

**Youth
Enrichment
Series**

YES

Don Tocco's Youth Enrichment Series

Copyright© 1994

This document is the property of D.L. Tocco & Associates, Inc.
and may not be copied, reproduced,
or retransmitted without the permission of the owner.



This book was designed and edited by the employees of EDS, an effort generously funded by EDS Public Relations.

So many people assisted with this effort that it is impractical to name them all here. But each of them supported this effort in the name of the children.

Presenter's Welcome

Welcome. This booklet explains how you can learn to present Don Tocco's Youth Enrichment Series, Y.E.S.. The aim of the series is to teach children how they can fashion their own lives and direct them toward their goals by maintaining their self-esteem and using success principles. Self-esteem is not self-love. We define self-esteem as self-evaluation of the emotional, intellectual, and behavioral aspects of one-self. As such, everyone has self-esteem, so our aim is not to give it to children, but to raise what they already have.

Our Goal

After you complete your preparation using this manual, our goal is for you to be able to show children how extraordinary they are so they know how to be successful in life. We define people's success as being able to do what they love and excel at it.

Expected Results

We seek many results from the series. Among other things, we want children to learn methods for uplifting their attitudes, listening well, seeking their own excellence, becoming excited about school, preparing for and expecting success, setting goals, being helpful to their parents, getting along better with each other, practicing healthier habits, persisting in tasks, taking courageous action to overcome fear, and becoming more thankful for their lives, friends, and families.

Your Influence

The series would be ineffective if it were not for one truth: children have such great faith in what we tell them that they use it to permanently change how they see themselves, achieve their goals, and launch their lives. If we tell children they are good and will succeed, they can ignore contrary voices, such as those heard by 9 out of 10 inmates in one prison who remember being told as children they would one day go to jail.

We believe that only extraordinary people are attracted to teaching this series. But whether or not you would call yourself extraordinary, you can have extraordinary influence on children through Y.E.S..



YES

The Children

You will present five 45-minute sessions to explain success principles to groups of fourth-grade students. Why fourth graders? Children of this age crave knowledge and are bright enough to acquire it, yet are still free of the grip of peer pressure. According to educators, fourth-grade students stand at a juncture where their success turns on their immediate choices and where ideas can influence those choices.

The Principles

The principles you teach are the crux of this series. You will need to prepare thoroughly and deliver those principles to the students essentially unchanged from how they are presented in this manual. Your success at delivering them will result from your genuine interest in the children and your willingness to professionally prepare to teach them.

Practice

The manual presents the principles through a model dialogue with students. To deliver the principles effectively, you'll need to practice your presentation. This practice should involve real conditions and be repeated until you can deliver the material smoothly, preferably without notes. Make your presentation using the same materials you'll use in the classroom. Time yourself and remain strictly within the limits of your schedule. When you are comfortable presenting the principles based on the dialogue model, your goal will be to teach them more closely from the heart of your experience.

Feedback and Rehearsals

Rehearsals will teach you what works and what doesn't. Practice your presentation before someone who will ask the kinds of questions you will hear from children in a real session and who will offer suggestions for improvement. Be ready to alter your presentation in response to such suggestions.

At the beginning of the series, give the teacher the feedback documents you receive for them to record suggested improvements. Ask the teacher to complete the documents and return them after the series.



Your Physical Presence

Your appearance and carriage will demonstrate to children their importance. So dress professionally while remaining comfortable and relaxed. Because you want to project a positive self-image, take care to look and feel your best. Exemplify what you teach through your positive demeanor, natural presentation, and caring presence.

Mental Preparation

Shortly before your presentation, visualize a positive session. Imagine the kids' being interested in everything you tell them. See yourself making a clear and engaging presentation, answering every question asked. It may be useful to jump start your attitude before each session by giving yourself Joe Girard's pep talk (see session 1). Start the session by having students respond to the question, "How are you?" by saying, "Terrific." Then present something that will dramatically capture the children's attention and focus them on the session. Your presentation should be professional, but informal and friendly. You are there to teach the children, they are there to learn, and both you and they are there to have fun.

Jokes and Stories

Among the most effective teaching tools is the joke or story. They work because children enjoy them and remember them. The stories and jokes used in this series have a point, except for the closers, which are purely for fun. We attempted to direct the jokes and stories in the sample dialogue to the level of the students. Try telling the jokes and stories listed in the dialogue until you become more comfortable telling them. Test them on other people, especially children. A punch line that springs out as a surprise with the very last words of the joke is more likely to get a laugh. But whether or not a joke or story gets a laugh, ask someone the point of the joke or funny story or address that point.

Responding to Children's Answers

Asking good questions provokes thought. Call on a variety of children, without trying to pull an answer from an unwilling participant. Communicate to the children that all of their answers are good, that there are no wrong answers. Be demonstrative when an answer is particularly good, but give every answer its own respect. In response, children will willingly involve themselves fully in discussions. Often the best response to a child's comment or answer is, "Yes," and if you are looking for another answer,

A stylized logo for the word "Yes". The letters are bold and black. The 'Y' is the largest and most prominent, with the 'E' and 'S' stacked to its right. The 'E' is smaller and positioned between the 'Y' and the 'S'. The 'S' is also smaller and positioned to the right of the 'E'. The overall effect is a graphic, three-dimensional looking text.

continue with, "And what else." Don't get bogged down, but if children say something you don't understand, ask them to explain or give an example. Positive give and take will keep the dialogue flowing.

Connecting With Your Audience

Despite the adults in the room, your audience is always the children. Ask adults in attendance to observe what interested the children and what didn't because only the children's attention accurately measures your success. Expect constant improvement in the effectiveness of your delivery as you incorporate suggested improvements.

The principles taught in each session may seem advanced for fourth graders, but the level of ideas children at this age understand is remarkable, if you carefully present them. It is best to keep your vocabulary simple and introduce people or things before speaking about them. If a term, person, or idea is new, ask the children if one of them knows what the term means or who the person is and introduce it by telling a story about it. In this way, you don't have to rely on the children's experience and can introduce something unfamiliar. Watch for signs of restlessness, which can tell you whether your discussion is connecting with the children.

The Student Contract

Before your first session, ask the children's teacher to have them read the contracts in their student manuals. Then have the children sign them at the first class, agreeing to respect the presenter, process, and one another by paying attention and listening when someone is talking. Have each of them take the contract home to have a witness sign it. As an alternative, to save time, the children can sign them before the sessions begin.

Assertive Order in the Classroom

Keep order in the classroom without shushing or intimidation. Early in your first session, explain how the children are to show you and one another respect by listening. When the children need to regain control of themselves, remind them of their commitment to respect you and one another. If one child is disturbing others, try gently walking to the child and standing nearby. If this doesn't work, try praising others near the child who are not causing a disturbance, which sends a message to the child to regain control. For example, "I want to thank all of you who are paying attention for being courteous and listening."



The best way to maintain control is to be prepared and remain focused during your talk. Command the attention of their imaginations with strong material, and the children will pay attention.

Inclusion

Be sensitive in your examples to the unintentional exclusion of people who are different—socially, culturally, economically. Remember that you have no idea what the children's or their parents' backgrounds are. Be positive about lifestyles and cultures different from your own. For example, many children come from one-parent homes, so you can include them by always referring to their mom or dad.

The Five Sessions

Each session is organized around a central theme. During each session, you will present several new principles, then regularly review them throughout the series so the ideas will be reinforced. There are five session themes, which are taught in the order listed below.

Maintain Your Enthusiasm Daily

When you maintain your enthusiasm, you'll have a passion for life that others can see. Joe Girard became one of the greatest car salesmen in the world by maintaining his enthusiasm through a daily pep talk—people he met could see his enthusiasm and were attracted by it. Enthusiasm made Joe successful because it connected him to his prospects. The first theme is to maintain your enthusiasm with a daily pep talk.

Keep a Positive Attitude

Hank Aaron, the greatest home-run hitter in baseball, attributed his success to having a positive can-do attitude and to his faith in God and his abilities. With these tools, he was able to maintain a positive attitude about succeeding. The second theme is to maintain a positive attitude.

Better Yesterday's Best Through Goal Setting

Enthusiasm and a positive attitude give you the energy to set and achieve your goals. Writing down your goals, working on them every day, and striving to be a little better each day than the day before is the path to success. The third theme is to better Yesterday's best through goal setting.

A stylized logo consisting of the word "YES" in a bold, blocky font. The letters are black with a white outline, and the "Y" and "S" are slightly larger than the "E".

Be Determined to Reach Your Goals

Making your goals happen requires determination in the face of obstacles. There should be no limit to the number of times we try to achieve something we really want. To persevere despite obstacles requires determination. The fourth theme is to remain determined, to continue working until you reach your goals.

Take Courageous Action

Reaching a goal proves to us that we can overcome false fears and doubts about achievement. The best way to conquer fear is to take courageous action, which leads to exciting growth. The fifth theme is to take courageous action. Courageous action makes you enthusiastic about yourself and your world.

Requirements and Materials

Before you begin a session, speak to the principal and teachers about your requirements. The school is expected to provide a room that comfortably seats all participants in chairs or desks. Ask the school principal to arrange to videotape every session, providing a tape of each session to you. A reminder call the day before the first session will ensure that your needs will be met. If possible, provide the student manuals and any evaluation forms to the teachers before the day of the first session.

You will need the following materials for each session:

- A paper flip chart on a standing tripod—write large enough for everyone to see
- Magic markers
- Teacher's manual
- Any notes you need for your talk

If a prepared flip chart is unavailable before your sessions, write the key ideas on a flip chart. Such flip charts are available at office supply stores, where you can also purchase a packet of colored markers. You will be shown an example of the kind of text you can write on the chart. Use the chart to help you and the students keep track of the session principles and to review previous sessions.

A tripod or other stand will be necessary to hold the flip chart upright as you write on it, read it, and turn its pages. You may be able to borrow a stand from the school or from the company where you work. If necessary, purchase one from an office supply store. Test it before teaching with it to make sure it will serve your needs.



Be Determined to Reach Your Goals

Making your goals happen requires determination in the face of obstacles. There should be no limit to the number of times we try to achieve something we really want. To persevere despite obstacles requires determination. The fourth theme is to remain determined, to continue working until you reach your goals.

Take Courageous Action

Reaching a goal proves to us that we can overcome false fears and doubts about achievement. The best way to conquer fear is to take courageous action, which leads to exciting growth. The fifth theme is to take courageous action. Courageous action makes you enthusiastic about yourself and your world.

Requirements and Materials

Before you begin a session, speak to the principal and teachers about your requirements. The school is expected to provide a room that comfortably seats all participants in chairs or desks. Ask the school principal to arrange to videotape every session, providing a tape of each session to you. A reminder call the day before the first session will ensure that your needs will be met. If possible, provide the student manuals and any evaluation forms to the teachers before the day of the first session.

You will need the following materials for each session:

- A paper flip chart on a standing tripod—write large enough for everyone to see
- Magic markers
- Teacher's manual
- Any notes you need for your talk

If a prepared flip chart is unavailable before your sessions, write the key ideas on a flip chart. Such flip charts are available at office supply stores, where you can also purchase a packet of colored markers. You will be shown an example of the kind of text you can write on the chart. Use the chart to help you and the students keep track of the session principles and to review previous sessions.

A tripod or other stand will be necessary to hold the flip chart upright as you write on it, read it, and turn its pages. You may be able to borrow a stand from the school or from the company where you work. If necessary, purchase one from an office supply store. Test it before teaching with it to make sure it will serve your needs.



