



# **Be Yourself!**

## **Master Curriculum Guide**

*Embrace whom you are uniquely created to be!*

Version II

## **Acknowledgement**

This guide is a product of an elaborate collaboration that literally spans the globe. Special thanks to Max Lucado and Friends, Living Waters Trust, Operation Blessing & CBN Beijing, Enoch Communication Inc., Taosheng Publishing House, Ellen Knighton, Angela Deng, Misty Littlewood, Mandy Jin, all the individuals that serve on New Song's Board of Directors, the passionate and faithful New Song volunteers, and the people and organizations that have allowed us the privilege to share this message with them. All of these folks are most certainly...SPECIAL!

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## **Foreword**

Since 2006, our flagship program, You Are Special (YAS), has touched the lives of tens of thousands of children, youth, and adults across 26+ provinces and municipalities of China with the simple yet profound message that they are unique and valued. It has been our great joy to do this, as it is New Song's heartfelt Vision and Mission to "see the next generations of Chinese enlivened to their new song." We believe that each person has a gift to give to the world, and our programs and materials are developed with the purpose to gently and creatively expose empty worldly values and direct participants back to the truth.

The Be Yourself! curriculum builds on the You Are Special program using yet another of Max Lucado's children's storybooks entitled If Only I Had a Green Nose. The story, along with the beautiful illustrations by Sergio Martinez, helps us to creatively address issues of negative peer pressure with the intent of directing young people to an awareness of a truly healthy and wholesome identity.

Julie Schulze  
Founder  
New Song Personal Development Resources

## **Table of Contents**

<b>Acknowledgement.....</b>	<b>0</b>
<b>Foreword .....</b>	<b>1</b>
<b>Table of Contents .....</b>	<b>2</b>
<b>Disclaimer.....</b>	<b>1</b>
<b>Advice on Implementation .....</b>	<b>2</b>
<b>Lesson Handouts .....</b>	<b>4</b>
<b>Curriculum Overview.....</b>	<b>5</b>
<b>Lesson 1.....</b>	<b>7</b>
<b>Origami Maple Seed Directions .....</b>	<b>12</b>
<b>Lesson 2.....</b>	<b>13</b>
<b>Peer Pressure Skits.....</b>	<b>18</b>
<b>Vocabulary Definitions.....</b>	<b>21</b>
<b>Types of Negative Peer Pressure .....</b>	<b>22</b>
<b>Lesson 3.....</b>	<b>23</b>
<b>What’s Cool? .....</b>	<b>27</b>
<b>Lesson 4.....</b>	<b>28</b>
<b>For Better or Worse .....</b>	<b>32</b>
<b>Lesson 5.....</b>	<b>33</b>
<b>Symbol Poem .....</b>	<b>36</b>
<b>Ways to Say “No”.....</b>	<b>37</b>
<b>How to Appreciate Yourself .....</b>	<b>38</b>
<b>Posters.....</b>	<b>39</b>
<b>Lesson Scripts .....</b>	<b>48</b>
<b>Introduction (20 min.).....</b>	<b>49</b>
<b>Lesson 1 Script .....</b>	<b>50</b>
<b>Lesson 2 <u>Script</u> .....</b>	<b>53</b>
<b>Lesson 3 <u>Script</u> .....</b>	<b>58</b>
<b>Lesson 4 <u>Script</u> .....</b>	<b>61</b>
<b>Lesson 5 Script .....</b>	<b>64</b>
<b>Evaluation Information .....</b>	<b>67</b>
<b>Evaluation Overview .....</b>	<b>68</b>
<b>BY! Student’s Pre-Evaluation .....</b>	<b>69</b>
<b>BY! Student’s Post-Evaluation .....</b>	<b>70</b>
<b>Scoring for Pre- and Post-Evaluations .....</b>	<b>71</b>
<b>Implementer’s Evaluation Post BY! .....</b>	<b>72</b>
<b>References.....</b>	<b>73</b>
<b>A Note From New Song .....</b>	<b>74</b>

## **Disclaimer**

New Song envisions a world where the next generations of Chinese are enlivened to their “new song.” One method for making that a reality is to spread the Be Yourself! message to as many people as possible. Our hope is that others feel as passionately about this goal as we do. Nevertheless, we must be good stewards of this message and the subsequent materials we have created. Therefore, this curriculum guide, and all of the related content, must not be used or distributed without the consent of New Song. Making photocopies of any or all of the Master Curriculum Guide is also prohibited without prior consent of New Song. If you have any questions regarding the distribution of this material, please contact us at [info@newsongchina.org](mailto:info@newsongchina.org). Thank you.

## Advice on Implementation

You may be familiar with New Song's success in implementing our first program, *You Are Special*. Within a wide array of set-ups and scenarios we've had participants as young as toddlers and as old as grandparents learn that they are special. Building on this success with *You Are Special*, we are now implementing the *Be Yourself!* curriculum, a series of lessons addressing the seen and unseen pressures to be someone other than who you were uniquely created to be. We've packaged the *Be Yourself!* program into five 2-hour sessions making it easy to implement in camp settings but flexible enough to use in a school day schedule. *Be Yourself!* can be implemented by one instructor in a classroom full of students as well as by enough volunteers to achieve a smaller participant ratio.

How "*Be Yourself!*" is implemented will differ depending on potential participants, instructors, time allotments, and other practical issues of space and resources available. After all, we want instructors and volunteers to "be themselves" drawing on their own insights, strengths, and gifts as they encourage others to do the same. This curriculum serves as a foundation for all the possible implementation permutations that exist. It is presented according to our experience with implementation. However, it is up to you to determine what is best for your beneficiaries. You'll simply pick and choose from the lessons and activities provided as you determine what is best for your unique situation.

In any case, below is a list of insights and information to consider:

- The enduring understanding of this curriculum is for the program participant to accept and **embrace whom they are uniquely created to be.**
- This curriculum has been created to always include giving a copy of *If Only I Had a Green Nose* book to program participants.
- Whenever a book is given, we always present it in the same fashion. As we hold the participant's hands in ours, we look into their eyes and say with genuine affection and conviction, "\_\_\_\_\_ (their name), you are special just the way you are. You don't need to imitate anyone. Embrace whom you are uniquely created to be." Then, we give them their book.
- This curriculum has been created with middle school students (ages 12-14 years old) in mind, but it can be modified for people of different ages young and old.
- This curriculum has been created for people who are able to read and write but can be modified for people without these abilities.
- The curriculum has been created to be implemented by an instructor or team of instructors during a minimum of a 1½ - 2-hour time period.

Additional activities are provided to extend the time and develop the concepts.

- Some activities are better suited for larger groups and some for smaller. The time needed for activities will naturally vary according to the size of groups. It is always more personal and effective to have assistants oversee smaller groups if possible.
- It is always beneficial to have volunteers or teacher's aides to assist as long as they understand the core values of the lessons and can support the concepts and encourage the participants in the enduring truths.
- Ideally the ratio of instructor to participant is not less than 1:1 and not more than 1:10.
- The curriculum includes a table overview and standard lesson plans with a list of materials. **All instructions should be thoroughly reviewed before implementation.** Additional scripting may be needed for new instructors.
- If you or your organization will be implementing "Be Yourself!" with children, we strongly encourage you to obtain the favorable endorsement of their parents before implementation.
- If you or your organization will be implementing "Be Yourself!" in an institutional setting, (i.e.-schools, orphanages, hospitals, etc.), we strongly encourage you to obtain the favorable endorsement of the most senior institutional administrators before implementation.

Of course, it is important to plan your implementation strategy well. Be prepared, and have all your materials gathered. Additionally, make sure anyone implementing with you is quite familiar with the lessons you will teach as well as their own role in the lesson. There are two more crucial and invaluable ways of preparing yourself to implement. First, in order to teach others to know and believe they are special, *you* must know and believe that they are special. Secondly, and even more important, is that in order to teach others to know and believe that they are special, *you* must know and believe that *you* are special. Do whatever it takes to prepare yourself in this regard, and the details of everything else will work out fine.

New Song is committed to helping you strengthen your organization from within or to equipping you for work in the community using our Be Yourself! Master Curriculum (BY! MCG) and other New Song resources. For more information, contact us at [www.newsongchina.org](http://www.newsongchina.org), and we will be happy to offer assistance.

## **Lesson Handouts**

(Print from the lesson or from the digital version.)

### **I. Be Yourself! Lesson HANDOUTS:**

- Lesson 1
  - Maple Seed Origami Directions
  - Pre-evaluation Form
  
- Lesson 2
  - Six Drama Skits
  - "Vocabulary Definitions" handout
  - "Types of Negative Peer Pressure" handout
  
- Lesson 3
  - "What's Cool" questionnaire
  
- Lesson 4
  - "For Better or For Worse" handout
  
- Lesson 5
  - "Refusals Skills" posters
  - "Ways to Say No"
  - "How to Appreciate Yourself" handout
  - Symbol Poem template
  - Post-evaluation Form
  
- Song lyrics

### **II. Evaluation Materials**

- Student Pre-and Post-Evaluation Forms
- Scoring template
- Implementer's Evaluation



## Curriculum Overview

<b>Be Yourself! Lesson Components</b>	<b>Lesson 1 <i>There's no one like you</i></b>	<b>Lesson2 <i>Seen and unseen pressures</i></b>	<b>Lesson 3 <i>Examine your Motives</i></b>	<b>Lesson 4 <i>Negative consequences</i></b>	<b>Lesson 5 <i>Stand Strong</i></b>
<b>Time</b>	90-120 min.	90-120 min.	90-120 min.	90-120 min.	90-120 min.
<b>Anticipatory Set</b>	Flower Analogy	Guess how many candies in jar	A bag with "the key to being 'cool'"	Ox Fable--bad company corrupts	"No" Bingo
<b>Objectives</b>	Introduce the theme Read and discuss text Receive textbook	Define Peer Pressure Identify PP in the story Identify Types of PP	Identify why we give in to PP Become aware of advertising tricks Examine own motives	Examine consequences of +/- PP Review text and identify negative consequences	Learn strategies to resist neg. PP Apply concepts of being yourself
<b>Teaching and/or Guided Practice</b>	Small groups read story Discuss story Explore concept of self	Teach terms Identify examples in the story List 6 types of PP 6 Skits and identification	Review -/+ PP Define "cool" List reasons for giving in Identify in story "What's Cool?" questionnaire Create picture of self using ad techniques	Review the story for examples of consequences "For Better or for Worse" handout Relay races	Keys to resisting neg. PP: Support of others Know what you want & safely avoid what you don't want Practice strategies Refusal Skills
<b>Independent Practice</b>	Journal about the harm of comparing yourself to others	Journal about experience of positive and negative PP	Journal giving examples of negative PP and motives for giving in	Journal about some choices with consequences both positive and negative	Punchinello role play using the strategies learned in this lesson

(Continued on next page)

**Curriculum Overview (continued)**

<b>Be Yourself! Lesson Components</b>	<b>Lesson 1 <i>There's no one like you</i></b>	<b>Lesson 2 <i>Seen and unseen pressures</i></b>	<b>Lesson 3 <i>Examine your Motives</i></b>	<b>Lesson 4 <i>Negative consequences</i></b>	<b>Lesson5 <i>Stand Strong</i></b>
<b>Closure/ Summary</b>	Like the flower you are uniquely created. Introduced to theme Be Yourself!	Defined, identified, and recognized 6 types of PP	PP in advertising is common. Do not base your self worth on looks or things.	Trying to be something you're not results in negative consequences.	It's important to learn how to resist peer pressure and "Be Yourself!"
<b>Materials</b>	Text, Journal, Markers, crayons, pencils Artificial flowers and matching seed packets Square paper for each participant Pre-evaluation	Text, Journal, Markers, crayons, pencils Jar of candy Scrap paper Handout with vocab words Handouts with Types of Negative PP 6 Skit handouts	Text, Journal, Markers, crayons, pencils Bag with gum "What's Cool" handout Newspapers, fashion magazines Tape, scissors Poster board or large paper Dove "Evolution" video	Text, Journal, Donkey fable "For Better or for Worse" handout Supplies for Relay race (see note) Large ball	Text, Journal, Markers, crayons, pencils "No" list Sheet of paper per student Posters showing "Refusal Skills" "How to Appreciate Yourself" handout
<b>Added Activities</b>	Maple Seed Letter Writing Gardening Bead Bracelets Body Trace	Pressure Writing Modeling dough Tug of War "Eye" Can	Ad Hunt Create an Ad Campaign Two Truths and a Lie	Shadow Tag Cause/Effect Bounce Ha! Ha! Game Tie-Dye	Symbol Poem, Celebrate with a party
<b>Check for Understanding</b>	Think-share-participate Journal Collect written exercises at end of class	Think-share-participate Journal Collect written exercises at end of class	Think-share-participate Journal Collect written exercises at end of class	Think-share-participate Journal Collect written exercises at end of class	Think-share-participate Journal Collect written exercises at end of class

\* Relay race supplies include enough for each team to have: spoons and potatoes, pairs of oversized gloves, pairs of oversized shoes, soft ties for 3-legged race, medium sized jars with lids.

