pictures, icons, etc., to mark the various tasks. The tasks listed in activity 2-2 could be included, along with other developmental tasks already accomplished in their lives. They may use the student activity guide, **ROAD MAP OF LIFE**, provided on page I-A-47

Note: If this activity was used in the 8th Grade Life Skills program in your school, do not use it here again.

3. Identify conditions that can impede, delay or interrupt these developmental tasks.**3-1 Roadblocks to Development**

Using the background information provided on page I-A-48 as a guide, the teacher can lead the class into an open discussion regarding possible interruptions of progression through the developmental tasks. The students can use the **ROADBLOCKS TO DEVELOPMENT** student activity guide (page I-A-49) to take notes as the teacher presents the information. The teacher can share examples from personal experiences as each condition is discussed. A diagram for adding the roadblocks to the **Teenage Highway** is provided on page I-A-50 with patterns for the roadblocks on pages I-A-51 through I-A-55.

LEARNING ACTIVITIES /TEACHING STRATEGIES -CONT'D:

4. Identify skills that lead to an understanding of self, including:
 - a. Review factors affecting self-concept.

4.a-1 The Stonecutter Story

To introduce this story, bring a large rock, a chisel, and a hammer, and begin by chiseling the stone briefly. Then read the story, **THE STONECUTTER** (page I-A-56), to the students and have them answer the following discussion questions:

1. What was the stonecutter looking for?
2. Why did his image of the "perfect lifestyle" keep changing?
3. What lessons should he have learned by this experience?
4. Why do people frequently want to be something or someone different?
5. Why do we often perceive others' situations to be easier or better than our own?

4.a-2 Play Dough or Clay Creations

After the discussion is completed, give each student the same amount of play dough or clay. Instruct the students to create something from the clay--it can be anything they choose. They are limited only by their own imaginations. Allow five minutes for their creative endeavors and then have each student participate in sharing their creations with the rest of the class. After the sharing time, have each student create a basket (or anything that is the same product) from their clay and be prepared to share their baskets with the class.

Implications from activity:

1. Teenagers, like the play dough or clay, come in different colors, shapes, sizes, and wardrobes. And it's OK!
2. Each play dough creation was different and unique, just like people.

Follow-up discussion questions:

1. Why do we often think someone else's creation is better than ours?
2. Was it a challenge for you to design and share with other class members?

4.a-3 Self-Concept Review

Review the basic information regarding self-concept from Topic 3: Self-Concept of the Technology-Life-Careers Home Economics/Health Occupations curriculum published by the Utah State Office of Education.

Self-Concept: The way you perceive yourself
(Overhead transparency pattern available on page I-A-57.)

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

4.a-4 How Strong is My Self-Concept?

The students will complete the **HOW STRONG IS MY SELF-CONCEPT?** student activity guide (page I-A-58).

This activity is designed to examine the self-concept level of adolescents. Emphasize the importance of truthful answers for accurate analysis. No one else needs to see the results--only the individual student. Upon completion, the students can figure their own scores, using the key on page I-A-59. (If the answer key is put on a poster board or an overhead transparency, it can be used repeatedly.)

Have the students write a brief evaluation of their personal self-concept based upon the results of the activity. If scores are low, have the students make a personal plan for improving their self-esteem.

b. Differentiate between self-concept and self-esteem.**4.b-1 Self-Concept and Self-Esteem**

Using the teacher background information on page I-A-60, explain the difference between self-concept and its components, self-esteem and self-image.

Self-Concept: The way you perceive yourself; the whole picture; changes slowly

Self-Esteem: The way you think or feel about yourself; fluctuates from moment to moment

(Overhead transparency patterns available on page I-A-61.)

Have the students begin the student activity guide, **HIGH ON SELF-CONCEPT**, (page I-A-64) as the information is presented.

