

## YOUTH LEADERSHIP ACADEMY



# SELF DISCOVERY



Students explore their personal interests and strengths to help build self-esteem and confidence. They learn to set goals that will not only highlight their strengths and talents, but develop areas that need improvement as well.

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# Introduction to Urban Tech and the Youth Leadership Academy

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## Who We Are

The National Urban Technology Center, Inc. (Urban Tech), a 501(c)(3) education not-for-profit, was founded in 1995 to provide access to technology and training to address the widening computer literacy and achievement gap in inner-city communities. Urban Tech's primary focus is to transfer educational tools to schools and community-based organizations nationwide for promoting life skills, academic performance, and workforce preparation among young people, ages 10 to 19. Urban Tech accomplishes its mission through its two flagship programs, SeedTech® and the Youth Leadership Academy (YLA).

## What We Do

The Youth Leadership Academy (YLA) was developed by the National Urban Technology Center (Urban Tech) to equip youth with the practical skills necessary to become productive, self-fulfilled and achievement-oriented adults. The life skills taught in YLA are the tools needed to make healthy lifestyle choices, to effectively present oneself in the workplace, to manage one's income resourcefully, and to make positive life goals and decisions. YLA was also designed to teach computer skills, and to address a range of important issues including school dropout, drug awareness and teen pregnancy. YLA empowers young people by opening the doors to education and career options, and by raising the self-esteem of young people so they are comfortable pursuing new opportunities. It encourages participants to become self-sufficient and instills behaviors such as punctuality, the spirit of teamwork and cooperation, and the ability to accept constructive criticism.

## 12-Year Track Record

- ✓ **460,000 people served**
- ✓ **500 Computer Training Centers**
- ✓ **200 Youth Development Programs**
- ✓ Recognized by the Verizon Foundation for "improving academic performance and workforce preparedness among at-risk youth." *Success Award: Partnership for Developing America's Future Leaders given by the Verizon Foundation, 2005*
- ✓ Recognized by the Ford Foundation and Harvard University, Urban Tech's SeedTech program with the U.S. Department of Justice is considered an "...exemplary program in American Government." *Innovation Award given by Harvard University and Ford Foundation, 2000*
- ✓ Recognized as a "...model for bringing technology to people in inner-cities and remote rural areas." *International Journal of the W.K. Kellogg Foundation, 1997*

## Outcomes

- ✓ **Engaging Students** – "Students in Urban Tech programs respond with sheer enthusiasm to learning and exemplify the higher order thinking skills necessary to master classroom material and extend learning into their daily lives." *Youth Leadership Academy 2-Year Evaluation in Newark, NJ, Martin Finkelstein, Ph.D., 2007*
- ✓ **Increased Reading and Math Skills** – YLA participants' reading scores improved by 46% and math scores increased by 40% over 3 years, accompanied by a 26% increase in attendance, and a 100% graduation rate after the introduction of YLA into the curriculum. *Evaluation of YLA in Montclair High School, Elaine M. Walker, Ph.D., 2003*

# Overview of “Self Discovery”

In *Self-Discovery*, participants will think about what they like to do and set goals – both short and long-term goals – to accomplish what they want in life. The focus is on advocating for one’s needs and emphasizing learning and academic work as vital steps to reaching one’s vision.

Participants will discuss their various interests, and the need to build skills and a knowledge base to make their dreams a reality. This module stresses the possibility of making immediate improvements in daily life, such as doing well in school by examining learning styles and helping participants in the program to take the next step to maximize their learning potential. Participants will see that the ability to access and process information in a vari-

ety of ways according to their preference and style of learning is vital to becoming a high performance student.

YLA instructors will focus on helping participants build confidence, self-control and discipline in reaching their goals. They will accentuate the positive and highlight the need for improvements rather than faults, thus setting an example for participants as they affirm their strengths and the unique talents of others in the class.

The long and short-term goals that are developed in this module will become part of the participant’s personal portfolio, and will be changed and enhanced throughout the program.

## Goals for Learning

- ✓ Build confidence and self-esteem and learn to be an advocate for one’s own needs;
- ✓ Identify personal interests, strengths and areas for improvement;
- ✓ Cultivate a willingness to learn new things;
- ✓ Find practical ways to become more positive in attitude and behavior;
- ✓ Learn to set goals and develop strategies for achieving goals;
- ✓ Learn to persevere in reaching goals;
- ✓ Desire to do one’s best each and every day;



# Instructor Preparation Guide

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YLA's *Self-Discovery Curriculum Guide* is divided into eleven sections. Each section examines a different theme and together encourages participants to take control of the attitudes they have about self-discovery, their interests, the way they learn best and persevering to reach their goals. The following is a list of suggestions that will make the implementation of this curriculum enjoyable and feasible for the instructor. Use this guide, as well as the Session Plan on pages 9–10 to plan your lessons.