## **Lesson 1**

**Lesson Truth:** Be Yourself! There's no one like you.

**Objective/Learning Goal:** The participant will read and discuss If Only I Had a Green Nose by Max Lucado, be introduced to the theme of the Be Yourself! program, and learn to recognize their own uniqueness and that of others.

**Materials:**

- If Only I Had a Green Nose by Max Lucado (one per participant)
- Journal notebook (one per participant)
- Markers, Crayons, Pencils
- Two or three (artificial) flowers and flower seeds that match them
- One piece of square paper for each participant
- **\*Pre-Evaluation**
- **\*Origami Maple Leaf Instruction**

**Anticipatory Set/Engage the Students (40 min.):**

Before class begins, teacher will give the students the pre-evaluation and be sure to inform them that it is NOT a test but is for their survey and data collection. Their names are not to be put on the form. These should be collected upon completion. (Allow about 5-10 minutes.)

To begin, the teacher will hold up flower seeds and a few of the flowers from that type of seed. He/she will explain to students that even though each seed will produce the same kind of flower, each flower is unique. They will explain that the students are like these flowers. Students will then draw the outline of a seed on a **square** piece of white paper. *(The instructor shows the student how to make a square piece of paper by folding one corner over to the other edge to form a perfect square and cut or tear off the excess edge.)* The student will color in their face on the seed outline and around the seed will write down information about themselves (hobbies, likes, dislikes, dreams, etc.). STUDENTS ARE NOT TO WRITE THEIR NAMES ON THESE. Once they have finished their seed portraits, the teacher will have the students share about themselves with the group. (For an optional extended exercise, see the **Maple Leaf Activity** at the end of this lesson.)

Students will each receive a journal that will be used throughout the program. They will be instructed to write their name on the first page and the theme, Be Yourself! They could then decorate this first title page by turning it into a flower garden as a reminder that they are wonderfully unique. The teacher will challenge the students to have the garden creatively contain information about themselves. (Examples: Flower centers could be faces of family; colors of flowers could represent something to them; they might illustrate their pets in the garden or something from a favorite book.)

**Teach/Explain the Learning (10 min.):** Teacher will introduce the lesson's theme, Be Yourself! and will explain to the students that throughout the upcoming lessons they will recognize the importance of being themselves as they are uniquely created to be. One must first "*be yourself*" before they can "*become a better self.*" A person cannot be himself or herself if they don't first know or accept themselves. Each student is different and must stop comparing themselves to others. Oscar Wilde said, "Be yourself; everyone else is already taken." Students will write this quotation on the first page in their journal. Teacher will then introduce If Only I Had a Green Nose book as a story about a boy, Punchinello, who does not celebrate Be Yourself! and who caves in to pressure to be like everyone else. This causes problems for Punchinello. Since the book is going to be referenced in all the lessons to follow, students should pay close attention to the story. (YAS reference: For those students who went through the You Are Special program, teacher reminds them that they have already met some of the characters before like Punchinello, Lucia, and Eli from the You Are Special book. In that story Punchinello learned he was special and should not base his self worth on what others thought of him. In this book, Punchinello will learn another lesson about truly embracing who he is uniquely created to be.)

**Guided Practice/Experience the Learning (20 min.):** Students divide into smaller groups with an adult group leader. The adult group leader will read the book and continue to engage students by showing illustrations as they read. When finished, they should lead a discussion about the main characters, setting, problem, and solution to make certain students understand the story elements. (Check For Understanding is either formal or informal but should always be integrated into the lessons.) Once certain of the students' comprehension, the teacher can have students discuss their opinions about events in the book. Students should conclude that Punchinello succumbed to pressure not to be content with who he was, but instead to look and be like others. This decision caused some hardships for Punchinello and took away from his happiness.

Possible discussion points:

- Did you like the story?
- What part was the most moving? Why?
- What do you think is the message of the story?
- Whom do you think Eli represents? Who is Lucia?
- Whom does Willy Withit represent?
- What does painting the nose green signify?
- How can the story relate to our everyday lives?
- To which character in the story do you relate and why?
- What help do we receive from Eli's words?
- How was Punchinello different than other Wemmicks? How was he the same?

**Independent Practice/Evaluation (15 min.):** On the page in their journal where the student wrote the quotation, "Be yourself; everyone else is already taken," students should list under the quotation some likes and dislikes. Some examples might be: school subjects, how to relate to friends and family, food preferences, sports, or hobbies. They should take a few minutes to write about what character in the story they most identify with and why.

(Teachers can give each student their own copy of the book at this time or during the Independent Practice time in Lesson 2.)

Recognition of each student is important to the enduring truth of this lesson. Speaking to each student as they receive their copy of the book can have a profound effect. Where it is practical, the teacher should spend a minute to talk with each student, one at a time, and give him/her his or her very own copy of the book. Before giving them their copy, the teacher must be sure to have written in permanent marker their name like this: "\_\_\_\_\_ (their name), You are special! Embrace whom you are uniquely created to be!" As the book is presented to them, teacher holds their hand, looks into their eyes with genuine affection, and says something like this:

"\_\_\_\_\_ (Say their names), you are special just the way you are. There is no need to imitate others. Embrace whom you are uniquely created to be!"

The students are told they may take their books home and share the story, but they must bring them back to use during the Be Yourself! program.

**Closing remarks:** "Even though each seed produces the same kind of flower, each flower is unique. You are like that flower, valued for your uniqueness. You have been introduced to our theme for the upcoming Be Yourself! lessons and activities through the story If Only I had a Green Nose."

**Check for Learning:**

Before class is over, the students give the teacher their journals with the completed assignment(s) in addition to any surveys or handouts. The teacher will want to review these before the next class to see if the learning goal was achieved. Positive feedback and constructive criticism should be written on the material before the journals are passed back at the beginning of the next lesson.

**Additional Activities** (*Teacher should choose according to time frame and group size. They should be sure to prepare materials ahead of time.*):

**Maple Seed Activity (15 min.):** (*This is a great follow-up to the Anticipatory exercise at the beginning of the lesson.*) The students will be divided into groups of 10 or less. (This exercise should be done with clear instructions so no one gets too rambunctious.) The students are instructed to fold their seed portraits like maple seeds using the origami instructions in this lesson. In the small groups, the teacher (or adult aide) collects all the seeds and throws them in the air all at once as students attempt to catch one only (not their own). The student must go around the group asking questions to find the person that belongs to the seed they caught. Once all the seed portraits have been identified, the students write their names on them and they are placed decoratively on the wall or bulletin board to be displayed throughout the lessons.

**Letter writing (10 min.):** (*To improve comprehension of Green Nose book*) In their journals, students should pretend to write a letter home or to a good friend about the book. The entry can begin as follows:

*Dear Mom and Dad,*

*Today I read a book about a boy named Punchinello and I want to tell you about it. (For example...His problem was...He overcame it by...)*

If they finish early, students illustrate the part of the book to which they feel most connected and explain why and how they might change the story to reflect their own life experiences with peer pressure.

**Gardening (20 min.):** (*To reinforce concept that each student is unique like the flowers and to remind them of the theme, Be Yourself!*) Students could work in a garden or plant their own seeds or flowers in pots that they decorate with the words "Be Yourself!"

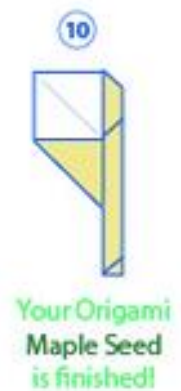
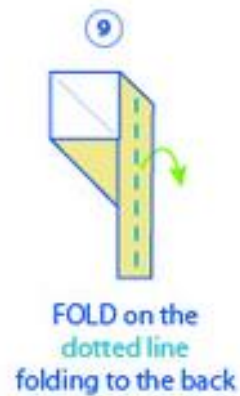
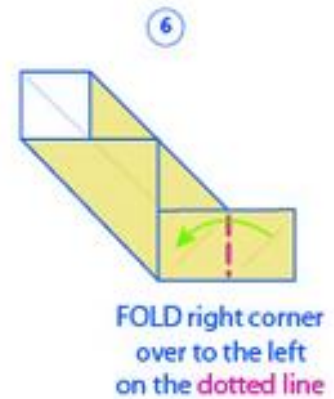
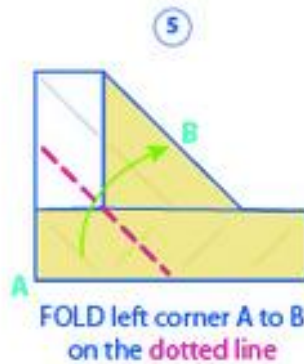
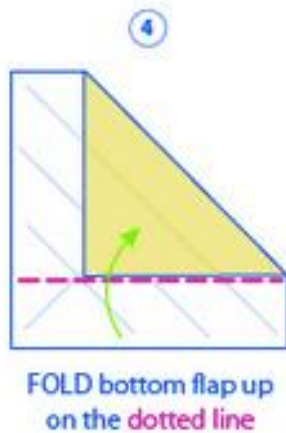
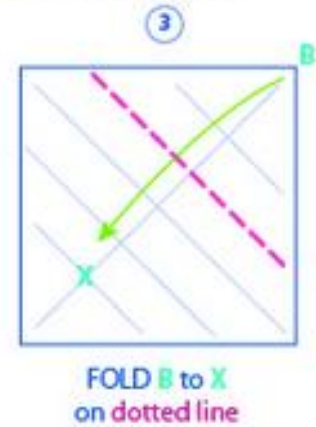
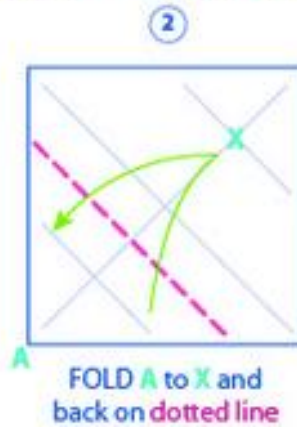
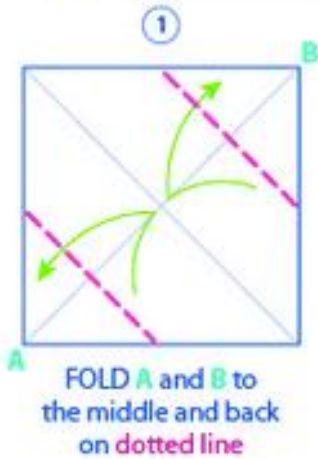
**Bead Bracelets (15 min.):** (*To demonstrate their similarities and differences with other students*) Students could make bracelets by placing beads on a leather strip. The beads could spell out "Be Yourself" or each bead color could represent something about the student. Some examples might be: Birthdays in fall and winter - blue bead vs. birthday in spring and summer - red bead; different color bead based on where born or number of people in family; different color bead based on favorite subject; different color bead based on favorite hobby such as music, sports, or art. These are just a few examples, but the idea is for students to have the same basic bracelet, but each bracelet would be unique to the student that made it.

**Body Trace (25 min.):** *(To illustrate each student's uniqueness, what's important to them, and learn about others)* Working with a partner, the student has their entire body outline traced on a large white piece of bulletin board paper. They should draw a large heart shape on their chest. They then illustrate on the different body part locations things that represent themselves. In the head part, they would illustrate or write things they think about all the time or things that they believe they know a lot about. (For example: I might draw a computer and put an x on it because I don't know a lot about them. I know a lot about Africa because I lived there, so I might draw a map of Africa. I am a great reader, so I might write the name of some of my favorite books.) In the hand part, they would illustrate or write about things their hands do. (I love to sew. I also like to write stories and cook.) On their legs and feet, they would illustrate places they go to a lot or interesting places they have been. (I have been all over the US but also go regularly to the local grocery store and school.) On their tummies, they could illustrate their favorite foods. In their heart, they could illustrate things they love. These body outlines should be displayed. If you don't have space for the life-size version, a smaller version of this could be done in their journals.