4.b-2 Self-Esteem Characteristics

Introduce the students to the definitions of high and low self-esteem as well as the various characteristics of self-esteem as noted below:

High Self-Esteem: Feeling positively about yourself, your actions and your future.

Low Self-Esteem: Feeling negatively about yourself, your actions and your future.

(Overhead transparency patterns are available on pages I-A-62 and I-A-63.)

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

High Self-Esteem Characteristics: Smiles a lot, tries new things, mostly lives within his/her value system, is friendly and trusting, exhibits a positive outlook on life, is open and communicative.

Low Self-Esteem Characteristics: Rarely smiles, may be shy and quiet in class or loud and obnoxious, has few friends, keeps head down, has a sad expression, is ashamed of actions, may have guilty or inferior feelings, may be difficult to communicate with.

The teacher can help the students realize that low self-esteem can be exhibited through loud, rude actions, vandalism, violent crimes against people, classroom behaviors that are inappropriate, calling attention to oneself at inappropriate times and places, and putting others down to elevate himself/ herself.

Have the students complete the student activity guide, **HIGH ON SELF-CONCEPT**, (page I-A-64) as the information is presented.

4.b-3 Vocabulary Terms in Envelopes

Using the teacher background information on page I-A-60 and the vocabulary terms listed below, prepare the following activity for the students:

- Write the definition of the term on the outside of an envelope.
- Inside the envelope, place individual letters to spell out the vocabulary terms.
- Pass one envelope to one table or group of students.
- Each group will try to unscramble the letters to make the vocabulary terms.
- Then have the students pass the envelopes to a new table until all students have worked with each vocabulary term.

Pull the class back together for questions and summary.

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|--------------------------|--|
| Self-Concept: | The way you perceive yourself. |
| Self-Esteem: | The way you think about yourself; it fluctuates regularly. |
| High Self-Esteem: | Feeling positively about yourself, your actions and your future. |
| Low Self-Esteem: | Feeling negatively about yourself, your actions and your future. |

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

4.b-4 Mattie's Smile

Read the story, **MATTIE'S SMILE**, (pages I-A-65 to I-A-69) to the students. Upon completion, lead the students in a discussion using the following questions. (These questions could also be used as a quiz.)

Alternate teaching strategy: Make a classroom set of the story and have the students read the story themselves and answer the questions on **MATTIE'S SMILE** student activity guide (page I-A-70) before the class discussion.

1. How would you describe Mattie's self-concept at the beginning of the story?
2. What are three (3) physical characteristics that support your answers?
3. How would you describe Heather's self-concept at the beginning of the story?
4. How had Mattie's self-concept changed by the end of the story?
5. What physical characteristics support your answer?
6. What four (4) experiences in the story changed Mattie's self-concept?
7. How did Heather feel about herself at the end of the story?
8. What were three (3) reasons for the change?
9. What changes would you make to this story that would change the ending and not destroy anyone's self-concept?
10. Share an event that you are aware of when a person's self-concept or self-esteem was damaged by an event or several events that took place at school.

Major Concept: Self-esteem fluctuates on a daily basis. This fluctuation is normal, especially during the teen years. The students can identify causes of their fluctuations and ways to raise their own self-esteem when they are experiencing a "down" time. A person's self-esteem affects his/her self-concept.

4.b-5 The Picture of Dorian Gray

Read the story, **THE PICTURE OF DORIAN GRAY**, (pages I-A-71 and I-A-72) to the students. Illustrations for use when reading this story are provided on pages I-A-74 through I-A-77. These can be made into overhead transparencies or enlarged for posters. Upon completion of the story, lead the students in a discussion addressing the questions on the following page.

Alternate teaching strategy: Make a classroom set of the story and have the students read the story themselves and answer the questions on **THE PICTURE OF DORIAN GRAY** student activity guide (page I-A-73) before the class discussion.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

Discussion items:

1. Why do you think Dorian Gray wanted to remain young?
2. What did his picture represent?
3. Are there some things in your life that you would want expressed on canvas? Without getting too personal, what areas would you not want revealed?
4. How could you change things in your life that you did not like?
5. Can you feel good about yourself on the outside if you don't feel good about yourself on the inside? Why? or Why not?
6. Do you think that Dorian felt good about himself? Why?
7. What do you think the moral of the Dorian Gray story would be?