## Prepare before class

- Watch the *On the Reel: The Big Makeover* animation and use the note-taking worksheet on pages 7–8 to record your thoughts.
- Become familiar with all the activities in the Session Plan, content of the Interface and procedures in the Instructor's Notes in the curriculum guide, so that you are comfortable teaching this material.
- Collect related news articles and other materials to bring the topics covered into context. Include magazine articles about believing in one's own abilities and talents. These may include biographical or autobiographical pieces about leaders' and celebrities' roads to success. Also consider collecting articles on popular pastimes and hobbies. This module encourages participants to explore their interests. Take this opportunity to expose them to positive enrichment activities.

## During class

- Have participants bring in, or provide, a “Self-Discovery” journal. This is a place where they can record their present interests and goals. The journal can be a place where they reflect at any time on the information being presented to them and record the changes they are electing to make in their own lives based on the topics of the curriculum.
- Vocabulary found in the curriculum will often be new to participants. Provide participants with a photocopied glossary of these words to use as a reference. The participants can then highlight the glossary words on the list as they are used in each activity. The instructor should also use the glossary words at all times to model and reinforce the correct usage of the words, helping to make them part of the participants' everyday vocabulary.

## Review Worksheet: Building Self-Esteem

▶ Describe what happens in the animation in your own words.

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▶ Summarize in your own words the key ideas in the following Break It Down activities:

### Believe in Yourself

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### Discover Your Interests

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### Be Ambitious

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**Review Worksheet: Planning for Success**

▶ Summarize in your own words the key ideas in:

**Set Goals**

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**Find the Best Way to Learn**

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**Realize That it is Never Too Late**

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# Self-Discovery Session Plan: Sessions 1–6

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<p><b>Final Answer: First Answer</b>   Participants complete a pre-program survey of their attitudes, behavior, and knowledge about self-discovery.  <b>CG pg. 11 • 10 Minutes</b></p>	<p><b>Break It Down: Believe in Yourself</b>   In this exercise, participants are encouraged to recite personal affirmations, empower themselves with positive thinking and take an active role in their lives.  <b>CG pg. 20 • 30 Minutes</b></p>	<p><b>We Got Game: Perpetrating Rhymes</b>   Participants compete in teams to identify popular music artists. They also analyze the artists' song lyrics to better understand messages about self-discovery.  <b>CG pg. 28 • 40 Minutes</b></p>	<p><b>Final Answer: Interest Finder</b>   This assessment form gives participants feedback on their areas of interest and what careers they might find gratifying.  <b>CG pg. 37 • 30 Minutes</b></p>	<p><b>Break It Down: Discover Your Interests</b>   Participants learn that their interests are what make them special. They are encouraged to be curious, try new things, and find a mentor.  <b>CG pg. 41 • 30 Minutes</b></p>	<p><b>Break It Down: Be Ambitious</b>   Participants learn to strive for the very best. They are encouraged to stretch and develop their talents, be patient with themselves and find caring people to support their growth.  <b>CG pg. 49 • 30 Minutes</b></p>
<p><b>Break the Ice: Building Self-Esteem</b>            This exercise gives a preview of building self-esteem: how to believe in yourself; discover what interests you; and be ambitious.  <b>CG pg. 14 • 20 Minutes</b></p>	<p><b>Write to the Point: Believe in Yourself</b>   Participants write a personal affirmation or chant.  <b>CG pg. 25 • 30 Minutes</b></p>	<p><b>Hot Link Library: The Missing Link</b>   Participant review the website directory in this module and suggest an addition to the listing.  <b>CG pg. 39 • 30 Minutes</b></p>	<p><b>Write to the Point: Discover Your Interests</b>   Participants make a list of all the places they go or resources they use to find out about new things.  <b>CG pg. 46 • 30 Minutes</b></p>	<p><b>Write to the Point: Be Ambitious</b>   Participants write a story about someone they admire.  <b>CG pg. 54 • 30 Minutes</b></p>	
<p><b>On the Reel: The Big Makeover</b>   Shawna helps Maria find a "new look" and along the way, they discover which "style" works best for them.  <b>CG pg. 17 • 10 Minutes</b></p>					