Document Organization

Each 45-minute session described in the next pages has two columns. The left column of each session description contains guidelines and materials. The right column contains the model dialogue. At the top of the dialogue column is a review of the principles covered in previous sessions and a summary of principles covered in that day's session.

YES

Session 1—Enthusiasm

The materials needed and instructions for the specific session tasks are listed in the left column below. The outlines of principles for each session and sample dialogue are listed in the right column.

Materials and Instructions

Materials

Student manuals, paragraph introducing you for the principal or teacher to read (Appendix A), completed flip chart and tripod, magic markers, cookie cutter, completed personal fact sheet about you at age 9 or 10, copy of The Value of a Smile (Appendix B).

If possible, deliver student manuals to the teacher(s) of your class(es) before the day of the first session. The teacher can then have the children read the student contract beforehand. You can ask the teacher to tell children to sign them before your first session, or you can ask the children to sign the contract during your first session; or you can explain how children should take the contract home and sign it in the presence of a witness—someone they love and respect. The witness then signs as well.

Have the teacher or principal read an introductory paragraph explaining who you are and why you are here. See Appendix A for an example.

Principles and Model Dialogue

Outline of Principles

- You can improve how you feel by telling yourself and others that you are terrific.
- Talk openly and you'll learn more.
- Be courteous to others.
- You're as happy as you choose to be.
- Weather can't make you feel bad.
- Spread your enthusiasm to others.
- Use Joe Girard's pep talk to control how you feel.
- Be the best possible you, compared to no one else.
- A cookie-cutter world is dull.
- Celebrate how different you are and how different each person is.
- Your name is important.
- Say your name so others remember it.
- Our single greatest power is the power to choose.
- Smile to maintain a positive attitude.
- People can see our attitudes—positive and negative.
- There's value in a smile.
- Learn the Statement of Wisdom.
- Imitate great people, like Albert Schweitzer.
- Your number-one ability is thinking for yourself.
- Learning is the greatest privilege.
- Climb your mountain.
- Reach your destiny; fly like the eagle.



Instructions

***How do you feel?
Terrific!***

Why I'm here

Talk to me.

Be courteous.

What you'll learn

Model Dialogue

How do you feel? Who wants to feel better? You know, there is an easy way to make yourself feel better. The easiest way I know to feel better is to say the word *terrific* whenever someone asks you how you are. This will give your spirits a lift. I'm going to ask you again how you feel and I want you to answer in a loud voice, "Terrific." Let's try it. How are you?

Now, how many of you are willing to start to make things happen in your life by responding "Terrific" for the next week to the question "How are you?" For the next week, I want you to say the word "terrific" whenever anyone asks how you are. If you do, you'll feel better. I know because I've tried it and it makes me feel good when I say I'm terrific.

I've come to talk to you because someone told me how extraordinary the fourth graders at this school are. I have many things I would like to tell you about, things that many adults do not know or practice. I am convinced that you can learn them and start practicing them regularly because of the kind of extraordinary people you are.

Communication is a two-way street—I'm going to talk to you, and I'm going to need you to talk to me too. There are no wrong answers, so speak up and tell me what you think.

I do want you to respect me and the other students by not speaking all at once when someone else is speaking. Please help us keep order by doing your part.

I am going to be here for five weeks to talk with you about some things I believe are very important to you. Here are some of the many things you can learn during these next five weeks:

- To improve how you feel about life
- Be the best possible you compared to no one else
- Prepare for and expect success



Instructions

***You're as happy
as you choose
to be.***

*Ask a few students who
Lincoln was.*

***The weather
can't make you
feel bad.***

Joe Girard

Enthusiasm

Model Dialogue

- Set and reach goals
- Become excited about school
- Stick with a task until you succeed
- Help your parents more
- Take courageous action to overcome fear
- Listen better
- Get along better with each other
- Become more thankful for your lives, friends, and families

Who knows who Abraham Lincoln was?

He was our 16th president and one of our greatest presidents. He said, "Everyone is pretty much as happy as they set their minds to be."

What does this mean? Who can help me explain what he meant? If the weather is bad, does it have to make you feel bad? If someone said you had to feel bad today would you really feel bad? No. Nothing in the world can make you feel bad unless you *choose* to feel bad about it. The weather can't. How other people treat you can't. Only *you* determine how you'll feel about anything in your life. That's because how you feel is a choice you make.

There was a man named Joe Girard who wanted to be the best person in the whole world at something, and he decided to do it at his job, which was selling cars. Joe is now in the *Guinness Book of Records* as the world's best car salesman. Many car salesmen would be happy to sell one or two cars a week. Joe Girard sold an average of six cars every working day of his career.

How did Joe become the very best? He knew that he was not just selling a car to someone, he was also selling himself. He knew that, to sell a car, he would have to be

Instructions

Pep talk

Say the pep talk one phrase at a time, having the children repeat each phrase. Draw out the word "good," dropping your voice low. Say the word "great" loud. Then, on each of the last three words, jab your finger in the air.

Arete

Arete is pronounced ah reh TAY.

A cookie-cutter world

Hold up a cookie cutter and explain that it's used to make all the cookies look the same.

Model Dialogue

the kind of person people wanted to buy a car from, a person as enthusiastic about a new car as they were.

So each day, before he left the house, to increase his enthusiasm, he looked at a mirror he put on his garage door and gave himself a pep talk. His pep talk went like this: "I feel good; I feel great; look out world, I'm coming out one more time."

If you want to have the same kind of enthusiasm, you can give yourself a pep talk. Let's try Joe's method for increasing our enthusiasm. Repeat it after me. I feel good; I feel great; look out world, I'm coming out one more time. Yes, that's terrific. Now let's say it together.

Joe wanted to be the best. What does it mean to be the best? There's a word the ancient Greeks used that describes it best for me—Arete. Arete means to be the best possible you, compared to no one else.

That's what you want to strive for in life, being the best possible you compared to no one else.

Repeat it after me: Arete means to be the best possible you, compared to no one else. Arete means

This is a cookie cutter. Who has seen their mother or father use this to make cookies? What is a cookie-cutter used for? When you make cookies with a cookie cutter, they all look the same.

If you were all the same, it would be a cookie-cutter world. You would all look the same and talk the same. Everyone's mother or dad would be exactly the same. When you got to school, you'd have nothing to talk to anyone about because you'd all do the exact same things each night. Everyone would eat the same food for dinner. Everyone would have the same brothers and sisters.

YES

Instructions

Celebrate how different you are.

Share who you are.

Introduce yourself, as you were at their age, using the personal fact sheet you want them to fill out. (Knowing about you will make it easier to tell you about themselves.) Explain that you want them to fill out these sheets before next week's session.

Your name is important.

Explain why a person's name is so important. It's something that belongs to each person. It represents that person alone. Show them how to say their names: first name, slight pause, last name with punch. Demonstrate this with your own name.

Model Dialogue

Everyone would even have the same name. What would that kind of world be like? Dull. Boring.

But it's not a cookie-cutter world. You're all different from one another, and that's great because each of you has different skills, abilities, and talents. Each of you was made for a wonderful life that is different from any other life. So become all that you can, and be happy that you are different from every other person you meet because what makes you different is special; it's the reason why you are who you are, for why you are here. You were made to *be* something, to *do* something that no one else can. So, celebrate the fact that you are like no one else, and become the greatest possible you compared to no one else.

I want to tell you about what I was like at your age.

In your workbook is a sheet with some questions that I want you to answer about yourself. I'd like to see those filled out next week.

Is your name important? Yes! Very important. It's who you are, so say your name with pride. After all, *you* are the most important person in your life. And your name represents who you are to the world. So I want you to be very proud of it. There's a way of saying your name so that everyone understands it and people can remember it better. Say your first name and pause briefly. Then say your last name with punch.

YES

Instructions

Everyone says their names with punch.

Ask everyone in the room to stand up and say their name to someone near them, in the way you have shown them. From this point on, with the help of their name tags, make every effort to call the children by their names. If you'll be in the same room for all the sessions, students can put name tags on the desks where they sit.

Your single greatest power is the power to choose.

Solicit answers.

Smile for a positive attitude.

Walk across the room to demonstrate a bouncy step and an upbeat look. Then walk with a frown, a dragging step, and a poor attitude. Ask two students to demonstrate these same attitudes.

Model Dialogue

Now, I want each of you to stand up and introduce yourself to someone nearby, to me and the other adults present, or to your classmates. Take your time and say your name with pride as I've demonstrated so that people can remember it. I want you to practice saying your names like that. Get in the habit of being proud of who you are.

I'd like to ask your teacher to help you get some name tags so I can see all of your names. Maybe she (he) can put them on your desks. I'm afraid there are too many names for me to remember, but if all of you are wearing name tags, it will be easier for me to call you by your names.

You have one power that is greater than any other power, and that is the power to choose. Why? It's because no one can ever take this power away from you.

What are some of the things you have chosen today?

One wonderful thing to choose is to have a positive attitude. What does a positive attitude look like? It looks like a smile. I'm going to show you what a positive attitude looks like, and I need two volunteers, one to show me a positive attitude and one to show me a negative attitude.

A bad mood benefits no one. Tell yourself you're going to be positive in life about yourself and the people you meet. Remember that it takes more muscles to frown than to smile. Feeling bad is hard work. So make it easy on yourself and everyone else by smiling.

Instructions

"The Value of a Smile"

Read the poem "The Value of a Smile."

The Statement of Wisdom

Read the Statement of Wisdom and explain how to use it. It shows children that what they achieve in life starts from the thoughts they have, the actions they take, and the habits they develop as a result.

Hugh O'Brian

Model Dialogue

I'm going to read you a poem called "The Value of a Smile."

I want to tell you about something you can use for the rest of your life. Why is it important? It can help you be successful, and I want you to have a successful life. It's called the Statement of Wisdom. It goes like this:

First comes a thought, which is followed by a word, that leads to an action, which results in a habit, that forms a character, which results in a destiny. You'll find this in your manual.

Now, who wants to help me explain what it means?

Yes, it means that the kind of person you become depends on the habits you develop by taking repeated actions. Your actions result from what you think and say or promise. So, when you think, talk, and act positively, you'll develop a stronger positive character.

Many of the ideas I am telling you about were developed by Hugh O'Brian, who used to play a legendary cowboy named Wyatt Earp on television in the 1950s. The real Wyatt Earp lived in the old American West in the 1800s in Kansas and Arizona. Children looked up to Hugh O'Brian, and he wanted to do something for them. Mr. O'Brian was inspired to travel overseas to meet Albert Schweitzer whom he had heard so much about and who he hoped would teach him how to help children.

Instructions

Albert Schweitzer

Your number-one ability is your ability to think for yourselves.

Ask several children why it is important to think for themselves.

Model Dialogue

Albert Schweitzer was one of the world's greatest humanitarians. What is a humanitarian? Who can tell me? Yes, it's someone who helps humanity, or people. He spoke nine languages, had five doctorates—in philosophy, musicology, theology, and two in medicine—and he played the organ masterfully.

He went to a country where there were no hospitals and opened one. There, his actions, especially vaccinations he performed, are credited with saving 1 million people's lives. Imagine that. Most of us would be very proud if we were to save even one person's life.

When Hugh O'Brian heard about what Albert Schweitzer had done, he decided to travel to visit Schweitzer at the hospital. Mr. O'Brian thought, "Where would I find a wiser person than this great man to tell me how to teach children?" Albert Schweitzer told Hugh O'Brian that the most important thing he could teach young people was to *think for themselves*.