## Origami Maple Seed Directions

**START** with a square piece of origami paper.  
**FOLD** it twice in half - corner to corner - to create an X fold in the center.

— Light blue lines indicate folded lines. - - - - Bright pink lines indicate where to fold.





## **Lesson 2**

**Lesson Truth:** Be Yourself! even when confronted with seen and unseen pressures.

**Objective/Learning Goal:** The student will define "peer pressure" and identify types of positive and negative peer pressure.

### **Materials:**

- If Only I Had a Green Nose by Max Lucado (one per participant)
- Journal notebook (one per participant)
- Markers, Crayons, Pencils
- Jar filled with small candies
- Paper (scraps on which to write guesses)
- **\*Vocabulary Definitions handout (one per participant)**
- **\*6 Skits (enough copies for everyone in each group)**
- **\*Types of Peer Pressure handout (one per participant)**

**Anticipatory Set/Engage (20 min.):** Before the lesson begins, the teacher will fill a glass jar completely with candies. She/he needs to make sure they know how many candies are in the jar. Teacher hands each student a piece of paper and pencil. Have each student guess how many candies they think are in the jar and write it down. **IT IS IMPORTANT THAT THEY NOT TALK OR SHARE ANSWERS YET.** Next, students are partnered with one other person and they compare what they have each written down and agree together on one answer. They should write their new answer down on their own piece of paper. This process will continue in groups of 4 and then in groups of 8. When the whole class is basically divided in half, the two groups are informed that the one with the closest estimation will receive the whole jar of candy to divide among its group members. Students are given a few minutes to discuss their answer and then a representative from each group is called on to share their group's guess. The teacher tells the students the number of candies and decides which group was closest. Students are given the candies as their prize at the end of the exercise.

Teacher and students discuss:

How did you make your estimate when it was just you alone?

How did your partner influence your decision?

Did you accept the decision of the group each time?

Did you stand up for your answer?

Did you come to a compromise within your group?

Did one person make the choice for the entire group? Did you agree with that person?

Did you change your answer, against your better judgment, because of the influence of the group?

Did you make a better or worse decision because of the influences of others in your group?

How does this activity relate to influences you make on a daily basis?

**Teach/Explain the Learning (15 min.):** Teacher will explain that, in order to “become a better self,” students must understand some influences that affect their choices. Teacher will define certain terms as students write these terms in their journals (or fill out the Vocabulary Definitions handout).

**Pressure** *is the use of persuasion, influence, or intimidation to make someone do something.*<sup>1</sup>

**A peer** *is a person of the same age, status, or ability as another specified person.*<sup>2</sup>

**Peer pressure** *is influence from members of one’s peer group.*<sup>3</sup>

**Positive peer pressure** *is the use of persuasion, influence from your peers, which makes you want to behave in a way or do a certain thing that is socially perceived as positive.*

**Negative peer pressure** *is the use of persuasion, influence, or intimidation from your peers that makes you behave in a way or do a certain thing that is socially perceived as negative. For example: get someone in trouble, cause bad attitudes, or alienate other kids or adults.*

**Guided Practice/Experience the Learning (45 min.):**

Teacher will refer back to If Only I Had a Green Nose and have students look through their book and come up with examples of positive peer pressure. Students should mention Eli and Lucia and recognize Lucia as a peer. After a discussion of positive peer pressure, students look for examples of negative peer pressure, such as Twiggy, and examples of other pressure like the mayor, the crowd, Willy Withit, and Nosey Wemmicks Club. (Previous YAS program participants should be reminded of some of the peers and pressures in You Are Special that Punchinello faced such as Lucia being a positive influence but the stars and dots given out as negative pressure.)

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<sup>1</sup> Oxford Online Dictionary, [www.oxforddictionaries.com](http://www.oxforddictionaries.com)

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

Students are told that they are going to do some skits to identify six different forms of negative peer pressure. Teacher will write these on a chart, whiteboard, or large paper and have them posted around the room:

- **Rejection** - *Threatening to leave someone out or end a friendship*
- **The Put Down** - *Insulting or calling names to make someone feel bad*
- **Reasoning** - *Giving reasons to do something or why it would be OK to do it*
- **The Huddle** - *A group standing together, talking, or laughing, with their backs out to others*
- **The Look** - *Kids who think they're cool giving a look that means, "We're cool and you're not."*
- **The Example** - *Popular kids simply buying or wearing or doing something, and because they set an example, others wanting to follow.*

Students are going to decide if these are spoken or unspoken and what feelings each type might evoke.

**Directions:**

Students are organized into six groups. A skit is assigned to each group. (Skits follow this lesson.) Groups practice. Teacher makes sure they don't tell the other groups which form of pressure their skit represents. When they present their skit, teacher calls, "Freeze!" at the end of each skit. The other groups decide which form of peer pressure they think the skit represents. They aren't told if they are correct until the end. After all the skits have been performed, the teacher goes through and confirms which type matched each skit, whether it was spoken or unspoken, and talks about the feelings that the person being pressured felt. Students will complete the handout, "Types of Negative Peer Pressure."

Students go back to book and identify the different types of pressure (Example: rejection - Nosey Wemmicks Club, put down - mayor, reasoning - Twiggy, huddle - crowd, look - Punchinello, Woody, Splint, example - Willy Withit). They can then discuss situations of peer pressure, both positive and negative, that they have experienced in their own lives.

**Independent Practice/Evaluation (15 min.):** In their journals students are to write some examples of positive and negative peer pressure they have experienced or witnessed. They should take a few minutes to write about their own experience either giving or receiving peer pressure.

*(If there was not a chance to distribute all the books during the first lesson, they should be distributed now while the students are working.)*

**Closing Remarks:** "Peer pressure can be negative or positive. In this lesson, we have defined peer pressure and identified six types of negative peer pressure giving examples of each so that you can recognize them within your own life experiences."

**Check for Learning:**

Before class is over, the students give the teacher their journals with the completed assignment(s) inside in addition to any surveys or handouts. The teacher will want to review these before the next class to see if the learning goal was achieved. Positive feedback and constructive criticism should be written on the material before they are passed back at the beginning of the next lesson.

**Additional Activity Ideas** (*These should be chosen according to time frame and group size. Materials should be prepared ahead of time.*):

**Pressure Writing (10 min.):** (*To demonstrate how difficult it is when facing pressures to do something yourself*) Teacher prepares a large marker or huge pencil with 5 strings attached. Students are divided into groups of five. One person tries to write "Be Yourself" on a piece of paper, but there are four strings attached to the pencil that is being pulled by other members in the group. The people who hold the strings represent the pressures that people may face and how hard it is to be yourself when others are pulling and pushing you to do things. Teacher asks, "How did you feel trying to write with these pressures?" The students write "be yourself" again without any pressures. Teacher asks again how students feel when writing without any pressures. Teacher makes sure the students understand the aim of this exercise and the effects of negative peer pressure.

**Modeling Dough (25 min.):** (*To remind students that pressure can be strong or weak but still has the ability to change how one behaves, and to give an opportunity for discussion of personal experiences with peer pressure*) Students work in small groups of 4 or 5. Each student is given ingredients to make a ball of colored dough. (See the directions below.) Once they have made a colored ball of dough, they can share the colors and make something. As they apply pressure to the dough, they are to create something that represents them in some way. While they work, they are to think about how pressure can change the person as it changes the dough. Some pressures are stronger than others. The teacher uses this time to encourage a discussion of peer pressures that the students have encountered. Students should think about positive and negative examples. Also, students discuss situations they have witnessed or experienced in their lives.

**Play Dough making Instructions (30 min.):**

2 cups flour  
1 cup salt  
1 tablespoon of cooking oil  
1/2-1 cup water  
2 drops of food coloring

Flour and salt are combined. Food coloring, water, and oil are added and kneaded into a ball. If too wet, more flour should be added. Each student makes a color and shares with others in the group.

**Tug of War (10 min.):** (*To demonstrate how outside pressures have influence*) Groups compete against each other in a tug of war. Each team represents a pressure pulling and tugging at a person to do something. Also, some pressures are stronger than others.

**"Eye" Can (10 min.):** (*To demonstrate how difficult it is to resist giving in to peer pressure*) One person is chosen to be the leader. Everyone else is to keep his or her eyes shut at all times. The leader will call out comments trying to get people to open their eyes. (The game is similar to "Simon Says.") There is no touching! The leader will keep on speaking and alerting other players. As someone opens his/her eyes, they are disqualified and then must work with the leader. The last one to open his/her eyes is the winner. It is interesting to see who can resist the pressure of opening their eyes.

## **Peer Pressure Skits**

### **Skit 1 - Music Fans (Rejection)**

**Characters:**

One person who has just moved into the area and several other students who are music fans of the same singer

**Setting:** Outside the school before or after the school day, or during lunch in the cafeteria

**Action:**

Several students are standing together discussing their favorite singer. The new student walks past them, and one person from the group calls out to ask them who is their favorite singer. They answer with the name of another singer. All the students laugh and turn away. Another student calls out, "I guess YOU won't be at our party this weekend." The new student walks away feeling sad.

### **Skit 2 - Substitute Teacher (The Put Down)**

**Characters:**

A polite, respectful student

Other less respectful and somewhat rowdy students

Substitute Teacher

**Setting:** a classroom

**Action:** The respectful student enters the classroom, greets the substitute, sits down, and prepares to work. Other students enter, notice the substitute, and start spreading the word that there is a sub. The bell rings, and other students continue to stand and talk, etc. The substitute asks each of them to sit down and get quiet. The respectful student remains seated while other students continue laughing and messing around. Some are teasing the respectful student. The respectful student tries to ignore the disruptions. One student calls the respectful student a chicken (coward) and adds chicken noises. Others make comments to her about being teacher's pet, etc.

### **Skit 3 - The Math Test (Reasoning)**

**Characters:**

A student who didn't study for the math test  
Other friends who have a cheat sheet  
The math teacher

**Setting:**

A math classroom the day of the test

**Action:**

The first student comes into the class and hears the teacher say there is a math test. He mutters something about how his parents will kill him if he fails another math test. Friends overhear him and tell him not to worry because they have a cheat sheet and will let him use it. The first student hesitates and expresses concern about cheating and getting caught. Friends give him reasons why they think it is fine, such as everyone does it, they've done it before and they didn't get caught, it's okay just this once.

### **Skit 4 – Break Time (The Huddle)**

**Characters:**

A nice girl who likes a popular boy and wants to be popular  
The popular boy she likes  
Other popular kids

**Setting:**

Playground

**Action:**

A student is showing something on their iPhone and the other students are huddled around to see. They are laughing and enjoying what they see. The nice girl walks close to the group. A few in the group turn and briefly look at her and then at the boy she likes. They don't acknowledge her and turn back to what they are watching. The boy smiles at her and then gives his attention back to the group. She approaches the group but they don't turn or make room to include her. She seems uncomfortable and nervous.

### **Skit 5 - The Birthday Party (The Look)**

**Characters:**

A shy student wearing simple, plain clothing

The shy student's best friend, also dressed in a plain way

Other "popular" students wearing stylish jeans and casual shirts

**Setting:** A Birthday Party

**Action:**

The students in the stylish clothes are dancing and laughing. The shy students enter the room and stand apart from the others while they watch. Some of the "popular" students notice the shy students and give them "the look" which can include them looking them up and down, rolling their eyes, slightly shaking their heads in disapproval, and the like. They also nudge their friends, without saying anything, to look as well.

### **Skit 6 -Pink Sneakers (The Example)**

**Characters:**

A student who wants to fit in

Other students who are friends with each other and have really cool Converse sneakers

The student's mom

**Setting:**

The mall

**Action:**

The student asks Mom for money for school supplies. Mom gives her the money and says money is tight so not to buy anything silly. As the student goes through the mall, she sees the cool girls from school walking along laughing, and all of them are wearing pink Converse sneakers. Instead of buying school supplies, the student buys a pair of pink Converse sneakers. When she returns home, she lies to her Mom, and she also doesn't have the supplies she needs. She will have to ask for more money.



## **Vocabulary Definitions**

Fill in the blanks with the correct terms:

Pressure

Peer

Peer pressure

Positive peer pressure

Negative peer pressure

\_\_\_\_\_ is the use of persuasion or intimidation to make someone do something.

\_\_\_\_\_ is a person of the same age, status, or ability as another specified person.

\_\_\_\_\_ is influence from members of one's peer group.

