

Lesson 6

Confidence in Progress - Respect for Self & Others

Rationale

The capacity to assess one's own strengths and weaknesses and the effect of one's thoughts on feelings and behavior enhances self-respect promoting a can-do attitude. Self-respect and self-confidence promote a greater capacity to build empathy, diffuse conflict, and develop stronger relationships.

Character Education

This lesson promotes these character traits:

Caring
Courage

Respect
Honesty

Self-discipline

Objectives

Following this lesson, the student will be able to:

- Define self-confidence
- Identify personal strengths and weaknesses and their effects on sense of self
- Describe the link between thoughts, emotions, and behavior
- Recognize the positive effects of self-respect on attitudes, behaviors, and relationships
- Demonstrate the ability to think positively in difficult situations

Activities

1. **What Do You Think?** 15 minutes
2. **My Good Points** 15 minutes
3. **Express Line** 20 minutes

Materials

In this lesson, you will need:

- Student Workbook pages 11 and 12
- Express Line Game Board
- Express Line Cards
- Game Pawns
- Home Workout 6, Teacher's Manual page 94
- Express Line Game Instructions, Teacher's Manual page 96

Before You Start

- Distribute the Student Workbooks at the beginning of the lesson.
- Review the Express Line game instructions, materials, and teacher's script pages 91-92.
Make a copy of the game instructions for each group.
- To reinforce the skills taught in this lesson, prepare journal activities or lesson extenders from the **Looking for More?** section to assign at the beginning or end of your classes throughout the week.
- Make a copy of **Home Workout 6** for each student. Distribute at the end of the lesson.

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1. What Do You Think?

In last week's lesson, we learned nine strategies to refuse peer pressure. With your workbooks closed, raise your hand if you can name one of those strategies. ✂ Call on nine students to each name a different peer-pressure refusal strategy. The strategies are Steer Clear, Broken Record, Walk Away, Ignore, State the Facts, Say "No," Make an Excuse, Better Idea, and Reverse the Pressure.

Refusing peer pressure requires self-confidence. What is self-confidence? 🗨 Assurance or belief in yourself and your abilities. That's right; self-confidence is the realistic assurance or belief in yourself and your abilities. To refuse peer pressure, you must not only be confident, but you must also communicate your confidence to others. Who remembers which communication style demonstrates self-confidence: Passive, Aggressive, or Assertive? 🗨 Assertive Communication. Exactly, an assertive communication style demonstrates to others your confidence to choose to refuse peer pressure. Who can tell me how to communicate assertively? 🗨 Stand Tall, Look 'em in the Eye, and Speak Up.

Today we are going to focus on what builds our self-confidence. Let's start by looking at how our thoughts influence our responses in stressful situations. Open your workbooks to page 11 to the section titled, "What Do You Think?" Each scenario presents a challenging situation that could trigger an emotional response. Consider the thoughts that cause you to feel the way you do.

After we read each scenario together, I will give you time to write down your first thoughts about the scenario. Be sure to write down only your thoughts and not your emotions. The scenarios may provoke an emotion, but for this activity, I want you to record only your thoughts, your initial thoughts. Use the lines provided on the workbook page. Do not share your answers. We will review our answers as a class later.

1. You accidentally wash your favorite white shirt with a blue sock. Your white shirt is now blue. What do you think about this situation? ✂ Allow time for students to write down their answers.
2. After lifting dumbbells in gym class, you flex your arms and check out your muscles in the mirror. Some kids nearby start to giggle. What do you think about this situation? ✂ Allow time for students to write down their answers.
3. Your beloved pet goldfish, the one that lived in a bowl on your bedside table for two years, died suddenly. What do you think about this situation? ✂ Allow time for students to write down their answers.
4. You are interested in soccer and want to try out for the team. What do you think about this situation? ✂ Allow time for students to write down their answers.
5. You ask the person that you have a crush on to go with you to the dance, but you're turned down with a "No, thanks." What do you think about this situation? ✂ Allow time for students to write down their answers.

Now, review your answers and determine if the thoughts that you wrote are positive or negative. Positive thoughts find the brighter side of the situation, work to solve the problem at hand, or represent positive self-talk. Negative thoughts are those that focus on the downside of the situation, don't offer a solution, or represent negative self-talk. For each scenario, put a plus sign in the box next to each positive thought, and put a minus sign in the box next to each negative thought. ✂ Allow time for students to complete the activity.