So, your number-one ability, as Albert Schweitzer says, is your ability to think for yourself. Can you say it with me? My number-one ability is the ability to . . . That's right, think for myself.

Who can tell me why it is so important to think for yourselves? Why is it important for you to do that? . . . Yes, what if someone asks you to do something wrong, something you don't want to do? Will you do it because someone says you should do it? Or will you do what YOU want to do, what you KNOW is right? Will you be strong and do what you want because you know it's the right thing for you? Yes, if you think for yourselves.

YES

Instructions

Home opportunity

Explain the term "home opportunity." Ask the children to fill out the personal fact sheet and bring it back to the next class. Talk to them about why it is so important to do their home opportunity as soon as they get home each day.

The eagle's destiny is to fly.

Tell the story of the eagle who was raised in a chicken coop.

Model Dialogue

I believe the biggest opportunity in life is the opportunity to learn. In some places, children can only go to school if they have enough money to pay for books and teachers. But here, all children are allowed to go to school. Everyone is able to get a library card from the public library.

So, I wonder why, when we are given assignments, which are such important opportunities to learn, to grow, to improve ourselves, I wonder why we call that "homework." After all, the ability to learn is an opportunity to grow and change and better yourself. I think a more accurate name is "home opportunity." From now on, I'd like you to call homework "home opportunity."

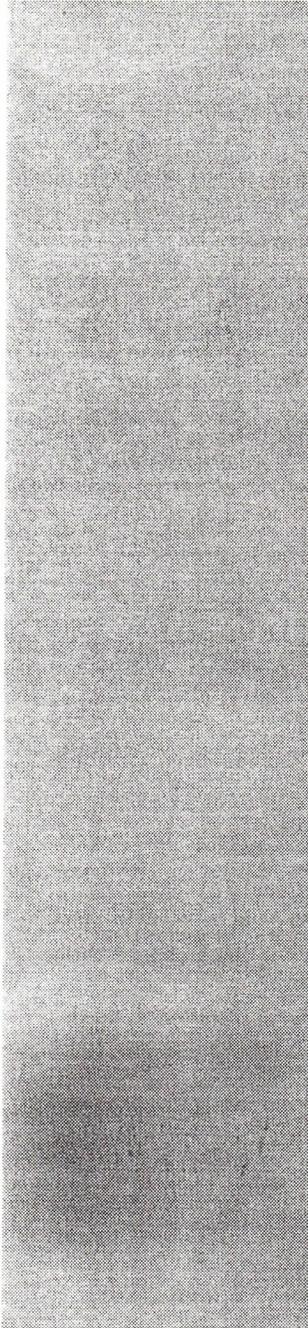
Who knows the best time to do assignments? The best time is as soon as you get home from school. I'd like you to begin doing your assignments, your home opportunity, as soon as you get home. When you do your assignments as soon as you get home, you'll soon realize they can be fun—it is fun to be prepared. And when you do your assignment right away after you get home, you are always prepared. So go home and be excited about your home opportunity. If you start doing your assignments as soon as you get home from school, I can guarantee you that you'll begin doing better in school, and having more fun too.

What happens when you get good grades? For one thing, you know that you know. That feels good.

A boy lived on a farm in Pennsylvania near a small mountain. For as long as he could remember, he had wanted to stand atop that beautiful mountain and look out over the countryside. Every year he asked his mother if he could climb it, but she told him he was too small. On the day he turned 10, his mother at last said he was big enough. She packed him a lunch and a large canteen of water. He



Instructions



Model Dialogue

started early in the morning and, by early that afternoon, he was nearing the mountain top.

When he stepped onto the peak, he dropped to the ground and gazed at the green valleys and farms stretching below him. The mountain view was more beautiful than he had imagined. He sat looking for a long time, tired, but proud of his accomplishment.

He wanted to carry something back to prove he had reached the top. Suddenly, he spied an eagle floating in the distance. When it landed, he noticed an eagle's nest among the rocks. He thought to himself, "What better proof than an eagle's egg?" So, when the eagle flew off, he reached softly into the nest with both hands, cradled an egg in his lunch bag, and started down the trail.

When he arrived home, he showed his mother the egg. She was proud of him, but she was afraid the bird inside the egg would die without its mother. She said, "What are you going to do with it?" They talked and decided to put the egg under a chicken to hatch it. The plan worked, and the eagle hatched and grew up with the chickens. As the eagle grew, she developed curious behaviors for an eagle, pawing the ground and pecking at the corn they spread for feed, like the other chickens. Soon the neighbors were visiting to see this strange eagle.

One day, the eagle's sharp eyes spied something in the distant sky—another eagle soaring. As she watched this eagle, she stretched her wings without thinking and flapped them. The dust in the coop stirred. Then she flapped so hard that she rose from the ground. At that moment, the eagle felt the power in her wings, rose up over the fence of the coop, and soared into the sky to seek her destiny. She suddenly realized what she was.



Instructions

Your destiny is like the eagle's.

Home opportunity assignment

Ask children to learn the Statement of Wisdom and fill out the questionnaire about themselves.

This is a closer. Have children stand for closers and say them dramatically, but just once. Close the class by saying the statement at right with lots of feeling and drama. Have the students stand and repeat each phrase at the top of their voices and mimic your actions.

Model Dialogue

Each of you is like that eagle. You were meant to fly. You were made for a special destiny. There are powers within yourself that you can't yet imagine, but that you will one day discover if you keep looking, working hard, and believing in yourself.

That is our material for today. Please learn the Statement of Wisdom for next week. Also fill out the questions about yourself. Both are in the book. You'll also find "The Value of a Smile" in your book. Remember to sign your contract (and have it witnessed).

I'm big (stretch arms straight up) / I'm strong (make a muscle)/ I'm king of beasts (move arm across the room to show your kingdom)/ Ooga booga jooga (gorilla sounds and beat your chest).

I'll see you next week.

Session 2—Attitude

Materials and Instructions

Materials

Flip chart for review, baseball, story about Linda Downs (Appendix B), copy of "Forgive Me When I Whine" (Appendix B).

Principles and Model Dialogue

Outline of Principles

- Review of Session 1
 - Pep talk
 - Your greatest power is the power to choose.
 - Your number one ability is to think for yourselves.
 - Statement of Wisdom
 - Arete—be the best possible you, compared to no one else.
 - Our destiny is to fly.
- Have a can-do attitude.
- Believe and you'll succeed.
- Everyone's a winner—do what you can.
- You alone determine your success in life.
- Think big.
- Start small.
- Use your imagination to pursue your dreams.
- Live life with a positive attitude.
- Be an optimist.
- Linda Downs—don't quit; believe in the impossible.

Instructions

How do you feel?

Open by asking the children how they feel and having them call out, "Terrific!" Get the children to show enthusiasm.

Review

Review the topics covered during the first session.

Pep talk

Ask them who gave themselves a pep talk during the last week and who gave themselves a pep talk this morning. Ask them to give themselves a pep talk right now. Ask them to do this in the morning next week.

Drop the voice low on "good" and stretch out the word. Say "great" loud and high. Jab the finger into the air on each of the last three words: "one more time."

The power to choose

Model Dialogue

Well, hello, everyone. How do you feel? Come on, let's put some enthusiasm into it. Everyone all at once, how do you feel?

Yes! Now that's the kind of enthusiasm I know you can have.

Before we move on, I'd like to review what we have already learned because there's no sense moving on quickly until we're sure we remember what we've already learned. I know you have all been learning these ideas, so let's go over them.

How many of you remembered during the last week to give yourselves a pep talk? Raise your hands. That's good. If you didn't try it last week, I want you to try it this week. I know you can do it. Did anyone do it this morning? Let's try it now.

I feel good; I feel great; look out world, I'm coming out one more time. Yes, that's good. Now during the next week, get up and try it in the morning before you go to school, especially if you're feeling slow. If you like how it starts your day, then start giving yourself a pep talk every day.

Your single greatest power is the power to . . . ? Yes, to choose. Let's all say it together. Your greatest single power is the power to choose.

Instructions

Your number-one ability

Statement of Wisdom

Arete

The eagle

Henry Aaron

Hold a baseball in your hands as you tell this story.

Model Dialogue

Your number-one ability is the ability to . . . ? Did I hear someone say it? Yes, it's your ability to think for yourself. Let's say it together. Your greatest ability is the ability to think for yourself. One more time. Yes. That's great.

What else did you learn last week? How about the Statement of Wisdom. Who can recite the Statement of Wisdom for me? How about you? Yes, that's good. Now I'd like all of us to recite it together.

First comes a thought, which is followed by a word, that leads to an action, which results in a habit, that forms a character, which results in a destiny.

And who remembers the Greek word? Arete. Who can tell me what it means? Arete means to be . . . ? Yes, Arete means to be the best possible you, compared to no one else. Everyone say it together. Arete means to be the best possible you, compared to no one else.

Who remembers the story of the eagle who was raised with chickens? What happened at the end of the story? What did the eagle do? Remember, each of you is an eagle. You were made for a special destiny that you're still learning about. If you pay attention to what you're good at, to what you like, one day you'll discover the great things you were intended to accomplish in life. You just have to keep working hard and believing. You'll succeed one day.

Does anyone here know who Henry Aaron is? Who knows? People called him Hank Aaron. Hank Aaron is baseball's home run king, the only person to hit more home runs in a career than Babe Ruth.

Instructions

Have a can-do attitude.

Believe, and you'll succeed.

Everyone can be a winner; do what you can.

You alone determine your success in life.

You determine your success at school.

Model Dialogue

Hank Aaron was once asked what made him successful. He said his success was made possible by two things: first, a can-do attitude and, second, his faith in God and his abilities. There were many people who didn't want Henry Aaron to beat the legendary Babe Ruth's record, because for a long time people considered Babe Ruth the greatest baseball player ever.

But Hank Aaron didn't let those doubters stop him. He just kept a can-do attitude and kept believing in God and his abilities. He **KNEW** that he could reach his goal if he worked hard and believed in himself.

Hank Aaron knew that he didn't have to make Babe Ruth lose to be a winner. If two people do well, then both are winners. And real winners like Hank Aaron don't worry about what they can't do. They don't worry about what others say they can't do. They're too busy doing what they can do. They aren't whiners, they're winners.

Who can tell you what you cannot do in life? Who can say that you cannot achieve something you really want? No one. Only *you* determine what successes you will have in life. Henry Aaron knew in his heart what he could achieve, so he spent his time doing it, one pitch at a time.

Who is responsible for the grades you get? Is your teacher? Are your parents? Your mom or dad? The principal? No, you alone are.

In fact, I'd like to tell you about a young boy who came home from school one day with a bad report card. He knew how important his grades were to his mother and father, especially his dad. He also knew that, when he walked into the room, his dad's first question would be about grades.

Instructions

Think big.

Tell the joke about the girl and the grubby dog she is trying to sell.

Model Dialogue

But the boy hadn't studied and hadn't done his home opportunity. And his grades showed it. They were all D's and one E (or F or U). He knew his dad was going to be mad. Of course, his dad asked to see the report card right away. When he saw the grades, his face began turning red. The boy could see what was happening. So he looked up at his dad expectantly and said, "Well, dad, whose fault do you think it is, the teacher's or the principal's?"

I want you to think big about your life, but start small. Let's talk about thinking big. I want to tell you a story about big thinking.

A businesswoman was walking down the street one day and she saw a girl about 10 years old sitting at a table next to the sidewalk. On the table was a small dog, which was for sale. A sign said "Dog for Sale \$3." The young girl said to the woman, "Lady, want to buy my dog?" The woman noticed that the dog was dirty and that its hair was all matted and in knots.