# Self-Discovery Session Plan: Sessions 7–12

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 7	Session 8	Session 9	Session 10	Session 11	Session 12
<p><b>Break the Ice: Planning for Success</b> This exercise gives a preview of planning for success: setting goals; finding the best way to learn; and realizing that it is never too late. <b>CG pg. 58 • 10 Minutes</b></p>	<p><b>We Got Game: TV Anchor</b> After interviewing each other, participants present a “news report” and commentary about what makes each person interesting and able to achieve their goals. <b>CG pg. 70 • 60 Minutes</b></p>	<p><b>Break It Down: Find the Best Way to Learn</b> Participants examine the differences between auditory, visual and tactile learners and find the best way for them to learn. <b>CG pg. 74 • 30 Minutes</b></p>	<p><b>Final Answer: Learning Styles Questionnaire</b> In this exercise, participants answer questions to find out the best way for them to learn. <b>CG pg. 83 • 30 Minutes</b></p>	<p><b>Break It Down: Realize That It Is Never Too Late</b> Participants are encouraged to be optimistic, get help and focus on the solution. <b>CG pg. 94 • 30 Minutes</b></p>	<p><b>Final Answer: Pays to Play</b> This quiz tests retention of learning skills. <b>CG pg. 99 • 30 Minutes</b></p>
<p><b>Break It Down: Set Goals</b> Participants envision their long-term goal, list their short-term goals, set priorities, and learn to persevere in reaching their goals. <b>CG pg. 61 • 20 Minutes</b></p>	<p><b>Write to the Point: Set Goals</b> Participants write a story about a party or event that they put on. <b>CG pg. 66 • 30 Minutes</b></p>	<p><b>Write to the Point: Find the Best Way to Learn</b> Participants write a story about a time in the past two years when they learned how to do something like play a sport, cook a delicious meal, or create a website. <b>CG pg. 79 • 30 Minutes</b></p>	<p><b>We Got Game: Some Successful Student Skills</b> Participants learn more tips about how to become a successful student. <b>CG pg. 91 • 30 Minutes</b></p>	<p><b>Final Answer:</b> Participants complete a post-program survey of their attitudes, behavior, and knowledge about self discovery. <b>CG pg. 102 • 10 Minutes</b></p>	

# Instructor Notes

## Final Answer: First Answer

Pages 12–13

SECTION 1  
PRE-ASSESSMENT

### Background Note

Administer *Final Answer: First Answer*, YLA’s pre-assessment survey, to participants before *Self-Discovery* is introduced. This is recommended because it allows you to assess the participants’ background knowledge and tailor the activities according to their needs.

### Objectives

- Demonstrate prior knowledge, understanding and awareness of self-discovery.

### Instructor Preparation

*First Answer* requires access to computers with internet connection. Review the survey’s questions prior to implementation to address any barriers that may arise due to reading comprehension.

### Materials

Computers; internet access; and the *Self-Discovery Curriculum Guide*.

### Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Follow the instructions on pages 12–13 to guide you through *First Answer*.
- Tell participants to read the “Set Up” directions as you read them aloud.
- Tell participants that they will only be able to answer the *First Answer* survey once.
- Participants can view their progress in meeting the module goals for learning by accessing their portfolios. If this is the first time participants have completed a *First Answer* survey, you will need to direct them to their portfolio section.

### Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Ask participants to write a question about a topic on the survey they would like to know more about. Post the questions on a bulletin board or area of your room. Tell participants they will find out the answer to their questions by the end of the unit.



### Assessment

The results of the survey become part of the participant’s portfolio in APOLLO. View the surveys’ results in APOLLO by assessing your “Instructor Menu’s Assessment and Status Viewer.” If time constraints prevent you from viewing each participant’s survey individually, take a sampling of surveys to gauge participant’s prior knowledge.


After reviewing results, tailor the module’s activities to the needs of participants, taking full advantage of the extension and enrichment activities found in this guide.

Go to [www.urbantech.org](http://www.urbantech.org) and click **YLA Login**.

### Notes:

2. Enter  then click **Enter**.
3. Click on YLA Interactive!
4. Once the interface has appeared on your computer screen, click .
5. Select **2. THE BIG MAKEOVER**.
6. Roll mouse over fifth icon from left on the “Choose an Activity” screen:



7. Click .
8. After reading the instructions on screen, click **start**.
9. Select **1. FIRST ANSWER**.



### FIRST ANSWER

#### SET UP:

This survey helps your instructor understand what you know and how you feel about topics covered in this module. Be honest when indicating your answers and don't worry about what you think the answer should be. You will have the opportunity to take the survey again at the end of the module to see how much you have learned.

#### DIRECTIONS:

Click the link below and take the questionnaire.

[FIRST ANSWER QUIZ](#)

10. After reviewing the First Answer directions, click **FIRST ANSWER QUIZ**.

*continued on next page* ▶

The best responses are indicated on the following page, in blue. Participants will only be able to answer the Final Answer quiz once.

