

SELF-WORTH: YOU ARE VALUABLE CRS GUIDE

THIS PACKET IS YOUR **GUIDE**.

YOU SHOULD **NOT** BRING IT INTO THE CLASSROOM WITH YOU,
BECAUSE YOU SHOULD USE THIS TO MAKE NOTECARDS!

A FEW TIPS FOR MAKING NOTE CARDS:

- Number your notecards** to keep them in order
- Make a note of **who is going before you** and what the last thing they are doing/saying before your part
- Put things in your **own words** so that you don't sound rehearsed
- Do not cut up the CRS guide and paste them onto note cards—> actually **writing down your parts on note cards** will help you familiarize yourself with your part so that you don't read off your notecards

THINGS YOU DON'T NEED TO MAKE NOTE CARDS FOR (YOU WILL GET THE HANDOUTS DURING THE ACTUAL CLASSROOM SESSION):

- Small Group discussion
- Q&A (if your part is reading the questions, you will get the hand out. If it is not your part, you may want to jot down a few answers to the questions if you think you will forget or it will help you not to be so nervous)

THINGS TO REMEMBER FOR CLASSROOM SESSIONS:

- Wear your **Velocity shirt** (and follow dress code!)
- No gum**
- Make sure your teachers know where you are & **make up any work that you miss** during your Classroom Session
- Speak **loud & clear**
- Make **eye contact** (do not read off your note cards!)
- Speak with **enthusiasm** (in other words, don't be boring)
- Make note cards** to help learn your part (do not bring this guide into the classroom with you!)
- Remember that the reason you are doing this is to HELP the 6th graders**, so make sure everything you do and say is for their benefit! So remember to do things like: make sure everyone feels included during small groups, give real and genuine sharings, give real and helpful advice during the Q&A.

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The date(s) of my Classroom Session:

My part number is: _____

The other members of my group & their part numbers:

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |
| 6. _____ | 6. _____ |
| 7. _____ | 7. _____ |

The class(es) I am missing for my Classroom Session:

WHEN I need to meet for my Classroom Sessions:

WHERE I need to meet for my Classroom Sessions:

Other Notes:

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I. INTRODUCTION

Hey everybody! We're Velocity. Velocity is a group of 7th and 8th graders who are committed to living lives of integrity and making good decisions. We are totally drug-free. As members of Velocity, we go into 6th grade classrooms and talk about things that matter to middle school students.

We do this because we care about you. We believe that each one of you is important, unique, and valuable.

Right now I need three volunteers from the class to help introduce today's topic.

I'm giving each of you a pair of scissors and one folded up piece of paper. *(Give scissors and folded up circles to the students and put a trashcan (or 2) in front of them. Have the volunteers stand to the side of the Velocity group)*

We will give you about a minute to make paper snowflakes by using the scissors to cut out small pieces from the folded up papers. Be sure to cut these pieces over the trashcan so the paper doesn't fall on the floor. You can begin now

As they cut snowflakes, have the volunteers answer the following things:

- What is your name?
- How old were you when you first saw snow?
- What's your favorite thing to do in the snow?

Good job. Now we'd like each of you to stop cutting your papers and open them up so the class can see the snowflakes you created. *(Wait for them to do this.)*

What do you notice about these snowflakes? *(Wait for responses.)*

One thing about these snowflakes is that they are all unique. Even though they were all made from paper with scissors, they are special. In fact, no two snowflakes are exactly alike. Each is a one-of-a-kind original.

It is the same with people. We are each unique and one-of-a-kind originals. We are all made from the same stuff, but each one of us is different.

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Thank you guys, yall can sit back down now. Right now we are going to take a minute to introduce ourselves. We'll tell you our name, grade, and one special quality about ourselves. I'll begin. I'm. . . (introduce yourself).