She decided that this girl might benefit from a tip or two about sales. She said, "No, thank you. But, if I may make a suggestion, as one business person to another, I think your dog would be easier to sell if you gave it a bath. I suggest you clean it, brush its coat, and put a nice red bow around its neck. And you might even be able to charge a higher price for it. Remember, in business it's important to think big."

The next day, the businesswoman was walking down the same street and saw the same girl sitting at her table. The woman saw right away that the girl had taken her suggestions. She saw a beautiful dog. The girl had obviously bathed it and brushed its coat until it was a shiny black. And around its neck was a beautiful red bow. As she walked past, she pointed at the dog and smiled. The girl pointed to the sign and smiled. It read, "Dog for Sale \$10,000."

Instructions

Use your imagination to pursue your dreams.

Teach the children that they should learn to think big and start small. Explain to them that they can learn to use their imaginations to see something with their minds before they see it with their eyes.

Model Dialogue

I want you to think big about your dreams. If you have some wonderful dream about your future, if you can see yourself one day standing on another planet, looking through a microscope to discover a cure for cancer, drawing up plans for a beautiful building, painting a masterpiece, building a strong and graceful bridge, whatever it is you can see—then make that your long-term goal. Each of you can use your imagination to see with your mind what you want to see with your eyes. Your imagination will help you work toward your goals.

One way to use your imagination is to read. If someone wants to take a trip somewhere, they can visit a travel agency. Who can tell me what a travel agency is? What do you buy at a travel agency? Yes, tickets for cruises and tours and trips to places around the world or the country.

There's a different kind of travel agency too, one you have right here at your school—a travel agency for ideas. It's called the library.

If you want to find out about something you are thinking of, you can find it in the library. Reading about something can light a fire in your imagination. If you have a burning desire to do something, if you can see it clearly in your imagination, if you are willing to work hard and work smart until you succeed, then you can do it, whatever it is.

Of course, don't just think about your goals. You've got to act on them to succeed. The best way to accomplish your goal is by starting small.

Instructions

Start small.

Explain the positive way you start your day. (For example, say prayers, make bed, exercise, eat a good breakfast, review goals, write, read, etc.)

Live life with a positive attitude.

Have someone demonstrate a person with a positive attitude. Have someone else demonstrate a person with a negative attitude.

Model Dialogue

In life, the best way to succeed is to think big, but start small. What do I mean by starting small? Well, don't try to do everything at once. Just make a plan for one day. Then carry out that plan. Everyone can do something for one day. The next day, make another plan and carry it out. It's best to work on one main goal at a time. And don't try to be perfect. Just do your best and work at being better each day than you were the day before. When I get out of bed each morning, I start out in a small way. The first thing I do is...

But remember, to be good at something, to reach a goal, you've got to work at it every day. You've got to work at any goal every day.

What will happen if you eat well, exercise, do good things at home and school, be caring with your friends, and do your home opportunity? This is the positive way to live your life, and if you live in a positive way, positive things will happen in your life.

What does a person with a positive attitude say when he or she faces a challenge?

Someone who chooses to be positive says, "I'd like to try that. I've never done it before, but I want to do it, so I'll learn how. I know I can, and I will succeed. And I'm going to have fun, even though I may not do it perfectly. I'll get better." To have an exciting life, you need to work hard and have fun learning to be the best you can, compared to no one else. To have an exciting life, you need a positive attitude about your success.

I need two volunteers. Can someone demonstrate a person with a negative attitude? Okay, good. Thank you. Now, can someone demonstrate a positive attitude? Wonderful.

Instructions

Be an optimist.

Explain the difference between a person with an optimistic attitude and a person with a pessimistic one.

Demonstrate that a pessimistic person drags his feet, walks slowly, wears a frown. Then demonstrate that an optimistic person walks with a spring in his step, with a bright and cheerful look on his face and a smile.

The two sons

Tell the story about the pessimist and the optimist.

Model Dialogue

There are two ways we can choose to go through the world, as a person who looks at the world optimistically or as one who looks at it pessimistically. An optimist is a person who chooses a positive attitude. A pessimist chooses a negative attitude. We can be either one. And we can change from being a pessimist to being an optimist. It's as easy as making a choice. I prefer to be an optimist, someone who looks for what is good in the world. So that's what I choose.

Choosing to be pessimistic means looking for what is missing from the world. A person who has decided to be a pessimist sees the rain and says, "Oh no. I wanted to go to the park. Now I can't go because if I do, I'll get wet." An optimistic person chooses to see things in a better light. He or she notices the rain and sees it cleansing the earth and giving the flowers water to drink. The optimist says, "How great that it's raining. I can look at the clouds and listen to the thunder. The air smells so fresh. And everything is getting scrubbed clean."

A woman had twin sons who looked exactly alike, but acted nothing alike. One always chose to be cheerful. The other always chose to find something in a situation that wasn't good enough. The woman's sons began driving her crazy, so she decided to see a psychologist. The psychologist sounded as if she had heard about this problem before. She immediately suggested that the woman go out and buy the pessimist a new baseball glove and bat. She thought this surprise would be sure to make the pessimist happy. And the psychologist said to go out to a farm and collect as much horse manure as she could. She told the woman to fill the room of her little optimist with it. The surprise would be sure to disappoint the optimist. In this way, her twins were sure to act more alike.

Instructions

Be thankful for your health.

Talk about the attitude of thankfulness. Explain why they ought to be thankful for their health. Give examples of things that are harder to enjoy when you aren't healthy.

Ask the children for examples of things to be thankful for.

Model Dialogue

The mother did just as the psychologist had suggested. Then she sat and waited. When her two boys came home from school, the pessimist dragged himself up to his room. After a few minutes, his mother went in and asked him how he liked his gifts. "Well, Mom, I was hoping for a Wilson glove. And I wanted a big black bat like the one Cecil Fielder uses. I'm really disappointed. Why didn't you ask me first?" The mother shook her head sadly at his reaction and went into her other son's room.

She couldn't believe it. He was rushing around excitedly with a pail and shovel, digging in one place and then in another. She wondered what he was doing, so she asked him, "Son, why are you so excited?" "Mom, mom," he said. "With all this manure, I know that somewhere under here, there has to be a pony."

One of the things I have always been thankful for is my health. I can enjoy many things because of my health. You can't enjoy many activities if you are in constant pain, or if you are unable to exert yourself. Well, the good news about your health is that there are many things you can do to keep yourself healthier. Be thankful for and take care of your health as well as you can because it is one of your greatest gifts. Next week we'll talk about this more, so think about your health for the next week.

My health is not all I am thankful for. I'm also thankful for my senses, like my eyesight and my hearing. Who loves music here? Who loves to dance or run? Be thankful for these things, then. What else? What about your families, your teachers? Who has a dog or cat to be thankful for? What about having a house or apartment to keep you warm at night?

YES

Instructions

Show children the numbered page where they can write down a list of things they have to be thankful for. Tell the children to write their list and bring it back for the next class.

Don't quit— believe in the impossible.

Read the children the story about Linda Downs, the woman who ran the New York City Marathon on crutches.

Remind them of their home opportunity assignments.

Closer

Have the children repeat each phrase of the closer.

Model Dialogue

For next week, I'd like you to fill out the list in your manual of what and who you are thankful for. Fill out as many things, as many people, as many abilities as you can think of. Then add more. You are welcome to write down more things than you have blanks for on the page. Write on the back of the page or on another page if you want. Then bring back the filled-out pages next week.

I'd like to read you a story about a woman named Linda Downs. (See Appendix B.)

So what did you learn from this story? Do you think Linda Downs was an optimist or a pessimist? Did she think about what she couldn't do or about what she could do? You have so much; be grateful for it. Like Linda, start with what you have been given and keep a positive attitude. Did it matter that she didn't set a record? Did she fail because her time was slow? No. In fact, it was a great feat. Remember, nothing beats a positive attitude.

I'd like you to read a poem now called "Forgive Me When I Whine." (See Appendix B.)

For your home opportunity, I want you to make up a list of the things you have to be thankful for. Fill it out and bring it back with you next week.

Okay, please stand up and repeat after me: Don't you ever / ever / let me catch you / brushing your dog's teeth / with my toothbrush.

See all of you next week.



Session 3—Bettering Your Best Through Goal Setting

Materials and Instructions

Materials

Flip chart for review of sessions 1 and 2

Review session two using the flip chart.

Principles and Model Dialogue

Outline of Principles

Review

- Your single greatest power is the power to choose.
- Be the best possible you, compared to no one else—*arete*.
- Your number-one ability is your ability to think for yourself.
- Give yourself a pep talk—Joe Girard.
- Have a can-do attitude.
- Believe and work hard and smart, and you'll succeed.
- You alone determine your success in life.
- Think big and start small.
- Live life with a positive attitude.
- Believe in the impossible; start with what you've got.
- Take care of your health.

Today's Topics

- A goal is something to shoot for, a target.
- Goal setting is for everyone.
- A game without a goal is impossible.
- Life is more fun with goals.
- Goals will help you think and grow.
- Measure goals by time and quantity.
- Set short- and long-term goals.
- Set goals in 4 areas: school, friends, home, health.
- Use the Statement of Wisdom to choose wisely.
- Say no, thank you to drugs.
- Health is an especially important goal.
- Build a strong character, Schwartzkopf and Addams.
- Leadership is first character (being good) and second strategy (being smart).

Instructions

How do you feel?

Review

Single greatest power

Elicit examples such as what to wear this morning, what to have for breakfast, whether to eat it, which way to walk to school, whether to pay attention, whether to have a good attitude, etc.

Arete

Your number-one ability

Pep talk

Drop your voice low on "good." Jab your finger into the air on "one more time."

Statement of Wisdom

Ask someone to recite it. Then have the whole class recite it.

Model Dialogue

How do you feel? Everyone sing it out for me. That's great.

Well, let's see what you remember from last week.

You've already used your single greatest power several times today. What is that power?

Can anyone tell me something they chose today?

You can use your single greatest power to become the best possible you, compared to no one else. This is what the Greeks called . . . ? That's right, Arete.

Who remembers your number-one ability? Remember what Albert Schweitzer told Hugh O'Brian? Your number one ability is your ability to think for yourself.

How many people remember our pep talk from last week? I'd like you to start out your days with Joe Girard's pep talk each day. Let's say it now, together. I feel goood. I feel GREAT! Look out world, I'm coming out one more time!

Who can tell me what the Statement of Wisdom is used for? Who wants to say it for me? Now, can we all please repeat it? Yes, that's very good.

Instructions

Using the Statement of Wisdom

Have a can-do attitude.

You alone are responsible for your success.

Think big and start small, the \$10,000 dog.

Believe in the impossible; start with what you have.

What's a goal?

Introduce goal setting to them. Ask them for a definition, then give your own.

Model Dialogue

I want you to begin using the Statement of Wisdom to make decisions about your life. To choose a wonderful destiny, begin by having the kinds of thoughts, saying the kinds of words, and taking the kinds of actions that lead to good habits. These habits will lead you to a good character, a character of strength, wisdom, and goodness.

To succeed in life, you need a can-do attitude. Last week we talked about Hank Aaron and how he succeeded. He believed in his abilities and he didn't listen to negative people. He worked hard at his goal, one pitch at a time.

Who is responsible for determining your success in life? Your teacher? Your mother or father? No, only you are responsible for your success.

To succeed in life, you need to think big, with imagination, and start small. Remember the girl who thought big about the price of her dog? We talked about starting out the day right so the rest of the day would go well. What kinds of attitudes can we choose? Negative and positive, right?

