

Instructor Notes

Break It Down: Believe in Yourself

Pages 22–24

SECTION 3

BELIEVE IN YOURSELF

Background Note

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

Objectives

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

Instructor Preparation

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

Materials

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

Instructional Procedures

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

Learning Extensions (optional)

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

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

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Instructor Notes (continued)

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Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

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

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

Assessment

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

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

Vocabulary affirmation