\_\_\_\_\_ is the use of persuasion, influence from your peers, which makes you want to behave in a way or do a certain thing that is socially perceived as positive.

\_\_\_\_\_ is the use of persuasion, influence, or intimidation from your peers that makes you want to behave in a way or do a certain thing that is socially perceived as negative.

## **Types of Negative Peer Pressure**

Fill in the blanks with the type of negative peer pressure:

Rejection

The Put Down

Reasoning

The Huddle

The Look

The Example

\_\_\_\_\_ Threatening to leave someone out or end a friendship

\_\_\_\_\_ Insulting or calling names to make someone feel bad

\_\_\_\_\_ Giving reasons to do something or why it would be OK to do it

\_\_\_\_\_ A group standing together talking or laughing with their backs out to others

\_\_\_\_\_ Kids that think they're cool giving a look that means, "We're cool and you're not."

\_\_\_\_\_ Popular kids simply buying or wearing or doing something, and because they are setting an example, others wanting to follow

## Lesson 3

**Lesson Truth:** Be Yourself! Examine your motives.

**Objective/Learning Goal:** The student will identify reasons s/he might give in to negative pressures as well as become aware of tricks of advertisers.

**Materials:**

- If Only I had a Green Nose by Max Lucado (one per participant)
- Journal notebook
- Markers, Crayons, pencils
- Opaque bag with bubble gum in it
- Whiteboard or large paper
- Newspapers (several), magazines with fashions
- Tape, scissors, glue, markers for several groups
- Poster board or large paper
- **\*What's Cool? questionnaire (one per participant)**
- Dove video "Evolution" available on YouTube

**Anticipatory Set/Engage (20 min.):** Teacher holds up a sealed bag or container in which students cannot see the contents. The teacher asks the students if they want to see what is inside the bag. It is natural for them to be curious. Teacher explains to the students that inside the bag is the key to being "totally cool." The item in the bag is easy to carry, comes in many varieties, and is packaged in a number of ways. It can be consumed. Do they want what is in the bag? Most will probably say yes. Then the teacher will ask them if they would make the same decision if they were told that what is in the bag is not healthy. Students are told that inside the bag are cigarettes. Do they still want it? Open the bag. It contains bubble gum. Students are asked if now they want what is in the bag since it is not life threatening. Teacher reminds students that, when they were advertising the contents of the bag by saying how great and cool it would make them, the students were interested in the contents. This is a technique that advertisers use, and it is one reason people give in to negative pressure. They want to be cool and believe the "tricks" used in advertisements.

**Teach/Explain the Learning (20 min.):** Teacher will remind the students what they learned in the previous lesson about negative and positive pressures. Students turn to a neighbor and define peer pressure. Next, have students spend a few minutes listing some reasons why people give in to negative pressures. Some examples might be:

- Want to be "cool"
- Want to be liked, have more friends
- To improve academic standing
- Want to be part of the crowd

Want to attract attention or deflect attention  
See people they respect doing it  
Fear of being rejected by others  
Don't want to lose a friend  
Want to appear grown up  
Are curious  
Don't want to be ridiculed  
Don't want to hurt someone's feelings  
Aren't sure of what they really want  
Don't know how to get out of the situation  
Believe lies others tell them  
Are tricked  
Want to avoid negative consequences

Teacher refers to the book and has students come up with reasons that Punchinello had his nose painted green. Some examples might be:

Eli says, "They think they'll be happier if they look like everyone else."  
"It's the latest thing," barked a Wemmick on the sidewalk. "Don't be the only Wemmick with a plain nose."  
"Willy Withit decides what is 'with it.' Isn't he the best?"  
"Aw, Punch, I was hoping you'd go," said Twiggy. "Why don't you paint your nose, Punch? I painted mine. Everyone else is painting his or hers. Besides, you'd look good in green."  
"I never noticed before, but my nose sure looks pale," said Punchinello.  
"Your glistening green sets you apart as a 'Withit Wemmick.' You are classy. You are keen. You are awesome. You are green."  
"People love me because of you!" one shouted to Willy Withit.  
"I have more friends!" cried another Wemmick.  
"With a green nose, I am a better Wemmick!"  
"We salute your brilliance." (Mayor to Willy Withit)  
"Without you (Willy Withit) we'd all look like . . . them!" (The mayor referring to Punchinello)  
"Most of all, they enjoyed looking down their noses at the unpainted Wemmicks." (Said about Punchinello, Splint, and Woody)

The following quote is discussed with students, and students write it in their journals:

*"When you are content to be simply yourself and don't compare or compete, everyone will respect you." ~ Lao Tzu, Tao Te Ching, Verse 8*

**Guided Practice/Experience the Learning (50 min.):** Teacher introduces idea of fashion and asks how important this is in determining one's self worth. Teacher asks students how is a person judged by the clothing they wear? Students take the attached questionnaire, "What's Cool?" Student answers are discussed. Included in the discussion should be why they think logos and name brands become so important to some. Students talk about which celebrities they want to imitate. The teacher asks if these are good role models, do they influence their buying habits, and what the student thinks is important. (*Show Dove video, "Evolution."*)

Teacher explains to students that they are going to create their own brand of clothing as well as create an ad to sell it. They will discuss how advertisers get people to buy their product by using words like "greatest," "best," "will make you popular," "will make you cool," and how advertisers get celebrities to endorse their products, etc. Students are divided into groups. They will need newspaper (or tissue paper), tape, and scissors. The group members will select one person to be the model. They will create an outfit with accessories out of newspaper on the model and create an ad that will be read while they model their fashion for the other groups.

**Independent Practice/Evaluation (10 min.):**

Below the quote by Lao Tzu, students will write some personal examples of giving in to negative pressures in their lives and try to figure out the reason(s) they gave in. Students could then create a picture ad about themselves in their journal using what they learned about advertising. They should use "great" words to describe who they are.

**Closing Remarks:** "There are a lot of different reasons that you might give in to negative pressure. Fashion is an area where peer pressure is common. You must not base your self worth on your clothing or following a fashion trend. Additionally, you must be wary of ads whose purpose is to sell a product and not help you 'be yourself.'"

**Check for Learning:**

Before class is over, the students give the teacher their journals with the completed assignment(s) inside in addition to any surveys or handouts. Teacher will review these before the next class to see if the learning goal was achieved. Positive feedback and constructive criticism should be written on the material before they are passed back at the beginning of the next lesson.

**Additional Activity Ideas** (*Choose according to your time frame and group size. Be sure to prepare materials ahead of time.*):

**Ad Hunt (20 min.):** Students look through magazines for examples of advertisements and make a collage with reasons why the ads are successful (celebrity, exaggerations, photo shopped, etc.).

**Create an ad campaign (20 min.):** Students create an ad that encourages positive activities rather than shopping such as eating healthy, being friendly, welcoming new students, exercising, doing quality work, etc. Students should develop a theme, logo, and/or slogan.

## **What's Cool?**

(Circle your answer or answers)

1. What makes a certain style of clothing cool?
  - The way it looks
  - The logo
  - If others are wearing it
  - All of the above
  - None of the above
  
2. Who is the most influential on what you consider to be cool?
  - Celebrities
  - Friends
  - Older kids
  - Popular kids
  
3. How important is it to have cool clothes?
  - Very important
  - Somewhat important
  - Not important
  
4. How often do you feel judged by your clothes?
  - Always
  - Sometimes
  - Never
  
5. How often do you judge others by their clothing?
  - Often
  - Once in a while
  - Never

(On back write down the top three clothing brands.)

## Lesson 4

**Lesson Truth: Be Yourself!** Trying to be someone else always results in negative consequences.

**Objective/Learning Goal:** The student will examine the negative consequences of giving in to peer pressure.

### Materials:

- If Only I Had a Green Nose by Max Lucado
- Journal notebook
- Markers, Crayons, Pencils
- \***"For Better or Worse" handout** (one for each student)
- Relay race supplies for each team
  - Pairs of large gloves
  - Wrapped candy or gum
  - Pairs of big shoes
  - Spoons with ball or small potato
  - Leg ties for three-legged race
  - Jar with lid and items to go inside

**Anticipatory Set/Engage the Student (10 min.):** The Teacher will tell the students a fable as follows:

*"Once upon a time there was a farmer who needed to sell his ox. The ox was a strong and healthy ox so he knew anyone would be lucky to get this ox. A neighboring farmer owned three oxen but wanted a fourth to pull his large wagon and plow. He went to look at the ox for sale. He asked the farmer if he could take the ox to his farm for a week before he decided. The farmer selling the ox thought that was a strange request since his ox was obviously strong and healthy, but he agreed. The next week the neighboring farmer returned with the ox and said, "I am sorry, but I cannot buy your ox. He is not a good ox." The selling farmer didn't understand and asked for an explanation. "Well," said the neighboring farmer, "I have three oxen already. Two of them are well behaved but one of them tries to butt the others and take their food. He can be stubborn. When I put your ox in the pen with the other oxen, he immediately went to be with my ox that causes trouble. He stayed close to this ox the whole week and ignored the two well-behaved oxen."*

The moral of this fable: A lot of your reputation comes from the people with whom you hang around and choose for friends.

The teacher will explain that choices lead to consequences. Generally, good choices result in good consequences, and bad choices result in bad consequences. In this lesson, the student is going to discuss consequences when a person gives in to negative pressures.



**Teach/Explain the Learning (15 min.):** The teacher will have students look through their books to find examples of consequences that Punchinello and the Wemmicks faced by going along with having their noses painted. Students should include feelings characters were experiencing. They could record these in their journals. (For Example: Wemmicks ran into walls, doors, and even each other because they walked around with their noses in the air. Their necks hurt. The mayor's wife had to go back to be repainted because she couldn't bear to think she had a chip in her paint and was upset her real self was showing. Willy Withit was vain because he kept looking at himself in the mirror. The paint stings your nose and stinks. The paint only came off with sandpaper. The Wemmicks were not better selves with their green noses because they were cruel and teased those who were different. Punchinello started looking down his nose at the unpainted Wemmicks. Punchinello and his friends had several layers of paint on their noses because the rules kept changing. Punchinello forgot what he really looked like.) Teacher will explain that throughout this lesson students are going to discuss some consequences of giving in to negative pressure. Punchinello asks Eli, "Does a green nose make them smarter? Does a green nose make them stronger? Does it make them faster? What does a green nose make them?" Eli responds, "Greener." Students will learn that giving in to negative pressure can cause many problems socially, academically, legally, physically, and emotionally without any real valuable return.

**Guided Practice/Experience the Learning (45 min.):** Students complete the handout, "For Better or Worse." As a class, the results are discussed. Students may mark both positive and negative for some. Teachers should encourage open discussion and not judge answers. The point is for the students to discover the consequences and not for the teacher to tell them. For the sake of time, the teacher can divide the students into small groups and give them only part of the list. After returning to the whole group, each group should elect a representative to share any major points of discussion from their small group.

Teacher will explain that students are going to participate in some fun relay races. *(These could be set up as centers and groups rotate through them, or the entire group competes in the same race at the same time. All of the races do not need to be done if time is short.)*

**Nose Up Relay-** (Giving in to negative pressures can cause physical pain and makes life difficult because you are not being yourself.) Students will race with a potato or ball balanced on a spoon. If the item drops off the spoon, they must go back to start again. In round two there is a twist - they must hold their heads back with noses in the air as if they are balancing a block on their foreheads while they race with potato or ball on the spoon. If the potato or ball drops, they must return to the start line and begin again.

**Gardening Gloves** - (Trying to accomplish a goal when you are not using your own talents can cause frustrations and a negative self image.) Students will be divided into teams. They must run to a table, put on a pair of gardening gloves, and try to open a wrapped piece of candy. Then they take off the gloves and run back. This repeats until each team member has had two turns.

**Big Shoes** - (Be yourself. When you try to wear someone else's personality, it will not fit you, and you will not be as successful.) Students will run a foot race wearing an extremely large or small pair of shoes. They can trade the shoes off so each member of their relay team gets a chance to run.

**Three-legged race** - (Being connected to someone so closely that you let them control or determine your actions can keep you from being your best.) Students must run a race with a partner with their legs tied together.

**Not My Hands** - (Take responsibility for your own actions. Don't let others tell you who you should be.) Students must work in pairs. One partner is behind the other and hooks their arms to the front of the partner in front. The partner in front must keep their hands behind their back. The person in front must give the partner in back directions on putting an item in a jar and putting on the lid. The partner in back must not be able to see, and the person in front cannot touch the jar or item. Reinforce the concept that it is always hard to be someone else.