Remember Linda Downs? What kind of attitude did she have? She believed in what she could do and she started with what she had. She believed she could do what some would call the impossible. And we talked about taking care of our health.

One of today's most important topics is goals: how you set them and in what areas you set them. Who can tell us what a goal is? How about you? What is a goal? Goals are things we try to reach, such as the fifth grade when we are in the fourth grade. They are things we plan for, that we want to achieve, that we set our minds on. They are like a target you shoot for.



Instructions

Goal setting is for everyone.

A game without a goal

Life is more fun with goals.

You can set goals, too.

Goals help us think and grow.

Model Dialogue

You are in the fourth grade, most of you are 9 or 10 years old. This week, you are going to do something that only 3 percent of adults do—only 3 percent of adults have written goals. How many people is 3 percent, 3 out of how many? Yes, 3 out of 100.

Setting goals is a very adult thing. But everyone should set written goals. Today you are going to learn something that most adults don't know or practice. Next you'll do what adults too often don't do—*develop written goals*.

In one way, a goal is like a basketball rim, something we shoot at or aim for. Imagine one of the Pistons dribbling down the court, catching a pass and going up for a dunk, only to find that there was no rim. Wouldn't basketball be a silly game if the goal were missing? No backboard, no hoop. Imagine tennis without lines or a net. Or hockey without nets. For one thing, these games wouldn't be as fun to play or watch. It's the same thing with your life.

Just like the game of basketball, your life will have more meaning and be more fun if you have a goal to shoot for. Goals make your life more meaningful because, when you have things to shoot for, you get more of the things you want out of life, things you want to do, see, have, feel, experience, become.

Today I want you to learn how to set goals, write them down, and start working to reach them. During the next week, I want you to set some goals, write them down, and bring them to class.

Why are goals important? For one thing, they make you think deeply about your life and what you want from it. For another thing, when you set goals, then the things you see, feel, become, have, and do are the things you want to *see, feel, become, have, and do*. And if you are meeting your goals, then your life is a success.

Instructions

Measuring goals

*Run a mile in ten minutes—goal by time.
Save \$25.00—goal by quantity.*

Short-term and long-term goals

Supply goals if the children don't offer good examples.

Life without goals

Goal-setting areas

Model Dialogue

If you want something, you will probably need to grow to achieve it. Life doesn't change, so you must change. Each of you has the talent and strength to be more successful and happier by working to reach your goals.

You can measure goals in two ways: time and quantity. Can someone give me an example of a goal measured by time? Who can give me an example of a goal we would measure by time? Good. Now, by quantity? Yes, good.

Goals can also be short term or long term. Short-term goals are ones we measure in hours or days. Long-term goals are ones we measure by weeks, months, or years.

There is something we can do with a long-term goal to make it easier to reach. We can break a long-term goal into many short-term goals. Who can give me an example of this?

What happens if you don't set any goals? Without goals, you get whatever comes along. It's like tennis without lines or a net. It doesn't matter where you hit the ball. If you have no goal, you'll eventually reach somewhere. But you'll change directions a lot. You probably won't get anywhere quickly, or you'll just get somewhere by accident. And you may not like it when you arrive.

There are many areas in which you can set goals. I recommend you set goals in four areas. These areas are school, friendship, home, and health.

Instructions

Concentrate on the four areas. Write down school, friendship, home, and health if they are suggested. If these areas are not suggested, suggest them. Ask for examples of goals for each area. If someone says something too vague, ask them to give an example or explain. Write down all of their responses on the flip chart and suggest others.

List goals in each area, suggesting and writing down the goal areas the children don't think of, until all four areas are covered. Suggest goal areas, but don't suggest goals until they have run out of examples. The children need to set their own goals for their own reasons. They shouldn't set goals for you or anyone else.

Ask the children why they would want to get better grades. One reason is that you are paid in life for what you know.

Model Dialogue

Before we set goals, though, I want you to understand that these goals must be what *you* want, not what you think someone *else* wants. The goals you set must be *your* goals. If they are someone *else's* goals, you'll probably never reach them, or you won't be *happy* that you've reached them.

Let's list the things you could do in school. I'll write them down. Can everyone please think of a goal.

And you could join certain clubs or teams you always wanted to join. You could decide to learn something you always wanted to learn. You could decide to get better grades. Why would you want to get better grades?

School—Here are some other examples. You could get better grades, do home opportunity as soon as you get home, read a book every week, try an activity you aren't already doing such as sports, art, Odyssey of the Mind, or drama.

Why would you want to get better grades? Who can tell me some reasons? Yes, that's right. Another reason is that, in life, you get paid for what you know. And, when you get good grades, you know that you know.

Instructions

You'll probably find that the children have many wonderful ideas about friendship.

Suggest ideas such as chores in various areas. Solicit many ideas in this area...especially ideas about how they could be more helpful to their parents.

Suggest that they do a chore before being asked. They can even keep it a secret and then see how this makes them and other people feel.

Suggest that children eat less junk food and more fruit; they may object. Suggest that watching less TV is better for their health because it will give them more time for exercise and fun.

Model Dialogue

What are some things you could set as goals for friendship?

Friends—Here are some other examples. You could take care of one another, make a new friend, include someone new, have fun, spend time together, do a secret favor for someone, smile, listen, share, play together.

What kinds of goals could you set at home? For instance, what goals would you set to help your parents? Yes, Yes, those are good. Your parents are busy and they must go to a lot of trouble to take care of you and pay their bills and feed you all the things they do. So helping them would be great. How else would you help your parents?

Home—Here are some other examples. You could help Mom and Dad with the chores, keep your room clean, be courteous, do something without being asked, empty the garbage.

And health, what kind of goals involve your health? Let's list them.

Health—Here are some other examples. You could exercise each day, eat more fruit, eat more vegetables (carrots are fun because they crunch), eat less junk food, take walks, drink lots of water, give up salt, play sports.

Instructions

Try new things.

Model Dialogue

Doctors say we should eat lots of fruits and vegetables and less fat, sugar, and salt. In general, it's better to eat what is natural than what has to be prepared. Foods you don't have to prepare include the many fruits and vegetables you can eat without cooking. These kinds of foods are usually better for us than prepared foods, like a hamburger and fries.

Of course, one of my favorite ways to select a goal is to try one that I've always wanted to do but was somewhat afraid to try. Maybe there's someone you always wanted to meet and have as a friend. Talk to them. Maybe you always wanted to play soccer. Join a game or start practicing on your own. Maybe you always wanted to draw well. Get a book from the library about drawing. Or talk to the art teacher. Look for someone who gives lessons. Whatever it is, why not try it?

Remember, to reach your goals, think big and start small. I start by getting out of bed, saying my prayers, making my bed, reading for a while, and exercising. I've heard other people say it's good to go over your goals first thing. Maybe you could think of 5 new ways each day to help accomplish your main goal. These kinds of things are easy to do. Anyone can do them. Whatever you need to do to achieve your goals, start now.

Who here would feel bad if you got better grades? One very good goal you can set is to make better grades. One way to start achieving your goal of making better grades is to imagine yourself going home each day and starting your home opportunity as soon as you get home. Good grades are worth striving for because when you make good grades, you know that you know.

Instructions

Use the Statement of Wisdom to choose wisely.

Say "No, thank you."

Model Dialogue

One of the very important reasons I gave you the Statement of Wisdom is so you can use it when someone offers you drugs, alcohol, or cigarettes. All three are kinds of drugs. All three are harmful. Alcohol and cigarettes are legal for adults to buy, but they're harmful, dangerous, and, I think, stupid.

The problem is that these things will not harm you physically the first time you take them. But the first time is the worst time, because it involves an action that can lead to a habit—that's what the Statement of Wisdom tells us. Actions lead to habits, which form your character. Harmful actions lead to harmful habits and weaken your character, and good actions lead to good habits and strengthen your character. So don't take the action if you don't want the habit.

When someone offers you drugs, alcohol, or tobacco, there's one way to handle it. Say, "No, thank you." It's the right thing to say, "No, thank you" the first time and every time after that.

So, if someone offers you a drink, use that answer. Then report that person to someone in authority.

If someone offers you drugs, tell them "No, thank you." In fact, those who sell drugs don't like things loud; they like them secret. So say it loud—No, thank you! As soon as they are out of sight, tell someone in authority, such as a teacher, your parents, a policeman, or your principal.

If someone offers you cigarettes, the best response is "No, thank you—I feel sorry for you."

YES

Instructions

Tell a story of someone you know who died of cancer. Remember, cigarettes also cause many heart attacks and strokes.

Choose health an especially important goal.

Build a strong character.

List the characteristics they (or you) suggest on a blank page of your flip chart.

Model Dialogue

I'd like to tell you about someone who smoked. This person was important to me, and now that person is gone.

Much of being healthy comes from what you choose. You can use the Statement of Wisdom to choose strength and health. You can do the things that will make you healthy or you can do the things that will harm you. It's your choice.

But why not choose the healthy things? If you are strong in mind and spirit, you will stay much healthier.

What is character? Who can tell me what it means when I say someone is a person of high or fine character? Good character is another way to say what I'm talking about. What kind of person has good character? Yes, a person with good character is someone who is very good. How would you describe a person with a good character? Who can tell me? Honest. Willing to help others. A person who gives.

Character doesn't have anything to do with being famous or having a lot of money or anything like that. Your character is the kind of person you are. A person of good character is someone who will always be honest, who will care about others, who will do the right thing for someone who isn't there. That's the kind of person you can become by using the Statement of Wisdom, by doing the right thing, the thing that will lead to good habits, that will cause you to form a good character.

Instructions

**Norman
Schwartzkopf**

**An example
of character**

Jane Addams

Model Dialogue

I'd like to tell you about a leader with a fine character, Norman Schwartzkopf. Can anyone tell me who he is? Who has heard of him? Norman Schwartzkopf is the man who led the American armed forces years ago when we were in the Persian Gulf War. He led all these soldiers because of his character.

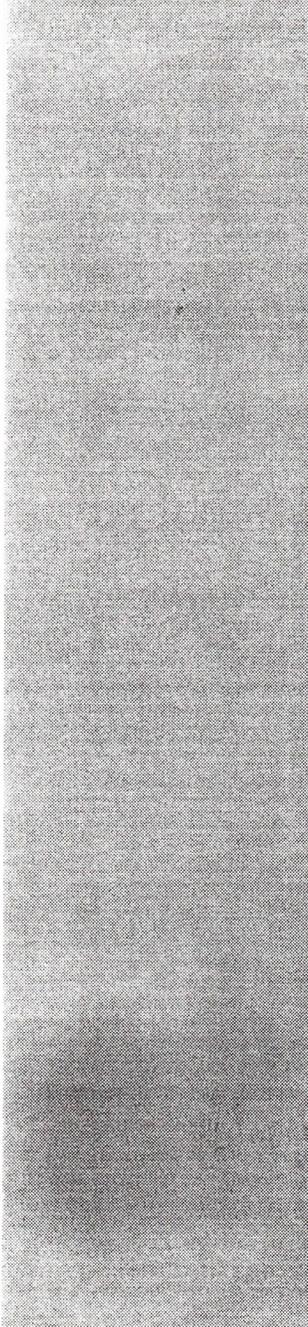
Once, he crawled through a battlefield to drag out his wounded soldiers, who were trapped by exploding mines. If he had stepped on a mine, he might have been killed or crippled. His action required character. He wanted to save those people, and he cared more about the soldiers than about his own safety. That shows his character and tells us why he is such a great leader. People will follow a leader who has the character to give up his or her life for others.