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Self-confidence begins with positive thinking. How many of you had more positive thoughts than negative ones? ✂ Allow time for students to raise their hands. Positive thinking enhances your self-esteem and builds confidence in yourself and your abilities. Positive thinking helps you see your own strengths and encourages you to not give up. Negative thoughts are normal in difficult situations. However, if we do not control these thoughts, they can negatively affect our emotions and our behavior.

Let's read scenario five again. "You ask the person that you have a crush on to go with you to the dance, but you're turned down with a "No, thanks." Clearly, a rejection is not what you were looking for in this situation. The question is where to go from here. You could take the rejection negatively with thoughts like, "I am such a loser," or "Why would anyone ever like me?" What emotions will you experience as a result of these thoughts? 🗨 Sadness, anger, embarrassment, etc.

How will negative thoughts affect your self-confidence? 🗨 Negatively. If you believe you are a loser, you weaken your self-confidence. That's right; instead of building your confidence, negative thoughts weaken it. How do you think negative thoughts about yourself affect your friendships and relationships? 🗨 Negatively. Some people may not want to hang out with this person if he or she is negative all the time. Exactly, it can be difficult to be around someone who is always putting themselves down.

Let's review the other situations. What is a positive response for situation number one?

You accidentally wash your favorite white shirt with a blue sock. Your white shirt is now blue. 🗨 I made a mistake but I will definitely be more careful next time. I can just rewash the white shirt with a little bleach. This color isn't so bad. I learned to be more careful when separating my clothes.

Very good. How about for the next situation?

After lifting dumbbells in gym class, you flex your arms and check out your muscles in the mirror. Some kids nearby start to giggle. 🗨 My muscles may not be so big now, but I am working out. They are giggling, but they could be admiring my ambition. I am proud of myself no matter what others think.

What is a positive response to the third situation?

Your beloved pet goldfish, the one that lived in a bowl on your bedside table for two years, died suddenly. 🗨 I am happy my goldfish lived so long. I am sad but I know my grief will pass in time. Since I was so responsible with my goldfish, maybe my parents will let me get a dog.

How about the fourth situation?

You are interested in soccer and want to try out for the team. 🗨 I can do it. Trying out is worth the risk of not making the team. If I don't make it this year, I can always try again.

Good. You can't make it if you don't try. What is a positive response for the last situation?

You ask the person that you have a crush on to go with you to the dance, but you are turned down with a "No, thanks." 🗨 It was worth the risk of rejection. I can always go with my friends or ask someone else.

2. My Good Points

You can choose to have a positive attitude in any situation, even the tough ones. To get your thoughts going in the right direction, let's take an inventory of your personal strengths and qualities. Everyone has some. Look in your workbooks at the next section titled, "Building My Confidence." Take a moment to think about your strengths, the things you like about yourself. Use the categories and items listed in the box to help you. You can also come up with your own. Write five of your strengths on the lines provided at the bottom of the page in the section titled, "My Top Five Strengths." ✂ *Allow time for students to complete the activity and share their answers.*

Do you think self-confidence plays a role in your ability to achieve goals? 🗨️ Yes. How so? 🗨️ *Your self-confidence encourages you to push yourself harder to reach your goals. That's right; self-confidence encourages you to try new things and to take healthy risks like trying out for a team or asking someone to the dance. When you think positively about yourself, you feel confident and have a better attitude.*

Let's practice changing negative thoughts to something positive. Look at the section titled, "Formulating the Positive." Read the negative statements listed below. Then, draw a line to a positive statement to replace the negative one. The first one has been done for you. The negative statement is, "I am so weird." Who can rephrase this statement to mean something positive? ✂ *Call on a student volunteer to read the answer. That's right; instead of negatively thinking, "I am so weird," you can choose to think, "It would be boring to be just like everybody else." How would the positive thought affect your emotions? 🗨️ I would feel happy to know that I am okay. I would be more confident to be myself.*

Good, now complete the rest of the statements. ✂ *Allow time for students to complete the activity.*

Let's review your answers. Which positive statement replaces the negative thought, "This situation is so difficult for me"? 🗨️ *This situation will make me stronger. That's right. Which positive thought replaces, "I am so stubborn"? 🗨️ I never give up working to get what I want. Very good; how about the statement, "No one cares what I think"? 🗨️ My ideas are worth sharing as much as anyone else's. Finally, what about "The new kid is strange"? 🗨️ It's always exciting to meet new people. Very good. What is different about the last thought from the others in this section? 🗨️ The thought is about expectations of another person.*