**Independent Practice/Evaluation (10 min.):** Students will write in journals about some choices they have made or witnessed in their own life and the consequences. They should try to give some examples of both positive and negative choices.

**Closing Remarks:** "When you make a choice, you will have consequences. When you try to be something you're not, the consequences will be negative."

**Check for Learning:**

Before class is over, the students give the teacher their journals with the completed assignment(s) inside in addition to any surveys or handouts. The teacher will want to review these before the next class to see if the learning goal was achieved. Positive feedback and constructive criticism should be written on the material before passing them back at the beginning of the next lesson.

**Additional activity ideas:** *(These should be chosen according to time frame and group size. Materials should be prepared ahead of time.)*

**Shadow Tag (10 min.):** (Don't try to walk in someone else's shadow. Be your own person!) Students play tag but they are chasing someone's shadow.

**Cause/Effect Ball Bounce (10 min.):** Students stand in a circle. One student calls out a choice such as cheat on a test. They bounce the ball to another person, and as they catch the ball, they state an effect such as get a poor grade. Then they come up with a choice, and the game continues until everyone has had a turn.

**Ha! Ha! Game (10 min.):** (What one person does influences a group.) Students lay down in a circle. They put their head on the neighboring person's tummy. The first person says, "Ha!" The next person says, "Ha! Ha!" and then the next person repeats, "Ha! Ha! Ha!" A "Ha" is added each time quickly. Soon the whole group will be unable to control themselves and they will all laugh. *(This might be a fun game but is limited to a proper indoor training place and appropriate age and gender group.)*

**Tie-Dye (30 min.):** (When you are always with someone, their behavior rubs off on you.) Colors bleed together in tie-dye. If you stay true to your own self (the rubber banded part) you will not be as influenced by others.

### For Better or Worse

Decide if the following decisions would have positive or negative consequences. Some might have both.\*

<b>Decisions</b>	<b>Positive</b>	<b>Negative</b>
Eat healthy		
Wear only brand name clothes		
Exercise		
Not study for a test		
Play video games		
Tease		
Spread rumors		
Listen to music		
Skip school		
Drink alcohol		
Smoke cigarettes		
Be kind to a new student		
Enjoy a hobby		
Choose friends who get in trouble		
Do something so you'll be popular		
Desire to be "cool"		
Play on a sports team		
Take painting lessons		
Judge yourself based on what you own		
Attend a party		
Share the message from <i>Green Nose</i>		
Learn a foreign language		
Buy a new outfit		
Cheat on a test		
Walk away from dangerous situations		
Be Yourself		

\*Note to Teachers: "Critical thinking is purposeful, reflective judgment concerning what to believe or what to do." <sup>4</sup> Allowing this kind of open discussion can be new and different and uncertain for both student and the teacher. Give your students the opportunity to share openly. Consider the fun and benefit of having an open debate using a few of these topics. When the debate is completed, the teacher has an opportunity to speak about the topic, directing the students to the most beneficial conclusions.

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<sup>4</sup> Life Education for Successful Living Student Handbook, 2012 p.17

## Lesson 5

**Lesson Truth: Be Yourself!** Stand strong in your unique identity.

**Objective/Learning Goal:** The student will practice ways to resist negative peer pressure and personally apply concepts of Be Yourself!

**Materials:**

- If Only I Had a Green Nose by Max Lucado
- Journal notebook
- Markers, Crayons, Pencils
- Small items to use as Bingo markers (i.e., paper clips, erasers)
- Sheet of paper (one per participant)
- **\*Ways to Say "No" List**
- **\*Refusal Skills Posters**
- **\*How to Appreciate Yourself** to cut into strips
- **\*Banner with Pledge**
- **\*Symbol Poem Exercise** (optional)

**Anticipatory Set/Engage the Students (20 min.):** The teacher will give each student a sheet of paper, pencil, and something like small candies or paper clips to be used as markers for bingo. The teacher will give students a list of ways to say "No" in different languages. (More "no's" could be added and/or more ways to say "no" in Chinese. In English "no" might be said "nope", "uh uh", "no way", "count me out", etc.). The student will create a bingo board by folding a sheet of paper into 16 squares. They are to write one way to say no in each space. The teacher (or designated leader) will call out one of the "no's" until someone gets four in a row either up and down, across, or diagonally. If someone gets four in a row they can shout out, "Be Yourself!" Perhaps the winner can call out the next round or have everyone applaud them. The teacher will tell students that in this lesson they are going to learn some strategies to help them resist negative pressures. One way is to say, "No." **A simpler exercise can be done with a bingo page with 9 squares and substitute a list of Chinese ways to say "no".**

**Teach/Explain the Learning (20 min.):** Teacher will explain to students that the key to resisting negative influences is feeling support of others, knowing what you want to do, and having a safe way of avoiding what you don't want to do. It is important to know some strategies ahead of time so they can use them immediately. Perhaps PUNCHINELLO could have avoided his negative consequences if he had used some refusal skills. Teacher will discuss with students why they think that Lucia did not give in to pressure. Teacher will write the following refusal skills on posters and hang them around the room:

**Be in Control** (Know the reasons you don't want to give in and remain confident.)

**Stay Surrounded by Positive People** (Surround yourself with positive friends and people who respect your choices.)

**Walk Away** (You owe no explanation. Remove yourself from the situation.)

**Think Ahead** (Practice some refusal words or what you would do when faced with a negative pressure.)

**Be Your Own Cheerleader** (Speak positively and encouragingly to yourself.)

**Make Another Choice** (Think of something else you can do.)

**Be Assertive** (Stand straight, make eye contact, and say how you feel.)

Teacher will go to each poster and explain it to students. They should copy each one in their journals as they are discussed. These are important strategies.

**Guided Practice/Experience the Learning (45 min.):** Part One: Teacher will play an elimination game with the students using the posters hanging around the room. One person is selected to be "It." He/she stands away from the posters with his/her back turned to the group and with their eyes shut. He/she will count slowly to 10. As he/she counts, other students will move silently to stand next to one of the posters. Still, without looking, the person who is "It" will yell, "Freeze," and will use his/her journal list to call out one of the refusal skills on the poster. All students who are by that poster are eliminated and must sit down. The person who is "It" will count to 10 again and say, "Freeze!" He/she will again call out a refusal skill. Again, students by that poster must be seated. Game continues until only one person is left. That person is the winner and gets to be "It" for the next round. (As game gets closer to the end, no more than two can be at the same poster. Finally, only one can be at a poster at a time.)

Part Two: Teacher will pass out "How to Appreciate Yourself" handout cut into 7 strips to groups of students. The students will create posters and/or skits to teach the other students about their assigned strategy. As a group presents, students should write the Appreciate Yourself step in their journal under the heading, "Be Yourself!"

**Independent Practice/Evaluation (10 min.):** The students will partner with other students and take turns being Punchinello. Their task is to use the reasons and strategies learned over the five lessons to convince Punchinello not to paint his nose green. Students should sign a pledge written on a large "Be Yourself!" banner.

**Closing Remarks:** "In this lesson you have practiced ways to resist negative peer pressure and ways to appreciate yourself. It is important to be able to do these two things so you can stand strong and 'Be Yourself!'"

**Check for Learning:**

This is the last class so teacher will not collect journals. Hopefully, throughout the program the teacher has checked for learning goals and written positive feedback as well as constructive criticism on student materials before passing them back.


**Added Activity:**


**Symbol Poem Exercise (30 - 40 min.):** *(As a celebration of their true self)*

This is a two-part exercise. Part 1 is making the drawing. Part 2 is creating the poem.

**Part 1**

- Teacher explains that participants will be working with a circular format for a drawing that describes themselves in colors, words, letters, and symbols only (no figures).
- Students brainstorm some symbols on the board explaining word and symbol that represents a concept or idea, i.e.,

Love = 

Happy = 

Money = \$ or ¥

- Using the color wheel, students are asked what each color might represent, i.e., red=anger, passion, wealth; black=death; blue=water, etc.
- Animal symbolism is discussed in different cultures, i.e., fox=clever; bear=strength; eagle=freedom, etc.
- Teacher explains that they will be writing a poem about the symbols that they choose to describe themselves after they have finished their circular design.

**Part 2** is to create the poem by answering the questions on the "Symbol Poem." The poem will simply appear as they fill in the instructions.

The students will share their drawings and poems to celebrate who they are.

## **Symbol Poem**

Choose a repetitive line (a line that repeats throughout the poem); for example, "This is Who I Am," "My True Self," or "This is Me."

Now just answer the questions, insert your repetitive line every third line, and you have a poem!

Which colors did you choose?

What do they symbolize?

(repetitive line)

What words or letters did you choose?

What do they represent?

(repetitive line)

What hobbies or activities did you choose?

Why do you enjoy these activities?

(repetitive line)

What graphic symbols or flags did you choose?

Why did you choose them?

(repetitive line)

What animals did you choose?

Why did you choose this animal or animals?

(repetitive line)



## **Ways to Say "No"**

**La - Arabic**

**Bu - Chinese**

**Ne - Dutch**

**No - English**

**Hindi - Filipino**

**Non - French**

**Nein - German**

**Den - Greek**

**Ni - Irish**

**Tidak - Indonesian**

**Lo - Hebrew**

**Nahi - Hindi**

**Niet - Russian**

**Yok - Turkish**

**Na - Persian (Farsi)**

**Nai - Japanese**

**Nie - Polish**

**Nu - Romanian**

**Aniyo - Korean**

**Hakuna - Swahili**

(Could add more or come up with 16 different ways to say no in the student's native language.)

## **How to Appreciate Yourself**

1. Be careful about comparing yourself to other people. Sometimes that can make you feel good or even inspire you to improve in some way, but sometimes it can make you overlook what's truly good about yourself and cause you to feel bad.
2. Think about times when you've done something good. Include those times when you've made a difference to somebody else by being helpful, kind, or thoughtful.
3. Take part in activities that make you feel good such as hobbies, reading, sports, or spending time with good friends.
4. Don't be so afraid of failing that you are not willing to try something new. New experiences can help you grow and discover wonderful new things about yourself.
5. When you do fail at something, don't get down on yourself. Think about what you can learn from the experience and how you can do better next time.
6. Think about things you do well. Take pride in your successes.
7. Remember, the most important thing about people is what we're like inside, not what we own or what we've accomplished.

## **Posters**

# **BE IN CONTROL**

(Know the reasons you don't want to give in and remain confident.)

# **Stay Surrounded by Positive People**

(Surround yourself with positive friends and people who respect your choices.)

# **Walk Away**

(You owe no explanation. Remove yourself from the situation.)

# Think Ahead

(Practice some refusal words or what you would do when faced with a negative pressure.)

# **Be Your Own Cheerleader**

(Speak positively and encouragingly to yourself.)



# **Make Another Choice**

(Think of something else you can do.)

*Embrace whom you are uniquely created to be!*

# **Be Assertive**

(Stand straight, make eye contact, and say how you fee

**Banner:**

Teacher makes sure to have a large banner with a pledge:

**"I promise to be kind to myself and others accepting everyone as unique and worthwhile. I will examine my motives before giving in to peer pressure. Most importantly, I will love and embrace whom I am and be my true self!"**

## **Lesson Scripts**

## Introduction (20 min.)

*(This introduction may not be necessary. It is here for your use as needed. If you do not use this Introduction, proceed to the Anticipatory Set of Lesson 1.)*

1.):

LT: (10 min.) Before the lesson begins, we would like you to do this survey that we call the Pre-evaluation. Do not put your name on it; this way you can be honest in your answers. It is used only for data collection, and it is not a test at all. In fact, you might enjoy taking this survey. Please take it privately without talking about it with your classmates. We will give you about 5 minutes to finish and hand it in. (Once everyone has completed the survey you may begin the lesson.)

LT: Hello everybody! Welcome to the Be Yourself! program. Before we get started I want to say thank you to your teacher and headmaster (camp director) for letting us come to your school (camp) today. They work very hard to provide you with a good education (camp experience) and we feel privileged that we can come to your school (camp) and share what we think is a very important message. My name is \_\_\_\_\_, and I am special and unique because I was created that way, and there is no one else like me. I am very happy that there's no one *quite* like me. I have brought some of my special and unique friends with me today to help me with our meeting. Let me introduce my friends to you.

LT: This is \_\_\_\_\_, and he/she is special and unique. There is no one in the world like him/her. (TA makes a happy face or some special gesture.)

TA1: Yes, I am \_\_\_\_\_ and I am special and very glad to be one-of-a-kind.