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ALL Introduce yourself with name, grade, and one special quality about yourself. (special quality should be something character-related, not "I'm a cheerleader". . . for instance, "I'm a good listener")

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I want everyone to close your eyes. I'm going to read a list of statements that we may sometimes say or think about ourselves. As I read each statement, I want you to think to yourself if you've ever felt like any of these

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- Nobody likes me
- I'm not as good as other people
- I'm not attractive
- I don't fit in
- I'm not smart enough
- I'm a failure
- I just don't matter

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things. Some of these statements may sound funny or make you laugh, but chances are you can relate to a few of them! (Read list, pause between statements):

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II. SMALL GROUPS

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You can open your eyes now. We know there may be times when some of us question our own self-worth. Sometimes we place more value in material things than in ourselves or other people. Right now we're going to split up into four small groups and talk about how valuable we are. (Quickly divide the class into four groups by CORNERS. It doesn't have to be exact. A Velocity small group leader goes to each group.)

You can open your eyes now. We know there may be times when some of us question our own self-worth. Sometimes we place more value in material things than in ourselves or other people. Right now we're going to split up into four small groups and talk about how valuable we are. (Quickly divide the class into four groups by CORNERS. It doesn't have to be exact. A Velocity small group leader goes to each group.)

ALL (Velocity – divide yourselves equally among the four groups and participate. Each group finds a space in the classroom to work together as a group. Follow the instructions on the discussion guide to lead your group. After 10-12 minutes, ask the class to return to their seats, and ask the spokesperson from each group to come to the front of the room.)

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III. THE CLASS SHARES

_____ Will the spokesperson from each group please step forward and share your group's answers to the last question. *(Read the first question then have each spokesperson share their answer. After all the questions have been answered, thank the spokespeople and have them return to their seats).*

IV. VELOCITY SHARES

_____ Since we're talking about self-worth today, we want all of you to know about experiences that some of us have been through with our own feelings of self-worth. Please listen as a few students from Velocity share their stories.

_____ Velocity Student Sharing *(please read "Sharing Tips" before the CRS)*

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V. QUESTION AND ANSWER

_____ Now I'm going to ask Velocity some questions that middle school students have about self-worth. I'll ask a question and then a few of us up here will share answers to the question.

ALL Velocity answers questions

- Ask Velocity each of the questions from the Q&A sheet that is attached
- Each of you should be prepared to answer all of the questions
- Make sure at least two or three Velocity students answer the question and then ask another question.
- Answer from your own thoughts and experiences

_____ Do any of you have questions about self-worth? We may not have all the answers, but we are here to share what we do know. Please keep your questions related to self-worth. *(If any students ask questions about Velocity, ask them to hold that question until the end of the session when there will be time for questions about Velocity.)*

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VI. CLOSING

_____ It's a fact that each one of us in this room is unique, special, and valuable.

(Ask the class the following scenario)

Think about this scenario, it's not a trick question:

If I had a \$100 bill and I were willing to give it to you, would you want it?

What if I stepped on it?

Perhaps if I wadded it up, would you still want it?

How about if I got it wet?

What if I dropped it in the mud?

Why after all of this would you still want this nasty \$100 bill?

(Wait for responses.)

Everybody knows the importance and worth of *money*, but we need to all know in our heads and in our hearts that each of us are much more valuable than money or possessions. You are much more valuable than money or possessions. We are all unique, one-of-a-kind creations.

Each one of you is priceless! We hope you learned that in a new way today. Thanks for listening to us today, guys. We look forward to the next time we get to come and talk to you.

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SMALL GROUP DISCUSSION

Small Group Leader – Have your small group sit together in a circle. Work through this handout with your group. Do your best to draw everyone into the discussion. Also, get one 6th grader to volunteer to write down and share with the class your group's answers to the last two questions. Remind him or her to speak loudly when sharing answers with the class. Please discuss the first questions, but do not write down the answers to them! Only write down the answers to the LAST question.

Everyone share your first name and answer this question:

What is one thing that makes you feel good about yourself?

How do grades effect your self-worth?

What other areas of life effect your self-worth?