Imagine that this new kid is going to be your lab partner in science class. How would your interaction with him be different if you continued thinking "The new kid is strange" rather than "It's always exciting to meet new people"? 🗨️ *I might be rude to him or keep my distance instead of greeting him and trying to get to know him. That's right; if you think positively about the person, you could make a friend. Think negatively and you won't. Besides, what if he was thinking the whole time that you were strange? You would probably hope he was thinking "it's exciting to meet new people" too.*

It is healthy to critique ourselves. Evaluating ourselves helps us learn and grow, but being too critical works against us. Negative self-talk can damage self-esteem. Having self-respect means to be kind to ourselves, not harsh, even when we make a mistake or have an imperfection.

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In the section titled, “My Downside,” list one thing about yourself that you are not pleased with. Maybe you don’t like the shape of your nose or maybe you are not very organized. You won’t have to share your answer. ✂ *Allow time for students to complete the activity.*

Look at the section titled, “The Upside to My Downside.” Instead of putting yourself down, be kind to yourself. Find the upside to your downside and write something kind to yourself about your imperfection. If your downside was your nose, you could write something like, “My nose may not be perfect, but it makes me unique.” If you are disorganized, you could write, “I might be messy, but I know where everything is.” Use the “Formulating the Positive” section just above as your guide. You’ll find that your “downside” is really an opportunity to build your self-respect. ✂ *Allow time for students to complete the activity. If the students wish to share their answers, call on volunteers.*

You have a choice about how to think about yourself and how to think about others and the difficult situations you might find yourself in. Train your mind to find the bright side.

3. Express Line

Our thoughts affect our attitudes and our outlook on ourselves and the events in our lives. Our attitude can work to build our confidence or tear it down. I want to take you on a simulated journey to experience how a positive outlook can take you where you want to go and how a negative outlook can hold you back.

Get ready! We are going to the amusement park and we need to take the subway to get there. We are going to play a game called, “Express Line.” ✂ *Display an Express Line game board and begin to demonstrate how to set up and play the game.*

The object of the game is to be the first player to arrive at Grant Avenue Station, the last stop for the amusement park. To get there, you need to take the local subway system. Along the way, you will encounter situations that will test your positive thinking. The more you use your positive-thinking skills, the faster you will get to your destination. If your thoughts are negative, it will take you longer to reach the park.

On the map, you will see a series of color-coded lines, which represent different lines in the subway system. Some lines are slower local lines that stop at every station. ✂ *Point to the local stations represented by the small circles on color-coded lines.* Other lines are faster express lines that only stop at transfer stations. The express lines allow you to move more quickly to your destination. ✂ *Point to the transfer stations represented by the large circles on color-coded lines.* The transfer stations are the large circles and the local stations are the smaller circles along the color-coded lines.

You will play this game in groups. Each group will receive a game board, game pawns, and a deck of cards. To set up the game, place the deck of cards facedown on the game board where it says, “Draw Pile.” ✂ *To demonstrate, hold the deck over its location on the game board.*

We will start at Townville Station. Who can find Townville Station on the map? ✂ *Allow students to raise their hands.* You will select a game pawn and place it at the Townville Station. ✂ *To demonstrate the location, hold a game pawn over the Townville Station marker.* Your goal is to get to Grant Avenue Station. Who can find Grant Avenue Station on the map? ✂ *Allow students to raise their hands.* You will travel along the red and orange lines.

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To take a turn, draw a card and read it aloud. If you demonstrate positive thinking, you will move forward the indicated number of stations. If your thoughts are negative, you will get off the train and stay where you are. Some of the cards will present a challenge. If you complete the challenge correctly, you will advance to the next transfer station to take the Express Line. When your turn is over, place your card in the Discard Pile on the game board.

Once you are in groups and set up your game, I will announce which players go first.

✂ *Divide students into groups of 4-6 players. Distribute the game materials. Once students are set up to play the game, announce which players will go first. Then, have one student read the sections on the game instructions sheet titled, "How to Play" and "Taking a Turn." Encourage students to keep using these instructions to help them play the game. Allow time for students to play the game.*

How many of you were able to respond to the challenge cards with positive thoughts?

✂ *Allow time for students to respond. **Good. No matter the circumstances, you can train your mind to find the bright side to the situation so you can manage your emotions and have a healthier attitude and relationships. Next week we will talk about conflict.***

✂ *Collect the game materials.*

✂ *Distribute the Home Workouts.*

✂ *Collect Student Workbooks.*