LT: This is \_\_\_\_\_, and he/she is special and unique. There is no one here quite like him/her either. (TA2 makes a unique gesture of his/her own.)

TA2: Yes, I am \_\_\_\_\_, and I am special and very glad to be different from \_\_\_\_\_(LT) and \_\_\_\_\_.

(This pattern continues until every team member, including Materials Coordinator (MC), has been introduced with some small, unique gesture.)

LT: All our different talents together make us a great team!

LT: Now that you know our names and who we are, we also want to know who you are. Please take a nametag and write your name on it, large and neat. While you are writing your nametag, take a piece of candy to enjoy in a little while. (Have MC give materials to all TAs to pass around to students. Be sure all teachers put on nametags, too. MC will collect all permanent markers and extra nametags and candies after students finish.)

LT: Today we are going to share with you one of our favorite books, *If Only I Had Green Nose*, by Max Lucado. Yes, it's a picture book for children, but the message of the story is for all ages whether you are 2 or 102. It really is a favorite of mine, and I am \_\_\_\_\_ years old.

LT: Okay, pop your candy in your mouth, and let's get started with the lesson.

## **Lesson 1 Script**

### **Anticipatory Set (45 min.):**

LT: (10 min.) Before the lesson begins, we would like you to do this survey that we call the pre-evaluation. Do not put your name on it; this way you can be honest in your answers. It is used only for data collection, and it is not a test at all. In fact, you might enjoy taking this survey. Please take it privately without talking about it with your classmates. We will give you about 5 minutes to finish and hand it in. *(Once everyone has completed the survey you may begin the lesson.)*

LT: (5 min.) Here we have some beautiful flowers and their seeds. Let's look at this flower for a minute. Do you see how lovely it is? (Take time to point out some of its features such as leaves, petals, colors, smell, etc.) Even though the seed for this flower *(hold up seed packet and seeds)* produces only the same kind of flower, each flower grown from this packet is unique. They may look identical, but if you study them, they all have some distinct qualities like the way the color varies or \_\_\_\_\_ (add your own observations). You are like these flowers. While each of you shares certain characteristics common to human beings such as eyes, ears, legs, etc., each of you is unique. Your likes and dislikes, habits, history, looks, hopes, and dreams are an extraordinary mix that makes up who you are. No one is quite like you, and that's good news!

(10 min.) We are going to take a few minutes to have fun and draw the kind of "seed" you are. On a **square** piece of paper like this you will outline a seedpod *(instructor shows them how to cut or tear a square from a regular piece of paper and draw a seed pod outline in the middle)*. Inside the seed you will color in your face, and around the outside you can write some information about yourself (hobbies, likes & dislikes, dreams & hopes). **DO NOT PUT YOUR NAME ON THIS PAPER AT THIS TIME.** *(Come back together as a group when finished.)*

(20 min.) Now that you have created this seed of whom you are--or at least some of who you are--let's take some time to get to know more about each of you. We'll go around the circle and share about what you've put on your seed drawing. Keep your pictures for an exercise later in the lesson. It's important not to lose or destroy it.

Today you will receive a journal to be used throughout all the lessons. At the end of each day we will collect the journals and read through them, and if we have time, we would like to give you some positive comments. Today, we would like you to write your name and the theme "Be Yourself!" on the first page of the journal. You can decorate it with flowers or a garden. Put something creative in the garden that is uniquely you.

*(When they are finished)* Would a few of you like to share your journal drawing and explain a little bit about your garden?

**Teach/Explain (10 min.):**

Our theme during these lessons is Be Yourself! Before you can become a “better self” you must learn to “be yourself,” and you cannot be yourself if you don’t first recognize and accept yourself. Each of us is created to be different. No two of us were meant to be alike, but sometimes we compare ourselves to others and think that we are not as good as someone else. This is not healthy and takes away from the gift of whom we are. Oscar Wilde said, “Be yourself; everyone else is taken.” Think about that for a minute. If you are not yourself, then who are you? You can’t be someone else, and if you try, you will be a fake. You were made to be uniquely you. Take a minute to write this quote in your journal on a new page.

Now I am going to introduce you to the book If Only I Had a Green Nose, a story about a wooden boy named Punchinello. Pay close attention to what happens to him. If you have already read You Are Special by Max Lucado then you already know Punchinello, his friend Lucia, and their maker Eli. In this new adventure, Punchinello learns about being himself. We are going to use this book each day, so listen carefully.

**Guided Practice/Experience the Learning (20 min.):**

**Book Reading**

*LT or SGL reads book loudly and with lots of energy and enthusiasm, OR the whole team can take turns reading the book, OR team members can be different characters in the book as it is read, OR the book can be read any way you think will be engaging and effective. Be sure to engage students with the illustrations. When done, lead a discussion. (Make small groups if you have over 25 participants.)*

**Discussion:**

LT or SGL: So now we want to know what you think of the book. My favorite part is \_\_\_\_\_. What’s yours? *(Have students raise their hands to answer, and call them by name. When they give their answer, listen carefully and comment on their answers. Do not correct their answers.)*

LT: To make sure we remember the basic parts of the story, let me ask you a few objective questions: Did you like the story? *(Here are some more questions you can ask):*

- What part was most moving? Why?
- What do you think is the message of the story?
- Whom do you think Eli represents? Who is Lucia?
- Whom does Willy Withit represent?
- What does painting the nose green signify?
- How can the story relate to our everyday lives?
- To which character in the story do you relate and why?
- What help do we receive from Eli’s words?
- How was Punchinello different than other Wemmicks? How was he the same?

*Students should conclude that Punchinello gave in to pressure not to be content with himself but to be like others. This decision caused some hardships for Punchinello and took away from his happiness.*

**Independent Practice/Evaluation (15 min.):**

Take out your journals and open to where you wrote the quote, "Be yourself, everyone else is already taken." Under this quote, list some of your likes and dislikes with examples from school subjects, food, sports, hobbies, or family and friends. (**To the Instructor:** *it might be helpful to list these areas on the board as a reminder.*) If you finish early and have extra time, write about what characters in the story with which you most identify and why,

As you are writing in your journal, I would like to call each of you up one at a time to receive your special copy of the book. Be patient. If I (we) can't get to all of you today, I (we) will be sure to give the rest of you your book tomorrow. All of you are special and will receive this gift.

*(Have TAs or LT hand out the survey and collect when done.)*

*Call each student up one at a time and give him or her their very own copy of the book being sure to write their name in it with a permanent marker before you give it to them.*

*As you present the book to them, hold their hand and look into their eyes with genuine affection and say,*

" \_\_\_\_\_ (Say their name), you are special and unique just as you are. Accept and embrace whom you are uniquely created to be!

*Tell the student they are welcome to take their book home with them, but they must bring it back to use during the Be Yourself! lessons in the future.*

*Bring everyone back to the larger group and finish up for the day. Clean up and close up with your final remarks.*

**Closing remarks:** "Even though each seed produces the same kind of flower, each flower is unique. You are like that flower, valued for your uniqueness. You have been introduced to our theme for our upcoming lessons and activities, Be Yourself! through the story If Only I had a Green Nose."

**Check for Learning:**

*Before class is over, have the students give you their journal with the completed assignment(s) in addition to any surveys or handouts. You'll want to review these before the next class to see if the learning goal was achieved. Write positive feedback and constructive criticism on the material before passing them back at the beginning of the next lesson.*



## **Lesson 2 Script**

### **Anticipatory Set (20 min.):**

LT: *(Before the lesson begins, the teacher will fill a glass jar completely with candies or jelly beans. They need to make sure they know exactly how many candies are in the jar. Hand each student a paper and pencil.)* I have this jar of delicious candies ready to give away. Can you guess how many are in the jar? Each of you has a piece of paper to write down your guess so take a brief moment and write down your number, but **DON'T TALK TO YOUR NEIGHBOR ABOUT IT** *(give them one minute).*

LT: OK, now I would like you to partner with a classmate and discuss with them how many candies are in the jar. Write down the answer the two of you agree upon below your first guess whether it's changed or not *(give a few minutes)*. **DO NOT TALK TO ANY OTHER PAIRS OF PEOPLE AT THIS TIME.**

LT: Now I would like you to get into groups of 4 and discuss your answers together with your group. Remember, you could win this whole jar of candy. Write your group's final guess down under the other guesses. *(Have them do the same with groups of 8, until finally you split the class into only two large groups.)*

LT: Now I will split the room into two groups. Discuss with your whole group what you think is the best guess. Write down your group's final answer under all the other guesses you have on your own piece of paper whether or not it has remained the same.

Now I will give the candies to the group closest to the correct answer so decide your final guess as a group. *(Give a few minutes.)*

LT: OK, let's come back together and see which group made the closest guess and therefore gets the candy to share. Group on the left, what is your guess? And the other group? Group \_\_\_\_\_ made the closest guess so they will get the jar of candy to share at the end of class. Maybe they will be nice and share with the entire class? *(If they both guess correctly split the jar between them.)*

LT: *(Discuss the following with the whole group.)*

What was this process like for you?

How did you make your estimate when it was just you?

How did your partner influence your decision?

Did you accept the decision of the group each time?

Did you stand up for your answer?

Did you come to a compromise within your group?

Did one person make the choice for the entire group? Did you agree with that person?

Did you change your answer, against your better judgment, because of the influence of the group?

Did you make a better or worse decision because of the influences of others in your group?

How does this activity relate to influences you make on a daily basis?

LT: What did you learn from this? *(Take a few responses.)*

**Teach/Explain (15 min.):**

LT: In order to become a better self, one more true to who you really are, you must understand some of the influences that affect your choices. *(Distribute the Vocabulary Definition handout.)*

*(For each word on the list first ask if anyone knows the definition, then give the definition and have students write it on their handout.)*

LT: **Pressure:** Can anyone tell me what *pressure* means? *(Allow for one or two to answer. Then the teacher writes the word and definition on the board. Do this one word at a time as they write the definitions on their handout.)*

**Pressure** is the use of persuasion or intimidation to make someone do something.

**A peer** is a person of the same age, status, or ability as another specified person.

**Peer pressure** is influence from members of one's peer group.

**Positive peer pressure** is the use of persuasion, influence from your peers, which makes you want to behave in a way or do a certain thing that is socially perceived as positive.

**Negative peer pressure** is the use of persuasion, influence, or intimidation from your peers that makes you want to behave in a way or do a certain thing that is socially perceived as negative. For example: get someone in trouble, cause bad attitudes, or alienate other kids or adults.

LT: On bottom part of the Vocabulary Definition handout, you will see blank spaces. Let's work together to write in the correct word that matches the definition.

LT: Very good. Now that we know these words, we are going to look for examples in the story.

### **Guided Practice-Book Reading (45 min.):**

LT: Take a few minutes to look through your book and find examples of POSITIVE peer pressure. Who can point out an example? (*Students should mention Eli and Lucia and recognize Lucia as a peer.*) Can you now find examples of NEGATIVE peer pressure (*Twiggy and examples of other pressure like the mayor, crowd, Willy Withit, and Nosey Wemmicks Club*)?

LT: For those of you who remember the You Are Special program, Punchinello faced some peer pressure in that story, too, with the stars and the dots and Lucia's positive peer pressure to resist.

In a little while we are going to break up into groups and present short skits that illustrate different kinds of peer pressure. Your handout shows the examples. (*Have someone pass out the "Types of Negative Peer Pressure" handouts. Write the types in large print on the board.*)

LT: Let's look carefully at each one:

- **Rejection** - Threatening to leave someone out or end a friendship. Can anyone give an example from the book or from his or her life?
- **The Put Down** - Insulting or calling names to make someone feel bad. I think we all know an example of this.
- **Reasoning** - Giving reasons to do something bad or why it would be OK to do it. Who can give me an example?
- **The Huddle** - A group stands together talking or laughing with their backs out to others. How does this make you feel?
- **The Look** - Kids who think they're cool give a look that means, "We're cool and you're not." Who can show me what this looks like?
- **The Example** - Popular kids simply buy or wear or do something, and because they set an example, others want to follow. What label or product is popular now with your friends and something that everyone wants to own?

LT: Which ones of these are unspoken pressures? How do these pressures make you feel? (*Take a few responses.*)

LT: Now let's see if we can identify these types of pressures in the skits we are about to do. We will break up into 6 groups, and I will assign a skit to each group. Within your group decide who will play each role. You will have only a few minutes to practice your parts. Don't worry about memorizing the words, but do make sure you really make clear what form of pressure you are representing in your skit. Have fun and be expressive!