4.b-6 Needle through Balloon

Following the instructions provided on page I-A-78, use the needle through the balloon activity to illustrate the importance of having a strong self-concept.

- c. Identify ways for building a positive self-concept and a high level of self-esteem.**

4.c-1 Introductory Activity: Teacher Role Play

As students come into class, single out a few to welcome to class and use various tactics to raise their self-esteem such as:

- Patting them on the back
- Greeting them warmly and looking them in the eye
- Complimenting them on the way they look, "Great outfit", etc.
- Complimenting noteworthy behavior, "You did really well in the assembly; I read your article in the school paper", etc.
- Laughing at their jokes

The previous day, arrange with a few students that you know have high self-esteem to treat them just the opposite, such as:

- Ignoring them as they come into class
- Not answering their questions and putting them off if they persist
- Referring to their work as sub-standard
- Speaking to them without patience for being tardy, no pencil, etc.

Keep this act going for about 10 minutes into the class period. Then ask the students you singled out to report to the class on how their self-esteem has changed since they came to class today. Ask them to explain why it changed. Discuss how comments or actions contributed to the changes in self-esteem.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

Analyze if the teacher's actions had any influence on how the rest of the class treated these students.

Note: The teacher should be careful that the compliments are sincere and honest, and in choosing the students to be impatient and cross with.

4.c-2 Self-Esteem Roller Coaster

Draw a line that looks like a roller coaster ride--up, down, up, down, etc., on the chalk board, a poster board, or a bulletin board.

Display the line and ask students what this wavy line has in common with their self-esteem.

Discuss the fact that during adolescence the way you feel about yourself goes up one minute and may go down very quickly the next.

There are many reasons why self-esteem goes up and down. As these reasons are mentioned, the teacher can write them on the wavy line poster in an "up" position or a "down" position as appropriate.

Using the teacher background information provided on page I-A-79, the students can complete the **MY SELF-ESTEEM ROLLER COASTER** student activity guide (page I-A-80).

4.c-3 Design a "Thank You" Card or Self-Esteem Certificate

One way students can raise their self-esteem is by "getting out of themselves" for a while and doing something nice and/or helpful for someone else. Two possible assignments are:

Project 1: Design a "Thank You" card. The teacher passes out one thank you card to each class member (a computer generated one works fine). Have each student write a note of thanks to someone who has recently done something nice for them or helped them in some way. Provide envelopes for the students to address in class and mail the same day.

Alternate teaching strategy: If computer resources are available, have the students design their own thank you cards.

Note: The teacher will probably need to have a copy of the local telephone book available for addresses.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

Project 2: Self-Esteem Certificate. Give each student a copy of the **SELF-ESTEEM CERTIFICATE ASSIGNMENT** (page I-A-81) and a copy of the **CERTIFICATE** (page I-A-82). Read through the directions with the students. After the students have completed the assignment, have the students report to the class about their activities and the responses received.

Note: The teacher will need to remove the page heading and page number from the certificate before reproducing it for the students.

The teacher may want to have the students bring the certificates back and put them on a bulletin board in the classroom.

4.c-4 Self-Esteem Graffiti (or Handwriting On The Wall)

Divide the class into small groups. Ask students to brainstorm methods for building a positive self-esteem and list as many as possible--20 or more. After 10 minutes, gather the students back together and have each group report some of their ideas to the rest of the class.

Hang a 6-8 foot piece of colored butcher paper or the paper printed like bricks lengthwise against a wall and have a student act as scribe, listing the possibilities reported by the groups from their brainstorming session. The brick patterned paper adds to the "graffiti" style of the activity.