Norman Schwartzkopf once said, "Leadership is a powerful combination of character and strategy. But if you must be without one, be without the strategy."

In other words, he thinks it is more important to have a good character than to always do the smart thing. He says, to be a leader, you should be both good and smart, but that it is more important to be good. Norman Schwartzkopf became the leader of all of our military forces because of his character. How do we know about his character?

I want to tell you a story about another person of high character. Her name was Jane Addams.

Instructions



Model Dialogue

When Jane Addams was a little girl, she traveled by wagon with her father to a nearby town she'd never seen. Her father was a wealthy and well known official of the government of the state of Illinois, and a friend of President Abraham Lincoln's. Jane had always lived in a big house in a beautiful neighborhood, so when the wagon trip took her to a poor area, Jane began to see poverty like she never had—children in ragged, dirty clothes playing in the road near old houses. She saw one child hurt when pushed off a porch by another child.

When she asked her father why these children didn't play somewhere less dangerous, he said they had no place to play that was safer. Jane told her father that, one day, she would live in a big house where all the children in the neighborhood could come to play. Jane's dream was to come true.

She grew up and went to college, where she studied to become a medical doctor. Soon finding that medicine was not for her, she could not decide for several years what to do with her life. When she became ill, a doctor recommended she travel to Europe. On a trip to London, she saw a home that sparked her interest, a large house called Toynbee Hall where people from the crowded and poor surrounding neighborhoods came to enjoy books, music, arts, and sports. She decided she wanted to start such a house.

Instructions

Model Dialogue

She and her friend Ellen Gates Starr traveled home to Chicago and toured the streets near the slaughterhouses, factories, and rail yards. There they found an old mansion that had once belonged to a wealthy man living out in the country, before the city grew out around his yard. It was called Hull House and its owner gave it to Jane. Jane moved in and started to help people from the neighborhood. At first they mistrusted her, but they soon found her a warm, friendly woman who wanted to help. She started a day-care center for children, a kindergarten, clubs, and classes for teenagers. Children learned to sew, played checkers, and held plays. Adults learned English, held dances, and socialized. Hull House had a library, a coffee shop, and a gym.

Jane began to understand more about the area when she held a Christmas party and served candy. The children refused to eat it. They had, she learned, been working in the factory where it was made. She worked for years and finally passed a law forbidding child labor, despite strong opposition from the industry leaders who preferred paying lower wages to underaged workers.

She saw that the neighborhood was strewn with trash. So she worked to have herself appointed garbage inspector, a job for which she rose early each morning to ride behind the trucks. Under her watchful eye, the neighborhood was soon clean. When she found there were too few places in the schools for the number of children, she ran for the school board and worked until there were enough spaces. She convinced a land owner to donate land to build Chicago's first public playground near Hull House.

YES

Instructions

People with good characters have promising destinies.

Ask them to explain what destiny is.

Give the home opportunity in goal setting: Pick three goals in each of the four areas. Write them down and try them during the next week.

Closer

Close the class. Do this with a lot of drama. Have the children repeat each phrase after you.

Model Dialogue

Jane convinced many good people to join her cause, move into Hull House, contribute to improving the lives of the people living there. In later years, she worked to pass laws forbidding child labor and other abuses throughout the country. She opposed all wars, and was made very unpopular by her opposition to World War I. But her efforts eventually brought her the first Nobel Peace Prize won by an American woman.

Jane Addams was no pushover. She was a fierce fighter for the causes and people she loved. She was always someone who took care of the welfare of others. Her life also illustrates character.

Who can tell me what destiny is? Your destiny is your future come to pass, something special that only you were intended to do. One of your life goals should be to discover your destiny, what you can do that no one else can. A good character will lead you to your destiny.

This week, I want you to decide on and write down three goals in each of the four areas we spoke about today—home, health, friends, and school. Use the spaces in your manual. Carry out some part of or all of these goals during the week. Bring these written goals with you next week.

The thunder roared (*loud voice*)
The clouds grew big (*raise arms*)
The lightning cracked (*bring one arm down to the ground*)
And killed my pig. (*sad expression*)

See you next week.

YES

Session 4—Determination

Materials and Instructions

Materials

Copy of the power of persistence
Review the previous sessions using the flip chart.

Principles and Model Dialogue

Outline of Principles

Review

- You can change how you feel with a word or a pep talk.
- Be the best possible you—compared to no one else.
- Your greatest power is the power to choose.
- Your number-one ability is the ability to think for yourselves.
- Use the Statement of Wisdom to choose wisely.
- Live life with a positive attitude, with a smile.
- Write down your goals for friends, school, home, and health.
- Be thankful for the people in your life, your abilities, and what you have.

Today's Topics

- Avoid watching TV.
- To be successful, you must sustain your goals.
- Decide what you are good at and keep doing it.
- Don't stop until you succeed.
- Develop your discipline.
- If what you do doesn't work, change it before you try again.
- Keep going even when things look discouraging.

Instructions

How do you feel?

Arete

Your greatest power

Your number-one ability

Statement of Wisdom

Pessimist and optimist

Have a student demonstrate a positive attitude. Have another demonstrate a negative attitude.

Goals

Model Dialogue

How do you feel? Terrific! Yes, that's good to hear you say.

You are here, as I've already told you, to seek Arete, being the best possible you compared to no one else.

What is your greatest power? Your greatest power is the power to choose. Let's say it together: My greatest power is the power to choose.

What is your greatest ability? The ability to think for yourself. And who said that? That's right, Albert Schweitzer. Who was he? Yes. He was a great humanitarian who saved 1 million people's lives.

Who can say the Statement of Wisdom? How about you. Now let's all say it together. I talked last week about how to use the Statement of Wisdom to avoid drugs, tobacco, and alcohol.

I talked last week about the two types of attitudes, positive and negative. Who can demonstrate a positive attitude? Who can demonstrate a negative attitude?

So be positive, smile, and put some spring in your step.

What about your goals list. Who can tell me what a goal is? A goal is a target, something to shoot for. How do you measure a goal? By time and quantity. Give me an example of a goal that would be measured by time. Someone else give me an example of a goal that would be measured by quantity. Very good.

YES

Instructions

Two kinds of goals

Four areas of goal-setting

Ask for examples of how students achieved goals in the last week. Ask many children to participate. Praise the children for their successes. Ask how their parents and teachers reacted.

Things to be thankful for

Ask who looked over and added to their list of things to be thankful for.

TV watching

Model Dialogue

What are the two types of goals? Long-term and short-term goals. Give me an example of a long-term goal. Graduating from college is a long-term goal. And a short-term goal? Not watching any TV today is a short-term goal.

What are the four areas we set goals in last week? School, home, health, and friendship. Who tried to get better grades in school? How? Which of you did your home opportunity as soon as you got home? Who did something for their parents without being asked? Were they surprised? I hope you continue with these goals, because it sounds as if you are already having some success and some fun. For those who didn't try out your goals, I want you to do it this week. Especially remember to set some goals for your home and do them this week. Remember to write down your goals always.

Who has looked over your list of things to be thankful for? Who added some of your talents to the list, some of the things you are good at or especially enjoy? Can someone give me an example of something you really enjoy doing? Remember, you've got to work at something a while before you know whether you are going to be good at it. Most of the world's master painters, poets, and musicians were not very good artists when they started. I suggest you keep your list of things to be thankful for. Whenever you want, you can pull it out to read. It will make you feel better.

Who read a book this week? Who didn't watch TV? Remember, TV is one of the biggest time wasters there is. If you let it, it can keep you from discovering your talents and achieving your dreams. If you spend all the time you normally spend watching TV trying to reach your goals, then you would reach them more quickly.

Instructions

Definition of success

Talk about how to sustain success.

How long should you do good things?

Stop doing what doesn't work.

Maintaining a goal is success.

Model Dialogue

There is more than one way to understand success. Some people say you are successful when you do very well what you love to do. But success comes one day at a time. Doing something once is not good enough. Doing something one day, or one week, is not good enough. Success is sustained achievement. You must hang onto your goal once you've reached it. You must do things every day to be a success. Every day. If you want success, form a sustaining habit. Work on your goals every day. That's the only way to sustain your success.

How many times should you do good things? How many weeks? How many months? Years? Yes, you should do them for the rest of your lives.

You must learn to both keep doing the things that make you successful and stop doing, or change, the things that don't make you successful, the things that don't work. Doing the right things every day brings you success.

Earning money is not a good measure of success. A better measure of whether we are successful in that area is how well we *keep* the money we have earned. Maintaining a goal is success. To do that, we need determination, the ability to keep on keeping on. Maintaining a goal is like maintaining a car. What happens if you don't put gas in a car? In a bus? It stops. And if you don't change the oil and fill the radiator, the car soon breaks down. That's what maintaining a goal is like. You have to keep working at your goal to maintain it.

An important way to be successful is to figure out what things you're good at and keep doing them. Pay attention also to what you enjoy. If you like doing something, you have a good chance of being good at it. If you both like it and do it well, then you should consider doing it more, perhaps for the rest of your life.

Instructions

***Don't stop short
of your goal.***

***Demonstrate how
far three feet is.***

Model Dialogue

Also, try doing many new positive things. Something you've never tried before might be your life's work, waiting for you to discover it. But if you never try it, you'll never know.

There's a story that I think tells about persistence, about determination, better than any other. It's the story about a man named R.U. Darby. During the 1800s, he went west searching for gold and finally struck a vein of gold. He pounded stakes in the ground to mark his claim, registered it at a claims office, and went back to the cities on the East Coast to find some people who wanted to invest money. He found people who wanted to invest in his mine, so he took the money back to his claim, bought equipment, and started to dig. He found enough gold and made enough money to pay back all of his investors and earn a good profit. When the vein ran out, he stopped digging. He took his equipment to a junk man, sold him the equipment and the rights to the mine, and went back east.

The junk man decided to hire a geologist to find out if there was any reason to keep searching for gold at the mine. The geologist said Yes, dig farther. So the junk man started to dig. And he found gold just three feet away from where R.U. Darby had stopped digging.

Just three feet away. How far is that? Who can tell me?

But that's not all. The junk man hit what is now called the Comstock Lode, the largest gold and silver vein ever found in the United States, worth many billions of today's dollars.

YES

Instructions

The Power of Persistence

Read "The Power of Persistence."

Discipline

How many times should we try?

Thomas Edison

Model Dialogue

Don't be like R.U. Darby. Don't stop just three feet short of your goal. Fabulous success could be just a short distance ahead. So keep on keeping on. Keep working to achieve your dreams and don't give up.

I'd like to read you a poem called "The Power of Persistence."

Persistence is a good habit to learn. Start learning to stick with things until you get them, until you reach your goal.

There was a man named Chang Shu Shin who was a ninth degree black belt. In fact, he was the man who taught Chuck Norris, the famous martial arts actor. When someone asked him what the most important thing in life was, he said "discipline." And he defined discipline as "the things you do every day that are positive." When he was asked what he did each day that was positive, he said he trained and meditated. So I try to exercise and meditate or pray each day as well. That's one very good way of making each day positive.

How many times does the average person try before he or she gives up? Who would like to guess? Only twice.

Does any one know what the incandescent light bulb is? The long tubes are called fluorescent bulbs and the smaller light bulbs that you have in a lamp at home are called incandescent light bulbs. They were the first light bulbs invented. Before they were invented, people had to light lamps that burned kerosene, natural gas, or oil so they could read and see after it got dark outside. The incandescent light bulb was invented by Thomas Edison. How many times do you think Edison tried to make a light bulb before he succeeded? Twice?