*(Follow **Directions** section in the lesson. Have the MC or TA hand out the scripts, one to each group, and dismiss the groups to parts of the room or building to rehearse for 10 minutes. When done, bring the groups back together and begin with Skit #1. Have the rest of the class listen and when each skit is over say, "Freeze." The actors will be still as the rest of the class identifies the kind of pressure. DON'T TELL THEM IT'S CORRECT UNTIL ALL THE SKITS HAVE BEEN DONE.)*

LT: Let's come back together now and listen carefully to each skit because when it's over, I will ask you to tell me which form of peer pressure is being demonstrated. *(Do this at the end of each skit. **Don't tell them if they guessed correctly until all the skits are done.**)*

LT: Now let's go through each skit and identify the type of peer pressure used.

- In The Music Fans it was *Rejection*. Spoken or unspoken?
- In The Substitute Teacher it was *The Put Down*. Spoken or unspoken?
- In The Math Test it was *Reasoning*. Spoken or unspoken?
- In The Break Time it was *The Huddle*. Spoken or unspoken?
- In The Birthday Party it was *The Look*. Spoken or unspoken?
- In The Pink Sneakers it was *The Example*. Spoken or unspoken?

LT: Did you guess them correctly?

### **Independent Practice (15 min.):**

LT: Take a few minutes to fill out the handout, "Types of Negative Peer Pressure." You can check with your neighbor if you are not sure.

We have demonstrated some examples of both seen and unseen peer pressure, both good and bad. Take a few minutes to write in your journal about your own experience with peer pressure, either giving it or receiving it. Or, if you want, think about the characters in the book and write about the different kinds of peer pressure they experienced and how they could respond in a better, healthy way.

*\*If they haven't yet received a book, give each student their own copy of the book at this time. Reminder:*

Where it is practical, spend a minute to talk to each student one at a time and give him or her their very own copy of the book being sure to write their name like this: \_\_\_\_\_ (Their name), "You are special! Embrace whom you are uniquely created to be!" with a permanent marker before you give it to them. As you present the book to them, hold their hand and look into their eyes with genuine affection and say,

"\_\_\_\_\_ (Their name), you are special just the way you are. You don't need to imitate anyone. Embrace whom you are uniquely created to be."

*Tell the student they are welcome to take their book home with them, but they must bring it back to use during the Be Yourself! lessons in the future.*

*Bring the group back together, clean up, and close with these remarks.*

**Closing remarks:**

LT: "Peer pressure can be negative or positive. In this lesson, we have defined peer pressure and identified six types of negative peer pressure giving examples of each so that you can recognize them within your own life experiences."

**Check for Learning:**

*Before class is over, have the students give you their journal with the completed assignment(s) inside in addition to any surveys or handouts. You'll want to review these before the next class to see if the learning goal was achieved. Write positive feedback and constructive criticism on the material before passing them back at the beginning of the next lesson.*

### **Lesson 3 Script**

#### **Anticipatory Set (10 min.):**

LT: *(Speak with real enthusiasm and salesmanship.)* I have something in this bag that is the key to being so cool. I mean it is *the* key to cool. It's easy to carry, comes in many varieties, and is packaged in lots of different ways. It can be consumed, too. Do you want it? *(Most will say yes. Pause, think, then say...)* Wait! Would it make a difference in your decision if I told you that what's in the bag was really unhealthy? *(Pause, look in the bag.)* In the bag are cigarettes. Do you still want it? *(Wait for their response.)* No? What's really in the bag is bubble gum. Now do you want some? When I told you it was really the key to cool, did it make you more interested? Even when I told you it was unhealthy, how many were interested?

LT: This is what advertisers do when they want to sell you something. This is one reason why people give in to pressure even when the product is bad for them. People want to be "cool" and impress their friends so they give in to these tricks of advertising.

#### **Teach/Explain (20 min.):**

LT: In the last lesson we studied the seen and unseen forms of peer pressure. Can you give me the 6 examples we listed?  
*(Rejection, The Put Down, Reasoning, The Huddle, The Look, The Example)*

Turn to your neighbor and define peer pressure. (*"Peer pressure is influence from members of one's peer group."*)

LT: Let's take a few minutes and list reasons why people might give in to peer pressure. What do think are some reasons? *(Give them a chance to make the list but include the following):*

- Want to be "cool"
- Want to be liked, have more friends
- To improve academic standing
- Want to be part of the crowd
- Want to attract attention or deflect attention
- See people they respect doing it
- Fear of being rejected by others
- Don't want to lose a friend
- Want to appear grown up
- Are curious
- Don't want to be ridiculed
- Don't want to hurt someone's feelings
- Aren't sure of what they really want
- Don't know how to get out of the situation
- Believe lies others tell them
- Are tricked
- Want to avoid negative consequences

LT: What about our character, Punchinello? What are some reasons he gave in? *(See the examples in the lesson plan.)*

LT: The Chinese philosopher Lao Tzu said,

*"When you are content to be simply yourself and don't compare or compete, everyone will respect you."  
Lao Tzu, Tao Te Ching, Verse 8*

What do you think he meant by this?

LT: *(Take some time to hear responses. Don't correct; just listen and affirm.)*  
I would like you to write this quote in your journal on a new page. Make sure you write who said it. *(Write the quote on the board for them to copy.)*

**Guided Practice/Experience (50 min.):**

LT: We have some fashion magazines and newspapers here on the table. How important do you think fashion is in how you feel about yourself? *(Take some responses.)* How are people judged by what they wear? Do you think this is an accurate way to determine a person's worth? Why or why not? *(Please allow for free discussion without giving "correct" answers.)*  
We have another questionnaire for you to fill out called "What's Cool?" Let's take a few minutes to fill it out. *(Have MC hand out materials and give them 5 minutes. Then go through each question taking one or two responses for each.)*

LT: Which celebrities do you want to imitate? Are they good role models? Do they influence your buying? How are these celebrities like Willy Withit in the story?

I want to take a few minutes to show a video made by the people who make Dove Soap. It shows some of the techniques of the advertising industry. *(Show the Dove video, "Evolution," found on YouTube.)*

LT: Comments? What do you think about this?

LT: In this next activity you are going to create your own brand of clothing and an ad to sell it. In your small group talk about how you can sell your product with images and words that make it "cool." Who would you get to endorse your line of clothing? You can create a poster and/or even some piece of the clothing or accessories out of newspaper. Be prepared to model your fashion to the group.

*(Give them 20-25 minutes and then bring them back to the whole group.)*

LT: Which group would like to model their clothing line first? *(To the whole group)* Would you buy this brand? What is so “cool” about it? *(Take a few minutes to discuss each brand of clothing.)*

LT: You did a great job with this project. Now you know more about how advertisers purposely try to influence their target audience.

**Independent Practice (15 min.):**

LT: Below the quote in your journal from Lao Tzu, write about some personal examples of times when you gave in to negative peer pressure. Write some reasons why you think you may have done that now that we have looked at how advertisers use tricks to motivate you.

*(If there is time)* Create a picture to advertise yourself using great words to describe you.

*Bring the group back to attention as a whole, clean up, and close.*

**Closing Remarks:**

LT: “There are a lot of different reasons that you might give in to negative pressure. Fashion is an area where peer pressure is common. You must not base your self worth on your clothing or following a fashion trend. Additionally, you must be wary of ads whose purpose is to sell a product and not help you “be yourself.”

**Check for Learning:**

*Before class is over, have the students give you their journal with the completed assignment(s) inside in addition to any surveys or handouts. You’ll want to review these before the next class to see if the learning goal was achieved. Write positive feedback and constructive criticism on the material before passing them back at the beginning of the next lesson.*



## **Lesson 4 Script**

### **Anticipatory Set (10 min.):**

LT: Good morning. Today I want to start by telling you a fable. This is a story that has a moral at the end. See if you can tell me the moral when I am finished.

*Once upon a time there was a farmer who needed to sell his ox. The ox was a strong and healthy ox so he knew anyone would be lucky to get this ox. A neighboring farmer owned three oxen but wanted a fourth to pull his large wagon and plow. He went to look at the ox for sale. He asked the farmer if he could take the ox to his farm for a week before he decided. The farmer selling the ox thought that was a strange request since his ox was obviously strong and healthy, but he agreed. The next week the neighboring farmer returned with the ox and said, "I am sorry, but I cannot buy your ox. He is not a good ox." The selling farmer didn't understand and asked for an explanation. "Well," said the neighboring farmer, "I have three oxen already. Two of them are well behaved but one of them tries to butt the others and take their food. He can be stubborn. When I put your ox in the pen with the other oxen, he immediately went to be with my ox that causes trouble. He stayed close to this ox the whole week and ignored the two well-behaved oxen."*

LT: What do you think is the moral of this fable? *(Call on a few people and affirm their answers. Then state the moral clearly.)*

LT: The moral is that your reputation comes from the people you hang around with and choose as friends. Friends have a strong influence on your choices. Choices always lead to consequences. Good choices result in good consequences and bad choices in bad consequences. The results may not be immediate, but they will eventually come. We are going to take a look now at our story about Punchinello.

### **Teach/Explain (15 min.):**

LT: Take a few minutes and go through your book to find examples of consequences that Punchinello and the Wemmicks faced by going along with having their noses painted green. Don't forget to include any feelings they had. Take a few minutes to record these in your journal. *(Give them 5 minutes.)*

LT: Now that you have had time to look through the book, who can share with the group some of the consequences these characters experienced when they gave in to negative peer pressure? *(Allow for answers and refer back to the lesson manual for others. Write them on the board.)*

LT: Remember when Punchinello asks Eli, "Does a green nose make them smarter? Does a green nose make them stronger? Does it make them faster? What does a green nose make them?"

Who remembers what Eli answered?

Yes, Eli responds with "It makes you greener." What did he mean?

In this lesson, we will see that giving in to negative pressure can cause many problems socially, academically, legally, physically, and emotionally. Did Punchinello have any consequences?

**Guided Practice/Experience (45 min.):**

LT: I would like you to take a few minutes to complete the handout "For Better or For Worse?" Some answers may be both positive and negative. When you are finished, be prepared to discuss some of your answers.

*(LT may want to go through each question and take a general survey of hands on how the questions were answered and allow for comments from those who picked both on any issue. Do not correct their answers.)*

LT: Now, let's make this lesson a real experience, and have some fun at the same time. We are going to have some relay races. In each race the runners will have to try to accomplish the goal with items that make it difficult.

*(Run through all the races or as many as you have time to do. Break the group up into smaller groups with at least 6-10 in each group. Be sure to plan ahead with enough materials for each group.)*

*(Once you have completed all the races, state the lessons to be learned.)*

LT:

- We call the first race, **Nose Up**. It shows us that pressure to be someone else can be physically painful.
- **Gardening Gloves** proves that trying to accomplish a goal not using your own talents can cause frustrations or even a negative self-image.
- **Big Shoes** was funny, but it shows how awkward it can be to try to fit someone else's image.
- The **Three-Legged Race** makes it clear that being closely tied to someone can determine your actions for good or bad.
- And **Not My Hands** shows us that it doesn't work to let someone else tell us who we should be.

**Independent Practice (5 min.):**

LT: Now I want you to take a few minutes to write about some choices you have made or witnessed and the consequences. Think of examples of both positive and negative choices and consequences.

*Clean up and close with closing remarks.*

**Closing remarks:**

“Today we learned, when you make a choice, you have consequences. When you try to be something you’re not, the consequences will be negative.”

**Check for Learning:**

*Before class is over, have the students give you their journal with the completed assignment(s) inside in addition to any surveys or handouts. You’ll want to review these before the next class to see if the learning goal was achieved. Write positive feedback and constructive criticism on the material before passing them back at the beginning of the next lesson.*

## Lesson 5 Script

### **Anticipatory Set (20 min.):**

LT: Let's have some fun playing "No" Bingo. In this lesson you will learn many ways to say "no" by playing this game. To begin the game you will need to fold your paper into 16 squares like this (*Demonstrate by folding the paper in half, half again, and half again*). I would like you to write one way to say "no" in each square--look at your handout for words to use. In addition to what's on the list, are there any other ways to say "No"? (*Write any added words on the board and on your master list for the person who will be drawing the words.*) Let's add these new words to our list. Now, fill in your 16 squares with one word in each. It doesn't matter where you put the word for "no." Mix up the squares so they don't match your neighbor's. This way you will create a unique "No" Bingo board. You can only use a word once on the board. (*Allow 5 minutes. Be sure the caller has any new words added to the original list. Cut or tear that list into single words so the caller can pick randomly. **A simpler exercise can be done with a bingo page with 9 squares and substitute a list of Chinese ways to say "no."***)

LT: Ok, let's begin. I will call out one of the ways to say "No" and when I do, place your marker (*candy or whatever you have brought to use*) on that square that has that word. The first person to get 4 squares in a row either horizontally, vertically, or diagonally calls out "Be Yourself!" and wins the game. (*Have the winner of the round call out the next round. Three rounds should be enough. Have enough candies so people can eat a few when playing the game.*)

LT: That was fun and we all learned some new ways to say "No" today!