Examples of some possibilities:

- Make a new friend; improve a friendship
- Do something nice for someone; help a cause
- Recognize your strong points
- Don't compare yourself to others for approval
- Set and accomplish goals, no matter how small
- Give yourself credit for your positive qualities
- Live within your value system
- Care about other people
- Learn a new skill
- Self-talk.

4.c-5 The Block of Marble

Read the story **THE BLOCK OF MARBLE** (page I-A-83) to the students. Upon completion, discuss the following implications with the students:

- People are much like the block of marble, sometimes feeling worthless, or being told by those around them that they are worthless.
- Often we feel "ruined or marred" in some way by something we have done or something that has happened to us.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

- We need to remember that it took Michelangelo over two (2) years to carve his masterpiece.
- It might take some time, but inside each one of us, no matter how imperfect we seem now, the potential is there for a "masterpiece".

-Ask the students how they think Michelangelo looked, what his social life was like, etc. We assume that someone who created such incredible works as David, the Pieta, Moses in Chains, and the Sistine Chapel must have been good looking, with lots of friends, rich, well dressed, etc. In fact, Michelangelo was not a handsome man; people bothered him and so he was rude to others; and he lived in poverty because he sent almost all his earnings to his family.

Note: It is recommended that the teacher find a large picture of the sculpture, David, and the sculptor, Michelangelo, for the students to view during this activity. (A picture is worth a thousand words!) If pictures are not available, make overhead transparencies of pages I-A-84 and I-A-85.

4.c-6 T-Shirt Message

Have students pretend they are famous artists or philosophers and have been asked to design unique T-shirts which will be sold in stores throughout the United States. The T-shirts should express how they feel about life and/or want others to feel. Have the students determine what their shirts would say and/or what designs they would use. Provide colored pencils or markers and have the students complete the **T-SHIRT MESSAGE** student activity guide (page I-A-86). After the students have finished their T-shirt designs, have the students cut them out and hang them on yarn hung on the wall or bulletin board to resemble a clothesline. Students will enjoy seeing their "creations" on display.

Hint: Have the students work out their messages, graphics, and designs on scratch paper first.

Alternate Strategy: If the resources are available, it is fun for the students to actually put their messages on some real T-shirts. (This activity is also a good homework assignment.)

4.c-7 "The Great Love Experiment"

Have students watch "The Great Love Experiment" video related to self-concept/self-esteem and follow the viewing with a classroom discussion. This video is about some teens who take on an unpopular girl and transform her through positive reinforcement. (An After School Special)

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

4.c-8 Self-Talk: Postive Affirmation

Using the teacher background information, **SELF-TALK**, on page I-A-87, introduce the concept of self-talk and the value of same in the building of a positive self-concept and high level of self-esteem. A suggested assignment is provided at the bottom of that page. A list of possible positive affirmations is provided on page I-A-89 for the students' use.

Self-Talk: The inner voice.

(An overhead transparency pattern of this definition is provided on page I-A-88.)

Analogy: In order to build strong bodies, body builders must constantly exercise their muscles. (See overhead transparency on page I-A-90). The same is true for building a strong self-concept and a high level of self-esteem--we must constantly exercise our self-talk to build our self-concept and/or self-esteem.

d. Recognize the stages of personality development.**4.d-1 Introductory Activity: Teen Taters**

Follow the instructions on pages I-A-91 and I-A-92 for this activity and introduce the concept that all personalities are different and unique. A series of overhead transparencies that accompany Part II of the activity are provided on pages I-A-93 through I-A-108.

Should the students find any undesirable taters within themselves, instruct them to "mash them out!" The students may be able to think of additional Teen Taters to add to the list.

Note: If this activity has been used in the 8th grade curriculum, omit it or use another medium.