## First Answer Quiz

- 1. I live one day at a time and don't like to plan ahead.**
  - a. Strongly agree (1 point)
  - b. Agree (2 points)
  - c. Disagree (3 points)
  - d. Strongly disagree (4 points)
- 2. I like to learn new things.**
  - a. Strongly agree (4 points)
  - b. Agree (3 points)
  - c. Disagree (2 points)
  - d. Strongly disagree (1 point)
- 3. I feel like I don't have control over my future.**
  - a. Strongly agree (1 point)
  - b. Agree (2 points)
  - c. Disagree (3 points)
  - d. Strongly disagree (4 points)
- 4. I don't deserve good grades in school.**
  - a. Strongly agree (1 point)
  - b. Agree (2 points)
  - c. Disagree (3 points)
  - d. Strongly disagree (4 points)
- 5. I have difficulty making decisions.**
  - a. Almost always (1 point)
  - b. Usually (2 points)
  - c. Sometimes (3 points)
  - d. Almost never (4 points)
- 6. I make plans for my future career or education.**
  - a. Almost always (4 points)
  - b. Usually (3 points)
  - c. Sometimes (2 points)
  - d. Almost never (1 point)
- 7. I mostly study right before a big exam.**
  - a. Almost always (1 point)
  - b. Usually (2 points)
  - c. Sometimes (3 points)
  - d. Almost never (4 points)
- 8. I ask for help when I feel overwhelmed.**
  - a. Almost always (4 points)
  - b. Usually (3 points)
  - c. Sometimes (2 points)
  - d. Almost never (1 point)
- 9. Successful students \_\_\_\_\_.**
  - a. know how to cram for exams
  - b. brown nose with the teachers
  - c. have good time management skills (4 points)
  - d. have unfair advantages
- 10. Good study skills for people who learn best by seeing (visual means) are to \_\_\_\_\_.**
  - a. read out loud
  - b. study with music
  - c. study with other people
  - d. use color to highlight main points (4 points)
- 11. Setting short term goals helps you to \_\_\_\_\_.**
  - a. experience immediate gratification
  - b. experience small accomplishments (4 points)
  - c. envision your dreams
  - d. see the big picture
- 12. High self esteem is important for \_\_\_\_\_.**
  - a. being assertive and looking out for your own needs
  - b. having a positive and optimistic attitude about the future
  - c. doing your best every day
  - d. all of these (4 points)

# Instructor Notes

## Break the Ice: Building Self-Esteem

### SECTION 2 SET THE STAGE

### Background Note

*Self-Discovery* is divided into two parts. *Break the Ice: Building Self-Esteem* opens Sections 2-5 with an opportunity for participants to work on building self-esteem and discovering their interests.

### Objectives

- Discuss the goals of Sections 2-5 of the *Self-Discovery* module:
  - Begin to see the benefits of positive thinking;
  - Begin to encourage themselves by reciting self-affirmations;
  - Learn to take advantage of new opportunities and become more active;
  - Learn to build relationships with people who have advice that will help guide them;
  - Begin to see the importance of practice in developing skills and talents.

### Instructor Preparation

Collect related news articles and internet resources to bring the topics covered in Sections 2-5 into context. Include articles about believing in one's own abilities and talents. These may include biographical or autobiographical pieces about leaders' and celebrities' roads to success.

*(optional)* Ask participants to bring in journals that will be used throughout the unit. You should also prepare a modeling activity to demonstrate what is expected of the participants during journaling activities.

### Materials

News articles; Internet resources; journals (optional); and the *Self-Discovery Curriculum Guide*.

### Instructional Procedures

- Get the participants excited about the activities in *Self-Discovery* with a glimpse of *We Got Game: Perpetrating Rhymes*.
- Let participants know that the goal of this module is to encourage them to make the most of their lives, to see the benefits of setting goals for oneself and committing to achieving them.
- Start a discussion about self-discovery to open up the topic. Ask questions like:
  - What are some of the activities that you do that make you feel happy?
  - How do you react if you feel like you cannot do something?
  - Where do you see yourself a year from now? Five years from now?
  - What are some things that you would like to learn how to do?
  - Who are some of the people who inspire you to do great things?
- Use this discussion as an opportunity to assess the level of understanding the participants have of the topics in this module. This will help you to develop an approach to teaching the curriculum that targets the specific needs of the participants.
- Review the objectives of the unit with participants.
- Read selected articles or internet resources with participants to bring these issues into context.

*continued on next page* ▶

## Instructor Notes (continued)

### Break the Ice: Building Self-Esteem

## SECTION 2 SET THE STAGE

#### Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Journal writing affords participants time to reflect and speculate on paper, confident that their thoughts will be accepted without criticism. Ask participants to begin their journals by writing down a goal they would like to achieve during the *Self-Discovery* module.

Ask participants to reflect on the discussion questions by writing in their journals. Model the desired journaling techniques and format requirements by providing a sample journal entry.

#### Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Create a bulletin board for the *Self-Discovery* module. The purpose of the board is to chart participants' progress towards reaching their goals. Participants can post work, submit artifacts for their individual portfolios, or generate a "Wall of Ideas." A "Wall of Ideas" is a place where participants add questions and comments as the unit progresses. Encourage participants to seek out the answers to these questions independently. Acknowledge those who actively submit answers by creating a rewards system, an example would be to record their names on an area of a bulletin board entitled "Wall of Ideas: Leaders."