### **Teach/Explain (20 min.):**

LT: It's not easy to resist negative influences. It takes more than just saying "No," doesn't it? We saw that with advertising companies and with Punchinello in our story. There are several keys to resisting. First, you need to feel the **support of others**. Having good friends who are truthful with you is a gift. What's more, you need to **know what you want** to do and plan ahead for a safe way to avoid what you don't want to do. Can anyone give me an example of this? (*Call on a few for their responses.*)

LT: It is important to have in mind some **strategies ahead of time**. If you know you are going into a challenging situation, plan different and realistic options, and see yourself doing them. Perhaps Punchinello could have avoided his negative consequences if he had used some "refusal skills."

Why do you think Lucia didn't give in? What is it about her character that gave her strength to be herself? (*Call on a few for their responses.*)

LT: I will put up these posters around the room. These strategies are tools to help you resist negative peer pressure. Let's read through them as I put them up. *(Pick a student to read each one out loud as you stand near the poster, or you read it if you think that's best.)*

**Be in Control** (Know the reasons you don't want to give in and remain confident.)

**Stay Surrounded by Positive People** (Surround yourself with positive friends and people who respect your choices.)

**Walk Away** (You owe no explanation. Remove yourself from the situation.)

**Think Ahead** (Practice some refusal words or what you would do when faced with a negative pressure.)

**Be Your Own Cheerleader** (Speak positively and encouragingly to yourself.)

**Make Another Choice** (Think of something else you can do.)

**Be Assertive** (Stand straight, make eye contact, and say how you feel.)

LT: I want you to copy each one of these including the explanation in your journal. Once you are finished, we will play a game. *(Allow 5 minutes.)*

**Guided Practice/Experience (45 min.):**

LT: We're going to have fun playing an elimination game using the posters around the room. One person will be selected to be "It." They stand away from the posters with their back turned to the group and their eyes shut. They will count slowly to 10. As they count, the rest of you will move silently and stand next to or under one of the posters. Be sure to be under a poster by the time "It" counts to 10 or else you will be out of the game. Without looking, the person who is "It" will yell, "Freeze," and will use this list to call out one of the refusal skills posted on the wall. All students who are by that poster with that refusal skill are out of the game and must sit down. This continues until the last person is standing. The last one standing is the winner and gets to be "It" for the next round. *(As you get closer to the finish you might want to say that no more than two or three can be at the same poster. Toward the end, only one can be at any given poster at a time. This will make the final rounds go faster.)*

LT: That was great fun! And we rehearsed the list of skills at the same time.

LT: Now I want to put you in small groups, and your group will create a poster or skit to teach the class about the topic on the slip of paper I will give you. You will have only 10 minutes to plan this so think and work quickly. *(Give each group a strip with one of the strategies from "How to Appreciate Yourself" handout. Give them time to work quickly. Take time to let each group present. Have the others write the strategy in their journals as the presentations are done.)*

LT: You did a great job with your group presentations on "How to Appreciate Yourself." Give yourselves a pat on the back. Before you leave today, make sure you have all 7 points on "How to Appreciate Yourself" written in your journal.

**Independent Practice (10 min.):**

LT: Find a partner to practice this next step. Take turns being Punchinello confronted with the pressure to get a green nose. Use some of the strategies you have learned in these last 5 lessons to convince Punchinello not to paint his nose green. Sometime over the next 10 minutes and before you leave today, please sign the pledge written on the banner "Be Yourself!"

*Clean up and close with final remarks.*

LT: Before you leave, please fill out this Post-evaluation. It may seem identical, but it's not. Again, you do not need to write your name, but be honest. *(Allow 5 minutes and then collect them before closing.)*

**Closing remarks:**

LT: "In this lesson you have practiced ways to resist negative peer pressure and ways to appreciate yourself. It is important to be able to do these two things so you can stand strong and Be Yourself! Celebrate who you are!"

**Check for Learning:**

*Before class is over, have the students give you their journal with the completed assignment(s) inside in addition to any surveys or handouts. You'll want to review these before the next class to see if the learning goal was achieved. Write positive feedback and constructive criticism on the material before passing them back at the beginning of the next lesson.*

**Make sure to have a banner with a pledge:**

I promise to be kind to others, and myself, accepting everyone as unique and worthwhile. I will examine my motives before giving in to peer pressure. Most importantly, I will love and embrace who I am and "Be Myself!"

## **Evaluation Information**

## Evaluation Overview

Pre- and post-evaluations are not required for individuals implementing without New Song's direct oversight; however, they are strongly encouraged. In addition to the valuable information evaluations can provide to New Song for future program refinement, evaluations can also provide your organization insightful feedback as well. As such, the evaluations we include may be revised/expanded upon based on data your organization feels to be the most important. Below is a list of the key data that should always be captured, regardless of the organization or implementation strategy. When a student receives the curriculum, they only complete one pre-evaluation and one post-evaluation.

### Pre-evaluations

Pre-evaluations are best implemented with no direct link to actual implementation. **This is why we suggest conducting pre-evaluations before the first lesson of any implementation.** The evaluations are anonymous, but age and gender along with location are helpful for us in evaluating data.

Necessary components include:

- Date, location, age, and gender
- Evaluation Questions
- Scoring Guide (for Teacher's use only)

### Post-evaluations

In addition to post-evaluations completed by students, it can also be helpful to attain feedback from co-implementers, parents, teachers within whose classes you are implementing, the leadership of an organization for which you are implementing, etc. An Implementer's Evaluation has been included in the Appendix for your reference. If you would like further advice on this type of evaluation, please contact the New Song office.

Necessary components include:

- Date, location, age, gender
- Evaluation Questions
- Scoring Guide (for teacher's use only)
- Did you receive a book? Y/N
- How much did you enjoy the Be Yourself! program?
- Which part of the Be Yourself! program did you like the best?
- Did you read the book to someone else? Who?
- Do you have any additional questions or thoughts to share? (Capture the testimonials.)



## BY! Student's Pre-Evaluation

**Location:**

**Date:**

**Age:**

**Gender:** M F

**Directions:** Please circle the letter that best describes your agreement with each statement. Strongly Agree (SA), Agree Somewhat (A), Disagree Somewhat (D), and Strongly Disagree (SD). Remember, circle what is true for you now.

1. I feel that I'm a person of worth; at least I am on an equal par with others.	SA	A	D	SD
2. I feel that I have a number of good qualities.	SA	A	D	SD
3. All in all, I am inclined to feel that I'm a failure.	SA	A	D	SD
4. I feel that I am special.	SA	A	D	SD
5. I feel I do not have much for which to be proud.	SA	A	D	SD
6. I take a positive attitude toward myself.	SA	A	D	SD
7. On the whole, I think I have value.	SA	A	D	SD
8. I would like to have more respect for myself.	SA	A	D	SD
9. I certainly feel useless at times.	SA	A	D	SD
10. I believe I am made for a unique purpose.	SA	A	D	SD
11. I would lie about liking something I liked if I thought my friends would make fun of me for it.	SA	A	D	SD
12. I am a positive influence on my circle of friends.	SA	A	D	SD
13. I am worried about looking foolish.	SA	A	D	SD
14. I change my opinions easily when I am pressured by my friends.	SA	A	D	SD
15. Friends are the best source of truth about who I am.	SA	A	D	SD

## BY! Student's Post-Evaluation

**Location:**

**Date:**

**Age:**

**Gender:**

M

F

**Directions:** Please circle the letter that best describes your agreement with each statement. Strongly Agree (SA), Agree Somewhat (A), Disagree Somewhat (D), and Strongly Disagree (SD). Remember, circle what is true for you now.

1. I feel that I'm a person of worth; at least I am on an equal par with others.	SA	A	D	SD
2. I feel that I have a number of good qualities.	SA	A	D	SD
3. All in all, I am inclined to feel that I'm a failure.	SA	A	D	SD
4. I feel that I am special.	SA	A	D	SD
5. I feel I do not have much for which to be proud.	SA	A	D	SD
6. I take a positive attitude toward myself.	SA	A	D	SD
7. On the whole, I think I have value.	SA	A	D	SD
8. I would like to have more respect for myself.	SA	A	D	SD
9. I certainly feel useless at times.	SA	A	D	SD
10. I believe I am made for a unique purpose.	SA	A	D	SD
11. I would lie about liking something I liked if I thought my friends would make fun of me for it.	SA	A	D	SD
12. I am a positive influence on my circle of friends.	SA	A	D	SD
13. I am worried about looking foolish.	SA	A	D	SD
14. I change my opinions easily when I am pressured by my friends.	SA	A	D	SD
15. Friends are the best source of truth about who I am.	SA	A	D	SD
16. How much did you enjoy the <i>Be Yourself!</i> Program? (Please circle one) Below Average      Average      Very Much      Extremely				
17. Which part of the BY! program did you like the best?				
18. Did you receive an <u>If Only I Had a Green Nose</u> book?		Yes	No	
19. Did you share the Green Nose story during this program?		Yes	No	

Please share any additional questions or thoughts. Your opinion is important! (If needed, use the back of this paper.)

## Scoring for Pre- and Post-Evaluations

(For office use)

1. I feel that I'm a person of worth, at least on an equal par with others.	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
2. I feel that I have a number of good qualities.	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
3. All in all, I am inclined to feel that I'm a failure.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
4. I feel that I am special.	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
5. I feel I do not have much for which to be proud.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
6. I take a positive attitude toward myself.	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
7. On the whole, I think I have value.	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
8. I would like to have more respect for myself.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
9. I certainly feel useless at times.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
10. I believe I am made for a unique purpose.	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
11. I would lie about liking something I liked if I thought my friends would make fun of me for it.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
12. I am a positive influence on my circle of friends.	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
13. I am worried about looking foolish.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
14. I change my opinions easily when I am pressured by my friends.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
15. Friends are the best source of truth about who I am.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

Scoring Self-Worth Test (#1-10) = \_\_\_\_\_

Scoring Peer Pressure Test (#11-15) = \_\_\_\_\_

## Implementer's Evaluation Post BY!

**Organization:**

**Date:**

**Location of Training:**

**No. of participants:**

**Age range of participants:**

**Directions Post-Evaluation:** Please mark the box that best describes your agreement with each statement. Remember: mark what is true for you now.

Implementation Questions	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1. I feel good about how I implemented the program.	0	1	2	3
2. My students responded positively.	0	1	2	3
3. I believe the BY! program has been valuable to my students/participants.	0	1	2	3
4. This program has been helpful to me personally.	0	1	2	3
5. I see evidence that my students are better equipped to resist peer pressure now that they have done the program.	0	1	2	3
6. I feel good about recommending this program to others.	0	1	2	3
7. I hope to take another New Song training.	0	1	2	3
8. I plan to do another New Song program implementation within (circle one):	<b>never</b>	<b>6 months</b>	<b>8 months</b>	<b>12+ months</b>
9. Is this your first New Song implementation?	<b>Yes</b>	<b>No</b>	If no, how many implementations have you done? _____	

Any additional comments

## **References**

Lucado, M. (2002) If Only I Had a Green Nose. Wheaton, IL: Crossway Books.

Lucado, M. (2013) If I Only Had a Green Nose (Chinese/English Bilingual Version). Taiwan, China: Enoch Communications, Inc.

### **A Note From New Song**

We hope you found this curriculum guide to be useful. Any positive feedback or constructive criticism is appreciated.

If you need further assistance with regard to ordering [If Only I Had a Green Nose](#) books, Be Yourself! program implementation, New Song's You Are Special program and books, or other services provided by New Song Personal Development Resources, please email us or check out our website:

[info@newsongchina.org](mailto:info@newsongchina.org)

[www.newsongchina.org](http://www.newsongchina.org)

We thank you for your commitment to the Be Yourself! message and your involvement with New Song, where people are helping the next generations to be enlivened to their new song.