Instructions

Ask the children how many times Edison tried. After each guess, say "more."

Run through a list of things Edison invented.

The moose hunters

Model Dialogue

Well, Edison didn't try 10 times, 100 times, or even 1,000 times. Thomas Edison tried more than 10,000 times before he was able to create a satisfactory light bulb.

Persistence pays off. A reporter once asked Mr. Edison what he would have done if it still hadn't worked. He reportedly said, "Well, I wouldn't be wasting my time talking to you, young man." In other words, Edison would still have been working on the problem. That's the kind of persistence he had, and that's why he was so successful. He invented the light bulb, the modern electric plant, the phonograph, the first _____ and countless other things. How many times should you try to do something? To be successful, try until you succeed. If you do that, you may well be as successful as Thomas Edison.

Who wants to hear a story?

There were once three hunters who wanted to hunt moose near a small lake in Canada. They had a pilot in a floating plane fly them to the lake. But when the pilot saw the lake, he said it was too small to land on. They replied that they had landed on it last year. So the pilot shook his head, landed very carefully, unloaded the gear on the dock, and was told to return after three days.

After three days, he returned, landed the plane, and floated to the dock. There he saw the hunters, their gear, and an enormous moose. The pilot immediately realized that there wasn't enough lift in the plane's engines to take off safely on the small lake with such a heavy load. He said they would never be able to lift off the lake. But they reassured him, "We lifted off last year." Finally, after talking with him for 15 minutes, they convinced the pilot. The heavily-loaded plane just cleared the docks coming off the water. It groaned and lifted, approaching the trees. It moved just above them and began to rise.

Instructions

Ask the children what they can learn from this story.

Don't get discouraged if things don't work out right away.

Tell a story about a low point in your life.

Model Dialogue

It quickly approached one last tall pine tree on a hill. The plane groaned again, but the pine tree was too tall. It struck a wing with a crash, and the plane hurtled to the ground. The hunters were thrown down next to one another. After several minutes, one hunter painfully rose to one elbow, looked around, and groaned.

"Where are we?" "What is it?" asked another hunter weakly. The first hunter replied, "I think we crashed 100 feet farther than last year."

What is the moral of this story? Can anyone tell me? The moral is don't make the same mistakes over and over. If what you try doesn't work, then try something different. When Edison tried to make the light bulb, did he try making it the exact same way that had already failed? No. He changed it. Each time he tried to invent a bulb, he used a slightly different way of making it. If what you try doesn't work, change it before you try again.

When I was starting out, I wasn't very successful. In fact, I remember when. . .

Instructions

Preview the final session and close this session.

Closer

Model Dialogue

You will probably have some times like that in your life. But remember that you can rise above and move beyond those times. Be persistent, working every day in the pursuit of your dreams until you reach them. Keep on keeping on, every day. Things will work out and you'll reach your dreams.

Next week, we are going to talk about taking courageous action to achieve your goals.

Okay, everyone stand up. The two rows on the left and the two on the right, start humming like an airplane. And you in the middle rows, repeat after me. Captain, the engine's on fire! I know. Captain, the wing's on fire! I know. Captain, the whole plane's on fire! I know. Captain, there's only one parachute! I knowwwwww.

YES

Session 5—Taking Courageous Action to Overcome Fear

Materials and Instructions

Materials

Halloween mask

Principles and Model Dialogue

Outline of Principles

Review

- Statement of Wisdom
- Definition of arete
- You're as happy as you choose to be.
- The value of a smile
- Your single greatest power
- Your number-one ability
- Positive and negative attitudes
- Joe Girard's pep talk
- Four areas of written goal setting
- Help your parents around the house.
- Think big and start small.
- Use the Statement of Wisdom to choose wisely.
- Be persistent.
- Only you are responsible for your life.
- Keep a list of things to be thankful for.
- Get better grades by doing home opportunity as soon as you get home.
- Build a strong character.
- You get paid for what you know.
- Be a person of character
- Say, "No, thank you," to drugs, alcohol, and cigarettes.
- Avoid watching TV.
- Sustain your goals.
- Decide what you like and are good at.
- Don't stop until you succeed.
- Develop your discipline—work every day.
- Keep going, even when things look discouraging.
- You are extraordinary.

Instructions

Start the last session by having the children recite all the main principles they have learned throughout the series: the Statement of Wisdom, definition of arete, you are as happy as you want to be, your single greatest power (the power to choose), your number-one ability (to think for yourselves), positive and negative attitudes, Joe Girard's pep talk, setting written goals, the four areas of goal setting, being persistent, keeping and adding to a list of things to be thankful for, getting paid for what you know, who is responsible for your life, not repeating what isn't working, "The Value of a Smile," setting written goals in the four areas, doing home opportunity as soon as you arrive home, helping parents around the house, thinking big and starting small, the importance of character, and what to say when offered drugs, cigarettes, and alcohol (no, thank you).

Principles and Model Dialogue

Today's Topics

- Take action, action, action.
- Ask questions.
- Know the difference between a real fear and a false one.
- Don't leave angry.
- Tell people that you love them.
- Make your own luck.
- Use life's success formula.
- Face new challenges positively.
- Get inspired.

Today is the last session I will teach, but the end of today's sessions will be just the beginning of what you can make an exciting lifetime of using the ideas we've talked about. To make sure you remember what we've talked about, I want to go over everything you have learned over the last four weeks before we go on to today's topics.



Instructions

Statement of Wisdom

Arete

You're as happy as you choose to be.

The Value of a Smile

Single greatest power

Number-one ability

Positive and Negative attitudes

Joe Girard's pep talk

Model Dialogue

I want all of you to volunteer to speak up today, especially those of you who haven't spoken up yet. Who can say the Statement of Wisdom for me? Yes, good, thank you. Now let's say it all together. Good.

Now, how about the definition of Arete. Who can tell me what it is? That's good. Let's say it together. Arete means to be . . . the best possible you, compared to no one else. Let's say it once more together. Yes. You want to strive to be the best possible person you can become, without comparing yourself to anyone else. That's because we celebrate our differences.

Who remembers what President Lincoln said? "Everyone is pretty much as happy as they set their minds to be."

Remember to keep a good attitude by smiling.

What is your single greatest power? Who can tell me? Yes, that's it, your single greatest power is the power to choose. And what about your number-one ability? Your number-one ability is the ability to think for yourself, something no one can take away from you.

Let's have a demonstration. Who wants to demonstrate a negative mental attitude? How about someone who hasn't yet spoken up. Yes, please demonstrate for us. Good. Now, how about a positive mental attitude. Thank you. What's the easiest way to see that someone has a positive mental attitude? Who remembers? Yes, a smile. So what's the best way to make sure you have a more positive mental attitude? That's right, by smiling.

If you don't feel like smiling, what can you do? Remember Joe Girard? What did he do? He gave himself a pep talk. Let's do Joe Girard's pep talk together. Everyone stand first. Up. Okay, let's say it together—I feel goood! I feel great! Look out world, I'm coming out one more time! Fantastic.

Instructions

Goal setting: four areas

Help around the house.

Think big, start small.

Using the Statement of Wisdom

Be persistent.

You are responsible for your life.

Model Dialogue

We talked about setting goals. Those goals should be written and in four areas. Who can name the four areas?
Good. Home, school, health, and friends.

Remember how hard your mom and dad have to work to take care of you. One of your goals can be to help around the house, even if you're not asked.

To reach your goals, think big. Set big, important goals. But work on them in one small way at a time. Break a large goal into small goals and complete one small goal at a time.

To succeed, you think big, with imagination, and start small. Who can give me an example of thinking big to set a big goal? And who can give me an example of starting small on a goal. First tell me what the goal is and then tell me how to start small on making it happen. Who can give me an example using one of the goals you set?

The Statement of Wisdom is used to make good decisions. You should think only the thoughts, say only the words, and take only the actions that lead to good habits. In that way, you'll reach your destiny.

To succeed, you need to be persistent, don't you. How many times did Edison try before he invented the light bulb? Yes, 10,000 times. How many times should you try to succeed? Yes, until you get it. And if what you try doesn't work, what do you need to do when you try again? Yes, try it in a different way. Maybe just slightly differently or maybe completely differently, but differently.

Who is responsible for your grades? You are. And for your other successes in life? Only you.



Instructions

**Keep a
thankfulness list.**

**Getting good
grades**

**Build a strong
character.**

**Say no, thank
you, to drugs.**

**Avoid watching
TV.**

Model Dialogue

Remember the list you made of what you are thankful for? Take it out if you aren't feeling good and soon you'll remember all of the wonderful things in your life. Add to it regularly.

What about getting good grades? Why would you want to get good grades? Because, in life, you get paid for what you know. And when your grades are good, you know that you know. When is the best time to do your home opportunity? As soon as you get home. Doing it as soon as you get home will help you to get better grades, won't it.

And didn't we talk about the importance of character? Who did we talk about when we talked about character? General Schwartzkopf and Jane Addams. What did Schwartzkopf do? Yes, he risked his life to save the lives of his soldiers. And what did Jane Addams do? What was the name of the house she started in Chicago. It was Hull House. How did she help people through that house? Yes, she gave people a chance to do things they couldn't otherwise do. And she built a playground where children could play safely.

What do you say when someone offers you something that can harm you, something like cigarettes, alcohol, or drugs. You say what? No, thank you. If necessary, you say it loud. And then you report that person to someone in authority, your parents or teacher or principal.

We talked about how TV can waste a great deal of your time, time you could use to pursue your goals.

Instructions

Sustain your goals.

Decide what you are good at and like.

Don't stop until you succeed.

Discipline

Keep going.

You are extraordinary.

Model Dialogue

Goals are like a car—they need to be maintained or they break down. Real achievements, real success is sustained, continuing success.

Remember to pay attention to what you are good at and to what you like. And try new things you've never tried before. These can give you clues about your destiny, your life's work.

Remember Thomas Edison and how he wouldn't quit. He kept on until he reached his goals. The secret to your success will probably lie in your persistence—your ability to keep on keeping on.

To keep going requires discipline. Discipline is the habit you develop by working every day to achieve your goals. So work on your main goal every day.

And if you get discouraged, remember that you could be just three feet away from fantastic success. All successful people have had times of being unsuccessful. I did, but I kept going. I knew the things I wanted out of life and I kept working until I reached where I am today.

You have learned a great number of things in the last few weeks. You have proven that you are as extraordinary as everyone was telling us you were. I know you will continue to use these ideas for the rest of your life.

Now let's go on to today's topics.

YES

Instructions

Action, action, action

Say the word "action" with emphasis each time. To add emphasis, you can clap on the first syllable of the word "action" each time you say it.

Get the whole class to say the words as you say them. Do this several times.

The girl who never asked questions

The opinions of others cannot hurt you.

Model Dialogue

Last week we talked about determination, which means always trying one more time when you're working to reach a goal. This week we're going to talk about action. One way to reach your goals is to take courageous action, action, action.

There was a student who wondered about many things. She was very interested in learning more about every subject. In fact, she loved learning. But the girl never raised her hand. You see, she was afraid she might ask a question that someone thought was stupid. For years, she went through school with many questions she didn't ask and never found answers for. It wasn't until years later that she heard someone say, "The only bad question is the one you don't ask." Then she realized that if someone had thought her question was stupid, so what! It wouldn't have mattered. She was afraid of something that wasn't real.

What would have happened to her if someone thought a question was stupid? Could that really harm her? Is what others think important enough to make you do something you don't want to do or not do something you want to do? No. What others think is just that—a thought in someone's head. Thoughts, the opinions of others, can't hurt you. Being afraid of what someone else thinks is a false fear. What about the fear of being embarrassed? Can embarrassment hurt us? No, that's a false fear.