#### Assessment

Use the Journal Scoring Guide on page 16 to assess the level of understanding participants have, as well as their levels of journal keeping skills. Print multiple copies of the Journal Scoring Guide for each participant and review the material so they understand how they will be assessed. Make sure participants understand that they will not be judged on the value of their ideas, but will be evaluated based on the criteria outlined in the Journal Scoring Guide.

# Journal Scoring Guide

## Break the Ice: Building Self-Esteem

## SECTION 2 SET THE STAGE

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

**Directions:** Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

<b>Primary Traits</b>	<b>Performance Criteria</b>			
<b>Mechanics</b>				
<b>Format:</b> All entries clearly list <i>in the margin</i> : Date of entry Title of entry (e.g., <i>My Daily Routine</i> )	1	2	3	4
<b>Organization:</b> Entries appear in chronological sequence or as otherwise assigned	1	2	3	4
<b>Effort</b>				
Includes all assigned work	1	2	3	4
Is legible, presentable, coherent	1	2	3	4
<b>Writing</b>				
<b>Fluent:</b> Write with ease about a range of subjects	1	2	3	4
<b>Developed:</b> Includes examples, details, quotes when appropriate	1	2	3	4
<b>Understanding</b>				
<b>Thorough:</b> You write for the full time; your entries show you trying to fully understand or communicate an idea in writing	1	2	3	4
<b>Insightful:</b> The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character	1	2	3	4

<b>Performance Evaluation Rubric</b>	
<b>Level</b>	<b>Control of trait or skill</b>
1	Little or no evidence of use of target trait or skill.
2	Performance is characterized by many errors. Minimal evidence of use of target trait or skill. Does not meet performance standard.
3	Performance is characterized by few errors. Adequate evidence of use of target trait or skill. Beginning to meet performance standard.
4	Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard.



# Instructor Notes

## On the Reel: The Big Makeover

Pages 18-19

**SECTION 2**  
**SET THE STAGE**

### Background Note

The quote at beginning of “The Big Makeover” is by Earl Gray Stevens. His message that confidence is built through the ability to question and allow oneself to be open-minded is important on the quest for self-discovery.

### Objectives

- Examine how Shawna helps Maria find a “new look”.
- Examine how both Shawna and Maria discover which learning “style” works best for them.

### Instructor Preparation

Review the objectives for the activities found in Sections 2-5 of the *Self-Discovery Curriculum Guide*. On page 7 you will find note-taking pages to record your observations and thoughts while watching *On The Reel: The Big Makeover*. After reviewing the results of the participants’ pre-assessment surveys, you may need to tailor your notes to the participants’ needs while watching *The Big Makeover*.

### Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); journals (optional); and the *Self-Discovery Curriculum Guide*.

### Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Recap the material from *Break the Ice: Building Self-Esteem*. Participants need constant reinforcement as they absorb the material.
- Review any difficult vocabulary before you begin the video, such as confidence, goal, cosmetologist, aesthetic, or extraterrestrial.

- The quote that appears on-screen sets the tone for the module. Have a participant read it aloud.
- Follow the instructions on page 18 of the curriculum guide to watch the animation.
- For younger students, provide a second viewing, this gives them additional time to think clearly about the content matter.

### Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

- After viewing *The Big Makeover*, write the quote used at the beginning of the animation on an overhead projector or chalkboard. Have students interpret the quote in their own words using examples from the animation to support their ideas.
- Journal: Ask participants to analyze what they’ve seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

### Assessment

Use the Journal Scoring Guide on page 19 to assess the level of understanding participants have, as well as their levels of journal keeping skills. Print multiple copies of the Journal Scoring Guide for participants to review so they understand how they will be assessed. Make sure participants understand that they will not be judged on the value of their ideas, but will be evaluated based on the criteria outlined in the Journal Scoring Guide.



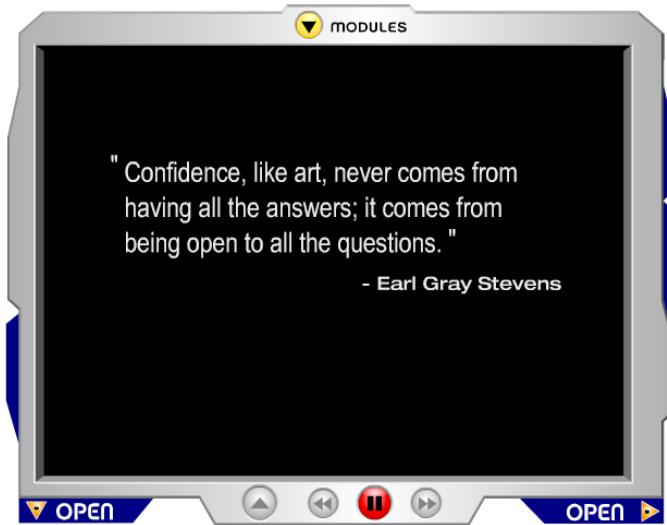
# On the Reel: The Big Makeover



1. Roll mouse over first icon from left on the “Choose an Activity” screen:



Notes:

2. Click .



The epigram that appears on-screen sets the tone for the module. Have a participant read it aloud. Click  on the interface to pause the screen for more time. Click  to resume play.