4.d-2 Theories of Personality Development

Use the teacher background information on page I-A-109 and I-A-110 as a guide for a discussion regarding various theories of personality development. A Chinese year calendar is provided on page I-A-111 for reference, the astrological calendar on page I-A-112, and the Greek Gods and Goddesses on page I-A-113.

4.d-3 The Ugly Duck

Use the verses of the song, **THE UGLY DUCK** (page I-A-114), by C. Daniel Litchford of Weber State University, to illustrate the development from the ugly

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

duck stage to the beautiful swan stage. This song identifies the awkwardness of growing up. The students can then complete **THE UGLY DUCK: SHED ANOTHER FEATHER** student activity guide (page I-A-115), and/or these questions could be used as a guide for classroom discussion. For extra emphasis, overhead transparencies could be made from illustrations in Hans Christian Anderson's book, The Ugly Duckling or the graphic on page I-A-116. (An audio tape of the song is available for purchase, if desired. Otherwise, read the song as a poem. Refer to the resource section in this topic.)

Everyone has basic needs of approval, acceptance, and appreciation. Yet, we are seemingly surrounded by suggestions that we aren't okay. We have to build in ourselves the reminder that it is okay to be who we are. This can be done by writing the word ugly vertically and then writing what the letters could represent.

U = Unusual
G = Guilt
L = Lingers about
Y = Yourself

This is an example of negative self-concept--always looking for the bad and never the good. We need to turn this around and look for something that is positive and complimentary like becoming a beautiful swan.

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| S = Sensing | | S = Sense |
| W = What | or | W = What |
| A = A neat | | A = Another |
| N = iNdividual I am | | N = Needs |

We need to continually practice looking for the good in ourselves and ways to assist others. Have the students take the letters and make a positive statement.

Major Concept: The power of suggestion is strong, but we have the ability to choose how we think about ourselves; the choice is ours.

A bulletin board to complement and support this activity could be developed by using an enlarged duck with feathers that could be removed to reveal a beautiful swan. The feathers could be labeled with some of the awkward stages of adolescence and teenage years.

4.d-4 Personality Fact Finding Interviews

Have students complete the **PERSONALITY FACT FINDING INTERVIEWS** student activity guide (page I-A-117).

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

e. Identify personal values.

Note: In the following activities, students will have the opportunity to identify and examine their personal values. It is important that the teacher remain nonjudgmental and open-minded as students share their feelings. It is not the teacher's role to choose students' values for them, but rather to give them opportunities for discovering their own values.

4.e-1 Introductory Activity: Analogy of Carpenter's Level and Brake Shoe
Introduce values by using this analogy. Display a carpenter's level and a brake shoe from a car. Ask the students to identify these items and how they are used.

Implications: Car brakes work exactly like values because they help you live within your own set of standards. A carpenter's level illustrates how values can give life balance.

4.e-2 Values Solve the Puzzle

Use the teacher background information on page I-A-118 as a guide for presenting these basic concepts pertaining to values. The students can take notes on the **VALUES SOLVE THE PUZZLE** student activity guide (page I-A-119).

Value: Anything in life that is important to us

Tangible Value: Material things; cost money

Intangible Value: Non-material things; don't cost money

(Overhead transparency patterns of these definitions are available on pages I-A-120 to I-A-122.)

4.e-3 Value Inventory

The students will complete the **VALUE INVENTORY** student activity guide (page I-A-123). When the students have completed the activity, discuss some of the answers and aspects as a class.

4.e-4 Value Ranking

The students will complete the **VALUE RANKING** student activity guide (pages I-A-124 to I-A-125) and assess their own values.

4.e-5 Value Situations

Divide the class into seven groups. Give each group one of the situations listed on page I-A-126 and have them prepare a presentation for the class. (This page is ready for duplication and cutting apart for this activity.)

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

Note: Having the students write a script will help the groups stay on task during the role play activity. Let each group perform their situation. After each group is finished, lead the class in recognizing the values demonstrated.

4.e-6 The Pit of Death

Read the story, **THE PIT OF DEATH**, (pages I-A-127 to I-A-129) to the students. Upon completion, discuss with the class the values exhibited by Craig.

1. Craig had a choice to make: to wait for emergency personnel who would probably get there too late to help, or to dive into the filthy pit and try to save his little nephew.
2. If he acts within his values: (love for family members, and helping other people) he will probably feel good about trying to help, he won't have to make excuses for not trying, and he will be at peace with himself. Ultimately, Craig's choice will lead to personal satisfaction.
3. If Craig acts against his value system: he may always regret that he did not at least try to help. He may have feelings of regret or possibly shame. He may feel a loss of trust from his family members. Ultimately, Craig 's choice will not bring personal satisfaction.

4.e-7 Value Cycle

Using an overhead transparency of the **VALUE CYCLE** (page I-A-130), show the class how the cycle works. The teacher can refer back to the story, "The Pit of Death", to illustrate the cycle, or use another example. A corresponding student activity guide is provided on page I-A-131 for use if desired.

4.e-8 Newspaper Article Assignment

The students will find an article from the newspaper that illustrates different values or the lack of values. Then each student will write a short paper that:

- describes the situation
- identifies what values are present and/or lacking
- predicts a long-term outlook for the situation.

Note: It is suggested that this be used as a homework assignment.

RESOURCES:**Song:**

The Kids from the movie, Bye-Bye Birdie. 1963.

Books:

Brown, H. Jackson, *Wit and Wisdom from the Peanut Butter Gang*, Rutledge Hill Press, P.O.Box 14100, Nashville TN 37214-1000. 1994. ISBN 1-55853-276-5.

Canfield, Jack and Mark Hansen, *Chicken Soup for the Soul*, Health Communications, Inc., 3201 S. W. 15th St., Deerfield Beach FL 33442. 1993. ISBN: 1-55874-262-X.

Carls, Gordon, *Real Life Stories of Teenage Heroism*, (A Bluejeans Book from Xerox Education Publication Office). Middletown Publications, 245 Long Hill Road, Columbus OH 43216. 1978. ISBN: 8374-0040-6

Colf, Mary K. and Len Oszustorvicz, *301 Random Acts of Kindness*, Summit Publishing, 2000 E. Lamar Blvd., Ste 600, Arlington TX 76006-7340. ISBN: 1-56530-135-8.

Hartman, Taylor, *The Color Code: A New Way to See Yourself, Your Relationships, and Life*, The Free Press, 1230 Avenue of the Americas, New York NY 10020. 1988. ISBN: 0-68484-376-5.

Helmstetter, Shad, *What to Say When You Talk to Yourself*, Grindle Press, P. O. Box 5165, Scottsdale, AZ 85261-5165. 1986. ISBN: 0-93706-505-6,

Hoff, Benjamin, *The Tao of Pooh, That Sort of Bear*, Viking Penguin, 375 Hudson St., New York NY 10014-3657. 1982. ISBN: 0-14006-747-7.

Jackson, Tom, *Activities that Teach*, Red Rock Press, 3835 W. 800 N., Cedar City UT 84720. 1993. ISBN 0-96646-331-5.

Peale, Norman Vincent, *The Power of Positive Thinking*, Fawcett Book Group, 201 E. 50th St., New York NY 10022. 1982. ISBN: 0-44921-493-1.

Roger, John and Peter McWilliams, *Life 101*. Prelude Press, 8148 Mannix Dr., Los Angeles CA 90046. 1994. ISBN 0-93158-097-8.

Pictures:

The sculpture, *David*, by Michelangelo.

The ugly duck looking into a pond and seeing a swan, from the book, *The Ugly Duckling*, by Hans Christian Anderson.

Audio Tapes:

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Helmstetter, Shad, *Esteem for Older Kids*, Self Talk, Inc., 5930 Pima Suite 144, Tucson AZ 85712. 1-800-982-8196.

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