Instructions

False fear versus real fear

Make a list of false fears.

Explain the difference between false and real fears using the flip chart. Explain that false fears are disguised opportunities.

Have someone who looks very innocent put on a scary Halloween mask.

Take the mask off.

Model Dialogue

A false fear is different from a real fear. You ought to be afraid of certain things that can harm you. You *should* be afraid of guns and violence. You *should* be afraid of drugs, cigarettes, and alcohol. You should be afraid of all those things because they can hurt you. Those are real fears. But you should not be afraid of false fears or of things you can't change.

Fear can tell us two things, depending on whether it's a false fear or a real fear. A real fear tells you about danger, reminding you to stay away from something. But false fear often tells you where there is an opportunity. For instance, if you are afraid of your own feelings—maybe you are afraid of being embarrassed—then you know this is a false fear that is hiding an opportunity. The opportunity behind the fear of embarrassment is the opportunity to try something new that you've never tried before.

Remember the girl who was afraid to ask questions? What was the opportunity behind her fear? She had many opportunities to learn. She missed these opportunities because she gave in to a false fear—that people would think one of her questions was stupid. Remember, look for the opportunity behind every false fear, and go after that opportunity in spite of the fear.

Here is an example of false fear. Who likes Halloween? I love it. Why? Do you like to dress up? I have a mask here that I like to wear at Halloween. Who wants to put it on for a demonstration? Take a look. If you saw someone wearing that mask at a Halloween party, you'd think it was a good costume. But you wouldn't be afraid. That would be a false fear. What are some other examples of false fears? (movies, things in the news)

Instructions

The salesman

Model Dialogue

Life can be filled with false fears, things you are afraid of that really can't harm you. I'd like to give you another example. A boy once bought a box of Christmas cards that he wanted to sell for a profit by going door to door. He had to borrow the money to buy them and he needed to pay it back. And he wanted to make some extra money for gifts. So he decided to go to a neighborhood and knock on some doors. But he was afraid. He thought about it for a while and finally realized that the worst thing that could happen was that someone would say no. He realized that his fear was a false fear.

He knocked softly on a door and waited. But no one answered. He was almost relieved, but he decided he wasn't going to give up. So he went to the next house and knocked a little harder. Someone came to the door. He asked them whether they wanted to buy some Christmas cards, and they shut the door in his face.

He didn't feel good, but he decided to go to the next door and try again. This time, a woman answered and asked to see the cards. She looked them over and said no, she didn't want to buy any. This made him feel a little better.

He went on and finally, after six people told him no, he made a sale. He was learning a little from each time someone said no. For instance, he learned that he would have to go to six or seven houses before he could sell a box of cards.

What else do you think he learned? He learned you can't just stop after someone says no, you can't just try a little and stop. He learned that he could face his fear, overcome his worry, and sell, even if some people shut the door in his face.

Instructions

Overcome false fear by action.

Clapping emphasizes the importance of the word and makes it easier to remember. Get everyone to clap it with you. This will set it in their memories.

Don't leave angry.

Model Dialogue

In life, you need to be able to take risks. You must choose to overcome false fears if you are to succeed. This can only happen if you take action. I want you to repeat this with me. Let's take action (clap), action (clap), action (clap). Let's say it again, but louder this time.

When you are afraid of doing something, when you are in doubt about what to do, repeat this phrase. Then take action. Only courageous action can overcome false fear. And nothing in your life will change unless you change it. That's because, my young friends, life stays the same. You alone are the ones who can change your lives, and you do that only by taking courageous action.

I once heard a touching story about a man who had an argument when he was 18. He was just 21 when he was telling the story. He told about having an argument with his mother several years earlier. He was so angry during the argument, that he slammed the door, got in his car, and squealed the tires as he sped away. He drove around for several hours.

When he got home, there were people standing on his lawn, and he knew something was wrong. When he walked to the door, a neighbor told him that his mother had had a heart attack and been taken to the hospital in an ambulance. He rushed to the hospital, but when he arrived, his mother was unconscious in the intensive care unit. She was so ill that the doctors would not let him enter the room. And sadly, she died before he was able to speak to her, before he was able to tell her he was sorry for the things he had said during the argument.

Instructions

Tell people how much you love them.

Make your own luck.

Use life's success formula.

Face new challenges positively.

Model Dialogue

This man was still sorry years later about what he had done. He told everyone listening to him never to leave someone they loved if they were angry with them. Instead, he said, learn to do something that takes courage. He said, "Learn to tell them that you love them. I never call my parents or grandparents or brothers or sisters on the phone without telling them I love them. Tell your parents. It may take courage to learn to do, but learn to do it and do it."

You never know when you might get another chance to tell someone you love them. And it's very important that they know.

Remember, in your life, you make your own luck by taking courageous action. Ask yourself where you want to go, what you want to do. Then straighten your shoulders, pull up your head, smile, and make it happen. Even if you're afraid, take action, face your false fears, and make good things happen by what you do.

Remember life's success formula:

- Have a burning desire
- Set specific goals.
- Have faith in yourself and God.
- Be persistent.
- Take courageous action.

Instead of saying to yourself, "I can't," say "Yes, I can," or "I'll learn how." How are you going to know whether you are good at something unless you try it? And don't expect to be good at things right away. Even Picasso wasn't a very good painter when he started, but most people say he's one of the best painters of the 20th century. So you have to work at something to get good at it. And I want you to try many things, positive things, things that are good for you or that are good for someone else. Be creative. Have fun doing new things. Get inspired.



Instructions

Inspiration

***Get inspired so
you can reach
your dreams.***

***I can—the last
four letters in
American***

Model Dialogue

Who wants to hear a scary story?

A young man was walking home through a graveyard late one Halloween night. It was so dark that he didn't see a freshly dug grave and fell in. The grave was deep and the ground was wet, so every time he tried to grab a handhold or push with his feet, he slid back in. Soon he was covered with mud. He became so tired that he decided to wait until morning when he knew someone would be along to hear his calls for help. Finally he fell asleep. Some time later, another man took the same shortcut through the same cemetery and fell into the same grave. The first man awoke and watched with amusement as the second man struggled for a long time, but failed to get out. Eventually, he grew tired, gave up, and slumped to the ground.

Finally, the first man touched the second man softly on the shoulder, saying, "You might as well give up." The second man sprang straight up out of the grave.

Why was the second man suddenly able to escape from the grave when he had already tried and failed? He became inspired. I want you to become inspired too as you move toward your goals. Say that you want to, know you can, get inspired by a burning desire, and you will achieve your goals.

Now, I want you to write down goals every year in the four areas we talked about. Always have faith in yourself and God. Be persistent because I know you can succeed in reaching your dreams. And remember, the last four letters in American spell "I can."



Instructions

***Write and
tell us what
you learned.***

Model Dialogue

I want you to write a letter to Don Tocco, the man who started this series, to tell him about how it has made a difference to you. Tell him what you learned, what you did with what you learned. In your booklet, you'll find his address. That's where you can send the letters. Good luck, and I hope to see you again some time soon.

Appendix Material for teacher's Manual

Speaker Introduction

Today we have a guest who is from the local business community. He (she) works as a _____
for _____. He (she) lives close by
in _____. He (she) is going to share some
exciting ideas with you because he (she) wants you to be happier at home and in
school. He (she) wants you to discover some of your skills, talents, and abilities and
become more excited about your lives.

Your guest does not have to be here, but chooses to. The greatest compliment you
can pay in return is to listen carefully, try all the things he (she) suggests, ask ques-
tions, and have fun.

Please welcome Mr. (Mrs., Miss) _____.

YES

Teacher Session Evaluation and Review

Teacher's Name _____ Date _____

Session # _____

After each session, please complete this form and mail it to:

D.L. Tocco & Associates, Inc.
Attn: Curriculum Division
755 West Big Beaver, Suite 2105
Troy, MI 48084
(810) 362-3535

How will you infuse or incorporate this session into your classroom situation?

What impact has last week's session had on the students?

(Describe your observations and give examples.)

Recommendations and other comments: _____

A stylized logo consisting of the word "YES" in a bold, blocky font. The letters are interconnected, with the 'Y' and 'E' sharing a vertical stroke, and the 'S' overlapping the 'E'.

Teacher Session Evaluation and Review

Teacher's Name _____ Date _____

Session # _____

After each session, please complete this form and mail it to:

D.L. Tocco & Associates, Inc.
Attn: Curriculum Division
755 West Big Beaver, Suite 2105
Troy, MI 48084
(810) 362-3535

How will you infuse or incorporate this session into your classroom situation?

What impact has last week's session had on the students?

(Describe your observations and give examples.)

Recommendations and other comments: _____



Teacher Session Evaluation and Review

Teacher's Name _____ Date _____

Session # _____

After each session, please complete this form and mail it to:

D.L. Tocco & Associates, Inc.
Attn: Curriculum Division
755 West Big Beaver, Suite 2105
Troy, MI 48084
(810) 362-3535

How will you infuse or incorporate this session into your classroom situation?

What impact has last week's session had on the students?
(Describe your observations and give examples.)

Recommendations and other comments: _____



Teacher Session Evaluation and Review

Teacher's Name _____ Date _____

Session # _____

After each session, please complete this form and mail it to:

D.L. Tocco & Associates, Inc.
Attn: Curriculum Division
755 West Big Beaver, Suite 2105
Troy, MI 48084
(810) 362-3535

How will you infuse or incorporate this session into your classroom situation?

What impact has last week's session had on the students?

(Describe your observations and give examples.)

Recommendations and other comments: _____



Teacher Session Evaluation and Review

Teacher's Name _____ Date _____

Session # _____

After each session, please complete this form and mail it to:

D.L. Tocco & Associates, Inc.
Attn: Curriculum Division
755 West Big Beaver, Suite 2105
Troy, MI 48084
(810) 362-3535

How will you infuse or incorporate this session into your classroom situation?

What impact has last week's session had on the students?

(Describe your observations and give examples.)

Recommendations and other comments: _____





The Youth Enrichment Series (Y.E.S.) is the creation of Don Tocco who has been reaching the youth of America with his message of inspiration and direction for personal achievement since 1977. Personally speaking to students assembled from over 30 countries and every state in America, these powerful life-changing ideas are helping shape the world for a new and better tomorrow. He has spoken to elementary, high school, and college students and has never charged a fee in the United States.

Don is established in the real world, having founded a national marketing company based in Troy, Michigan. His firm specializes in developing business opportunities for industrial construction companies across the United States, Mexico, and Canada. He started his business \$7,500 in debt, with no investors or previous business background. Drawing on the unchanging success principles of which he speaks, he built the company into a resource with well over one billion dollars in collective sales since 1974.

His workable philosophy has been shared with both students and corporate personnel alike, having begun motivational instruction while working with the Dale Carnegie Leadership Courses in 1972.

So profound was the Carnegie influence he has funded scholarship programs to send students through Carnegie every year since 1984. He has equal commitment and respect for the Hugh O'Brian Youth Foundation, an international leadership program for high school sophomores.

Don's hobbies include sculpting, photography, poetry, and sports. He feels these are an essential expression and release. His life's mission is refreshingly basic: "To live life fully through knowledge, courage, vision, and willingness to help others."

For information on Y.E.S. and other programs, contact Don at the following address:

D.L. Tocco & Associates, Inc.
755 W. Big Beaver, Suite 2105
Troy, Michigan 48084
(810) 362-3535

END