# Journal Scoring Guide

## On the Reel: The Big Makeover

## SECTION 2 SET THE STAGE

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

**Directions:** Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

<b>Primary Traits</b>	<b>Performance Criteria</b>			
<b>Mechanics</b>				
<b>Format:</b> All entries clearly list <i>in the margin</i> :	1	2	3	4
Date of entry				
Title of entry (e.g., <i>My Daily Routine</i> )				
<b>Organization:</b> Entries appear in chronological sequence or as otherwise assigned	1	2	3	4
<b>Effort</b>				
Includes all assigned work	1	2	3	4
Is legible, presentable, coherent	1	2	3	4
<b>Writing</b>				
<b>Fluent:</b> Write with ease about a range of subjects	1	2	3	4
<b>Developed:</b> Includes examples, details, quotes when appropriate	1	2	3	4
<b>Understanding</b>				
<b>Thorough:</b> You write for the full time; your entries show you trying to fully understand or communicate an idea in writing	1	2	3	4
<b>Insightful:</b> The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character	1	2	3	4

<b>Performance Evaluation Rubric</b>	
<b>Level</b>	<b>Control of trait or skill</b>
1	Little or no evidence of use of target trait or skill.
2	Performance is characterized by many errors. Minimal evidence of use of target trait or skill. Does not meet performance standard.
3	Performance is characterized by few errors. Adequate evidence of use of target trait or skill. Beginning to meet performance standard.
4	Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard.

# Instructor Notes

## Break It Down: Believe in Yourself

Pages 22–24

SECTION 3

BELIEVE IN YOURSELF

### Background Note

Taking an active role in our lives involves positive acts that make us feel good about who we are, like volunteering at a hospital, studying to do well on a test, or going to an inspiring art exhibit. Encourage participants to take charge of their lives so that they can reach their goals. Urge them to live with energy and enthusiasm, and take an active role in their lives. In *Break It Down: Believe in Yourself*, participants examine Maria’s actions, how Shawna’s attitude differs from Maria’s, and suggest an affirmation that Maria could use to change her outlook on life, while taking a more active role in her life. Through discussion of Maria and Shawna’s attitudes and actions, and by developing an affirmation for Maria, participants are given an opportunity to write their own affirmation or chant.

### Objectives

- Compare how Shawna’s attitude is different from Maria’s.
- Suggest an affirmation that Maria could use to change her attitude and build self-confidence.
- Identify ways that Maria could take a more active role in her life.

### Instructor Preparation

Review *Break It Down: Believe in Yourself* to become familiar with the content of the activity. It may be helpful to have a few affirmations or chants in mind as examples to share with participants in case they have difficulty coming up with one for Maria.

### Materials

Computer(s); internet access or YLA CD-ROM; journals (optional); and the *Self-Discovery Curriculum Guide*.

### Instructional Procedures

- Introduce any difficult vocabulary before you begin the activity, such as affirmation.
- Ask participants to think about and briefly share how Maria was feeling and her attitude towards school. If it does not come up, let the participants know that Maria is already feeling pessimistic about what she can achieve. Her negative expressions—like “I’m just buried in homework!”—will cause her to give up. Explain to them that affirmations build self-esteem and confidence. Affirmations are positive statements that start with “I can” or “I will.” It is important for Maria to say positive things about herself and her work every day.
- Tell participants that during this activity, they will examine Maria’s actions, how Shawna’s attitude differs from Maria’s, and suggest an affirmation that Maria could use to change her outlook on life while taking a more active role in her life.
- Follow the directions on pages 22–23 to access *Break It Down: Believe in Yourself*.

### Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

**Journal:** Remind participants that the more positive acts we perform the more we like and believe in who we are. Give the participants 5 minutes to make a list in their journals of positive acts that they might want to take in their own lives. Have the participants share some of their ideas with a partner or with the rest of the group.

*continued on next page* ▶

## Instructor Notes (continued)

### Break It Down: Believe in Yourself

Pages 22–24

#### SECTION 3

#### BELIEVE IN YOURSELF

#### Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Explain to participants that seeing things in a positive way is about seeing “the glass half full” instead of “half empty.”

The phrase, “the glass half full instead of half empty”, is an idiom. An idiom is a phrase or expression whose meaning is different from the individual meanings of the words, such as “every cloud has a silver lining,” “keep one’s chin up,” “go with the flow,” etc. Ask the participants to search for and come up with other idioms that stress the positive in life. Direct the participants to the website, <http://oels.byu.edu/student/idioms/idiomsmain.html> to use as a resource for researching idioms. The participants can write their idiom on the blackboard and attempt to get its meaning from the rest of the group. The participant that presents the idiom must be prepared to explain its meaning to the group.