Why shouldn't you base your self-worth off of only one area of your life (for example, only on your grades)?

Why isn't it fair to judge someone based only on the way they look or dress?

Do you care more about a person's personality or appearance? Why?

Why are suicide and cutting bad ways to dealing with low self-worth?
What are good ways to dealing with low self-worth?

We'll share the next answers with the entire class. Choose a spokesperson to write down the next answer.

What are some ways to remind your classmates that they are valuable just the way they are?

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QUESTION & ANSWER

1. I feel no matter how hard I try I don't seem to be good enough for my parents. What should I tell them?

- Let them know how you feel. Find a time when you have your parents' full attention. Make sure they aren't watching TV, working, or in the middle of something big.
- Sometimes parents don't realize that they are being overly critical, so it can be good to sit down and talk with them to let them know that you feel their expectations are unrealistic.
- If you feel you are doing your best, communicate that to your parents. And don't add more pressure to yourself!

2. I get teased because I'm smart. I like school, but I feel like a loser. How can I feel better about myself?

- Realize people do and will like you
- It's important to be yourself because trying to change who you are just to fit in never works in the long run.
- Remember intelligence is a good thing and will get you far in life.

3. I hate the way I look. How can I feel better about myself?

- Like snowflakes we are each made to be different. Learn to embrace the things about you that make you different.
- Think about the things you are good at and focus on those
- You are the only one who can be you & that makes you valuable, no matter what!

4. Sometimes I feel really worthless and alone, even depressed. How can I change the way I feel?

- Surround yourself with friends who support, encourage and care about you.
- Know that people do care...as part of Velocity, we care about all the people around us and that includes you.
- Your teachers care more about you than you think.
- When you feel depressed, try to focus on positive things about yourself.

5. My friends cut/hurt themselves and sometimes they say they wish they were dead. What should I do?

- Be honest, say you don't like when they put themselves down
- Let them know they are important to you.
- Praise/encourage them often for the friend that they are to you and for the good choices they make.
- Encourage your friends to talk to an adult that can help (like their parents or a counselor).
- Let someone know!

6. Sometimes I feel like if I could just lose a little weight I would be more accepted. What can I do to understand that I'm valuable no matter what I weigh or look like?

- It's important to focus on the positive things about yourself that are unchanging.
- Looks can come and go- people gain weight and people lose weight. People's faces break out sometimes, some of us get braces and stuff like that. But no matter what's changing on the outside, your character and your heart are far more steady.

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SHARING TIPS

Sharing with the sixth graders is so important! They are really listening and they want to hear the experiences you've had!

TIPS ON SHARING WITH OTHER STUDENTS:

Do...

- ...share your own story -- not someone else's
- ...share more than just a sentence or two (**talk for a minute or two**)
- ...think about what you're going to say ahead of time -- jot down notes to remind yourself
- ...try to share something that a lot of middle school students can relate to
- ...share your hurt, struggle, and your feelings
- ...tell them what you learned

Don't...

- ...use names or experiences that might point a finger in a negative way at another person.
- ...preach to the sixth graders -- just share what you've experienced
- ...try to make your story better by making things up -- just share the truth
- ...give lots of advice- just share your story.

IDEAS FOR WHAT YOU CAN SHARE ON:

- A time when you accomplished something you worked hard for and how it made you feel
- A time when you didn't get the grade or goal that you wanted and how you learned it was not the end of the world
- A time when you struggled to meet your parents' expectations and how you worked through it

Remember: This does not need to be a formal speech, but please spend some time thinking about what you want to say and how you want to say it. It will make it much easier for you, and it will be a much better sharing.

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SHARING YOUR STORY ABOUT SELF-WORTH

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WHAT DO YOU WANT TO SHARE

HOW DID YOU FEEL?

HOW DID YOU DEAL WITH IT?

WHAT DID YOU LEARN?

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SHARING YOUR STORY ABOUT SELF-WORTH

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