#### Assessment

Use the Discussion Scoring Guide on page 24 to assess participants' levels of discussion skills. Give copies to the participants to review the characteristics of a good discussion and how to self-evaluate their own discussion skills.


Use this discussion as an opportunity to assess the level of understanding the participants have of the objectives of *Believe in Yourself*. This will help you to plan and facilitate instruction based on the specific needs of the participants.

#### Vocabulary affirmation

1. Roll mouse over second icon from left on the “Choose an Activity” screen:



Notes:

2. Click .
3. After reading the instructions on screen, click **start**.
4. Select **1. BELIEVE IN YOURSELF**.



## Believe In Yourself

If you put a low value upon yourself, you will be treated accordingly.

- ✓ Recite personal **affirmations**
- ✓ Choose to see things in a positive way
- ✓ Take an active role in your life

### **affirmation**

(noun) A positive declaration or confirmation. *Most movie posters these days include one-line affirmations from professional critics.*

5. After reviewing the text on-screen, click **next**.

*continued on next page* ▶

## Break It Down: Believe in Yourself (continued)

**1. Why is Maria sitting down with her head in her hands?**

She is feeling frustrated about all the work that she needs to do and seems to be convincing herself that she is not capable of getting the work done.

**2. How is Shawna’s attitude different from Maria’s attitude?** Shawna is positive – she believes in herself and she also believes in Maria.

**3. Could you suggest an affirmation that Maria could use to change her attitude and build self-confidence?** “I will catch up soon. I have always been a good student in school. “Some people look at themselves in a mirror as they repeat “can do” words over and over again. Over time self-affirmations lead to self-esteem and confidence, and affect attitude and behavior.

**4. How could Maria take a more active role in her life and catch up in school?** First, she needs to believe in herself. This will improve her attitude. Self- affirmations are important to begin the process. Second, Maria needs to speak more positively about her ability to do well in school. Finally, she needs to take actions that will reinforce her belief in herself, help her catch up in school, and result in her taking a more active role in her life.

**5. Write your own affirmation or chant.** Freddy says, “You can do it, put your mind into it.” What’s your chant?



Participants will be asked to address #5 in writing during another exercise called Write to the Point.

# Discussion Scoring Guide

## Break It Down: Believe in Yourself

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

**Directions:** Periodically observe a few students during a discussion. Use this scoring guide to diagnose their need for specific instruction in individual discussion characteristics. Or, use the scoring guide to evaluate the quality of control of discussion characteristics for grading purposes. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

<b>Listener Demonstrates Behavior:</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
Body is turned towards speaker			
Makes eye contact with speaker			
Nods or smiles if appropriate			
Does not interrupt speaker			
Jots a brief note while listening with the intent of questioning or extending speaker's point			
Waits for speaker to finish before responding			
<b>Quality of Discussion:</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average/ Needs Work</b>
Asks relevant questions to clarify and show interest			
Asks the speaker to express him/herself in another way when unsure of what the speaker is saying			
Paraphrases/ summarizes speaker's main ideas to show understanding			
Reflects the speaker's feelings			
Shares ideas, thoughts and facts about the topic			
Sticks to the discussion topic by not including unrelated ideas or facts			
Comments express appreciation and respect towards speaker even when disagreeing			
Speaks clearly			



# Instructor Notes

## Write to the Point: Believe in Yourself

Pages 26-27

### SECTION 3

### BELIEVE IN YOURSELF

#### Background Note

Participants are asked to write their own affirmation or chant. They write their affirmations as an E-Journal Entry and it is automatically saved to APOLLO for your viewing at a later date. Participants are provided with a writing sample and guiding questions to help spark their imagination and structure their writing.

#### Objectives

- Write your own affirmation or chant.
- Demonstrate an understanding that an affirmation or a chant would motivate you and give you strength.

#### Instructor Preparation

Review *Write to the Point: Believe in Yourself* on page 26 and the E-Journal writing sample that is presented as a model for the participants. Look over the “Heads Up” questions that help spark and guide the participants’ writing. Think of an affirmation or chant that would motivate you and give you strength to share with participants if they are struggling to come up with their own affirmation or chant.

#### Materials

Computers; internet access; and the *Self-Discovery Curriculum Guide*.

#### Instructional Procedures

- Remind participants that in *Break It Down: Believe in Yourself*, they examined Maria’s actions and suggested an affirmation that Maria could use to change her outlook on life, while taking a more active role in her life.
- Review with participants the meaning of affirmation.
- Tell participants that they will be writing their own affirmation or chant.

- Ask participants to think about an affirmation or chant that would motivate them and give them strength.
- Follow the directions on page 26 for *Write to the Point: Believe in Yourself*.

#### Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

For participants that are struggling to come up with an affirmation or chant of their own, share the affirmation that you thought of and how it motivates you and gives you strength.

#### Enrichment (optional)

Here are some suggested activities to extend participants’ knowledge:

Direct participants to the *Hot Link Library to Affirmation* to check out other school’s affirmation statements.

#### Assessment

Participants’ affirmation or chant should demonstrate an understanding of the task. The chant should include a motivational factor and communicate a feeling of strength.

Based on the knowledge demonstrated by participants in *Write to the Point: Believe in Yourself*, you will be able to plan and facilitate instruction based on the specific needs of the participants.



# Write to the Point: Believe in Yourself

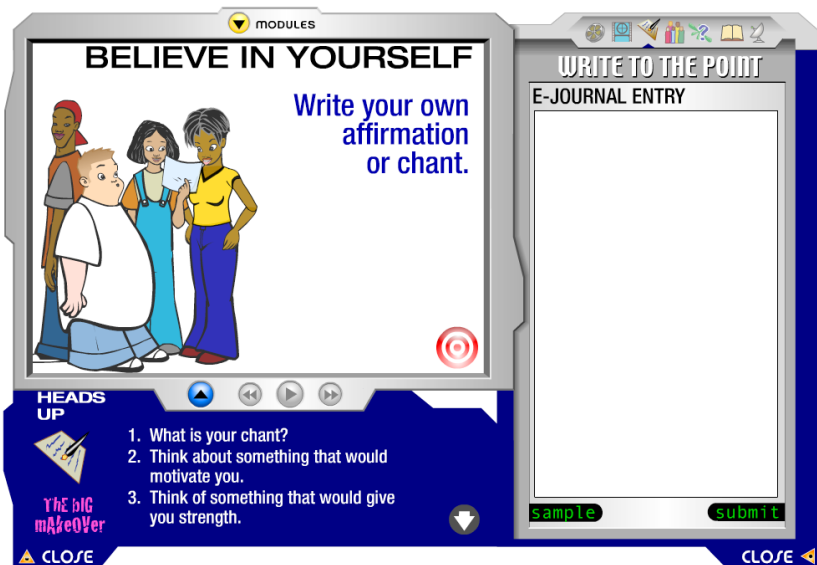
1. Roll mouse over third icon from left on the “Choose an Activity” screen:



2. Click .

3. After reading the instructions on screen, click **start**.


4. Select **1. BELIEVE IN YOURSELF**.




5. After reviewing the text on-screen, write your E-Journal entry in the empty window to the right.

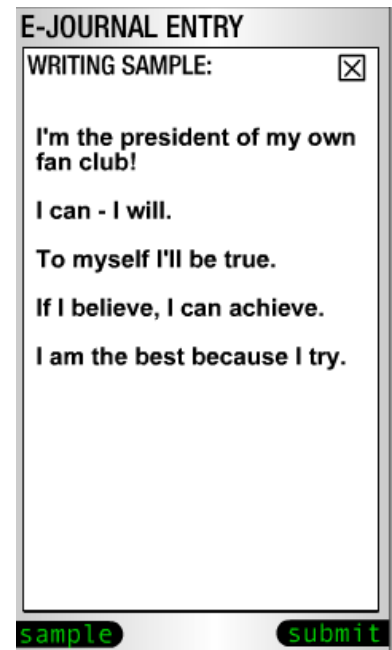
6. Click **submit** to save your entry.


## Notes:

Click  to open a window that helps participants copy and paste their E-Journal entry to a Word document for spelling and grammar checks.

Click **sample** to see a sample E-Journal. This may spark the participants' imagination.

After using the questions in Heads Up to help write their E-Journal, participants can click  to help with proofreading.



 See the Hot Link: **Affirmation**  
See what other schools are doing. Take a look at one high school's web page, and check out their affirmation statement.

# Write to the Point Scoring Guide – Lists

**Write to the Point:** Believe in Yourself

SECTION 3  
BELIEVE IN YOURSELF

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

**Directions:** Review YLA participants' E-Journal entries use this scoring guide to determine their need for specific writing instruction. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

## Primary Traits

## Performance Criteria

1. Uses conventional sentence syntax	1	2	3	4
2. Uses conventional capitalization	1	2	3	4
3. Spelling: all the words are spelled correctly	1	2	3	4
4. Writing/printing is neat and readable	1	2	3	4
5. Clearly demonstrates understanding of the task, and that the resources listed are useful for learning about the type of information required	1	2	3	4

## Performance Evaluation Rubric

Level	Control of trait or skill
1	Little or no evidence of use of target trait or skill.
2	Performance is characterized by many errors. Minimal evidence of use of target trait or skill. Does not meet performance standard.
3	Performance is characterized by few errors. Adequate evidence of use of target trait or skill. Beginning to meet performance standard.
4	Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard.